MOOCs and Developing College English Teaching

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Abstract. MOOCs, characterized by large-scale, open and online education, have become the focus of attention all around the world. Starting from the origin of MOOCs, the author introduces the development trend of MOOCs in classroom teaching and wider education field at home and abroad. At the same time, it also brings some enlightenment and thinking to educators. Although network courses and distance teaching are of great significance, how to transform scientific and technological progress into educational resources and assistants is more important. The construction of MOOCs system in university classroom teaching consist of effective input, human-computer interaction, flipped classroom and course management. It makes up for many disadvantages caused by teachers’ unilateral manipulation of classroom in the traditional mode, breaks the original resource system of higher education, and makes the sharing and co-construction of massive high-quality resources become a reality. How to better combine MOOCs with traditional courses design and realize teaching is a subject that English teachers make unremitting efforts to explore.

Keywords: MOOCs · English teaching · System construction

1 Introduction

MOOCs are Massive Open Online Courses. They are Courses for a wide range of learners, using computer Internet access information exchange and big data information mining functions of open online teaching courses.

1.1 Development of MOOCs

In 2008, Dave Cormier and BryanAlexande first proposed the idea of Massive Open Online Courses (MOOCs). In 2012, the New York times called it the first year of “MOOCs,” characterized by “large-scale, open and online education,” and it quickly became the focus of attention at home and abroad. EdX, founded by Harvard University and MIT University, Coursera and Udacity, founded by Stanford University, and FutureLearn, founded by the Open University in the UK, are among the platforms that have received positive responses across the globe. The outline of the national program for medium - and long-term education reform and development (2010–2020) states that “improving quality is the core task of higher education
development.” The improvement of higher education requires us to provide high quality foreign language education for college students. From 2013 to 2014, some famous Chinese universities successively joined the overseas online MOOCs platform and launched localized MOOCs. For example, the Xuetang Online platform built by Tsinghua University not only provides more people with high-quality educational resources, but also enables students to receive more flexible and personalized education. The “Rain Classroom”, jointly launched by the platform and the office of online education of Tsinghua University, is the latest research result of the online education research center of the ministry of education. It can quickly make the wisdom teaching in the era of big data come true, including multi-interaction between teachers and students, and full-cycle analysis of teaching.

The recent outbreak of the new coronavirus show us the great practical significance of the application of network classroom and distance teaching. As 5G network begins to be put into use, how to translate scientific and technological progress into resources and assistance for education work becomes more important.

2 The Architecture of College English MOOCs

Wu yan (2018), director of the Higher Education Department of the Ministry of Education, believes that curriculum is the core element of talent training. With the development and change of times, the design of university courses is also developing. Therefore, the construction of college English MOOCs system is imminent.

System construction is the embodiment of the overall design concept and guiding ideology of college English MOOCs, including the whole course hierarchy and the organizational structure of each section. The system consists of the following four parts: “effective input” [1], “human-computer interaction”, “flipped classroom” and “process management”.

2.1 Valid Input

Linguistic Input is the primary requirement for language acquisition [2–5]. Language acquisition depends on efficient language input, abbreviated as “efficient input” [1], which refers to “the arrangement and sufficient amount of input that must be understandable, interesting, non-grammatical”. It not only conforms to the relevant characteristics of TBLT [6], but also conforms to the five characteristics of TBLT [7].

2.2 Human-Computer Interaction

In addition to providing computer-assisted instruction for teachers, human-computer interaction also provides “online testing”, which achieves “The test paper can be customized and generated in real time. The test can not only be carried out “anytime and anywhere”, but also be evaluated “with ease”, which helps teachers and learners to understand the situation of teaching and learning. To be specific, the test items are “listening”, “speaking”, “reading”, “writing”, “English-Chinese” and “Chinese-English”. “Human-computer interaction” and “efficient input” complement each other and constitute the first two parts of the complete MOOCs architecture.
2.3 Flipped Classroom

It adjusts the hours in and out of the classroom and transfers the decision to learn from the teacher to the student. It is not only a process to help learners transform language input into language output, but also the language output itself. This is also the case with the college English MOOCs architecture, the interactions of linguistic output. As the output of language learning, it plays an important role in foreign language teaching and learning [8].

2.4 Process Management

It not only makes “management” run through the whole learning process, but also makes every link embody management and runs through the scientific concept of process evaluation. Computer place, time of each individual learner login and logout, course name, study content and so on are automatically recorded, and the formation of personal file, plus and classroom and real-time online testing and answering questions together, form a complete management pattern, which is an integral part of college English for class system.

To sum up, in the university English lesson for architecture, “effective input” is the premise of plates, it not only shows the MOOCs has massive learning in the teaching quality and teaching cost advantage, and also emphasizes the teaching process of “simplification, standardization and normalization” [9], the form tend to “behaviorism learning theory” (behaviorist view) [10, 11].

3 Advantage

Under the background of “Internet plus”, the blended teaching model of college English makes up for many disadvantages caused by teachers’ unilateral manipulation of classroom in the traditional model, and implement the organic integration of traditional classroom teaching and network teaching methods. Blended teaching is the collision of traditional classroom teaching and network teaching, which can not only play the leading role of teachers, but also highlight the subjective initiative of students.

3.1 The Overall Advantages of the MOOCs Platform

The platform development pattern centered on North America has been challenged by other countries and regions. More and more universities and educational institutions have participated in the development of “MOOCs” platform, reflecting a highly international development trend. The education alliance formed by the platform breaks the original resource system of higher education, making the sharing and co-construction of massive high-quality resources a reality. The success of MOOCs platform is of great strategic significance and wide practical value for improving the teaching quality of higher education. For ordinary learners, such teaching resources and learning methods are cheap and flexible, which can help alleviate the problem of educational equity. For students from poor families, it no longer means high fees, but
may become a nutritious “free lunch”. It is estimated that more than 200 million people worldwide directly benefit from MOOCs’ non-profit education model, of whom 70% are students from poor families.

At the same time, for English teachers in China, the massive free and high-quality teaching resources provided by “MOOCs” platform also provide a vast space for secondary development and development opportunities.

3.2 The Advantage of “MOOCs” in Classroom Teaching Practice

The foreshadow of micro-videos and other materials before class can certainly inspire students to think deeply about the topic being taught. The interaction of discussion, question and situation in class can fully stimulate students’ critical thinking and internalize what they have learned. The online learning after class can help students summarize and summarize what they have learned in daily life, and the open questions can urge students to study a wide range of cutting-edge information related to the topic. Therefore, teaching methods such as heuristic teaching method, problem teaching method, discussion teaching method, scenario teaching method and experiential teaching method have been diversified. Based on this, learning tasks, students, teachers, course resources, classroom and other elements have built a three-dimensional model, which promotes and supports each other and forms a dynamic cycle among effective teaching elements as a whole.

The mixed teaching mode based on Internet can create a classroom space with flexible teaching methods and students’ autonomy, and effectively solve the personalized differences between teachers and students. To help teachers and students realize better coordinated development and learning. New model emphasizes the development of the two groups interaction between teachers and students circular construction joint role of class activities, especially attaches great importance to the students’ awareness and participation in classroom teaching, attaches great importance to the situation of teachers’ professional development and sustainability, beyond the one-way flow of relationship between teaching and learning, in order to further activate the classroom teaching, improve the effectiveness of the college English classroom teaching.

4 Deficiency

The emergence of “MOOCs” teaching model has also caused deep problems in the society such as academic freedom, educational equity and business model thinking. At the same time, how to effectively combine this new concept with traditional teaching and implement it into the classrooms of universities with large differences in hardware and software is also worth our attention.

4.1 Hidden Concerns of MOOCs Platform

MOOCs have attracted a great deal of attention in the society. However, despite the large number of registered students, the course completion rate is relatively low. Only a few percent of students finish the course and get the certificate. Even among students
who have completed their studies, the identification of online learners and the prevention of cheating remain a major problem, despite real-time video and keyboard comparisons.

At the same time, there is still a lack of inter-school mechanism to allow each other to choose courses and recognize credits. The social recognition degree of “MOOCs” teaching quality is also relatively low; It also has the problem of having only a single course certificate and no professional degree.

One MOOC course needs the human input of a team and the support of hundreds of thousands of funds, the cost is high, and it is not easy to update the course. Most MOOCs run on special funds or venture capital. We can not help but worry about whether the MOOCs platform with numerous variables can continue to develop after the fresh and hot period.

4.2 Friction in the Combination of MOOCs and Traditional Classes

It is undeniable that a new multimedia classroom can attract students’ attention. However, video production is only one of the core contents of MOOCs, the design and operation of online teaching is the most important thing in the whole course construction. However, many universities in China overemphasize video production but neglect teaching design in the construction of MOOCs. In the teaching design of MOOCs, objective design, interactive design and evaluation design are the keys. Clear and accurate learning objectives will provide accurate direction for learners to conduct mastery learning. MOOCs must provide learners with very specific learning objectives, including the overall learning objectives of the course and learning objectives for each topic. John Hattie [12] argues that the more the student changes to the teacher role, the more the teacher changes to the student role, the better the teaching/learning results. It is not only an online course. One MOOC class is an online classroom, is a teacher, student, teaching content and media virtual classroom. The key lies in the online teaching of teachers and students online learning, and interaction between teachers and students. More important for the lesson is to realize the teachers, students, teaching contents and teaching media perfect interaction. The content of the course and the interaction between lecturers and students are important indicators for the completion of the course [13]. To focus on the video and new technologies is to ignore the basics and turn the power of education into resistance.

5 Conclusion

With the rapid development of information science all over the world, MOOCs, a new technology that is developing vigorously, will be constantly improved and become an indispensable part of college English teaching. We hope to combine MOOCs and traditional courses better through persistent exploration, so as to provide students with independent learning platform, and help students realize self-learning, self-management and self-regulation through teachers’ supervision and guidance in and out of class. For the practice of “lifelong learning”, to achieve the ability to lay a solid foundation.
Through the diversity of blended teaching activities, students’ learning enthusiasm and English learning ability can be improved, so as to form a model of teaching and learning that promotes each other.

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