

## Research on College English Teaching in Independent College under the Background of "MOOC"

Ting Zhang

Jimei University, Chengyi College, Fujian, Xiamen, 361021

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**Abstract:** MOOC has brought forth unparalleled impact on higher education both at home and abroad. Based on a sharp insight into the unique strength and inherent weakness of MOOC, this paper points out the new requirement faced by college English teaching in China, i.e., the internationalization of higher education, and borrows lesson from such English teaching models as ESP and CBI. In combination with an analysis of the practical situation of English learning among students in independent college where the writer works as an English teacher, this paper tries to offer some suggestion in English teaching of Chinese independent colleges, in terms of teaching contents, evaluation methods as well as teachers' construction.

### 1. Introduction

MOOC: Massive Open Online Course is a large-scale open online course. From 2011 to 2013, it has experienced a roller coaster development. The current research that is still attached to the "MOOC" seems to be somewhat outdated, but the author believes that a change that was once used by the Stanford University President as a "digital tsunami in the history of education" will never be affected by the discussion. The smoke disappeared. Perhaps, in the gradual cooling after the "mu school hot", we can more objectively look at this thing.

### 2. The Advantages of "MOOC"

From the beginning of the 21st century, information technology has penetrated into all aspects of social life and also impacted the field of education. OCW (Open Course Ware, "Open Course Resources") and OER (Open Educational Resources "Open Educational Resources") have been familiar to people before the advent of MOOC [1]. In this sense, MOOC is not a brand new thing, but it has caused the most powerful impact on the entire education sector. This is inseparable from the three advantages of the "MOOC" itself.

Most people's understanding of the MOOC is to pay attention to the massive free quality resources provided by their platform, but ignores that merely providing resources itself does not constitute an effective course. Traditional online courses generally share resources, but they cannot guarantee that these resources can be effectively used by learners. The function of the platform is not limited to the free provision of quality resources, but is as problem-solving as classroom learning. Students discuss, and as an online learning course, the platform also has data logging and analysis capabilities. The "MOOC" course generally consists of 3-5 small videos related to the course. Each video is set to about 10 minutes, and there are some small questions that must be answered, or the students are tested in the form of a quiz. The mastery of knowledge, this way will enable learners to complete the course more actively and effectively. One of the charms of "MOOC" is that it provides a new way beyond campus classroom learning.

In the "MOOC" study, learners can participate in the exchange platform of the course and exchange discussions in groups or forums. In other words, the connection and interaction between the learning partners and even the evaluation is another "mother class" learning.

The role of the organization is to organize and plan the curriculum, rather than the knowledge indoctrinator who plays a leading role in the traditional classroom. Teachers are committed to cultivating the creative thinking of learners, focusing on inspiring thinking in their learning process,

and combining the dynamic and diversity characteristics of the content of the “MOOC” curriculum, aiming to help learners build a three-dimensional knowledge system and integrate Subject knowledge. It can be said that the "MOOC" has achieved a major goal in the reform of higher education: the classroom teaching mode shifts from teacher-centered to student-centered.

There is also an advantage in the “MOOC” learning, that is, learners can choose the courses they are studying according to their time, interests and needs, which opens the first door for active learning for learners. The learning process is set up in addition to answering the questions correctly to continue the course to effectively mobilize the students' enthusiasm. The platform also provides instant communication and answering questions to help learners who really encounter difficult problems and help them successfully complete learning in the link. Learners can also participate in the construction of the curriculum and publish evaluations of the curriculum and teachers, which are in line with the cognitive style of the learners, and can also enhance their learning.

### **3. The Reason for the "MOOC Heat" Cooling**

2012 is the first year of the well-known “MOOC”, but in 2013, “MOOC” suffered a dilemma. Some articles pointed out that most of the people who registered and studied on the "MOOC" platform gave up halfway through, and finally there were very few people who actually got credits on the platform. The doubts about the "MOOC" have been heard all the time. The author believes that if you only stay on the surface of the phenomenon, it is impossible to obtain a truly valuable understanding and experience. Between the hot and cold of "MOOC", the reason behind it is worth exploring.

"MOOC" has aroused people's high expectations with its obvious advantages when it first entered people's attention. "MOOC" breaks the time and space restrictions of traditional classrooms. With Internet technology, people can freely choose courses according to their individual needs and interests, and arrange their own learning progress. This will theoretically stimulate and satisfy people's curiosity. . At that time, "MOOC" even brought a feeling that the status of traditional universities will be shaken. However, as far as the development of "MOOC" is concerned, this is just an illusion. Analysis of the reasons is not difficult to find, the reason why a large number of learners have given up the course, one of the reasons is that "MOOC" has no supervision on online students, so it lacks restraint. In most cases, the goal of relying on a high degree of self-discipline is often lost. Most people inevitably need external supervision and management in the social environment [2]. Another reason is that the advantage of “MOOC” is the free resources provided by its platform. However, when encountering school frustration or other comprehensive considerations, there are many learners who are close to zero cost because of the “MOOC” course. And give up learning without scruple. In a sense, it can be said that the "MOOC" challenges people's nature, so it is not surprising that there is no chance of winning.

### **4. Colleges and Universities Should Correctly Face the "MOOC"**

Then, as the “MOOC” gradually fades out of sight, do we feel like “the class” is just a dream? The author believes that this is obviously unscientific. Although the "MOOC" failed to achieve the expectations of people at the beginning, it really shocked the higher education sector and brought challenges to colleges and universities. A reasonable approach for colleges and universities should be to face challenges, overcome their own deficiencies, and strive to improve their level in order to get close to the expectations that people project on the "MOOC."

There are two main types of "MOOC", one is MOOC and the other is MOOC. The former's curriculum mainly relies on cutting-edge online tool design, which emphasizes the creation of knowledge. The latter uses the traditional behaviorist learning theory as the guiding ideology, and the teaching method is not much different from the traditional classroom. In time, MOOC appears earlier than MOOC, but it is far less than MOOC [3]. The main reason is that MOOC is still a traditional teacher to teach students to accept in the teaching mode. It is familiar and easy for the majority of learners, and at the same time it has high-quality educational resources that are difficult

to reach in general colleges and universities. Some learners will not hesitate to seize this opportunity to contact with famous teachers, but in contrast to MOOC, although carrying advanced education concepts, it is not so widely attractive.

For colleges and universities, this is actually a positive message. The rapid trend of "MOOC" at the peak period has made many people feel that many universities, especially ordinary colleges including most independent colleges, are in a precarious state. However, through the superficial phenomenon, we have seen that the most accepted form of knowledge dissemination still has no essential changes. This is enough to show that the foundation of the university has not been shaken. The "MOOC" has not been subverted in a short time. In the university education system, it also needs to find a point of integration with colleges and universities. At the same time, colleges and universities should also seize this opportunity, make full use of the resources on the "MOOC" platform, and combine well with the classroom teaching of the school to achieve complementary online and offline advantages, and strive to present attractive classrooms for students.

The open online classroom provided by "MOOC" has realized the sharing of resources among international communities. It not only puts the importance of college classrooms in a more prominent position, but also makes the goal of internationalization of domestic higher education unavoidable. The so-called higher education internationalization, its main content is the internationalization of teachers, internationalization of courses and internationalization of students [4]. English teaching has clearly played a key role in achieving this goal. At present, most of the courses published on the "MOOC" platform use English as the course language. If you want to fully enjoy the international curriculum resources and obtain international information in a certain subject area, students must be required to master the ability to study in English. It is no longer a simple language skill learning. This also puts forward new requirements for college English teaching in domestic universities.

At present, the main problem in college English teaching in China is that English is still teaching language for language. Single language structure knowledge cannot be integrated with professional disciplines. Because of the limitations of curriculum content and class hours, most teachers are in the teaching process. It is difficult to expand in terms of cultural connotation. As a result, students only passively follow the teacher's memory and practice language skills. The interest in learning English is generally not high, and the actual pragmatic ability is not strong.

College English ESP teaching will be an effective way to help colleges and universities beyond the basic English teaching and achieve the goal of internationalization of higher education. The so-called ESP teaching aims to develop students' ability to learn different subjects in English and to communicate. This language teaching method does not emphasize subject knowledge but the interdisciplinary language communication ability. In addition, Content-based Instruction emphasizes the core of teaching as the subject knowledge that students are about to learn [5]. If you combine the two, use the professional subject curriculum resources on the "MOOC" platform as part of the college English classroom content, and use English as a course language to help students master the subject knowledge. As a result, the real language material can meet the needs of students and to mobilize their initiative in learning, on the other hand, students can gain language skills while understanding and mastering the knowledge of these subjects. If foreign language learners have access to a native or near-native learning environment, their learning efficiency will be significantly improved and their learning will be the best [6]. The above teaching mode is to create the most ideal foreign language learning conditions.

## **5. Reflections on College English Teaching in Independent Colleges with the Background of "MOOC"**

As a public English teacher working in an independent college, the author faces the new requirements brought by the wave of "MOOC" to college English teaching, combined with his own teaching practice experience, to do independent college English teaching in the context of "MOOC".

Based on the advantages and hardships of the "MOOC" in the previous analysis, when

considering the ESP+CBI teaching mode as mentioned above, it is considered that the independent college students generally have poor learning autonomy, low interest in English learning and uneven foundation. Phenomenon, the author believes that in the independent college English teaching practice of the concept of online and offline complementary advantages, we should pay attention to avoid the "MOOC" platform resources completely handed over to students outside the classroom to learn this minefield, so as not to return.

Under this premise, the independent college English course resources can use the "MOOC" platform to use its resources in a focused and step-by-step manner.

In the new stage, college English teachers can focus on selecting English video resources related to the syllabus and textbook topics, and integrate them into the classroom in the form of micro-courses to enhance students' interest while providing language materials in the real environment. Teachers relevant questions are set in the follow-up teaching, and the students are stated in English to improve their pragmatic competence.

On the basis of the students' pragmatic abilities, the teachers can select and learn one or two basic courses in advance according to the professional of the students they teach, if the process can strengthen English under the leadership of the school. The connection between teachers and professional teachers will achieve twice the result with half the effort for both parties. It is even possible to further build an online learning platform for self-study for students of their own colleges to improve the competitiveness of the school.

After the English teachers have mastered the professional basic courses of the students they teach, they can combine the professional course videos of the "MOOC" platform in the classroom, first give the students language help, and then the students study independently during the extracurricular time. In the follow-up class, set up statements, questions and answers or debates related to the course content, focus on training students' ability to express professional knowledge in English, and consciously and methodically direct college English teaching objectives to academic English teaching. In this process, most of the English vocabulary accumulated by students is related to professional knowledge. They are familiar with the structure and norms of discourse in a large number of academic English, and gradually learn to access professional literature in English, and cultivate professional learning in English. The advantage of this teaching method is that students will recognize the meaning of language as a learning tool while mastering the content of professional subjects. Language learning has become the internal motivation of students [7]. With the guidance and help of the teachers, the students will gradually have the confidence and language ability to deal with the professional courses in English. It is also possible to use the "MOOC" resources independently and freely according to their interests or needs during the extracurricular time, to understand the lectures of foreign teachers and The lectures can even further present their own opinions on the course video content on the "MOOC" platform, participate in interactive discussions in the school community, and truly cultivate their research and innovation capabilities. At the same time, to this extent, students' English pragmatic abilities naturally have not been improved by traditional college English classes.

In order to effectively ensure that students can complete the "MOOC" platform course used by teachers independently, in addition to the language help of teachers in the classroom, effective follow-up supervision is also necessary. Therefore, in the process of academic English teaching, the evaluation model also needs to be changed. Teachers no longer test the students' English proficiency with one or two test scores. They should also consider the process of learning professional courses on the platform and the practical ability to express and participate in the discussion in the classroom, based on their foundation and effort. And personal progress to make a personalized evaluation. This requires teachers to obtain their learning data by means of modern technology, to accurately understand the students' learning by analyzing the data, and even to further use the data to give targeted learning suggestions and guidance to different students, and to truly teach students in accordance with their aptitude.

In the context of "MOOC", in addition to the changes in course content and supervision and evaluation mode, the English teaching of independent colleges is also urgent. Teachers should not

relax and improve their professional ability, but also should have basic knowledge and understanding of knowledge in at least one special field. In this respect, teachers need to make full use of the resources of "MOOC" platform to continuously update their knowledge system. On the other hand, if you want to improve your professional English knowledge in a certain subject area with higher efficiency, the best way is to study the "MOOC" platform course together with relevant professional teachers, and then use the school as the unit or even the area. For the unit, build a platform for "MOOC" between the same institutions.

## 6. Conclusion

"MOOC" has its own advantages and disadvantages. It is an exploration of education reform; domestic college English teaching has also been exploring and developing. College English teachers should be keen to capture the positive message conveyed by "MOOC", that is, classroom teaching is still the foundation of colleges and universities, and strive to improve the fun and effectiveness of classroom teaching. When using the excellent resources of the "MOOC" platform, it can combine the actual situation of English learning of students in their own colleges, and have the goal to guide and help students to effectively combine English learning with professional subject learning, which not only fully mobilizes students. The enthusiasm of learning also lays a good foundation for the long-term development of students' own profession.

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