

Research on the Teaching Method of Culture-related Courses under the Framework of Cross-school Study for English Majors in Colleges

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Abstract. The open and formative teaching approach within the framework of cross campus learning for English majors in universities reflects an open and inclusive spirit of teaching and problem-solving, a sustainable learning method and process, and an attitude towards cooperative teaching and learning. The English major, with its characteristics as a liberal arts major, is particularly suitable for open and nurturing teaching models within the framework of cross school studies. Students majoring in English in universities should cultivate the habit of lifelong learning in an open teaching and learning environment, and effectively utilize the learning community under the cross campus learning framework and actively adapt to the diverse scoring mechanism under the cross campus learning framework.

1. Introduction

The cross campus learning teaching model for English major courses in universities is not a completely new approach, but in order to implement this teaching model effectively, it is urgent for English major teachers to further refine it based on the learning characteristics of the English major. Whether it is language learning or cultural learning, English majors are a cumulative process. We would like to focus on discussing open English teaching and formative English teaching in conjunction with the cross-school study teaching model.

Schools have never been, and should not be, a closed learning environment. Dewey spoke in "My Education Doctrine: Dewey on Education": "Education is a process of living now, not a preparation for future life." [3] Whether you agree with the latter half of this sentence or not, education is indeed a process of life, or learning is a process of life. If student is a profession or an identity, then learning is a lifelong life process that accompanies everyone. Only by breaking the closed loop between the classroom and campus can university education enable students to develop lifelong learning habits in their daily lives. College English majors should cultivate lifelong learning habits in an open teaching and learning environment.

2. Open Teaching for English Majors under the Framework of Cross school Study

In the era of the internet, the barriers between schools and society have become invisible. Students can easily find text or video content related to course content or

their own interests online, watch it at any time, watch it repeatedly, and interact with authors, other readers, and viewers through comments, bullet screens, and private messages. However, the barriers between courses and between schools have always been stubbornly present to a certain extent, influenced by the inertia of traditional methods, hindered by existing systems, and interfered by technical barriers in the specific implementation process. Joint teaching of the same or similar courses between schools may not be feasible, or may become mere formality.

What is "openness"? Openness is to make learners not linearly agree or disagree during the learning process, but guide them to listen to different voices and listen to different people telling the same story.

2.1. How can learners be exposed to different perspectives?

2.1.1 Exposure to different materials

Taking the course "History of Western Civilization" for English majors in universities as an example, many writers of different nationalities have written similar books on the topic of Western civilization history, and their narrative logic and perspective are not the same. The history of Western civilization written by Americans, by British people, by Australians, by French people, and by Germans can all be found in English original or translated versions. English students should be encouraged to read a large amount of English materials and be exposed to different perspectives, positions, and logic.

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2.1.2 Cross school study

Cross school credits refer to a new teaching management model in which universities rely on third-party teaching management platforms. [1] Based on the construction of high-quality resource sharing courses in the early stage, students can choose to take courses that are not offered by the university and obtain corresponding credits according to agreements between universities. The credits obtained must be approved by the university after review. Cross school study is an open education that breaks down walls, allowing students to have access to different expressions and cognitions about the same topic, fully unleashing their initiative and enthusiasm in learning.

From the perspective of the lecturer, the general process of cross campus study includes developing online course resources, forming a teaching and research team jointly with the main lecturer (course building party) and course using school teachers (course selecting party) of high-quality open courses, and establishing an online cross campus teaching and research team. By jointly improving teaching plans, conducting collective lesson preparation, discussing classroom teaching methods, we can carry out teaching reforms such as extracurricular self-directed learning and in class research and discussion, transforming students' learning methods and teachers' teaching methods.

From the perspective of learners, the general process of cross school study includes conducting online teaching through the platform, assigning exercises, assignments, stage tests, and receiving "24/7" guidance; [2] Students browse teaching videos and course resources, complete course assignments and stage tests, and engage in "continuous learning".

The key word for online cross school learning is resource sharing. To put it bluntly, the same course is taught jointly by two teachers. Of course, two teachers cannot appear in the same classroom at the same time, but one can teach through online high-quality open courses, and the other can teach through traditional offline classes. Two teachers teach the same course, instead of Teacher A teaching the first three units and Teacher B teaching the last three units, Teacher A and Teacher B overlap to teach all units. For example, if two people tell the same story, do you no longer need to listen to version B after listening to version A? No, it's not. Because even if the ending of the story is the same, different people may have different organizations for the development logic of the story, and the focus of the narrative is also different. Different teaching methods and entry points can trigger different perspectives of thinking. This is the true meaning of cross school learning resource sharing. What complements each other is not necessarily the knowledge itself, but different entry points and logical processes.

2.2. Open courses, open educational resources, and open teaching methods

Open learning contributes to the democratization of education, and in an open education system, everyone

can pursue lifelong learning. The goal of open learning is to expand opportunities for education, which can be achieved in various ways. Open learning can be divided into three dimensions: open curriculum, open educational resources, and open teaching methods.

The cross-campus study of English majors in universities uses courses launched on high-quality open course platforms, which are more targeted compared to traditional MOOCs and are accompanied by more interactive teaching resources. [5] For example, there are online course videos taught in English, accompanied by reflection questions, as well as further training. Teachers who create online courses can also form teaching teams with teachers who use the courses to jointly grade students' homework. This is openness in interaction, interaction in openness.

Teachers of English majors in universities can further enhance the concept of openness by pursuing open teaching methods. For example, transitioning from "one-time assignments" to "updatable assignments". Students used to throw away these assignments after receiving scores, while "updatable assignments" required students to create materials that could be shared with the public.

Under the framework of cross school learning, online course instructors and offline course instructors can provide different perspectives on the efficiency, content, and logic of English expression in the same assignment, allowing students to receive opinions and suggestions from multiple perspectives. This can make English teaching more abundant and vivid. Moreover, the expression of language itself is an "open" existence, without absolute correctness or error. The open English teaching method that combines cross school studies is the most effective way to restore the real learning environment and future work environment, helping students develop a habit of all-round thinking and diverse values.

3. Formative Teaching for English Majors under the Framework of Cross-school Study

When it comes to education, we often use a word called "cultivation". Cultivating a plant requires watering every now and then, and having access to sunlight every day. Even with human intervention, this is first and foremost a process of growing in a natural environment. The same goes for educating people.

Formative education focuses on cultivating students to become "lifelong learners". For lifelong learners, learning becomes a way of personal enjoyment and a path to career success. [4] This is a habit that many of us want to emulate. This continuous learning is not just a decision. It is also a habit. Therefore, it needs to be carefully cultivated.

Lifelong learners should set a series of goals for themselves. These forms can include the goals that learners hope to achieve within a year (such as reading 24 books this year) and the daily or weekly habits that learners need to cultivate based on these goals (such as reading for more than 20 minutes five days a week). For

formative learners, long-term goals are tracked by planners. These goals transform the vague desire to improve learning into a series of concrete actions.

3.1. A Learning Community under the Framework of Cross-school Study

People are born with curiosity. Curiosity is the best motivation for learning. A lifetime of learning is itself success. With goals in mind, English majors can establish a learning community. For example, reading groups help learners maintain progress towards reading goals and make achieving them more interesting. For example, in a writing group, members can read and edit each other's works. These communities have increased their commitment to making learning more interesting.

Under the framework of cross school study, members of a learning community can overcome the limitations of their classmates in their own school. All English majors from different universities who have used the same online course can freely combine and establish a learning community for related courses, thus forming a long-term and effective, interactive and diverse learning community. English majors, whether studying language courses or cultural courses, are a long process of accumulation. The establishment of a learning community within the framework of cross school studies can provide an effective support framework for this nurturing process. Under this framework, learners will be more self-disciplined, with a steadier pace of learning, making it a sustainable learning process.

Specifically, within the framework of cross school learning, instructors can also participate in the learning community established by students, guiding them to grade assignments and provide feedback to each other in the learning community. Even the same assignment can be corrected by three to four people, and objections can be raised through annotations to indicate agreement or provide suggestions. Let students break free from the linear thinking of only passively accepting the teacher's feedback, after all, in our actual work and life after leaving campus, we are always surrounded by different opinions. Therefore, students should develop the habit of accepting opinions and suggestions in a principled and humble manner, while maintaining a clear mind in the midst of diverse opinions. They should be open and inclusive when listening to opinions, and independent and clear when thinking.

3.2. Reward and Punishment Mechanism under the Framework of Cross school Study

Habit is the behaviour that our brain learns to produce without thinking. Some behaviours are automatic and require conscious effort. If you think twice before acting, it's not a habit. Habit is learned through repetition, so it is necessary to force repetition, which persuades your brain to execute without thinking. There is a popular saying that it takes 21 days to develop a habit. Many opposing voices have been raised. The fact is that there

are too many unknown variables, so this is just an equation that cannot be calculated.

However, one of the variables is the reward and punishment mechanism of behaviour. Anything that can bring strong pleasure to our brain will be quickly learned, which is why many of us already have a set of habits we want to change. On the other hand, for most of us, doing homework does not immediately make people feel happy, and to get used to this behaviour, effective reward and punishment mechanisms need to be added.

Cross school credits system is a reward and punishment mechanism that relies on external forces. In a relatively closed learning environment, when students repeatedly experience the cycle of "listening to lectures, taking exams, passing or not passing exams," they will develop a habit of linear thinking, that is, there is only one path from point A to point B. Because there is only one teacher teaching this course, no matter how knowledgeable and skilled the teacher is in open discussions, he or she will ultimately be limited to one person's cognition and vision. During the learning process, students also tend to believe that the cognitive perspective of a knowledge point or topic is singular, and only by grasping and adhering to the teacher's cognitive perspective can they achieve high scores in exams. This cognitive habit is particularly worrying for liberal arts courses such as English majors.

The cross-school study mode of English major courses introduces a diverse reward and punishment mechanism. Firstly, the number of question solvers has diversified, with the question solvers changing from a course group of one university to a joint course group of two universities, which undoubtedly increases the richness of the questions and expands the perspective of the question solvers. Joint quizzes should not only cover the final assessment, but also cover the formative assessment, which is the homework. Joint question setting does not weaken the classroom autonomy of the instructor, nor does it constrain the classroom due to the "uniformity" of problem setting. This is determined by the nature of the English major curriculum itself. Both language and cultural courses for English majors are open topic courses, and there is no single correct answer. Joint problem-solving can help instructors break away from their usual perspective and consciously extend outward, making students the ultimate beneficiaries. Secondly, the diversified reward and punishment mechanism introduced by the cross-school study model is also reflected in the grading. Especially for open-ended questions such as short answer questions, it can be considered that two teachers from different universities in the cross-campus study course group can give scores separately, and the final score is taken as the average score. The score given in this way is bound to be more fair, reasonable, and persuasive. The mechanism of simultaneous grading should be hierarchical, and the purpose of grading is not to rank learners, but to allow learners to re-examine their learning methods and processes from the issues reflected in the scores. So the score should be divided at least twice. The first time is the score for the first submitted assignment, and the second time is the score for the revised version based on

the reviewer's feedback. This can effectively help students improve.

3.3. To Avoid the Trap of the God's Perspective

The God's perspective is a trap that cultural course learners often fall into. How not to fall into a trap? There are two ways: firstly, through extensive multi angle reading, as students in the department, they have an inherent advantage in reading English materials and understanding the content of cultural courses from different perspectives. Secondly, it is achieved by listening to different people tell different stories, which can be achieved through cross school studies. Of course, in the era of information technology, students have access to many English reading materials and video resources. However, teaching is a systematic process of knowledge enlightenment and transmission. Therefore, if it is possible to listen to two teachers teaching the same course at the same time, the gains will inevitably double. If a person has only heard one story, it is easy for them to "lie flat in their thoughts"; If a person has heard two people tell the same story, the cognitive and methodological differences between the two storytellers can easily trigger the listener's thinking. This is the significance of cross school study, allowing students to get used to thinking in English.

The key to learning cultural courses well in English majors in universities is to actively think in English and prevent "flat thinking", that is, passively accepting knowledge. The focus should not be on rigid knowledge points, if so, the learning method will inevitably become rigid. We should cultivate our curiosity and develop a logical understanding of a certain topic or theme, which will enable us to actively expand the depth and breadth of our knowledge to form our own logical cognition. This logical cognition process should be mainly in English.

4. Conclusion

English has long gone beyond the narrow scope of English-speaking countries and is constantly undergoing reshaping in terms of vocabulary, expression methods, and cultural connotations in international communication. Therefore, cultural courses for English majors in universities are not limited to the culture of English-speaking countries, but rather use English as a tool to understand the world and a carrier to tell the story of China to the world. Cultural courses such as "History of Western Civilization", "Summary of Chinese Culture", and "Cross cultural Communication" have been offered with a broader perspective.

The course "History of Western Civilization" offered by the English Department of the School of Foreign Languages is a historical and cultural course that uses foreign language teaching as an interdisciplinary cultural course, with higher requirements for both teaching and learning. For professors, the breadth and depth of their knowledge reserves determine the quality of output; For learners, watching video materials, reading and thinking

about textual materials all require a lot of time. Cultural courses, especially those taught in English, require learners to spend more time reading, thinking, discussing, and explaining. The traditional teaching methods cannot adapt to the teaching and learning of this course. To solve this problem, cross school study is a very worthwhile direction and the main direction of educational reform.

The open and formative teaching approach within the framework of cross campus learning for English majors in universities reflects an open and inclusive spirit of teaching and problem-solving, a sustainable learning method and process, and an attitude towards cooperative teaching and learning. The English major, with its characteristics as a liberal arts major, is particularly suitable for open and formative teaching models within the framework of cross school studies. Students majoring in English in universities should cultivate the habit of lifelong learning in an open teaching and learning environment, and effectively utilize the learning community under the cross campus learning framework and actively adapt to the diverse scoring mechanism under the cross campus learning framework.

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