

SWOT analysis of Blended learning method in Higher Vocational Colleges under the Background of Internet Informatization

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Abstract

Based on concept of " Internet +" informatization, SWOT analysis in this paper is used to explore and analyze the blended learning model in higher vocational English teaching as the breakthrough, centered on the teaching goal of higher vocational colleges, combining with the characteristics of vocational college students in English learning and online and offline resources to analyze the blended learning and teaching method of Mooc, Spoc and online learning platform and aims to put forward suggestions on the reform of blended teaching.

Keywords: *SWOT analysis, Internet + informatization, blended learning, higher vocational English*

1. INTRODUCTION

In recent years, with the rapid development of the Internet, digital technology and communication equipment, more and more vocational colleges have realized the importance of the combination of information technology and modern education, and actively explored the blended teaching mode. Through SWOT analysis of the advantages and disadvantages of the current public English teaching in higher vocational colleges, as well as the opportunities and threats it faces, it explores a new mode of public English information-based innovative teaching in higher vocational colleges under the background of "Internet +".[1]

2. SWOT ANALYSIS OF THE PRESENT SITUATION OF INFORMATION-BASED ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES

SWOT analysis comes from the field of management, which represents S (Strengths), W (Weaknesses), O (Opportunities) and T (Threats) respectively. The Strengths, Weaknesses, Opportunities and Threats of research objects are listed through investigation and arranged in a certain order, and then it uses the method of system analysis to analyze each factor comprehensively, so as to get the method inspiration and work plan for the next step.

In the context of Internet informatization, English teaching resources of vocational college have become abundant. With the help of online learning platform, the teaching mode of higher vocational colleges has become digital and it also has promoted the blended teaching model. In order to understand the current teaching situation of informatization application in higher vocational colleges, the author conduct a survey in Guangxi Medical College,60 students were selected randomly, and they are students majored in nursing, pharmacy and traditional Chine medicine. The questionnaire covers the digital teaching hardware construction, English informatization teaching resources, teachers' informatization literacy, internet teaching platform application, teaching practice and effect. It aims to understand the current situation of blended English teaching in higher vocational colleges, identify the existing problems, and provide reference for promoting the reform of public English informatization teaching in higher vocational colleges. The questionnaire is as follows:

Online platform	Number of users on each platform		
	nursing	pharmacy	TCM
ICVE	20	18	21
Chaoxing	15	15	16
China MOOCs	10	9	7
Wisdom tree	9	9	7
Other platforms	6	9	9
none	0	0	0

Figure 1: The number of users on each platforms

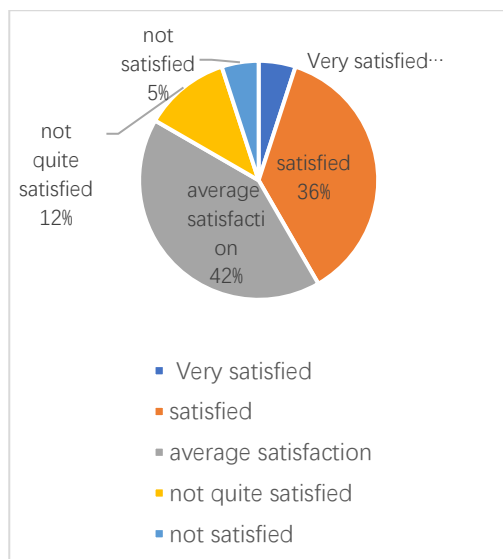


Figure 2: Recognition of information-based English teaching

In the questionnaire, students of the three major all used online teaching platform, the top one is ICVE, then followed Chaoxing, China Moocs, Wisdom tree. But when students are asked about to evaluate the blended teaching method, only 36% students said they were satisfied, 5% students feel normal and 42%students said they are not satisfied.

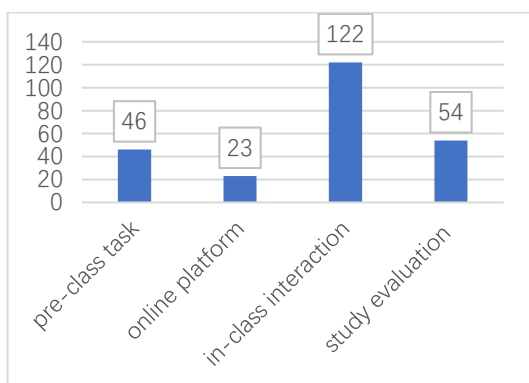


Figure 3 Factors affecting the Informatization of English courses

When evaluated for the information-based teaching method, Only 8% of the students think information-based teaching method of teachers are flexible and diverse, most of them think the methods and means of explaining things are methodical and unattractive. When asked about the factors that affect English learning, most students think class interaction is too monotonous and have no idea of their learning effect. Thus the following conclusion is drawn from the questionnaire.

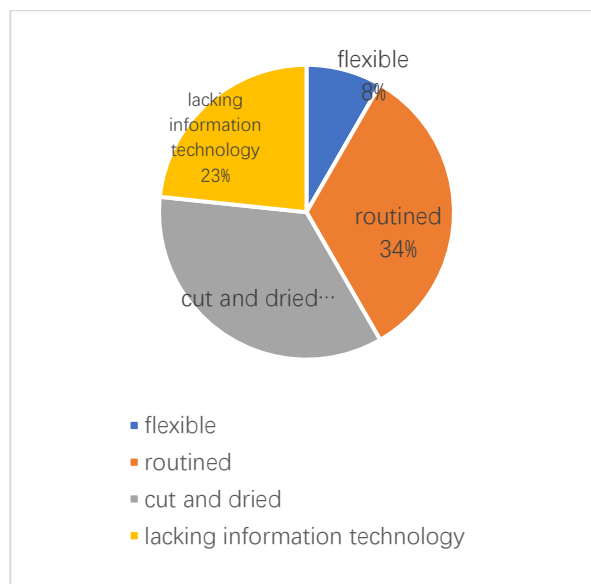


Figure 4: Survey on Informatization of English course

3. WEAKNESSES AND THREATS IN INFORMATION-BASED ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES

1) information-based of teaching and learning interaction is insufficient. Although the survey shows that English teachers can use some information-based learning platforms and are familiar with how to operate it, their information-based teaching methods are relatively backward and the real effect of blended teaching has not been realized. They simply think that information-based teaching is "computerizing the teaching resources ", and does not design related teaching activities from the perspective of "student-oriented and student-centered". For example, some teachers only use multimedia to play PowerPoint and the cloud platform of vocational education to sign in and ask questions. In essence, it is still "cramming" teaching, without realizing the goal of "student-centered" concept. The usage of multimedia, internet teaching platform essentially don't bring many changes, the blackboard become a computer screen, the original handwritten sign-in and assignment completed by nowadays smart phones or computer operation, information and teaching are still "two skins" and detached [2]. Teachers and students are short of interaction, students' practical application ability couldn't be improved.

2) Teaching methods and means are inflexible limited by school Informatization hardware construction and teachers' information literacy, the application of information resources and teaching methods in English classroom is not flexible enough. Some teachers have not carried out in-depth thinking and discussion on curriculum design, and the teaching content is not systematic and coherent, which is not conducive to

students' grasp. Some teachers only use PPT courseware as the only Informatization teaching method, and some teachers fail to effectively integrate various online English teaching resource. And Some teachers conduct the class just by reading the textbook, the content is boring and lack innovation and bland, it is difficult to arouse students' interest in English learning. They all failed to combine various information-based teaching resources such as micro-courses, online courses and online tests.

3) Insufficient investment in teaching facilities and equipment. On one hand, as the students enrollment rate are relaxed, the investment of some vocational colleges on information-based resources are not scientific, the expansion of the virtual classroom and language lab and other hardware facilities are inadequate, updating of the English learning network resources failed to meet the needs of teachers and students [3]. On the other hand, the construction of online platform is not complete. There are various online English teaching platforms without no designated full-time staff to sort out and integrate all kinds of teaching resources, it leads to the English teachers prepare the class alone, which wastes time and fails to achieve good teaching results.

4)The teaching evaluation system needed to be improved. Traditional evaluation method of teaching effect is relatively simple, generally conducted according to the students' daily class performance and final exam results to evaluate. However, as for the information-based teaching, online and offline teaching need to be considered as a whole, and the learning and feedback of each stage should be integrated to evaluate the teaching effect, which makes the evaluation difficult to carry out [4]. From the investigation result, in addition to the test, teacher also have made more attempts on vocational public English teaching effect evaluation method. Some were assessed by whether the extracurricular tasks to be completed as expected, others by asking for whether students had mastered the lecture material, Some are assessed by attendance rate, and some are assessed by a combination of online and physical class tests. The above results show that the evaluation of informatization teaching effect needs to be systematized.

Based on the above factors, SWOT analysis of

vocational English teaching model under the condition of information flower can be summarized as the following figure:

		Strength	Weakness
External factors		In line with the characteristics of English learning	It is still difficult for schools and teachers to change their teaching
Internal factors		In line with the current level of mental development and learning characteristics of college students	The difference of students' actual learning situation
Opportunity	The highly developed information technology is conducive to optimize the English teaching environment	SO strategy	WO strategy
	National policy support and encouragement		
Threat	The teaching standards of higher vocational colleges need to be	ST strategy	WT strategy
	The restriction of university teaching condition		

4 SWOT ANALYSIS OF SUGGESTIONS ON PROMOTING THE REFORM OF BLENDED TEACHING OF ENGLISH IN HIGHER VOCATIONAL COLLEGES

1) Improving teachers' information literacy and creating a combined teaching model of gold course. Teachers carefully prepare lessons, develop online teaching content, and design class according to the teaching content, vocational English characteristics, students' English level and major. Make full use of MOOC, micro-class and SPOC to promote exercises, skill practice, text analysis and group discussion in class [5]. Before class, teachers use the online learning platform to issue tasks. Students complete the pre-class test and submit the results to the platform; Teachers use the intelligent statistics function of the studying platform to analyze students' preview situation and provide decisive basis for classroom teaching. In class, teachers should carefully design teaching tasks and teaching scenarios, reasonably arrange group discussions to promote students' understanding and absorption of English knowledge. For example, The students' pronunciation can be evaluated scientifically by setting up dialogue scenes and app input. Teachers can arouse students' enthusiasm by means of games and the dubbing of movies by drawing lots, assign appropriate assignments after class to consolidate the learning effect, and review and discuss what have learned in class via online studying platform, as described below.

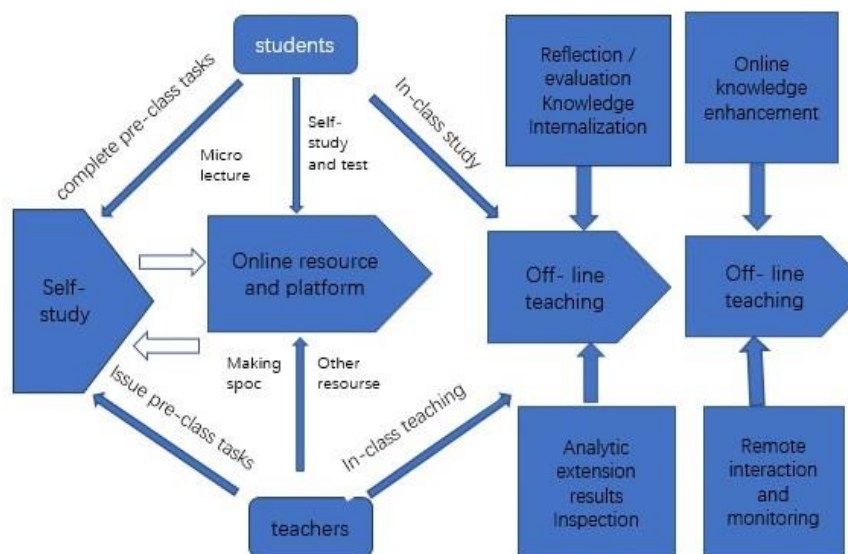


Figure 5: Blended teaching procedures

2) Stimulating the interest and improving the initiative of students in learning English. Generally speaking, Higher vocational students have relatively weak foundation in English and lack of autonomous learning ability. Teachers should carry out the rule of "student-centered", teach students in accordance with their aptitude, reasonably integrate offline and online resources, and enhance the interaction during the whole teaching process. It can be conducted from three aspects: Through the online questionnaire survey and quizzes and other targeted methods to identify the current level of students' ability and learning needs, then form a targeted teaching plan systematically; more free learning time and content should be included in the teaching program; the principle of "student-centered" teaching program setting should be adhered to and the principal position of students be emphasized. Higher requirement for self-discipline of students, because of the flexible and long-distance features of online teaching. We should pay attention to the cultivation of students' self-discipline, guide students to plan their learning time reasonably, make learning plans scientifically, and properly manage their learning time. Based on the task schedule and mutual supervision between peers, we can ensure the smooth completion of learning.

3) Promoting resource sharing and enriching English information-based teaching resources. Attention should be paid to the construction of complementary English information-based teaching software resources in higher vocational colleges, introduce advanced teaching resources, teaching software and audio-visual resources in a programmatic way, and organize seminars and practices in time [6]. Organize the study and selection of high-quality English courses, choose high-quality and superior courses, and integrate and share them timely. The interaction and communication among higher vocational colleges should be strengthened, and a

platform for sharing and communicating English teaching and research resources should be built, and the sharing of resources should be accelerated. Organizing some competitions such as English speech and contest between peer colleges and at proper time to build a competitive stage and form a good learning atmosphere of "competing with others, catching up with others and helping others to become excellent".

4) Establishing a unified and diversified evaluation system for English information-based teaching. The information-based English teaching in high vocational colleges not only has higher requirements for the evaluation of teaching results, but also has more complex and flexible evaluation and design of teaching programs and teaching implementation process. From the complexity and diversification of the evaluation, the evaluation system of the information-based, English teaching in high vocational colleges should have the following characteristics: realizing the diversity of the subject, the content and means of the evaluation. The diversified evaluation system is an important step in the process of constructing complementary English blended teaching community, which is not only a method of teaching effect evaluation, but also one of the important data sources for teaching improvement. In the construction of the diversified evaluation system, the following aspects should be focused on: The evaluation system should cover online preview before class, in-class evaluation, and online review after class [7]. The evaluation system needs dynamic feedback mechanism; The evaluation system should cover the test of effect as well as the interest and willingness of learning. The evaluation system needs to have a unified analysis and discussion mechanism to facilitate the adjustment of teaching programs in time.

5. CONCLUSION

This paper focuses on the existing problems of English teaching in vocational colleges under the background of "Internet +" informatization and conducts a further SWOT analysis of the cause of the problem. Based on the teaching practice, the author puts forward some suggestions on the reform of public English teaching in higher vocational colleges, such as changing teaching concept, improving teachers' Informatization literacy, stimulating learning interest, improving students' initiative, promoting resource sharing, enriching teaching resources, establishing a diversified evaluation system, and standardizing the implementation of evaluation. This paper preliminarily explores the blended teaching of English in higher vocational colleges, but its application effect still needs further verification.

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