

# MOOC-based Teaching Reform of Business English Reading Course

Wang Lan

Yinchuan University of Energy, Yinchuan, Ningxia Hui Autonomous Region, 750100, China

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**Abstract:** The rise of MOOC has opened up a new way of thinking for the teaching reform of ESP courses, especially vocational English courses. Business English reading teaching plays an immeasurable role in training compound business English talents. The particularity of Business English reading course, which is different from ordinary reading, often causes many problems for teachers in the teaching process. Students' learning ability, learning habits and interest value orientation will vary from person to person. Teachers have realized the existence of this situation in teaching, but it is limited by the single space-time limitation of traditional teaching methods. Throughout the teaching process, we are always in the most real language learning environment, do a good job of the effective connection of knowledge points, and deeply grasp the knowledge. In terms of teaching organization, various flexible methods and means are adopted to carry out teaching work for different learning objects and course types. At the same time, with big data analysis as a reference, learners can refer to the learning behavior and learning process recorded in the learning background, and adjust the learning situation according to the timely evaluation of learning effects.

## 1. Introduction

One of the most important components of educational resources is curriculum resources. As the core content of educational resources sharing, curriculum resources sharing has also attracted more and more attention [1]. How to further deepen the reform of English teaching and cultivate excellent talents with good international business communication ability and higher professional cultural accomplishment through ESP courses, especially vocational English courses, has become one of the issues of great concern in the current English education reform [2]. Business English reading course must fully consider its professionalism, focusing on its applicability, practicality and professionalism, adhering to the three principles of precise positioning according to teaching objectives, project-based teaching content and system design. Improve reading speed and language ability; Business reading can impart business knowledge and be familiar with business operation process [3]. MOOC is no longer the opening of a single teaching resource, but the opening of interaction, participation, teaching implementation and evaluation process. It is also the opening of the teaching concept. It truly realizes the opening of the teaching content as the center to the learner learning. Course changes [4]. Emphasis on the wonderful teaching of system knowledge, students feel that learning difficulties and can not participate. "Really effective learning should not hinder learning, but should help to learn and promote learning. Teaching content updates and teaching method reforms, creating a number of "famous courses" at the school, provincial and national levels, while actively promoting the course online Resource sharing, expanding the radiation area of the curriculum, improving the course click rate, and further improving the level and quality of education and teaching [5].

The earliest appearance of "MOOC" was in 2008. Later, the research on "MOOC" has been warming up all over the world. MOOC basically teaches tens of thousands of learners, even as many as hundreds of thousands of learners [6]. The second letter O stands for "open" and refers to an interest-oriented curriculum, which can be learned as long as it is interested. It is a worldwide, cross-border and linguistic course teaching method [7]. With the emphasis on "interaction and feedback" and the advocacy of "online learning community", the following characteristics distinguish the traditional classroom from other online courses. More and more attention has been

paid to strengthening the exploration and research of general education in higher education and improving the quality and level of higher education [8]. Business English reading course majors are in an era of rapid change in information technology. They are easily exposed to new things, willing to accept the attempts of teaching reform brought about by information technology, and have patience and ability to use information technology to improve learning effect [9]. Taking business English reading courses as an example, the drawbacks of traditional classroom teaching are obviously reflected in three aspects: traditional teaching ignores the expression of language. Teachers attach importance to the introduction of basic knowledge such as professional knowledge and technical terminology, ignoring the cultivation of students' ability to use business English. Classroom teaching activities are monotonous and the atmosphere is dull. In-depth exploration of the resources of famous teachers, promote the open sharing of higher education curriculum resources, realize the social responsibility of serving the society and cultural inheritance and innovation, and encourage teachers to actively participate in the research of teaching and personnel training, and promote the transformation of teaching concepts [10].

## **2. Feasibility of Business English Reading Course Teaching**

### **2.1. Advantages of MOOC teaching design**

Provide abundant business English learning resources to meet students' personalized learning needs. MOOC has abundant learning resources, which can meet the needs of different students. Guiding learners to contact and introduce foreign trade situations, using textbooks and classroom to guide learners to perceive reading and writing tasks, and then using micro-classes to input language. Students can choose appropriate courses according to their abilities, interests and foundations, and set their own learning progress and speed arbitrarily. Students with good foundation and strong acceptance ability can master more difficult course contents, while students with weak foundation and poor acceptance ability can learn repeatedly. The curriculum design based on project and task should replace the curriculum design based on English learning knowledge system, construct a complete teaching process and attach importance to the openness of the teaching process. The teacher's change of the image of the traditional knowledge disseminator and the status of the classroom leader is no longer the center and focus of the teaching, but the planner and organizer of the teaching process. Actively absorb and internalize knowledge, become a true independent learner, and be a proactive participant in learning and thinking.

### **2.2. Combination of MOOC and teaching theory**

In business English reading teaching, it is particularly important to carefully arrange extracurricular knowledge closely related to the subject around the theme. Students can only read on the premise of understanding the relevant knowledge, development process, latest progress and future trends of certain business topics. In the course, the students learn around the knowledge points involved in the "Mu lesson" video, and can mobilize the students' learning enthusiasm by means of free discussion in class, group discussion and role playing. The vocabulary, sentence patterns and model texts brought about by physical textbooks can give students a more intuitive feeling. At the same time, classroom interactive discussion is an indispensable part of curriculum learning. To cultivate students' ability to cooperate with others in dealing with related business, to be familiar with the enterprise structure, to master the ability of presenting in English in the workflow and to communicate in English in the workplace has become the goal of English course teaching. The important content in the classroom lies in the internalization of knowledge. Therefore, the organization of face-to-face knowledge points and the design of classroom activities are the core of the mixed teaching model. The practical characteristics of the business English reading course require that the knowledge point design of the classroom applies a combination of horizontal and vertical modes.

MOOC is also more able to adapt to the modern learning environment with abundant information resources and diversified access channels. Teachers are no longer the only source of

information, and books are no longer the only carrier of knowledge. The exposure of a series of improper reading methods in the teaching process shows that it is very important to train students in learning strategy guidance and integrate English reading strategies and skills into business reading materials. Make a detailed curriculum plan and plan the content of each course module, so that students can understand the course objectives, course resources, learning tasks and course assignments of Business English Reading Course. It requires teachers to be familiar with the course and multimedia technology, so as to solve doubts, correct daily homework, unit test, evaluation and so on. Finally, improve the monitoring and evaluation system. In the vertical organization, teachers can conduct business case translation exercises based on genre, design team activities or discussion activities after the summary of knowledge points and key points, and the teachers are based on student participation. Students are asked to conduct real-time evaluations, requirements and strategies, such as the status of the problem, the results of the targeted exercises, the situation of dealing with the problem alone, the cooperation and cooperation of the group, and the results of the presentation. Inspire students to think and cultivate students' independent and dialectical thinking.

### **3. Theoretical Construction of the Teaching Model of Business English Reading Course for MOOC**

#### **3.1. Guide students to familiarize themselves with business background knowledge**

Teachers should plan the teaching objectives, contents, students' characteristics and teaching environment of Business English Reading Course. At the same time, referring to the syllabus, the teaching objectives and specific contents are decomposed and planned, and knowledge points are subdivided. In the teaching process, the transformation of teaching mode is the transformation of teachers' roles and deeper teaching concepts. Teachers' teaching and students' learning in the traditional sense will give way to mutual teaching and learning between teachers and students, forming a "learning community". Reading skills can be divided into skimming and reading. It can be used to effectively judge the author's attitudes and opinions, summarize the main content of the discourse, find topic sentences, etc., in order to more effectively conduct business English reading. Help students understand the foreign trade process more vividly and initially recognize the importance of the development letter. The resources are as lively and interesting as possible, so as to guide the students to carry out independent learning, and the resources should not be too restrictive, so that they can make better use of the characteristics of students who are more easily exposed to informational new things.

#### **3.2. Strengthen the internalization and practical function of classroom**

Teachers should fully understand the ability level of students, take into account the requirements of higher education for students' practical ability and application ability, and give consideration to the needs of students' future professional work, so that the curriculum content integrates information, professionalism and sense of the times. The effect of MOOC and other information methods in teaching is obvious. First of all, it enriches teaching resources. By using micro-class and MOOC, students can learn a lot of information input. In addition to learning materials recommended and formulated by teachers, students can enrich their knowledge and expand their personal vision according to their needs. The learning process management and evaluation system of MOOC teaching is very strong. Under the MOOC teaching mode, students use tasks as the driving force to carry out advanced learning and achieve learning goals. In principle, we should make full use of MOOC's autonomy and flexibility to prepare for pre-study, study, test, and evaluation, and use the advantages of traditional classroom face-to-face to achieve the improvement of teaching and learning. The curriculum should break the limitations of the translation tool understanding, expand the business links and business knowledge background generated by business English, and combine business cases to make students have a more perceptual understanding of business English reading courses. Teachers can demonstrate the corresponding reading strategies in as few steps as they can. Through a large number of business English reading

articles, students can further practice and gradually improve the difficulty of reading the articles to guide students to strengthen the skills and improve the reading speed. One of the important criteria for evaluating the quality of personnel training is whether it can cultivate application-oriented talents that meet the needs of the job market and have strong professional practice ability to achieve the all-round development of students.

MOOC, by means of traditional classroom teaching, enables virtual online learning to find a real communication environment, helps learners to achieve face-to-face communication, classroom competition and face-to-face confusion, and speeds up the internalization and absorption of knowledge. Before contacting business English articles, we should establish a systematic grammatical system and be familiar with various grammatical structures. Learn to analyze the grammatical components of sentences and their corresponding grammatical functions. And find out the main part of the sentence, distinguish the main clause from the subordinate clause, and clarify the relationship between each component of the sentence. Under the subdivision of teaching objectives, the number, length and content of MOOC videos are reasonably designed. The characteristics of business English reading course and basic theoretical knowledge are introduced through short videos, so that students can have a general understanding of the teaching content. Imitate practice tasks in addition to the exercises provided in the training software. From a one-way knowledge transferer to a student learning facilitator, mentor and information resource provider. This learning model helps to establish a learning community. The teacher is a common learner in the community, commits to common goals, shares learning resources, and shoulders the mission of achieving goals.

#### **4. Conclusion**

This paper studies the teaching reform of business English reading course based on MOOC. The emergence of MOOC provides support for the organization and implementation of teaching. It can realize the differentiated teaching process in the same teaching time, aiming at the same teaching goal. Schools and teachers should make good information technology reserve in advance, and carry out targeted training on various technical links to ensure that students can skillfully use MOOC to learn, so as to achieve the desired effect of teaching mode. The interaction and mutual assistance of network platform, teaching, students and teaching resources have been constructed, which has changed the traditional roles of teachers and students, and realized the transformation from content-centered, teacher-centered curriculum to learning-centered, student-centered teaching. It subverts the traditional teaching methods, makes English teachers feel more urgent, and indirectly lays the foundation for the improvement of students' English level. In the MOOC teaching process, students can enjoy the guidance of famous teachers and contribute to the improvement of English quality. Improving the teaching effect of business English reading and improving students' ability to acquire information and master business knowledge require teachers to constantly discover problems, analyze problems and solve problems in teaching practice.

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