

Teaching Design and Practice of Accounting English Course under the Background of Educational Informatization

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Abstract

The rapid development of the Internet, cloud computing, Internet of Things and other high technologies has promoted the rapid development of the information construction of university education. This article from the teaching feasibility analysis, the teaching process design, the teaching evaluation standard, and so on "accounting professional English" course information teaching design and practice. Using the information wisdom teaching platform, change the traditional teaching mode, improve the classroom learning effect, optimize the education process, so as to cultivate and improve the students' information literacy, deepen the education and teaching reform, and promote the innovation of teaching and learning mode.

Keywords

Educational Informatization; English for Accounting; Instructional Design.

1. Introduction

Through the use of Internet, multimedia, intelligent teaching equipment and other information technology, promote education reform, to achieve intelligent teaching means. Information-based teaching is highly respected and widely used in colleges and universities. It is considered that student-centered, real-time statistics and analysis, integrated management, diversified interaction and resource sharing are the five key elements of information-based teaching. Teaching informatization has influenced the education of colleges and universities from all aspects, and the construction of education informatization has gradually begun to closely center on the concept of "wisdom" and build a "smart campus" in the information age.[1] At present, most colleges and universities have adopted informationized wisdom teaching platforms such as Rain Classroom, Wisdom Tree, Learning Tong, Ali Tingxing, Tencent Conference, etc. Both students and teachers have experienced the convenience of informationized wisdom teaching platform.[2] This paper takes the course "English for Accounting" as an example to explore the innovative teaching design and practice under the background of educational informatization.

2. Teaching Feasibility Analysis

The teaching of English for Accounting Specialty involves the reform of information education. This course requires integrating the basic knowledge and theory of accounting into the basic skills of professional English, fully reflecting the extroversion and integration of the course, focusing on training students to use the logical framework of accounting language, and indirectly transforming it into accounting processing in the English context.[3] In the process of the new accounting professional English teaching, by constructing the informationization teaching platform, is effective to cultivate students obtain timely and relevant accounting professional English knowledge, also by building sharing, interactive platform, effective training and interpretation of wisdom, the individuality expression of accounting professional English learning idea, promote students comprehensive growth.

3. Design of Teaching Process

3.1. Setting of Course Teaching Objectives

Teaching objectives have a guiding role, which is very important to the construction of the curriculum and the development of teaching. At present, there are three main views on the connotation of teaching objectives: the first one is called standard requirement theory, which holds that teaching objectives are expected results set by the subject of teaching behavior for the development of teaching activities; The second is the teaching outcome theory, which believes that as long as the people involved in the teaching activities have the expected results, so both teachers and students have the expected results, and this result can be inferred through technology; The third is consequentialism, which points out that students, as participants of learning, have teaching goals if they hold the psychology of obtaining knowledge structure changes from teaching activities. In general, although there are some differences in these viewpoints, they all emphasize that the teaching goal should be the expectation of both the teaching subject and the learning subject for the teaching activities.[4] Accounting professional English course goal is to make the students master the basic terminology and basic professional English, can strengthen the overall relationship between English language and accounting professional, thus in English experience and understanding of accounting theory, in the accounting scenario to learn and master English, can skilled reading English accounting literature and handle accounting affairs for the purpose of using English. [5] This goal is expected to stimulate students' application awareness, practical language literacy and good expression habits of accounting major English.

3.2. Course Construction

Construction of Information Teaching Platform for Accounting English Course. As a widely used informationized teaching platform, the educational administration system of our school has been connected with the platform.[6] Teachers can directly log into the online teaching platform through the official website of our school and use the staff number to log in or download the APP of "Learning Tong" on their mobile phones to log in. After logging into the Learning Connect platform, the course will be activated. After activation, you can import the class list of students who need to attend classes directly through the existing list of the educational administration system, so that students will automatically join the course. Students can also log into the online teaching platform through the official website of the school and use their student ID to log in, or use their smart phones to download the "Learning Tong" APP to log in. After logging in, they can see the curriculum platform established by the teacher after entering the class. The course interface of Accounting Professional English includes eight modules, including teaching plan, chapters, materials, notices, assignments, exams, discussions and statistics. Click on the corresponding class and you can see the classroom activity library, which has many resources, including: sign in, select candidates, answer quickly, practice in class, etc.

Teachers can upload the prepared electronic text resources in the resource library of the learning platform according to their needs. According to the characteristics of Accounting Professional English, students can upload electronic materials such as International Accounting Standards, original English textbooks and accounting dictionaries in advance as pre-class preview materials, and upload some commonly used Chinese and foreign websites for accounting majors to facilitate students to understand relevant issues.[7] The learning-through teaching platform provides the function of resource storage for teachers' lesson preparation, and can stimulate students' desire to explore knowledge actively. It can make pre-class preparation for the later stage and increase students' interest in learning at the same time.

3.3. Curriculum Implementation

The course of English for Accounting Specialty is mainly carried out by the mixed online and offline teaching methods.

3.3.1. Release Learning Task Points before Class to Guide Students to Study Online

After the completion of the building of the learning platform, the teacher guides the students to use the learning platform for targeted preview before class by releasing task points.[8] For example, use audio-visual import method to publish learning task points. Guide the students to watch the recorded audio/video online. Try to choose a short, concise and interesting video in English. Through the network video import method, can stimulate the student's learning interest. Set up different accounting scenarios, let students experience and understand the role of accounting in the scene and English expression through practice and simulation.

3.3.2. Enter the Offline Classroom through the Sign-in Module of the Learning Connect Platform

The Sign-in function in the activity module of the learning platform can introduce students into the offline courses for Face-to-Face teaching. Usually, the teacher will initiate the Sign-in 5-10 minutes before class. The Sign-in time can be set selectively according to the situation of the students in the classroom and the Sign-in mode can be selected. Class attendance can not only ensure students' attendance at class, but also cultivate students' learning habits. Teachers and school educational administration can also accurately monitor students' attendance, which avoids the phenomenon of students skipping class and fishing in troubled waters.

3.3.3. On-line and Face-to-Face Teaching to Record Classroom Activities based on the Scoring System

Accounting English courses belong to the teaching of communication and expression, and Face-to-Face communication can solve students' blind spots in pronunciation, international differentiation and professional terminology expression. During the offline class, I will use a scoring system to calculate the class performance of each student. The main scoring recording module includes signing in scoring, answering the question mode scoring, selection mode scoring, with class practice scoring and so on. Selecting and Answering mode scoring is to obtain the corresponding points for the answers of classroom questions, which generally occurs in the middle period of the course teaching. The scoring mode of in-class exercises is a consolidation link set 15-20 minutes before the end of the course. The general score can be set according to the different types of questions.

English learning for accounting majors focuses on participation and expression. Through the information platform to select candidates and the mode of answering questions to help students understand the knowledge points. In the course of accounting English class teaching, according to the logical relationship of the textbook, enlightening questions can be designed according to the knowledge points of the chapters for students to answer, so as to induce students to study, think and explore. When students participate in and practice, they can exercise the use of English expressions and knowledge points invisibly. The mode of selecting candidates mainly introduces the function of mobile phone shake, which increases the interest and randomness. If students are in class, they may be shaken by the teacher. The randomness of shake can promote students to stay awake in the learning state, and everyone is likely to participate in the answer, so it virtually helps students consolidate and memorize English vocabulary.

Adopting problem group practice and scoring mode to strengthen the knowledge learned in class. Before the end of each chapter, according to the teaching arrangement, some knowledge points are designed into exercise groups, so that students can use the learning through class exercise module to practice and consolidate what they have learned.[9] The learning through

platform can observe students' problems, and help teachers to find each student who has made mistakes, give them suggestions and correct them in time. Learning through the platform can choose different types of questions according to the teaching arrangement, set different points. Through statistical data, teachers can check and make up for gaps and know each student's grasp. Timely remind and help the students who have not mastered the relevant knowledge points of accounting professional English.

At the end of the course, class participation is reflected in the form of class score ranking. At the end of each single course, the Learning Pass will automatically count the top 10 students in class performance and encourage students to participate in more classroom activities through ranking. According to each class performance, different students will be listed every week, and learning will be promoted according to the ranking. After each class, students will look forward to better performance in the next class and get more points. Through constant encouragement and reminder, knowledge will be absorbed by students imperceptibly.

3.3.4. Consolidate Online Learning after Class

After the Face-to-Face class, we will release after-class expansion materials through the learning platform, including the expansion videos of corresponding chapters, the expansion reading materials of chapters, group oral English exercises, extended discussion questions, and the arrangement of after-class exercises, so that students can strengthen the knowledge points they have learned. For example, in Chapter 1, students were divided into six groups and asked to list asset account, liability account, equity account, revenue account, expense account and profit account respectively in English. Then they recorded a short speaking video for each group.

4. Teaching Evaluation Standard

As the reference basis of education and teaching research results, curriculum evaluation standards can find out the problems in the teaching process, optimize and improve the teaching process, and then improve the teaching level. As the reference of teaching results, the reasonable establishment of evaluation criteria plays an important role in the application of teaching models. According to the characteristics of data statistics and the setting of weight ratio of the learning information platform, the following curriculum evaluation standards have been formulated for accounting English courses.

Table 1. Course evaluation criteria

Numble	Assessment points	Ratio	Evaluation criterion
1	Sign in	10%	Accumulated by weekly class hours
2	Classroom interaction	20%	According to the platform online data
3	Homework	10%	The average grade for all assignments
4	Course Audio and Video	5%	According to the platform online data
5	Group task	5%	According to the platform online data
6	Final	50%	unified examination

Through the use of information teaching platform on students' academic performance, classroom attendance, such as intelligent management, change the traditional result evaluation method. The information-based teaching platform uses data analysis to reasonably assess the learning status of students, and makes teaching programs matching the learning needs of students through intelligent assessment and analysis of students' learning status. Summarize students' academic performance, form electronic files, carry out continuous and dynamic management of students' learning status of accounting professional English, and realize the

comprehensive and full-link management of information teaching platform and students' learning of accounting knowledge. [10]

5. Summary

Under the background of education informationization, new methods of teaching innovation are explored based on the intelligent teaching platform. Taking English course for accounting specialty as an example, this paper forms a student-centered double-subject teaching mode through modern teaching methods and realizes interactive teaching. The research time of this paper is short, innovative, practical and other aspects also have many shortcomings, hope that this paper can provide some ideas and direction for education and teaching reform.

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