

Practice of the Modular Teaching Model for College English Courses of the Real Estate Major in Polytechnic Colleges Based on the PGSD Competency System

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Abstract

In recent years, with the deepening of the reform of the practical English course construction in higher vocational colleges, the original universal teaching content of the course can no longer meet the needs of the development of the times and the professional development of students, and the traditional teaching model of practical English in higher vocational colleges urgently needs to be innovated. Taking the "Practical English" course, which is a basic college English course for the real estate major in higher vocational colleges, as an example, based on the comprehensive vocational competence system obtained by the PGSD competence analysis model, this paper explores the specific content of modular curriculum construction, including the flexible selection of "modular" teaching content, the "modular" construction of teaching resource library, the pre-module learning situation test, and the "modular + digital" integration of textbooks, providing case demonstration and experience reference for the modular teaching reform of other public basic courses.

Keywords

PGSD Competency System, modularization, professional competence.

1. Introduction

With the in-depth advancement of the "Belt and Road" Initiative, the mission of communication and integration carried by language has become increasingly prominent. College English in higher vocational colleges, as a public basic course, should not only have the characteristics of publicity and universality but also cultivate students' English application ability in daily life and foreign-related workplace scenarios. The original universal teaching content of the course can no longer meet the needs of the development of the times, and the implementation of so-called industry English in various higher vocational colleges is facing difficulties. Therefore, it is of great significance to conduct research on the "reform and practice of higher vocational English courses based on the modular design concept".

1.1. The Demand for the Construction of Higher Vocational English Courses

In recent years, the construction of college English courses in Zhejiang Province has gone through several rounds of reforms: initially, general English was implemented, with an emphasis on the teaching of English language knowledge. However, since all students are non-English majors, excessive emphasis on the correctness of grammar has led to students passing theoretical exams but failing to meet the requirements of workplace application; later, the hierarchical teaching was carried out, but it was terminated due to the complexity of details such as hierarchical screening, class scheduling, and segmented evaluation, which made it difficult to implement; around 2012, the wave of industry English emerged, and various colleges and universities compiled industry English textbooks, shifting the focus to the input of professional vocabulary. The content was rather dull, and in fact, the actual work process may not require such professional expressions. Moreover, due to its high difficulty, students had low

interest and insufficient motivation. After several reforms, few colleges and universities still adhere to industry English, and most of the current higher vocational English has returned to the level of general English teaching that focuses on daily life communication. At present, there are still the following problems in higher vocational college English: first, the teaching content of all majors is basically similar; second, the course perspective is biased towards the input of Western culture, and college students are overly influenced by Western culture and ideology, which is not conducive to the establishment and cultivation of socialist core values; third, the publicity of the course content is not closely related to the cultivation of students' workplace foreign-related abilities, lacking the cultivation of workplace foreign-related abilities.

1.2. The Demand for Workplace Foreign-related Communication

With the deepening of international two-way exchanges, what is needed to cultivate Chinese culture around the world are versatile talents who possess language ability, knowledge of excellent Chinese culture, and professional qualities. Therefore, as the carrier of English teaching, it is particularly important to select teaching content that suits students and the characteristics of the times and is in line with the training objectives. Therefore, the reconstruction of higher vocational English teaching content is imperative.

2. Review of Research Status

Over the years, many scholars and front-line English teachers have conducted a lot of research on the reconstruction of college English course content. After careful study of the typical experiences, the following characteristics are found:

2.1. Recognition of the Necessity of Reconstruction with Different Perspectives

The article "Research on the Course Orientation and Content Reconstruction of College English in Undergraduate Vocational Education" reconstructs the teaching content of college English courses according to the characteristics and requirements of undergraduate vocational education^①; Zhou Jia discusses the necessity of reconstructing the content system of public English courses in higher vocational colleges from the perspective of industry-education integration^②; Chen Qiuhong proposes the principles of "overall input, overall interaction, and overall output" from the perspective of holistic foreign language education^③.

2.2. Highlighting the Pioneering Nature of the Times with a Variety of Theories

Chen Zhixin et al. propose to establish a new pattern of "three-wide education" in college English teaching with the concept of ideological and political education in the article "Exploration of the Implementation Value and Path of 'Course Ideological and Political Education' in College English in the New Era"^④; "Reconstruction of the Content of College English Online Courses from the Perspective of Ecological Learning View" expounds the principles, organization, and evaluation of course content reconstruction from the perspective of ecological learning view^⑤; and "Analysis of the Concept of Reconstructing English Course Content and Exploration of the Deep Structure of Content" extracts the deep knowledge structure and establishes the underlying connection between course content and course objectives from the perspectives of curriculum theory and pedagogy^⑥.

2.3. Focusing on the Modularization of Courses with Diverse Views

Among the many novel research perspectives, the modular reconstruction of course content is one of the more prominent research hotspots: the article "Research on the Module Teaching of Public English Courses" divides the content of general English courses into basic knowledge, cross-cultural communication, and workplace English content modules^⑦; the article "Application of the 'Modularization' Teaching Method in College English Teaching" proposes

"modularization" reconstruction, decomposing the skills required for work positions into multiple independent skill modules for teaching^⑧.

The above research on the modular reconstruction of college English course content is universal, but it ignores the individual needs of students' English learning and fails to effectively improve students' comprehensive English application ability.

Therefore, we need to reconstruct the existing higher vocational English teaching content, improve students' English language knowledge ability, and at the same time pay attention to the individual needs of students' professional learning, so as to maximize the support of English for students' professional ability development.

3. Policy and Theoretical Support

3.1. Policy Support

The "Notice of the General Office of the Ministry of Education on Further Strengthening the Construction of National Vocational College Teacher Teaching Innovation Teams" points out that "it is necessary to break the traditional model of subject teaching, take modular teaching as an important content, and explore and innovate project-based teaching and situational teaching" and "teachers in innovation teams should conduct collective lesson preparation, collaborative teaching and research, and conduct modular teaching through division of labor and cooperation". The "Implementation Plan for the Construction of Textbooks for Vocational Education during the '14th Five-Year Plan' Period" points out that "it is necessary to closely follow the industrial upgrading and digital transformation, meet the changing needs of technical and skilled personnel, and, in accordance with the national teaching standard system for vocational education, connect with vocational standards and the ability requirements of positions (groups)". It can be seen that the state encourages the innovation of vocational education teaching models and incorporates the new technologies, new processes, and new norms of industries and enterprises into professional course teaching to cope with the rapidly changing external environment and talent needs.

3.2. Theoretical Framework - The Basic Connotation of the Modular Teaching Model Based on the PGSD Competence System

3.2.1. PGSD Competence Analysis Model

The PGSD competence analysis model, proposed based on the concept of sustainable development education, builds a bridge for the transformation from job vocational competence analysis to vocational technical knowledge teaching. The PGSD competence system includes professional competencies, the technical skills required to complete job tasks, that is, professional competencies; general competencies, representing general competencies such as humanities and society, information technology, and language; social competencies, that is, the quality and ability that vocational people should possess when they interact with others and the external environment; and development competencies, such as innovation and entrepreneurship, analytical thinking, and critical thinking. The comprehensive vocational competence system obtained by using the PGSD competence analysis model is mainly applied to the construction of curriculum structure and curriculum system, as well as the development of vocational education and vocational training courses, including the development of professional teaching standards, curriculum systems, and professional talent training programs for secondary vocational education, higher vocational education, and applied undergraduate education, as well as the construction of teacher teams, training bases, and teaching resources^⑨.

3.2.2. Interpretation of the Modular Teaching Model Module

In teaching, a "module" is an overall constituent unit or component, and each module is composed of different teaching activities and has a specific function in the overall^⑩. In addition, each individual module can be replaced by other modules, reflecting the flexibility and diversity of the overall combination.

"Modular" teaching model: There are two schools of thought. One is called CBE (Competency Based Education, competency-based education). It means that school education starts from the general laws and needs of occupations and emphasizes the basic general competencies of occupations. This goal is consistent with the training objective of the public basic course in higher vocational colleges - the Practical English course.

Modular curriculum: The modular and granular teaching content is divided around the knowledge, skills, and attitudes required to complete work tasks. Different modules are interconnected, emphasizing the comprehensive application of the obtained operational knowledge, theoretical knowledge, and work attitude to complete work tasks^⑪. In addition to emphasizing the flexibility and freedom of modules, attention should also be paid to the interconnection between modules and the "practicality" and "applicability" of teaching content in teaching. This article will take the Practical English course of the real estate major in higher vocational colleges as the research object and conduct research on the reform of the modular teaching model of higher vocational English based on the PGSD competence system.

4. Case of Modular Teaching Model Reform Practice - Taking the Practical English Course of the Real Estate Major in Polytechnic Colleges as an Example

4.1. Analyze Typical Occupational Activities and Work Tasks

Taking the real estate post group as the starting point, select representative and practically valuable typical occupational activities, and subdivide each typical occupational activity or work area into various work tasks, as shown in Table 1.

Table 1. Typical Occupational Activities in the Real Estate Position and Tasks

Typical Occupational Activities (Work Areas)		Task 1	Task 2	Task 3	Task 3
A	Real Estate Market Research	Market Macro-environment Research	House Purchase Behavior Investigation and Analysis	Plot Basic Situation Investigation and Analysis	Writing Market Research Report
B	BIM Technology Application	BIM Modeling and Deepening	BIM Site Layout and Formwork	BIM Animation and Rendering	BIM Comprehensive Project Practice
C	Real Estate Project Planning	Development Planning	Project Financing and Investment	Brokerage	Marketing Planning
D	Real Estate Marketing Service	Advertising Practice	Workplace Socializing	Customer Reception	Marketing and Planning

4.2. Collect Data and Analyze PGSD Competencies

The Practical English course of the real estate major, as a public basic course, aims to assist in cultivating high-quality technical and skilled talents who master the professional knowledge and technical skills of this major and can engage in real estate appraisal, development, brokerage, marketing planning, and their foreign-related services. While improving students' English language knowledge ability, attention should be paid to the individual needs of students' professional learning, so as to maximize the support of English for students' professional ability development.

This course uses the PGSD competence analysis model, and based on the analysis chain of "vocational post group → typical occupational activity → work environment → PGSD competence analysis → course module", connects with vocational standards and workplace competencies; analyzes the foreign-related professional competencies, general competencies, social competencies, and development competencies required for work tasks, and on this basis, sets modular teaching content.

According to the data collection and analysis in Table 2, the PGSD competence analysis summary table corresponding to the post shows that the foreign-related professional competencies that real estate commissioners should possess include the English application ability required for positions such as real estate project planning, promotion, and foreign-related services; general competencies include comprehensive cultural literacy, multicultural communication ability, and language thinking; social competencies include excellent moral qualities and professional qualities; and development competencies emphasize self-improvement ability and innovation spirit. The course sets modular teaching content according to the technical skills required for the post.

Table 2. Brief Table of English PGSD Ability Analysis Corresponding to Data Collection, Analysis and Positions (Real Estate Major)

Ability Category	Number	Competence Description
Professional Abilities	P - D1.1	Have good English advertising planning and promotion ability
	P - D1.2	Master the English expressions related to appearance description, personal information and planning in social situations
	P - D1.3	Be able to receive in the workplace in English
	P - D1.4	Be able to plan real estate projects in English
General Abilities	G - D1.1	Be able to introduce Chinese living etiquette and culture to foreigners
	G - D1.2	Be able to conduct workplace social activities with English thinking
	G - D1.3	Be proficient in using software to prepare information required for foreign-related real estate reception
	G - D1.4	Be able to communicate with foreign clients about traditional Chinese living culture, modern communities and smart life
Social Abilities	S - D1.1	Have good professional ethics and know real estate laws and regulations
	S - D1.2	Have good communication skills and social wisdom
	S - D1.3	Have good customer service spirit
	S - D1.4	Have good real estate project follow-up ability
Development Abilities	D - D1.1	Have customer thinking and be able to think for customers and offer suggestions
	D - D1.2	Have innovative thinking, humanistic care and craftsmanship spirit
	D - D1.3	Have the ability to receive foreign clients, provide services and conduct business
	D - D1.4	Have real estate data analysis ability and critical thinking, and constantly optimize work logic and process

4.3. Build Flexible Modular Teaching Content

4.3.1. Flexible Selection of "Modular" Teaching Content to Fit the Major

According to the data collection and analysis of the PGSD competence analysis summary table, construct the modular construction idea of the Practical English course based on PGSD. The practical English course is divided into the basic stage and the improvement stage. The basic stage implements universal English teaching, and all professional teaching content is syntax and morphology, emphasizing the cultivation of English language ability. The improvement stage is personalized English teaching, including two links: one is the modular teaching content divided based on the PGSD competence system. Relying on the Chinese lifestyle scene as the cultural background, teachers flexibly select the modules closest to the major from the professional competencies, general competencies, social competencies, and development competencies modules respectively according to the teaching objects' majors, forming four learning modules; the second is the practical application link. Students need to apply what they have learned to workplace foreign-related scenarios and complete the practical manual "A Day in China". The practical manual designs different practical content for different majors. (Figure 1)

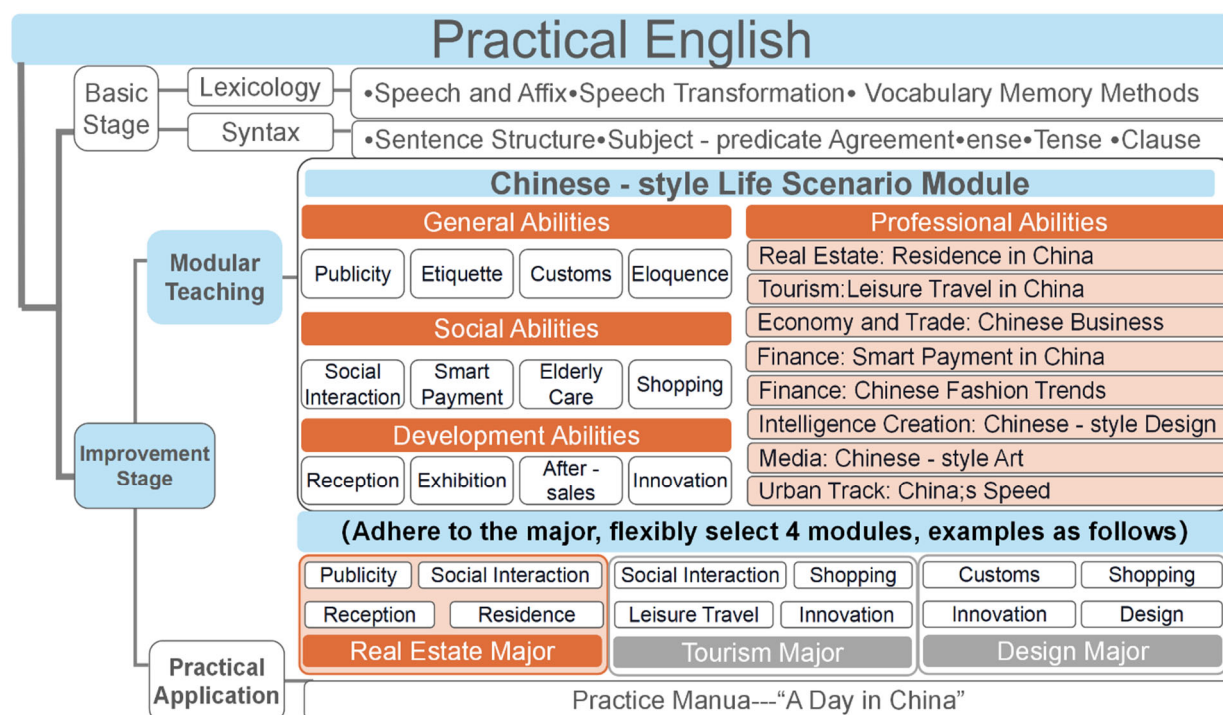


Figure 1. Modular Analysis Diagram of the Practical English Course (Real Estate Major)

4.3.2. "Modular" Construction of Teaching Resource Library to Support Teaching

The research group plans to establish a teaching module resource library with the Chinese lifestyle scene as the material, which is closely integrated with vocational education, production practice, technology promotion, and social services. Each module contains both life elements and can be cleverly integrated with students' majors, being both life-oriented and applicable. Taking the real estate major as an example, four modules are selected - "Publicity", "Social Interaction", "Reception", and "Livable". Each module takes the Chinese lifestyle scene as the background and contains teaching content that is both life-oriented and closely integrated with workplace foreign-related scenarios. (Figure 2)

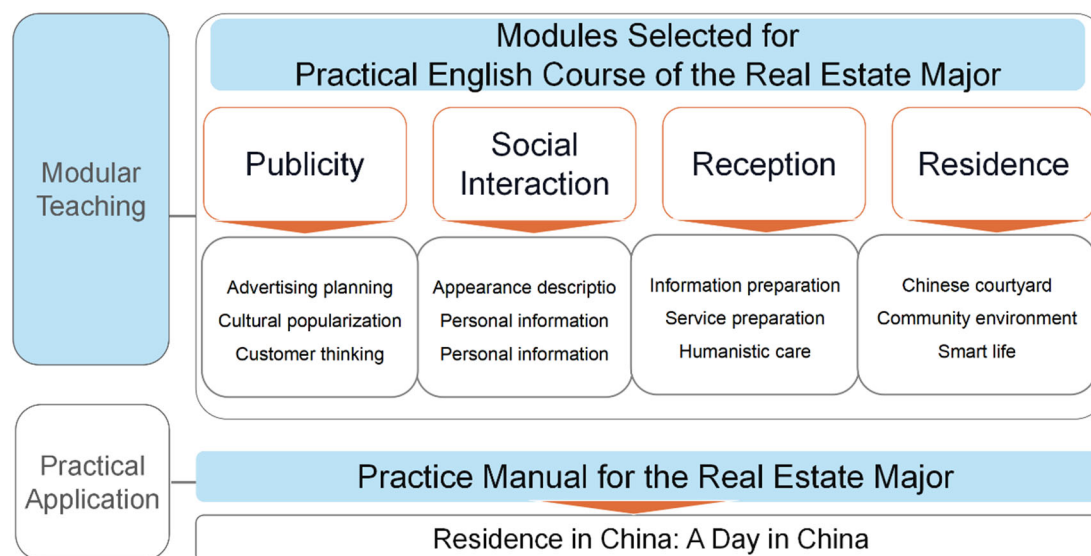


Figure 2. Modular Analysis Diagram of the Real Estate Major Course

Teachers flexibly select teaching modules according to students' majors, which can not only improve students' English knowledge, ability, and quality but also meet the needs of students' workplace application, opening up a new path for the development of public English.

4.3.3. Dynamic Digital Textbooks: Modular and Digital

Develop a modular-digital dynamic digital textbook (Figure 3), which is divided into two parts. The first part is the textbook that undertakes in - class deep learning, including: integrated media textbook, digital loose - leaf textbook, workbook - style textbook, and workplace communication manual; the second part is the dynamic expansion resource library for intelligent extracurricular breadth development. The integrated media textbook assists students in autonomous learning and improvement before class; the digital loose - leaf textbook contains various tasks of listening, speaking, reading, writing, and translation, dynamically supporting implicit stratified teaching in class. Students record the key points of learning throughout the process with the workbook - style textbook to form a personalized English knowledge file; after class, they integrate knowledge into practice through the workplace communication manual. The dynamic expansion resource library meets the needs - based learning of students in "job - related courses, competitions, and certificates" and other fields. Relying on the intelligent distribution of the information platform, the joint compilation of teachers and students, and the opening of group intelligence, intelligent learning is realized to promote the personalized development of students.

Use the online assessment system for process recording, and conduct assessment and evaluation module by module. Students can get intuitive scores for each module. The assessment scores of each module are an important part of the process assessment scores.

The Effect of Modular Teaching Practice in the Practical English Course for the Real Estate Major Comparing the data of the initial pre - class test and the advanced post - class test, all students have achieved personal value addition; the scores of the knowledge and skills tests after modular teaching have been significantly improved compared with those before modular teaching, indicating that students' professional abilities and general abilities have been effectively exercised; the average group scores of the labor commendation certificates in each module have steadily increased, the scores of cross - cultural practice tasks have been improved, and the interaction data on the international rental platform Airbnb have increased, meaning that students' social abilities and development abilities have achieved relatively obvious phased leaps. (Figure 4)

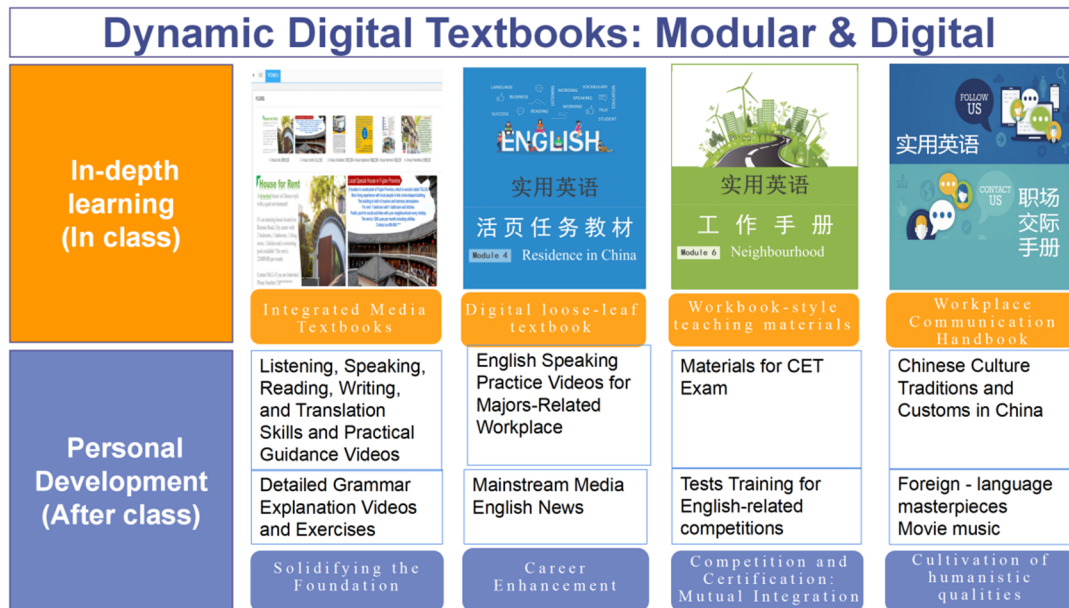


Figure 3. Dynamic Digital Textbooks: Modular and Digital

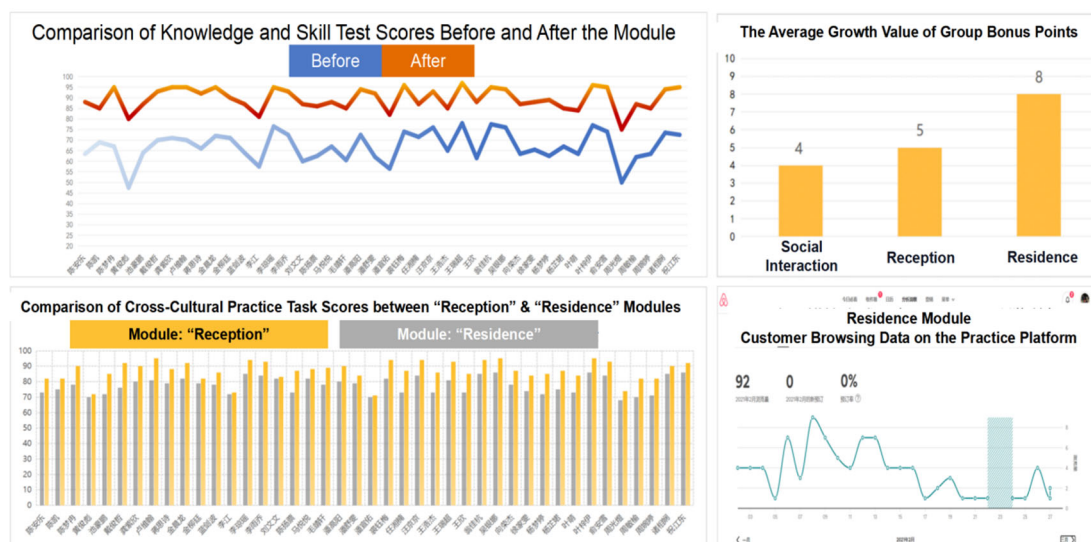


Figure 4. The Effect of Modular Teaching in Practical English for the Real Estate Major

5. Conclusion

The modular teaching model of higher vocational English based on the PGSD ability system follows the characteristics of the practical English course in higher vocational colleges and constructs teaching content practically. The modular curriculum structure emphasizes the flexibility of the overall curriculum structure and the orientation of curriculum modules to post abilities, which helps to build a flexible, integrated, and elastic curriculum and teaching model. The practical English course in higher vocational colleges is defined as a public basic course or a cultural quality course, and it is difficult to achieve work - integrated learning and the integration of industry and education. The "modular teaching model of higher vocational English based on the PGSD ability system" proposed in this article provides a solution to the difficulties faced by the higher vocational English course. The teaching module resource library with Chinese - style life scenarios as materials promotes the close combination of English teaching modules with vocational education, production practice, technology promotion, and social services, connects with professional standards, improves the quality of classroom

teaching, enhances students' comprehensive abilities and practical skills, and ultimately improves the professional adaptability and competence of real estate professionals.

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