A Study of College English Teaching Model for Product Design Major

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Abstract

In order to cultivate international talents and improve the internationalization level of the school, it is proposed to integrate the design process into professional English teaching. Traditional English for Design is difficult to stimulate students’ interest in learning English, and it is not efficient in practical teaching, so it is difficult for students to effectively master and apply it in their professional fields. To solve these problems, by introducing design process practice into professional English teaching, students’ interest in learning professional English is stimulated, so that students can better master professional English in practice and improve their ability to use foreign language in practice. Due to the universality of the design process, knowledge learned from professional English courses can also be integrated into other fields of product design, so as to achieve continuous use and learning of professional English. Combined with the teaching practice of English courses for industrial design majors, this paper comprehensively expounds the development forms of online courses and studies the exploration results of various teaching modes including course design, course implementation and course assessment. Through such teaching reform, the problems of students’ difficulty in learning English and difficulty in learning English will be gradually solved.

Keywords

Product design, College English, Mode of teaching

Under the background of economic globalization, the exchanges between countries are getting closer and more frequent. The talent training of colleges and universities also tends to be diversified, and it is urgent to master more professional English language knowledge. At present, bilingual teaching in Chinese universities is still in the primary stage in theory and practice, and the modes of bilingual teaching are different (Liu Fang & Wu Zhijun, 2017). Many colleges and universities have not established a scientific and reasonable bilingual teaching quality evaluation mechanism, which is not conducive to the development and improvement of bilingual teaching. Compared with some developed countries, Chinese universities’ bilingual teaching started late and faced many contradictions and problems. Therefore, we should promote bilingual teaching through research and practice to broaden the development direction of disciplines (Li Da & Zhao Bo, 2016).

1. The significance and current situation of bilingual teaching for product design major

The Outline of the National Medium - and Long-Term Plan for Education Reform and Development (2010-2020) defines the internationalization connotation of Chinese universities as follows: The so-called internationalization of Chinese universities is a process of integrating the concepts of exchange, cooperation and internationalization into the functions of the university, such as personnel training, scientific research, cultural inheritance and social service, with the goal of cultivating international talents and improving the internationalization level of the university, and the carrier of
activities such as organization and management, curriculum teaching, personnel flow and scientific research cooperation. This reflects the rationality and significance of bilingual teaching in colleges and universities. Bilingual teaching is being actively carried out in various colleges and universities, and the product design major needs such a teaching form to meet the needs of today's students. First, the trend toward internationalization. People around the world communicate more and more widely, including the design, production and consumption of products. Secondly, students are becoming more and more sensitive to international excellent product design, and they urgently need to understand and learn through such a language medium. Thirdly, there are more and more international competitions involving product design in the world. In order to cultivate students' international competitiveness in product design, this course must be set up so that students can not compete with first-class designers on the world stage due to their lack of language expression ability (Zheng Dahu & Dai Weihua, 2013).

Bilingual teaching is the best platform for students to learn cutting-edge and international subject knowledge through the medium of foreign languages. In the early 19th century, the establishment of Weimar Germany made the industrial design sweeping Britain, the United States and other Western countries, creating great productivity. However, our country did not introduce industrial design slowly until the 1980s, and it was also known as "product design". Before the professional catalogue was revised, many colleges and universities did not have the major name "product design," but was called "Art Design" or "industrial Design." It was not until 2012 when the Catalogue of Undergraduate Majors of Ordinary Colleges and Universities came out that it was uniformly changed to "Product Design", so this is a relatively young discipline.

The necessity of teaching is that the relevant knowledge is more specialized and advanced in foreign countries. If made in China is to be recognized by the world, first of all, we need to have the ability to acquire the most advanced knowledge. Students of product design should also master the English language well, which is a stepping stone to obtain excellent design resources and a bridge for us to show our design works to the world. The bilingual course is in full swing. Not only universities in our country have begun to set up this course, but also many universities abroad have slowly begun to explore this road. For example, bilingual teaching has been adopted in the University of Ottawa in Canada, the University of Fribourg in Switzerland, Leiden University in the Netherlands, and the University of Helsinki in Finland, etc., which fully demonstrates the importance of bilingual teaching in the pursuit of cutting-edge research.

2. Common problems in bilingual teaching of product design major

The traditional English teaching for product design majors follows the teaching mode of general English courses and conducts assessment in the form of examination papers, which makes the learning of professional English become a common exam-oriented learning. It ignores the core needs of students for English learning and the mastery and use of professional English in practice, resulting in students' low interest in the course and weak practical ability. Therefore, the following problems often occur in teaching practice: first, students' interest in learning professional English is not strong, and their participation in the course is not high. The author deeply experienced the cramming English teaching brought by the exam-oriented education in China, and we are different from India, Singapore and other countries, we do not have an English language environment to nurture, most of the students cannot use English as a tool of practical use and communication, students' foreign language level is uneven. When the product design professional English course was offered in colleges and universities, students generally said that they could not understand it and could not learn it. Second, the students' practical ability of professional English is insufficient, and the traditional English courses of design are divorced from the application of product design major. For example, in the process of participating in international competitions, students have a lot of language problems, from the competition application to the submission of works, and they cannot integrate the English they have learned into practice. Third, there is no continuity in students' professional English learning (Wei, Zhang & Shi, 2012). In each semester, students basically only use foreign languages in professional English courses, and rarely keep the habit of using English in other course areas for a long time, which puts forward the demand for the school's curriculum construction. For example, in addition to professional English courses, other professional courses in the design instructions, work speech, etc., in English.

3. The significance and countermeasures of integrating professional English for product design into the design process

As can be seen from the previous chapter, it is very necessary to learn professional English based on product design process. The internationalization of design drives every designer to have bilingual expression ability. As a comprehensive university, it is an inevitable historical trend to cultivate international design talents (Li Yang, 2020).

The core of product design English course learning is how to eliminate students' resistance to English learning and
improve the practicability of English learning. How to solve these two problems is not simply to improve teachers' qualifications, refurbish teaching materials and other methods, but to let students enjoy learning, want to learn, and can apply what they learn. Piaget, a psychologist, put it bluntly: "The purpose of education is not to teach students as much as possible to achieve as much effect as possible, but first to teach students how to learn, learn ways to develop themselves, and continue to develop after leaving school."

The disconnection between professional English teaching and design practice can be solved only by integrating the design process into professional English teaching, which can be reflected in the following aspects:

1. The integration of professional English into the design process stimulates students' interest in learning. Before the start of the professional course, the students prepared the lesson according to the course requirements, simulated the creation of design cases, combined with the degree of English use in the design process, so that students can learn from the simulated cases. According to various design competitions at home and abroad every year, combined with the course requirements, through the competition to learn and participate in the class. If possible, teachers can also work with some companies to create courses that meet the needs of the market, so that students can connect with the society. In both types of teaching, a reward system can also be established to foster a sense of competition among students. In addition, the school can also make teaching plans and design cases according to the interests of the class. A variety of alternative teaching programs can give students the right to choose independently, give students the opportunity to actively think and explore, so that students can devote themselves to learning, in order to achieve the effect of "happy learning".

2. Integration of professional English into the design process to improve students' English practice ability. After professional English is integrated into the design process, the teaching method is flexible, and teachers can seek suitable teaching methods for students, so that students "want to learn". For example, a small design team can be created in the class, so that students in each team can cooperate with each other, cultivate students' ability of market research, PPT making and scheme expression, find and solve problems with the strength of the team, and make students want to learn, so as to achieve the goal of efficient class. In the course assessment, product professional English assessment can be diversified design. For example, in the setting of simulation class, the teacher designs a complete set of simulation communication platform and gives a design theme. After designing the product, students will use English expressions to state their creativity and design purpose, and simulate convincing an international customer to buy their own works. This assessment method is not only challenging, but also active and practical. It avoids the teacher-led teaching and assessment mode and the boring exam-taking mode of students. Students' learning of professional English is more practical (Li Pei, 2021).

3. Product design professional English is integrated into the design process to maintain the continuity of English use. In addition to the use of professional English in this course, based on the product design process, the use of English can be expanded to many product design courses. For example, in the course of public facilities design, the preliminary research can inquire the origin of the development of foreign public facilities. In the internship course, you can use the knowledge you have learned to make a bilingual resume in order to obtain internship opportunities in foreign companies. Participating in the IF design competition and presenting all works in English will keep students' sensitivity to the use of English for a long time, make them become international design talents, and finally learn more professional knowledge through the medium of English.

4. College English teaching model for Product design major

4.1 Course Design

Through the release of professional English pre-class questionnaire, I have a preliminary grasp of students' online learning equipment, environment (video equipment, class tools, learning environment, etc.) and learning situation (English learning frequency, English mastery level, etc.). In view of the school situation, I also learned that the most fundamental learning needs of students still focus on vocabulary and oral English, and the results of the questionnaire showed that students were worried about the implementation of online English courses. Therefore, in the follow-up course design, the teacher decided to stimulate classroom interaction through audio recording, game drawing and other links. The combination of independent work and group work to improve students' learning results.

4.2 Curriculum Implementation

In the teaching process, based on the analysis of early learning situation, combined with the current situation of students' weak English, in order to create a relaxed and efficient online learning atmosphere and strengthen the internal driving force of students' learning, the weekly 2-hour professional English course is mainly divided into three parts:
excellent homework exhibition, English expansion and extension, English article research. In the excellent homework performance link, to play audio mainly. As part of the homework after class, students are required to read aloud in English according to the specified passages, during which they can optionally insert background music to set off the reading situation, and finally submit the recorded audio within the specified time. The purpose of this homework is to promote the integration of voice and emotion and the improvement of oral intonation of students through repeated intensive practice. In the course of teaching, students can learn from each other by playing excellent audio assignments, and enhance their interest in oral English learning. It has been proved that in the later learning stage of this course, students' oral expression ability and confidence in English learning have been significantly improved. More students hope to show their reading ability through the form of public audio playback, and their enthusiasm for learning English is greatly stimulated. The extension of English extension is the exaltation of homework performance, and the extension of English article research, which has the function of connecting the preceding and the following. Some of the oral problems revealed in the audio assignments submitted by students will be explained as an extension of the content. In this process, through detailed error correction and demonstration, students can truly understand the skills of English reading. When it comes to the study of English articles, English textbooks can be the core. Traditional English teaching steps should be followed, and games should be combined with interactive explanations, so that students can reduce their resistance to English in the multi-frequency interaction, make the traditional and plain English class more interesting and stimulating, and stimulate students' learning enthusiasm and initiative.

The "role reversal" classroom is not a new teaching method, but it still has many benefits in stimulating students' learning and interaction. The author selected a text about the explanation of foreign competition forms, let the students in groups to prepare in advance, students act as teachers, and the teacher as "students" listen to the lecture. This "role reversal" makes the students more active and in-depth understanding of the content to be explained, which stimulates the enthusiasm of the students to participate in the competition. "Brainstorming" discussion, the teacher on the design of a product as the topic, let the students use English to discuss the advantages and disadvantages of each product, brainstorm, the effect doubled.

4.3 Course Assessment

The course assessment mainly consists of independent work assessment, group work assessment and final assessment. The independent homework is based on weekly after-class preview and article reading. The score of this part is mainly achieved by students. At the same time, through the students' homework feedback, to obtain more teaching materials for the English extension of the class.

In group work assessment, students are divided into four groups, and each group is led by an English assistant. After each stage of English learning, the groups are required to set up online discussions and design English mock test papers, so as to complete the construction of English test bank in the semester. By changing the identity of students from answering questions to writing questions, students can not only indirectly consolidate their English learning, but also more intuitively test their learning results. The score of this part is mainly obtained by team members, which helps to strengthen students' solidarity and cooperation ability and team management ability. The final examination is based on the final paper, and the semester tasks are completed through the online examination.

5. Conclusion

Product Design Professional English is a very characteristic course, but also a very practical course. Students can learn professional knowledge in different languages and improve their thinking ability. Through the introduction of the design process, English is integrated into the application, which stimulates students' interest in learning professional English, improves the practical application ability of professional English, and lays a solid foundation of professional English for each student majoring in design. It inspires students' ability to re-create and flexibly switch languages, and enlivens students' thinking patterns. Of course, this is a path that needs to be explored, and we're just getting started. Only after understanding more content of this course can it meet the learning needs of contemporary students more effectively and timely.

References


