

Research on the Reform of English Teaching Model Based on School-enterprise Cooperation

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Abstract. As one of the most used languages in the world, English is no matter how important it is to study abroad or to apply for graduation. The existing Chinese traditional English teaching model has serious problems in linguistics teaching, and it is too focused on exams, not practical. Since English is very important and there are problems with the traditional teaching model, the reform of the English teaching model is particularly valued. School-enterprise cooperation, as a link between schools and society, fully demonstrates its advantages in practical teaching. This paper studies the reform of English teaching mode based on school-enterprise cooperation. The research shows that the new model of school-enterprise cooperation can improve students' practical ability in English, improve the practicality of students' English, and lay a solid foundation for future employment.

1. Introduction

There are many problems and deficiencies in the current English teaching mode in colleges and universities in China. The most basic problem is that English teaching does not teach English as a language skill to teach, learn and practice, but as a "knowledge" to forcibly inculcate and memorize hard. Back to various grammar rules and new words. In terms of system, we have not encouraged and promoted students to explore the world in English. They did not let students have the process of exploring, thinking, innovating and communicating on their own, so that they can not only learn English that is not practical, but also can not be questioned and explored. Habits, problems encountered can not be good at their ability to use English to seek answers, the ability to learn new knowledge and new skills in English.

At this stage, there are serious problems in the English teaching mode of colleges and universities. There have been many researches on how to solve the problem. The study of English teaching mode in China should follow and learn from the latest foreign educational theories, other related disciplines and foreign language teaching research results, and based on the practice of foreign language teaching in China, inherit the excellent teaching ideas and methods of traditional Chinese language teaching, so that foreign objects and local Chemical, Chinese and Western. Of course, this combination should be based on the school and rooted in the reality of classroom teaching. Traditional English audio-visual teaching does not pay attention to the development of video teaching, voice teaching, and listening and speaking teaching. In this regard, Wu Qiong proposed the teaching strategy of English listening and speaking in higher vocational colleges under the new situation [1]. The multimodal teaching model is favored by more and more educators because of its fun and diversity. Applying the multimodal teaching model to university education enables students to learn English from a more diversified approach. While improving the interest of college English teaching, it also enables students to effectively develop their English proficiency and literacy skills [2]. As a cradle for cultivating practical and compound talents, higher vocational colleges should not only teach students language knowledge, but also pay attention to the cultivation of cross-cultural literacy [3]. The application of information technology in teaching can increase the richness of teaching information transmission methods, and is conducive to mobilizing students' enthusiasm for learning [4]. Most studies have shown that traditional teaching models are no longer suitable for the development of modern students. We must keep pace with the times and implement reforms.

The reform of English teaching still has certain difficulties in its implementation. For example, influenced by the traditional English teaching mode, at present, the traditional teaching mode is still

used in the English teaching process of higher vocational education. The teacher-centered, focusing on the interpretation of English textbook knowledge, students have few opportunities to speak English, leading students to class. The interest in English learning is not high, and it is prone to burnout. The effect of English classroom learning is not ideal. This traditional teaching method does not match the needs of the training of technical talents in colleges and universities. It does not actively mobilize students' thinking and deviates from the teaching philosophy of teaching students in accordance with their aptitude. It is also impossible to fully implement the "employment-oriented" teaching philosophy of colleges and universities; the content of vocational English textbooks is less practical and has no professional characteristics. Most colleges and universities emphasize English basic knowledge teaching when teaching English. The professionalism is low, and the textbooks are basically composed of long academic articles, focusing on grammar and vocabulary teaching. Although there are certain difficulties in the implementation of English education reform, in recent years, there has been a lot of research on English teaching reform. For example, Qian Yunfeng's research on English teaching reform in higher vocational colleges in the context of type education [5] Zhang Jing's research on the reform of higher vocational English teaching based on the results-oriented education model [6]; Lin Bin's research on the integration of traditional multimedia with new media to make English teaching rejuvenate in the reform [7];etc.

School-enterprise cooperation means that schools and enterprises establish cooperative relations. Many universities adopt a school-enterprise cooperation method for seeking development and improving the quality of education. This method is targeted at the cultivation of talents and focuses on the practicality and effectiveness of talents. The advantage of school-enterprise cooperation is that it adapts to the needs of society and the market. Through the feedback and needs of enterprises, the school cultivates talents in a targeted manner and combines market orientation to cultivate talents that the society needs. The school-enterprise cooperation has achieved the sharing of information and resources between the school and the enterprise. The school uses the equipment provided by the enterprise. The enterprise does not have to worry about cultivating talents. It realizes the organic combination of students' school and enterprise practice, and saves the cost of education and enterprise. A win-win model. There are a lot of researches on school-enterprise cooperation, and school-enterprise cooperation is seen in all professional fields. Wang Hongling and Ding Wei took the theoretical foundation of the school-enterprise alliance and applied talents as the starting point, summarized and analyzed the successful models of developed countries, and put forward the suggestions on the path implementation strategy of the application of talents in the school-enterprise alliance of colleges and universities. It provides reference for the study of similar problems [8]. Gao Yaoyuan and Yan Wen's research has built a three-in-one employment guidance model of theoretical teaching, professional lectures and skill training from the perspective of school-enterprise cooperation, and contributed to the promotion of high-quality and full-time employment of civil engineering students [9]. Cheng Yiping proposed in the study of school-enterprise cooperation mode of mechanical majors in secondary vocational schools based on the four-in-one mechanism [10] that the only way to improve the quality of education is to carry out cooperation between schools and enterprises.

There is also a small amount of research on English teaching in school-enterprise cooperation. English teaching under the school-enterprise cooperation mode can better improve students' enthusiasm for learning, improve students' participation, and enable students to grasp the core of learning to promote themselves. Improve, and thus improve the quality of English teaching. Through the definition of the concept of English teaching mode and the concept of school-enterprise cooperation, this paper proposes the reform and implementation path of English teaching mode under the cooperation of schools and enterprises, and provides theoretical basis for follow-up research.

2. Methods

2.1 Literature Analysis

Document analysis method, also known as data research method and literature survey method, refers to the method of searching, collecting, screening, sorting and analyzing literature materials to help form a method for understanding fact science. Through the analysis and summary of a large number of literature materials, the current research status and existing models of school-enterprise cooperation at home and abroad are deeply understood. The main contents of the literature analysis method are:

- (1) Analyze and research the relevant archives.
- (2) Analyze and study the collected diaries, notes, and biographies of the individuals concerned.
- (3) Analyze and study the collected publicly published books and periodicals.

2.2 Questionnaire Method

Questionnaire survey is a widely used method in social surveys at home and abroad. Questionnaire refers to a form used for statistics and surveys to present questions in a questionable manner. The questionnaire method is a method by which researchers use this controlled measurement to measure the problem being studied and collect reliable data. This study analyzes the satisfaction degree of school-enterprise cooperation mode between students and teachers in a university. It focuses on the types of school-enterprise cooperation, off-campus internship management, and the degree of enterprise participation. The results of the questionnaire are used to understand the satisfaction of the model. The advantages and disadvantages of the school-enterprise cooperation model.

2.3 School-Enterprise Cooperation Path

(1) Establish a mutually beneficial relationship based on "win-win". In the school-enterprise cooperation, the enterprise needs the teaching English training ability of the school to meet the needs of English talents in adapting to the market and self-development. The most important thing in English teaching is the close-to-actual teaching environment and talent training. Direction and employment information. Therefore, the school and enterprise have the basis of mutual benefit and win-win, and form the following cooperative relationship: each takes the required interactive relationship; the principal-agent relationship of English talent training; establishes a talent pool shared with the enterprise.

(2) Establish a "work-study combination" teaching model suitable for school-enterprise cooperation. Judging from the practical experience of school-enterprise cooperation summarized from various places, the "work-study combination" teaching mode that is deeply cooperative with enterprises is the most ideal mode. This model strives to create a teaching environment in which students learn and practice alternately while learning by doing. Each semester can be regularly interspersed with practical teaching opportunities that allow students to consolidate theoretical knowledge and enhance students' practical perception of English. The practical teaching content should be designed together with the enterprise to ensure that the practical teaching plan can achieve a more ideal effect: that is, let the students make job evaluations as soon as possible, further clarify the learning objectives and efforts, advance the role, adapt to the job and the environment. Fully prepare for knowledge and ability. The more successful example of this model is the "school-worker alternation" model of Ningbo Vocational and Technical College [11]. Students study in the first, third and sixth semester, and the company implements professional ability, professional quality, professional knowledge, etc. Teaching; in the second, fourth and fifth semester, the school implements basic cultural quality, professional theory and other aspects of teaching. The "2+1" school-enterprise cooperation school model started in 2009 by Ningbo University of Vocational and Technical College of Foreign Languages has also achieved good results. After the students receive the theoretical knowledge of English in the first and second academic years and complete the corresponding credits, according to the actual needs of foreign trade and international logistics enterprises, they will establish a "cooperative class" after the students' voluntary registration and enterprise interview selection, and the third year "cooperative class". "The student's professional quality, professional knowledge and other teaching is completed by the company's

instructors. Students receive post-training internships after receiving training from the company's instructors. The advantage of this model is that students have two-way choices when they graduate, and the company prioritizes the use of intern students as company employees, creating good conditions for students' early employment.

(3) Establish an organization and coordination mechanism for cooperation with enterprises. It is necessary to obtain the support of various industry associations and establish an organization and coordination mechanism for cross-school enterprises composed of industry associations, schools and enterprises. The functions of the organization and coordination organization have three aspects: First, timely collect and grasp the information demand of the English talents of the enterprise, and timely help the vocational English teaching institutions to adjust the target of English talent training in a timely manner according to the demand information, in order to improve the teaching plan and method. The second is to persuade enterprises to provide off-campus teaching and training bases to schools on a regular basis; the third is to provide timely communication of information between schools and enterprises for cooperative education, to provide information on occupational post needs for teaching, and to provide applicable talent information for enterprises.

3. Experiments

The experiment used the form of questionnaires and the random selection question and answer form to conduct research on the subjects. The subjects were selected from the students and teachers of the third-grade English translation major in the school. The questionnaires were distributed 100 times and 93 copies were collected. The recovery rate was 93%. Among them, 91 were valid questionnaires, and the effective rate was 97.8%. The teacher distributed 20 questionnaires, recovered 19 copies, the recovery rate was 95%, and the effective questionnaire was 19, with an effective rate of 100%.

4. Results and Discuss

Through the statistics of the valid questionnaires collected, the contents of the questionnaires are organized as follows:

Table 1 Questionnaire data sheet

Research direction	Item	Option	Student ratio	Teacher ratio
School-enterprise cooperation mode type diversity	Is the school's school-enterprise cooperation model rich in type?	Satisfaction	24.1%	23.4%
		Uncertainty	46.9%	17.3%
		Not satisfied	29%	59.3%
Off-campus internship management	Is the school-enterprise cooperation middle school external internship management mechanism perfect?	Satisfaction	47.6%	64.3%
		Uncertainty	23.8%	12.9%
		Not satisfied	28.6%	22.8%
Business participation	Does the school-enterprise cooperation with the inter-school internship company sign an internship contract with you?	Satisfaction	82.4%	Null
		Uncertainty	3.1%	Null
		Not satisfied	14.5%	Null
	Does corporate evaluation play an important role in your graduation assessment?	Satisfaction	27.9%	Null
		Uncertainty	51.6%	Null
		Not satisfied	20.5%	Null
	Do companies often conduct employment guidance activities for students?	Satisfaction	55.8%	Null
		Uncertainty	21.3%	Null
		Not satisfied	22.9%	Null
	Conclusion	Satisfaction	55.4%	Null
		Uncertainty	25.3%	Null
		Not satisfied	19.3%	Null

According to this survey, 29% of students believe that the type of school-enterprise cooperation model is not high, and 46.9% said it is uncertain. This may be due to the lack of understanding of the school-enterprise cooperation and the related concepts. Among the surveyed teachers' teams, 59.3% of the teachers expressed dissatisfaction with the richness of the school-enterprise cooperation model, accounting for the majority. Although the richness of the school-enterprise cooperation model has not been recognized by the teachers and students, there is a high degree of satisfaction with the perfection of the off-campus internship management mechanism for school-enterprise cooperation. 47.6% of the students think that the off-campus internship management mechanism is perfect, only 28.6% think it is not very good; the teacher's perfection of the off-campus internship management mechanism is 64.3%. In the survey on corporate participation, students' overall satisfaction was good, and 55.4% of the students thought that the company's participation was very good and helped their graduation.

When asked about the influence of information on school-enterprise cooperation in the additional questions of the questionnaire, most students and teachers believe that information is conducive to the development of school-enterprise cooperation, and they can better and more accurately understand relevant information. This is more effective for the development of school-enterprise cooperation.

According to the analysis and analysis of the data obtained in this experiment, a large number of students are more recognized for the mode of school-enterprise cooperation. In their self-evaluation report, most people think that they participate in school-enterprise cooperation for their future employment and development. The situation is optimistic, as shown in the following figure:

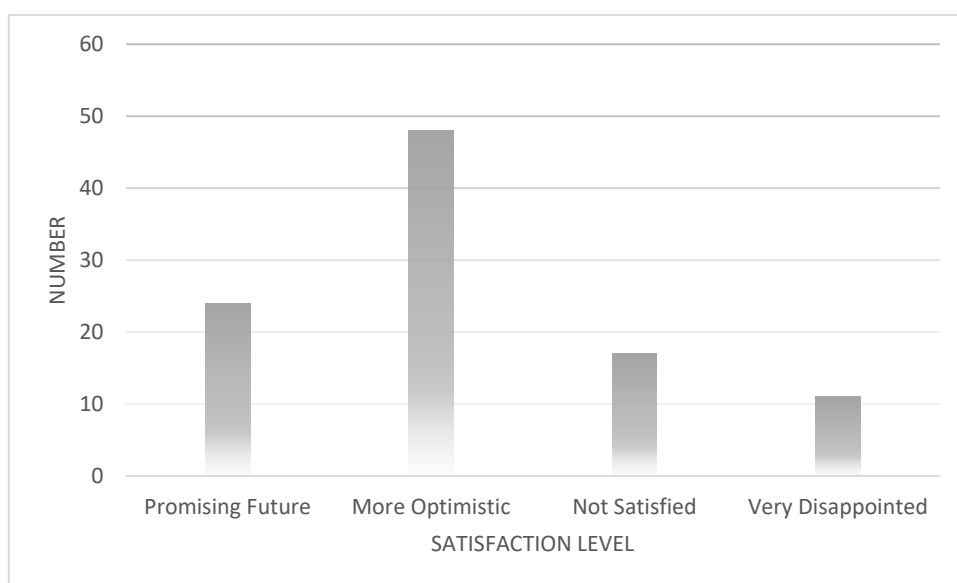


Table 1 Student self-assessment of school-enterprise cooperation

5. Conclusion

Higher vocational English education should get rid of the traditional teaching philosophy and teaching mode, realize the change from focusing on discipline to emphasizing ability, from teacher-centered to student-centered, from focusing on theoretical teaching to paying attention to practical teaching, we must pay attention to cooperation with enterprises. To allow enterprises to fully participate in teaching activities, this should also be the direction and future of China's education reform. However, how to cooperate with schools and enterprises in English education, how to establish and operate the cooperation mechanism, what improvements should be made in higher vocational English textbooks, teaching management and assessment under the school-enterprise cooperation mode, etc. These are all issues that need further exploration.

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