Experiential Teaching Model in Workplace English Course under the Network Environment

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ABSTRACT. The continuous development of modern teaching techniques provides adequate and authentic learning resources for language learners and diverse forms of language ecological environment for experiential teaching mode. Combining with the professional English course requirements and students' future employment needs, The thesis analyzes experiential teaching mode in workplace English class from the perspective of teaching content, teaching methods, evaluation methods in order to strengthen students' language output experiential training, activate students' input language knowledge maximally, thus which can be successfully converted to the corresponding language communicative competence at work.

KEYWORDS: Network environment, Workplace english courses, Experiential teaching mode

1. Introduction

With China's entry into the WTO and the increasingly more opportunities for international communications, higher requirements have been put forward to foreign language talents. How to make students improve their learning efficiency and meet their English needs in different positions has become a common concern for foreign language educators. Experiential teaching mode, which is based on computer network technology, builds the platform for the realization of the experiential learning. Students and teachers interact in the real or virtual learning situation created via computers. Experiential teaching focuses on the students' inner feelings and experience in learning so as to achieve the combination of cognitive process and emotional experience, thus improving the students' language application ability and workplace competitive force.

2. Experiential Teaching Model

Experiential teaching originated in the early 20th century. John Dewey, American philosopher and educator, put forward that the way for people to acquire knowledge related to the objective world is to have direct contact with these objective world, that is, to experience personally. [1]He advocated that the learning process of "learning by doing" is also a process of experience. Constructivism emphasizes students' independent experience, stimulates students' internal learning motivation and learning potential, and enables students to accept new knowledge and complete the construction of new knowledge on the basis of existing knowledge. According to the theory of psychological emotion, in experience teaching, teachers design experience situations according to the course objectives, mobilize students' positive and active emotional experience, and complete the experience process in a relaxing and pleasant atmosphere. Teachers should provide opportunities to listen, see, touch and experience as much as possible, so that students can experience problems, experience discussions, experience cooperation, experience process and experience reflection, accumulate knowledge in experience and improve their ability in experience.

3. Experiential Teaching Content in Workplace English

The textbooks currently used in workplace English course cannot integrate language knowledge into the process of "doing things", which is not conducive to improving students' oral expression ability and employability. It can be seen that the construction of workplace English teaching materials aiming at cultivating students' communicative competence is the basis for its teaching reform, which should have the following characteristics:

3.1 Typicality

The content of workplace English teaching should highlight the characteristics of English use in future jobs, reflect the content design based on "ability", select course content based on the needs of vocational posts. By analyzing the English skills required by students in the actual vocational positions, workplace English course should be repositioned to form teaching materials in line with the actual situation of schools and meet the students' employment needs.

3.2 Practicality

Experiential textbooks need to create authentic contexts or scenes, provide students with opportunities for "meaningful communication" and practice. In textbook design, the quality and quantity of language input should be optimized; the meaning negotiation in the process of social experience should be adjusted. Emphasizing the negotiated or modified meaning output are the core of experiential textbooks. With the help of "task-based", "research-based", "problem-solving" and other teaching methods, personalized and independent practical teaching activities are carried out in the forms of groups.

3.3 Interactivity

Interactivity is a basic feature of cognition, an effective means to cultivate interest, develop personality and improve learning efficiency, and the soul of experiential teaching materials. [2] the design of English teaching materials used in the workplace course should fully embody the interactive features between teachers and students, students and students, and students and teaching materials. Students can practice real communication skills in a certain language environment.

4. Experiential Teaching Model in Workplace English

Workplace English is a practical course. Learners need personal practice to acquire and improve language skills. Reflecting on our teaching, Reflecting on our teaching, the reality is that students often do not pay attention to their own problems and they have no opportunity to practice, and experience.

4.1 Task-Based Experiential Teaching Model

Task-based experiential teaching is a teaching method that students acquire knowledge and skills by completing a series of communicative experiential tasks. The network environment creates favorable conditions for setting up and completing tasks. The teaching process of task-based teaching mode is divided into pre-task, task loop and language focus. The pre-task of workplace English classroom teaching refers to the preparatory work before the implementation of the task, such as introduction of background knowledge, training of language points and explanation of dialogue context. Through relevant visual materials such as video and audio, students enter into the situation and understand the learning objectives so that they are prepared both intellectually and mentally. The task loop is the implementation process of specific tasks, including role play, group discussion, collective report, and common evaluation. Meanwhile, teachers should actively participate in and give timely help to understand the completion of each group's tasks and correct students' thinking errors and knowledge biases. Language focus is to re-examine and reflect on the deficiencies in language point mastery and the defects in dialogue practice after students have fully mastered the training objectives and completed the training tasks, summarize their own problems and learn lessons in time. It can be seen that the task-based teaching method has shifted from the traditional English class that relies on textbooks and teachers' learning to the English class that teachers and students jointly develop and participate in, and from the teacher-centered class to the student-centered and teacher-led class.

4.2 Interactive Experiential Teaching Model

The "Interaction Hypothesis" [3] believes that both parties of communication conduct "negotiation of meaning" and produce "interactive modification" for the smooth communication. The interaction between teachers and students in Workplace English classroom teaching is mainly reflected in the setting of dialogue scenarios and students' preparation before practice. Questions and answers, discussions and other forms are adopted to promote students' language acquisition and cultivate their team awareness and cooperation ability. The interaction may trigger internalization of language, and then interaction with more skillful members of ht same community can foment language development. [5]The interaction between teachers and students in Workplace English course is mainly reflected in the dialogue setting and students' preparation before practice. Questions and answers, discussions and other forms are adopted to promote students' language acquisition, which is conducive to cultivating students' critical thinking ability and self-learning ability. Interaction between students is mainly embodied in the practice of situational dialogue. Students are

divided into different groups to conduct face-to-face communication, which is the most natural and basic way of language application to realize dynamic interaction, understanding and output in real situations. There is no doubt that interactive teaching requires teachers' oral expression ability to be very high, only in this way can the interaction between teachers and students play a positive role in guiding and learning. The interaction between students should also be reasonably combined and paired as far as possible, so as to improve the language expression ability together, improve the output quality and achieve mutual benefits in the interaction process.

4.3 Online Self-Experiential Teaching Model

College English Course Teaching Requirements (2007) proposes that college English teaching should make full use of the opportunities brought by the development of multimedia and network, and focuses on cultivating students' language application ability and independent learning ability. As a follow-up course of college English, workplace English should be actively constructed as an online and offline blended learning model depended on network computer technology, based on experiential independent learning, and guided by improving students' application ability of workplace English. Students can log on to the Mooc platform via LAN or server to learn workplace English by themselves. Mooc platform includes assignments, tests, video courses, course discussions, etc. Combined with Internet websites related to workplace English learning and teachers' recommended books, together with teachers' face-to-face tutoring, it forms the network of workplace English teaching process. It can be seen that the network-supported workplace English teaching is shifted from teacher-centered imparting knowledge into student-centered independent learning and applying knowledge.

4.4 Cooperative Experiential Teaching Model

Cooperative teaching model refers to the teaching theory and strategy that teachers design and assign learning tasks and students conduct a series of learning activities in groups to achieve common goals. The task design of the cooperative experiential teaching model applied to workplace English classes is based on the real job and follows the teaching concept of "learning by doing". The first is the task design and the preparation phase. The teacher designs practical language training tasks according to the specific training content, students' learning ability and learning objectives. The students complete the communicative tasks in small groups in strict accordance with the requirements set by the teacher. The second stage is the display stage of learning results. Students take the group as a unit to display the results of group cooperation. Teachers design various evaluation tables according to the nature of the learning task, and conduct mutual evaluation within and outside the group. The last is the stage of learning reflection. Through network, face-to-face communication and other means, students actively carry out self-evaluation of learning results and put forward improvement plans; teachers complete teaching reflection, accumulate students' works, and log in students' achievements. Based on the modern network, the cooperative experiential teaching mode realizes the positive interaction between teachers and students, forming a virtuous circle of participation, pleasure and common improvement advocated under the concept of experiential teaching.

5. Experiential Evaluation Method Based on Network Diversification

[7]points out that "we need to develop more authentic, intrinsically motivational assessment tools that should be suitable for the teaching environment and provide constructive feedback to students." The teaching assessment of workplace English is combined with formative and summative assessment, and online assessment is combined with offline assessment. Mooc platform not only provides excellent learning resources, but also provides objective and effective assessment methods. It can be more intelligent, more efficient, more accurate measurement of students' learning results, learning efforts, learning progress. Of course, in addition to the online assessment, we still need pay attention to the combination of the offline formative assessment and the summative assessment. The basic items of the formative assessment include daily questions, situational dialogue performances, unit tests, attendance and assignment completion. The summative assessment includes the final oral test, which is to complete the situational dialogue task by drawing lots. The evaluation method combining formative assessment and summative assessment, online and offline assessment can monitor and evaluate students 'language application ability at any time and measure students' comprehensive language level, workplace communication ability and strain capacity.

6. Conclusion

Workplace English course is the necessary supplement and continuation of college English course. The experiential workplace English teaching practice model is a new teaching attempt of college English curriculum research. Computer network as the core of the modern information technology to the classroom teaching mode provides a solid backing.

Students access to the natural and real situations for English study, gives play to students' consciousness of subjective learning, strengthen the students the classroom participation in order to achieve the educational purpose of cultivating students' comprehensive capability of using English language skills and employment ability.

Acknowledgement

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