

Research on the Construction of Off-campus Internship Base for English Majors in a New Application-oriented Undergraduate College

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ABSTRACT

At present, high-skilled talents are in short supply in our country. The training of high-skilled talents is the orientation of the new application-oriented undergraduate colleges. Therefore, how to train high-skilled talents is the primary task of the new application-oriented undergraduate colleges. In the face of this development situation, many new application-oriented colleges and universities have made adjustments to their teaching plans, and one of the important measures is school-enterprise cooperation. This study analyzes the existing problems in the practice base of English majors from different angles, summarizes and analyzes the data, analyzes the reasons, and puts forward the solutions.

KEYWORDS

New application-oriented undergraduate college; English major; Practice base

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1 Introduction

The General Office of the CPC Central Committee and The General Office of the State Council "Opinions on Further Strengthening the Work of Highly Skilled Personnel" require the improvement of the training system of highly skilled personnel and vigorously strengthen the training of skilled personnel, in particular, it is proposed to "establish a school-enterprise cooperation training system for highly skilled personnel." At present, China is in short supply of high-skill talents, and the training of high-skill talents is the orientation of the newly built application-oriented undergraduate colleges. Therefore, how to train high-skill talents is the primary task of the newly built application-oriented undergraduate colleges.

In the face of this development situation, many new application-oriented colleges and universities have made adjustments to their teaching plans, and one of the important measures is school-enterprise cooperation. High-skilled talents must have practical ability, and the integration of theory and practice is one of the indicators of high-skilled talents. Whether the highly skilled talents cultivated are recognized by the society is related to the current needs of enterprises. In order to achieve a seamless link between learning and employment, school-enterprise cooperation is a big trend, which can achieve the dual purposes of schools and enterprises.

The concept of school-enterprise cooperation has been accepted by most schools and enterprises, but the effect of cooperation is quite different, and some students have significantly improved their professional skills through practice, such as science and engineering. There are also some students who do not improve their professional skills significantly after enterprise practice, such as liberal arts.

Given the professional nature of the liberal arts, finding the right business practice is already a great difficulty, and professional skills development is a serious challenge. At present, English majors are facing such a dilemma. How to establish a practice base for English majors scientifically and effectively is a problem that English educators have been thinking about for a long time. This study takes this as a starting point to study the construction of practice bases for English majors in new application-oriented undergraduate colleges, aiming at establishing stable and efficient practice bases and providing better development channels for the professional development of English majors' teachers and students.

2 Research Introduction

(1) Research purpose

The purpose of this study is to build a platform for university-enterprise cooperation, establish a stable and efficient practice base for English majors in new applied undergraduate colleges, and build a platform for English major teachers' practical ability, such as the research and development of teaching materials, curriculum settings, major settings, and scientific research projects, so as to provide services for the improvement of students' professional skills, especially in listening, speaking, translating and writing. Let the students have a certain practical ability before they really enter the society, so that the study and employment are not disconnected.

(2) Research content

On the basis of summarizing the research results at home and abroad, this study finds the research entry point and clarifies the research purpose and content. Constructivism theory is used to guide the research of this project to ensure the scientific results of the research. According to the research objects, three kinds of questionnaires were formulated for English major teachers, students and relevant practice bases in newly built application-oriented undergraduate colleges, and the data were collected for scientific analysis, so as to find out the existing problems in the construction of English major practice bases, analyze the causes, and finally formulate effective measures to form the operating mechanism of English major practice bases. Some valuable suggestions are put forward for training English applied talents.

(3) Research significance

1) Practical significance:

On the one hand, it actively responds to the higher education development concept of university-enterprise cooperation in running schools to cultivate applied talents proposed in the report of the 19th National Congress, which is conducive to the social promotion of research results and the further development of higher education; On the other hand, promoting the deepening of the connotative development of the new application-oriented undergraduate colleges is conducive to their training of application-oriented English talents. This study is conducive to the further deepening of the teaching reform of English majors, such as: textbook research and development, major construction, curriculum setting, etc.; It is also conducive to the training of double-qualified teachers, so that teachers can adapt to the latest development needs of higher education as soon as possible.

2) Theoretical significance:

This study intends to invoke the constructivism theory, which advocates that learning is a process in which learners accumulate experience in the objective environment. This project intends to build a scientific and reasonable mechanism for the construction of off-campus practice base for English majors, and carry out the practice in an orderly manner under the background of school-enterprise cooperation, so that students can accumulate knowledge and experience in practice, so as to enrich the above theoretical content to a certain extent.

(4) Degree of innovation

1)Based on constructivism learning theory, this research studies the construction of practice base from the perspective of learning theory for the first time, which is more conducive to enhancing the practical value of the research results and expanding the scope of application. This theory advocates that learning is a process in which learners accumulate experience in an objective environment. This project intends to build a scientific and reasonable off-campus practice base construction mechanism for English majors, aiming to enable students to accumulate knowledge and experience through practice in the objective environment of the enterprise base, so as to enrich this theoretical content to a certain extent.

2)The research content of this project is the field of English major practice base of new applied undergraduate colleges, which is rarely involved by scholars in the past. Under the orientation of cultivating application-oriented talents, the construction of internship base is the biggest challenge for newly built application-oriented undergraduate colleges. This study conforms to the development trend of such schools and has high application value, especially for the cooperation between schools and enterprises in the research and development of teaching materials, major construction and curriculum setting. It is also conducive to the training of double-qualified teachers, and the ultimate goal is to form a good model of school-enterprise cooperation.

3 Research Status

(1) Foreign research status

The concept of school-enterprise cooperation was put forward: In the early 19th century, scholars in some developed countries began to try to cooperate with enterprises to jointly train talents. For example, University-enterprise cooperation, school-work partnership, business-education partnership and other words express the meaning of school-enterprise cooperation or work-study cooperation.

Forms of school-enterprise cooperation: the most representative countries of school-enterprise cooperation are cooperative education in the United States, the dual system in Germany and the combination of study and learning in Britain. The school-enterprise cooperative education in the United States adopted the implementation of the combination of school teaching and enterprise practice, which could be summarized into the following four types: First, the work-study type, that is, students in the same class had part of their time in school and part of their time in enterprise practice every day; The second was the work-study rotation type, that is, the students of the same major in the same year were divided into two groups, one group studying at school, the other group receiving training or practice in the enterprise; The third was all-weather practice and classes in spare time, that is, enterprises employed students to work on the job, and combined theoretical learning with work practice by giving lectures and group discussions to students during non-working hours. The fourth

is the enterprise internship type, that is, students who participated in the work-study program once every academic year, to the enterprise work internship for a period of time, no matter what kind of school-enterprise cooperation training mode had the same several characteristics: the first was the requirement of practicality. The second was the extensive participation of all sectors of society. The third was the sense of serving the community. The talent training goal of American colleges and universities, especially community schools, was to provide qualified workers for their communities. To form a virtuous circle of community colleges and universities conveying a large number of outstanding talents to enterprises in the community, enterprises provided funds for colleges and universities, and finally achieve the purpose of attracting talent inflow and gathering. After World War II, the German economy had recovered and taken off, which had an inseparable relationship with the "Dual system" education system led by the government and participated by schools and enterprises. The core content of the "dual system" mode was based on theoretical knowledge and aimed at application. "One yuan" was the school, and the other "one yuan" was the enterprise. Teaching activities alternate between colleges and enterprises, and both schools and enterprises jointly cultivated application-oriented talents. In particular, the federal government was responsible for general corporate training, and the states were responsible for schools. There were three sources of funding: the training funds of enterprises were borne by private enterprises, and the funding of schools was borne by the state and local governments. If cross-enterprise training was involved, the funds should be borne by all relevant participating units. Germany's "Dual system" model embodied three remarkable features. First, students had a lot of time to participate in practical training in enterprises, and could be directly employed after graduation without pre-job training; Second, the enterprise targeted training students, reserved talents for the future selection and seized the opportunity; Third, the assessment method that training and assessment were relatively independent made the authority of the post certificate more convincing. "Dual system" education embodied the full cooperation of government, society, schools and enterprises. The combination of work and learning originated in the United Kingdom, and the main form of school-enterprise cooperation in the United Kingdom was also the combination of work and learning. For example, many enterprises and schools jointly set up a "sandwich" school system, that is, the first year to study in school, the second year to work in the enterprise, and the third year to go back to school, get a diploma and graduate. In addition to vocational schools (training institutions), there were also industry technical associations and certification bodies.^[1]

(2) Domestic research status

Chinese scholars' research on off-campus practice base mainly focused on the following aspects: construction ideas, practical teaching system, necessity and principle of base construction, main problems and countermeasures. Specific content included:

First, construction ideas. Han Ying proposed to meet the requirements of the discipline; Having a formal and strict management system, the unit was willing to sign a student internship cooperation agreement with the school; A certain scientific research conditions and research atmosphere was necessary; The construction idea was mutual benefit, two-way benefit, common development.^[2]

Second, practical teaching system. Xiang Hongyan positioned off-campus practice teaching and proposed a multi-level, multi-module and interconnected practice teaching system based on off-campus practice bases.^[3]

Third, the necessity and principle of base construction. Wang Duchun considered the necessity of building off-campus practice base was the need to achieve the goal of school talent training; The need for students to successfully conduct their internship; To achieve a win-win situation between

universities and enterprises; The driving force to promote the school teaching reform; Be conducive to training "Double-qualified" teachers; Promoting students' employment; Cultivating students' good work style. The first principle was that the production direction and research activities carried out by the base should be in line with the major of the students or basically in line with it; The second principle was that the base had a sound organizational structure, standardized management, orderly production activities and good financial condition; The third principle was that the base had the required students' practice places and accommodation conditions, the equipment and technical level which could ensure that students complete the teaching and production practice plan, the unit personnel quality was high, formed a team of part-time teachers with rich practical teaching experience; The fourth principle was that we should try to choose a unit close to the school as an off-campus internship base. Putting forward off-campus practice bases Management measures for undergraduate teaching off-campus practice bases; Establishing management committee of off-campus practice base; Screening and classification evaluation of existing bases; Constructing according to the national/provincial/school base; Participating in the formulation of talent training programs; Establishing the practice base contact system.^[4]

Fourth, main problems and countermeasures. At present, colleges and universities in the construction of off-campus practice bases include encountered the main problems: how to establish a stable school-enterprise cooperation mechanism, increase investment and strengthen management; the total amount of base construction was insufficient, the base construction and development of each college (department) were unbalanced, the base construction and development of the campus base construction were unbalanced, and the base management inside and outside the school need be strengthened. The main countermeasures include: strengthening leadership, overall planning; strengthening the selection and management of the base, improving the base construction system; increasing financial input, strengthening contact and exchanging with base units; obtaining the support of local government departments to create a new situation in the construction of internship bases; being built on the basis of common interests.

Zheng Junmin, in his Research on *the Sustainable Development Strategy of school-Enterprise Cooperation Model Based on the View of Balance of Interests*, argued that the problems hindering the sustainable development of school-enterprise cooperation lied in the lack of leading consciousness of the government, the imperfect teaching mode and management method of colleges and universities, and the lack of foresight of enterprises in personnel training. And then he put forward the sustainable development strategy of cooperative education model based on the balance of interests of both schools and enterprises."^[5]

Zuo Chunfang mentioned in *"Analysis on the Causes of Insufficient Enterprise Power in University-Enterprise Cooperation of Application-oriented undergraduate Colleges"* : "The biggest difficulty in the process of school-enterprise cooperation is the lack of motivation for enterprises to participate in cooperation, which can be attributed to the fact that the government has not formulated relevant policies and regulations, enterprises despise cooperative education in concept, the platform for communication and exchange between the two sides in school-enterprise cooperation has not been built, and there are not many four aspects of school-enterprise cooperation."^[6]

The research results on the construction of off-campus practice base for English majors are mainly reflected in the necessity and principle, the construction form and mechanism, the existing problems and countermeasures.

First, necessity and principle. At the macro level, institutions of higher learning must, in accordance with the laws of education and market rules, closely contact industry enterprises, cooperation

between factories and schools, constantly improve the conditions of internship and training bases, strengthen students' production internship and social practice, and improve their practical ability. In the micro aspect, it was urgent to set up an off-campus internship base in the sophomore study period to carry out off-campus post internship and took the path of integration of internship and employment, so as to provide conditions for students to graduate. Base construction principles included professional applicability, relative stability, internal and external unity.^[7]

Second, construction form and mechanism. Multi-channel and multi-angle development of business English professional management practice base; Establishment of off-campus practice base double division long-term mechanism; Establishment restraint mechanism and specification off-campus practice base.^[8]

Third, existing problems and countermeasures. The construction mechanism of off-campus training base was not perfect. In the form of school-enterprise co-construction, curriculum system reform and practical teaching content were the carrier, emphasizing vocational ability training as the main line, adopting the way of work-study alternation and school-enterprise cooperation, cultivating students' core ability on the job, gradually deepening the construction of off-campus practical education base for college students, and giving play to the radiating function of the base.^[9] Zheng Jing proposed the problems in the training of English majors and the training of school-enterprise cooperative English majors.^[10] Zhou Yan and Zhou Wu proposed the urgency of school-enterprise cooperation in running schools for business English majors and the implementation strategy of school-enterprise cooperation training mode for business English majors.^[11] Ganli proposed: "We should explore a variety of talent training models, establish and improve relevant laws, regulations and systems and other countermeasures."^[12] Chen Rongnian put forward: "The current situation of public English teaching in higher vocational colleges has explored the teaching mode of "combining work with study".^[13] Hao Suzhen put forward: "We must clarify the practical teaching objectives, reconstruct the practical teaching content, select appropriate and effective training methods, establish practical training bases inside and outside the school, and promote the construction of double-qualified teachers."^[14] Liu Yang mentioned in his master's thesis: "From the perspective of specific professional construction, we combined with the characteristics of regional economic development in Guangdong province and the professional teaching basis and conditions of the school, the "three integration + two centers" combination of business and academic talent training model is proposed."^[15]

By reviewing previous relevant research results, it can be seen that the construction of off-campus practice bases in higher education has attracted more and more attention from scholars and produced fruitful results. However, the pertinency is not strong and a systematic base management mechanism has not yet been formed. In addition, there are few research results on the construction of practice bases in new application-oriented colleges, and even fewer research results on the construction of off-campus practice bases for English majors. Therefore, this study can enrich the previous research results to a certain extent. In addition, this project intends to use constructivism theory as the theoretical basis to build a scientific and reasonable mechanism for the construction of off-campus practice bases for English majors, and carry out internship in an orderly manner under the background of school-enterprise cooperation, so that students can accumulate knowledge and improve skills in practice. In addition, the construction of English major practice base belongs to the construction of liberal arts base, which is more difficult than the construction of science and engineering practice base, which is an urgent problem for newly built undergraduate colleges. Therefore, the research of this project has high practical value and strong pertinency. It aims to further improve the practice efficiency of English majors, cultivate students' comprehensive English application ability, promote the realization of the

training goal of English applied talents, and help further deepen the reform of English major teaching. Thirdly, it is beneficial to cultivate the double teacher team.

4 Problems in the Construction of Off-campus Practice Bases for English Majors in New Application-oriented Undergraduate Colleges

Through the survey of English teachers, practice bases and English majors, the author summarized the results of relevant problems. This section summarized the existing problems of English practice bases as shown in the survey results, as follows:

(1) Too few teachers participate in base practice, which is not conducive to the construction of double-qualified teachers

We can see from the survey that less than half of the teachers have participated in the enterprise practice, but the teachers are looking forward to the enterprise practice and are very willing to improve their English practice ability. At present, the English practice base cannot meet the practical needs of teachers, which is a very prominent problem. There are many reasons for this. For example, some enterprises are unwilling to accept teacher practice because the salary is not easy to define. There are also some teachers who have shallow cognition of enterprise practice and are unwilling to practice. The school has no compulsory measures to encourage teachers' enterprise practice, resulting in the fact that individual teachers have no positive attitude towards enterprise practice. Due to the above reasons, the shortage of double-qualified teachers has become a common phenomenon in newly built application-oriented undergraduate colleges and universities. It can be seen that increasing the number of teachers in practice is a primary task at present.

(2) The practice form of teacher enterprise is simple, and it has not achieved substantial effect

Most of the teachers who have participated in the practice of enterprises are scientific research project cooperation, and a few teachers have participated in the research and development of textbooks, curriculum and professional Settings. Project cooperation is a common form of teacher enterprise practice, but few projects are actually transformed into teaching results. In addition, the research and development of textbooks, courses and professional settings are also the blind spots of higher education at present, and it is necessary to connect with enterprises, but this cooperation is a short board. Therefore, the depth of enterprise base construction still needs to be dug, so deepening the form of teachers' practice is also the direction of base construction efforts.

(3) The short duration of internship is not conducive to the training of students

The survey found that the short duration of internships was a common problem reported by companies. At present, the internship time of English majors is generally about 3 months, and the internship time of enterprises is at least 6 months. Otherwise, it is not conducive to cultivating students' practical ability. This problem should be considered by the school, and how to overcome the difficulties to extend the internship time is an urgent problem to be solved.

(4) The unclear responsibility of school and enterprise hinders the development of base construction

At present, although both schools and enterprises have internship agreements, the

implementation of internship agreements lacks third-party monitoring and management, which makes the agreements an empty document and the interests of students cannot be guaranteed. The long-term development of the base needs a long-term management mechanism, which needs to be solved urgently.

(5) Corporate social responsibility also needs to be strengthened

According to the survey, some companies take interns just to make money, not for training, leading many students to complain about the company, the school, and even the society. This phenomenon is not conducive to the long-term development of base construction, and the relevant part needs to give correct guidance.

(6) The single resource of English major base is not conducive to the improvement of students' professional skills

The survey found that most of the current internship bases for English majors are concentrated in English training institutions, which accept more students and are also related to English majors. However, translation and foreign trade industries are scarce resources. English-related professional directions include translation, trade, education, etc., and a single training institution obviously cannot meet the demand.

(7) The conflict between internship time and thesis time is a prominent problem reported by students

The paper time of the school sometimes overlaps with the internship time, and students must complete the paper writing in the internship unit. Due to the tight working time, there is no time to write the paper, which makes some students hate the internship and has a bad influence.

5 Strategies for the Construction of Off-campus Practice Bases for English Majors in New Application-oriented Undergraduate Colleges

(1) The school has formulated measures to encourage the practice of teacher enterprises and promote the construction of double-qualified teachers

The newly built undergraduate colleges aim at cultivating application-oriented talents, so it is necessary to have a team of double-qualified teachers. In view of the fact that double-qualified teachers are in short supply at present, it is suggested that the school should formulate a detailed teacher practice system, clarify the responsibilities and obligations of teacher enterprise practice, promote the practice of teacher enterprise with both incentive and punishment measures, urge the enthusiasm of teacher enterprise practice, and make due efforts for the development of double-qualified teachers.

(2) The college has set up a special school-enterprise cooperation institution to deepen teachers' practice

The School of Foreign Languages should set up a special school-enterprise cooperation institution to not only manage internship affairs, but also build a platform for teachers' practice, especially the deepening of teaching reform, so that the practical knowledge system of enterprises can enter the theoretical classroom of the school for better integration and development. Among them, the major

setting and curriculum setting are the key points, teachers and enterprises to discuss related issues, is conducive to training more practical English professionals. According to the current needs of enterprises, it is recommended that schools open minor language majors and e-commerce majors. The cooperation institution is responsible for the macro connection between teachers and enterprises, and the deep-level connection requires the connection between teachers and enterprises. It is suggested to set up a general person in charge of teacher practice to arrange the deep-level problems of teacher practice.

(3) Establish a special social organization to manage and monitor school-enterprise cooperation

In view of the irresponsibility of some enterprises in the investigation, it is suggested that a third-party organization be set up to monitor the whole process of cooperation. We should clarify the responsibilities of the university and enterprise parties, and give corresponding punishments to the institutions that fail to fulfill their responsibilities. In other words, school-enterprise cooperation needs the participation of the society, and it is best to pay more attention to the relevant government departments. In this way, the interests of students can be reliably protected. Through the participation of relevant departments, the concept of enterprises only to gain benefits is gradually changed, so that enterprises can assume more social responsibilities, make certain contributions to the development of higher education, and train more qualified talents for the development of economy.

(4) Develop a variety of English major practice base resources

In view of the lack of translation and trade enterprises in the English professional internship base, it is recommended that the school continue to develop corporate resources, and it is best to cooperate with the relevant departments of the Ministry of Education, so that it can recommend more corporate resources, because many enterprises are registered in the relevant departments of the Ministry of Education, so as to alleviate the school has been difficult to find enterprises to a certain extent. Translation and trade enterprises are generally small in scale and limited in reception capacity. Schools can appropriately expand cross-border e-commerce and e-commerce enterprises to give students more choices.

(5) The school reasonably arranges the internship time, at least 6 months

In the survey, enterprises generally reflect that short internship time is an important factor affecting the quality of students' internship. Therefore, the school can properly adjust the teaching plan and extend the internship time, at least 6 months, which is conducive to the in-depth training of enterprises. Thesis time and other assessment plans can be completed in advance, leaving free time for students to specialize in internships and improving the quality of students' internships. It is suggested that the school-enterprise cooperation institutions of the college and the docking of enterprises should be related matters to provide reference opinions for the teaching arrangement of the college.

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