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Exploration and Practice of Online & Offline Mixed MOOC Teaching for Foreign Trade English Correspondence

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Abstract

This article uses a theoretical model to analyze the influencing factors, based on the acceptance and adaptation of bilingual teachers in foreign trade English correspondence courses to science and technology education, as well as their application of a competency oriented teaching environment. Based on the environment and model, potential obstacles and facilitating factors for the successful implementation of blended online and offline MOOC teaching are determined. In this context, analyze the relationship between acceptance and adaptability and the implementation of blended online and offline MOOC teaching pedagogy, as well as the mechanism of the teaching subject's acceptance, adaptation, and utilization of competency based courses. Draw conclusions and propose a series of intervention measures accordingly.

Keywords

New era; Foreign trade English correspondence; Online and offline hybrid; MOOC Teaching.

1. Introduction

In recent years, entering a new era, China's higher education has undergone significant changes. Driven by the supply side reform in the field of education and boosted by "Internet plus", the increasingly digital learning trend of higher education students in China is very significant. The higher education teaching method based on blended online and offline MOOC teaching has become an innovative teaching model in many higher education environments in today's new era. Under the background of "Internet+MOOC", more and more learners have become the center of online and offline hybrid MOOC teaching. In this teaching context mode, teaching users (such as the "Chaoxing" based one level three end technology, the Guangdong Hong Kong Macao Greater Bay Area University Teaching Course Alliance platform, and other teaching users) can use a hybrid online and offline MOOC teaching in the classroom to encourage students to engage in self-learning, especially personalized learning, which is conducive to students' active participation, allowing bilingual teachers of foreign trade English correspondence courses to become "wise" from the traditional stage They have become "guides" around students, and students have become more active teachers' partners in online and offline mixed classroom activities under the background of "Internet+MOOC", changing the dilemma of "cramming" teaching in the past.

It can be seen that in the new era, the innovative classroom driven by modern informatization is transforming into an intelligent learning mode. These advanced intelligences are an upgrade of informatization and digitization, with environmental activity settings and applications such as AI, virtual reality, IoT simulation, and 3D+VR. Bilingual teachers of foreign trade English correspondence courses with high levels of online and offline mixed MOOC teaching abilities are more likely to effectively implement and deepen teaching based on ability enhancement,

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and prepare students for career oriented application oriented foreign trade English correspondence courses. This is also a new teaching direction for applied undergraduate universities. Therefore, the blended online and offline MOOC teaching in education is increasingly recognized as a component of a new type of ability oriented critical thinking learning. Therefore, long-term implementation of this teaching reform can generate lifelong learners with a range of practical skills.

Entering the MOOC stage, MOOC blended online and offline teaching is seen as an applied education method that focuses on proving the learner's acquisition ability, rather than just focusing on credits or class hours as in the past. MOOC blended online and offline teaching emphasizes a deeper understanding of the essence of the teaching process. Online and offline blended teaching emphasizes teaching performance evaluation, constructivism, and the development order thinking skills of higher education. It advocates a MOOC learner centered blended online and offline teaching method, and provides personalized technical support and teaching resource services for MOOC learners (such as based on "Superstar") One flat three end technology, Guangdong Hong Kong Macao Greater Bay Area University Teaching Course Alliance Platform and other teaching user end resource service supply. The goal of blended online and offline teaching is to cultivate applied undergraduate graduates with employment skills and lifelong learning habits. The launch of the course emphasizes the adoption of a blended online and offline MOOC teaching and education model as a comprehensive teaching and learning dynamic evolution process. The implementation of the curriculum has always been in a position of continuous adjustment, adaptation, and dynamic reform. The exploration and practice of blended online and offline MOOC teaching will inevitably be accompanied by the improvement of acceptance and adaptability. Many bilingual teachers of foreign trade English correspondence courses have changed from unwilling to adopt blended online and offline MOOC teaching methods to gradually adapting and accepting and innovating the use of blended online and offline MOOC for practical teaching, What are the processes and underlying mechanisms involved in this? This is the question we are going to explore in this section.

As shown above, integrating online and offline hybrid MOOC teaching into higher education teaching has significant potential benefits. It is crucial to recognize this. Online and offline hybrid MOOC teaching itself is not a panacea for solving educational challenges, because its specific implementation requires teachers to exert subjective initiative, and teachers are willing to accept and adapt in order to play the role of online and offline hybrid MOOC teaching. The bilingual teachers of the Foreign Trade English Correspondence Course, as the main body of the teaching implementation classroom, directly determine the effectiveness of the teaching method based on blended online and offline MOOC teaching. Their attitude towards blended online and offline MOOC teaching is crucial. Therefore, investigating bilingual teachers' views on the online and offline hybrid MOOC teaching model in the foreign trade English correspondence course in the course based on the ability enhancement orientation is crucial to the online and offline hybrid development, which can also promote their adoption efficiency and provide effective intervention measures.

The main purpose of this study is to analyze the acceptance and adaptation of mixed online and offline MOOC teaching, using theoretical models to analyze the influencing factors. Based on the acceptance and adaptation of bilingual teachers in foreign trade English correspondence courses to science and technology education, as well as their application of a competency oriented teaching environment, potential obstacles and facilitating factors for the successful implementation of mixed online and offline MOOC teaching are determined based on the environment and model. Analyze the relationship between acceptance and fitness and the implementation of blended online and offline MOOC teaching in this context. Specifically, this study aims to use a theoretical model that analyzes influencing factors to determine teaching performance expectations, effort expectations, and the influence of teaching environment, in

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order to further analyze the conditions that promote the "behavioral intention" of bilingual teachers in foreign trade English correspondence courses (i.e., incorporating the teaching subject into the perspective of organizational behavior), These are of great theoretical and practical significance for the practical application of mixed online and offline MOOC teaching in higher education. The results of this study are expected to contribute to the existing knowledge system of higher education, and blended online and offline MOOC teaching also provides reference for other courses seeking to integrate blended online and offline MOOC technology into teaching practice.

2. Literature References

2.1. Literatures

Xuetong is a powerful tool for blended learning mode, which can efficiently disseminate knowledge, promote communication between teachers and students, and facilitate course learning. The blended learning mode on the Xuetong platform breaks the limitations of time and space in traditional teaching. Based on Xuetong, traditional classroom experimental teaching and online teaching can be organically integrated, achieving a blended online and offline teaching mode and practical application in functional experimental teaching. The effect is to improve the self-learning ability of college students, while also using mobile electronic devices to enhance their learning interest and effectively improve their practical skills. The goal is to achieve the integration of theory with practice, guided by the improvement of abilities, and to enhance innovation awareness, thereby improving the quality of experimental teaching (Tu Xiaohua et al., 2023; Teng Z et al., 2022). From a knowledge perspective, the blended online and offline teaching mode is also applicable to compulsory courses, especially those that involve a wide range of professional basic knowledge points. The reform of the blended online and offline teaching mode promotes a high level of mastery of knowledge points among college students, and it is also highly practical. The principle lies in the hybrid teaching mode of online and offline, which is based on the pre - and post class teaching modes of online and offline. It implements targeted hierarchical teaching and combines various teaching methods such as learning through discussion and MOOC fragmented teaching to effectively implement student-centered and teacher led teaching (Ren Jiaqiang et al., 2023). Scholars have also pointed out from the perspective of educational ecology that the various influencing factors within the education system not only have a certain structure formed by the interconnection, coupling, and interaction within the system (Sholihatin E et al. 2021; Huang Rong, 2023), but also undergo various exchanges of material, information, and intangible energy between the internal and external environments of the education system (Teng Z et al., 2022), Therefore, this study constitutes an examination of blended online and offline courses and their evaluation from the perspective of educational ecology, so that the evaluation of blended online and offline courses should not only focus on the blended online and offline courses themselves, but also on internal factors such as teaching of blended online and offline courses, More attention should be paid to the interaction between it and external factors such as the construction community of blended online and offline courses and the operating environment of blended online and offline courses (Abbas MMM., 2021; Huang Rong, 2023), in order to effectively construct a dynamic, circular, and sustainable evaluation system for blended online and offline courses. This study is based on the perspective of educational ecology and constructs an innovative evaluation index system for blended online and offline courses. By strengthening the ecological evolution improvement process of blended online and offline courses, the operational mechanism of blended online and offline course evaluation is improved. At the same time, based on the perspective of educational ecology, this paper explores the path of continuous optimization of the online and offline hybrid course evaluation system based on educational ecology from three aspects: continuously

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strengthening the adaptability of online and offline hybrid course evaluation, effectively improving the accuracy of online and offline hybrid course evaluation, and deeply exploring the practical application value of evaluation results from platforms such as Xuetong (Huang Rong, 2023). In recent years, the organic integration of "course ideology" into blended online and offline teaching has also become a hot topic in the current reform of higher education courses. Regarding the characteristics of blended online and offline teaching, relevant studies have pointed out that from the dimensions of support, teaching team, course resources, teaching design, and student development, a curriculum ideological and political evaluation plan covering the entire process of education and teaching should be designed, and a "diversified, full process, and dynamic" curriculum ideological and political evaluation index system should be constructed (Ma Dongtang et al., 2023; Liu Huichao, 2023).

2.2. Reviews.

The blended online and offline MOOC teaching in education is a comprehensive teaching method. The technical support for blended online and offline MOOC teaching includes information technology, advanced artificial intelligence, and online resources (libraries). Integrating blended online and offline MOOC into traditional teaching methods can greatly create and provide personalized three-dimensional learning environments for students. Contemporary learners are increasingly focusing on blended online and offline MOOC teaching, which is very common in various universities. The characteristics of the 21st century are data-driven and innovation driven. Therefore, it is in line with this requirement that online and offline hybrid MOOC teaching is integrated into most course teaching. The integration of MOOC teaching is also becoming more advanced, mainly in the form of artificial intelligence, intelligent classrooms, e-books, smart handheld devices, pan social media, and video Tencent conferences. In the Guangdong Hong Kong Macao Greater Bay Area, such as the "Super Star" based one level three end technology, the Guangdong Hong Kong Macao Greater Bay Area Higher Education Curriculum Alliance platform, and other teaching user end changes and strengthens teaching and learning, fully utilizing information technology to carry out online and offline hybrid/integrated teaching applications, promoting the digital transformation of higher education in the Guangdong Hong Kong Macao Greater Bay Area, and promoting the high-quality development of higher education in the Guangdong Hong Kong Macao Greater Bay Area.

3. Research theoretical framework and model

3.1. MOOC-TPACK- UTAUT model

The UTAUT model (Teng Z et al, 2022) is considered to establish a new theory of acceptance and adaptation based on blended online and offline information technology, and has been applied in a large number of related teaching research. Therefore, this study also lays the theoretical framework and model foundation for its application. The UTAUT model mainly revolves around "teaching performance expectations", "teaching environment impact", "effort expectations", "facilitation conditions", and "behaviors as acceptance, adaptation, and use" or teacher behavioral intentions.

Among them, Teaching Performance Expectations (TPE): refers to the belief and agreement of teaching users (such as those based on "Chaoxing" one flat three end technology, Guangdong Hong Kong Macao Greater Bay Area University Teaching Course Alliance Platform, etc.) that using a hybrid online and offline MOOC teaching will improve their work performance and teaching performance. Some studies have shown that Teaching Performance Expectations (TPE) have a significant positive impact on the behavioral intention of bilingual teachers in foreign trade English correspondence courses, as they influence the advantages of using a learning

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medium based on blended online and offline MOOC teaching (Venkatesh V. et al, 2003; Lyonga NAN et al, 2021).

Teacher Behavior Intention (TBI) refers to the acceptance, adaptation, and use of blended online and offline MOOC teaching in practical teaching and learning.

Effort Expectation (EE): According to Venkatesh V. et al (2003) and Lyonga NAN et al (2021), the availability of mixed online and offline MOOC teaching media can be expressed as an Effort Expectation (EE). This concept tracks individual expectations for how simple it is to use the hybrid MOOC teaching both online and offline. For this course, Effort Expectation (EE) has a significant impact on the behavioral intention of bilingual teachers in the Foreign Trade English Correspondence Course, which is positively transferable and directly affects the acceptance, adaptation, and use of blended online and offline MOOC teaching in practical teaching and learning.

Teaching Environment Impact (TEI): refers to the perception by teaching users (such as those based on "Chaoxing" one level three end technology, Guangdong Hong Kong Macao Greater Bay Area University Teaching Curriculum Alliance Platform, etc.) of the beliefs of other teaching implementation organizations, and they should use these beliefs for blended online and offline MOOC teaching, that is, being influenced by other environments. This concept represents the view and views of the organizational entities responsible for implementing teaching in direct social groups, which indirectly but in the long term affects the use of blended online and offline MOOC teaching. Previous studies have shown that the impact of teaching environment on behavioral intention, such as Ahmed RR et al.'s (2021) study, which showed the impact of teaching environment during the pandemic. For this course, the impact of the teaching environment on the behavioral intention of bilingual teachers in foreign trade English correspondence courses indirectly but in the long term affects the acceptance, adaptation, and use of blended online and offline MOOC teaching in actual teaching and learning.

Convenience conditions (FC) refer to the requirement for well functioning facilitation technology or customer experience in hybrid MOOC teaching, both online and offline. Allow users to access the operating system. The facilitation conditions range from mixed online and offline program assistance to humanized assistance, including teaching organization assistance and one flat three end support. If there is a lack of convenience conditions, then the lack of system support, mixed online and offline MOOC teaching assistance, and knowledge deficiency will hinder the adoption of mixed online and offline MOOC teaching, directly and immediately affecting the acceptance, adaptation, and use of mixed online and offline MOOC teaching in actual teaching and learning.

In this study, facilitation conditions also broadly involve appropriate information and communication tools, the availability of related infrastructure for blended online and offline MOOC teaching, as well as facilities and policy support within applied undergraduate colleges and universities, which are highly likely to encourage bilingual teachers of foreign trade English correspondence courses within applied undergraduate colleges and universities to use information and communication tools to improve the efficiency and convenience of blended online and offline MOOC teaching. Therefore, for this course, even if the favorable conditions serve as a promoting stimulus, they have a significant impact on the behavior of bilingual teachers in foreign trade English correspondence courses as recipients, adaptors, and users.

Behavioral Intention (BI): The tendency of a teaching subject to receive, adapt, and utilize blended online and offline MOOC teaching in the future is called behavioral intention (Teng Z et al, 2022; Venkatesh V. et al, 2003; Lyonga NAN et al, 2021; Ssenyonga R al, 2022). For this course, this concept actually describes the main factors that affect the usage behavior of blended online and offline MOOC teaching. Therefore, the objective model of this study follows the UTAUT theoretical model paradigm, which includes all teaching performance expectations

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(TPE), teacher behavioral intention (TBI), effort expectations (EE), teaching environment impact (TEI), facilitation conditions (FC), and component influencing factor behavioral intention (BI).

The following is a theoretical model diagram for the study:

Figure 1: MOOC-TPACK- UTAUT model diagram

3.2. Analysis of Online and offline hybrid MOOC teaching mode

The blended online and offline MOOC teaching in education is a comprehensive teaching method. The technical support for blended online and offline MOOC teaching includes information technology, advanced artificial intelligence, and online resources (libraries). Integrating blended online and offline MOOC into traditional teaching methods can greatly create and provide personalized three-dimensional learning environments for students. Contemporary learners are increasingly focusing on blended online and offline MOOC teaching, which is very common in various universities. The characteristics of the 21st century are data-driven and innovation driven. Therefore, it is in line with this requirement that online and offline hybrid MOOC teaching is integrated into most course teaching. The integration of MOOC teaching is also becoming more advanced, with its main forms including artificial intelligence, smart classrooms, e-books, smart handheld devices, pan social media, and video Tencent conferences. In the Greater Bay Area of Guangdong, Hong Kong, and Macao, teaching user terminals such as "Chaoxing" based one level three end technology and the Guangdong Hong Kong Macao Greater Bay Area Higher Education Curriculum Alliance platform are changing and strengthening teaching and learning, Fully utilize information technology to carry out blended/integrated online and offline teaching applications, promote the digital transformation of higher education in the Guangdong Hong Kong Macao Greater Bay Area, and promote the high-quality development of higher education in the region.

Contemporary learning is becoming increasingly digital and personalized. The blended online and offline MOOC teaching is based on various platforms that are enjoyable and integrated, especially visual and gamified (such as classroom questioning, talent selection, cloud words, etc. in "Chaoxing"'s one level three end technology). It is necessary to strengthen the blended online and offline teaching methods. Appropriate blended online and offline MOOC teaching not only helps guide the personalized needs of teaching staff in the classroom, but also broadens the learning channels of learners on the student end, improving their thinking abilities and

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competitiveness (Sholihatin E et al. 2021; Ş Ent ü rk Ş Et al. (2021). A large number of teaching practices have shown that modern learners centered around blended online and offline MOOC teaching differ in their attention and multitasking abilities, and can more efficiently remember what they have learned on blended online and offline MOOC platforms (Abbas MMM., 2021; Sholihatin E et al., 2021; Ş Ent ü rk Ş Et al. (2021). The use of blended online and offline MOOC teaching can also ensure efficient and comprehensive learning for all learners. Not only that, in the process of platform interaction, the hybrid MOOC teaching of online and offline, student to student evaluation, especially the team model based on PBL, can also create and maximize the curiosity of students. For example, the full process interaction of classroom questioning, personnel selection, cloud words, and other methods in "Chaoxing"'s one level three end technology can be easily adapted by students. In short, the combination of online and offline MOOC teaching can improve teaching effectiveness. MOOC teaching is a technical tool that must have tangible content. Therefore, the ability of teachers to use blended online and offline MOOC teaching is crucial, and teaching ability and content knowledge are important factors in the intention to supplement and promote acceptance, adaptation, and use behavior (Mishra P, Koehler MJ., 2006).

Shulman LS established the Content Knowledge (TPACK) model in 1986; Later, Mishra P, Koehler MJ, 2006 expanded the use of this model and provided theoretical guidance for the concept of blended online and offline teaching in education. In recent years, Laxim V, Gure GS., 2016; Cheng PH, 2022, further improved the TPACK model, focusing on the three forms of knowledge contained in the meta model, combined with online and offline hybrid MOOC teaching tools and teaching stages to analyze teaching content, aiming to study how to promote the intention of teachers to accept, adapt, and use hybrid MOOC teaching behavior, combined to form a diverse, unstructured and complex framework, as shown in Figure 2.

Technical knowledge (TK): refers to the level of cognitive mastery of course technology.

Content Knowledge (CK): Refers to the insight into the course theme and the deliverables during class.

Pedagogical knowledge (PK): It refers to the teaching methods, strategies, and methods, as well as their connection with learning objectives.

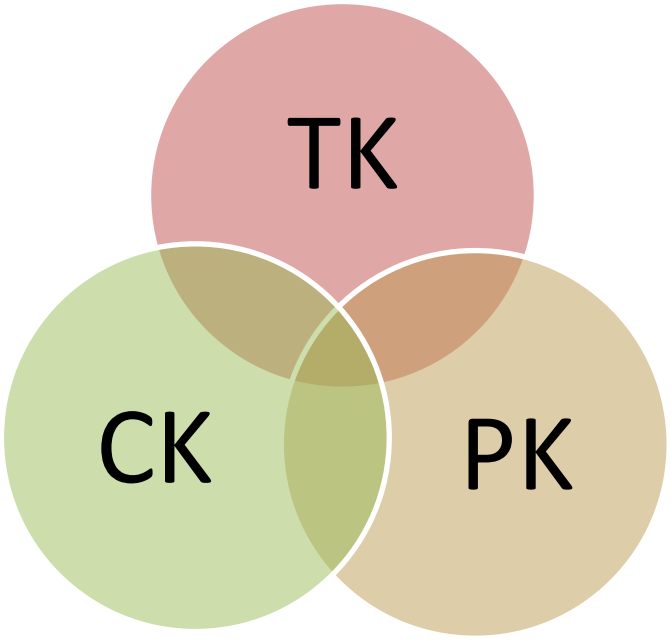

Figure 2: Diversified, unstructured complex overlay MOOC-TPACK model

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Online offline hybrid MOOC teaching knowledge (MOOCTK): It refers to how to use existing knowledge to process and form online offline hybrid MOOC teaching knowledge in traditional knowledge architecture.

Educational Content Knowledge (PCK): Educational content is a unique delivery of educational awareness on specific course themes.

MOOCTCK (Mixed Online and Offline MOOC Teaching Content Knowledge): It is an inseparable content knowledge system that is closely related to understanding mixed online and offline MOOC teaching.

MOOCTPK (Mixed Online and Offline MOOC Teaching Knowledge): It is about how to use mixed online and offline MOOC teaching to change teaching methods, strategies, and the connection between learning and teaching objectives.

MOOCTPACK (MOOC Technical Pedagogical Content Knowledge): It is knowledge about how to present MOOC teaching and educational ideas, as well as MOOC teaching strategies. The importance of this concept lies in clarifying what makes MOOC concepts difficult or easy to learn, as well as how previous knowledge and blended online and offline MOOC teaching can help students with their learning. It is the cornerstone of the intention to study how to promote the acceptance, adaptation, and use of blended MOOC teaching by teachers.

In summary, integrating blended online and offline MOOC teaching into the teaching and learning environment is a crucial method to strengthen teaching, attract modern learners, and increase teaching effectiveness. The appropriate combination of blended online and offline MOOC teaching and education is necessary to achieve this. The diversified, unstructured and complex MOOC-TPACK model is another basic theoretical framework for the development of bilingual teachers in foreign trade English correspondence courses.

4. Analysis of Acceptance, Adaptation, and Use of Online and Offline Mixed MOOC Teaching Based on UTAUT-TPACK Model

4.1. Analysis

Based on the UTAUT theoretical model and the diversified and unstructured complex overlay MOOC-TPACK model mentioned above, we will continue to analyze the acceptance, adaptation, and usage of blended online and offline MOOC teaching. Davis (1989) proposed a model approach for studying teaching acceptance and adaptation. This study is based on this approach and analyzed in conjunction with the UTAUT-TPACK model. Based on traditional rational behavior theory, acceptance, adaptation, and usage models provide an organized method for predicting acceptance, adaptation, and usage behavior. Davis (1989) hypothesized that the acceptance of a new teaching model is influenced by many factors, but "perceived usefulness" and "perceived ease of use" are the main driving factors for the intention to use the new teaching model, determining acceptance and adaptation behavior.

However, Davis (1989) hypothesized that the new teaching model has limitations for modern MOOC teaching. Therefore, later scholars such as Venkatesh V. et al (2003); Lyonga NAN et al. (2021) proposed a more unified extension model for the theory of acceptance and adaptation. For the mixed online and offline MOOC teaching in this study, this approach can be used in conjunction with the UTAUT-TPACK model for analysis.

The UTAUT model includes four main exogenous variables: teaching performance expectations, effort expectations, teaching environment impact and facilitation conditions, and behavioral intention as its endogenous variables, which together lead to usage behavior. Therefore, from the perspective of the UTAUT model, the acceptance and adaptation of blended MOOC teaching for bilingual teachers in foreign trade English correspondence courses based on competency orientation must revolve around these four main exogenous variables, namely teaching

performance expectations, effort expectations, teaching environment influences, and facilitation conditions, to improve the behavioral intention of teachers in blended MOOC teaching. In fact, the mechanism of action is that the acceptance of new teaching modes is influenced by many factors, but "perceived usefulness" and "perceived ease of use" are the main driving factors for the intention to use new teaching modes, determining acceptance and adaptation behavior (Davis, 1989). Therefore, as a new teaching model, blended online and offline MOOC teaching aims to improve its perceived usefulness in terms of teaching performance expectations and effort expectations, as well as enhance its perceived ease of use in terms of teaching environment influence and convenience conditions. These mechanisms serve as the main driving factors that determine acceptance and adaptation behavior, leading to the use of blended online and offline MOOC teaching by teachers.

The use of blended online and offline MOOC teaching in the classroom has a strong impact on improving teaching acceptance and adaptability. For students, it is related to ability based learning and can cultivate lifelong learners with a series of skills such as information literacy. The mechanism of the acceptance and adaptation of online and offline hybrid MOOC teaching based on the UTAUT model can also explain why online and offline hybrid MOOC teaching helps both teachers and students to have the ability to seek and solve problems, while also solidifying their creativity, communication and collaboration abilities. The blended online and offline MOOC teaching also helps learners improve their academic performance and overall abilities. Integrating modern blended online and offline MOOC teaching into the classroom can change the roles of bilingual teachers and students in foreign trade English correspondence courses, making them more active partners in the process of foreign trade English correspondence learning. This blended online and offline modern classroom is transitioning towards a classroom with abundant MOOC teaching resources and forming an intelligent learning environment. By utilizing information and communication, blended online and offline MOOC teaching allows students to simulate and engage in 3D activities using virtual reality, improving perceived ease of use. Bilingual teachers of the Foreign Trade English Correspondence Course have a better ability to implement ability based learning and improve perceived usefulness in blended MOOC teaching, both online and offline, compared to their teaching implementation organizations. The effective utilization of digital online and offline hybrid MOOC teaching is a powerful tool for bilingual teachers of foreign trade English correspondence courses in the 21st century to help learners acquire high-level abilities. Therefore, as a new teaching model, blended online and offline MOOC teaching aims to improve its perceived usefulness in terms of teaching performance expectations and effort expectations, as well as enhance its perceived ease of use in terms of teaching environment influence and convenience conditions. These mechanisms serve as the main driving factors that determine acceptance and adaptation behavior, leading to the use of blended online and offline MOOC teaching by teachers.

5. Conclusion

Based on the results of this study, it is inferred that various online and offline mixed MOOC teaching variables affect bilingual teachers of foreign trade English correspondence courses, as well as the mechanisms by which teaching subjects accept, adapt, and utilize competency based courses. Correspondingly, a series of intervention measures are proposed to encourage bilingual teachers of foreign trade English correspondence courses to adopt a blended online and offline MOOC teaching approach, focus on improving teaching performance expectations, and establish a positive and favorable blended online and offline environment.

Firstly, measures that can be improved include: bilingual teachers of foreign trade English correspondence courses using a blended online and offline MOOC teaching method in the classroom, enhancing their teaching skills and knowledge, focusing on the content technology

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knowledge, educational technology knowledge, and educational content knowledge formed by these intersections, as well as the MOOCTPACK core formed by these intersections.

Secondly, provide suitable online and offline hybrid MOOC teaching equipment and platform support. These include the use of mixed online and offline MOOC teaching resources by bilingual teachers of foreign trade English correspondence courses, the use of "Chaoxing" based one level three end technology, "Chaoxing" course recording, and the sharing of teaching resources such as the Guangdong Hong Kong Macao Greater Bay Area University Teaching Course Alliance platform. From multiple perspectives and diversification, incentives are provided for the use of mixed online and offline MOOC teaching, and the school formulates support policies and MOOC teaching infrastructure, Successfully integrated blended online and offline MOOC teaching into the teaching practice of applied undergraduate universities.

Thirdly, based on the analysis results of the MOOC-TPACK UTAUT model, we aim to create a comprehensive MOOCTPACK teaching content modularization, with "perceived usefulness" and "perceived ease of use" as the main thread, focusing on content technology knowledge, educational technology knowledge, and educational content knowledge. We aim to improve the "perceived usefulness" of teaching performance expectations and strive to improve their "perceived ease of use" by influencing the teaching environment and facilitating conditions, Build a multi-dimensional teaching resource library. Main path and implementation: Firstly, comprehensive ability cultivation. Putting students at the center, integrating foreign trade knowledge, English writing skills, and ideological and political elements, and reconstructing teaching content. According to the logic of "knowledge acquisition language transfer skill application cultural integration", four modules are set up: basic knowledge, local sentiment in the Bay Area, English writing ability, and comprehensive quality improvement. It not only adheres to the principle of theoretical systematization, but also highlights practicality in combination with national conditions. Stimulate interest in learning, improve teaching and learning efficiency, comprehensively cultivate students' writing skills and professional qualities in foreign trade English, and establish cultural confidence. The second is comprehensive resource guarantee. With the help of advanced language and text essence analysis technology, the multi-dimensional teaching resource database PBL and the Internet are deeply integrated to build a multi-dimensional teaching resource database, further develop high-quality resource sharing courses with textbook publishing houses (Tsinghua University, Northeast Normal University, etc.), and establish and improve the corpus; Encourage students to use the MOOC platform of Chinese universities to extend their classrooms to the maximum extent possible, and use Ali express to achieve real simulation practices in foreign trade writing, achieving "student learning autonomy, diversified resource integration, course task driven, and three-dimensional learning support", and achieving high-quality development in the classroom. The blended online and offline teaching mode based on the multi-dimensional teaching resource library PBL is an upgrade to the previous MOOC mode; This upgrade mode builds a three-dimensional teaching mode that is both in and out of class, multi-level, and all-round, forming a distinctive teaching mode that is based on a corpus of multi-dimensional teaching resources, driven by PBL as the core task, and supported by Ali express as the actual operating network platform. We have pioneered a new approach to improving the quality and efficiency of foreign trade English correspondence writing courses, relying on PBL to gradually increase tasks and ideological and political infiltration to achieve high-level training goals. We have formed a characteristic activity of sharing cutting-edge dynamic writing in foreign trade and enhanced academic research abilities; We have achieved a quantitative empirical promotion of foreign trade English correspondence writing based on the sharing of multi-dimensional teaching resource libraries. With the help of Ali express, we have verified the basic theoretical knowledge we have learned, integrated classroom theory with online practice, and improved students' practical skills; Throughout the process, emphasis is placed on the sinicized

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application of foreign trade writing knowledge, especially cultural integration to establish cultural confidence. Taking foreign trade in the Guangdong Hong Kong Macao Greater Bay Area as the soil, innovative and vivid examples are excavated to highlight local sentiment and make talent output more down-to-earth. It can be seen that the content selection and digital integration path of "course ideology" in the writing of "Foreign Trade English Correspondence" are consistent. The blended online and offline teaching model based on multi-dimensional teaching resource library PBL explores ideological and political elements from various knowledge points in the writing of "Foreign Trade English Correspondence". This can also be achieved through the digital integration path, which uses corpus retrieval to expand the content of the writing course of "Foreign Trade English Correspondence", including writing skills, professional terminology, etc., in the form of "Foreign Trade English Correspondence" Taking various practical process steps as clues, the original knowledge modules (such as establishing business relationships, inquiries, quotations, counteroffers, etc.) are embedded into the connotation of moral education. The path is to develop from one "knowledge point ideological and political point" to multiple "knowledge points ideological and political points", ultimately forming an "ideological and political line", and then sublimate these series of multiple "ideological and political lines" into a complete and systematic "ideological and political surface", Integrating the ideological and political content of the online and offline hybrid teaching model based on the multi-dimensional teaching resource library PBL with the professional skills and practical knowledge of business English writing in Foreign Trade English Correspondence, and organically integrating the ideological and political education into the construction of the first-class course of Foreign Trade English Correspondence in the context of the digital economy in the new era.

Suggestions for curriculum and teaching reform design

Foreign Trade English Correspondence (Bilingual) is a core course for international trade and economics majors. The teaching team always runs through the red line of moral education and continuously optimizes the ideological and political content of the course. Through major innovative achievements in foreign trade correspondence writing, linguistics, and cognitive science, the course starts with the establishment of foreign trade business and takes professional process knowledge such as inquiry, quotation, counteroffer, and transaction as the entry point, Integrating the achievements of China's foreign trade economy, Chinese brands, Chinese culture and other ideological and political elements, the main direction and focus of curriculum ideological and political construction are patriotism, social responsibility, professional ethics, craftsmanship spirit, and team innovation and cooperation. This aims to stimulate students' interest in learning and cultivate self-directed learning habits, enhance their four confidences, and establish a correct outlook on life and values. Effectively promote students to deepen their understanding of foreign trade correspondence writing knowledge, expand their vocabulary in foreign trade correspondence writing, improve their level of foreign trade correspondence writing, understand and abide by foreign trade writing standards and professional qualities.

The course of Foreign Trade English Correspondence (Bilingual) is based on the OBE (Outcome based Education) results oriented educational philosophy, which implements the educational philosophy of "putting morality into action and learning as the top priority" in talent cultivation. The teaching philosophy is student-centered, reflecting the idea of cultivating students with morality; Through the infiltration of ideological and political education, the implementation of "three comprehensive education", and the cultivation of high-level applied undergraduate talents, this course enables students to lay a solid foundation in foreign trade theory, improve their ability to write and apply foreign trade English, and possess good professional ethics. Under the framework of OBE concept and second language acquisition chunk theory, using the "corpus" as the starting point and PBL task driven method, with the support of practical online

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platforms such as MOOC, micro courses, and ALI International Station, a new multi-dimensional interactive and innovative teaching model and an ecological environment for vocabulary acquisition in foreign trade English writing are tailored to stimulate students' learning enthusiasm and autonomous habits, and further improve their foreign trade writing ability, Strengthen the concept of "gender equality" and cultivate international foreign trade talents with patriotism, professional ethics, and both morality and talent.

Knowledge objective: To master the basic knowledge of foreign trade English correspondence and be able to proficiently apply it, and understand the latest developments in international trade.

Ability objective: To adapt to the needs of foreign economic and trade activities, systematically learn and master the format, professional vocabulary, writing methods, and stylistic characteristics of foreign trade English correspondence, improve students' ability to correctly use English in foreign trade activities, as well as their ability to conduct various business contacts and communication activities with the outside world.

The goal of the ideological and political value of the course is to improve professional competence, cross-cultural competence, and writing skills, cultivate local sentiment and the spirit of team innovation and cooperation, and establish the concept of self-directed learning.

This course adopts the innovative hybrid teaching model of CORPUS+MOOC, guided by "cultivating virtue and integrating ideological and political education", to build a CORPUS corpus and MOOC resource library that meets the needs of diversity, diversity, and high-order; Constructing an innovative hybrid teaching model for "Foreign Trade English Correspondence" guided by the OBE teaching philosophy, using the PBL task driven online and offline hybrid teaching method, and utilizing the MOOC online teaching platform, the CORPUS research method is introduced as a "starting point" before, during, and after class, all of which are guided by the comprehensive ability improvement. This solves the long-standing "pain points" problems of students' low learning interest, weak self-confidence, and lack of self-directed learning habits, as well as low compatibility between traditional teaching methods and writing ability improvement goals. It enriches teaching content, drives teaching activities, and cultivates students' higher-order writing thinking ability and innovative discovery ability.

Implementation methods

Before class: Utilize two online platforms, CORPUS and MOOC, for teacher guided student self-directed learning.

The specific implementation is as follows:

(1) The student sign language corpus CORPUS retrieves and presents context, using PBL tasks to drive students to autonomously search for problems. Open the corpus corresponding to each class using the corpus, input the theme words of this class for retrieval, and obtain the relevant context co-occurrence. Double click on the search term in the context co-occurrence to enter the context, independently explore the language expressions related to each class letter, and summarize and establish the content and language features of the business letter. Students engage in online discussions.

(2) MOOC online observation video, discussing and analyzing English vocabulary and sentence structure expressions in foreign trade writing. MOOC online videos specifically include watching the national high-quality MOOC video "Foreign Economic and Trade English Correspondence" to discuss and analyze English vocabulary and sentence expressions in foreign trade writing. Students engage in online discussions, preview and understand the knowledge points presented in the video in advance.

In class: Conduct practical teaching activities for student writing based on PBL task driven teacher guidance in offline classrooms.

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Using the "PBL teaching method" and utilizing CORPUS to achieve smooth online and offline connections, students explore tasks together with their team members with questions, use the CORPUS teaching tool to analyze foreign trade writing, innovate teaching methods, carry out multi-dimensional student and teacher-student interaction, and cultivate students' comprehensive ability and advanced thinking in solving complex problems. The specific steps for teaching implementation are as follows:

(1) Problem import. Review the high-quality MOOC videos of foreign trade and economic cooperation English correspondence countries, and combine them with the macro policy points of foreign trade and economy to integrate ideological and political education. For example, in the "Establishing Foreign Trade Business Relationships" section, around the topic of "China's foreign trade exchanges with countries around the world", introduce the question "How much do you know about the development of China's foreign trade and economic policy? Your understanding of the development of China's foreign trade and economic policy?" After the students answer, the teacher conducts "ideological and political integration", Guide students to understand the macro policies of China's foreign trade economy (for example, in the report of the 20th National Congress of the Communist Party of China on "accelerating the construction of a new development pattern and focusing on promoting high-quality development", it is mentioned that to promote high-level opening up to the outside world, it is necessary to "steadily expand institutional opening up such as rules, regulations, management, and standards")

(2) Corpus assignment evaluation and language feature induction. After checking whether students have completed the corpus writing task on time, the teacher first asks group members to evaluate and correct each other, on the one hand, to identify good sentence patterns and expressions, and on the other hand, to check for incorrect expressions, spellings, etc. Afterwards, the teacher will collect student essays for evaluation. In the process of evaluation revision, teachers and students may encounter expressions that cannot be determined whether they conform to English usage habits. At this point, teachers and students can use corpus retrieval to make judgments. Through group discussion, guide students to observe and find out good sentence patterns and expressions, double click the current retrieval words in the context, enter the context, explore the language expression of the letters related to the topic of this lesson, summarize the content and language characteristics of the letters, and train students to explore, which can give play to students' personality characteristics, reflect progressiveness and interactivity, and make the learning results exploratory and innovative.

(3) Using example letters from textbooks as carriers, verify the corpus sentence by sentence around "chunks", guide students to find writing patterns and discover "chunk" combinations on their own. Based on the frequency based language perspective, students verify and draw conclusions through sentence by sentence comparison with the corpus. After group evaluation and correction, students further identify and summarize the problems in their compositions, and design corresponding practice activities for the problems. This will effectively implement what they have learned in writing, cultivate their comprehensive ability to solve complex problems, and develop advanced thinking. For example, some students confuse the expressions of the latest price "newest price" and "latest price" in their writing. Teachers can search for "price" in online corpora to obtain multiple example sentences of this "latest price" phrase, and copy them into the courseware. Some of the example sentences are used for classroom presentation, allowing students to summarize the meaning and usage of the "latest price" phrase, observe the combination with price, The high-frequency collocations in the front are favorable/rock bottom/latest, while the high-frequency collocations in the back often co occur with samples, catalogue, terms, commission, etc., guiding students to find their own writing patterns and discover "chunk" collocations, consolidating and improving the promoting effect of corpora on students' writing acquisition.

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(4) Display students' independent exploration and summarization of writing expressions and language features, solidify acquired skills, and further supplement the construction of a corpus. Through this teaching practice, teachers and students have accumulated a certain number of excellent sentences in the teaching process, which can be added to the corpus files of relevant topics and supplemented to the self built corpus for future teaching use. In the corpus assisted teaching of summary writing, solidify and enhance the writing skills acquired by students.

(5) Answer student questions and combine them with a corpus to provide answers; Assign PBL tasks for the next class. Specifically, this includes logging into the self built MOOC video to watch and completing after-school activities. Log in to Ali International Station for practical operation writing (the real foreign trade environment makes the task challenging). (Course website: https://www.aliexpress.com/) Based on the writing expressions and language features learned in this lesson, search for products of interest on Ali International Station, write a letter corresponding to the topic, and ask students to use corpus induced chunks and sentence structures to test their mastery. After class: Utilize the online platforms of CORPUS and MOOC for teacher supervision and student team collaboration innovation. Through context analysis, thematic discussions, online MOOC practical training, and utilizing an open multi-dimensional teaching resource library for self-directed learning, we aim to achieve self-directed and diversified learning. Log in to Ali International Station for practical operation writing. Complete the PBL task, search for products of interest on Ali International Station based on the writing expressions and language features learned in this lesson, write a letter corresponding to the topic, and use the vocabulary and sentence structures summarized by the corpus to express.

Implementation plan

Research Phase Research Time Specific Research Tasks

Preparation phase

March 2023- June 2023

1. Develop a project plan and clarify the division of labor and responsibilities among members.

2. Conduct project proposal work.

3. Establish a learning and communication mechanism, organize research group members to study and explore the latest foreign trade correspondence writing cases, and collect relevant research materials through theoretical research, text case studies, and other methods.

Implementation phase

July 2023- December 2023

1. Conduct in-depth investigation and analysis, summarize and summarize, and form a preliminary implementation plan.

2. Apply the text scheme to practice and continuously build a corpus.

3. In teaching practice, do a good job in recording and editing MOOC teaching videos.

4. Analyze and summarize the information and data obtained during the implementation process of the plan, conduct stage closure checks and summaries, and continuously improve the implementation plan.

5. Write a mid-term research report.

Promotion and conclusion stage

January 2023 to March 2024

1. Continuously apply the optimized and improved plan to the teaching of foreign trade correspondence writing courses, gradually radiating to the teaching of other professional courses.

2. Strengthen exchanges with other undergraduate institutions and promote scientific research achievements.

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3. Analyze and organize materials and data, write a final report, and apply for final acceptance.

2.4 Feasibility analysis

2.4 Feasibility analysis

(1) The project leader is the lecturer of foreign trade English correspondence, who has led 5 teaching and research projects, including 2 at the provincial and ministerial levels; Published 10 teaching and research papers as the first author, including 3 international search core papers and 1 Chinese core journal paper; Received 5 teaching commendations/rewards, including 1 second prize of the National Business Education Teaching Achievement Award; One bronze prize in Internet plus Guangdong competition area. Having rich theoretical foundation and practical experience in foreign trade English, strong sense of responsibility, and able to ensure timely completion of tasks.

(2) The main lecturer of this course team has rich teaching experience and outstanding achievements in the reform of foreign trade English correspondence teaching. They have led multiple teaching research projects and guided students to achieve excellent results in multiple national, provincial, and municipal competitions. Professor Yi Luxia is the host of the National Demonstration Course on International Trade Theory and Practice of the Ministry of Education. The composition of the research group members is basically reasonable. There are not only professors and associate professors with rich teaching and research experience, but also experienced lecturers and master's teams. They have presided over nearly dozens of provincial and municipal teaching and research projects, and have published nearly 200 high-quality academic papers in domestic and foreign academic journals. The research team has the ability to complete the research work of the projects.

(3) After preliminary accumulation, our research group has a certain amount of project resources and accumulated a relatively sufficient research foundation. This course has been awarded the first-class online and offline hybrid undergraduate course at the university level, and is currently competing with provincial-level first-class online and offline hybrid undergraduate courses, which can support the orderly progress of this project. This course has developed one Chaoxing platform high-quality course resource for blended learning, with a cumulative page view of 75409. There is also one Chaoxing platform online teaching platform, one online course demonstration MOOC website, three high-quality course resource sharing platforms, and one corpus resource. In 2016, the first school level Guangzhou University of Business and Business Online Open Course (MOOC) demonstration project "Foreign Trade English Correspondence" was completed, and a 106 hour online open video MOOC course website was self built; After completion, the MOOC course website will be used to transform into an applied undergraduate program and explore blended learning. During the process, various teaching reforms will be combined, including the continuous establishment of case libraries and corpus resources, and the introduction of PBL classroom mode. By combining MOOC with the international trade competition platform, students can practice various foreign trade competitions on this platform, At the same time, the results will be transformed into textbooks and shared online as high-quality courses for the 21st century on the official website of Tsinghua University Press. Business English textbooks will be published at Northeast Normal University and shared online as micro courses on the publishing house's official website.

(4) The school has abundant teaching and research resources, with a collection of 3.27 million paper books and 10 on campus practical teaching centers. It has purchased abundant and sound digital research resources. The school attaches great importance to teaching quality and the development of teachers, providing sufficient financial support and funding support for project research. It has a relatively sound educational research management mechanism, which can provide corresponding software and hardware conditions for project research.

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