

# Research and Practice on the Reform of Innovative English Teaching Mode in Higher Vocational Colleges

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## **Abstract**

*This article introduces the background of the reform of higher vocational English teaching mode, points out the problems that need to be solved in the reform, and focuses on the measures taken and the practical results achieved in the reform. Through research and practice, the embryonic form of vocational English blended teaching mode has been formed, and it has also served as a reference and demonstration for the intelligent teaching reform of other courses.*

**Keywords:** *Higher vocational English, blended teaching mode, rain classroom, flipped classroom, evaluation System*

## **I. Introduction**

Under the guidance of the teaching philosophy of "student-centered", the reform of higher vocational English teaching aims at the students' individualized development. Taking the application of modern information technology as a breakthrough point, the reform has realized innovation and change in teaching content, mode, and assessment methods. The effectiveness of teaching has been improved. It also formed the embryonic form of vocational English blended teaching mode.

English teaching reform has realized the "four changes" of English teaching in higher vocational schools, namely—the transformation of mode, evaluation methods, teachers' roles and the transformation of student behaviors.

## **II. Background**

The implementation of English curriculum reform is based on the further interpretation of the requirements of teaching methods in the talent training objectives of higher vocational English courses and the "Basic Requirements for Teaching English Courses in Higher Vocational Education" (2016), and attempts to adopt innovative wisdom teaching mode to change the drawbacks of traditional English teaching and strengthen the quality of higher vocational English training under the background of research and implementation [1].

### 2.1 The goal of cultivating in higher vocational English courses

The goal of training for English courses is to meet the first-line needs of production, construction, service and management, and to cultivate excellent skilled talents with strong comprehensive qualities and professional sustainable development capabilities. That is to train students to use English in the workplace environment especially listening and speaking ability. The final goal of English curriculum reform is how to cultivate students' comprehensive practical ability in the information age.

### 2.2 Requirements for teaching methods in "Basic Requirements for Teaching English Courses in Higher Vocational

Education"

How to apply a convenient teaching platform to implement flipped classroom teaching? How to apply innovative teaching models and construct a scientific evaluation system to improve students' comprehensive literacy [2] and the quality of applied technical talents has become the main task that needs to be tackled in the current higher vocational English teaching reform [3].

### 2.3 There are outstanding problems to be coped with in English teaching in higher vocational colleges

The teaching material is single and the teaching content lacks practicality. The problems of single teacher teaching mode, inactive classroom teaching atmosphere, lack of teacher-student interaction, and difficulty in achieving mutual benefit in teaching. The traditional appraisal system lacks scientific, and has the problem of "emphasizing knowledge, neglecting ability and literacy" and failing to achieve comprehensive development.

## III. Reform Measures and Experience

### 3.1 Improving the teaching resource, and curriculum ideology and politics into the classroom

Focusing on the cultivation of student abilities and literacy, we integrated the curriculum ideological and political teaching [4], produced rain courseware to cover the whole teaching process, and established a rich teaching resource and database based on the application of rain classroom and flipped classroom teaching methods. These resources provide valuable reference for front-line teachers. In this way, the problems of lack of characteristics in teaching content, poor English application ability of students and neglect of quality training are solved.

### 3.2 In-depth exploration and development of the research and practice of the higher vocational English flipped classroom teaching model based on the application of Rain Classroom

The reform of teaching model has created a fun, effective, engaging, generative, and efficient English classroom, which has given the leading position of teachers and the dominant position of students [5]. It fully reflects and improves the "head-up rate" and "interaction rate" of students in the English classroom.

#### 3.2.1 The teaching procedure is phased

The three stages of the teaching process not only cultivate students' self-learning awareness, but also improve the effectiveness and interaction of classroom teaching, and realize the coordinated development of knowledge, abilities and accomplishments.

#### 3.2.2 Visualization of the learning process

By analyzing the learning data of students, teachers can obtain the students' learning status throughout the learning activities [6]. This process not only strengthens the communication between teachers and students, but also maximizes the input, internalization, absorption and output of knowledge by students.

#### 3.2.3 The digitizing of teaching resources

The rich content of teaching rain courseware and flipped classroom cases not only provide convenience for students' before-class preview and after-class review, but also cultivate students' sense of independent learning and teamwork (Fig 1).



Fig 1: Rain courseware (vertical version before class-horizontal version during class-vertical version after class)

### 3.3 Improve the diversified and full-process evaluation system of higher vocational English

The reform has changed the situation of “focusing on results and ignoring the process” in the assessment and evaluation of English courses, increased the proportion of formative assessment, and established an “N+1” assessment and evaluation system. (Table 1) The evaluation system not only reflects the examination of students' basic knowledge and skills, but also emphasizes the cultivation of students' core literacy.

Table 1 "N+1" evaluation system

Formative Evaluation 40%	classroom performance (30%)
	Period test (15%)
	quality expansion (15%)
	online self-learning (20%)
	Homework (20%)
Summative Evaluation 60%)	example text 2

## IV. Main Achievements and Implementation Effects

The reform of higher vocational English teaching mode has achieved fruitful results. The course was successfully approved as the first batch of “first-class courses” and “standard courses” at school level, which realized the coordinated development of teachers and students, achieved good education effects, and improved the quality of talent training.

### 4.1 Teachers' teaching reform and innovation awareness and scientific research ability have been improved

The teaching philosophy and professional happiness of teachers have been improved, the unity and cooperation among teachers and the confidence in teaching reform have been strengthened, and the teachers' classroom teaching design ability has been improved. A key teacher was rated as the school-level “teaching teacher”. Eight teachers were awarded in the school-level “Curriculum Ideological and Political Teaching Competition”. The teacher team won two First prizes of teaching competition semi-finals in the 2020 and 2021. And published nearly 30 papers. The results of reform radiate the growth of teachers throughout the school. More than 300 young teachers are trained in the university.

### 4.2 Students' classroom activity and academic challenge have been improved

Taking the cultivation of students' interest in learning as a breakthrough, teaching design reflects “innovation, high-level and challenging”, and improves students' comprehensive application ability and quality of English. In the past three years, students have performed gratifyingly in various English competitions at all levels, winning 4 first prizes at the national level, 1 first prize at the provincial level, 1 second prize at the provincial level, and 16 third prizes at

the provincial level.

#### 4.3 Strengthen academic exchanges and promote the demonstration role of reforms

In 2018, the course leader gave an experience report on "Leveraging Information Technology to Create Smart Classrooms" in the National Teacher Rain Classroom Application Training and won the honorary title of "Smart Teaching Star". The typical experience report of "College English Blended Teaching Design and Sharing" made at the online teaching exchange meeting held by the Big Fish Club in Shandong Province has been well received by leaders and colleagues at all levels.

### V. Conclusion

Through the reform of innovative English teaching mode, not only the phenomenon of "poor teacher-student interaction" in traditional English teaching has been improved, but also the students' sense of autonomous learning and teamwork has been improved, and the core literacy of students has been developed. At the same time, the scientific research ability of teachers has been greatly improved. More importantly, the teaching structure of the course has been optimized, and the effect and quality of teaching have been greatly improved.

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