

## Exploration and Practice for Teaching Mode of Higher Vocational Foreign Teachers' Courses during Post-Epidemic Period of Covid-19

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**Abstract:** the exploration and practice for teaching mode of higher vocational foreign teachers' courses during the post-epidemic period are investigated to avoid the delay of English teaching in higher vocational schools due to the COVID-19 epidemic. Firstly, the current status of the most popular MOOC online teaching mode is introduced during the epidemic, and then the implementation process of higher vocational foreign teachers' courses is introduced using online and offline education combined mode in the post-epidemic period. The study effect of MOOC online education and online & offline education combined mode are investigated finally. The results show that the MOOC online education has had a great impact on higher vocational foreign teachers' courses after the epidemic; higher vocational students with MOOC online education experience have obviously rich learning experience. 41.33% of students believe that the reasonable online study time for higher vocational foreign teachers is 30~45min, and 60.37% of students believe that the online & offline education combined mode has a good effect on the improvement of learning effects. It indicates that the online & offline combined education mode of higher vocational foreign teachers' courses is a more applicable education mode in the post-epidemic.

### 1. Introduction

During the COVID-19 epidemic, higher vocational colleges have adopted a large-scale online teaching mode to avoid adverse effect on the normal progress of higher vocational teaching activities in China. The smooth development of this teaching activity is inseparable from the development of the Internet in recent years. The COVID-19 epidemic has to made the large-scale online teaching practice of higher vocational colleges promote the sharing of online teaching resources, realizing the innovation of teaching mode, improvement of teacher teaching ability, and expansion of student learning experience [1]. At the same time, the online teaching of various majors during the COVID-19 epidemic prevention and control period also provides new development space and methods for teaching mode in the "post-epidemic period". During the post-epidemic period, higher vocational colleges have begun large-scale online teaching [2].

Online teaching, as the name suggests, is an advanced teaching mode using the Internet to design teaching content, start teaching, and develop the teaching evaluation with the support of some applications (APPs) on the smart device. MOOC on is currently an online education platform commonly used by major colleges and universities [3]. For foreign teachers' courses, foreign teachers are unable to return to school due to the raging epidemic, so the online teaching is the first choice for higher vocational diplomatic courses. However, foreign teachers' courses are basically all resumed with the removal of epidemic prevention and control. Compared with the offline teaching, online teaching has the following advantages. Firstly, some games and competitions in online teaching can stimulate students' interest in learning; secondly, online education can reduce the workload of foreign teachers, and the teaching platform can be used to test the learning level of students [4, 5]. Offline teaching is a traditional teaching method. Although online teaching has highlighted its unique advantages during the epidemic, the offline teaching mode is still an indispensable part of the teaching mode. It has a weak foundation and weak grasp of knowledge. For students, offline teaching is undoubtedly essential. In addition, the practice of spoken English

by foreign teachers is inseparable from the traditional teaching method of speaking more and practicing more [6].

In summary, a research on the exploration and practice of the teaching mode of higher vocational foreign teachers is developed during the post-epidemic period by combining with the characteristics of online education in the epidemic and traditional linear education. Firstly, the current status of MOOC online courses is introduced, which has been commonly used in colleges and universities, and then the online & offline combined teaching process of foreign teaching courses is introduced in detail. Finally, the post-epidemic higher vocational foreign teaching curriculum mode is investigated and analysed. The research in this article mainly provides a good idea for the teaching mode of higher vocational foreign teachers during the post-epidemic period.

## **2. Methodology**

### **2.1 Current Status of Mooc Online Teaching Mode**

MOOC is currently the most commonly used online teaching mode, with good self-regulation ability, flexibility, and adaptability. But it still can't avoid some contradictions that exist between teachers and students in a state of separation. First of all, the learning conditions of MOOC online teaching are not uniform. The network is the first condition to ensure the normal development of online education. However, during the epidemic, the network environment is uneven due to the different student origins, so the learning conditions are the main problem affecting MOOC online education. Although teachers use MOOC online teaching to provide students with good quality learning resources, there is also the problem of information life. Can the MOOC online teaching platform guarantee stable technical support and capacity support is also one of the current problems. Secondly, online learning has always emphasized autonomous learning and personalized learning. Many colleges and universities are deeply promoting the "learning revolution" with "autonomous learning" as the main features. Therefore, the support and personalization of big data on the MOOC learning platform is the main difficulty for the next step. The teaching presence has always been at a shallow level, so improving student participation is one of the difficulties currently facing online teaching.

The MOOC education provides good conditions for the normal advancement of college teaching during the epidemic period. However, if the advantages of online teaching and offline education can be combined well in the "post-epidemic period" and various teaching media and the educational resources can be fully utilized, it can exert the leading role of teachers and the main role of students in the entire teaching process, realizing reliable connection between teachers and students closer.

### **2.2 Flows for Online & Offline Teaching Mode of the Foreign teachers' Courses**

In order to integrate the MOOC online and offline teaching modes, an online & offline combined teaching process for foreign teachers is designed for the higher vocational education in this study. The main teaching process can be divided into two parts: pre-class preparation and teaching implementation.

Firstly, the course resources should be selected and prepared. Foreign teachers should select teaching materials reasonably according to their teaching goals, students' characteristics, and the teaching ability of each unit, and include them in the teaching courseware. The time of teaching courseware should be limited to 5~10min to ensure students' concentration. At the same time, teachers should ensure appropriate homework and test questions so as not to affect students' learning effects and learning enthusiasm. Then, students can watch MOOC videos in their spare time. In the online & offline combine teaching of foreign teachers in vocational colleges, each chapter is equipped with a quiz. After watching the video, students can do some comprehensive exercises to improve their understanding and mastery of knowledge points. Students can watch MOOC videos anytime and anywhere to improve their learning. In addition, students can take notes while watching MOOC videos. Secondly, quizzes can be developed in class. Under the combined mode of online and offline English teaching in higher vocational colleges, students can watch

MOOC videos to consolidate their knowledge and complete classroom tests. Teachers should reasonably set up classroom test assignments and questions according to the teaching content and the characteristics of students to improve students' knowledge mastery ability. In the classroom test, if students find that they do not understand a certain point, they have to watch the MOOC videos or discuss with other students many times to improve their understanding of knowledge. Most classroom test assignments and questions are subjective questions by the teacher. After completing the test, students can evaluate each other in groups. When evaluating other students' classroom test assignments and questions, students may have different views on the same question. Therefore, discussion and mutual evaluation among students can enrich students' understanding of knowledge. Finally, exchanges and discussions can be realized effectively. In the online & offline combined teaching mode, the communication between teachers and students has increased, which is conducive to improving the efficiency and effectiveness of students' learning.

In offline teaching practice, task-driven, task-based methods are mostly adopted, with teachers as the teaching leaders and students as the main body of teaching. Firstly, teachers and students can realize face-to-face teaching. During the teaching, teachers can guide students to improve their mastery ability of knowledge. Before classroom teaching, teachers should set some challenging and exploratory tasks, which mainly involve the key points and difficulties of this course. Students are divided into several groups, and group members work together to complete the tasks. Then, teachers can lead the students to explore the tasks. Each group should choose a group leader who is responsible for organizing group members to discuss. To ensure a reasonable division of labour, group members should discuss and determine the tasks of each student. If the task assigned by the teacher is difficult, the group leader can divide the task in detail, and each member is responsible for a part of the task and completes the final task through final discussion and negotiation. In this way, it can improve the problem analysis and solving skills, communication ability, and cooperation skill of the students. Secondly, the results are displayed. After completing the task, each group can choose a member to show the results of the group to teachers and other students, who will evaluate the results carefully. Finally, the teaching effect should be evaluated. In the online & offline English teaching mode of higher vocational colleges, teachers and students have to cooperate to complete the teaching evaluation. The evaluation content includes: independent study before class, performance of inquiry study, and completion of group tasks.

According to the design of the online & offline combined teaching process proposed in this article, the exploration ideas of higher vocational foreign teachers' courses in the post-epidemic period can be drawn, as shown in Figure 1.

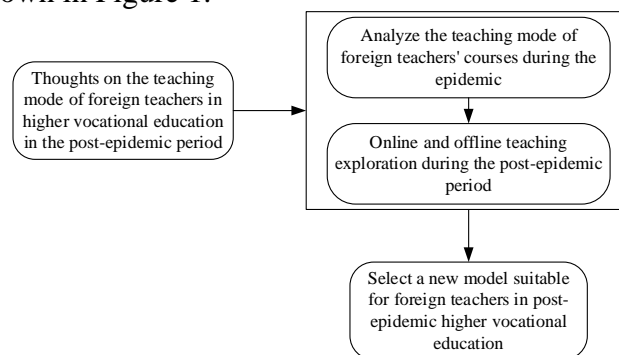


Fig.1 Exploration Ideas of Higher Vocational Foreign teachers' Courses in the Post-Epidemic Period.

### 2.3 Investigations

The teaching mode of foreign teachers' courses in higher vocational education during the post-epidemic period is investigated in the form of questionnaires. Understanding the current situation of foreign teachers in higher vocational education and students' learning conditions can provide a good reference for the teaching mode of foreign teachers' courses in higher vocational education. The survey time of this study is from June 1, 2020 to June 30, 2020. The research objects are higher

vocational students with foreign teachers' courses. A total of 1,000 questionnaires are distributed in this survey, and 976 questionnaires are returned, with a recovery rate of 97.6%.

### 3. Results and Discussion

#### 3.1 The Learning Experience Results of the Online & Offline Combined Teaching Mode of Higher Vocational Foreign teachers' Courses

According to the survey, students can obtain a certain foundation for online learning after participating in online learning activities in the vocational foreign teachers' courses, and the online & offline combined teaching mode can improve the learning experience of students. The survey results are shown in Figure 2. It illustrates that the students who have learned with the MOOC online learning mode in several courses have rich learning experience in the later study. The learning experience can be as high as 56.08%. Experienced students account for 28.16% of the entire survey. Students with less learning experience account for 14.51%, and students with almost no experience account for 1.25%. It indicates that MOOC online learning can provide students with good online education, so that students can have a certain learning experience to pave the way for later learning.

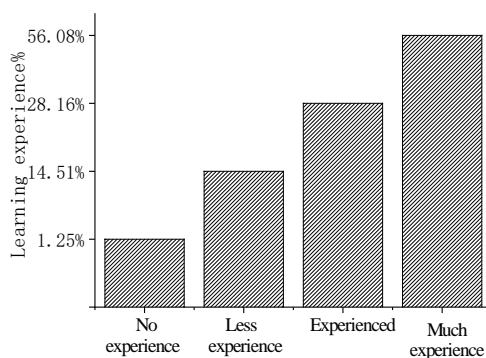


Fig.2 Learning Experiences in Higher Vocational Foreign teachers' Courses.

#### 3.2 Results of Online Learning Needs of Students in Higher Vocational Foreign teachers' Courses

The online teaching time is investigated through questionnaires in this study. The results reveal that the teaching time for the online & offline teaching mode should not be too long, because long online learning time is not conducive to students' concentrations. According to the survey data results, nearly 41.33% of students think it is reasonable for the online learning time of higher vocational foreign teachers to be 30~45 minutes; 38.46% of students believe that learning effect is the best when the online learning time is 45~60min; 19.27% of the students believe that the learning effect can be the best with the online learning time of 60~90min; and only 0.94% of the students regard 90~120min as the reasonable online learning time.

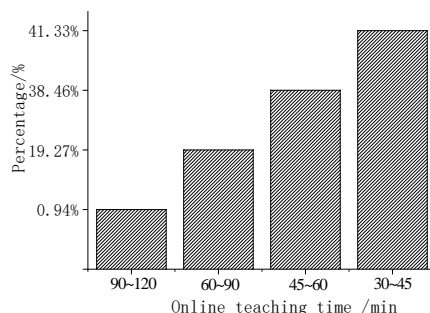


Fig.3 Impacts of Online Teaching Time on the Learning Effect.

### 3.3 The Learning Effect of the Online & Offline Educational Mode Results of Higher Vocational Foreign teachers' Courses

Online education during the epidemic period has laid a certain foundation for teaching in post-epidemic period. A survey of the learning effects for the online & offline combined teaching in the post-epidemic period found that about 60.37% of students believe that the mode has a good impact on improvement of the learning effect, and 1.15% of students believe that the mode is an excellent education mode with a significant improvement in the learning effect. 23.87% of the students think that the online & offline teaching mode promotes the learning effect in general, 12.47% of the students think that its effect is poor, and 2.14% of the students consider that the learning effect of the mode is very bad.

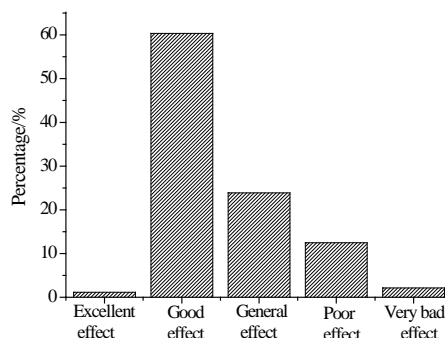


Fig.4 Impacts of Online & Offline Teaching Mode on the Learning Effect.

## 4. Conclusion

In order to study the exploration and events of higher vocational foreign teachers' courses during the post-epidemic period, the current status, advantages and disadvantages of MOOC online education are analysed targeted based on the online education mode during the epidemic period. A mixed mode plan of higher vocational foreign teacher courses is proposed, and the exploration ideas of higher vocational foreign teacher courses are designed. Taking vocational students as the survey object, this study explores the fuzzy learning effects of online & offline combined teaching. It is concluded that most students believe that the online & offline combined teaching mode has good learning effects during the post-epidemic period. The research in this article provides a good idea for foreign teachers in higher vocational education in the post-epidemic period. However, it only gives the survey results for practice part in the teaching mode, so the design of the practice content of the online & offline combined teaching mode is the focus of the next research in future.

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