Study on the Layered Approach of Public English Course of Vocational School Analysis under MOOC Era

Xiaofei Xiao[1]

[1] Jiangxi Vocational and Technical College of Electricity, Nanchang, Jiangxi, 330000

59624917@163.com

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Abstract. In order to meet the Ministry of Education applied technology university, promote vocational schools' public English teaching reform and achieve comprehensive development of Power Engineering majors, this paper theoretical basis of combing the different levels of teaching, try to explore and admire the traditional teaching methods combined to achieve Public English Course for Power Engineering majors Specialty implementation level teaching approach in order to improve teaching effectiveness, and promote the application of culture, vocational talents.

Introduction

One important criterion for the construction of the Ministry of Education is making efforts to promote applied technology universities, requires colleges and universities train technical personnel in line with the application of socio-economic development. The quality of personnel training is to evaluate whether the culture in line with the needs of the job market. The sutdents are required to have strong professional practice ability of application talents and to achieve all-round development of themselves. This presents a challenge to traditional teaching, the objective reality requires to effectively improve the teaching effectiveness and a new round of education reform of the traditional teaching model (teachers are the dominant class, students are passive recipients of knowledge). The main disadvantages of this model are that it is unable to resolve the contradictions based on individual differences in students' English, and between teaching content and difficulty, it is difficult to achieve individualized and personalized development of students. Achieving professional training hierarchical conducives to encourage interest in learning, improve teaching effectiveness and achieve educational equity.

The Problems in Vocational English Teaching

Vocational English courses are vocational and technical education in a very important course, the success of English Teaching in Higher related to the smooth progress of the whole higher vocational and technical education reform, therefore, only the first to identify the presence of Vocational English Teaching The problem, in order to prescribe the right medicine - teaching reform.

Vocational College students nowadays students have two parts, one is the high school entrance examination is entered through vocational colleges, which is the main part, the other part is vocational, secondary vocational colleges through counterpart entry exam study. Since the state colleges and universities to expand enrollment, on the delineation of scores of students entering colleges and universities in general can learn, and the candidate English scores were ignored, making some poor results of English students also entered the college classroom. Moreover, high school students basic English up relatively better, while those from remote mountainous areas and vocational, college students basic English is very weak, especially students from vocational high school and college, and their foundation in English only equivalent to the level of junior high school, and some students even did not know the basic pronunciation and word. In vocational institutions, we often encounter the following circumstances: student do not know where to begin, where the teacher taught from master well in the classroom, the students take care of the poor foundation, the basis of good students will have enough to eat, do not take care of the students will make a poor

foundation an can not keep making them more the farther down, a long time to give up a lot of students learning English.

As students of the Higher Colleges significant difference, wide open areas of expertise, to improve students' ability to practice English in a limited period of time is the key, to make the public to lay the foundation for the professional English teaching English teaching English teaching more well as professional knowledge and skills development services, it is necessary to choose the right course content and materials, currently does not have a complete accord vocational students to use English textbooks. On the market a lot of English teaching in higher vocational colleges is a replica of undergraduate teaching and compressed version, do not fit the existing vocational students based on understanding the characteristics and development needs. Although in recent years, many publishers published a large number of vocational English teaching, the applicability and practicality is not strong since students come from complex knowledge structure and varying levels.

Vocational English teaching model has obvious characteristics, have a tendency to follow the general pattern of Undergraduate Education in Colleges and Universities. Many teachers mistakenly believe that English teaching is compression regular undergraduate English teaching mode replica or discipline system. While it is entirely depends on the teacher grammar-translation method of teaching in the classroom, but the traditional teaching is teacher-centered, students practice in a passive position, but the impact not enough. English teaching has not yet set up a skills-oriented, good enough for the degree as the guiding ideology of their own unique teaching mode. American social linguist has proposed language ability is only part of communicative competence.

It is insufficient to complete the communication task force during oral intercourse, and it must also have the ability to discourse. Social language skills and strategic competence, for the vast majority of non-English major vocational students, the classroom is their only opportunity to use English to communicate, can this opportunity has been taken up by the teacher taught, some teachers now use multimedia teaching, school students will often receive some English original material, but did not solve the (dumb English) learning (the state). Student has little opportunity to speak the less exercise of their own statement, much worse the ability to communicate in English and their classmates teachers are afraid to speak, let alone the culture of English proficiency.

A big problem of the evaluation of all kinds of education is too much emphasis on the long-term existence of the screening and selection of feature improvements and incentive function of the neglect is the purpose of the exam means the pursuit of education have become school teachers, so that the result of deep-rooted cause of examination-oriented education teachers Students heavy result, light process, heavy academic performance, the overall quality of light and all-round development, and written test weight, light Comprehensive Assessment Some students usually do not learn, absenteeism is serious, there are some kind of teacher to students to reduce the difficulty of the final exam only test some after-school exercise, the students at the end of time mysteriously to copy a copy can get a good result, this phenomenon greatly affected the enthusiasm of students, contributing to the generation of unhealthy it is to learn English, vocational students take college English proficiency exam three, and some can participate CET, was evaluated by its yardstick to judge the effect of English teaching, and if the conclusion is (achieved remarkable success) should be considered hand as an exception, because it means that a vocational ability of taking more students at our current college admission mode, vocational students compared to students to colleges and universities, is it not their relatively weak candidate before entering Higher? Is it after relatively weak candidate who enters a non-examination oriented educational institutions. In fact, that is the culture examination capabilities. Generally speaking, it will be more significant than those of relatively strong candidates who made it? Obviously, this evaluation system is problematic.

Teaching at Different Levels

Courses combine traditional teaching and Mu achieve professional level teaching public English, the main implementation (teaching objects split by the following process of organizing, teaching

content category "teaching forms graded" Practical Teaching and Evaluation System classification "team-building interaction and MOOC production and teaching carrier construction.

The main basis Objects shunt is based NMET single subject results, while reference. EU Description Framework, learn language skills IELTS "TOEFL and English majors and other testing tools, the existing level of English students and professional learning potential integrated assessment.

Based on the assessment, students are divided into three levels, in order to ensure the diversity of students in the class, conducive to the comprehensive development of students, students without placement, only to realize the internal split in the class. Once every year, the assessment ensures that students are at different levels of dynamic flow. Specific evaluation process completed by the foreign teachers and Chinese teachers, each student gets a rating scale measured in order to learn the professional portfolio recorded. During the first assessment of student enrollment completed military training, while taking advantage of the school's counseling center, psychological intervention to shunt the process in order to achieve better results.

Streaming of students are on the basis of the need for specific teaching content classification. Teaching contents decomposion needs to make teaching programs at training program and guiding teaching programs and curricula. Teaching process can not arbitrarily reduce the overall teaching objectives teaching units, but for the same teaching objectives, you can prepare for different levels of students different teaching programs, teaching goal decomposition, in principle, students teaching the decomposition of the lower target should be more careful, grade students progressively reduced to the adoption of decomposition and increase teaching objectives teaching content, so that different levels Students progress to the same teaching goals.

Practice teaching should be based on the student's English level hierarchical practice, I implemented in the actual teaching simple language input and language output level from the combination of two levels, the ability to practice communicative discourse level. The second level is mainly for three and four students can use, task-based scenarios. Teaching set task scenario, the degree of task completion and accuracy of language as the main evaluation criteria.

Conclusion

MOOC production classes and can be used a combination of micro-lesson, MOOC recording and micro classes can use, micro laboratory. Completed teaching taught for the same shared goals can admire lesson, but for students at different levels of classification guidance can be through micro lesson. If the network environment, poor teaching, teacher-student interaction through the establishment of the MOOC, base and micro-channel coil to achieve. Students' practical work can also use modern mobile media devices, by way of video job classification submission, which can greatly improve teaching efficiency.

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