Prospect and Thinking of College English in the Era of MOOC

Qifeng Meng

Jilin Agricultural University, Changchun 130118, China

Abstract. In twenty-first Century, autonomous learning ability is the basic ability that affects the survival and development of human beings. With the progress of network information technology, because of the advantages of unique characteristics of resources sharing, interactivity and multimedia, the Internet has created a good environment for the application of constructivism in English autonomous learning. In the practice of modern College English teaching, it is required to maintain and carry forward the advantages of traditional humanistic education, and effectively use the media resources and network resources under the condition of modern educational technology. This paper, under the guidance of constructivism, construct the English teaching platform based on the conditions of MOOC/MOOCs. Additionally, MOOC platform is applied for teaching experiments. The existing 3P teaching methods and MOOC teaching methods are compared, and the results indicate that the English teaching platform based on MOOC is conducive to improving the quality of teaching. Therefore, the prospect and thinking of MOOC teaching is feasible.

Keywords: MOOC; College English; Prospect; Thinking.

1. Introduction

With the rapid development of Internet and the continuous shortening of the cycle of knowledge updating, modern science and technology featured by the Internet and multimedia is complementary to the knowledge economy which takes knowledge resources as the core. The network not only promotes the advancement of social life, but also changes the way of people's learning and accepting education, which creates an unprecedented environment and condition for the personalized learning of knowledge. MOOC/MOOCs is a kind of online course development model newly emerging. Popularly, it is a massive open online courses posted on the Internet by individuals or organizations having share ideas and the spirit of cooperation, whose purpose is to enhance the dissemination of knowledge. In 2011, MOOC has set off a storm around the world, Coursera, Udacity and edX are most influential "three giants" of MOOC platform provider, and the birth of Chinese MOOC platform like wisdom tree, superstar MOOC, shell college, and schools online declared the arrival of Chinese MOOC era [1, 2]. MOOC teaching platform is conducive to improving the learners' initiative and enthusiasm. Through the use of various regulatory measures so that their own learning reaches the best state. It is also helpful for the communication among learners and between teachers and learners, so teachers and learners can give feedback of the results of each learning activity, and proceed self-monitoring of the learners' follow-up learning activities.

2. Construction of College English Teaching Model under the MOOC Environment

2.1 Construction Basis

Constructivism emphasizes that knowledge is obtained by the method of meaning construction, rather than got by teacher's teaching. College English teaching and learning, through the MOOC platform, let the English knowledge transmission completed before the class. The main activities in the class is to carry out teaching activities that teachers interact with students, and students cooperate with each other [3].

American psychologist B·S·BLOOM's "master learning theory" believed that as long as the most suitable mode is provided and give adequate learning time, all learners can learn well. In consequence, in the teaching mode of College English teaching in MOOC, it is necessary to create a comfortable informationized environment for autonomous learning for students, so students are not required to be

tight or act to listen to teachers as in traditional English class, so as to get rid of the trouble of teaching progress in group teaching model [4].

2.2 Teaching Platform Module

MOOC College English teaching platform will be an important platform for students to improve their learning autonomy, gain training feedback and self-promotion. The platform must be designed to be a closed and circularly-improved autonomous training execution system platform, and it must have the function of teaching, providing resources, monitoring and evaluation. It contains autonomous learning system, resource management system, teaching management system, evaluation and feedback system and level certification system, as shown in Figure 1. The five systems form a closed loop English teaching platform. Students can rely on the platform to proceed autonomous learning, realize self-certification of English listening, speaking, reading, writing, translation and other five skills, overcome the shortcomings of low in persistence rate and poor in traditional classroom teaching autonomy rate of pure MOOC mode.
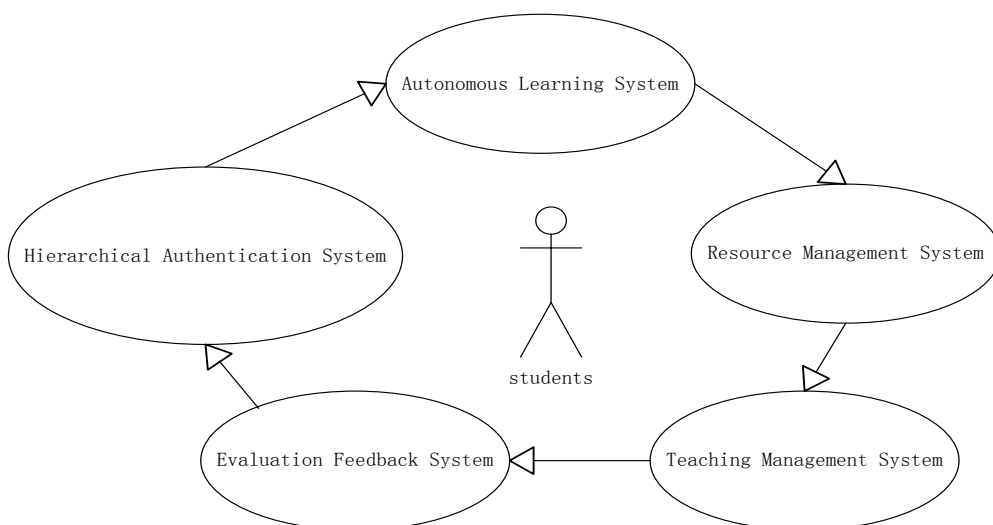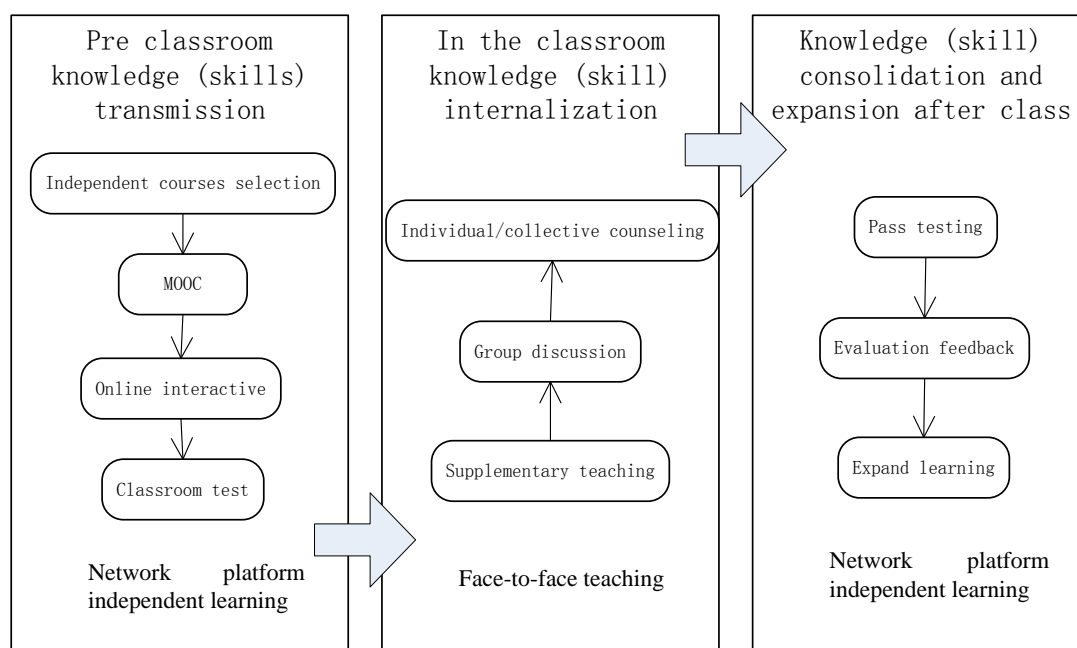

Figure 1 MOOC English teaching platform

Figure 2 MOOC College English teaching mode

2.3 Construction of Teaching Model

In accordance with the MOOC College English teaching process design, there is teacher face-to-face teaching 1 time (1 hour) per week, carry out a small class discussion 1 time (1 hour),

discussing on the contents of course and unit, and the rest of the time for students to watch teaching video themselves. Each English course is students autonomously select the courses and organize the class, each class of about 25 people who regularly participate in class discussion according to the requirements. And in the assessment of students, the quality of classroom discussion and the results show is an important reference, which means that students not only have to seriously autonomously learn in the MOOC English platform, but also have to carefully prepare the offline classroom discussion. It is specifically shown in Figure 2 [5].

3. College English Teaching Experiment under the MOOC Environment

3.1 Characteristics of College English Teaching Mode under the MOOC Environment
(1) Autonomy of Teaching Goal

Teaching mode requires students entirely contact with language in the process of online and offline learning. By the method of listening to, speaking, reading, writing, and translation, proceed active cognitive processing of language, so as to understand the connotation contained in language form. Through repeatedly watch video to autonomously learn online, students can master the knowledge in the repeated practice; by cultivating the creativity of the students to use English in class, help them make the language knowledge they have mastered externalized and embodied.

(2) Situation of Teaching Form

The classroom situation preset of teaching mode enables students feel like in a real scene, so as to achieve the goal of really using the English language knowledge and skills, and thus solve specific problems. This learning method of involvement, practice, communication and cooperation opens up the horizons of students, and promotes their learning motivation, spiritual communication, emotional involvement and classroom culture generate positive dynamic change, which effectively meets the spiritual essence of "English Curriculum Standards".

(3) Diversification of Teaching Evaluation

Teaching mode takes formed evaluation as the core, through establishing learning files online, student self-assessment and peer assessment, and teachers' classroom observation and evaluation and other various ways, pay attention to the comprehensive ability in using English language and healthy personality development. Students' online autonomous learning and independent research or collaborate to complete the task in the classroom teaching activities, not only emphasizes the use of their English language skills, but also weakens the external influences caused by English teachers' subjective evaluation or a single test result.

3.2 Experimental Design
(1) Experimental Purpose

This study, through the experimental comparing and analyzing the differences of teaching effects between College English 3P teaching model and College English model based on MOOC, explores the feasibility of English teaching model based on MOOC.

(2) Experimental Object

Two classes of from xx profession in xx College are selected as the sample in the experiment, and randomly divided into the experimental class and the control class. The experimental class (52 people) adopts MOOC English teaching model, the control class (51 people) by traditional 3P teaching model. Two classes are identical in terms of teaching materials, teachers, teaching periods and so on, and the only difference is the different teaching modes.

(3) Experimental Steps

a) Preparation stage

The specific tasks of this stage are: firstly, determine the composition and distribution of personnel in the teacher team. The team has a total number of seven teachers, I as the subject responsible person, responsible for the preparation of teaching outline and integration of curriculum resources, determining the classroom teaching materials and building MOOC English teaching platform; foreign teachers assist the integration of curriculum resources and responsible for MOOC video capture [6];

another four English teachers assist integration of curriculum resources and platform construction; a technicians in Information Department provides technical support for MOOC English teaching platform. Second, complete the construction of MOOC English teaching platform. Third, arrange those who were tested to proceed diagnostic tests in English, and complete the pretest data collection.

b) Implementation phase

This experiment lasts for one semester. In this stage, the MOOC English teaching model is applied to the experimental class (EC) and improve the construction of MOOC English teaching platform. English course credits is 6 for the two classes this semester, the average weekly hours for 6, and class teacher for small class are the foreign teacher and the author [7].

(4) Experimental Process

The experimental process is seen in Table 1.

Table 1 Classroom teaching examples

	The experimental class (EC)	The contrastive class
Teaching objectives	Vocabulary: A class for 3 / B class for 22 / above level class for 6 Grammar: with adverbial Text: understand and repeat Listening and writing: understand and express	Vocabulary: A class for 3 / B class for 22 / above level class for 6 Grammar: with adverbial Text: understand and repeat Listening and writing: understand and express
Teaching mode	MOOC English teaching mode	3P teaching mode
Curriculum evaluation system	Formative assessment (debate) + end evaluation (platform unit test)	End evaluation (unit test + mid-term exam + final exam)
Time allocation	MOOC English teaching platform Autonomous learning for 4 hours Class face-to-face teaching for 2 hours	Class face-to-face teaching for 6 hours
Teachers	The author (supplementary teaching for 1 hours) Foreign teachers (classroom discussion for 1 hours)	The author (text teaching for 4 hours) Foreign teachers (listening and speaking for 2 hours)
Teaching process	Autonomous learning before class (2 hours): students independent learn in teaching platform, complete platform testing, online communication and feedback Classroom learning (2 hours) III. After class autonomous learning (2 hours): students complete unit testing in the teaching platform, platform development learning, online communication and feedback	Introduction + explanation of the text (2 hours) Grammar explanation and Practice (2 hours) III. Listening and speaking training (2 hours）
Oral English class content	Organize the students to carry out group debate for debate of "The development of modern science and technology brings happiness or misfortune to human?" (class discussion for 1hour)	Organize the students to carry out group debate for debate of "The development of modern science and technology brings happiness or misfortune to human?" (oral class for 1 hour)
Oral English class effect (foreign teachers evaluate)	After watching the English Debate Contest on the platform and simulating the debate, students prepare a wealth of information, intensely debate in the class. Content is enrich and schedule is standardized.	Before class, students are ready to have a relevant debate in the class. But the content is not enough and the schedule is not standardized.

3.3 Result Analysis

MOOC mode of English teaching and 3P teaching mode before and after the test results are compared with in the Table 2.

Table 2 Test results comparison before and after

		Average value	The number of people	Standard deviation	Standard deviation of average value
MOOC	Test of the experimental class before	78.0192	52	8.011	1.11093
	Test of the experimental class after	84.0385	52	6.1356	0.85085
3P	Test of the contrastive class before	75.8627	51	9.30165	1.30249
	Test of the contrastive class after	78.5686	51	7.85431	1.09982

Data statistics show that the test scores after of the experimental class are significantly higher than the contrastive class. The difference between the two is significant, indicating that the MOOC English teaching model is indeed conducive to improving the teaching effect. The experimental results show that the MOOC English teaching model is effective and feasible.

4. Conclusion

In order to improve the quality and effect of College English teaching, so as to better design the College English curriculum, this paper constructs a new teaching mode that takes the College English teaching platform construction based on MOOC as the focus, to improve the traditional 3P teaching model in College English teaching. In the using process of the English classroom teaching, we can find a proper fit between form and content, which can use MOOC College English teaching mode, in MOOC environment, organically combine the traditional 3P teaching model with online autonomous learning mode [8]. English teaching experiment tried under the guidance of such theory is with a certain theoretical basis and practical significance. Moreover, teaching plan designed under the guidance of the theory can indeed promote the development of English classroom teaching method, so as to achieve the goal of enhancing the effect of classroom teaching. With the development of science and technology information, under the support of digital and intelligent technology, the system module will be further updated and improved, and the development prospects of MOOC is immeasurable.

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