

## Research on the Feasibility and Countermeasures of Emergency Management for Language Course Learning In Colleges under Major Emergencies

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**Abstract:** In the case of unpredictable major emergencies, the offline teaching process of colleges may be affected to a great extent. Without effective measures, millions of college students will face a series of problems, such as curricular schedule interruption and delayed graduation. Therefore, a set of relatively complete emergency teaching program is very necessary. Language learning is an organic combination of theory and practice, and the learning process is less restricted by professional equipment. Today, with the gradual development of network teaching platform, online teaching is possible to realize emergency course management in case of major emergencies. The significance of this study lies in the systematic investigation and evaluation of the feasibility of emergency management in language learning of college students in case of major emergencies. The exploration of a set of relevant countermeasures can help provide solutions.

### Introduction

In the event of major emergencies, normal offline teaching in universities may be affected to some extent. At the same time, with the continuous development and improvement of online teaching platform, some universities have decided to flexibly adjust teaching methods and implement online teaching to ensure students' habitual learning schedule. It not only ensures the normal learning process and academic progress of students, has a positive impact on their future study and employment, but also ensures the health and safety of teachers and students. It also complies with the requirements of The Times, which is conducive to improving the ability of teachers to effectively carry out online teaching by using online platforms and resources. At the same time, the research on the feasibility and measures of language course learning emergency management for college students in the case of major emergencies provides an important reference for future teaching work in the case of major emergencies.

### Literature Review

#### Online Language Course Learning.

The concept and measures of online learning have long been put forward and implemented, and students are also using a variety of network teaching platforms in their everyday learning. However, due to the limitations of some subjective and objective factors, online teaching can not fully meet people's learning needs. In order to make full play to the advantages of online learning and make up for the lack of offline learning, we analyze the current situation of online learning and summarize the corresponding improvement measures on the basis of literature research. The learning quality of web-based course is closely related to the elements of teaching activities, such as

teachers, course (content), methods, environment, students and feedback (evaluation)[1]. Under the great change of teaching form, teachers need to deal with all kinds of challenges, change their teaching ideas and break the "teacher-oriented belief" which is easy to be formed in the traditional teaching model. Under the premise of students' autonomous learning, the teachers should play an auxiliary and guiding role, give full play to the students' initiative and enthusiasm, and focus on taking personalized guidance according to the situation of each student [2]. Online learning means that the teaching media has changed with the past, which requires teachers to improve their information literacy and use information technology to adapt and improve teaching contents and methods. In order to smoothly promote the achievement of this goal, the leading part of colleges and universities should play a leading role and formulate corresponding supporting strategies [3]. One of the benefits of online language learning over offline learning is that online learning can create a real language learning environment and a variety of different situations [4]. Teachers and students should make full use of this environmental advantage to carry out interactive communication, which to a great extent improves the current situation that students generally "can learn the basic knowledge but don't know how to use it properly". Students should improve their autonomous learning ability, actively interact with teachers, and jointly advance the progress of the curriculum [5]. In order to realize the long-term good operation of web-based course learning, timely and authentic feedback is essential. In the process of online learning, teachers and students can use some information tools to establish communication mechanisms, such as QQ or WeChat groups. Its information exchange enjoys freedom and autonomy, and its anonymous function can make some students who are generally afraid of teachers' authority or introverted bravely express their true ideas [6]. The emergence of web-based course platform also improves the communication and feedback mechanism.

### **The Emergency Management Mechanism under Major Emergencies.**

According to the definition of emergency management by Youhong Wang and Haizhen Gan, there are three basic steps: the formulation and implementation of the emergency plan and the construction of the emergency system [7]. A considerable amount of the existing pre-arranged plans based on superior files and the superficial understanding of the emergency plans are excessively theoretical and hidebound. In consequence, they can only apply to one type of emergencies and can't make specific changes and solve problems with regard to new emergencies. Therefore, we should effectively integrate the results of big data with emergency management [8]. However, science and technology at the present stage can only realize preliminary work of searching and collecting information. What's more, colleges are short of an integral emergency management information platform to gain complete and valid information, which lets them have an incomprehensive and limited analysis of emergencies. As for this situation, it's maybe helpful to choose a frame focused on practical experiences and case experience and supplemented with theoretical knowledge. Meanwhile, colleges and universities can also use the *Case and Ensemble* pattern mentioned by Lei Xue and Xian An for reference[9]. This means that colleges and universities draw lessons and learn from every single case and set up an emergency management information platform where they can integrate and continually update emergency management measures taken by them when facing emergencies. More importantly, there always exists a need to encourage various forces of colleges and universities to take part in emergency management. For the office of academic affairs, it can accurately grasp the trend and timely adjust working plans [10], as well as set up a high-quality team composed of managers and student cadres for the sake of timely feeding back information[11]. At the same time, it's useful to establish and accomplish an evaluation system for emergency management in colleges and universities when facing a variety of problems. And, the evaluation system can also do help in improving the level of science, institutionalization and normalization of campus emergency management.

### **Background**

Under the social and natural background of frequent occurrence of all kinds of emergencies, campus, as the principal place for students to study and live, can easily become the focus of the society in the face of emergencies. Armed with this kind of situation, the emergency management system of colleges and universities for major emergencies has naturally become the focus of society and scholars. Combined with the above literature review, we will adopt a variety of research methods to study the emergency management subject of language course learning in the case of major emergencies. Starting from its characteristics, we will analyze its feasibility and related measures, looking forward to the possible results.

## Survey on User Acceptance

### Sampling.

In order to implement the research project deeply, we conducted a questionnaire survey in random of college students who study language courses. Language courses is compulsory for them. Through the full understanding of the learning situation of students' online language courses, our team can make a systematic survey evaluation to the feasibility of emergency management and explore more effective countermeasures.

### Data Collection.

A total of 301 questionnaires are sent out through the Internet and received with an effective rate of 100%.

### Data Analysis.

According to the survey results, the students who major in language are the most, more than 50%. Nearly half are freshmen, with the seniors for the least, only 3.32%. Most people have online learning experience. The number of these people accounts for as much as 74.75%, which to some extent indicates that online language courses are broadly based. Students who select the apps featuring online courses such as MOOC are the most, accounting for 60%, which are more than those select the apps featuring entertainment and far more than the apps featuring webcast courses. However, in view of major emergencies happening by chance, the explosive growth of the use of webcast courses in the emergency stage cannot be ruled out. Since most college students are not familiar with the use of webcast software, there will inevitably be a variety of problems in language learning under major emergencies.

**Table1** Usual choice of online learning platform

Social & Entertainment apps (Like Bilibili)	110	48.89%
Online course apps (Like Mooc)	135	60%
Webcast course apps (Like DingTalk)	85	37.75%

Compared with offline learning, online learning has the most prominent advantage in spatial and temporal flexibility, and the number of people selects this option reached 79.11%. Rich resources and diverse forms rank the second and the third respectively. In terms of the difficulties encountered in online learning, the discomfort caused by staring at the screen for a long time has become the main difficulty, and the number of people selects this option is 62.67%. At the same time, poor interactivity, slow feedback, poor network and low concentration have also become the major difficulties encountered by college students in online learning, and the number of people selects these options all account for about 50%.

**Table2** Difficulties encountered in online learning

Low speed and poor interactivity of network	111	49.33%
Lack of feedback in class	102	45.33%
Insufficient interaction with teachers and classmates	126	56%
Poor concentration	134	59.56%
Physical discomfort after staring at the screen for too long	141	62.67%
Other problems	15	6.67%

In terms of the biggest obstacle of online language learning, "speaking" is considered the most difficult part by 62.22% of students. Only 23.11% of people chose "translating". Solving the difficulty of "speaking" due to the limitations of online learning will become an important part of improving online language courses.

**Table3** Learning online or delaying the start of courses under major emergencies

Learning Online	157	52.16%
Delaying the start of courses	144	47.84%

More than half of the students are willing to adopt online learning method as the effective countermeasure of the major emergency, which indicates that college students can accept online learning to a large extent. However, 47.84% of them still chose to delay the start of courses rather than adopt online learning, indicating that there are still many problems to be solved in online language learning. In this survey, many students put forward suggestions for online language learning, hoping that the quality of online courses will be improved, interactivity will be enhanced, playback will be supported, the apps will be optimized, the textbook problems will be solved and learning intensity will be controlled well.

## Conclusions

From the analysis of technical feasibility, economic feasibility and acceptance, in the case of major emergencies, it seems that implementing emergency management of language course for college students is an effective and necessary method. However, in the implementation process, there are still some problems that have to be optimized. At the same time, the establishment of such an emergency system may also have a certain degree of impact on society.

### Promoting Technological Innovations.

On the basis of the survey, for a vast majority of people, in their daily lives, the time for online learning is always limited. Hence, as always, they don't attach great importance to the influence of physical and mental health caused by online learning. But, in the case of major emergencies, it is less likely to carry out offline learning, and a great plenty of even all of the course need putting into effect on the Internet. As a result, to a large extent, visual impairment and the likely radiation problem brought by the electronic equipment will have an influence on the experience of learning and become the concentrations of learners. Above all, how to use the technology to solve those problems mentioned above will possibly become a new breakthrough point. For instance, the development of eye-protection products and so on.

### Improving the Mastering of Electronic Equipment.

Under the push of major emergencies, teachers have to master these new skills of online teaching, at the same time, students are also forced into being familiar with the brand new learning pattern, which can greatly improve the level of mastering the network technology in the whole society.

Simultaneously, the centralized popularization of online learning may have a certain inhibitory

effect on compulsive Internet surfing. In the past few decades, the entertainment features of electronic products have been deeply rooted in a majority of people's minds, in the view of parents and children, computers are synonymous with games. However, with the massive and concentrated applications of online education, the mass traditional impressions of electronic products may progressively change from the amusement to the practicability ,moreover, people will weaken the behavior of compulsive Internet surfing during the developing process of the online learning habits.

### **Pushing the Development of Online Education Industry.**

Because of a series of problems in online language teaching, such as the resources are too scattered and aren't systematic and integrated and this type of language teaching don't pay great attention to comprehensive training ,most people are still not willing to learn on the Internet . But, the emergency management mechanism under major emergencies will speed up the systematicness of online language course, improve the system of online language teaching industry and let learning thoroughly free from the teaching plans.

During the implementation of the emergency management system for language learning in colleges under major emergencies, there are still problems to be encountered. We should learn from practical experience, constantly optimize the emergency management system, and improve the management mechanism, so as to minimize the harm that major emergencies may bring to students' learning[12].

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