



Higher Vocational English Teaching Reform and Practical Exploration under the Background of MOOC

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Abstract: “MOO” not only brings about reforms in educational methods, but also brings about an impact on educational concepts. Under the background of MOOC, more and more English teachers in higher vocational colleges are beginning to get out of the mindset, open up online and offline education paths, and redesign the English teaching process. This article mainly focuses on the two aspects of “the advantages of MOOC for English teaching in higher vocational education” and “the reform strategy of higher vocational English teaching under the background of MOOC”. It is hoped that “MOOC” will be the starting point to scientifically plan the English reform of higher vocational The plan promotes the return of higher vocational English reform from theory to practice and makes substantial progress.

Keywords: Vocational English; MOOC teaching; advantage analysis; reform strategy

With the help of the MOOC platform, higher vocational English teachers can further broaden their teaching paths, supplement teaching resources, optimize teaching assessments, and carry out efficient knowledge transfer within the limited English class time. More importantly, with MOOC as the starting point, most vocational students have a higher interest in learning and are willing to explore their English knowledge through independent exploration and become active builders of vocational English classes. Let every student transition from “passive learning” to “active exploration”, which is one of the important goals of higher vocational English reform.

1. The Advantages of MOOC for Higher Vocational English Teaching

1.1 Stimulate students' initiative

After the introduction of English MOOC teaching, most students showed an extremely strong interest in exploration and were willing to take the initiative to learn English. Specifically, first of all, English MOOC is a kind of online education, which is not restricted by a fixed time and a fixed place. Students can learn English anytime and anywhere. This flexibility allows students to get out of the pressure of passive learning, feel relaxed and free, and are willing to actively incorporate English learning into their daily schedule; secondly, in the process of accepting English MOOC, students are in a state of independent learning [1]. In this state, students will naturally reduce their dependence on teachers, actively discover English problems, and actively reflect on the process of English learning.

1.2 Broaden the English learning path

The emergence of English MOOCs breaks the traditional English learning model and gives higher vocational students more choices. Specifically, on the one hand, in the traditional English learning model, students have limited access to English knowledge, such as: English textbooks, English teachers, etc. After starting the MOOC, students can listen to a large number of online courses, receive extensive knowledge of English, and broaden their English learning paths independently. On the other hand, on the MOOC platform, students can choose different English teachers and differ-

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ent English courses. Such a learning atmosphere is full of different opinions, which is conducive to inspiring students' thinking and guiding students to understand the English knowledge system from different angles [2]. Moreover, the MOOC platform also involves other courses, such as: ideological and political, science and engineering, architecture, literature, medical care, etc. Students can explore the integration relationship between English and various fields from the perspective of "English +", and further broaden their personal knowledge reserves .

1.3 Consolidate the effectiveness of English teaching

As a link in the higher vocational English teaching system, English MOOC can consolidate knowledge and improve teaching effectiveness. Specifically, first, in the review stage, English MOOC is a good review tool. For example, English MOOC can sort out important and difficult knowledge, assign homework, answer questions, and continuously deepen students' memory, so that students can achieve better learning results in a short time; second, offline English classroom time is limited, but online admiration The class has unlimited room for expansion. For example, when learning about "English culture", vocational students can search for "family culture in English", "social culture in English", "dining culture in English", and "English in English" through the MOOC platform. Festival culture" and so on. This is not only a kind of consolidation, but also a kind of expansion, which can enrich the English culture of vocational students from different dimensions and realize the English teaching goals of this part ^[3].

2. Higher Vocational English Teaching Reform Strategies under the Background of MOOC

2.1 Construct an English flipped classroom through MOOC preview

Based on the flexible characteristics of MOOCs, English teachers in higher vocational colleges can arrange MOOCs before formal lectures, and construct an English teaching system in the form of "English Preparatory MOOCs". In this process, higher vocational English teachers should pay attention to the following: first, make an "English Preparatory Course Outline", through concise and concise text, instruct students to preview with clear goals, and improve the efficiency of student preview; second, target students in preview For the problems encountered at the stage, higher vocational English teachers should sort out the "English Preparatory MOOC Question Bank", and provide directional guidance for the next formal teaching [4]; third, combine online MOOC and offline Q&A classes. Higher vocational teachers can construct English flipped classrooms, highlight the important and difficult points of English teaching, and facilitate the understanding of higher vocational students.

2.2 Use MOOC to review and assign English development tasks

Utilizing the resource advantages and functional advantages of the MOOC platform, higher vocational English teachers can assign diversified expansion tasks and improve the quality of students' English review. Taking "English Literature" as an example, after learning English literature related knowledge, higher vocational English teachers can arrange: (1) Study the history of English literature (UK, the United States, etc.); (2) understand the representative writers of English literature (Shakespeare, Oscar Wilde, Charles Dickens, etc.); (3) Analysis of the social value of English literature (politics, economics, culture, education, etc.); (4) Appreciation of English literature and television works (Jane Eyre, Pride and Prejudice, Cast Away)..... These expansions This type of learning task takes "English literature" as the main part and extends multiple branches, which is conducive to students from different perspectives [5], consolidating knowledge of English literature.

2.3 Improve English evaluation mechanism based on MOOC learning

The main problems of the traditional higher vocational English evaluation mechanism are: firstly, it only pays attention to English performance and does not pay attention to English literacy; secondly, it praises those who are excellent in learning and ignores those who are progressing in learning. In response to these problems, higher vocational colleges should scientifically reform the evaluation mechanism: (1) Establish a "multi-dimensional English evaluation mechanism" to incorporate English performance and English literacy into the evaluation system. In the evaluation of English literacy, teachers can combine specific performance in English MOOC, such as whether students are active, whether students assist the team, whether students are actively innovating, etc., as the basis for evaluation; (2) Develop a "stu-

dent-centered evaluation mechanism” “, focusing on evaluating students’ learning performance in English MOOCs, not only recognizes those who are excellent in learning, but also encourages those who are progressing in learning, so that every student can feel the joy of learning English, and the more they learn, the more confident they are.

3. Conclusion

In the actual situation, some vocational students are very interested in MOOC and actively request MOOC learning. However, relevant teachers are not very motivated and are unwilling to try new teaching models. On the road of higher vocational English reform, English teachers should be guides, not hinders. In order to guide students scientifically, English teachers in higher vocational colleges should take the initiative to contact MOOCs and actively study MOOCs, such as “English MOOC Academic Research Report”, “English MOOC Lectures”, “English MOOC Seminars”, etc. It is an effective way for English teachers to exchange MOOCs, and it will help improve the ability of English teachers to carry out MOOCs.

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