

Changes of Communicative Context in Vocational English Informationization Teaching and Countermeasures from the Perspective of Adaptation Theory

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ABSTRACT

Informatization is a research hotspot in current vocational English teaching. From the perspective of adaptation theory, compared with traditional teaching, the communicative context of vocational English informationization teaching has changed, which is mainly reflected in the aspects of psychological world, social world and physical world, and has an important impact on vocational English learning and communication. Therefore, how to adapt to these context changes is the key to improve the effect of vocational English teaching information. This paper puts forward some countermeasures, such as changing the roles of teachers and students, improving their information technology literacy, and constructing a network learning community.

Keywords: adaptation theory, professional English, information teaching, communicative context, countermeasures

I. INTRODUCTION

Linguistic adaptation theory [1] advocates that language use should be examined in the context of cognition, society and culture, and that language use is a process in which people make language choices to adapt to the context at different levels of consciousness. This has a profound guiding significance for us to analyze the phenomenon of language use and learn a language. The adaptation theory points out that the communicative context of language mainly includes language users, psychological world, social world and physical world and context is dynamic and generated in the use of language and changes with the process of communication, which inspires people to choose different language forms according to the change of context.

Vocational English is a kind of English that integrates a certain occupational or industrial situation. Vocational English teaching enables students to master the basic professional language in the business environment, get familiar with the working process of the job and improve their professional communication ability, so as to lay a foundation for future job hunting and employment and career development. In vocational English classes, teachers and students conduct verbal communication in the simulated workplace

environment, which is also a pragmatic behavior in nature. The influence of cognitive, social and cultural factors on language learning should be considered, and emphasis should be placed on cultivating students' language communication ability and professional ability in various professional environments. With the advent of the information revolution, the communicative context of current vocational English teaching has undergone great changes. Smart classroom, flipped classroom, simulation, intelligent evaluation system and other smart classroom teaching methods emerge one after another, and are widely used in vocational English teaching. With the help of MOOCs, Micro-courses, online teaching platforms, mobile tools such as mobile phones, mobile apps and other resources and means, professional English classes widely carry out flipped and blended teaching for various English skills training. In this context, it is of great significance to analyze the changes and countermeasures in the context of informationized classroom communication from the perspective of the adaptation theory to improve the classroom teaching effect of vocational English.

II. CHANGES IN THE CONTEXT OF VOCATIONAL ENGLISH INFORMATIONIZATION TEACHING

Vocational English information teaching changes the context of classroom communication. The basic features of the professional English information classroom are the use of the network teaching platform and the synchronous mobile terminal, the adoption of a flipped teaching process, as well as the combination of online and offline hybrid teaching mode to carry out teaching. In the process of these new teaching models, the communicative context factors such as the psychological world, social world and physical world of language users have all changed, which have an important impact on vocational English learning.

A. *Context changes in the aspect of psychological world*

According to the adaptation theory, language users are at the center of communicative context, and context components in the physical, social and psychological world can only play their due functions through the cognitive activation of language users. Their personality, emotion, belief, intention and meta-pragmatic consciousness all have different degrees of influence on language selection. In the course of vocational English informationization teaching, the new concepts, technologies and means promote the cognitive subjectivity and subjective initiative of teachers and students to produce different states of consciousness, thus affecting their language selection and the display of their verbal communication ability.

Along with the impact and change in classroom teaching, learning organization form, knowledge explanation, teacher education, interaction between teachers and students and so on brought by informationization, teachers and students inevitably form certain mood of strangeness, curiousness, yearning, maladjustment and anxiety. These psychological changes will be reflected in the specific language use to varying degrees, restricting the language choice of the communicative subject. The teaching process of flipped classroom in particular has overturned the traditional teaching mode in which teachers give priority to teaching and students practice as a supplement. As a result, the role of teachers has changed and the interaction between teachers and students has also changed. Teachers and students need first to adapt themselves psychologically to the way of online knowledge guidance before class, practice teaching in and out of class, and practice consolidation of online homework after class. Taking the unit 3 business meals of the "Englishing for Careers · Vocational Comprehensive English", in the online tutoring session before class, the teacher plans to push Food and drinks every day, Table Manner in

Western Countries, Tips, Toasting and other Micro-course resources on the network teaching platform. Then the possible difficulties in the production of Micro-courses, use of platform, and communication with students on line, etc., as well as students' anxiety in the pre-class learning process through the Chaoxing Smart Learning and other tools will cause psychological pressure on teachers and students, and their language choices will thus become prudent, slow and vague. In classroom practice, both teachers and students should pay attention to whether the language selection of each teaching link can adapt to the changes of the current context, and go through a psychological process from strangeness to familiarity, tension to relaxation. Teachers should monitor whether such online communication utterances express their meaning clearly, and students should always consider whether their understanding of utterances is complete and accurate, and whether reactions and feedbacks are appropriate, and express their speech and thoughts through information means. These are the context changes in the psychological world of informationized teaching, and they are the representation of whether teachers and students can adapt to the verbal communication and the psychological world.

B. *Context changes in the aspect of social world*

The context change at the social world level in vocational English class is mainly due to the increase of online communication between teachers and students. Social world refers to social occasions, social environment, communication norms, sociocultural customs and other macro or micro level of social factors affecting communication. As the teaching of professional English is a mixture of independent learning, collaborative learning, hierarchical learning and inquiry learning, it highlights the characteristics of diversification, individuality and dynamics, and requires students to have higher independent learning ability and consciousness as well as more online communication with teachers. Under this teaching paradigm, the teaching interaction between teachers and students has changed in the context of social interaction — communication between teachers and students uses information technology as the media to ask questions, discuss, guide and give feedback across time and space. In terms of teaching content, the sentence patterns and conversations used by both teachers and students in vocational English classes must still conform to various norms in vocational occasions and adapt to the context of vocational culture. For example, the communication in professional occasions, the culture behind business etiquette, economic cooperation and competition between countries and so on, all express the close relationship between language and social situation. But in terms of teaching methods, the learning of these contents is now assisted by information technology, and the social world of teachers and students has changed.

For example, in the teaching of Principles related to Seating Arrangement in Business Meals, under the flipped teaching mode, self-learning, communication among classmates and teachers' feedback on the learning topic can be completed through the network teaching platform and mobile phone, and the communication environment is built by the third-party teaching tools. Even in the class, through participating in the topic discussion, voting, doing exercises, etc. of the seating arrangement principle through smart learning and other learning tools, students still master the seating arrangement principles including "seat people who have common interests together, pair male and female guests, seat guests of honor in order, the most important person should be seated at the right hand of the host" and participate in class activities such as asking questions of teachers and discussing with classmates.

C. Context changes in aspect of the physical world

The physical world mainly contains the space, time and material conditions of communication, that is, the space-time carrier of communication. Compared with the traditional classroom teaching only based on the classroom, the physical world of information classroom teaching has changed a lot. Smart classroom and smart classroom are gradually promoted in the vocational English class, and interactive electronic whiteboard, cloud classroom, cloud desktop, and smart blackboard are gradually widely used in the class; MOOCs, Micro-courses, online teaching platforms, mobile tools such as mobile phones, WeChat and WeChat Official Accounts, mobile apps and other resources and means are frequently used. How to integrate the smart classroom and information technology into English classes in vocational colleges is the new context change in the physical world that teachers and students need to adapt to. For example, Micro-course has the characteristics of knowledge concentration, short time, abundant resources, and repeated learning and observation, which is of great value to cultivate students' professional English ability. It adapts to the current situation of fragmented time and more reliance on mobile phones, teachers and students need to consider how to better apply to the classroom teaching of vocational English. Another example is the development of flipped classroom, which has changed the process of traditional vocational English classroom teaching, and the time of each teaching process has changed. In the information classroom, there are check-in, voting, question and answer, preemptive answering, discussion, group chat, live broadcast and other activities. In teaching, resources such as pictures, videos and sounds are integrated to realize multi-modal teaching methods and resources, so as to encourage students to actively participate in and internalize teaching contents and activities. After class, there are methods like through online exercises, tests, discussions and other methods,

urging students to conduct timely personalized independent learning and so on. How to adapt to these context changes in physical world requires teachers and students to constantly adjust their teaching strategies in teaching practice.

III. COUNTERMEASURES TO CONTEXT CHANGES

In the face of the changes in communicative contexts such as teaching process, teaching methods, interactive means, assignment completion, assignment correction and evaluation, adaptation theory suggests that it is necessary to actively adjust and constantly adapt to the dynamic changes in context. Since the language selection and construction of vocational English classroom teaching is based on the dynamic adaptation to the communicative context of vocational English, it is necessary to properly select the language symbol form to represent the professional characteristics, highlight the workplace communication, and adapt to the communicative context of workplace, professionals and vocational English. In front of context changes brought by information-based teaching, both teachers and students must take some measures to cope with the change of context.

A. Changing the roles of teachers and students

In traditional vocational English classroom teaching, teachers spend a long time teaching theoretical knowledge, and students do not have enough time for practical exercises, which makes it difficult for students to improve their practical English ability. In the information classroom, however, the teacher should change from a pure knowledge transmitter to a shaper of learning environment and a guide of information technology — "The teacher is an inquirer, a researcher of knowledge, a guide of students' learning, a cultivator of students' interest, a confidant of students and a creator of learning situation." [2] The era of information teaching has put forward new requirements for teachers' teaching innovation spirit and ability. Teachers must shoulder the responsibility of learning guidance, make full use of information technology to innovate the teaching model, reshape the teaching process and improve the teaching effect. According to the adaptation theory, the listener always needs to understand the speech and recognize the new information through the information shared by himself and the speaker. Students, as the cognitive subject of classroom teaching, naturally need to synchronize with teachers' information teaching requirements in order to better understand, absorb and internalize what they have learned. Students need to give full play to the initiative of subjective consciousness, study and consider various new information-based context elements, so as to mobilize and activate context information beneficial to the realization of

communicative intention, so as to coordinate the teaching process smoothly. Therefore, students also need to change their roles from passive recipients of information teaching technology to active constructors of these skills, that is, to actively learn and master information teaching technology means and adapt to the changes of the new teaching context.

B. Improving the information technology literacy of teachers and students

Vocational English teachers urgently need to improve their information technology literacy, master the teaching methods and means that are compatible with information-based teaching, skillfully operate information-based teaching equipment, and use them in teaching reasonably and effectively. In this way, teachers can produce better learning resources such as MOOCs and Micro-courses, better guide students to study independently before class, and improve the efficiency of classroom teaching. And in this way, they can know exactly what kind of information technology means are suitable for what kind of teaching content when designing teaching content, so that the language knowledge taught can adapt to the changes of context and be better absorbed, internalized and applied by language learners. On the other hand, since information teaching emphasizes students as the center and teachers as the guide, students should also make use of the rapidly developing Internet technology and the new learning paradigm, and obtain all kinds of professional English information and knowledge at any time and any place through various information technology channels, even ahead of teachers' classroom teaching, so as to improve the information technology literacy. By improving the application level of information technology, teachers and students can adapt to the new and fast learning mode, break the traditional roles of teachers and students, and make full use of these convenient learning resources and ways to better adapt to the requirements of information teaching. With the improvement of information technology literacy, teachers can improve the teaching design and optimize the classroom and students can be more active in learning, practicing and discussing the teaching content, so as to improve the teaching effect.

C. Constructing the network learning community for teachers and students

The learning community is a community built for the purpose of supporting learning [3], which provides individuals with opportunities to participate in collective activities and contact with others [4], and can create and maintain a learning environment that promotes cooperation, candid communication and is committed to the development of individual members [5]. In professional development, teachers should not only extensively cover the development of learning

resources and teaching evaluation under the new technology environment, improve the ability structure, but also stimulate students' attention to the application of information technology, guide students to actively learn and master the relevant information technology means, and skillfully use them in learning. It can be seen that vocational English information teaching should be faced by both teachers and students. As teachers often use information technology to assist teaching, students must master, adapt to better interaction and teachers and students must establish a positive, friendly, progressive learning community, otherwise information technology will become the stumbling block of teaching. Therefore, in vocational English teaching, teachers should actively build a network learning community for teachers and students through the network teaching platform, smart learning, WeChat and other information technology means. Teachers and students should jointly determine the teaching objectives, teaching content, information means, teaching tasks, evaluation system, etc. They should receive the training of information technology, apply it to classroom teaching, adapt to the change of context and make progress together.

IV. CONCLUSION

The context of the psychological, social and physical worlds discussed above is a dynamic and constrained generative process. Professional English information technology teaching is a dynamically generated process of communicative context and a process that teachers, students, teaching content, information technology means and other factors restrict each other. It is required that these communicative participation and influencing factors should adapt to each other dynamically in the process of vocational English learning exercise, so as to gradually improve students' practical language application ability. Vocational English teaching should "attach importance to the professionalism and authenticity of the teaching content, emphasize the integration of teaching, learning and doing, and arrange the teaching according to students' demand for the application of vocational English skills in practical work in a targeted way" [6]. Therefore, vocational English informationization teaching should keep close to the new teaching context and analyze the changes of teaching object, teaching content and teaching environment. It should increase the field collection and online development and utilization of vocational resources, actively learn, understand, adjust, respond to and adapt to relevant context changes, improve the level of information technology learning and application of teachers and students, and build a sound network learning community for teachers and students, in order to effectively create the scene of vocational activities, infiltrate vocational elements, and enhance students'

professional quality and professional English ability. In this way, the choice and use of speech can be adapt to the communicative context of workplace communication, students' pragmatic competence can be effectively cultivated and the teaching effect and efficiency can be improve.

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