Research on Journalistic English Teaching Model in Big Data Era

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ABSTRACT

The advent of big data era has contributed to a rapid development of the Internet + teaching model, resulting in the fact that the traditional way of journalistic English teaching finds it difficult to suit the needs of the society and that new methodologies in journalistic English teaching which can keep up with the times should be introduced. Only by coordinating the characteristics of the big data era, advancing an inclusive development between multiple teaching model and concentrating our efforts on developing students' internal driving force in learning, can we, in a more effective way, improve their ability of using English as a language. With my own experience in teaching, I have analyzed different features in journalistic English teaching and conducted a proactive research and study in the big data era from different angles, hoping that it could serve as a useful reference for the design of journalistic English teaching model.

Keywords: big data, journalistic English, teaching model, research

1. A BRIEF OVERVIEW OF THE BIG DATA ERA

Big data generally refers to large-scale or hyper-scale data sets, also known as Huge data or Massive data. As an important factor of production, big data has penetrated into all walks of life, exerting a profound impact on society, economy, culture, education and other aspects of life. When big data is combined with education, the collection and utilization of big data in education by many educators is becoming a subversive force in promoting innovation and transformation. While big data provides opportunities for the future development of modern education and teaching, it also poses serious challenges. In the big data era, the modern English teaching model is showing a trend of diversification [1]. It is at a transitional stage from the classroom-intensive, teacher-centered and one-way teaching model to the one that is student-oriented and champions the combination of face-to-face teaching and autonomous learning.

Therefore, in the perspective of big data, how to make full use of the advantages of big data based on teaching objectives and the actual needs of students so as to address the problems existing in English teaching and learning, and how to achieve the transformation of students' traditional English learning models and the intelligent integration of various learning models in order to improve students' integrative competence and practical ability in English has become the most important research topic for many English teachers. In this regard, updating the course design model and improving the overall teaching quality of journalistic English, an English for Specific Purposes (ESP) course, through new technology and new ideas has become a new subject to be studied.

2. COURSE FEATURES OF JOURNALISTIC ENGLISH

Journalistic English belongs to the category of English for Specific Purposes (ESP). English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT), which corresponds to English for General Purposes (EGP). Therefore, journalistic English courses should be designed with the typical features of ESP: needs analysis - guided, language learning - oriented, and professional knowledge - based.

2.1. Needs Analysis - Guided

It is generally accepted that the important difference between ESP and EGP courses is that ESP courses are language courses guided by needs analysis and integrated with specific majors. Communicative Syllabus Design, published in 1978, marked the maturation of ESP, in which the Communication Needs Processor (CNP) created a detailed procedure for discovering the needs of the target situation. It singles out needs analysis as an important part of course design and clarifies the significance of needs analysis in ESP course design [2]. As an ESP course, journalistic English is guided by needs analysis to meet the needs of society, majors, and career development of students.

2.2. Language Learning - Oriented

In nature, journalistic English course is a language course instead of a professional course, so language learning remains at the heart of it. Dudley Evans believes that knowledge of languages, skills, discourse, and genres related to professional activities is central to ESP teaching. Language teaching in journalistic English has four characteristics. First, in the teaching of journalistic English course, language teaching methods and professional teaching methods are integrated with each other, which not only shows respect for the law of language teaching, but also attaches importance to the characteristics of professional teaching and complies with the professional learning habits of learners [3-4]. Second, for journalistic English courses, common languages such as vocabulary, grammar and discourse covering various professional fields should be selected as teaching content. Third, the training of language skills is conducted with a focus on skills in high professional demand. Fourth, content-based instruction, a pedagogy in which the learning of academic content effectively drives language learning, is adopted.

2.3. Professional Knowledge - Based

The goal of journalistic English course is to lay a language foundation for learners to conduct professional practice, so it must be based on professional knowledge. In the design of journalistic English course in the context of big data, even if the same language knowledge and skills are taught, different carriers of professional knowledge should be designed according to the various backgrounds of learners. According to the different levels of professional knowledge, it can be designed as general professional knowledge, professional knowledge with distinctly specialized linguistic features, and professional knowledge with strong analogies, and so forth.

3. BUILDING OF THE ONLINE AND OFFLINE TEACHING MODEL OF JOURNALISTIC ENGLISH IN THE BIG DATA ERA

Guided by the spirit of intelligence and science, the offline and online teaching of journalistic English in the big data era builds on the new network media technologies, the cloud computing platforms and the features of journalistic English curriculum, giving birth to an offline and online learning network with needs analysis as the guide, language acquisition as the target and professional knowledge as the base. It contributes to the building of the teaching model of journalistic English that combines the online and offline teaching model. It waves through the online and offline learning, and forms the linkage between online and offline teaching model of journalistic English, hence the unified networks of online and offline learning that encourage English skill training, knowledge acquisition, and autonomous learning can be established, which not only borders the time and space of English teaching, but also delivers a more tangible result of the offline journalistic English teaching in universities.
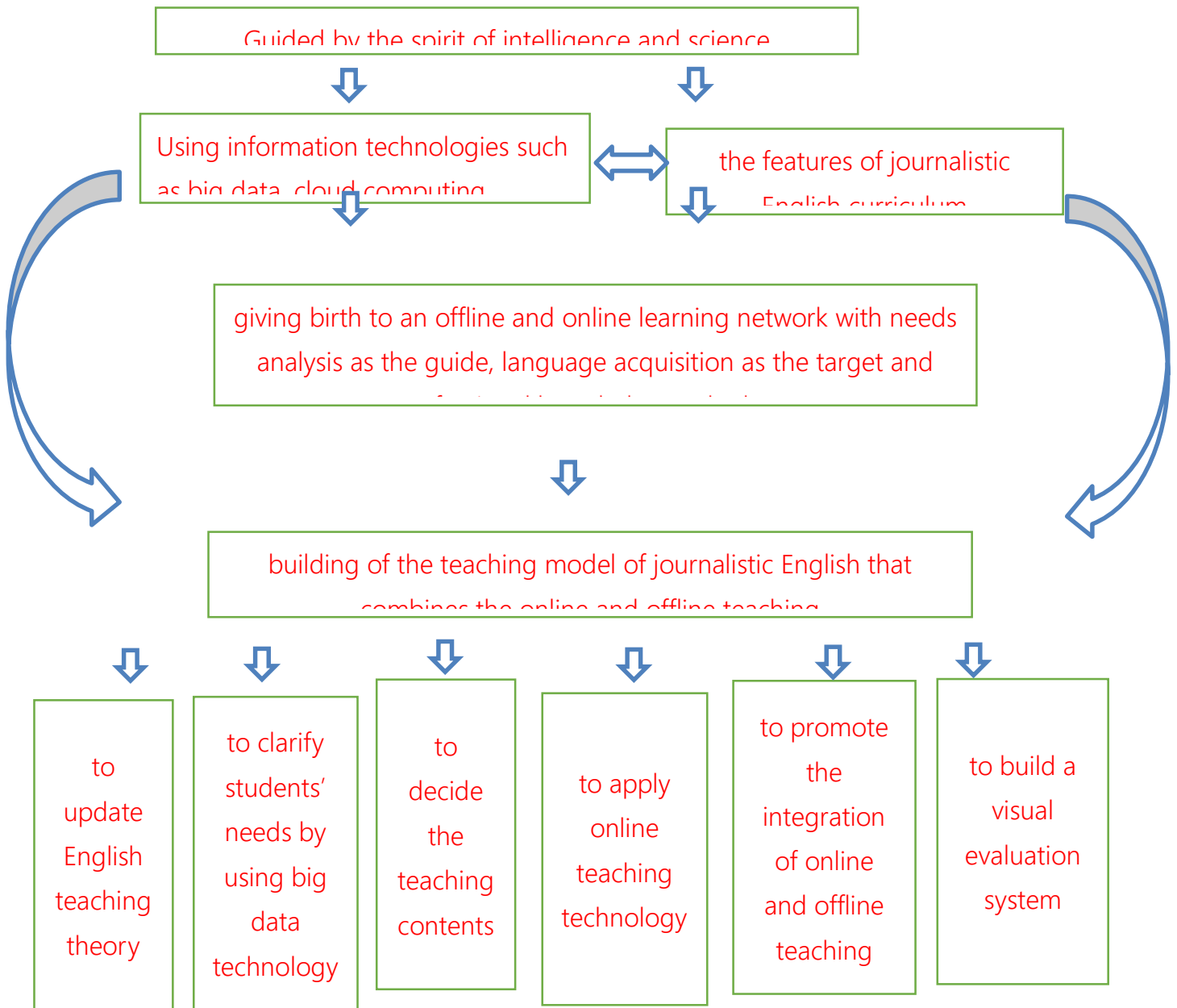
Guided by the spirit of intelligence and science

Using information technologies such as big data, cloud computing

the features of journalistic English curriculum

giving birth to an offline and online learning network with needs analysis as the guide, language acquisition as the target and

building of the teaching model of journalistic English that combines the online and offline teaching

to update English teaching theory

to clarify students' needs by using big data technology

to decide the teaching contents

to apply online teaching technology

to promote the integration of online and offline teaching

to build a visual evaluation system

Figure 1 The Framework of the Online and Offline Journalistic English Teaching in the Big Data Era

The teaching model includes the following six sectors: the first is about the theory update of English teaching. Learning theories and strategies such as multiple intelligence theory, fusion blended learning, topic construction, interactive teaching and cooperative learning, are all theoretical guidance for English knowledge acquisition, independent learning ability development, English skill training, and interactive teaching in the second classroom. The second is to clarify students' needs by using big data technology to collect and analyze students' learning habits. The third is to decide the teaching content [5]. According to the teaching goals and the needs of students, the process of journalistic English teaching should be formulated. The fourth is to apply online teaching technology. In order to realize the interconnection between online and offline teaching,

besides relying on the smart classroom and cloud platform with mature Internet technology, we can also rely on the interaction, integration and open functions of the mobile application software chain to provide a platform for using the education information technology in the Internet+ era to better help organize college English teaching both online and offline, and to improve the studying ability and adaptations in English learning for students. The fifth is to promote the integration of online and offline teaching. By taking students' English skill training, knowledge acquisition and development of initiative learning ability as the teaching goal, we hope to realize the interaction of online and offline learning, so as to form an internal loop of online and offline college English teaching, and form the linkage network connecting skill training, knowledge acquisition and habits attaining altogether. The sixth is to build a visual evaluation system relying on the various learning trace records provided by big data and the display of various learning results to diversify the evaluation forms.

4. INQUIRY INTO THE TEACHING PRACTICE OF JOURNALISTIC ENGLISH

4.1. Target Students' Needs

In the times without technologies like big data and cloud computing, conducting needs analysis depended on all sorts of traditional survey tools in which sampling is a must, but obviously its accuracy is far lower than that of the big data investigation. In the internet era, however, every one of us leave trails to be tracked when we receive massage, learn and communicate online. By fully analyzing results collected by big data on education, targeting needs of each individual student as well as tapping into the development of artificial intelligence, it is possible to develop a needs analysis that is fully individualized and customized. Based on statistics verified by the big data, a database of English learning status can be set up. With its assistance, teachers can be fully aware of the starting point and goals of each student in English learning and carry out dynamic monitoring and quantitative analysis to help students learn in the right direction. Teachers will also be able to design learning plans according to the reality of each student and recommend them to students after the algorithm optimization.

4.2. Individualize Learning Content

With the help of a pinpoint need analysis, learning content could be tailored for each student according to their depth of knowledge reserve and learning styles, allowing them to choose learning content that they have interest in from a vast library of resource and to gain credits at their own pace. Furthermore, the engagement of modern high technology enables learning resource to present in the virtual reality where student can enjoy and learn through their direct experience. By doing so, students can truly experience the application of another language at the workplace in advance and at other situations, so as to synchronize language study with the real practice. Students' personality, learning habit and learning demand provided by big data offer a wide range of conveniences for curriculum designers to tailor learning plans for different types of students and even push individualized learning plans that suit learners' own needs through all kinds of online automated assessments.

4.3. Build an Intelligent Data Platform

In English teaching, building an independent teaching system can serve as an effective coordinator of the existing teaching resources. Supported by the powerful multi-media technologies, we are able to transform English teaching into a digital system, so as to maximize the function of big data technology. For example, MOOC and WANKECO, the relatively mature online teaching platforms, can be used in course teaching and efficiently perform learning analysis, attendance management, and homework arrangement. Although developing a new platform can achieve improvements on new functions and individualization, it requires a large investment and a long development period. In comparison, we can, by cooperating with the mature platforms, borrow their strong processing capacity to use big data in a more efficient way to design and optimize courses while recording students' learning updates.

4.4. Set Up Internet+ Learning Model

Teachers usually can not add up more teaching hours at will, but with big data, they have more room to teach through the Internet + teaching mode. By using smart phones along with the Internet + mode, contents about language learning and professional knowledge can be sent to students before and after class, which can improve students' interest in learning and enrich their learning resource. Big data can help teachers monitor the students' learning development and get real and timely feedback, which is conducive to improving the teaching quality. Students can also learn differently according to their own needs. Therefore, we can truly teach students in accordance with their talents and inspire students to learn in their interest. Nonetheless, the use of big data can discover students' needs in English learning, find out the works that match their learning plans according to their proficiency in English, help students customize an individualized learning method, and choose the specific teaching mode according to their own realities, so as to achieve the purpose of the education for students in

different levels. For example, some students show interest in reading English articles, while others favor watching English movies. According to the specific situation, we can make an informed choice out of different teaching methods and consistently work on the perfection of the training program for each student, thus the learning efficiency and the interest in English of students can be improved and a good habit in English learning can be formed.

4.5. *Visualize Learning Evaluation*

Supported by big data, learning records and platforms for displaying study achievements can boost learners' confidence and make it possible to diversify evaluation forms, hence the real task simulation and E-portfolio assessment can have more room to play. Compared with traditional assessment methods, real task simulation has the following edges. First, real task simulation has a low probability of copying and cheating. Second, it can assess the learning effect in a more comprehensive way. Third, real task simulation gives learners a better sense of achievement and builds up their confidence in completing tasks in English. With the support of high technologies, learners can more easily obtain more resources to complete tasks in real world, making the tasks more viable. E-portfolio records the whole learning history of each student, which is an excellent way for process evaluation with high objectiveness and accuracy and helps learners truly witness their progress in learning and discover their own weakness. It is an objective evaluation method that can be visualized.

5. CONCLUSION

Guided by the traditional teaching model, the teaching goals, teaching strategies, and teaching evaluation are relatively subjective, and it is difficult to teach in accordance with students' aptitude. It is the general trend to adapt to the economic and social development, to implement the "people-oriented" teaching concept, and to carry out precision teaching. Constructing precise teaching goals, teaching content, teaching activities, diagnosis and evaluation based on big data can make each teaching process more scientific, reasonable and efficient, thereby improving the quality of education and teaching, which further enhances the pertinence and adaptability of education to train skilled talents that meet the requirement of social and economic development.

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