



Research and Practice on the Application of ESP Informatizational Education Technology in Higher Vocational Education Based on the College-Enterprise Dual System Integration Mode

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Funded project: 2019 Humanities and Social Sciences Research Project of Colleges and Universities in Hebei Province: Research on the Application of ESP Informatizational Education Technology in Higher Vocational Colleges Based on "College-Enterprise Dual System" Mode. Project Number: SQ191040

Abstract: This paper introduces how to implement Business English Majors Education Plan on the basis of government policies and the dual system of "College-Enterprise" integration mode by means of Informatizational Education Technology.

Keywords: IT; Informatizational Education Technology; ESP; College-Enterprise Dual System

1. Policies probe

In January 2018, the opinions of the CPC Central Committee and the State Council on comprehensively deepening the reform of the construction of teachers in the new era require that teachers are supposed to actively adapt to new technological changes such as informatization and artificial intelligence (AI) to carry out education and teaching dynamically and effectively.

The Ministry of Education issued a notice on the "Education Informatization 2.0 Action Plan" in April 2018, proposing that vigorously improving teachers' information literacy and promoting "Internet + education" is the goal of the action plan and it is also the path guide to speed up the modernization of education and the construction of a strong educational power.

In March 2019, the Ministry of Education and the Ministry of Finance jointly issued the "Opinions on the Implementation of the High-Level Vocational Colleges and Universities and Majors Construction Plan with Chinese Characteristics", which clearly proposed the promotion of information technology(IT) and the integration of AI into the entire process of education and teaching, which means that "IT +" would facilitate the upgrade of traditional majors to meet the needs of "Internet + vocational education", the improvement of teachers' and students' information literacy, the building of smart classrooms, the wide use of online and offline blend teaching, and the promotion of autonomous, ubiquitous, and personalized learning.

In May 2019, the Ministry of Education issued a notice on "comprehensively promoting the modern apprenticeship", in which it clearly proposed "further promoting the reform of teachers, teaching materials and methods", and took the development of "supporting information resources" as the focus of teaching resource construction. The key point is to combine work with learning, combine knowledge with practice, implement flexible learning and credit system management, combine education with training, alternate work with learning, focus on cultivating students' craftsman spirit, and improve students' professional ethics and skills etc.

2. Analysis of the characteristics of students in higher vocational education

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doi: 10.18282/le.v9i4.932

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2.1 Diverse and uneven sources of students

The source of students in higher vocational colleges is diversified: there are fresh high school graduates and secondary vocational college graduates; there are students who have failed in the nation-wide college entrance examination, and there are also students who have taken the separate admissions exams which are usually organized by local authorities or school unions. This has led to the uneven cultures and knowledge levels of vocational students and the general weakness of their learning foundation.

2.2 Polarization of learning attitude

Generally speaking, students who enter the vocational college due to failure in the nation-wide college entrance examination have a better knowledge base and learning ability. They hopefully make up for their regrets through upgrading their qualifications of higher education. Such students have strong self-control, good study planning, and serious study attitude. However, the students who entered the higher vocational education through local examinations have relatively low cultural qualities, sluggish learning attitudes, lazy living habits, and lack of life planning. And these students accounting for a larger proportion, lack confidence in their own learning, resulting in low learning efficiency.

2.3 Psychological inferiority and eager for recognition

The inferiority mentality of vocational college students comes from their so called junior existence to the ones who pass the national exam. From the society's cognition of higher vocational education, it is not difficult to see that higher vocational education has been hovering in the array of low level, thus students will have to face discrimination from their future employers. This kind of social atmosphere and stereotype can hardly cheer them up, thus bringing some negative effects to the teaching work.

3. Informatizational Education Technology makes the practice of the “dual system of college-enterprise “plan for Business English (ESP Branch) major a difference.

In the first three semesters, the Basic English skills and business skills are taught, which are in the learning phases of the "Business + English" fusion, and the last three semesters are for the internship.

3.1 On-campus learning

The characteristics of the weak learning foundation and poor self-control of vocational students determine that they cannot enter the society prematurely. In the first three semesters, all teaching tasks in the school must be completed, and the curriculum arrangements for each semester should reflect the step-by-step transition of students' abilities into keeping in line with society. Full-time teachers and corporate part-time trainers in the school are responsible for co-effort teaching. The core courses include Basic English skills courses such as English listening and speaking, English reading, and English writing, and basic business skills courses such as marketing, e-commerce, introductory to international business, and business awareness training. "Business + English" fusion skills courses such as business English (comprehensive), business English reading, audiovisual business English, business correspondence writing, business negotiation English, convention and exhibition English, secretarial English, etc. In the school's learning phase, all courses are supposed to use Cloud Class to stimulate students' participatory willingness, such as MOSO Teach, ICVE, Chaoxing, and other information-based teaching apps. Teachers can choose one of them according to the characteristics of the course and the characteristics of students to conduct online and offline blend teaching in an appropriate way, which makes vocational students feel that they are with their teachers and co-learners in and after class and proud of themselves for keeping pace with High Techs standing on the front of social development, which really cheers them up.

3.2 Internship in enterprises

3.2.1 Transition Semester

In the latter three semesters, the transition semester is organized by ESP teachers arranging students to go to designated enterprises for internship. If the student has found an internship enterprise in a job fair organized by school, and the enterprise meets the requirements of the training plan and the school's accredited qualification, students can

also independently practice internships. During the internship, students are provided with on-campus and on-company instructors. The in-school instructor uses the information-based teaching platform apps to guide the students and conduct process management and internship scoring for the students. At the same time, the real-time data of the internship are retained for tracking, analysis and interaction.

3.2.2 Pre-contract semester

If students voluntarily continue to stay in the internship enterprise, they are required to sign a tripartite agreement with the enterprise and the college as a key early-departure-from-in-school-curriculum procedure. If students choose to return, they are also encouraged to continue to look for companies in the job fairs held by the school and when students find a suitable company and sign the tripartite agreement, they still can go to the enterprise for internship after completing the above early departure procedure, and at the same time, they are supposed to finish the courses that have not been completed in the school on line through IT teaching apps which retain and track their learning data as the accordings of their final score.

3.2.3 Graduation Semester

Students in this semester do not have any learning tasks in the school. And the students who have not sign the tripartite agreement must make it done with the company they are in internship or just find at the recruitment meeting or job fair organized by the school (or at a formal job fair in the society approved by the school),or personally go to the school-recognized enterprises for two-way selection. Teachers guide them in the same way as in the 4th and 5th semesters. At the end of this term, students are required to return to school at a designated period for the graduation. Students who go abroad for internship or employment can make online graduation interview on the IT-based teaching platform apps. The content of the graduation interview is all about the internship.

4. Conclusion

Teaching and educating Business English majors in vocational colleges should meet the policies of government, the trend of the era, the characteristics of the vocational students, the characteristics of the college itself and the characteristics of the "dual system" of college-enterprise. Undoubtedly, Informatizational Education Technology triggers the enthusiasm of vocational students to compete with other sources of graduates in the job fair.

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