

College English MOOC Teaching under the Internet + environment

Xiaolin Wang

Department of Basic courses, Engineering University of PAP, Xi'an, 710086, China

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Abstract: College English MOOC is a supplement and breakthrough to the traditional teaching mode. MOOC improves students' participation, autonomous learning ability, critical thinking ability and cultural cognition. In combination with the third volume of New Horizon College English, this paper discusses the English MOOC teaching from the aspects of course analysis, teaching objectives, course content framework and development steps, so as to promote the MOOC construction of college English.

1. Introduction

Under the Internet + environment, MOOCs (Massive open online courses) have gained increasing attention at home and abroad. The MOOCs platform can not only offer free and high-quality learning materials and online support including course assignments, learning evaluation, and interaction between teachers and students, but also can issue study certificates to students who have completed courses according to the requirements. When discussing about the course orientation of college English while developing the "college English teaching and learning guideline", all experts agreed that college English is an important part of higher education in China, which is significant to facilitate the coordinated development of knowledge, ability and comprehensive quality of college students." [1]

As a basic course in Chinese universities, college English teaching is in the process of reform and transition, therefore, it is crucial to build the college English MOOCs. The outline of the national medium - and long-term plan for education reform and development (2010-2020) proposes that "modern information technology should be given full play in education and teaching reform to promote the sharing of high-quality teaching resources".[2] China's college English has long adopted the traditional teaching mode, namely, "teacher-taught, student-learned, which fails to reflect the main status of "learning". MOOCs about college English can not only promote educational equity, personalized and independent learning, but also can help them "expand their international vision, strengthen their language advantages and highlight English application".

2. Strategies for college English teaching reform from the perspective of MOOCs under the Internet + environment

2.1. Scientifically design the overall plan of college English teaching based on MOOCs

The main goal of college English teaching is to cultivate students' intercultural communicative competence. The course positioning, teaching requirements, teaching objectives and curriculum arrangement should be made clear. Teaching design should be made specifically according to the characteristics of teaching content and the MOOC platform. The teaching method is to combine online micro-class with offline guidance. Through online micro-lessons, students can preview and systematically learn the content. The corresponding test can be added to inspect the extent to which students grasp the content.

2.2. Changing the traditional teaching mode and promoting the innovation of MOOC teaching

Teachers should use MOOCs to teach under the premise of improving teaching quality, and actively innovate MOOC s mode. At present, teachers should adopt the "blended teaching mode"

combining online learning with traditional teaching methods. Exquisite micro-course videos can facilitate students to learn anytime and anywhere. The modes of making micro-courses are also diverse, including animation short film, PPT, text material, audio, video and so on. [3] Students can feedback the problems to the teachers, realize the offline interaction, and jointly explore and solve the common problems.

2.3. Strengthen the construction of the teaching staff and improve the overall teaching ability

The educational reform requires that English teachers should learn and master MOOC-related knowledge, participate in seminars and the MOOC producing competition. The latest information and diverse teaching resources available on the MOOCs platforms should be fully used to understand the English teaching methods and frontier researches. In addition to self-learning and self-testing, teachers can also establish an interactive evaluation platform to share their teaching processes and content to facilitate the mutual learning.

2.4. Guiding students to learn cooperatively and actively

MOOCs are more than a change in teaching methods and they are the very changes in teaching philosophies. MOOCs are based on collaborative and active learning. Therefore, it is necessary to guide students to learn cooperatively and actively. It is impossible for teachers to communicate with and check the study of every student in large-scale classes. And students are usually reluctant to take the initiative to learn after class. Teachers should guide students to change the learning attitude and methods, and design the reasonable and scientific classroom assessment to urge each student to learn independently, cooperatively and actively.

The above strategies aim to make full use of MOOCs, increase students' learning approaches through MOOCs, and benefit more students, so as to improve students' English level and learning abilities. Meanwhile, the professional ability of college English teachers should be constantly improved. The following will take the second volume of New Horizon College English as an example to discuss the college English MOOC's teaching design from the aspects of course analysis, teaching objectives, course content framework and development steps.

3. Teaching design of the College English MOOC

3.1. Design of teaching objectives

The primary focus of teaching design is to construct expected learning outcomes. College English teaching is a teaching system, with English language points and application skills, learning strategies and intercultural communication as the main content, which integrated a variety of teaching models and teaching methods under the guidance of foreign language teaching theory. College English curriculum requirements puts forward the goal of college English teaching is to develop students' English comprehensive application ability, especially listening and speaking skills, to make them competent in English writing and spoken communication in the future work and social activities. And their ability of autonomous learning and the comprehensive cultural quality should be enhanced to adapt to the need of the country's economic development and international exchanges ".[4]

Therefore, based on the basic English level of Chinese college students, after learning the MOOC of the third volume of New Horizon College English, students' listening, speaking, reading, writing and translation ability should meet the general requirements of the College English Course Requirements.

3.2. Teaching content and framework

Teaching content is the core of teaching design. The choice and decision of content is mainly influenced by teaching objectives, level and class hours. The selection of college English MOOC's teaching content should be designed combined with the requirements of MOOC videos production. According to the real English teaching condition in China's universities and College English curriculum requirements, the third volume of New Horizon College English is a general textbook suitable for sophomore students' English learning. In this paper, it is taken as the teaching resource

to design College English MOOC, which covers eight topics, including The way to success, Beat your fear, Life stories, Let's go, When work is a pleasure, War and peace, Economy: Power behind everyday life and The art of parenting.

The topics are closely related to the current times, which cover various areas such as society, history, economy, psychology, philosophy, etc., reflecting the speculative and humanistic nature of teaching content. The overall goal is to develop students' comprehensive language skills, improve critical and creative thinking ability and enhance cultural perception. The exercises follow the internal rules of language learning with clear objectives and orderly arrangement, including not only word and phrase exercises, but also comprehensive language application, combination of input and output. Translation is designed to guide students to understand and express the differences between Chinese and western cultures and real communicative tasks are designed to cultivate students' ability to solve practical problems.

Each unit centers on one theme and designs of the teaching content based on the language learning skills. Due to the different themes and the characteristics of MOOC, the design of each unit can be different. The video in MOOC teaching mode is characterized by short time, fragmented knowledge and relatively independent with complete contents. Since College English is a basic course of college English teaching, which covers a wide range of contents, video producing should obey following principles.

1) Focus on students. In constructivism learning theory, cognitive learning theory and connectionist learning theory, learners are always the center of teaching. In order to meet the personalized requirements of learners, learners' existing knowledge structure should be thoroughly considered. And how to arouse learners' learning interest and elicit the old knowledge to induce the learning motivation also should be considered.

2) Effectiveness. The production of MOOC video should focus on the effectiveness of video teaching, which isn't a traditional teaching process copied onto the Internet. we should reasonably choose knowledge points for skill training and integrated the humanistic nature of English courses.

3) Operability. Operability is the key to MOOC video production, which involves the teaching plan design, script preparation, video recording and post-editing and other steps. The preparation and implementation must be based on the actual situation of the university itself.

Based on the characteristics of MOOC and students' English level, the following part will take Unit one as an example, the author will design the teaching content and framework. (Table 1)

Table 1 The innovative teaching design of College English MOOC

Part	Content	Ability	Knowledge required
I	How to make your dream come true	Listening	Listening for important words and important steps
II	The reason of failing to success	Speaking	Related words and expressions
III	Never, ever give up	Reading	Reading for the main idea and the structure
IV	How to develop an example essay	Writing	Methods of selecting specific and typic examples
V	Complex sentence translation	Translation	Words related to global citizen and self-employment
VI	Subjunctive mood	Grammar	Knowledge about subjunctive mood

3.3. MOOC-production with teaching resources

At present, the production of college English MOOC video is still not mature, so the operability of the video production is very important. It is based on simple and easy operation. Innovative college English MOOC is mainly composed of the following modules: learning video, video supporting exercises, unit tests, course evaluation, online communication and course evaluation. Development steps include:

- 1) Define the connotation and definition of college English MOOC;
- 2) Determine the course framework and content;
- 3) Write and revise the script;
- 4) Recording MOOC video resources;
- 5) Improve course teaching resources, including the construction of test question bank, evaluation standards and teaching management.

3.4. Video production process

- 1) Topic selection: including selection of knowledge points, skills, teaching methods and strategies, etc.
- 2) Preparation for video production: including preparation for courseware, teaching plan text, PPT, video script, camera, recording and broadcasting classroom and editing software.
- 3) Post editing: mainly editing video and adding subtitles. Professional teachers and technicians are needed.
- 4) Audit and correction: the final audit and correction of video shall be carried out with the participation of professional teachers and technicians.
- 5) Online: modules can include: course notice; Teacher information; Teaching video; Learning resources; Discussion; Homework submission and grade announcement; Self-test question bank; Personal works display; Comments and Suggestions; Related links, etc.

4. Conclusion

In the era of Internet plus, the combination of college English teaching resources construction and MOOC is an inevitable trend and a crucial task for us. Only under the guidance of scientific construction ideas, can we design a more meaningful MOOC system and promote the development of college English teaching.

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