

Teaching Practice of Mixed Teaching Mode Based on Campus SPOC Platform in Higher Vocational Tourism English Course

Guilan Xiao

Changzhou College of Information Technology, Changzhou, Jiangsu, China

Keywords: SPOC platform; hybrid teaching mode; tourism English course.

Abstract: The rapid development of modern educational technology has brought a good opportunity for the implementation of the hybrid teaching model. As a specialized English course, the Tourism English course meets and needs the implementation of the hybrid teaching mode to promote the reform of the course teaching and improve the teaching effectiveness. The article designs the tourism English mixed teaching mode from the aspects of “platform selection, teaching content integration, teaching resource allocation, assessment and evaluation”, and presents according to the teacher and student activities in the three teaching stages before, during and after class. Based on the SPOC platform, the practice process of the mixed English teaching model of tourism English, and reflection and summary of the practice.

1. Introduction

Education informatization has developed rapidly in recent years, and the teaching model has undergone unprecedented changes. In the Internet+ era, the use of various educational and teaching platforms (such as MOOC, MOODLE, superstar pan-ya, cloud wisdom, rain classroom, etc.) to implement online and offline hybrid teaching mode has gradually become the norm, popularized by colleges and universities at all levels. This Blending Learning combines the advantages of traditional learning with the advantages of e-Learning (ie, digital or networked learning), which means that teachers must guide, inspire, and monitor the teaching process. The role must fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process [1], thus meeting the learning needs of various majors and courses. English course learners are undoubtedly great beneficiaries.

Opened the China MOOC website. Currently, there are 70 general English courses and 52 English-language courses. In addition, there are about 20 English-related categories in literature and linguistics, translation and intercultural communication. . In addition to the classes, each school also has a teaching platform based on Superstar Panya, Blue Moyun Class, and a school-based SPOC or online open course. The resources in Shanghai only require students to register to learn any course, and the wireless coverage of the campus campus, electronic reading room, mobile terminal, etc. also provide hardware support for the implementation of the hybrid teaching mode.

2. The current status of the implementation of the hybrid teaching model in the Tourism English Course

As a specialized English teaching, tourism English teaching has always been the focus of teaching practitioners. The goal of Tourism English is to develop students' ability to use English knowledge and skills to perform their duties in tourism. The teaching content is wide, including eating, living, traveling, traveling, purchasing, entertainment, and cultural introduction, which is extensive and in-depth. However, the vocational colleges have limited class hours, and it is difficult to cover everything. The content that can be presented and displayed in traditional classrooms is limited. It is necessary to supplement the information with auxiliary resources, and it also needs auxiliary means for teaching implementation.

Many teachers have carried out reform research and exploration on the teaching practice of the course. At present, they focus on the research of teaching methods and means, such as “project-based

teaching”, “task-based teaching”, or the study of teaching models, such as “classroom entry into the scenic area”. “Work-study combination mode, “experiential teaching” mode; also tried from the teaching content, such as the integration of “tea culture” and “local culture” into the theme of tourism English; research on the teaching model based on the network platform has also been The practice of educators has carried out the practice of combining online and offline teaching modes based on SPOC, MOOC, etc., such as Cao Xiaoqin [2] and other “flip classroom” teaching practice, “ubiquitous environment” learning mode. The above practices and research have explored and tried the traditional teaching modes, methods and means, or the characteristics of the course content, and promoted the curriculum reform. In order to strive for better teaching effects and cultivate students' ability to apply for tourism English, a great deal has been made. Work hard. However, at the stage of exploration, it is still subject to many factors, such as: facilities security, teacher level, teaching team, and student English foundation. It has not yet been systematic, mature, and effective.

Therefore, how to play the information education technology and means, make good use of the teaching platform, and carry out the systematic design and implementation of the mixed teaching mode is the effective consideration factor of the tourism English curriculum reform.

3. Design of a mixed teaching model for tourism English courses

To implement a hybrid teaching model for the Tourism English course, several factors need to be considered: teaching facilities, namely platform selection, teaching objectives and content positioning, teaching resource presentation and distribution, assessment and evaluation forms and proportions.

3.1 Platform selection

Some researchers have conducted research on Chinese university MOOC platform and SPOC platform [3], and will not repeat them in this article. The choice of platform should take into account the overall situation of the school's teaching facilities (including the facilities equipped by teachers and students), as well as the flexibility of the platform, user experience, personalized operation and so on. From the current platform of the author's own practice, the SPOC platform is more suitable for specialized language courses such as travel English.

3.2 Teaching content integration

The teaching content is the carrier to realize the goal of talent training. The content selection should combine the professional post ability requirements and knowledge structure requirements, embody the knowledge, ability and quality objectives. Therefore, it is necessary to carefully plan, integrate and construct the teaching content. At present, there are many kinds of tourism English textbooks in the book market, and the content has different emphasis. It is difficult to find the textbooks that are fully applicable to the training objectives of the university. To this end, teachers need to refine the professional post ability and knowledge structure according to the school's professional talent training objectives, select high-quality teaching materials resources, and carry out modular integration and construction. In terms of the school where the author is located, the Tourism English course will be guided by tourism (including transportation, accommodation) modules, attractions introduction module, and Chinese culture module. The specific arrangement is shown in Figure 1:

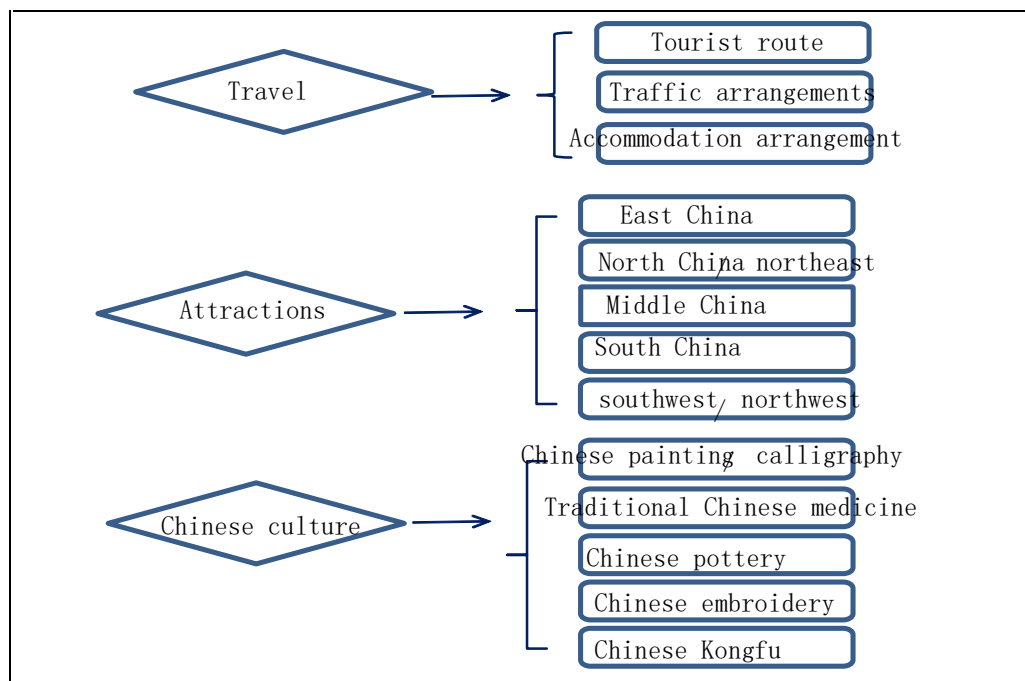


Figure 1 Integration of Tourism English Teaching Content

3.3 Teaching resource allocation

In the hybrid teaching mode, general scholars divide online teaching resources into guiding resources, content resources and generative resources [4]. The guiding resources of the course are the curriculum standards, the teaching plan, and the information and information related to the English tour guide; the content resources include audio (context dialogue), video (attraction video, instructional video, homework display video, other competition videos). Etc.), supplementary materials (e-reading materials, online recommended textbooks or books), practice libraries, test questions, homework, etc.; generative resources are the various teaching and learning records automatically generated by the platform, such as student learning, homework and Test scores, attendance, and teaching interactions (discussion, Q&A, evaluation, etc.).

3.4 Assessment and adjustment

From the overall perspective, the assessment is still composed of process assessment and final assessment, and the proportion of process assessment is slightly higher than the final assessment. Specifically for online assessment (10% online learning 10% + online homework 10% + online test 15% + online discussion and evaluation 5%) + offline assessment (class participation 10% + project report 10% + final assessment 40%). After adopting the mixed teaching mode, the online examination can be carried out. On the one hand, the online learning and after-school homework can be completed online, and the corresponding data can be monitored and exported. On the other hand, the APP platform on the mobile terminal can be real-time. Supervision and management. For example, the teacher can preset the task of publishing the assignment or discussion, small test, use the offline time, timed release, and submit it quickly in a short time. This can effectively control the brushing and plagiarism of students' various online learning tasks.

4. Implementation of a mixed teaching model for tourism English courses

The implementation of the hybrid teaching model is the key to the success of teaching reform. In mixed teaching, the three stages of pre-course, in-class and after-school complement each other. Teachers need to carefully design and interlock with each other. Otherwise, they will fall into the old model of ineffectiveness. The real role of the teaching platform and the subjective initiative of students are not It should be played as it should. The teacher is the chief engineer of each teaching

design. Based on the learning situation of the lecturer, the three stages of each teaching content should be pre-designed before the class, such as pattern design, teaching objectives, key points and difficulties, and teaching steps. And processes, methods and means, teaching activities, and related assignments and issues.

The pre-class task notification needs to be clear and specific; the task content is not easy to be too much, no more than four items are appropriate; the difficulty level is to ensure that the students have a certain sense of accomplishment when they study independently, and at the same time stimulate the spirit of inquiry about the unknown and doubt. Curiosity. The small tutorials before the class should be targeted, and the problems that need to be solved in the self-learning stage, such as: basic information and points that require mastery and prior understanding, can pave the way for further in-depth and extended learning. At the same time, teachers need to check the pre-learning situation of the students on the platform, understand their e-learning duration and time period, and answer questions; pay attention to common problems, analyze and compare them, in order to face-to-face classroom solving.

There are some differences between the face-to-face teaching and the traditional face-to-face classroom mode. The in-class teaching in the mixed teaching mode focuses more on the detection, training and consolidation of knowledge and a certain degree of expansion. The introduction process is still an indispensable part. This is not only the embodiment of the overall teaching art. From the cognitive point of view, it can also help students quickly build contact with the information learned before class, and re-enhance and deepen the learning of new content. The import form can be diverse, verbal, audio, video, or question-and-answer, presentation, suspense. The introduction and warm-up activities of traditional face-to-face classes often take up nearly one-third of the time in a class, and with the pre-class learning session, this introduction is greatly shortened, and the analysis links of key and difficult points can be smoothly entered. . In the face-to-face classroom, the key points and difficulties are answered mainly through various forms of exercises and questions. For the tourism English course, it is necessary to carry out some activities according to the teaching content. If it is the content of the dialogue, it is necessary to emphasize the use of functional expressions and contextual culture, focusing on simulation, exercise, and strengthening the application ability training; if it is a chapter, except for the debris The language points, various professional terms, commonly used expressions, the interpretation and simulation of the text structure, training and application are the focus of the classroom. In order to detect and consolidate the content of the learning, the classroom application function of the mobile platform of the SPOC platform can also play a role, such as small exercises, answering, or discussion. The teacher posts the task in the church and quickly ends the task within the specified time to avoid student discussion and reference. Time, so that teachers can instantly understand the real situation of students and the performance of classroom participation.

The hybrid teaching mode provides a good supervision and follow-up service for the after-school learning phase, and builds a complete knowledge learning process for students. After-school study aims to consolidate and expand knowledge and ability. Effective after-school learning is the consolidation and strengthening of learning outcomes. Therefore, teachers should also have a good focus on the design and arrangement of this link. Teachers can arrange individual assignments or group assignments based on the teaching objectives and requirements of the higher vocational students, requiring everyone to complete, and all participating. The assignment of work or knowledge ability left in this part of the traditional teaching mode gives the class teacher a heavy task of correcting and correcting. In the mixed teaching mode, the SPOC platform replaces some manual review work for this stage, saving time and improving efficiency. And can provide data analysis directly, teachers understand the learning results and make new adjustments. There is also more time to study the academic situation and teaching content, so as to carry out better teaching design. For the travel English course, students submit homework in addition to ordinary written test forms, as well as pictures, audio and video. The advantages of this functional SPOC platform, teachers and students can participate in the review, build a teaching community, and establish Students' sense of participation and responsibility.

Table 1: Hybrid teaching model design

Learning Stages	Teacher's Activities	Students' Activities
Pre-learning Stage Based on SPOC Platform	1.posting learning tasks on the platform	1.finishing the learning tasks posted on the platform
	2.posting exercises for pre-learning	2. finishing exercises for pre-learning
	3.checking about students' pre-learning performance	3. Posting doubts or questions and involving discussion
While-learning Stage (Mobile APP & PPT)	1.lead-in(multiple methods)	1.establishing connection with pre-learning
	2.asking questions-broad questions, answering race or discussion, small tests	2.answering questions by individual work or pair work
	3.key points analysis (focusing on the key points and difficult ones)	3.understanding the key points with active response and involvement
	4.while-learning practice and exercises with demonstration	4.use of knowledge by individual or team demonstration
After-learning Stage Based on SPOC Platform	1. posting reviewing and expansion tasks on the platform	1. finishing the reviewing and expansion tasks on the platform
	2.task-summiting instructions	2.task-summiting according to instructions
	3.checking and commenting on the assignments	3. checking the comments from the teacher and the peer students

5. Reflection on the practice of mixed teaching mode

The hybrid teaching model conforms to the development of the Internet + era and brings great convenience to the education field. It not only presents the rich and rich knowledge and information resources to learners in an unprecedented way, but also helps teachers and students build a new mode of teaching mode and teaching relationship, build a teaching community and improve teaching. Results.

However, the effectiveness of this model requires teachers to spend more time and energy than traditional models. First, teachers must not only continue to prepare for the preparation of the traditional model, but also need to deeply consider each link and activity of each teaching stage and teaching content. The resources of the teaching platform need to be systematically summarized and organized, carefully selected, selected, and closely linked. Goals, follow cognitive rules, design various topics, and edit instructional videos. Second, although the platform has already completed some of the correction tasks, audio, video and writing operations still require manual review by teachers. In addition, teachers need to pay attention to the operation situation or network Q&A.

In addition to the SPOC platform, the hybrid teaching mode can also perform some specialized tasks with other platforms, such as the FIF oral training platform and the writing platform of the correction network, which can be evaluated more objectively and quickly, and can also promote student learning. Habits and abilities to develop. However, the use of multiple platforms will also cause problems such as multiple user names and passwords. It is hoped that the existing SPOC platform can develop or link more platform functions, bringing a more advanced and convenient user experience.

Acknowledgement

Foundation Item: An Empirical Study on the Blended Teaching Model in Tourism English Sponsored by 2018 Research Subjects of Philosophy and Social Sciences of Colleges and Universities in Jiangsu Province (Project no. :2018SJZT63).

References

- [1] He Kekang. A New Development of Educational Technology Theory from Blending Learning (I) [J]. Electro-Educational Research, 2004(3), p.1-4
- [2] Cao Xiaoqin. On the Construction of Mixed ESP Flipping Classroom Model--Taking Tourism English Course as an Example[J]. Culture and Education Materials, 2018(33), p.229-230
- [3] Zhang Ce, Xu Xiaofei et al. Using MOOC Advantages to Reshape Teaching to Realize New Mode of Online and Offline Hybrid Teaching[J]. University Teaching in China, 2018(5), p.37-41
- [4] Liu Bin. Hybrid teaching design and practice based on online course[J]. China Education Information, 2016(11), p.82-83.