

Research on College English Online Teaching Mode Based on MOOCs

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ABSTRACT

During the COVID-19, China's Ministry of Education opened 22 online teaching platforms, providing over 24 thousand courses in total, so that all the students in the country can attend classes at their homes. This paper introduces how the author uses MOOCs network platforms and other teaching tools, as well as a variety of Instant Messengers, such as QQ and DingTalk, to complete College English teaching through voice or video link. Through practice, it is found that by online teaching, the teaching objectives can be successfully completed, and online teaching has received satisfying results according to students' feedback. In view of this new teaching form, this paper intends to evaluate and summarize from the following three aspects: teaching preparation, online teaching and teaching effect. Moreover, this paper also tries to judge the advantages and disadvantages of online teaching, hoping to enlighten the reform of teaching mode in the future.

Keywords: MOOCs platform, Online teaching, Teaching effect, Student feedback.

1. INTRODUCTION

MOOCs is massive open online courses based on the rapid development of network technology in recent years. These online platforms have thousands of courses for students of different levels and majors to choose. During the epidemic period, many schools built their own SPOC courses based on the online courses of these platforms. Shandong Technology and Business University has also recommended a number of online teaching platforms to the teachers. Among them, Icourse has a high influence in China due to its well-founded courses and rich resources. Shandong Technology and Business University has applied for a number of courses for undergraduates on this platform, ranging from economics, business administration, higher mathematics, law, English to other courses. Since the non-English majors in Shandong Technology and Business University use the textbook of New Horizon College English, the university has chosen the courses with the same teaching materials on the MOOCs platform, urging teachers to establish asynchronous SPOC courses

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as the main form for online teaching. Because many teachers are first exposed to this new form of teaching, the school has organized several pre-class trainings for teachers to ensure that teachers can smoothly conduct online teaching. This paper intends to evaluate and summarize the online teaching during the epidemic period from the following three aspects: teaching preparation, online teaching, and teaching effect, and then points out the advantages and disadvantages of online teaching in the hope of giving some suggestions on the online teaching in the future.

2. TEACHING PREPARATION

With the development of science and technology, online learning has become a new learning mode for college students. The development of the Internet provides a large quantity of audio-visual, oral and writing resources for English learning. Before the epidemic, many English teachers started to combine online teaching with traditional classroom teaching, that is, students preview the learning materials on the websites after class, and the class hour is mainly used to answer students' questions. This form of teaching is also called flipped classroom. Through years of

development, this teaching mode has achieved great progress. Mao Liwei (2020) pointed out that some teachers video-recorded part of the teaching materials in the form of short videos and send them to students before class, so that students can learn these knowledge in their spare time. In this way, knowledge transfer can be conducted before class. In the class hour, students will have more time to communicate and discuss with the teachers, thus improving the efficiency of the classroom and avoiding the repeated teaching. This new form of teaching can not only improve students' interest in learning, but also cultivate students' ability to analyse, communicate and think critically [1]. Huang Haoping (2020) proposed that the design of College English flipped classroom can be divided into five parts: pre-class task (watching short videos), providing exercises for students' self-test, classroom discussion (flipped class), students' presentation and teachers' comments, teacher-student evaluation, etc. Through this system of flipped classroom, the students can examine their own learning behaviors, and teachers can change the teaching plan accordingly.

According to the above research, it can be concluded that flipped classroom is an effective teaching mode as it combines the online teaching and classroom teaching. However, during the epidemic period, college students can only learn online with their teachers through their computers, which is a bit different from the flipped classroom. Due to the limited speed of Internet, the communication between students and teachers may not be so timely, and because the teachers and students can't see each other during the live voice broadcast, some students with poor self-control may not be able to focus on the online teaching, and play games while learning, some even not sitting by the computer listening to the teacher's lecture. These new situations make it more difficult for teachers to teach. In addition, many teachers are not used to online teaching, and they do not know the flipped classroom teaching mode. Therefore, for these teachers who want to fulfill the teaching task smoothly, the first thing to do is to make full preparation for the teaching, which includes the establishment of the online class, the preparation of the classroom materials, the recording of the teaching video and the familiarity with the class live broadcast tools, etc.

In the traditional classroom, teachers only need to make a good courseware and clearly demonstrate the knowledge points, and they can teach students well. However, it is different from the online

teaching. Firstly, teachers need to establish a virtual class, and add the students into the virtual class, then it is possible to carry out the next step of teaching. Carefully choosing a platform to build a virtual class is very important. For now, the more popular online course platforms in China are Chaoxing, Yuketang, Icourse, etc. The emergence of these teaching tools makes the construction of online class very convenient. After getting the authorization of the platforms, teachers and students can register in the platforms and get the permission to use these platforms, then the teachers can establish classes in these platforms, and add students to the corresponding classes according to their names or student numbers. When all the students join in the class, the teacher can manage the class, such as call the roll, exercises, assignments and discussion, etc. By using the classroom tools, QQ group and WeChat group, we can ensure that every student can receive the message sent by the teacher, which greatly improves the efficiency of the classroom. In the traditional classroom, it takes a long time for teachers to call the roll, while it only takes a few minutes to complete the roll call in virtual class, which greatly saves the class hour.

Secondly, the preparation of teaching contents is important. Before online teaching, teachers need to prepare lessons carefully, clarify teaching focus and objectives, determine teaching procedures, collect short videos related to the teaching content, or make short videos by themselves and upload them to the learning platform. Teachers should consider the individual differences and make different levels of videos, and put forward different levels of questions for students. After the courseware is made, the teacher will play the courseware to the students through online communication tools such as Dingtalk, Tencent conference and Wecom. When making courseware, teachers should pay attention to the following aspects: 1) Teachers should design a complete teaching procedures, including introduction, text content explanation, cultural background introduction, word explanation, grammar points and application, etc.; 2) Teachers should collect videos, pictures and other materials related to the teaching content, present the course content in a vivid form, making the knowledge explanation process full of fun. Stimulate students' thirst for knowledge and arouse their enthusiasm. 3) The video content should be concise and condense, a clip of video should not be too long, and it is appropriate to control it within 8 minutes; 4) Teachers should add

targeted exercises to urge students to test the effect of self-study. After the production of short video is completed, the teacher will share it with the students, so that the students can watch the video and complete the targeted exercises within the specified time. At the same time, the teachers and students can also communicate and solve the puzzles through the online platform. If the problems cannot be solved through the platform, the students can bring them into the classroom for teachers and students to discuss together.

In addition, teachers can also make use of the excellent courses on the MOOCs and let students watch the videos and courseware in these courses and complete the relevant exercises. After learning the video content, students should complete the corresponding tasks or exercises, and record the problems they encounter in the learning process. When students encounter some problems that cannot be solved online, they can inform the class representative. After sorting out all the problems, the class representative will upload the problems to the platform and wait for the teacher's answering. In the process of learning video, students can adjust the video playing speed according to their own level and capability, and choose the time and place of learning according to their own needs. Through the preview before class, students become the protagonists of learning, transferring from passive acceptance of knowledge to active learning. During the period of students' pre class learning, teachers should supervise and track students' learning process, so as to know students' learning plans and provide basis for the design of classroom teaching progress and teaching focus.

3. ONLINE TEACHING

The teachers should make full preparation before class. They should make exquisite courseware, record lecture video, and design corresponding exercises in line with the course content, in order to ensure the quality of online teaching and learning. It is essential to connect with students through Tencent conference, Dingtalk and other softwares to conduct real-time communication. This will help to urge students to preview the content before class, and avoid the students skipping class. At the same time, the online interaction between teachers and students is a new thing, which has great attraction for teachers and young students. Some teachers ridicule that they have become "Internet celebrities" and "anchors", and the students who are asked to

answer questions by the teachers also experience the feeling of "Internet connection". Knowledge is transmitted and ideas are exchanged through the Internet. Against the rampant epidemic, the cooperation between teachers and students also reflected their precious friendship. In order to make the online teaching more efficient, teachers can design the curriculum from the following aspects:

First of all, online teaching is different from face-to-face teaching in the real classroom. As online teaching will encounter the situation of network jam, the Ministry of Education advocates teachers to "use voice teaching, or through the form of playing the recorded video". One of the characteristics of online teaching is that teachers can't see the students' faces, so they can't observe the students' facial expression in time, or know whether the students are sitting in front of the computer. Therefore, it is necessary to interact with students in a new manner. Through roll calling, asking questions, and other forms of questioning, students can be urged to attend class on time and complete the tasks assigned by teachers. Online teaching is not only the main way for students to absorb knowledge and internalize knowledge, but also the core part of the teaching process. In the classroom, students play the major role while teachers guide students' learning. Teachers can answer students' questions before class. Teachers can also repeatedly explain the content that most students do not understand, thus helping them absorb knowledge. In this way, students can fully mobilize their senses, participate in active thinking, put forward questions, analyze problems, solve problems, and ultimately improve their learning effect.

Secondly, the teaching tools on the MOOCs can help divide the students into groups. Teachers can divide students into different groups according to the actual needs. Group members and numbers can be set manually or randomly. After the students is divided into several groups, each group can build a WeChat group, then the group members scan the QR code to enter the corresponding group and start the discussion. Before the group discussion, teachers need to explain the form, steps and contents of the discussion in detail, so that students can better complete the discussion and get relatively satisfying results, so as to avoid the trouble of unclear division of labor and inactive discussion caused by students' incomplete understanding. At the end of the discussion, ask the students to give an oral report or a written presentation. When students make oral reports,

teachers should tell students the evaluation criteria and let students score the performance of each group. Teacher evaluation and classmate evaluation are indispensable parts. Through the evaluation of teachers and students, it is possible to judge the performance of the group in multiple dimensions. Teachers and students can also vote online or write comments online, so that everyone get the chance speak freely and actively express their views. At the end of the course, teachers can also arrange homework on the online board, let students finish the assignments after class, and specify the time to submit homework. Students should submit homework online. Through the application of MOOCs teaching tools, the whole process of classroom teaching and learning can be carried out on the network. Preview before class, classroom teaching and homework after class can be carried out through the network. Due to the particularity of language learning, students do not need to carry out experiments or operation. A computer that can surf the Internet can basically meet the needs of learning.

Finally, taking Unit One “Never Give Up” as an example, this text talks about a speech delivered by Prime Minister Churchill during World War II. After Germany launched a fierce attack on Britain, Churchill made this famous speech at Harrow public school, calling on the British people to “never give up”. In the pre-class design, the teacher found the video and original sound of the speech on the Internet and sent it to the students in advance to make them familiar with the content of the speech. Then, according to the content of the video, the teacher designs some questions, such as blanks and short answer questions, so that the students can complete the exercises and get to know the worsening situations of Britain at that time. So the students can get a better understanding of the speech. To complete the teaching objective, the teacher divided the students into 7-8 groups. The students need to sort out and summarize the new words and sentence patterns in the text, and share the knowledge with each other. The teacher assigned the writing task and asked each group to use these new words and sentence patterns as much as possible. The group members completed the writing task through cooperation. At the end of the writing task, the teacher revised and commented on the homework.

4. TEACHING EFFECT AND SUGGESTIONS

For the evaluation and feedback of online learning based on MOOCs, many scholars have done relevant research, such as Peng Zhuo (2011) pointed out that most students have a positive attitude towards online learning and think that online learning is more interesting and efficient, but there are also many shortcomings, such as the feedback of online learning is not timely enough, the lack of supervision of teachers, and the lack of learning consciousness [3]. Wang Lili (2018) discussed the reform of College English Teaching built on the utility of MOOCs resources, and pointed out that online courses such as MOOCs challenge the traditional classroom teaching manner, teachers' teaching ability and teaching methods, thus teachers need to make use of MOOCs resources to build a blended teaching, so as to improve the quality of College English Teaching [4].

After a semester of online teaching, the teachers can conduct a brief evaluation of students' learning effect, that is, whether they have achieved the expected teaching objectives. Firstly, through questionnaires, interviews and teaching reflection, teachers investigate students from the following three aspects: what are the advantages of online learning compared with traditional classroom teaching? What are the shortcomings of online learning? Compared with traditional classroom teaching, do you like online teaching?

Through the distribution of 150 questionnaires, it is found that 80% of the students agree with the new way of online teaching. They believe that the advantages of online teaching are:

Through online learning, one can more easily get access to plenty of audio-visual resources, improve one's interest in learning English, so that English learning is no longer a mechanical recitation of words, grammar points. In the process of learning English, one can also learn British and American culture, customs, social customs, tourism food, current affairs and news, etc. The learning resources are abundant and diversified.

Online teaching make student clearly hear the teacher's explanation. Online teaching puts forward higher requirements for teachers' teaching ability. Teachers should try to avoid low-efficient repetition and wordiness when explaining knowledge points, and make the illustration more smooth and natural, so as to attract students'

attention. A enjoyable online course requires teachers to make a lot of efforts to prepare so that it can achieve high teaching quality.

The class designs of online teaching can improve class efficiency. For example, teachers can provide specific exercises according to different English levels of the students, and students can answer questions directly through mobile phones or computers, and then they can know the answers and scores after submitting their assignment, which is helpful for students to test their ability. Moreover, students also get to know the scores of other students, and have a very clear understanding of their own ranking in the class, which is helpful for students to catch up with their classmate and form a benign competition.

However, some students pointed out the shortcomings of online teaching: 1) lacking of face-to-face communication and interaction with teachers and students, online teaching is not able to meet the communication needs of students; 2) lacking of supervision of teachers, some students cannot focus on their study; 3) long time sitting by the computer will cause vision loss, physical discomfort, affect physical and mental health.

Finally, 95% of the students think that the online teaching cannot replace the traditional classroom teaching, and hope to return to the campus as soon as possible. Through this survey, we can find that online learning platforms such as MOOCs cannot replace the traditional classroom. Students receiving education on campus is not only learning knowledge, but also get a kind of social and emotional satisfaction, which cannot be given by virtual network education. But there is no doubt that online teaching is a useful supplement to the traditional classroom. Therefore, in the future, we should continue to develop the new mode of Online Teaching + traditional classroom teaching, which points out the direction for the future college English teaching reform. In the post-epidemic era, College English teaching can be carried out from the following aspects:

4.1 Building a Network Platform for Pre-class Learning, and Realizing the Combination of Online Teaching and Offline Teaching

The excellent courses based on MOOCs can allow students to carry out preview before class, so that students can have a general understanding of the text content and knowledge background, and

can attend the class with questions, so as to improve classroom efficiency, promote teacher-student interaction, and let teachers and students transfer knowledge, exchange ideas and expand thinking ability. Through more effective interaction between teachers and students, English teachers can change their roles with students and think about the course content from the perspective of students. At the same time, teachers should also actively change their role, from the imparter of knowledge to the guide of learning. In the past, teachers are the instructors of the class, but now they become the coordinator of the classroom. The traditional way of teaching becomes a collaborative learning between teachers and students. In this way, students become the protagonists in the classroom and play their subjective initiative. Through the combination of online and offline teaching, students can learn the relevant content of the course on the Internet, and actively communicate with teachers and students in the classroom, so as to improve their oral expression ability and logical thinking ability, and cultivate the ability of comprehensive application of English. The positive communication between teachers and students, whether before or after class, helps to build a harmonious English classroom and guide students' autonomous learning. Li Yan (2020) pointed out that MOOCs teaching has the characteristics of cooperation and interaction, breaking the time and space constraints of traditional courses, so it can be used as an auxiliary means of traditional classroom teaching to stimulate students' enthusiasm for classroom participation [5]. At the same time, with the application of flipped classroom and other new teaching modes, the existing curriculum system has changed. Teachers can build a student-based teaching mode, strengthen teachers' management of online teaching, build a mixed system of online teaching and traditional classroom teaching, and fully guarantee the effectiveness of College English online teaching activities. If necessary, the school can also set up English courses for specific use, introduce some resources from domestic and foreign universities, and adjust the original curriculum with blended teaching mode.

4.2 Making Full Use of Abundant MOOC Resources

With the support of MOOC teaching mode, the school can optimize the educational resources on the network platforms, and provide students with the opportunity to learn from excellent English teachers in other universities. For example, students

can download some English learning software and communicate with the outside world through the Internet. Students can learn about excellent teaching courseware or videos anytime and anywhere without leaving home. Under the traditional teaching mode, teachers usually talk about the knowledge points in textbooks, and English assessment is also based on the content of books. As much as this way can make students pay attention to the contents of textbooks, most of the time, it is rote learning for the purpose of exam taking, which is not conducive to the cultivation of students' critical thinking. This is contrary to the purpose of cultivating English talents advocated by the Ministry of Education in China. With the support of MOOCs, students can not only learn from domestic English teachers, but also get access to some advanced educational ideas and teaching methods abroad. The network platform provides more opportunities for students to communicate online. When students have questions, they can interact with online teachers and students to discuss some difficult problems, which helps students develop critical thinking and improve their ability of comprehensive use of English.

5. CONCLUSION

Affected by the epidemic, more and more teachers actively or passively get to know the MOOCs platform and classroom teaching mode. Of course, many teachers have realized the important role of MOOCs platform in College English Teaching Reform (Guo Nannan, 2018; CAI Minjun, 2020; Ma Huilian, 2020, etc.). Under the background of MOOCs resources, College English teaching mode needs to make corresponding reform. Only through the reform of teaching mode can we effectively use MOOCs, form a new teaching mode, give full play to college students' enthusiasm for the network, guide students to actively and effectively use network resources, and make English learning more convenient, interesting and full of achievements. Only in this way can we achieve the goal of College English teaching reform and cultivate professional talents with open mind, excellent language skill and creativity.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Shuwen Tan.

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