

Analysis of Implementing Hybrid Teaching in International Cruise Talents Education Illustrated by ESP Teaching

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Abstract. This essay explains and demonstrates the advantages of combining traditional learning and E-learning in fostering the upgrading of international cruise talents education illustrated by the ESP teaching and provide a basic paradigm consisting of four dimensions for the analysis of the related research of hybrid teaching by the approach of deconstruction of the existed and reconstruction of the new.

1. Introduction

With the development of cruise tourism in China, the scale of cruise talent education and training is expanding year by year, but comparatively, the connotation construction is far from satisfying, which reflects a variety of problems in constructing the sustainable and updating educating system. This requires further exploration of various forms of cruise talents training in the new era. Compared with the face-to-face teaching mode, the hybrid teaching mode embodies its unique advantages in both talent training mode and connotation construction. It combines the advantages of traditional learning and E-learning, which not only allow teachers play the leading role in guiding students while inspiring and monitoring the educating process, but also fully trigger the initiative, creativity and enthusiasm of students as the core factor in learning activities, which will assist to change the situation where the connotation development of cruise talent education lags behind its scale expansion.

2. A review of the research at home and abroad

2.1 Foreign studies

In the 1990s, along with the rapid development and wide application of E-learning in the field of education, B-learning (Blending Learning or Hybrid Learning) has been widely concerned by foreign scholars, aiming to combine the advantages of network learning with the advantages of traditional teaching, while overcoming the disadvantages of traditional classroom teaching, in order to make information technology play a greater role. In 2010, the National Educational Technology Plan issued by the United States pointed out that if a significant increase in educational productivity is desired, a fundamental structural change supported by technical devices is needed. In addition, some researchers analyzed the related fields and summarized the development trend of hybrid learning research in terms of quantity change, research background, organizational form, research method, theme and theoretical framework. Some others further sorted out and analyzed the content of hybrid learning by using method of system analysis.

2.2 Domestic research in China

Compared with foreign research, domestic research has great differences in the proportion of empirical and theoretical construction research and the application of mixed research methods. Domestic research tends to adopt the blending method of both empirical and non-empirical. In the constructing theoretical framework, domestic theoretical model construction research pays more attention to design, but less attentive to exploratory and explanatory research. Among the current trends, a prevailing approach is the combination of blended learning and flipped classroom, as well

as the combination of specific disciplines and blended teaching.

2.3 Overview of research at home and abroad

The evolution of the concept of teaching both at home and abroad has gone through three stages: the stage of technology application, the integration technology and the "Internet +" stage. The teaching goal of it has undergone two stages: the "substitution theory" stage and the "reinforcement theory" stage. The analytical framework of hybrid teaching which is suitable for analyzing the practice and research of hybrid teaching includes three dimensions: preparation, design and implementation, and impact. These research frameworks provide a basic paradigm for the analysis of the related research of mixed teaching at home and abroad.

3. Core concepts

3.1 The concept of hybrid teaching

Hybrid teaching is to combine the advantages of mobile learning terminals with traditional teaching and to overcome the disadvantages of mere traditional classroom teaching, which allows information technology to play a greater role. When smart mobile terminal encounters education, mobile learning occurs. It makes the space of teaching and learning no longer limited to the ordinary classroom environment, but expand to a larger extension. Not only can learners use fragmented time pieces for autonomous learning anywhere, but also select learning content freely according to learners' personalized needs.

3.2 Characteristics of hybrid teaching

Hybrid teaching has the following characteristics. a. The external manifestation of this kind of teaching is to adopt both "online" and "offline" ways to carry out teaching practice; b. The teaching of "online" or mobile terminal is not a supplement of the whole teaching activity, but an indispensable element of it; c. The "offline" teaching is not a copy of teaching activities in the traditional classroom, but based on the results of the preceding "online" learning which is followed by deepened exploration; d. There is no unified mode in the hybrid teaching reform, but there is one unified pursuit which is to fully display the advantages of "online" and "offline" teaching in order to transform existed traditional teaching, meanwhile reducing the excessive use of teaching methods in classroom teaching resulting in insufficient students' learning initiative and cognitive participation; e. The hybrid teaching reform would undoubtedly reconstruct the traditional classroom teaching, because this kind of teaching expands the time and space of traditional teaching and "teaching" and "learning" do not necessarily occur at the same time and place. The core value of online teaching platform is to expand the time and space of teaching and learning.

4. Problems of ESP teaching in international cruise talents education

4.1 Demands for transforming educational concept in the information Age

In the field of ESP education, hybrid teaching is no longer a new concept. In retrospect of its history of more than 20 years, hybrid teaching has evolved into different iterations with each technological innovation and change in educational concepts. Under the concept of "Internet + education" in the new era, it illustrates a fresh connotation. However, because of its interdependence with the ever-changing technological innovation, the understanding of hybrid teaching at home and abroad is still quite complicated, and there is not yet a unified, apparent and systematic framework of elements and evaluation system to guide the research and practice of hybrid teaching, which makes it imperative to construct relevant theories.

4.2 The monotonicity of ESP teaching evaluation for international cruise talents education

As the most basic element in the process of teaching activities, teaching evaluation are operated in different ways in accordance with different teaching objectives, teaching process and teaching

conditions. At present, the international cruise service management in higher vocational education system is still examination oriented, taking examination as the major means of teaching evaluation and paying much attention to teaching results, despises teaching process. It focuses on general characters of learners, but ignores the development of various traits and personalities of them. Students cannot make options readily of what they virtually demand according to their personal interests. Achievements become the mere rigid measure to prove students' academic performance and teachers' teaching performance. It is difficult to scientifically monitor students' and teachers' creative wisdom and talents.

5. Approaches of ESP hybrid teaching in international cruise talents education

The focus of this essay is to suggest a hybrid teaching proposal for international cruise talents training, to enrich related traditional teaching concepts, and to combine the advantages of traditional face-to-face teaching mode with the media richness associated with MOOC, SPOC and multiple mobile teaching terminals. The main operation indicators of Hybrid teaching in cruise talents training include: online resources which requires the construction of resources to be sufficient to interpret and analyze the related knowledge; offline activities that could be able to test, consolidate and transform online knowledge; process evaluation, both online and offline, both process and results could be evaluated. During this process, its function mechanism is explained, and then performance evaluation system of mixed teaching is explored, so as to give full display to the role of teachers in guiding, inspiring and monitoring the teaching process, as well as the initiative, enthusiasm and creativity of students as the main element of learning activities in order to make great progress in the connotation construction of cruise talents training in the information era.

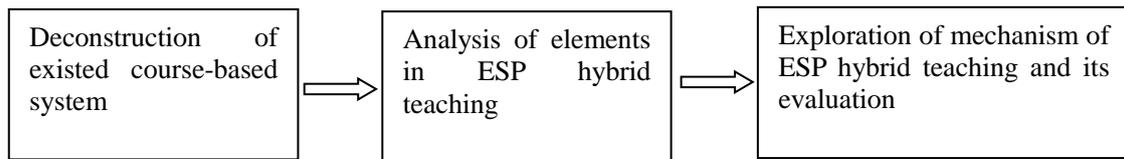
5.1 Exploration of the theoretical model of hybrid teaching in international cruise talents education

The information teaching of international cruise talents in vocational colleges is not only the application of information technology on campus, but also the establishment of vocational education concept, vocational education system and vocational teaching mode in the information age. However, as an important criterion to measure the power of information construction achievements, there are still many problems to be solved. The approaches should focus on the analysis of the elements involved in the theoretical construction, teaching practice and construction mode of mixed teaching in the information age, as well as the corresponding evaluation system.

5.2 Deconstruction and reconstruction of ESP hybrid teaching in international cruise talents education

Guided by constructivism and structuralism learning theory, information technology is integrated into the teaching and learning process of specific courses according to the characteristics of international cruise education, so as to promote the further development of cruise education and training. The focus of the reform is on the deconstruction and reconstruction of curriculum system in the information era. To carry out the reform, first of all, the shackles of the subject-based concept should be removed and the curricula under the existing subject-based system be deconstructed in order to break the hierarchical relationship within the existed curricula and abandon the disadvantages of the curriculum system under the subject-based system, which emphasizes theory over practice and knowledge over skills. Then, the knowledge system is reconstructed according to the actual career situation of students' future positions by drawing lessons from the concepts of flexibility of learning of MOOC, SPOC and mobile learning terminals in order to coordinate suitably the time and space for professional courses and take advantage of the abundant teaching resources of the Internet to design and develop digital learning program to support students' independent learning. The approach is illustrated as follows:

Table 1. Approach of constructing the ESP hybrid teaching system



By applying this approach, it is expected that students' learning of knowledge and skills is no longer needed to be confined to the classroom. From the strategic point of view of cultivating applied talents, online learning will be integrated into the overall reform and development of ESP teaching in international cruise education. Combining with traditional classroom teaching, a "four in one" ESP teaching of international cruise vocational education model under the framework of information technology. That means, teachers' teaching ability, students' demand, operation mode of organization and teaching support service system are redesigned to avoid the phenomenon of "evolutionary patching".

6. Conclusion

This essay is to suggest a hybrid teaching proposal for international cruise talents training, to enrich related traditional teaching concepts, and to combine the advantages of traditional face-to-face teaching mode with the media richness associated with MOOC, SPOC and multiple mobile teaching terminals. the knowledge system is reconstructed according to the actual career situation and coordinates suitably the time and space for professional courses and take advantage of the abundant teaching resources of the Internet to design and develop digital learning program to support students' independent learning.

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