

Research on MOOC Teaching and English Blended Learning Strategies for Mongolian College Students' Oral English

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Abstract—After a lot of theoretical research and practical investigation, it is concluded that Mongolian college students' English learning should embody better learning ability because of their basic ability of bilingual acquisition. However, through the past English scores of the middle school entrance examination and college entrance examination of Mongolian students, it can be found that their English scores are worse than those of Han students, and their oral English expressions are also quite different. The MOOC course of college oral English is based on the topic and takes the training of oral skills as a traction to improve the practical application ability of the oral English communication of Mongolian college students from longitudinal and deep dimensions. The course introduces the standard and training method of oral ability in the IELTS examination, cultivates students' oral English ability gradually from three levels: basic daily dialogues, the output of independent long and short sentences, discussion and debate of many people, and improves the students' daily oral English output ability in an all-round way. The course requires students to complete the course study. Students' grades consist of their usual performance, examination results and forum performance. Discussions in the forum include comprehensive discussion area, teacher answer area and classroom exchange area.

Keywords—*Oral English, English blended learning strategies, Mongolian colleges students*

I. MOOC COURSE TEACHING OF BASIC DAILY CONVERSATION

Teachers can introduce the basic skills of basic daily conversation through the MOOC course: for example, teachers can guide students to introduce their hometown, introduce tourist attractions, talk about the necessity of modern life and sports, learn how to express their shopping, and so on, so that students can learn how to start the topic and how to chat in daily oral practice. When teachers are making MOOC courses, it is necessary to consider the characteristics of Mongolian college students in minority areas. When providing MOOC videos for students, English subtitles should be provided so that students can better understand the teaching content of teachers.

Examples of basic daily conversation of spoken English. Through MOOC video, students can be guided to watch the actual scene of dialogue. Teachers can guide students to learn some related expressions. By watching oral video, students can feel the pronunciation of authentic English, which will make their oral pronunciation more standard and authentic, and it also creates an English language environment for students.

Practice link: Teachers guide the students to practice. For this link, teachers should complete it in the classroom teaching. They can guide students to organize their own language to introduce their hometown on the basis of the following questions. In this link, teachers should encourage students to speak English boldly. They can organize students to do situational dialogues, divide them into groups and let two people in a group, and select groups of students for situational dialogue. After the finish of the students' oral performance, the teachers should summarize the advantages of students' oral practice, then summarize the problems that appear in the students' oral practice, and put forward the solutions.

II. SETTING OF MOOC COURSE OF COLLEGE ORAL ENGLISH

According to the online and offline teaching content, teachers arrange corresponding oral English homework for students. The students upload the oral English video or audio to the homework area. In that way, they can learn from each other and comment on each other. Each student can see the other students' homework in the homework area. They can ask questions and help each other to solve problems. Then, the teachers assess the quality of each student's homework and select excellent homework. According to the teacher's teaching schedule, the oral English homework is divided into each chapter, the section and the final evaluation, and the students can gradually improve their spoken English according to their performance in different periods.

III. THE DEBATE WAS DISCUSSIONED BY MANY PEOPLE

Teachers have a comprehensive discussion section in the open MOOC course. The teachers put forward the corresponding questions according to the each online and offline course, and guide each student to participate in the discussion of the message. Students can ask questions and leave messages to each other. Finally, the teacher comments,

corrects the mistakes in the discussion, encourages each student to participate in the discussion actively, and sums up the students' performance in the forum.

IV. MOOC TEACHING PROBLEMS AND HOW TO ENSURE THE QUALITY OF ONLINE LEARNING.

Textbooks are the key tools in English teaching, which have significant effects in improving the quality of teaching. However, the current Mongolian nationality still uses the unified national English textbook in English teaching. Many contents and sentences in the unified English textbooks in China are usually presented in Chinese form, so they do not pay attention to the customs of this minority. Thus, they deviate from the English learning habits of the minority college students at the corresponding level and can not effectively apply the more active thinking characteristics of bilingual students. Moreover, most of the contents in the textbooks are different from the actual life of this minority, which will lead to the difficulty for the students to adapt to the content and thinking mode of the textbooks. This not only increases the difficulty of English teachers' teaching work, but also makes it difficult for students to understand and has a great impact on the quality of teaching. At present, there are no textbooks specially designed for Mongolian college students to teach English, which limits the improvement of their English ability to a great extent and makes the local English teaching quality unable to improve. Network based courses teach online learning content through network technology. Whether the mode of transmission is independent, asynchronous or synchronous, online learning is an innovative reform, and it is easy to be incorporated into the school teaching system. However, the selection of online projects is complex and diversified, such as the development of the project through national institutions, local units, private institutions, or non-profit units. With the rapid development of science and technology and the birth of the Internet, online learning has also been widely used in higher education and adult training programs. So, how to guarantee the quality of online learning? Evans (2010) points out a few key elements: the online course is in line with the curriculum standards, it is convenient for the students and teachers to use, the students' achievements are linked to the curriculum, the course is developed by the teacher with professional knowledge, and the online course should be included in the evaluation of the school project. The teaching principles of online learning have also changed, such as the design of learning activities, schedule, interaction with students, curriculum evaluation, teaching design and so on, which are different from the traditional classes.

V. CONCLUSIONS

Due to the limitation of the region, many Mongolian college students in minority areas have some disadvantages such as nonstandard oral English pronunciation, sentence error, narrow English contact, and so on. Through the combination of MOOC course learning of college oral English and classroom practice learning, students can communicate more with the outside world and with native speakers of English, can have basic oral ability in international exchange, can use communicative strategies naturally, can carry out improvised speeches lasting three minutes on general topics and can make the speech organization clear, connect naturally and full of details, and can participate in discussions and debates on abstract topics and make comments and put forward their own views on this basis. The MOOC course enables students in many remote and small schools to get access to courses not previously taught. Barbour and Reeves (2009) pointed out that these courses provided equal opportunities for education for students who were segregated by geographical, ethnic and economic factors. Online learning not only provides more choices for students in these areas, but is also an educational way within their economic scope. College English course is not only a basic language course, but also a quality education course to broaden knowledge and understand world culture, which has both instrumentality and humanism. Therefore, when designing college English courses for minority college students, we should also give full consideration to the cultivation of students' cultural quality and the imparting of international cultural knowledge. In practical teaching, it is necessary to take the local national language as the basis and effectively combine with Chinese and English for learning. With the continuous progress of economic globalization, the implementation of MOOC course within the Mongolian Nationality has become a necessary path for the development of the times, which is the core point of strengthening the overall strength of the minority college students. Moreover, in the current Mongolian education, it has become the way of inheritance and development of national culture. English can help the Mongolian people learn foreign advanced technology and integrate with international practice at a certain level.

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