

# Research and Application on Blended Teaching Mode of College English based on MOOC

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**Abstract:** As a kind of large-scale open online course, MOOC has become the front topic and practice hot news in the field of education. The blended teaching breaks the discontinuity of traditional teaching and enriches the teaching content of college English. The blended teaching mode of college English based on MOOC can make full use of high-quality MOOC resources and make up for the deficiency of traditional teaching. It can improve the autonomy of college English learning and meet the students' fragmented learning needs. It provides a new solution for the reform of college English teaching. This paper analyzes the feasibility of the blended teaching model of college English based on MOOC, and constructs the blended teaching model of college English based on MOOC. This paper points out the problems that should be paid attention to in the application of MOOC-based blended teaching model in college English teaching.

## 1. Introduction

The blended teaching mode combines the advantages of traditional teaching methods with the advantages of network teaching, which not only brings into play the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also fully embodies the initiative, positivity and creativity of students as the subject of the learning process. Bruner's educational theory holds that students are active recipients of knowledge and processors of information. Constructivism learning theory advocates teachers should mobilize learners' initiative in autonomous learning, and learners can explore and discover the knowledge they have learned on their own initiative. College English is a teaching system which is guided by the theory of foreign language teaching, with English language knowledge and applied skills, cross-cultural communication and learning strategies as the main content, integrating various teaching modes and teaching means. The aim of college English teaching is to cultivate students' ability of comprehensive application of English in order to meet the needs of social development and international communication in China. The blended teaching breaks the discontinuity of traditional teaching, expands and enriches the teaching contents of college English, makes English teaching rich and colorful, and enhances students' enthusiasm and initiative. The blended teaching based on MOOC is a new teaching mode which combines MOOC with traditional teaching. It gives full play to the respective advantages of MOOC and traditional teaching to maximize the teaching results and benefits.

## 2. Concept of MOOC and Its Characteristics

Information technology has injected new vigor and vitality into modern education, and has caused the revolutionary influence on the development of modern education. To promote the modernization of education with educational informatization is the strategic choice for the development of education in our country. It is necessary to promote the popularization and sharing of high-quality educational resources, promote the deep integration of information technology and education and teaching, and realize all-round innovations in educational ideas, concepts, methods and means. How to make information technology play a more important role is an important topic

faced by educators at present. MOOC is an effective way to solve this problem. MOOC (Massive Open Online Course) was put forward by Canadian scholar Dave Cormier and Bryan Alexander in 2008. It was recorded and disseminated by video, regarding students in school as the service principal, and providing "large-scale open online course" for the general public. The composition of MOOC is shown in Fig. 1. The first letter "M" means Massive, differing from only a few dozen or hundreds of students in traditional courses, MOOC can reach tens of thousands, even hundreds of thousands of people; the second letter "O" means Open, basing on learners' interest, MOOC can enroll in those who want to learn; The third letter "O" means Online, and learning is done online without limitations of time and space; the fourth letter "C" means Course, is the meaning of the course.

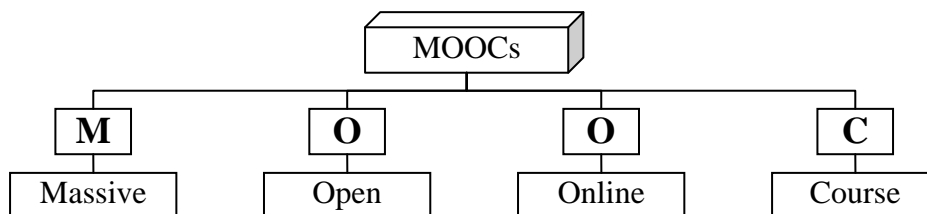


Fig. 1. Composition of MOOC

MOOC only provides teaching resources, similar to the function of electronic database. It not only provides teaching resources for learners, but also participates in the whole teaching process. MOOC has the following characteristics. First, large-scale. MOOC is a large-scale curriculum for tens of thousands of learners all over the world, with a large number of participants, learners can freely and flexibly choose courses without professional or disciplinary restrictions. Second, openness. MOOC combines the open network resources with the teaching management system effectively. As long as one is the registered user of the platform, he can make use of the high quality educational resources in the world without any restriction. Third, integrity. MOOC has a very complete curriculum structure, from curriculum release, scheduling and exchange of questions, to homework arrangement and assessment, is a complete teaching process. Fourth, interactive. MOOC focuses on the establishment of learning channels to allow learners to think independently of the course resources published on the platform and participate in online communication to gain knowledge rather than to unilaterally collect information from the network.

### 3. Feasibility on Blended Teaching Mode of College English based on MOOC

It is feasible to carry out the MOOC-based blended teaching model of college English, which is mainly reflected in the following aspects:

(1) MOOC is widely used in college teaching. Countries all over the world have launched the MOOC platform one after another. At present, MOOC has formed several mainstream curriculum platforms, and different curriculum platforms have different courses and interactive forms. The more influential MOOC platforms in China include Tsinghua University's "XuetangX", Peking University's "PKUMOOC", Shanghai Jiaotong University's "CNMOOC" and Fudan University's "Fudan University MOOC platform", and "EWANT", founded by National Jiaotong University of Taiwan, Shanghai Jiaotong University, Xi'an Jiaotong University, Southwest Jiaotong University and Beijing Jiaotong University. China's major portals have also joined the construction of the MOOC platform. The construction and application of these MOOC platforms have laid a foundation for the development of MOOC-based hybrid teaching model of college English.

(2) MOOC and blended teaching complement each other. Blended learning has a lot of successful cases in teaching both at home and abroad. The combination of online teaching and offline teaching has effectively improved learners' ability and learning effect. Although there are many web-based learning platforms such as Moodle, Blackboard, Sakai and so on, but there are still some shortcomings, including the difficulty of using, the difficulty to master, the imperfect construction of the platform, the inconvenient links, and so on. The MOOC platform makes the

blended learning network teaching platform more selective, and the characteristics of the MOOC platform also make up for the shortcomings of other platforms. The MOOC platform has strong interaction, and the layout of the page is simple and easy to understand, the operability is strong, and the platform functions are complete. Therefore, the advantages of the blended teaching based on MOOC are more obvious than the traditional blended teaching based on other platforms on the network.

(3) MOOC and mixed teaching have commonality. The commonality is embodied in the theoretical basis and service tenets. First, the commonality of the theoretical basis. Both blended teaching and MOOC are supported by humanistic learning theory, constructivism learning theory, cognitive learning theory and associative learning theory, both of which advocate learners' autonomy. Both pay more attention to creating a good learning situation, so that students can think and learn freely and easily in the situation. Second, the commonality of service tenets. Both MOOC and blended teaching are learner-centered and aim at improving learning results. Blended teaching considers that teachers are not the instigators of knowledge, but the designers and supporters of teaching activities, and the students are the subjects of cognition. MOOC has a complete curriculum content and curriculum structure to promote students to obtain a better learning experience.

(4) MOOC and blended teaching have the compatibility. The concrete performance is the blend of interaction activity and the study activity. First, the fusion of interaction. The interaction between teachers and students or students and students can be switched freely, and the classroom synchronous communication and network asynchronous communication, as well as the network synchronous communication can be realized. The blended teaching mode based on MOOC realizes the integration of all kinds of learning resources, whether it is the learning content of MOOC or the supplementary content of teachers, it is the content of learning exchange and interaction. Second, the fusion of learning activities. Blended teaching encourages students to use MOOC platform to learn online and learn new knowledge ahead of time, and lets teachers integrates the analysis results of the learning data into the teaching design to realize the perfect fusion of the pre-class knowledge and the in-class knowledge. MOOC platform has advanced learning contents, and it can carry out blended teaching, and encourage students to use the Internet to acquire new knowledge.

#### **4. Construction on Blended Teaching Mode of College English based on MOOC**

Blended teaching includes a variety of ways of mixing, no matter which kind of mixing, it is necessary to achieve the organic combination of teacher-led and student-led. According to the principles of systematization of teaching design, individuation of teaching process and complementarity of teaching resources, the blended teaching model of college English based on MOOC is shown in Fig. 2.

The MOOC-based blended college English teaching model shown in Fig. 2 consists of three parts:

First, the front-end analysis, mainly focuses on the analysis of MOOC teaching objects, blended teaching objectives, blended teaching contents and blended teaching environment, and it is also the basis of the whole MOOC blended teaching. Teaching object is the main body of learning activities and the center of teaching design. The characteristics of learners will affect teaching strategies and teaching activities. To analyze learners' knowledge reserve, learning experience, learning motivation and learning attitude, so as to provide a basis for the design of teaching activities. Teaching objectives are the direction of teaching activities, and have a direct impact on learning motivation. According to the syllabus and the students' knowledge, the teacher should set up clear goals. Teaching content is the information transmitted in the process of interaction between learning and teaching. The design of teaching content has a direct impact on learners' learning motivation and learning effect, generally including curriculum standards, textbooks and courses, etc. Teaching environment is the external condition which affects teaching. The analysis of teaching environment includes MOOC learning platform, classroom learning environment and educational technology environment, etc.

Second, teaching design, includes pre-class online learning stage, in-class face-to-face learning

stage and after-class review and consolidation stage. According to the teaching objectives and teaching content, teachers should select appropriate teaching strategies, rational use of learning resources, and design teaching activities, form a "teacher-led, student-oriented" double-principal model. In the pre-class online learning stage, teachers assign MOOC learning tasks and provide on-line learning resources, including MOOC learning materials, expansion materials, learning websites, as well as guidance cases, case and self-test questions, and so on. The forms of resources should be diversified. In the course of face-to-face learning, the teacher's task is to teach, demonstrate, and guide students to cooperate and communicate, to engage in exploratory learning. In the after-class review consolidation stage, students finish after-school homework, and conduct targeted review, and through the online platform to discuss, share learning experience, expand learning ideas. Students will also provide timely feedback about the problems encountered for teachers or group members, so that they can timely solve problems, reflect, and improve learning.

Third, learning evaluation, includes formative evaluation and summary evaluation. Formative evaluation is the evaluation of students' performance and achievements in the course of daily learning, as well as reflected emotions, attitudes and strategies, which is a developmental evaluation based on the continuous observation, recording and reflection of students' learning process. Through formative evaluation, teachers can keep abreast of students' learning progress, obtain continuous feedback in the teaching process, and provide references for teachers to adjust teaching plans and improve teaching methods at any time. Summary evaluation, on the basis of pre-set teaching objectives, refers to the extent to which the target of the evaluation is achieved, that is, the evaluation of teaching effects. Summary evaluation focuses on the overall degree of students' mastery of the subject, with high generalization level, wide range of test content, and it is usually in the middle of the semester or at the end of the semester. Summary evaluation can make teachers and students feel the whole teaching effect intuitively, and lay the foundation for the next teaching.

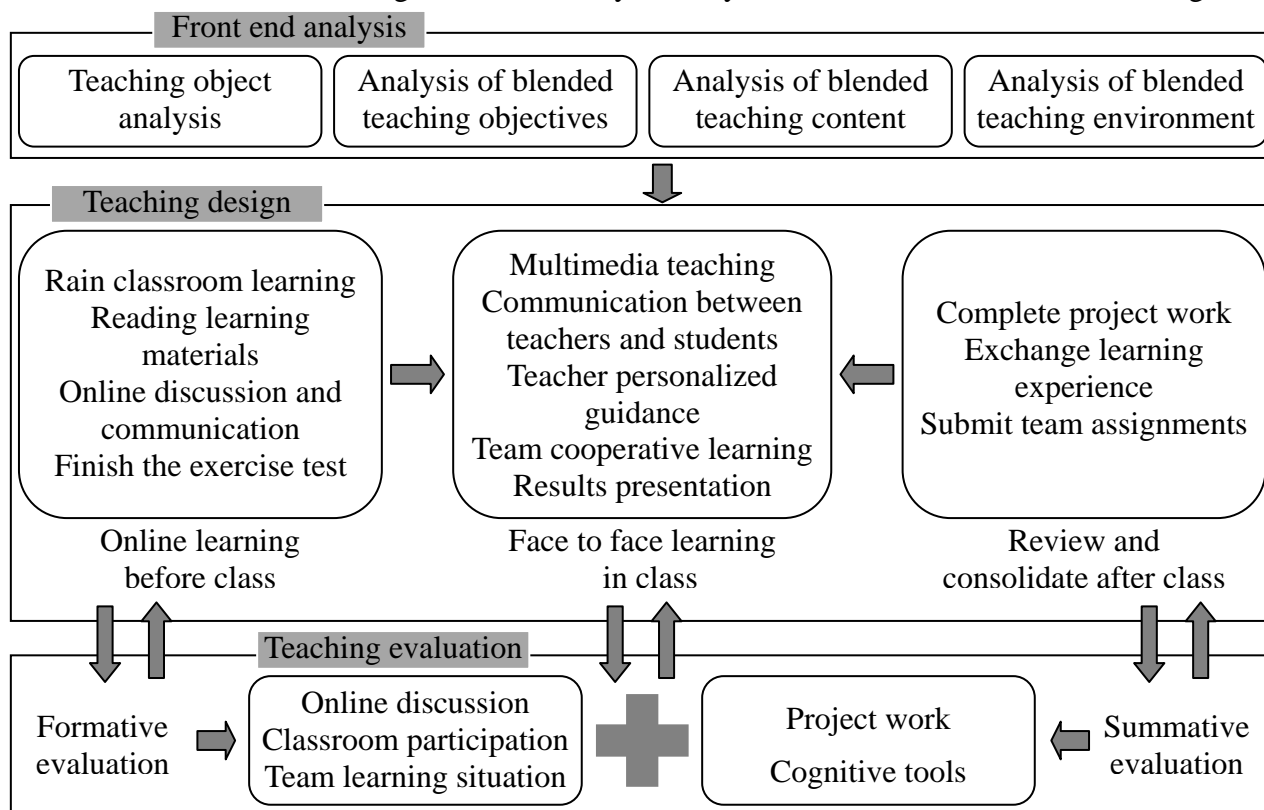


Fig. 2. Blended teaching mode of college English based on MOOC

## 5. Application on Blended Teaching Mode of College English based on MOOC

The following problems need to be paid attention to when applying the mixed teaching model of

college English based on MOOC: first, the quality and sharing of the teaching content. The teaching content should not only stay in vocabulary and grammar teaching, but should make full use of modern information technology to display diversified teaching content, integrate the curriculum video of world-famous universities and ensure the quality and timeliness of English teaching content. The teacher combines language situation to transmit knowledge points so that they can make the teaching content richer and easier for students to understand. Second, the modernization and diversification of teaching methods. MOOC has changed the way students acquire knowledge. Teachers should actively explore innovative teaching methods, effectively combine online and offline learning, and create more opportunities to guide students to learn actively. Encourage all students to participate in the teaching process, exchange views and experiences in the process of interaction, so that learning is no longer boring. Thirdly, the specialization and skill of teacher's role. Teachers should improve teaching skills and scientific research level, enrich teaching content with high-quality resources, not only impart basic knowledge to students, but also pay attention to the cultivation of students' ability to think independently, increase interaction between teachers and students, improve students' enthusiasm, timely answer the problems encountered in the learning process, do a good job of offline tutoring, and meet the individual learning needs of students. Fourth, the openness and autonomy of students' learning. With student-centered teaching activities, MOOC focuses on students' initiative and participation. Students can autonomously choose courses, arrange time and place, manage learning progress and participate in online communication. Teachers need to take measures to improve the attraction of courses to students. The video time should not be too long, courses should be edited according to knowledge points, and online learning should be combined with final scores to improve students' attention and concentration.

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