

Reform and Exploration of International Business English Teaching Mode in Higher Vocational Colleges Under Internet Plus Mode

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Abstract

In the era of Internet plus, Internet information technology has been widely applied in the field of education. Based on this background, this paper expounds the teaching concept of semantic association big data applied to international business English Teaching in Higher Vocational Colleges under the Internet plus environment. This paper discusses how to apply the semantic association big data classroom teaching mode to international business English Teaching in Higher Vocational Colleges from three aspects of teaching methods, learning mode and evaluation system. This paper constructs the first, second, third and fourth classroom of International Business English teaching. The experimental study shows that the blended learning model based on learning platform and the multiple teaching evaluation system can effectively solve the problems in traditional international business English teaching, thus providing a path to optimize the teaching effect.

Keywords: Internet plus, semantic related big data, international business, English teaching.

I. Introduction

The ultimate goal of cultivating students in Colleges and universities is to enable students to serve the society, and higher vocational education is more employment oriented [1-2]. The teaching purpose of English course in Higher Vocational Education stipulated in the trial implementation of basic requirements for English Course Teaching in Higher Vocational Education issued by the Ministry of education is "to enable students to better master basic English knowledge and skills, and have certain abilities of listening, speaking, reading, writing and translating, so that they can read and translate relevant English business materials with the help of dictionaries, In the daily activities of foreign communication and business activities, simple oral and written communication, and to continue to improve the ability of English communication in the future [3].

The Ministry of education also put forward some opinions on deepening the reform of vocational education with employment as the guidance, pointing out that higher vocational English education has three characteristics: applicability, practicality and practicability [4]. This points out the way forward for the development of vocational education. Since China's entry into WTO, the effect of using English has become more and more obvious, and the society needs more and more compound talents who can not only master economic professional knowledge but also skillfully use English in business work. However, the current higher vocational English teaching effect can not well reflect and meet the needs of the society and the market. Therefore, it is necessary and urgent to implement English teaching reform in higher vocational education.

II. The present situation of English Teaching in Higher Vocational Colleges

English teaching includes two parts: Basic English and professional English teaching. At present, the teaching mode of English in higher vocational colleges is basically based on the mode of undergraduate English teaching. However, the students in higher vocational colleges have their own characteristics compared with those of the undergraduate colleges. The composition of vocational students is more diversified, mainly secondary vocational

students, vocational students and high school graduates [5]. The students' English foundation is relatively weak, grammar knowledge is not strong enough, pronunciation is not standard, and listening is even more difficult. Especially in the professional English learning, students are usually not interested in it, and they are prone to get tired of it. In class, there is little effective communication and interaction with teachers. Most teachers sing solo plays, which results in the waste of teaching resources and time. What's more, students are not good at solving practical problems in English when they get into their jobs [6-7].

The reasons for the above influence students' enthusiasm and learning effect are analyzed. Besides the contents of textbooks are relatively old, the specialty pertinence is poor and the teaching methods are relatively single, the basic English and professional English teaching are more prominent problems such as "one teaching by themselves" and the lag of professional English teaching.

(1) Teaching of the basic English and the professional English Teaching

The Ministry of education requires that the cumulative passing rate of the third level of English in demonstrative higher vocational colleges is 75%, and that of the general vocational colleges is also required to reach 50%. Therefore, in the real teaching, one of the most important contents of basic English teaching is to provide the students with the English grade guidance. In the course of basic English teaching, the most important activity is to explain the basic grammar and vocabulary in the text, and to train the basic English skills such as listening, speaking, writing and translation. Besides, there is little time to expand into the professional field, so many students have not fully the ability to deal with professional English at the end of basic English learning. In this case, we have to rush to fight and learn professional English, and the results are very little. Teachers attach importance to the CET and the recognition of the society for the CET make some students take passing the English grade examination as the purpose and motivation of English learning. Therefore, it takes a lot of time to memorize the word list and do simulation questions. Although these will help to improve the basic English ability, the time and energy are limited, which makes students ignore the exercise and improvement of English application ability, let alone the combination of professional knowledge. This is different from the ultimate goal of English teaching.

In basic English teaching, listening, speaking, reading, writing and translation should be carried out simultaneously. However, in the teaching of professional English, it has been focused on written reading and writing translation, and adheres to the monotonous form of "text, word - annotation - Practice - grammar t reading materials - translation skills", and the learning content is far away from daily life, which is not easy to arouse students' interest in learning. What's more, the training of basic English for listening, speaking and writing has not been continued in professional English. This disconnected ability training mode makes the achievements achieved in the basic English stage fail to consolidate and transform into professional English expression ability in time, which weakens the teaching effect of the early basic English. It also hinders the improvement of students' ability to solve practical problems in English. It is pointed out that in the real English teaching, many cases are that basic English learning is out of touch with professional English learning, and there is no organic combination in teaching content and form. Results students can not use English as a tool language to solve their professional problems, such as not understanding English technology or product instruction, and being able to communicate with foreign technicians orally or in writing.

(2) The lag of professional English Teaching

After the promulgation of the syllabus, professional English teaching has been paid more attention to. But many problems arise: first, it is difficult to find the right teaching materials. Most of the existing textbooks are listed in reading materials, which can not be updated with the technology. The practice form is monotonous, ignoring the knowledge, interest and language system. Students' ability to apply language can not be trained in many aspects. Second, the faculty is weak. Teachers who serve in this course must have solid professional knowledge and high

English level. The main purpose of professional English teaching is to enable students to master certain English professional vocabulary, understand English literature related to the major and communicate in the work. However, most teachers of professional English are professional teachers, who have rich professional knowledge, but seldom even have no special English training. Because of the lack of systematic training, the teaching effect is affected. Because the professional teachers mainly serve as the teaching of professional courses, the complicated teaching work and tense schedule, even if they do not lack the understanding of the value of communication and communication, they also fail to have the guarantee of regular communication in time. Third, the class hours are relatively small. Most vocational colleges have about 30 hours of teaching English, so it is difficult to carry out multi-level and diversified teaching work.

III. Organization model based on Knowledge Mapping in OER-OFE

3.1 Meaning Choice of English Polysemous Words

In order to understand the meaning of a word correctly, the first step is to "stimulate" the frame in which the word is located and match the meaning information in the frame. The analysis unit of FrameNet's frame system is sememe, which directly establishes the correspondence between sememe and frame rather than the correspondence between vocabulary and frame. At the same time, there are also event participating elements in the frame, namely "frame elements". These parameters help to quickly "anchor" the frame attribution of a sememe. Taking the common word "time" as an example, in FrameNet, according to the meaning, it belongs to the framework of "movement, duration, impact, frequency, change, temporary" and so on. There are different event participation elements in different frameworks [8-10]. "Time" takes on different semantic roles and functions in different frameworks, and has different frame element names. FrameNet not only provides the semantic analysis of words, but also enumerates the grammatical category features that can take on a specific semantic role, so as to explain the grammatical distribution features of arguments semantically. The organizational framework is shown in Figure 1.

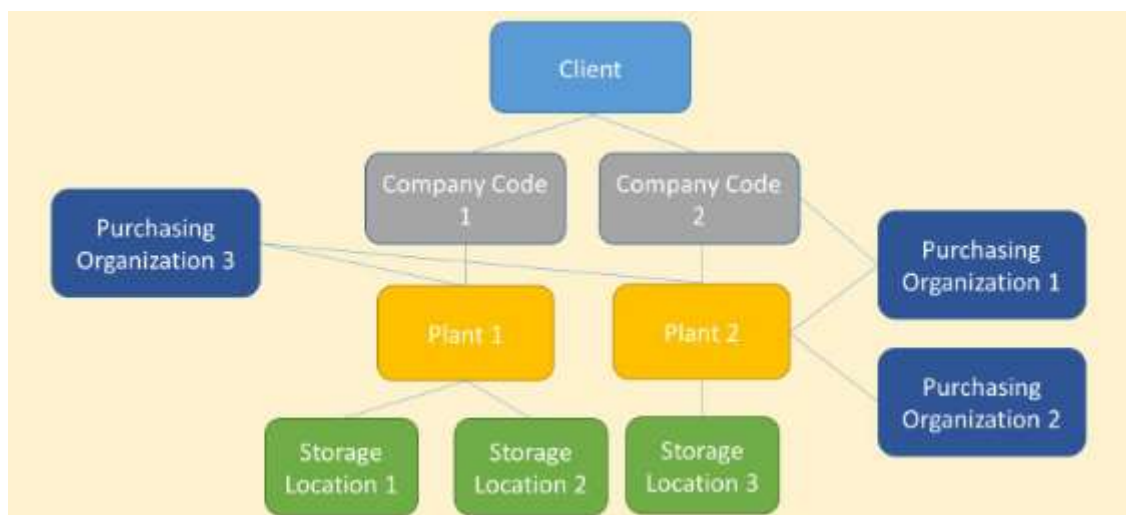


Figure 1 The organizational framework

3.2 Map of educational knowledge

The core theory of this paper is knowledge mapping technology. Knowledge mapping technology is often used in search engines to query complex associated information, so that the system can better understand the user's intention from the semantic level and improve the search quality. Knowledge mapping aims to describe various entities or concepts in the real world. It is essentially a semantic network and a graph based data structure. Its

nodes represent entities or concepts, and its edges represent various semantic relationships between entities or concepts. In the knowledge map, each entity or concept is identified by a globally unique ID, which is called their identifier. Attribute value pairs are used to describe the internal characteristics of entities, while relationships are used to connect two entities and describe the association between them. In order to describe the complex relations in knowledge mapping, the simple triple form {subject, relation, object} is often used in engineering field. This form of triples can represent all resources and their relationships in the graph model, and the definition of relationships is flexible.

For example, the relationship shown in Figure 2 can be described clearly by simple triples. As shown in Figure 2, the relationship between entities or concepts can be expressed in the form of {subject, relationship, object}, in which subject and object represent specific educational resource entities or concepts, and relationship represents the relationship between subject and object. Through the expression of these triples, the complex network relationship can be simplified, which is more conducive to association analysis and network search.

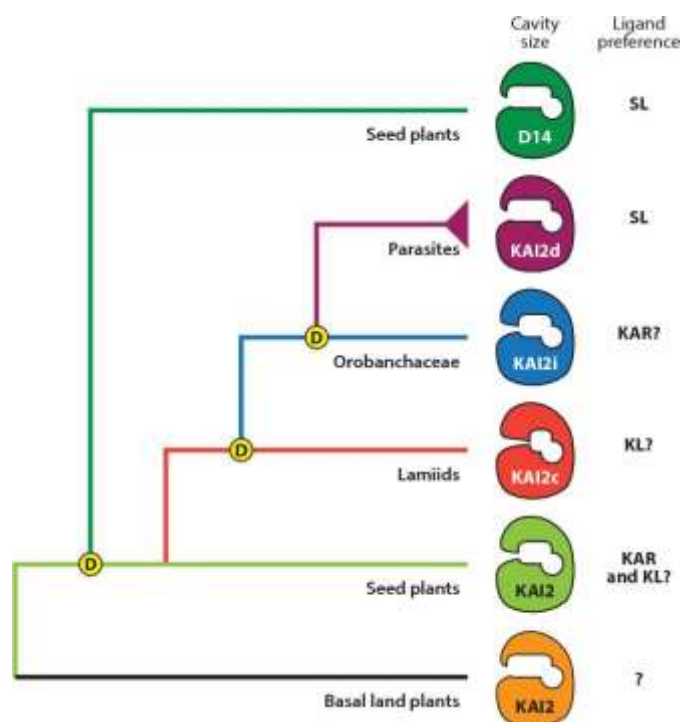


Figure 2 Examples of knowledge points transformed into knowledge map representation

3.3 OER-OFE organization model

Knowledge graph is a graph model used to describe the knowledge relationship between objective things. Things (called entities in the knowledge graph) are connected by specific relationships, and all kinds of educational knowledge points and educational resource entities are connected by standardized and formal relationships. OER entities have good correlation characteristics and standardized semantic characteristics.

The organization model based on knowledge mapping will meet the needs of educational resource application in the era of big data from the following aspects:

1. Semantic dimension link. Knowledge mapping provides a good, standard and formal semantic link between OERs, so as to establish the basis of analysis and processing that can be automatically understood and reasoned by

computer. For example, the triplet "Pythagorean theorem", "ORE Pythagorean theorem example 1", example "formally expresses that there is a" relationship "between" subject "(knowledge point" Pythagorean theorem ") and" object "(educational resource" ORE Pythagorean theorem example 1 ") as" example ". Because the formal description of this semantic level is defined uniformly, the computer can accurately find an example when searching the knowledge points of Pythagorean theorem, which is marked as "ore Pythagorean theorem example 1", and thus provide users with the source, description and navigation of the resource. On the other hand, the knowledge map has flexible rules for defining the relationship dimension, that is, the knowledge map can give a description of the relationship between entities according to the user's needs, such as "is-a", "sameas", "aKindof", "instanceof", which provides a good guarantee for the multi-dimensional semantic association between entities.

2. Scenario based resource service. Knowledge mapping can identify the user's learning level, discipline direction, learning habits and other information by combining with the user's specific operation behavior, so as to customize the user's specific learning scene, and then provide the resource service mode corresponding to the scene. For example, if users search and obtain a large number of "CET-4", "C language", "Java language", "data structure" and other related resources. Then, according to the classification of knowledge points and subject direction, the knowledge map can identify the user's learning scene as "University", "computer science" and other information, which will form the specific learning background and level of the user. Then, the OEF will show users a large number of learning content associated with the scene, so as to avoid providing users with oer corresponding to "primary school", "junior high school" and other learning levels or "Chemistry", "philosophy" and other disciplines with less relevance.

3. Hierarchical resource organization. When new resources join the platform, the platform can analyze the characteristics of resources from the semantic tags of new resources, and establish the corresponding tags and associations for resources. For example, as shown in Figure 3, "Pythagorean theorem" related resources can be added to the platform, and the corresponding index and semantic relationship can be established by using the knowledge map. "Pythagorean theorem" should be closely related to "tangent theorem", "side length formula", "angle formula" and other labels. Then the tag is added to the relational chain and hierarchical directory to form a complete structure. The general process is shown in Figure 3.

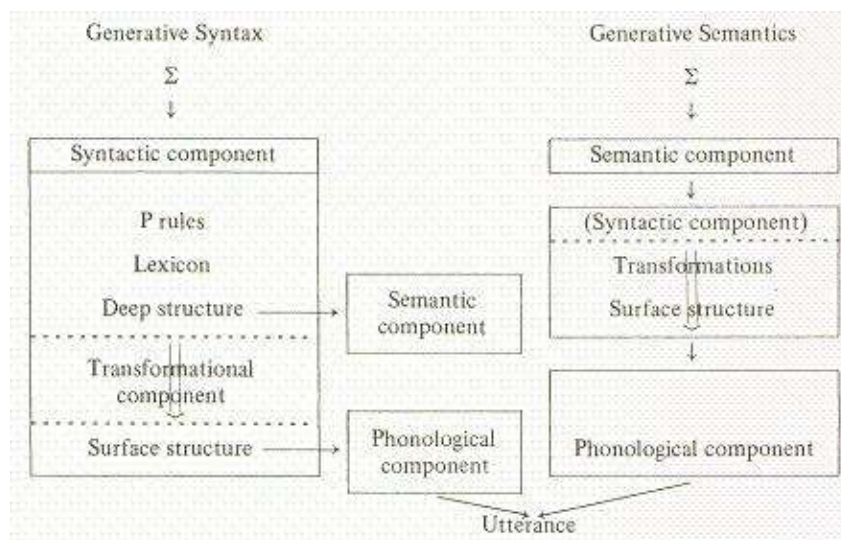


Figure 3 Examples of knowledge points in resource organization flow chart

4. Search for answers. Through the knowledge map to establish the relationship between educational knowledge points, OEF can understand the user's search intention, and answer the user's questions directly by returning the answer entry. Knowledge mapping establishes association among knowledge points, which makes user's query

feedback more targeted.

5. Personalized recommendation of user query. On the basis of semantic level entity relationship and scene service provided by knowledge map, OER-OFE can provide users with personalized recommendation service with more abundant information, that is, to provide users with more abundant OER service by searching the corresponding relationship of entry entity in knowledge map according to user's learning scene. For example, the related recommendation of similar terms, the recommendation of OER of the same category, the recommendation of OER of the same source and other service modes are shown in Figure 4.

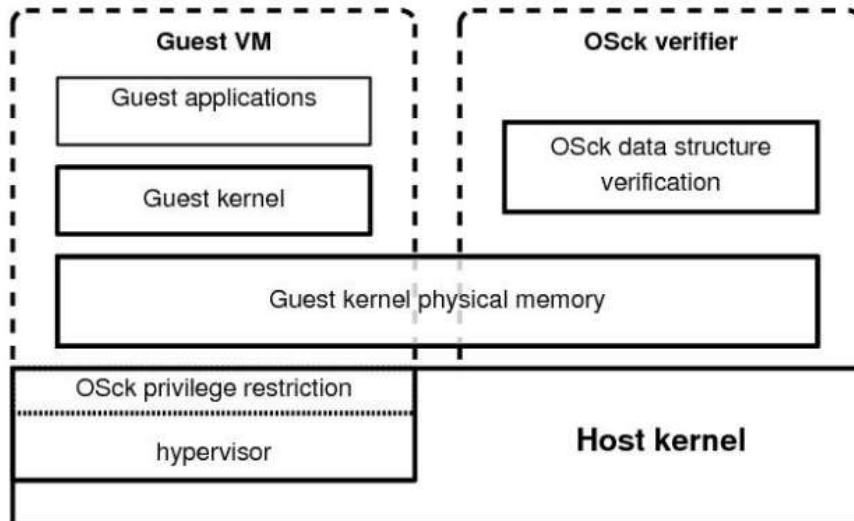


Figure 4 The recommendation of OER of the same source and other service modes

IV. On the teaching reform of International Business English

In the characteristics of higher vocational education, the "practical" is its soul, and English teaching must adapt to its characteristics, and focus on the practical use of language (pragmatic ability). No matter what aspect of ability is emphasized, practicality is the main premise of English teaching. Therefore, listening, speaking, reading and writing training in the teaching stage of professional English should not only continue the relevant training of basic English, but also focus on the training of professional technology to solve the application problems. Only by this integration can students' learning enthusiasm be aroused to the maximum extent and a better teaching effect can be achieved. Professional English teaching should change the traditional teaching mode, carry out flexible and diverse English listening and speaking practice and practical training activities, and cultivate students' practical application ability. In the above example, in addition to organizing students to present their views in English, they can also guide them to discuss, debate and simulate business negotiations. Students with specific roles to complete specific tasks, so that English really become a means and tool for communication, which can greatly stimulate students' desire and enthusiasm to use English. In addition, on professional websites, students can be encouraged to express their views in the forum and communicate with professionals. It can not only improve the ability of English expression, but also enter the forefront of the industry and expand the knowledge.

The combination of situational teaching and task-based teaching mode. Situational teaching is a common teaching mode in basic English teaching. After the integration of basic English and professional English, English teaching has more directivity. If the content of a language course is closest to the function of students, language teaching may achieve the best results 6) therefore, specific tasks can be set according to specific situations. In the English Teaching of international business, the scene teaching mode can be simulated in factory warehouse scene, freight terminal scene, customs scene, bank scene, commodity inspection scene, insurance company scene and freight forwarding, shipping company and airline scene. The business scope of simulation involves the main business

processes such as packaging and transportation, customs declaration, inspection, charter booking, delivery collection, and even claim arbitration. With the cooperation of various "real-world" simulation hardware, the business activities are systematically connected. Driven by different tasks, students can fill in various documents in English and deal with and solve the problems in each link of the process. Let students realize how to use English tools to achieve business goals better in practice.

The combination of in class teaching and Extracurricular Autonomous Learning. The integration of basic English and professional English makes the content of English teaching more close to the major students learn. Undoubtedly, the English Teaching in higher vocational colleges should serve its specialty. After the students have been employed, it is the purpose of foreign language teaching to better develop their professional skills through foreign language skills, which is of practical significance. With the development of multimedia and network technology, the resources of basic English extracurricular learning have become more and more abundant. The science and technology day by day accelerates the change, the knowledge information provided by the professional English classroom is far from enough, and the extracurricular resources are relatively poor. The integration of basic English and professional English can share resources and the Extracurricular Autonomous learning resources can be further expanded because of the closer combination of the content of English learning and social practice. After class, students are encouraged to actively participate in English debate contest, English speech contest, film and television appreciation, English lecture, English broadcasting, English Salon and other activities, and participate in professional forum discussion, students can also participate in the work practice activities of relevant enterprises, and strengthen practice and use English in professional practice, such as organizing students to freight forwarding, logistics, etc Enterprises in foreign trade and other industries observe business processes, read, fill in and even review documents, and contact with foreign investors.

In short, in daily English teaching, we should pay attention to "optimizing the first class, strengthening the second classroom", vigorously advocating the development of various kinds of second class activities, further creating language environment and application opportunities, and improving students' interest and English application ability.

V. Conclusion

With the deepening of reform and opening up and the increasing demand for outward looking talents, the key and difficult point of English teaching reform is to build an English course aiming at cultivating professional ability and improving students' basic quality, and to reform the teaching content and teaching mode of English course so as to truly meet the requirements of vocational education, which is also the core issue of English teaching reform. Basic English teaching and specialized English Teaching in higher vocational colleges are two levels constructed for the same teaching goal. It is very important to correctly handle the relationship between basic English teaching and specialized English Teaching for grasping the professional training goal. But the implementation of the integration of basic English and professional English also puts forward higher requirements for teachers. In addition, after the initial integration of basic English and professional English, according to the professional characteristics and job requirements, it is necessary to make overall arrangements to supplement professional knowledge and literature, so as to systematize the knowledge; Due to the wide use of English in international business and other majors, international shipping practice and international air transportation practice can be set up as bilingual courses in the subsequent stage to further strengthen the combination of English and majors.

In short, with the deepening of the internationalization process, in Higher Vocational English teaching, only by combining college English teaching with professional learning, and constantly pushing forward the reform of Higher Vocational English teaching, can graduates effectively combine professional knowledge with English and be better competent for their own work.

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