

**Research on the Countermeasures of English Teaching Reform of
Application-oriented University under the Background of Integration of
Industry and Education**

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Abstract: This paper starts from the concept and connotation of “integration of industry and education”, and analyzes the new requirements of the integration of industry and education on college English teaching, and considers how to reform the current situation of English teaching in applied universities. The article mainly puts forward some countermeasures from the aspects of curriculum setting, teaching link, teacher's ability, assessment system, etc., in order to promote English teaching reform of applied university under the background of the integration of industry, education and finance.

Keywords: integration of industry and education; application-oriented university; college English; teaching reform.

1. INTRODUCTION

In order to further implement the “Guiding Opinions of the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance on Guiding Some Local Universities to Transition to Application”, according to the decision-making and deployment of the Ministry of Education, colleges and universities should focus on innovation of drive development and Chinese manufacture 2025, internet+, mass innovation, “Belt and Road”, identify key points and breakthroughs in the integration of industry and education, and strengthen the ability of local colleges and universities to serve regional economic and social development, the technological advancement of industrial enterprises and the ability to create value for learners. Therefore, college English courses in colleges and universities need to adapt to the needs of the development of integration of industry and education, and emphasize the development and training of students' English comprehensive quality and ability as the focus of education to better serve the later study and work.

2. NEW REQUIREMENTS FOR COLLEGE ENGLISH TEACHING UNDER THE BACKGROUND OF INTEGRATION OF INDUSTRY AND EDUCATION

2.1 The Concept and Connotation of Integration of Industry and Education

In December 2017, the General Office of the State Council issued the “Several Opinions on Deepening the Integration of Industry and Education”, marking the integration of industry and education into the 2.0 era. The purpose of integration of industry and education is to solve major structural contradictions between the supply of talented people and industry need. Through the integration of industry and education, it will be achieved to improve the participation of industry enterprises in education, improve the diversified school-running system, improve the demand-oriented personnel training model, and implement the school-enterprise cooperation in educating people and build a unified development pattern of education and industry integration. Personally, the integration of industry and education includes the following two important aspects:

On the one hand, it is macroscopically to build up integrated development of education and industry. Mainly through national and government policy support and the integration of industrial and education systems, both rely fully on their own advantages and resources, benefit from each other, and achieve a win-win situation.

On the other hand, it is on the micro level the specific connection between supply and demand and the promotion of talent cultivation from integration of industry and education. Through a variety of school-enterprise cooperation forms, both parties participate in teaching and practice. The teaching and practice process is also the production process, or the production drill process, with the aim of achieving synergistic education, and cultivating high-quality talents for the needs of industry enterprises.

2.2 Teaching Objectives and Teaching Requirements of College English Courses in the Context of Integration Of Industry and Education

Under the background of integration of industry and education, the orientation of personnel training for undergraduate education has changed, and the talent cultivation objectives of all majors have changed from the past assessment of “curriculum knowledge learning” to the assessment of “students’ actual ability”, and finally whether the “employment ability” of students has improved has become the basis of judgment. Today, in an age of globalization and internationalization, English has become an important criterion for whether students have the professional competence in the global market. College English is a public foundation course for non-English major undergraduates. Its orientation must serve the students' professional learning, and at the same time serve the overall goal of the cultivation of applied talents.

College English teaching is based on the theory of foreign language teaching. It mainly involves learning strategies, cross-cultural communication, application skills and English language knowledge. In the teaching system, a variety of teaching methods are integrated into education models. The education objectives include the development of students’ comprehensive ability of English listening, speaking, reading and writing, which enables them to flexibly apply English-related knowledge to later social activities, work, and study, and

promotes the cultivation of students' autonomous learning ability and the comprehensive cultural qualities. Under the background of integration of industry and education, there is a new requirement for college English education. Students of different majors must be able to become familiar with the English requirements of the relevant industries and professions, and achieve the accurate and flexible application of English in the workplace.

3. THE CURRENT SITUATION AND EXISTING PROBLEMS OF COLLEGE ENGLISH TEACHING

3.1 College English Courses can not Keep up with the Changes and needs of the Times

The era is developing and the society is making progress. This will make the college English courses also face a series of problems and challenges. With China's position becoming increasingly prominent in the international community, its role in economic globalization is also particularly important. The country has put forward initiatives such as the "Belt and Road," reflecting the country's urgent need for international talent. However, there is still a gap between the current college English teaching and the cultivation of international talents with international perspectives and collaboration capability, cross-cultural understanding and expression capability, and the capability of problem-analyzing and problem-solving.

3.2 Deviations in College English Teaching Aims

The latest edition of the Ministry of Education's "Guide to College English Teaching" clearly states that the goal of college English teaching is to develop students' English application skills, enhance cross-cultural communication awareness and communicative competence, and at the same time develop independent learning abilities and improve comprehensive cultural qualities so that they can learn, make a living, socially communicate and effectively use English in the future career to meet the needs of the country, society, schools and individual development. In fact, most teachers can basically meet the goal of cultivating students' English application ability and communicative competence when determining the teaching objectives of college English. However, in the actual teaching process, most students pay more attention to the passing rate of the National English Application Ability Test and the National College English Test Band 4 and 6. This makes English listening, speaking and communication skills more deficient.

3.3 College English Teaching Mode and Teaching Methods are not Updated Enough

With the "Internet + education" proposed, online education has spawned a series of new teaching models and corresponding teaching methods. Although most schools have implemented a new teaching model of "classroom face-to-face + computer-assisted teaching", face-to-face teaching is still the most important form of teaching. In terms of teaching, although teachers recognize that the Internet and new media are important for students' learning, they cannot really apply them in the teaching process. The traditional lectures of teachers still occupy the mainstream.

3.4 Poor Students' Learning Motivation

At this stage, college students have studied English for a long time before entering university. Moreover, these English studies are mainly for examinations. After attending the university, they still have to deal with CET 4 and 6 as well as English learning for postgraduate admission examination. However, English is hardly used in practical applications. This makes students less interested in English learning and lack of learning enthusiasm, resulting in sluggishness, low mood and incapability of really improving the English practical application.

4. ANALYSIS OF COLLEGE ENGLISH TEACHING REFORM UNDER THE BACKGROUND OF INTEGRATION OF INDUSTRY AND EDUCATION

4.1 Setting up a Scientific and Reasonable Course

Under the background of "Integration of Industry and Education", the curriculum setting of College English should be oriented toward improving students' English-dominated competence in the workplace, highlighting the combination of theory and practice, focusing on teaching students in accordance with their aptitude, and ultimately improving English practical application of students' listening, speaking, reading, writing and translating. The reforms should respect the diversity of students and the diversity of needs. A talent training system for segmentation of training process and stratification of teaching content is constructed to improve the effectiveness of college English teaching and promote the diversification and individualized development of students. The training process is segmented, that is, the traditional single basic teaching process of college English is divided into basic segments and improved segments, with different focuses in different segments. The basic segment emphasizes the connection between high school English and college English, the consolidation of English grammar knowledge and the development of students' learning habits and strategies, and the promotion of listening, speaking, reading, writing and translating skills. Improved segments put emphasis on students' diversity and individualized development and set up different optional courses according to the future development needs of different students, including "International Exchange Advanced Audio-visual-speaking" courses for overseas students or students preparing for postgraduate examination, "Intercultural Communication" course for students interested in research or cultural differences, , and the "Career English " course for employment or entrepreneurial students.

After the students complete the first two phases of study, they enter the learning and practice stage of the professional English course. The teaching contents are graded according to the basic courses of college English. According to different English levels and professional features of the students when they enter the university, the students are divided into three grades A, B and C and graded teaching is implemented. Because of having different English levels and different majors, the degree of difficulty and key points of teaching contents are also different. Students with different majors and levels can get the most benefit.

4.2 Reforming English Assessment System

In order to fully mobilize the subjective initiative of students and respect the practicality of English as a tool, we must boldly change the idea of focusing only on “written examinations”, and establish different assessments based on the nature, teaching requirements, and student participation requirements of each curriculum. The system will focus on the teaching process and results, and the assessment results will be “abilities” oriented to effectively improve students’ practical English proficiency. The assessment can use the form of students watching videos, answering questions, or expressing opinions on topics. This can not only test students’ listening comprehension ability, but also examine students’ oral expression ability; in addition, it also allows students to select different workplace scenarios for live drills. While learning the knowledge, the students can improve their workplace flexibility.

4.3 Carrying out a Variety of Second Classroom Activities to Increase Classroom Effectiveness

The second classroom activity is a supplement to classroom teaching and is one of the most important practical places for classroom teaching theory. The diverse and colorful second classroom activities can effectively improve students' English learning enthusiasm and create a good English learning atmosphere. All kinds of English second classroom activities form an orderly and efficient operating mechanism, to create a unique campus English learning culture. For example, the distinctive English Corner program breaks the traditional English corner pattern of only listening and not participating, and combines the themes of Chinese and western festivals and current events, and integrates western party culture and tasting culture, which not only improves students’ enthusiasm for participation, but also creates a good atmosphere of activity; vivid and interesting English lectures provide students with a platform to understand foreign cultures and cultural differences between China and foreign countries; English FM stations scheduled to play every day can not only allow students to enjoy American and English songs, understand international affairs and improve the students’ listening ability and prepare them for taking grade examinations and entering the workplace. We must also actively encourage students to participate in various types of English competitions at all levels. Writing competitions, reading competitions, speech contests, and English competitions have all greatly increased students' enthusiasm in learning English and improved their practical ability in English. In addition to English basic competitions, students can also sign up for professional English skills competitions, such as: English product promotion competitions, English practical oral language skills competitions, etc., to solidly develop students' English skills in work communication and career communication. By participating in various types of competitions, it is not only beneficial to the improvement of one's own ability, but also can increase the advantages for future employment.

4.4 Focusing on Practice of English Teaching

One of the problems in traditional college English teaching is that it ignores the effective combination of theory and practice. Teachers lack the awareness of improving students' practical ability in the classroom, and students lack the places and platforms for transforming

theory into practical ability. In order to realize the teaching goals in the context of “integration of industry and teaching”, the teaching link of internships and practical training are indispensable. The construction of internship and practical training bases inside and outside schools can promote the improvement of students’ practical ability and make preparations for their employment in advance. Schools should establish a sound lab with unique design, complete functions and convenient operation. Teachers can improve their basic language skills by organizing diverse classroom activities. The construction of a professional English training platform provides students with a good place for practice and realizes an effective extension of practical teaching in the school. Moreover, we must actively cooperate with enterprises, jointly teach professional English courses, and establish a training base for off-campus internships. By participating in a series of internships and practical training activities, students can transform book knowledge into professional skills in practice and truly realize “integration of industry and education”.

5. SUMMARY

How to improve the effectiveness of college English teaching and the career competence of students in the workplace with English as the advantage has always been a concern in college English teaching. For a long time, the college English teaching team has devoted a lot of time and effort to improving students' comprehensive English proficiency. It is also true to students. However, they have had little success. Therefore, it is imperative to adopt an effective college English course teaching that can practically improve students' practical ability in English. The concept of "integration of industry and education" is used to guide the reform of college English teaching. It can effectively solve the problems of the disconnection between current college English teaching theory and practice, and improve the effectiveness of college English teaching and students' satisfaction.

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