Research and Practice on Digital Enhanced Vocational English Teaching

Shen Jian

Department of Basic Studies, Nanjing Polytechnic Institute, Nanjing, China

Abstract: With the rapid development and application of information technology, digital empowerment has become an important force driving vocational education and teaching reform. Vocational English teaching needs to utilize digital technology to enhance teaching quality and effectiveness. This paper aims to explore the practice of digital empowerment for high-quality vocational English teaching, analyzes the current application of digital technology in English teaching, and puts forward digital empowerment strategies such as building platforms, optimizing resources, personalized learning, and enhancing teacher capabilities. The practice was carried out in teaching, and the results verified the role of digital empowerment in enhancing the quality of vocational English teaching, providing useful reference for the high-quality development of vocational English teaching.

1. Introduction

In the digital age, vocational English teaching is facing unprecedented opportunities and challenges. Digital technology provides rich teaching resources and teaching methods for vocational English teaching, improving teaching quality and efficiency. reference [1] proposed the innovation of vocational English teaching mode in the digital context, reference [2] studied the construction of vocational English teaching resources in the digital context, reference [3] studied the assistance of digital technology in vocational English reading teaching, reference [4] studied the assistance of digital technology in the reform of "three teaching" in vocational English, and reference [5] studied the reform of English teaching with the help of digital technology in a specific school and major. However, there has been no systematic analysis of the current situation of English teaching in the digital context, nor a systematic solution. Therefore, it is of great practical significance and application value to study the current situation of digital empowerment in vocational English teaching and high-quality practice.

2. The Current Situation of Higher Vocational English Teaching :Insufficient Teaching Resources and Platform Construction

2.1 Insufficient Teaching Resources and Platform Construction

Despite many vocational colleges widely use platforms such as icve- MOOC, Unipus, etc. However, there are still insufficient resources in English teaching, including the imperfection of

digital teaching platforms, the lack of excellent English teaching resources, especially the insufficient construction of online courses, and the insufficient investment in digital hardware and software facilities.

2.2 Insufficient Digital literacy of Teachers

Currently, English teachers generally lack the information technology skills. They use less digital teaching skills in teaching process. They have poor application abilities in online teaching platforms and multimedia teaching software. They are not very familiar with the latest developments and needs of the industry and cannot guide professional students.

2.3 The digital literacy of teachers is insufficient

Currently, the information technology ability of vocational English teachers is generally insufficient, and the use of digital teaching design, digital teaching implementation, and digital academic evaluation is relatively rare. Their ability to use online teaching platforms and multimedia teaching software is also insufficient, and their ability to develop digital teaching resources needs to be improved. They are not very familiar with the latest developments and needs of the industry and are unable to guide professional students.

2.4 Considerable differences among students

Some students have poor English, and there is a serious two-tiered distribution. However, in English teaching, a uniform teaching method leads to unsatisfactory learning outcomes for some students. The evaluation is mainly based on examination scores, which cannot effectively assess the students' learning outcomes and practical ability.

2.5 Outdated teaching content and methods

Most vocational colleges follow the traditional "text and vocabulary-centered" teaching method and the "full-classroom filling" teaching method, which seriously affects the students' motivation and initiative to learn. The English teaching content is outdated and lacks innovation, making it difficult to meet the students' actual needs and the requirements of social development.

3. Strategies for High-Quality Development of Higher Vocational English Teaching

3.1 Strengthen Teaching Platform and Resource Construction

Strengthening the construction and application of the vocational English teaching resource platform is an inevitable requirement for adapting to the trend of digital education. By constructing and applying the teaching resource platform, rich online teaching resources and learning tools are provided, enabling students to learn anytime and anywhere, thereby improving their learning outcomes. At the same time, the platform can provide personalized learning recommendations and intelligent learning evaluation functions to better meet the individualized learning needs of students. In the platform construction, advanced teaching concepts and teaching methods are introduced to create innovative and practical teaching environments to stimulate students' learning interest and motivation. The design of learning tasks is meticulous, with each task interlocking and echoing the previous one, helping students to deeply understand and internalize the chapter learning content and enhance their learning interest.

3.2 Developing New Forms of Textbooks

Digital textbooks are new learning materials in digital form that can dynamically update content and timely record interaction. It is can help realize the sharing of high-quality English educational resources, enrich classroom teaching resources, and assist in exploring new vocational English teaching modes, improving teaching efficiency, reducing the burden on teachers and students, and improving students' language skills. It can effectively solve the problem of relatively outdated English textbook content. The content of the textbook should align with the new national standards, not only have an improvement in English proficiency, but also combined with the English ability required for each professional position and future career, which is helpful in linking students' majors and future careers. We should continuously develop and update digital resources for textbooks and support teachers in innovating their teaching modes and facilitating students' autonomous learning.

3.3 Enhancing teachers' digital literacy

College English teachers should have the awareness, ability, and responsibility to optimize, innovate, and transform educational and teaching activities using digital technology. They should appropriately use digital technology to acquire, process, manage, and evaluate digital information and resources, discover, analyze, and solve educational and teaching problems, and optimize, and transform educational and teaching activities. Teachers should have digital literacy awareness, possess certain digital technology knowledge and skills, and college English teachers should actively participate in online courses such as MOOCs, micro courses, and online open courses, and communicate with the instructors, and improve their information literacy. Teachers should apply the new types of information technology to English classes, and be able to carry out digital teaching design, implementation, and assessment. They should also reflect on this new teaching method in teaching practice to see if it is suitable for teaching and students' learning. Teachers should summarize and organize their teaching content, teaching methods, and teaching achievements, and reflect on their experiences and shortcomings. Teachers should summarize their teaching content, methods, and achievements, reflect on their experiences and shortcomings, find ways to improve and enhance themselves, build their own theoretical framework, and develop a unique teaching style. The school should establish a long-term and effective training plan for teachers to help them improve their information literacy.

3.4 Classify and differentiate instruction based on student needs

With the help of big data in education, students' information can be systematically organized and analyzed, including their English proficiency, learning interests, and learning abilities. Students can then be divided into different levels. Different teaching objectives are set for students at different levels. For students with weaker English foundations, the objective may be to master basic vocabulary and grammar; for those with better English foundations, the objective may be to use English for advanced expression and writing. Based on the results of level-based goal setting, different teaching content and methods are designed for students at different levels. Through an intelligent teaching platform, suitable learning resources and exercises can be recommended based on students' learning progress and performance to help them consolidate knowledge and improve learning effectiveness. Different evaluation standards and methods are used for students at different levels. A feedback mechanism is established to timely understand students' learning situations and problems so that teaching strategies and methods can be adjusted accordingly to better meet students' needs.

3.5 Innovative Teaching Methods By depending on digital technology

Teachers try various teaching methods such as online teaching, blended learning, and flipped classroom to meet the needs of different students. These teaching methods can allow students to learn anytime and anywhere. Teachers can obtain abundant online teaching resources to enrich their teaching content, such as e-textbooks, online courses, and multimedia materials.These resources can help students better understand language knowledge and enhance their interest. Teachers can use digital technology to create engaging and interesting classroom presentations and teaching videos. They can also use digital technology to conduct online discussions, collaborative learning activities, and other activities to develop students' teamwork and communication skills.Digital technology can record and analyze students' learning data in real-time, allowing teachers to understand their students' learning situations, learning difficulties, and interests, and adjust their teaching strategies to optimize the teaching process.

4. Nanjing Institute of Science and Technology English Teaching Practice

4.1 Full Use of U Campus 3.0 Online Platform

Unipus 3.0 is an online learning platform, providing our college with a hybrid teaching solution for English learning, practice, testing, and evaluation, comprehensively enhancing the English learning experience and teaching effect. For students, this learning platform allows them to break through the limitations of time and space and achieve smart learning anytime and anywhere. At the same time, students can make personal choices based on their own needs, and the three-dimensional course materials also help students interact with each other in learning and practicing at the same time, forming an interactive classroom to enhance students' English learning interest and achieve efficient results. For teachers, this learning platform provides a wealth of resources, helping teachers easily prepare for classes and produce more optimized teaching design solutions. During teaching, teachers can monitor and supervise students' learning progress, utilize multi-dimensional evaluation. After teaching, by analyzing the data on the platform, teachers can reflect on their teaching and improve it.

4.2 Joint Development of Digital Textbooks

With the continuous development of digital technology, the way of acquiring and conveying knowledge has undergone a revolutionary change, and the traditional textbooks can't meet the needs of the times. Digital textbooks can dynamically update content and timely record interaction trajectories, which can help facilitate the digital transformation of teaching process, enable the sharing of high-quality English educational resources, enrich classroom teaching resources, assist in exploring new vocational English teaching modes, improve classroom teaching efficiency, reduce the burden on teachers and students, and improve students' language skills. It can effectively solve the problem of relatively outdated English textbooks in vocational colleges.

4.3 Enhance teachers' digital literacy

College English teachers should have the awareness, ability, and responsibility to optimize, innovate, and transform educational and teaching activities using digital technology. They should be able to appropriately use digital technology to acquire, process, use, manage, and evaluate digital information and resources, discover, analyze, and solve educational and teaching problems, and optimize, innovate, and transform educational and teaching activities. Teachers should have a

digital literacy awareness, possess certain digital technology knowledge and skills, and college English teachers should actively participate in online course learning, such as MOOCs, micro courses, and online open courses, and communicate with the instructors to ask questions, discuss, and collaborate to enhance their information literacy. At the same time, they should pay attention to online resources related to college English teaching, such as websites, lectures, and forums, and try to expand and accumulate information channels as much as possible to broaden their horizons. Teachers should boldly apply the new types of information technology they have learned to college English classes and be able to conduct digital teaching design, digital teaching implementation, and digital academic evaluation. They should also reflect on this new teaching method in teaching practice to see if it is suitable for English teaching and student English learning. Teachers should summarize their teaching content, teaching methods, teaching achievements and other data, reflect on their experiences and shortcomings, find ways to improve and enhance themselves, and help teachers transform their experiences into theories and build their own theoretical systems. Schools should establish long-term and effective training mechanisms for vocational English teachers, including regular training in information technology and teaching seminars, to help teachers improve their information literacy.

4.4 Divide and classify, teach according to individual abilities

Teacher can utilize big data in education to systematically organize and analyze students' information, including their English foundation, interests, and abilities, and divide them into different levels. Therefore, it will make teachers easy to set different teaching goals for students of different levels. Based on the results of target segmentation, different teaching content and teaching methods are designed for students of different levels.Using digital technology, personalized learning paths and learning resource recommendations can be achieved. Through an intelligent teaching platform, suitable learning resources and practice problems can be recommended to students based on their learning progress and grades, helping them consolidate their knowledge and improve their learning outcomes

4.5 Innovative Teaching Methods

By using digital technologies, teachers can try out various teaching methods, such as online teaching, blended learning, and flipped classrooms, to meet the needs of students. These teaching methods can break the spatial and temporal limitations of traditional classrooms, allowing students to learn anytime and anywhere. Teachers can use digital technology to create interactive lesson plans. They can also use digital technology to conduct online discussions, collaborative learning activities, and develop students' teamwork and communication skills. Teachers can design practical scenario simulation tasks for students to practice their English application skills while completing the tasks. Additionally, teachers can organize role-playing and speech activities to improve students' spoken English proficiency and confidence. Digital technology can record and analyze students' learning data in real-time, allowing teachers to understand their students' learning status, learning difficulties, and areas of interest, and adjust their teaching strategies to optimize the teaching process. At the same time, teachers can also use the results of data analysis for personalized teaching, providing each student with targeted learning advice and guidance.

5. Conclusion

Digital empowerment of vocational college English teaching is an important approach to achieve high-quality teaching. By using digital platforms, developing new-formatted textbooks, conducting

differentiated teaching, and enhancing teachers' digital literacy, we can effectively solve the problems in college English teaching and enhance students' learning interest and motivation. Therefore, in the future, further research and practice on digital empowered English teaching needs to be strengthened to continuously improve and optimize teaching strategies to meet the needs of high-quality development of vocational college English teaching.

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