

An Analysis of the Effect and Countermeasures of the Teaching Practice of "Thai+Live Broadcasting with Goods"——Taking Hainan Tropical Ocean University as an Example

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Keywords: Thai Compound Talents, Language, Live Broadcast, Teaching Practice

Abstract: Based on the goal of serving the development of national construction and training non universal language talents, and complying with the development of the times and social needs, it is very important for application-oriented universities to cultivate non universal language talents under the background of new liberal arts construction. In recent years, the traditional sales model has been changed by the live delivery of goods on the multimedia platform, with the recruitment of Thai anchors. This paper, taking the Thai major of the Foreign Languages School of Hainan Tropical Ocean University as an example, analyzes the specific achievements, problems and corresponding countermeasures of the students of this major in the practice of "language+live delivery", with a view to giving some reference to the relevant teaching practice.

1. Introduction

Since the outbreak of the covid-19 epidemic, all universities have responded quickly and seriously implemented the requirements of the Ministry of Education on "no suspension of classes, no suspension of study, no suspension of teaching", taking students as the core, doing a good job in online education and teaching, and effectively organizing students to strengthen curriculum learning during the epidemic prevention and control [1]. Most of the courses offered for Thai majors in China are basic courses, core courses and specialized courses. Students learned basic courses such as Thai, listening and reading in their freshman and sophomore years, and learned core courses and specialized courses in their junior and senior years. During the junior year, because of the epidemic situation, it was impossible to go abroad, and the language training in China was limited by no context, so it was very necessary to carry out online+offline language practice for junior students. This paper mainly explored the practical effect of "Thai+live delivery of goods" and reflected on the existing problems and positive countermeasures.

2. Practice process and effect

The practice object of this paper is all the students of the Thai language major of Grade 2020 in the School of Foreign Languages and Chinese studies of our university, a total of 40 students. The

practice method is to give a group lecture first, and then "dingding" online live promotion. The specific practice content is divided into three stages. Before the practice, the teacher explained the concept and development of the live delivery of goods, the selection of the live delivery of goods or commodities, and the way and platform of the live delivery of goods, and watched the video of learning the live delivery of goods in Thailand. In the process of practice, the students themselves choose the products promoted by the live video with goods, refer to the video imitation learning, and promote in the way of online physical display and Thai explanation. After the practice, they initiate online voting in the dingding background to select the top three of the promotion sales and give rewards. In practice, the use of the Internet has realized the integration of "Thai+live broadcast with goods", enhanced the real-time and interactive nature of the curriculum, realized the transformation of the teaching mode from "teaching centered" to "research and learning centered", improved the enthusiasm and learning quality of students, and achieved good teaching practice effect [2].

In practice, the commodities selected by students can be divided into food, beauty care, daily necessities, books, etc. Among them, 22 people choose to promote fruits, Thai snacks, Chinese snacks, drinks, local specialty snacks and other food commodities, accounting for 55%; A total of 7 people, accounting for 17.5%, chose to promote eye shadow, lipstick, liquid foundation, facial cleanser, skin care products and other beauty care products; A total of 10 people, accounting for 25%, chose to promote Thai pillows, mosquito repellents, fragrances, paper towels, combs and other daily necessities, and 1 person, accounting for 2.5%, chose to promote and sell books. In the selection process, students need to know the basic information, performance, production method, use method and purpose of the goods in advance.

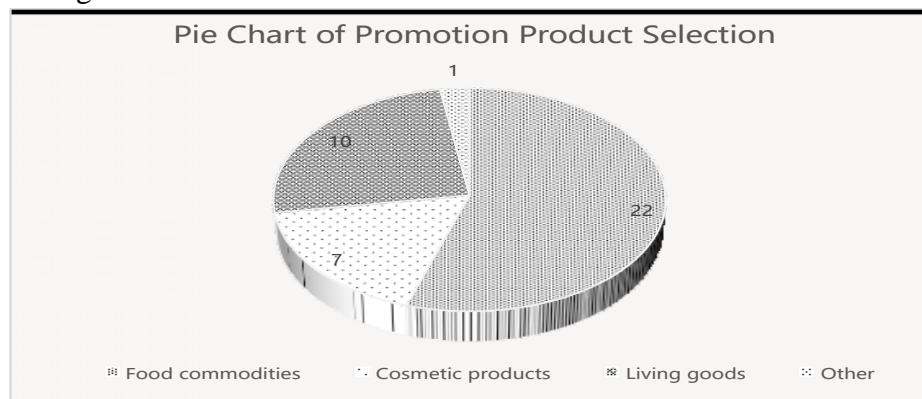


Figure 1: Pie chart of promotion product selection

From the statistics (Figure 1), it can be seen that students mainly focus on their interest, personal relevance and cost performance in choosing goods. Students can pay attention to the Chinese and Thai goods they are interested in.

In the process of product promotion, students imitate the language of the network platform, get familiar with the detailed information of the products they promote, and can use vivid language to promote sales. In the process of promotion, different students have their own characteristics. Specifically, it can be divided into: First, the copywriting has its own characteristics. In the process of promotion, it is humorous and full of emotion. The advertising words of the promotion rhyme and are catchy; Second, the language expression is smooth, correct and infectious, and the product can be introduced clearly and logically; third, the product itself and the promotion strategy are enough to attract customers. After the live broadcast, we launched a vote on the nail platform and received a total of 32 valid votes to elect the champion, second and third place this practice course. The main reasons for voting are: like the anchor, very detailed explanations in Thai, good Thai pronunciation, like the products promoted and the live broadcast content is novel and interesting.

Voting result chart

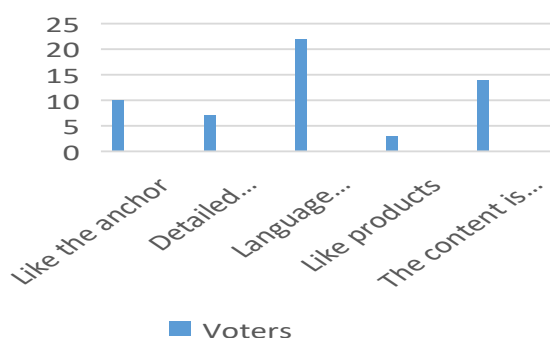


Figure 2: Voting result chart

Among the students who participated in the voting (shown in Figure 2), 29 voted because the anchor explained the details and language standards in the live promotion process, accounting for 90.62%, and 3 voted because they liked the product itself, accounting for only 9.38%. From this data, it can be seen that most students' evaluation of the "Thai+live goods" promotion effect is mainly based on the anchor's language ability to promote products, and the importance of language in live promotion has been highlighted.

3. Problems in practice

The practice of this course is arranged in the primary school after the end of the final exam. There is plenty of time for preparation, and the students can choose their own products. The attractive voting incentive mechanism makes students more enthusiastic to participate in this practice, but there are also many problems.

(1) Teachers are short of knowledge theory and practical experience in training compound talents. At present, most professional Thai language teachers in China only have knowledge about Thai language, Thai literature and Thai culture. In the practical exploration of interdisciplinary talent training, teachers have limitations in interdisciplinary and cross industry theoretical knowledge and practical application experience. In the practice process of "Thai+live broadcast with goods", the guidance to students is mainly language guidance and lacks guidance in relevant advertising, sales and professional terminology.

(2) The students' basic knowledge is not solid, and their language application ability is insufficient. In the process of practice, students with good Thai language foundation can better promote products, while students with weak language foundation have errors in words and expressions, unclear explanations, incomplete contents, etc. in the process of promotion.

(3) Students have stage fright due to forgetting words and nervousness. Some students failed to remember the promotion text because they did not make preparations in advance in the process of practice, and temporarily put forward to postpone the promotion. Some students were nervous because of stage fright and incoherent expression, and applied for re promotion.

(4) The promotion copy is just an introduction but lacks attraction. Some students' language expression is not flexible enough and has no appeal. They mainly introduce goods, lack the ability to write a copy, have no sales skills, and do not grasp the essence of cross-cultural communication, making their performance in the process of product promotion plain and unique.

4. Analysis of practical countermeasures

With the prosperity and development of international economy and trade, there is an increasing demand for versatile talents who have mastered professional skills and a certain level of foreign language. Language teaching must be guided by market needs and closely integrated with economy and society [3]. In this practice, students' language ability is not only examined, but also their early understanding of the selected products, writing ability of product copy or advertising words and sales skills. A good live promotion cannot be separated from many factors, such as the promotion platform, attractive products, novel and distinctive promotion copy, well prepared anchors, and good publicity before and after. Therefore, there are many problems in practice that need to be improved, explored and perfected in the future teaching practice. At present, the main countermeasures are as follows:

(1) We should strengthen the cultivation of young professional teachers' ability to master complex knowledge, and optimize the construction of foreign language teachers in colleges and universities [4]. First of all, teachers should voluntarily update knowledge and guide students to learn new knowledge. Secondly, we need to innovate the training mechanism for young teachers, innovate new ways to improve young professional teachers, encourage teachers to learn relevant knowledge of new disciplines and industries in the process of going to school and visiting students, use the resources of schools and enterprises to train double qualified teachers, or explore ways of school enterprise cooperation with enterprises in related fields to learn from the practical experience of enterprises. We should make teaching practice more practical, and jointly help to cultivate students' comprehensive ability. School enterprise cooperation can also be specifically implemented through specialized courses, lectures, internships, etc.

(2) We should consolidate students' professional discipline foundation and cultivate students' interest and confidence in learning. For most students, learning Thai belongs to zero basic learning. Teachers strictly require students to memorize words and recite texts according to the learning rules in the process of teaching. Students should consolidate the basic knowledge of the discipline in the basic stage of learning, so as to gradually master the language expression ability, further establish students' self-confidence and sense of achievement in learning the language, and lay a good foundation for continuous exercise and progress in the later practice. In the teaching process, we should lay a solid foundation for junior students, and strengthen language training, knowledge mastery and application ability for senior students.

(3) We should reasonably increase thematic situation simulation language practice to improve students' language skills and application ability. At present, the study of professional courses is mainly focused on learning text knowledge, and there are few opportunities to practice the main language of situational simulation. Adding situational simulation language practice can not only improve students' adaptability to unfamiliar environments, enhance their courage and confidence, but also enable students to actively learn knowledge, digest knowledge and express their personal views through thematic situational simulation language practice, and cultivate students' dialectical thinking to explore the curiosity of knowledge and meet the needs of society.

(4) We should improve the curriculum and the second classroom activities, and strengthen the students' awareness of becoming the subject of learning. We should increase the proportion of students' practical courses in the curriculum, implement the teaching concept of "teacher led, student themed" in the process of language practice, and fully mobilize students' enthusiasm for learning under the guidance of teachers, in order to stimulate students' awareness of "active participation, willingness to explore, and diligence", so that students can have more opportunities for language practice in the classroom; In the second classroom activities, in addition to more activities related to language use and expression to improve language skills, we also carried out news broadcast, live broadcast with goods, scenic spot explanation, creative copy and other activities. We should also

combine teaching with pleasure, interest and heart, create learning methods in the form that students like to see and hear to achieve better results, and establish a good interdisciplinary talent training model [5].

In the context of the construction of new liberal arts, it is a challenge and opportunity for applied universities to cultivate non universal language composite talents. Facing the increasingly strong competitiveness and the demand for social composite talents, Thai majors should also seize the opportunity and face the challenge bravely. This practice shows the enthusiasm of students to learn new knowledge and the importance of language. In the future teaching process, it is necessary to further optimize the construction of professional teachers, innovate the training mode of foreign language talents in colleges and universities, and actively explore the mode of school enterprise cooperation, so as to cultivate students' interest and confidence in learning, and improve the language practice curriculum. We should actively improve the short board, effectively use online platform resources, cultivate students into talents needed by the society, and better promote the development and employment of students.

Acknowledgement

Fund project: Education and Teaching Reform Research Project of Hainan Tropical Ocean University, the general project "Research on the Training Mode of Thai Language Professional Compound Talents of Applied University under the Background of New Liberal Arts Construction" (Project No.: RHYjg2022-11).

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