

Research and Practice of College English Teaching under Cross-school Credit Earning Teaching Mode

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Abstract: Cross-school credit earning is an important part of the comprehensive national education reform and one of the important measures to accelerate the reform and development of higher education. This is of great significance for stimulating students' enthusiasm for learning, breaking the barriers of educational resources in colleges and universities, promoting the fairness of education and teaching, expanding the ways of talent training, and promoting the integrated development of colleges and universities within the region.

1. Introduction

To achieve the goal of sharing higher education resources and improving the overall quality of higher education, local education authorities in China have invested heavily in funds to build online learning platforms for shared courses in universities under the background of national shared courses construction, allowing college students to learn excellent courses from other universities without leaving campus. [1] Under such circumstances, the concept of earning cross-school credits comes into play and college students can select courses offered by other universities in accordance with the agreements between colleges and universities and receive the corresponding credits. This is done by using a third-party teaching management platform and by building high-quality online courses. As a result, a new teaching management model emerged in which institutions that provide courses must assess and approve the credits. In general, cross-school credit earning can encourage the co-construction and sharing of high-quality teaching resources among colleges and universities, promote the change of teaching concepts, reform the content and delivery of instruction, enhance the teaching ability of teachers, and foster students' independent learning habits.

2. The significance of implementing cross-school credit recognition program

A university's effective teaching resources are limited, making it hard to completely satisfy all of its students' learning needs and preferences. In this instance, college and university collaboration has emerged as the only viable option to correct this flaw. Every college and university typically has its own professional and advantage courses. By utilizing these resources for other students in an online learning environment, we can not only address the issue of a lack of resources for teaching in higher education but also prevent the creation of duplicate courses.[2] We can also implement cross-school study, credit recognition, and truly advantageous resource sharing.

An essential issue in the implementation of the cross-school study and credit recognition program is how to recognize credits. Credit is a unit of measurement used to compute a student's learning weight. Under typical conditions, credits should be transformed into a specific score based on the time and difficulty of learning a specific course. When a student learns all of the course topics and satisfies the prerequisites, he will receive the necessary credits. In the scheme of credit recognition, students will receive credit after finishing the cooperative colleges' course, and this credit is mutually acknowledged among the cooperative colleges. Due to the implementation of cross-school study and credit mutual recognition projects, universities' previous closed state of independence and self-integration is broken, and students now have a simple and quick way to select courses from different universities.

3. Using flipped classroom to innovate College English teaching

In order to foster students' capacity for independent learning, teacher can adopt flipped classroom mode, which blends online viewing of instructional videos with classroom instruction together. In most cases, before class, teachers provide the video assignment to the students. In order for students to flip the classroom teaching style under task-driven and interest-driven goals, teachers must respond to students' queries, discuss knowledge points in class, and provide guidance and explanations for challenging concepts. Students learn material outside of class in a flipped format while students' knowledge internalization is achieved through interactive conversation in classroom teaching. Teachers are able to anticipate students' learning situations and can respond to inquiries in class. Discussions and interactions among students are more likely to encourage internalization of knowledge. Flipped classroom, which breaks the traditional teaching order that teachers teach first and then students learn, emphasizes the concept that "students learn first and then teachers assist their learning." [3] Flipped classroom makes students become the subject of learning and makes teachers play the role as a host or a director, being responsible for the design of teaching activities, grasping the classroom progress, and adjusting the classroom atmosphere, etc.

Teaching process is more adaptable when a classroom is flipped. Teachers can encourage students to watch online video courses by themselves first by assigning them a suitable oral English theme, and this type of autonomous learning frequently causes students to have a strong recollection of what they learn. Students take on a leadership role in the classroom during a flipped lesson, therefore teachers must carefully plan their opening remarks to capitalize on this. Teachers must be knowledgeable in the subject matter they are teaching and take full advantage of their classroom management responsibilities in order to guarantee the accuracy of the teaching ideas, material, and objectives. The author's university selected the Practical College Oral English course from Liaoning Gold Course Platform as a self-study online learning resource. Practical College Oral English is a required basic public course and general course for all undergraduates in non-English majors and is a component of the College English course. The teaching objective of this course is to develop students' overall English application skills, particularly their oral communication abilities, so they can effectively study, work, and interact with others in the future. It also aims to improve students' ability to learn on their own, as well as their overall cultural accomplishment and ability to adapt to the demands of our society and international communication.

Emphasis on the practical use of the English language is one of its distinguishing characteristics.

Through learning, students can consolidate and strengthen their comprehension ability, independent thinking ability, and problem-analyzing and problem-solving ability. They can also truly master the fundamental knowledge and oral expression techniques described in the Practical College Oral English courses. The majority of the course's oral subjects, like language learning and careers, leisure activities and travel, hometown and weather, wildlife and the environment, cuisine and dining establishments, etc., are taken directly from the IELTS speaking test. The syllabus of the course serves as the basis for assessing students' proficiency in oral English as well as their capacity to interact with others, express their thoughts, and provide commentary on oral English-related topics using their acquired language and cultural knowledge.

4. Advantages of cross-school credit earning in college English teaching

In contrast to traditional teacher evaluation techniques, cross-school credit earning combines a number of evaluation techniques, including performance on an online platform, participation in class discussions, assignments, and a final test. Teachers can instruct students in small groups using pictures, videos, or micro-lessons to teach difficult or abstract language concepts, and then they can present the students' learning outcomes in the form of a PowerPoint presentation. For daily oral English knowledge, teachers can encourage students to demonstrate their learning through sitcom performances, conversation performances, or other means. In a flipped classroom, students take center stage as the primary learners, while teachers manage the flow of classroom displays and discussions, respond to students' questions, summarize the variations in each group's levels of

mastery and expression, and provide fair and accurate evaluations.

Additionally, cross-school credit earning makes the learning process flexible and accessible. Students can access the platform “Cool Learning Liaoning” at any time to get open online courses of high quality. They can watch the video whenever they want, pause it whenever they need to consider a crucial or challenging concept, or look up further information online. Additionally, users can watch the video explanation process again for the most important and challenging concepts, connecting each concept to create a knowledge map for each chapter to organize the information. Students can acquire course content more easily and grasp the course knowledge of Practical College Oral English through more diversified information acquisition channels than using the traditional teaching method. On the online learning platform for the cross-school credit earning, students can at any time clarify the challenging knowledge points. To completely understand the entire level of student learning, teachers can also frequently review the online learning environment.

5. Application of cross-school credit earning—taking College English as an example

Implementing cross-school credit earning creates a quick, direct platform for learning. Students get the opportunity to explore their major with more teachers in addition to taking top-notch courses at other universities. Without a doubt, this will be able to significantly increase the course’s learning effectiveness and efficiency. Higher standards have been imposed on both course creators and users as a result of the adoption of the cross-school credit mutual recognition project. The user of the course should do a good job of coordinating the students’ learning process and thoughtfully planning the teaching work, while the course builder should maintain close contact and communication with the user, update the course resources at any time, and provide prompt feedback to the problems raised by the user.

5.1 Stimulating students’ interest in learning College English

The best teacher is curiosity. To reach the goal of realizing students’ independent learning, it is effective to boost students’ enthusiasm in their studies. We made the decision to use Liaoning Province Gold Course Platform’s Practical College Oral English, an online course, to support College English instruction in order to increase students’ enthusiasm in learning English while also enhancing their speaking skills. After teaching practice, we realize that teachers must effectively present the first lesson effectively in order to stimulate students’ interest in taking this online course. If the first lesson is delivered well, students will develop a keen interest during this first lesson, which will also arouse their curiosity and satisfy their need for knowledge while laying a solid foundation. To foster students’ keen interest in college English, we teachers should ensure that students have a thorough comprehension of oral English. This will prevent students from becoming bored with just memorizing English vocabulary and grammar rules.[4]

5.2 Ensuring the dominant position of students in the classroom and guiding students to study independently

The role of teachers is changed from “teaching” to “guiding” in the College English cross-school credit earning activities. It is vital to adopt the student-oriented teaching approach, flip the traditional teacher-centered model, give students a prominent role in the classroom, and pay close attention to their needs, feelings, and experiences. Teachers should encourage students to take the initiative to study and think critically, and focus on the development of their own skill and quality as “subjects” in accordance with the needs of teaching objectives. Teachers should assist students in planning their viewing of the course video in a rational and logical manner, timely remind them of the learning process, help them set up appointments and keep in touch with them, and encourage them to take part in group discussions. To provide students the chance to analyze and solve issues for themselves, teachers should correctly design both online and offline challenges that are directly connected to the online curriculum. They should also encourage students to think critically on their own and to ask questions and express their own opinions. [5]

5.3 Forming effective interaction between teachers and students

Face-to-face engagement and communication between students and teachers is drastically decreased during the cross-school teaching of College English, which might leave some students feeling isolated and powerless to learn and affect how well instructional objectives are met. Therefore, there needs to be engagement, contact, and communication between the students and teachers. To build strong rapport between teachers and students and make sure communication runs well, we can employ real-time, non-real-time, online, offline, and other types of communication. Today's frequently used email, QQ, wechat, and other platforms allow for quick and easy communication between teachers and students, ensuring that the teaching support system is unhindered and that teachers are always available to answer questions.

5.4 Focusing on innovative and flexible assignments

Learning College English simply from books is insufficient for proficiency. A appropriate homework schedule must be linked with instruction in order to successfully support instructional activities. The completion of homework and unit tests in the teaching of cross-school study of College English can not only encourage students to learn, assist students in firmly grasping the knowledge points, and investigate students' understanding and mastery of the knowledge learned, but can also become a timely feedback mechanism for the evaluation of the teaching effect of cross-school study. Teachers should make the most of the summary, analysis, comments on homework completion and exam results, allow students to promptly explain their own issues, encourage them to improve their study habits, and offer the necessary assistance. To fulfill the objective of enhancing students' oral English communication skill, teachers should completely reform the College English homework mode and can assess students' oral English level more intuitively by recording audio works or video works.

6. Conclusion

In order to broaden their knowledge and develop their humanistic, scientific literacy, and cultural taste, cross-school credit earning project gives college students the chance to enroll in university courses they are interested in without having to leave the campus. In the course of completing the study credit project, it is inevitable that new situations and issues will arise. However, by continuously integrating experience and innovation into the concrete implementation process, as well as by making numerous unceasing efforts, it will be possible to share high-quality educational resources between colleges and universities, give students access to more excellent courses and enhance the quality of instruction. In conclusion, cross-school credit learning and credit recognition have evolved into an unavoidable trend in higher education. Online cross-school study overcomes the inter-school barrier and enables the sharing and interoperability of excellent educational resources. It eliminates the regional restrictions imposed by the old educational model, allowing colleges and universities across the nation to complement and share their superior curriculum resources. This is a helpful and powerful effort to support the reform of China's educational system.

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