Research on High Vocational English Blended Teaching Model based on "Education Informatization 2.0 Action Plan"

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Abstract. With the continuous advancement of the Education Informatization 2.0 Action Plan, the use of online and offline mixed teaching models in high vocational English teaching is helpful to make up shortcomings of traditional teaching, to promote the advantages of informatization teaching, and to fully mobilize students' enthusiasm to form a good learning atmosphere. This article aims to discuss the exploration and construction of high vocational English mixed teaching model based on the background of "Informatization 2.0", and deeply analyze how to apply this teaching method in reality to adapt to the new trend of high vocational education innovation and development in the new era.

Keywords: High Vocational English; blended teaching; trinity; online and offline.

1. Introduction

The action plan of Education Informatization 2.0 is an inevitable choice to comply with the development of education in an intelligent environment, and it is a specific implementation plan to promote "Internet + education". The rapid development of technologies such as artificial intelligence, big data, and blockchain will profoundly change the demand for talent and the form of education. The intelligent environment has not only changed the way of teaching and learning, but also deeply affected the concept, culture and ecology of education.

2. The Overview of Mixed Teaching Model

Professor HE Kekang of Beijing Normal University, firstly proposed the concept of blended teaching: "The so-called blended learning(B-learning) is to combine the advantages of traditional learning methods with the advantages of e-learning. It is not only necessary for teachers as leading roles to guide, enlighten and monitor the teaching process, but also fully to reflect the initiative, enthusiasm and creativity of students as the main body of the learning process. "

The mixed teaching model is an innovation of traditional teaching model, which combines traditional classroom teaching with network informatization technology, and provides a language learning environment for students through the use of multimedia networks to dilute the boundaries between online and offline class in order to meet requirements of students. This kind of mode allows students to effectively improve their self-directed learning ability by combining reasonable learning techniques and teaching styles at the right time. Its diverse and rich teaching resources and flexible methods allow students to learn without the limitation of time and space, so it could absolutely improve teaching quality and learning efficiency.

3. Construction of High Vocational English Blended Teaching Model

3.1 To Build a "Trinity Mode", which Means an Autonomic Learning for High Vocational English Blended Teaching Model

Since 2008, the author has started the research on autonomous English learning model in high vocational college, and actively explored the path and methods of combining individualized learning with face-to-face tutoring courses under the network environment; in 2014, based on provincial issue of Research on the application of mobile English APP in non-English-major students of high vocational college, we created a autonomous learning blended teaching model of

"trinity mode" ,which includes learning form interaction, learning process autonomization, and course management datamation. Under the guidance of this model, we have fully tapped the advantages of college information technology resources, greatly optimized the student's learning environment, and have been in research on design of teaching standards and formative evaluation, and also effectively solved problems such as high pressure of English teaching, shortage of teaching resources, and low efficiency of classroom teaching.

3.2 To Explore the Mixture with Virtual and Real of "Five Steps,Three Layers" Teaching Model

In order to fundamentally solve the problems of space-time separation of teaching and learning in online self-learning, pre-preparation of teaching plans and contents, and lack of professional design, we formed a scientific research and innovation team of "English teaching information technology" in 2016. Based on some issues, such as "An integrated study on the construction of English resource sharing courses in high vocational colleges", " Research on flipped classroom teaching mode in vocational college based on mobile Internet technology ", we formed and solidified the mobile-based learning platform "five steps (learning, practicing, application, tutoring and comment) , three layers(before-class, in-class, after-class)"mixed vocational English teaching model after the first stage of practice. Through this teaching model, it solved the problems of current mixed teaching, and resolved the difficulties of the application of information technology, and realized the integration and innovation of information teaching.

3.3 To Systematically Integrate all Teaching Resources to Realize the Intelligent Learning of "Internet + Education"

The construction of English Resource Sharing Course Platform, could offer students an independent language learning platform and blended teaching platform shared by the whole college. A series of teaching resources such as "Guide to Autonomous Learning in High Vocational English" and the "Autonomous Learning Task Books for High Vocational English" have been designed based on the academic research of vocational students, the characteristics of vocational English teaching and professional requirements. And also we developed the students' version of ppt , E-teaching plans, micro-course videos and other three-dimensional curriculum resources, which have been published by teachers on the learning platform for before-class guidance and after-class tasks. The platform covers the learning and training of vocational English listening, speaking, reading, writing and translation skills to realize intelligent learning both inside and outside the college.

4. Summary

The traditional English teaching methods in high vocational colleges can not meet the needs of the country to cultivate high-quality foreign language talents.And the informatization of vocational education requires teachers to make full use of the advantages of informatization technology, to build a blended teaching model of online and offline organic integration, and to realize the complementary advantages of traditional teaching and informatization teaching. Students' interest in learning should be fundamentally stimulated and teaching quality of English classes should be enhanced. Therefore, teachers should follow the development of the times to learn advanced information technology, innovate teaching methods to meet requirements of the country to train high-quality foreign language talents.

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