

# Establishment of a Teacher-Student Learning Community under the Background of "Internet +" -- A Case Study of Business English Courses in Higher Vocational Colleges

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## Abstract

At present, the Internet technology is increasingly popular and strengthened, "Internet +" thinking application field is very wide, "Internet +" has also become a key word of this era, with the advent of the "Internet +" era, various Internet learning platforms become increasingly mature, become one of the important means for students to improve their knowledge level and English literacy. It is an effective way to promote the development of business English major in higher vocational colleges to build a teacher-student learning community by combining with the special advantages in the background of "Internet +". Based on the background of "Internet plus" and taking business English major of higher vocational college as an example, this paper discusses the cultivation strategy of the teacher-student learning community, aiming at creating the teacher-student learning community, improving the learning ability of students in higher vocational college and promoting them to develop a good habit of lifelong learning.

## Keywords

Internet +; Business English; Learning community.

## 1. Introduction

At present, "Internet +" is sweeping the world at an unprecedented speed. Under its influence, the construction of educational resources is gradually accelerated, educational models are constantly innovated, and educational efficiency is continuously improved. For business English educators in higher vocational colleges, they should change their ideas as soon as possible, take full advantage of Internet resources and online learning platform by combining the current learning situation and problems of students in higher vocational colleges, and cultivate students' online autonomous learning ability to help them gradually grow into excellent talents with "six qualities".

## 2. Internet +

From the perspective of information dissemination, the current information society is based on the new era of Internet technology. The emergence and development of the Internet is based on the accumulation and innovation of communication technology. It has the characteristics of interactivity, openness, sharing and equality. In the "Internet +" era, the traditional centralized unidirectional interpersonal information communication form already produced change, instead of big data and artificial intelligence as the core of a new generation of Internet technology, it makes everyone become an independent source of information in the network society, centralized elimination, the user production content, these are all of new ways to use the Internet to web users. Therefore, it can be said that "Internet plus" is not a little addition in the traditional Internet, but a new revolution in the Internet era. Again to know from the perspective of education "Internet +", "Internet + education" is the underlying reconstruction of traditional education, on the basis of respecting nature of education, to think in the Internet

and Internet mode reshape traditional education teaching method, content, tools, and logic, the Internet and education application in the field of education derived from a variety of content, including "Internet + education management", "Internet + curriculum", "Internet + teaching" and so on. Therefore, in the face of the new trend of "Internet plus", which is generally faced by the world, we should see that this trend not only brings the innovation of educational technology, but also impacts on learning, teaching and organizational mode and brings profound influences on educational concepts and systems[1].

People's traditional attitude towards the Internet is to regard it as a tool, means or platform to disseminate information. Our application of the Internet is to expand our influence through the Internet based on the existing logic, that is, to regard the Internet as a tool to extend our value and function. In this state, our existing logic operation mode has not changed, while the emergence of "Internet +" has changed our operation logic, and even constructed a set of operation basis and rules for our social system. As Yu Guoming, a professor in the school of journalism, Renmin University of China said, "Internet + sees the Internet as a structure of our society, our market and industry constructive elements of the new pattern and strength, we are on the Internet made according to the development of the Internet and on the basis of the new logic to integrated operation mode and management mode." Again to know from the perspective of education "Internet +", "Internet + education" is the underlying reconstruction of traditional education, on the basis of respecting nature of education, to think in the Internet and Internet mode reshape traditional education teaching method, content, tools, and logic, the Internet and education application in the field of education derived from a variety of content, including "Internet + education management", "Internet + curriculum", "Internet + teaching" and so on. Therefore, in the face of the new trend of "Internet plus", which is generally faced by the world, we should see that this trend not only brings the innovation of educational technology,[2] but also impacts on learning, teaching and organizational mode and brings profound influences on educational concepts and systems.

### 3. Teacher-Student Learning Community

The learning community of teachers derives from the sociological concept of "community". In 1881, in community and society, Tönnies pointed out that the community emphasized the cooperation between people, the common spiritual consciousness, the sense of belonging and the sense of identity. He believed that the community was a group naturally connected by certain relationships, and it was also closed. In terms of scale, "community" includes both small-scale communities and high-level groups and organizations, such as countries and nations. From the perspective of morphology, "community" can be divided into visible and invisible communities[3].

The word "community" has a long history, but has not been introduced into education field, as a teacher of group learning research and development to a certain extent, some scholars to its name, it refers to the collaboration of the teachers, teachers in order to promote students' learning and learning, and voluntarily gathered to exchange their ideas. This kind of teacher learning is based on the dialogue, in the dialogue process all community idioms are equal, mutual respect, they have common interests and responsibilities.

The concept of "teacher learning community" emerged in the United States, and the "embryonic society" proposed by American educator John Dewey included the initial connotation of "teacher learning community". Dewey once tried to get university researchers to cooperate with primary and secondary schools. Although Dewey did not directly put forward the concept of "learning community", the meaning of "learning community" was already contained in his thought. It was not until the 20th century that researchers of western education reform began to make a real in-depth study of the teacher learning community.

At present, teachers and students to build learning community has become the inevitable choice of vocational colleges talent of education high quality technical skills, its basic reason lies in: one is the teaching reform in vocational education, teachers' role should be transformed the traditional knowledge imparter for students learning leader, participants and partners, this and the construction of learning community of bring out the best in each other; Second, vocational education aims at cultivating technical talents with strong practical ability. Teaching methods such as project, group and participation are important ways to achieve this goal, which is consistent with the construction direction of learning community.

### **3.1. To Build a Learning Community between Teachers and Students, it is Necessary to Determine the Teaching Objectives and Find a "Common Vision" to Stimulate Students to Learn "Exciting Kitchen" for the Purpose.**

For students whose learning ability and interest are relatively lacking, the construction of a teacher-student learning community is to build a bridge for education to return to students' life. The core of the learning community between teachers and students is learning, which reflects the dialogue between the learning subject and resources, the practice and the self. Vocational colleges to build learning community of teachers and students are looking for a Shared vision, mainly study professional theory, improve humanities accomplishment, training skills, cultivating professional quality, so as to more fully mobilize the students' cognitive and social practice ability, to further develop the students' professional ability, practical ability and the ability to adapt to society.

### **3.2. To Build a Learning Community between Teachers and Students, We Should Grasp the Relationship between Teachers and Students, Abide by the Principle of "Intersubjectivity", and Build a Learning Relationship of Trust and Equality between Teachers and Students.**

Teachers should take the initiative to understand what students are thinking, analyze the psychological characteristics of students, pay attention to the interaction between the teaching process and students. In the teacher-student learning community, the traditional model of "teacher-centered theory" or "student-centered theory" is broken. What the teachers and students need to support and cooperate with each other is emphasized, so that the learning class can become the field for students to acquire knowledge, enhance wisdom and realize themselves. The learning community between teachers and students should adhere to the principle of "intersubjectivity" and strengthen the interaction between teachers and students in teaching. Teachers should learn to "flip classroom", get rid of the traditional "cramming" teaching, carry out discussion and case teaching, and strive to create a democratic and equal classroom atmosphere. In the learning community between teachers and students, through mutual respect, cooperation and understanding between teachers and students, students can realize the effective integration of knowledge application and self-growth in participation and interaction, and enhance students' participation consciousness and understanding depth in the collision and reflection of different ideas.

### **3.3. To Build a Learning Community between Teachers and Students, it is Necessary to Optimize the Teaching Environment and Create a "Learning Situation" so as to Cultivate Students' Practical Ability.**

The generation and application of theoretical knowledge cannot be separated from the real practical operation. No matter what kind of major it is, it should emphasize the experience and openness of teaching methods. According to the requirements of future posts, the teaching content should be carefully designed to simulate and reproduce the real professional working environment. Should be through a variety of skills contest, innovative start-ups, bear, such as enterprise commissioned topic study ability and operating effectiveness of ascension based

communities, fully embodies the "task driven" "project orientation" teaching "action-oriented teaching, such as in the design of teaching into real professional case and project work, lets the student can clear professional duty in the whole teaching process, improve practice

#### **4. The Construction of Teacher-Student Learning Community under the Background of "Internet +"**

Strengthening teachers and students' "Internet +" thinking and community consciousness is essentially the internal strengthening of teachers' professional development consciousness, innovating teachers' traditional thinking and awakening teachers' self-learning consciousness. As for "Internet +", many teachers think it is a kind of technical means, and "Internet + education" is achieved by participating in online learning and online interaction. For "community" many teachers think that is a form of learning, we can sit together to learn. All these are caused by the teachers' insufficient understanding of "Internet +" thinking and community consciousness[4].

"Internet +" actually pays more attention to how people use Internet technology to learn, and how to consciously use the Internet to connect themselves with other learners. Community consciousness is the community members' sense of belonging, security and responsibility when they study in the community. It emphasizes independent learning and mutual cooperation. The "Internet +" thinking and the connotation of the teacher learning community complement each other. Both of them focus on the process of teachers' learning behavior moving from self-serving to self-conscious. The communication medium of the Internet makes teachers' learning behavior more closely connected and more cooperative. If we can strengthen the depth of teachers' understanding of "Internet +" and the community, we can promote teachers to make better use of Internet technology to learn independently in the community of teachers' learning. Under the background of "Internet +" elementary school teacher learning community need to own responsibility in the process of construction of teacher to manage site and the media communication platform, responsibility of teachers' quality to teacher learning community learning effect produce certain effect, so you must clear the Internet responsibility, the role of teacher in a primary school teacher learning community construction[5].

First, responsible teachers play the role of discussion organizer in community activities. Responsibility teachers put forward relevant study theme and organization to discuss, when other teachers to discuss topics from subject timely correction, when other teachers dialogue conflict caused by contrary timely dredging, finally also to study summarized the results of evaluation, for the next teacher learning community discussion activities to lay the good foundation. In addition, responsible teachers should not be solely responsible for the formulation of learning themes. Responsible teachers should also guide and encourage teachers to independently propose discussion themes, mobilize community teachers to think independently, cooperate and discuss, and propose activity themes of certain value[6].

Second, the responsible teacher or teacher learning community learning guide. When it is difficult for community members to carry out study and discussion on a certain problem, responsible teachers are required to guide them in learning, help them open their minds and guide them to think positively, so as to solve the problem more efficiently. In addition, responsible teachers should explain and supplement the unclear points or doubts in some teachers' speeches, so as to help other community teachers better listen and learn.

Finally, responsible teachers are the emotional supporters of teacher learning community. Because the remote nature of the Internet, the teacher can't communicate directly to sit together face to face, some non real-time interaction, it is easy to cause emotional pass yield variation, deviation or make some teachers learning community members at the moment it is difficult to fit into community, often felt confused and disoriented, can appear even conflicting

emotions. This requires teachers to guide them, give them emotional support, correct their learning attitude, stimulate their learning motivation, and help them better integrate into the learning community.

In order to build a more standardized learning community for primary school teachers in the context of "Internet +" and make their learning effects more sustainable and growable, it is necessary for schools to clarify the role of teachers in Internet responsibility. These roles need to have higher demand to teacher's own quality responsibility, and primary school teachers' knowledge structure has certain limitation, so the school is necessary to advance teachers related to the network responsibility system training, update their concepts of education, enrich its Internet professional skills, training should be responsibility for the content of the teacher's role, to ensure they can do a good job to promote the development of teacher learning community construction.

## **5. Take Business English Courses in Higher Vocational Colleges as an Example**

Under the background of "Internet + ", facing the students online autonomous learning can face the choice of learning resources, learning mode and learning results confirm and cohesion, the community of teachers and students learning ability training goal refinement of information literacy, connected thinking, self-evaluation, self-control, self-reflection, self-motivation and ability cultivation, geared to the needs of higher vocational English teaching, with the method of integration of online and offline, cultivate students' autonomous learning ability and the online community of teachers and students learning ability. On the one hand, through the in-depth exploration and use of online learning platform resource advantages, improve the information acquisition ability of vocational college students, so that they establish a scientific interconnection thinking. Before class, on the other hand, teachers should be online English learning program, task, such as in the form of electronic schoolbag released to students, and to provide the related learning resources, including the English text, such as micro small video class, students in combination with their own situation, learning requirements, screening for learning resources, the use of, or independent searching the web, looking for learning resources, online autonomous learning. In addition, teachers should use the offline heuristic and discussion teaching methods to strengthen the interaction between teachers and students and between students and students, answer questions and debate, and carry out exploratory learning. After class, teachers can guide students to use Internet information search tools to collect more English expansion learning materials, and use WeChat, QQ, microblog and other communication tools to discuss with other students and teachers, so as to carry out community learning.

## **6. Conclusion**

In a word, the arrival of the era of "Internet +'0" has brought about great changes in the field of education and provided a good environment for the cultivation of community learning of teachers and students in higher vocational colleges. Therefore, higher vocational college English education workers should also be together with the present situation of students' autonomous learning, and actively guide students scientific use of online learning platform, electronic equipment and so on to carry out online autonomous learning English, improve the enthusiasm of students online autonomous learning to guide its expanded aspect of knowledge, increase access to information, make full play to the autonomy of students.

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