

Practice and Reflection on Inter-school Credits in College English Courses

Mingfei Zhao

Liaoning Communication University, Shenyang, Liaoning 110136, China

Abstract. Through the practice of teaching cross-school credit courses in college English classes, the innovative model of combining cross-school credit with flipped classroom is implemented. The practice has proved that the innovative teaching mode has promoted the improvement of students' listening learning effect and learning ability, and has reached the expected teaching goal. At the same time, the teaching level and scientific research ability of teachers have been improved.

Keywords: Cross-school Courses; Teaching Mode; Flipped Classroom.

1. Introduction

The specific realization of "offline" learning in College English teaching. "Offline" here refers to classroom teaching, in which teachers conduct group teaching or even individual tutoring through pre-class learning tasks assigned in advance. Specific implementation is as follows:

1. Re-integrate teaching content and assign "online" learning tasks before class. First of all, the knowledge points are re-classified according to the teaching outline of the College Experience English Course. Secondly, in the design of courseware, we combine the knowledge points with the content of I Write of the Chinese and foreign language teaching and research Institute of open online courses. Finally, the teaching process assigns "online" learning tasks.
2. Expansion design of teaching methods in class. Teachers. First of all, focus on answering the questions raised by the students and commenting on the practice answers; Secondly, through the way of classroom questions or quizzes to further understand students' mastery of knowledge, explain the key, difficult and error-prone points of this unit; Finally, in the form of quizzes and competitions, students can deepen the knowledge points of online learning. The student side. For chapters that are easy to understand, students go to the podium to explain the knowledge points, and then the teacher gives comments and guidance.

2. Exercise Students' Independent Learning Ability and Enthusiasm.

In the new era of the Internet, students should make full use of online resources to improve their English listening ability. Now there have been many popular English network self-learning software on the network platform, so students can conduct independent listening learning after class through the network. These online listening learning software can fully simulate real listening conversation scenes in daily life, so that students can also create their own

Points of listening conversation conditions. In the process of learning, students should pay attention to the imitation of phonetic tones, which can not only exercise students' oral English expression ability, but also improve their English listening quality in a subtle way. In addition, these online audiovisual speaking software is generally self-centered in the course setting, which can fully mobilize students' learning autonomy, generate interest in English listening learning, and improve students' listening learning efficiency. It is worth noting that when choosing online listening learning content, students must combine their own learning ability to choose the corresponding level of courses. If they are confused in the learning process, they can seek answers by means of the Internet or directly establish contact with the teacher to seek answers.

1. Adopt the teaching method of "Internet + topic-related English text"



Teachers make use of the latest English articles and send them to students before class, so that students can study independently and preview relevant knowledge; In class, the teacher will summarize and summarize relevant sentences and vocabulary, so that students can learn, discuss, translate relevant content under the guidance of the teacher, and report the learning results orally, so as to understand and translate. Give feedback to students after class to help them improve their learning strategies and consolidate relevant knowledge. Furthermore, teachers can improve the content of relevant English texts for re-teaching based on students' learning responses, so that the arranged English texts can promote teaching, students can better absorb teaching content, and teachers and students can achieve a win-win situation.

2. Adopt the teaching method of "Internet + Wechat English"

In the process of college English teaching, the teaching is closely combined with various professional vocabularies. Due to the advantages of Wechat, such as mini, easy operation and multi-dimensional interaction, the suffixes and other words of common college English words are added to the after-class answers for learning, so as to build a learning platform and break the teacher-centered one-way knowledge imparting mode. With the multi-interactive teaching that "I want to learn" becomes "I want to learn", students can make full use of their spare time to realize fragmented language learning and meet their personalized learning needs.

3. Integrate humanities education into professional English

In the process of college English teaching, because the distinctive humanism is the characteristic of college English, the expressions of various sentences are different, which will cause certain misunderstandings to the listeners. Therefore, penetrating some humanistic education background knowledge into college English learning can not only increase their diversified knowledge and ability, but also improve their humanistic quality.

4. Use "Internet + Wechat English" and other assessment methods

Teachers can arrange relevant English listening articles in advance through the wechat platform, so that students can answer questions offline and teach them

Teachers will evaluate the results in combination with the answers, class attendance, class answer, preview and review after class, etc., and comprehensively cover the evaluation, so that the evaluation results are objective.

3. Design of Teaching Plans for Cross-school Courses

English online courses have the characteristics of language and compound, with its strong Internet gene, mainly students' independent learning.

Focusing on openness and interaction, it can fully integrate the results of English teaching reform exploration and continuous innovation, break through the limitations of time and space, and improve students' freedom. It greatly makes up for the lack of traditional English classrooms and realizes the leapfrog development of English education. A single means such as paper-and-pencil testing, which is widely used in teaching. Therefore, it is of great practical significance and research value to form a relatively perfect evaluation system, guide and improve the efficient implementation of online courses, help students choose their own courses in online courses, and make the learning of courses more conducive to the development of students. At present, the research of online courses mainly focuses on the platform

In terms of module construction, a lot of analysis of its structure has ignored the practical application, and a small amount of exploration and application has also been dabbled and stayed in the theoretical stage. However, the research on student learning evaluation system and network teaching quality is seldom paid attention to. How to use the network course platform to assist teaching efficiently and effectively and evaluate students objectively and comprehensively has become an urgent problem to be solved. In the information age, blended learning fully integrates the advantages of traditional

classroom teaching and online learning. It not only pays attention to the leading role of teachers in teaching, but also pays attention to the initiative and creativity of students as learning subjects. Various empirical studies show that the blended teaching mode has great potential, which enriches the teaching mode of efficient courses, promotes the teaching reform of related courses, and plays a great role in improving the teaching effect. In the era of "Internet + education", it is of great significance to explore the implementation of blended teaching mode in online courses for students' learning evaluation strategies.

Based on the research results of online courses on teaching platforms such as Chaoxing and I Write and the actual use effect of English online course resources, this paper aims to explore the path and strategy to improve the learning evaluation system of online course resources platform, which will provide useful references for exploring the reform and innovation of online course teaching in China. Therefore, it has strong research value. Learning and evaluation under OBE hybrid mode can more effectively integrate two independent modules of online learning and classroom teaching, which is more conducive to "student-oriented and teacher-guided", and the learning effect is better than the traditional teaching mode. Through the reading of literature, the plan from humanism, constructiveness.

In terms of learning and multiple intelligence, it obtains the relevant theoretical basis of the online course learning evaluation system, and defines the concept, characteristics and structural model of the online course learning evaluation system. Then the comparative study of the learning evaluation system of the course resource teaching platform is carried out through the experience of learning Super Star, fine resource sharing course and online school. Under the guidance of relevant theories, taking the advantages of each platform evaluation system, relying on Dalian Ocean University's English online courses, the practice application of OBE mixed teaching mode with English subject characteristics was carried out with the help of Super Star platform, the implementation effect was compared and analyzed, and an electronic questionnaire survey was conducted to explore the path and strategy of improving the online course learning evaluation system.

4. Achievements of Teaching Reform

1. The reform results of students' theoretical learning cross-school courses and credit mutual recognition project are a promotion platform for students to transform from traditional talents to new innovative practical talents. In the traditional teaching mode, students lack autonomy and only passively accept the knowledge transmitted by teachers, with little interaction between teachers and students. In the new classroom model, every student in the class can actively participate. Students can experience the teaching style of famous teachers through the network platform, and students support the construction of this project. At the same time, through the form of group reports, the content of students' self-study is displayed in the form of inter-group competition, which optimizes the sharing resources of the network of the course builder, forms a good online and offline interaction among students, and virtually improves the enthusiasm of students' independent learning.

All these are the teaching effects brought by the new teaching reform. By using teaching video learning on online platforms, students can arrange and control their learning time according to their own situation, avoiding many drawbacks of offline learning, such as being less cramped and nervous than in class. Moreover, since videos can be played repeatedly, there is no need to worry about keeping up with the teaching progress in class, and students can control the progress of watching videos by themselves and have online discussions at the same time.

2. Improvement of students' practical ability Traditional English teaching tends to input knowledge, and students' ability to apply English is weak, making it harder for them to have a sense of innovation. With the outbreak of information technology, textbook knowledge can no longer meet the needs of students. College English teaching should conform to the development of The Times and design diversified teaching models. In the context of "Internet +", taking "MOOCs" and "flipped classroom" as the main representatives of new Internet-based teaching models as examples, "MOOCs" use the

forms of video courses on websites and real-time online communication and interaction. Compared with the old teaching mode, the relatively free time and open space make the teaching go out of the classroom and into the world. Students can choose the learning content reasonably according to their actual learning level. Before class, students can choose their own courses; After class, for the problems that have not been solved in class, students can find relevant content in the online course and make up for themselves.

Under the guidance of classroom teaching mode, teachers can make use of existing online courses and independently develop course resources (micro-lessons, multimedia courseware, etc.) to guide students to actively search for Internet resources, online learning and offline reading. In class, the students are divided into groups and the teaching content is presented in the form of project report. The teacher checks the learning effect, evaluates the performance of different students and gives correction and guidance to strengthen the learning effect. This cross-school credit program not only promotes students' self-study enthusiasm, but also smoothly transforms students from traditional talents to new practical talents.

5. Conclusion

Through the combination of inter-school credits and college English teaching reform, the teaching mode of inter-school credits changes the traditional college English teaching methods and methods relying on "chalk, blackboard, projector, slide", breaking the time and space restrictions of students' learning. Construct the "Internet +" college English teaching situational, interactive, entertaining, efficient, human culture ecological teaching platform..

Acknowledgments

Project name: Practice and Reflection on Inter-school Credits of College English Courses.

Project category and number: Curriculum and textbook construction No. 13.

References

- [1] Liaoning Province. The pilot project of cross-university credits in general undergraduate universities is launched [J]. Chinese out-of-school education, 201 4(6):1 72.
- [2] Zhao Xinglong. Knowledge internalization process and teaching model design in flipped classroom [J]. Research on Modern distance Education, 2019(2):55-56.
- [3] Zang Xiaoli, Cui Leyou, Li Yang. Research and Practice of inter-school credit teaching Mode of "General Psychology" under the Internet platform [J]. New Curriculum Research,201 8,(4):63-64.
- [4] Chen Dongyu, Xu Jing, Jiang Hongxia, Li Zhulin, Jia Fengrui. Exploration and Practice of cross-school course credit teaching model under the background of "Internet + Education" [J]. Higher Agricultural Education,201 7,(4):83-85.
- [5] An Xiaofang. Foreign Second Language Teaching Methods and the Reform of College English Teaching in China [J]. Journal of Jiamusi Education,2016 (5) :416-417.