

The WeChat Teaching Mode of Higher Vocational English under the Background of "Internet +"

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Abstract: The development of information technology has become the main driving force of the current society. Especially after the integration of information technology in the field of education, the intensity and methods of education reform have also been upgraded. This article analyzes the feasibility of English teaching in WeChat, and combines the actual situation of English teaching in higher vocational colleges, discusses the implementation strategy of English WeChat teaching, and finally concludes that under the "Internet +" background, WeChat teaching mode can be good to improve the efficiency and quality of information-based teaching.

1. Introduction

The current multimedia system in the field of education is usually composed of electronic blackboards, PCs, information data resources and other links. As a social tool, WeChat can realize timely transmission of information, quick delivery of files, and face-to-face conversation across distances through video. It has great convenience, effectiveness, and speed [1]. Therefore, WeChat has also become an information channel connecting teachers and students.

2. Feasibility Analysis of English WeChat Teaching in Higher Vocational Colleges

WeChat has become an information channel connecting teachers and students, it is reasonable to use it to carry out teaching. First of all, the use of WeChat breaks the shackles of traditional classrooms. Students can take out their mobile phones in the classroom and interact with teachers. They can even transfer English classes to the classroom. Teachers can answer students questions at any time, and students can also promptly communicate through WeChat video, voice and other forms which provide a quick platform for language learners, and is an important tool to improve English expression and listening skills. Secondly, the use of WeChat connects the theoretical teaching, life practice, and question answering to connect English learning to the direction of life. This is in line with the essence of language teaching and is a key means to improve English application ability and core literacy. At the same time, the use of WeChat follows the current humanized development of students. Teachers use WeChat as a tool for English teaching, which will produce recognized emotions in students' hearts, especially for some older teachers. Insufficient understanding will create a certain generation gap with students, and recognizing the importance of WeChat teaching can weaken the sense of distance between teachers and students and promote students' enthusiasm. Thirdly, English WeChat teaching completely breaks the traditional one-word teaching system. Some teachers believe that the demand for English for skilled students and skill-based positions in the future society is not great, so they are formulating The lack of scientificity and pertinence in the course of teaching plans and teaching modes which has led to the English classroom presenting a form of narrative that is mainly based on teachers. The enthusiasm of students is gradually lost, and even some students with learning difficulties are less interested in accepting new knowledge, resulting in English teaching the efficiency drops. The application of WeChat selects the software that students are most familiar with as a teaching tool, which reduces the students' resistance. Then, students can interact with teachers and classmates in real time, optimize the teaching model, and build a new teaching system; At last, all students can become the

main body of learning, actively collect learning materials, and encourage students to complete tasks in communication and interaction.

3. Analysis on the Application of English WeChat Teaching in Higher Vocational Colleges

The development trend of "Internet +" has become a field of considerable concern in the current social institutions. Most of the reforms in the education field are also implemented on the basis of "Internet +". After the above analysis, the teachers have confirmed that WeChat is feasible in English teaching. In contrast, in the process of implementing English WeChat teaching in higher vocational colleges, it is necessary to establish two aspects of the teaching link and WeChat function for analysis. The following author uses the three links before, during and after class to discuss. All the analysis insists on starting from an objective perspective and has reference value.

3.1. Preview and introduction of questions

First, teachers need to combine WeChat's functions to formulate teaching plans, such as publishing teaching tasks through WeChat group chat function, providing online teaching videos for lectures; using WeChat public account to create an English resource database, publishing lecture information, and English practice activity registration page, Living English common sense, etc.; use the micropage applet as a voting channel for English activities evaluation, interactive platform for teachers and students, parents; use the "scan" function to obtain assessment results, etc. [4];

Secondly, teachers formulate a perfect curriculum plan according to the needs of online teaching. For example, for students of English majors in restaurants, they can issue pre-school tasks through WeChat group, that is, "search the current hotel service professional greetings through the Internet", and the course content "Greeting and answering" docking; and guide students to record WeChat videos, imitating the basic vocabulary and etiquette in the process of welcoming guests, in this way to do pre-class preparation and introduction;

Thirdly, after online teaching is officially launched, teachers can publish teaching videos through the WeChat public account, and they can also show the excellent research results of students as teaching cases. This method can not only fully connect the functions of WeChat software, but also enable students intuitively understand the content of the course and clarify the main points of the class.

3.2. Online teaching and WeChat interaction

The use of WeChat for online English teaching tests not only the teacher's ability to guide, but also a challenge to the interactive teaching method. When telling basic theoretical knowledge and oral expression, teachers can publish connected voice through WeChat group to lead students to read professional terminology and key words can also be used to simulate dialogue with students to correct their pronunciation problems. At the same time, they can also guide students to communicate with each other. The teacher acts as a mentor to focus on guidance. Without face-to-face tension, students will speak freely and fully express themselves, which helps students improve their oral expression skills.

However, without the contextual impact of face-to-face communication with real people, teaching interaction may also face formal problems. For example, students who are not connected cannot get the opportunity to participate in practice, so teachers can use WeChat to develop interactive roles: parents [5].

Since the essence of language teaching is practice, although WeChat teaching can break the distance limitation to realize the timely transmission of information, it also requires interaction to provide students with an English practice platform. Teachers can develop student parents and invite them to participate in English interactions after implementing teacher-student and student-student WeChat video interactions. For example, when learning the content of the chapter "Providing Help, Answering, and Calling for Help" in Hotel English, teachers can arrange interactive assignments, that is, "join parents, select topics related to the topic, record simulated plays, and the dialogue should reflect teaching. "Emphasis", and requires that the video is mainly key point, and the time is

controlled at about 1min, which is convenient for teachers to collect and publish to the WeChat public platform. Students can review videos through the WeChat public platform to help students understand the key points of knowledge during the evaluation process. At the same time, parents, as laymen, students consciously assume the role of teacher when interacting with them, which can strengthen their organizational planning ability and English practice ability.

In view of the practice of the English WeChat teaching model, teachers cannot limit themselves to their subjective cognition. They should use the WeChat platform to widely collect students' and parents' relevant opinions, such as the use of WeChat applets to form an investigation of the English WeChat teaching situation. English WeChat teaching, whether the WeChat teaching process is scientific, whether the teaching results are effective, and what aspects of optimization need to be carried out. These sources of advice and students and parents are based on the optimization strategy realized from the perspective of the demander, and the teacher adjusts their WeChat teaching's the basis of the model. In addition, because the WeChat public account is a platform for all public groups, teachers can share their teaching methods and teaching results through the WeChat public platform, allowing social personnel, other educators, social enterprises, etc. to make objective evaluations, combined with the public's collecting information such as educational cognition, teaching staff's informatized teaching experience, and corporate talent needs, etc., can become the core guiding opinions to assist English WeChat teaching innovation.

4. The Challenge of English WeChat Teaching in Higher Vocational Colleges

As a new teaching model, English WeChat teaching is bound to face more challenges. For example, in view of the current English teaching model in higher vocational colleges, the application of WeChat is not wide enough, and some teachers and colleges do not agree with the teaching value of WeChat. Students' use of WeChat is limited to the chat level. The value of WeChat has been greatly weakened; in addition, making videos, researching WeChat functions, formulating online teaching programs, and positioning teaching priorities have become new challenges for traditional English teachers. Teachers often need more time to produce courseware and complete video editing. This process will wear off the patience of the teacher, resulting in a decline in the quality of the video; at the same time, the students' adaptability to English WeChat teaching is slow. Difficulties in mobilizing enthusiasm and low quality of interaction are also the key factors affecting the quality of English WeChat teaching.

In response to the above problems, colleges and universities should make adequate preparations, develop English WeChat teaching skills training, for teachers, improve their knowledge and operation ability of WeChat functions, construct positive information teaching concepts, and transform traditional teaching models. For the students, to strengthen the understanding of information-based teaching, so that they can correctly view English WeChat teaching.

Secondly, higher vocational colleges should actively introduce advanced technical means. The large number of self-media channels derived from the current WeChat software can help English WeChat teaching, such as live broadcast windows, H5, etc. The application of these derivative functions can be English WeChat teaching provides more media; at the same time, colleges can create small programs that belong to their own English majors for students to consult, inquire and interact with;

Thirdly, English WeChat teaching is not a temporary teaching model that simply responds to some special reasons, but a new model built on the perspective of long-term teaching reform. Institutions can introduce professional information education talents to give a comprehensive lecture on information teaching both teachers and students can listen to the lectures. The content revolves around the current "Internet +" impact on education, information-based teaching methods, online teaching planning, etc., and conducts English WeChat teaching pilot classes to maximize the function of WeChat. Only in the era of English WeChat teaching can we optimize the future teaching development situation.

5. Conclusion

English teaching in higher vocational colleges has strong professionalism and practicality, and in the context of "Internet +", English WeChat teaching will be an inevitable trend of teaching reform, and the universality of WeChat is the smooth English teaching. The foundation of the development is also an important platform to improve English practical ability. This article mainly discusses the feasibility and related strategies of English WeChat teaching, and explains the optimization measures. It is hoped that it can contribute to the innovation of English teaching in vocational colleges to improve teaching efficiency.

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