The Research of Autonomous Study Based on MOOC Resources Under the Guidance of “Excellent Course Construction”

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Abstract: “Excellent Course Construction” is the hot topic nowadays. MOOC is the main approach to make it come true in the teaching process. MOOC provides abundant learning resources which could be well combined with traditional classes. Meanwhile, the combination of Internet access and intellectual mobile devices would possibly inspire innovative educational form. This thesis will discuss how to apply the MOOC to college English autonomous study with internet access.

The term "Excellent Course" was first proposed at the conference on undergraduate education of national colleges and universities in June 2018. The conference pointed out that it is necessary to effectively "increase the burden" on college students, enhance their academic challenges, reasonably increase the difficulty of studies, expand the depth of courses and expand the options of subjects. The so-called "Excellent Course", as the name implies, is classes of high qualities. At present, "Excellent Course" includes offline "Excellent Course" and online "Excellent Course". Among them, online "Excellent Course" refers to the popular Mooc in recent years, while online and offline mixed "Excellent Course" refers to the teaching method that combines Mooc with face to face class. Therefore, we can see that Mooc is of great significance and the main form to realize the "Excellent Course".

What is MOOC? Mooc is Massive Open Online courses. It’s the complete open online learning environment (i.e. online classroom) that makes "teaching" into digital resources and conducts teaching and learning through Internet. It is a "course organized by online classroom" corresponding to "course organized by physical classroom". Mooc is a resource, an idea and an environment.

Mooc emphasizes creativity, innovation, autonomy and social network learning, as well as the knowledge creation. To be more clear, students play an important role in the learning process in Mooc. Students are required to pre-learn relevant knowledge and then share the collected information and knowledge with other participants. At present, resources in Mooc are quite abundant both at home and abroad. These resources are not only relatively rich in categories, but also with high quality. Most of the resources are also free. Mooc is first emerged in the United States as large, free, open online learning platforms set up by elite universities. Khan academy is one of the early examples that offered online courses in the United States. Khan promised to make all courses free for lifelong learners around the world. Through various Mooc platforms, teachers can also learn a lot of their course-related knowledge as well as understand some relatively new items, and constantly supplement their unknown system of knowledge. This way of learning is also more convenient and feasible for most teachers themselves, which makes up for the dilemma that they cannot improve themselves in real life due to limitations of time, distance, funds and resources. Only with the improvement of teachers' personal ability can the quality of online classroom be guaranteed.

The prerequisite for the popularization of Mooc is with the access of the Internet and mobile devices. Without the Internet, no matter how good online courses are, they cannot be shared. Without mobile devices, learners cannot feel the convenience of Mooc, and Mooc would lose its values. Since mobile devices were introduced in 1973, no one had ever imagined that one day they would become so important in everyday life. Nowadays, mobile phones have become a crucial part.
of our life, we use them to receive messages, video chat, play video audio, surf the Internet, shop online and so on. In addition to these conveniences, we feel an urgent need to use mobile devices as educational tools to help with language learning. Both teachers and students are used to such a convenient learning environment. The author would talk about the autonomous college English learning aided by Mooc and internet access and how to use the mobile auxiliary equipment in English autonomous learning. The author would introduce how to effectively use Mooc platform and mobile devices to help English learning, thus truly realize the autonomous college English learning.

1. Autonomous College English Learning Assisted by Mooc and the Internet

Teachers can combine Mooc with traditional classes in addition to improve their own abilities through Mooc. Like other online education technologies, Mooc offers access to courses and learning resources through Internet. Till now, Mooc has offered online courses to more than 160,000 students in at least 190 countries. Mooc can be seen as an improvement on existed online learning technologies. As an online learning platform, Mooc has more advantages over traditional face-to-face classes in terms of course openness and class scale. It provides students with enormous resources for learning and using. As for the learning progress, students can arrange and settle their learning plans more flexible by Mooc. In addition to the supplement to the traditional classroom, teachers can also be carried out “flip class” based on Mooc. Teachers need to spend more energy on the whole class design, such as how to organize the teaching process in class, how to arouse the enthusiasm of learning, how to conduct the learning evaluation, etc..

As the main carrier of communication and information dissemination, English is not only a pure language, but also has the function of communication. However, in college English teaching, both teachers and students realized the limitations in the teaching process. Firstly, the teaching content is limited. Many teaching materials have not kept up with the needs of social development and have no practical application value for students. Secondly, most of the time in college English class is dominated by teachers, explaining grammar, expressions, sentence patterns and so on. Due to the limited time left for students in class, it is difficult for them to develop enthusiasm for English learning. Teachers should pay attention to the autonomy of students in the teaching process, and make sure that students are responsible for themselves. The current educational reform emphasizes more on students' initiative, fully reflects the main role of students, and makes students become the main parts of information processing in the learning process. Teachers should be the organizers and instructors of classroom teaching. Before class, they should first establish learning objectives, then assign learning tasks, and finally let students learn independently, and tell students which platforms to search and read relevant materials. In the process of autonomous learning, students search for information on the Internet to complete learning tasks, discuss and study online, fully mobilize learning enthusiasm, respect individual differences, and enhance students' learning efficiency.

The Internet platform plays a very important role in the teaching and learning of college English. With the application of multimedia, the Internet platform can broaden and deepen the knowledge and skills students learned in class. Teachers' teaching contents and methods are no longer limited by classroom. With the help of Internet media, the creativity of teachers and students will be stimulated and practical English skills will be improved.

1.1 Role of Teachers in Autonomous Learning Under the Use of Mooc.

Unlike traditional teaching methods, teachers do not need to grant the same teaching plan to a large number of students at the same time, and students do not need to lose their individuality to meet the teacher's curriculum design. The use of Mooc resources will require more comprehensive ability of teachers. Teachers must master the latest knowledge to meet the teaching requirements. To some extent, Mooc encourage teachers to develop their abilities more comprehensively. As instructors, teachers need to know what students need to learn and make reasonable teaching plans. In addition, in college English classes, teachers do not have enough time to pay attention to the learning progress of each student, so they cannot find out each student’s problem in the learning
process. However, Mooc enables teachers to know the learning situation of students through online learning.

1.2 Role of Students in Autonomous Learning Under the Use of Mooc Resources.

The use of Mooc platform makes students have more English learning resources and online learning resources become vivid and interesting. Students will combine the learning tasks assigned by teachers with the learning projects they are interested in, and fully play their subjective initiatives. Instead of passively receiving information, they will independently find learning tools, make learning plans, explore suitable learning methods and achieve individual learning results. Through Mooc, students can ask questions easily. Online Q&A section can relieve the tension and embarrassment in face to face class, especially for non-English majors. In short, in the autonomous college English learning, students become the subjects of the dominant learning task and become real learners.

2. Mobile Device Assisted Language Learning

Mobile device assisted language learning has become another research hotspot in the field of education, especially English learning. Therefore, how to promote autonomous learning in college English through the blended learning method and mobile device learning is the focus of experts and scholars. Learning on mobile devices has its own unique characteristics, synchronous, casual, personalized and ubiquitous. Wireless communication technology has been applied in many fields, such as GPS navigation, wireless monitoring system, learning of various subjects including language learning. Mobile devices can be applied both in and out of classrooms. In class, for example, group discussion does not need to realize the function of mobile, but it provides learners with intimate contact, communication and decision-making opportunities. It’s all because of the detailed planning of learning activities on mobile devices. This is an experience that neither desktop nor laptop computers can provide. Outside of the classroom, learning on mobile devices is more convenient and practical. These experiential activities enable learners to connect language learning more directly with the real world. In addition, learning using mobile devices outside of the classroom can make better use of learners' time, even when learners are in dynamic activities.

Autonomous learning emphasizes learning as the center part, and this teaching structure emphasizes that students are the subject of information processing and active constructors of knowledge. Teachers are the organizers and instructors of classroom. Teaching media is a cognitive tool to promote students' independent learning. Textbooks are no longer the only thing to study, and students can get plenty of language learning materials from other sources. In recent years, the application of network technology, multimedia technology in English teaching is becoming more and more widely used. Teaching content is webified, the status of Internet aided teaching has become more and more important, more communication between teachers and students in the class has been replaced by man-machine interaction. The students can go beyond the limitation of the classroom teaching. According to their actual situation and needs, students can choose targeted learning materials, independent study time and place put forward the problems in learning at any time and can get help in time. With the continuous development of mobile network technology, mobile electronic devices can almost replace traditional computer functions, such as smart phones, tablet computers and e-books. In addition to some commonly used English learning websites, online classes, mobile APP programs can all provide good platforms for autonomous learning. Due to the popularity of smart phones and other mobile intelligent terminals, the learning mode of students has also changed, and various emerging intelligent learning methods have been integrated into students' lives. Students can study independently through websites, online classes and various mobile APP programs anytime and anywhere, and they can obtain information or knowledge more conveniently. These independent learning resources combine the Internet with traditional teaching, which not only improves students' enthusiasm for learning, but also effectively realizes the autonomy in college English learning.
2.1 Vocabulary Learning.

There are different ways to learn vocabulary through mobile devices, and different software and web pages have their own characteristics. Learners with different proficiency levels in language will have different learning effects. The best way of vocabulary learning is to combine in-class and out-of-class learning rather than isolated learning, so as to establish a connection between autonomous English learning and the classroom. Teachers can assign vocabulary exercises through e-mail and group work to review what they have learned in class. In college English teaching, teachers can send Mooc of frequently used vocabulary learning to students, let students get familiar with the new words taught in classroom, or try to hand out learning tasks through supporting software. At the same time, corresponding vocabulary test would be given, after the self-evaluation, students will then feedback the result to the teacher. In this way, students can not only have a sense of freshness, but also stimulate their enthusiasm to explore new things, in this way students can make the preview section into their own task. In the after class vocabulary test, students who are used to using mobile network devices to study often have a very outstanding performance.

Another obvious advantage of using mobile devices to learn vocabulary is that it can be more vividly understood by students through picture annotation. Students' common feedback is that the picture annotation can help the text memory, thus improving the learning efficiency.

2.2 Listening Comprehension.

Listening comprehension is often regarded as the first stage of second language learning. With the popularization of mobile communication devices and wireless Internet, the methods of practicing English listening have changed. Listening practice through traditional English learning websites is no longer the most convenient way. Downloading and using English listening apps through mobile communication devices and wireless Internet is the first choice for independent learning of college English at present. At present, the supply and demand of language laboratories in most colleges are not balanced, and the limited time in class makes it impossible for students to complete listening practice in class. Through downloading some listening APPs, students can practice listening anytime, anywhere. The listening skills teachers teach in class can be mastered through online exercises after class. Take the News listening for example, time is limited in class, and most college English students cannot understand the News listening. Teachers can assign a certain amount of exercises for students to complete through the designated listening APPs. Many a little makes a mickle. In the autonomous learning after class, students will gradually find out the listening method suitable for themselves and so to gain lifelong learning ability.

2.3 Pronunciation.

Standard pronunciation plays an important role in second language learning, but most non-English majors do not have the opportunity to experience and receive pure phonics training in traditional English classes. Phonetic exercises and vocabulary exercises in Mooc resources and mobile devices can be carried out simultaneously, or pronunciation exercises based on phonetic symbols can be trained separately. Through the Mooc resources, students can know the pronunciation of words and sentences more clearly. Even if the teacher cannot correct them in class, it can be confirmed after class. Through the software to read and imitate, the mobile devices can also score students' pronunciation exercises. Almost all existing mobile devices are equipped with recording function. Teachers can assign English pronunciation exercises and students can upload their homework through software. In this way, teachers can better evaluate students' pronunciation. In recent years, the popularity of English dubbing software has greatly increased students' enthusiasm for English learning. The interesting video excerpts, standard pronunciation and the flexibility of abundant selection make students feel the fun of learning English even in the imitation process. Teachers can assign incentive dubbing tasks in the class. Students can bring their dubbing works to class to share with their classmates, which not only shows their enthusiasm in the subject but also encourage other students to learn English.
2.4 Reading Comprehension.

Reading exercises help learners improve their vocabularies, which in turn improves reading comprehension. The reading program installed on mobile communication devices can provide English reading materials at different levels according to their own reading ability. The materials are in various forms, including news, science, history and other topics. In the reading process, students are also practicing vocabularies. Take BBC as an example, its mobile communication client APP provides a good learning platform for English autonomous learning. It not only contains the latest news materials, but also thematic reading materials. The language is original and standard, which is an indispensable good material for college students' autonomous English learning. The teacher may assign a certain topic and ask the students to choose the reading materials and then carry out a series of extended exercises - vocabulary, pronunciation, grammar, etc.. This integrated practicing of students' language skills, rather than reading as a boring section in isolation.

Summary

Mooc has incomparable advantages over traditional classrooms, including:

Firstly, it has rich and novel learning resources and high technical content of teaching media. Various Mooc learning platforms at home and abroad contain a large amount of information, which can make full use of Internet resources, facilitate information retrieval and processing, expand learners' language input, and cultivate learners' awareness of cross-cultural communication.

Secondly, it is learner-centered, with high autonomy requirements. Learners should be able to integrate and apply various available resources for autonomous learning according to their own learning plans and practical needs.

Thirdly, the network environment is virtual reality, and learning methods are diversified. Virtual environment can create a variety of vivid learning situations, creating conditions for autonomous learning, personalized learning, cooperative learning and socialized learning in network environment.

The development of mobile communication technology has accelerated and penetrated into every aspect of our life, which has greatly changed the level of our knowledge. Nowadays, the teacher-led teaching mode is gradually changing to student-led teaching mode, so it is particularly important and necessary to use the Internet and mobile communication devices. In fact, the reasonable arrangement of college students' independent English learning not only enables them to acquire the ability of lifelong learning, but also gives teachers more time and space to engage in scientific research and better coordinate with classroom teaching. At the same time, we also should notice that the use of Mooc and mobile assisted devices in language learning is a double-edged sword, we need to have reasonable monitoring and guidance and not simply rely on the Internet, but to provide convenience truly in the language study.

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References
