Discussion on Learning Mode of Classroom Teaching by College English Teachers

Qian Su
Guilin University of Electronic Technology (Beihai Campus), Guilin 536000, China

Abstract

With the continuous development of economic globalization, the trading and cooperation among countries become more and more closely, and English, as an international language, its application range and frequency are increased gradually, and English communication level has become the important standard for measuring a talent. Due to the influence of various subjective or objective factors, some problems still exist in college English teaching which result in the poor study effect and difficulty in improving the learning initiative of the undergraduates, generating a certain negative impact on their future work and life, meanwhile, the problems also become the key factors restricting the reform of college English teaching mode. Therefore, under the background of education informatization, traditional college English teaching mode is required to in-depth integrate with information technology, and through the utilization of vast education resources in internet, develop the multiple teaching mode, so as to effectively settle the problems existing in traditional teaching mode and accordingly promote the reform of college English teaching. Therefore, the Paper first analyzes the major problems existing in college English education, and narrates the feasibility of applying informatization teaching mode including MOOC education, etc. in college English teaching, and brings forward the approach of the reform on college English classroom teaching mode, which plays the reference function during the college English teaching reform process.

Keywords: College English, Education Reform, MOOC Education.

1. OVERVIEW OF THE STUDY

1.1 Background

Education informatization is the major development direction of education system in our country, wherein, informatization teaching mode such as MOOC, etc. has a deep influence on the traditional education methods and the education concept. The concept of education informatization is originated from 1962 and brought forward by American famous inventor Douglas Engelbart, who thought that computer may serve as the education machine for increasing human-being's intelligence through the connection via internet, which is also the rudiment of education informatization. The emerging of MOOC education is a little late, till 2008, the concept is brought forward and the earliest MOOC course Connecting Attention and Knowledge is established, which has acquired good effect. Later, some educators from University of Washington and York College pay attention to and adopt MOOC education mode, and establish MOOC education system independently. In 2011, MOOC education acquired breakthrough progress, with 160, 000 users registered the free-of-charge course Introduction to Artificial Intelligence set by Stanford University, and tens of global top universities participated in the innovative development of the project. In our country, MOOC education also attracts much attention, and in 2013, 130, 000 users registered Coursera course, and one year after that, the number of the users rose up to 650, 000. MOOC education plays a more and more function in the reform of education mechanism in our country.

1.2 Literature review

At present, there're still some problems in college English education in our country, which mainly embody in the dull course mode and inflexible and conservative teaching mode, resulting in the low learning incentive and weak study timeliness. In addition, college English teaching generally pays more attention to theoretical knowledge teaching and is lack of cultivation of students' English communicative ability, resulting in the problem of dumb English generally existing among the students, i.e. the students have the qualified throughput, however, they can't communicate in English, which fails to embody the originally-designed target of college English courses and generates a certain negative impact on the reform of college English teaching (Zhai and Lin, 2014). MOOC
education refers to the big-scaled open online courses and features the following characteristics: the first is the scale. The course range of MOOC education is big, and most subjects are equipped with special courses on MOOC education platform, and it possesses a huge number of users and the users may take use of the vast MOOC education resources through simple registration, meanwhile, some paid collection courses have important meaning for the improvement of college English teaching quality; the second is the openness. Its openness is mainly embodied in the open to the learning target, the students' learning behaviors, the course system and the application authorization of course resources; the last is the character of net. MOOC education resources may facilitate the sharing, communication and exchange among the learners, meanwhile, at MOOC education platform, the learners may acquire multiple course resources (Lu, 2014). MOOC education is a type of course which is more suitable to the development trend of contemporary college English teaching, and it has a deep influence on the traditional college English teaching mode. Through the emphasis on the subject position of the students, it effectively improves the students' participation and incentive at classroom, meanwhile, the students may select the most suitable course and content according to their own actual situation, which may meet the personalized demands of undergraduates in English learning, while the core teaching concept about teaching students in accordance with their aptitude plays an important role during the development of college English teaching (Wang, 2014).

2. MAJOR ISSUES CURRENTLY EXISTING IN COLLEGE ENGLISH TEACHING

2.1 Poor skills of students in English communication

The core objective of college English course is to cultivate the students' English application ability through English teaching, so as to apply the ability into the future work and life. In actual teaching, although we pay more attention to English education, and due to the impact of exam-oriented education, most content of English course focuses on theoretical knowledge, dedicating to foster the students' English throughput, and the input in students' oral communicative ability is relatively less (Ren and Qin, 2014). In addition, due to the lack of English communicative ability, many students may easily feel a feeling of tension and a sense of fear during communication in English, even they may fluently express themselves, and however, during the communication, they often forget works, or make mistakes like non-standard language logic, etc. The traditional English education help the students generally master solid English foundation, and however, few could conduct fluent communication with English knowledge, which fails to embody the originally-designed target of college English course.

2.2 Students' lack of learning incentive

Learning incentive is the most important factor influencing the study effect of the students, and in the traditional teaching in college English classroom, the teachers are generally at dominating position, and they teach and improve the students' knowledge level and throughput through the teaching of theoretical knowledge (Xu and Li, 2014). Under such teaching mode, students' personalized demands couldn't be met through the passive absorption of knowledge mechanically by the students, which further reduces the undergraduates' learning incentive, and it's also one of the key factors resulting in low quality of college English teaching. Besides, during the college English classroom teaching, teachers and students are lack of proper exchange, and teachers fail to be aware the fact that English is a tool for communication in nature, not a methods for improving academic record, and therefore, there's not good English communication atmosphere established for students to communicate with each other, and the lack of English communication further reduces the learning incentive of the students (Hu and Wu, 2014).

2.3 Relatively outdated traditional teaching mode

Since the reform and opening-up, the economic level and science & technology level presents a leap-type rising trend in our country, and with the higher development and popularity degree of information technology incl. internet, social contact, entertainment and study via internet have become the indispensable part in undergraduates' daily life. Under the time of internet, undergraduates' visions are broaden, and their thinking model differs from that of old generations dramatically. They keep bigger curiosity and stronger receptivity towards fangle. At the same time, traditional teaching mode is outdated for contemporary undergraduates, and their demands on emerging multiple teaching mode become higher and higher. Therefore, how to reform the traditional teaching mode and apply the teaching mode meeting undergraduates' demands have become the key issue faced by college English teaching (Shao and Yu, 2015).
3. ANALYSIS ON THE FEASIBILITY OF THE APPLICATION OF MOOC EDUCATION IN COLLEGE ENGLISH TEACHING

3.1 Overview of the MOOC education platform existing in domestic and abroad

MOOC education platform representative in domestic and abroad is as shown as Table 1:

<table>
<thead>
<tr>
<th>MOOC platform</th>
<th>Platform introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursera</td>
<td>Platform the platform was established in 2012 January, by Stanford University professor Wu En river. A Kohler Daphne profit created by the combination of educational technology companies, as of the end of 2015 already has about 5000000 registered users, and worldwide cooperation in 82 universities developed to upload more than 500 courses.</td>
</tr>
<tr>
<td>Udacity</td>
<td>This platform is a profit making company founded by Professor Standford of computer science department in 2011. The platform is directly working with professors in universities. The courses offered are mainly related to computer science. At present, 28 registered courses should be established.</td>
</tr>
<tr>
<td>edX</td>
<td>The platform was established in 2012. It is a non-profit organization cosponsored by Harvard University and MIT. It has developed more than 90 courses with 29 world-renowned universities, and the source code is open.</td>
</tr>
<tr>
<td>Future Learn</td>
<td>The platform was founded in 2013. It was cosponsored by 12 universities in the UK. Up to now, it has covered 29 famous universities in the UK and the world, and 21 of its courses are launched in 2014.</td>
</tr>
<tr>
<td>Ivesity</td>
<td>The platform is set up by the European Commission funded, officially launched in 2013 April, the platform is the first pan European M00c plan, 11 European countries jointly launched as of now, the platform has been on-line free 71 courses in different disciplines, while the development of the 12 languages is not the same version.</td>
</tr>
<tr>
<td>OpenupED</td>
<td>The platform is the MOOC platform developed by Tsinghua University in 2013. The platform is based on the development of source code, and up to now there are more than 10 online courses.</td>
</tr>
<tr>
<td>School Online</td>
<td>The platform is open universities Australia online education institutions (OuA) created in 2013, as of now there are 20 Australian and global well-known universities to jointly develop the 32 online courses, is different from the other M00C platform, the platform is focused on the occupation skill training courses in the field.</td>
</tr>
<tr>
<td>Open2Study</td>
<td>The platform was cofounded by National Chiao Tung University, Taiwan, National Chiao Tung University, Shanghai Jiaotong University, Xi'an Jiaotong University, Southwest University and Beijing Jiaotong University. The platform was formally launched in October of October, and the total number of courses has been over 2.</td>
</tr>
<tr>
<td>Ewant</td>
<td>The platform was formally launched in October of October, and the total number of courses has been over 2.</td>
</tr>
</tbody>
</table>

At present, different MOOC education platforms have their own particularity, e.g. Coursera platform features biggest scale and abundant categories of courses, however, the issues of uneven course quality is existed. Although the number of Udacity's courses is less, however, most are excellent and well-designed, therefore, its courses feature more characteristics of network teaching. Besides, there's Open2Study, which mainly focuses on vocational education courses, which embodies that MOOC education may meet the demands of most students (Wang and An, 2012).

3.2 MOOC education complies with the development trend of China education

With the continuous development of information technology, thanks to its excellent effect in education field, education informatization has gradually become the major development direction of future education. In MOOK education, on one hand, students may utilize MOOC education platform to acquire a great deal of English education resources, and through seeking and watching matched education video by combining their own study level, students may realize the English study without the limitation of the time and the location. On the other hand, on MOOC education platform, students may study English communication skills by searching English...
communication special topic, and suitable MOOC education videos, which may effectively help solve the lack of English communication teaching in traditional education mode and be able to effectively improve the undergraduates' English communication level (Gao et al., 2016).

3.3 Meeting the personalized demands of undergraduates in Study

The learning ability, learning level, learning schedule and even the learning methods of different students differ greatly, and under the traditional teaching mode, teachers generally select the appropriate teaching content and teaching methods according to their analysis on the overall learning abilities of the students. Although this kind of methods may meet the study demands of most students, for the rest students, it has a certain defect, which mainly embodies in the following aspects, i.e. some students don't know the content the teachers taught at all, or some students have completely mastered the content already, for both kinds of students, it's nothing else but a waste of time for them to listen to the teachers (Lv and Wang, 2016). However, at MOOC education platform, students may select the corresponding MOOC education video according to their own learning situation to meet their personalized demands in study, and teachers may inspect the study effect and conduct targeted explanation, which has an important meaning for improving the college English teaching level.

3.4 Enlarging the college English teacher resources

The traditional college English teaching resources mainly focus on college English teaching materials and library literatures, etc., and although the resources are wide, however, the resources suitable for undergraduates are relatively less (Zhang and Ma, 2014). The MOOC education platform not only offers the students abundant applicable learning materials through searching, but also effectively ignites their learning incentive for the multimedia study channels including audio and video, etc. and more novel methods, and accordingly promote the continuous improvement of English learning level of the students (Wang and Zhang, 2016).

4. APPROACH OF THE REFORM ON COLLEGE ENGLISH CLASSROOM TEACHING MODE

4.1 Reform on traditional teaching mode

According to the schedule of current college English teaching, teachers may be targeted to produce the English teaching video. The duration of each video may be within 5-10mins, and each video is developed by focusing on an issue, embodying the profession of teaching video. The advantages of this methods consists of two aspects: the first is that teachers understand their students better than teaching resources at MOOC education platform, and better know what kind of methods be more suitable for their students, therefore, their teaching video features more guidance and pertinence characteristics; the second is that the short and targeted teaching video may utilize the odd time of students, who may effectively improve the English learning hours by utilizing mobile, computer or tablet PC, etc., and in case of any problem appears during the study in MOOC education, the students may timely communicate with the teachers or students in MOOC education community, so as to better settle the problems appeared during the study(Gu et al., 2013).

4.2 Strengthening the establishment of teaching staff

Education informatization is the subversive reform on traditional college English teaching mode, and various teaching mode adopted in past has not been applicable in informatization education. Meanwhile, college English teaching mode based on MOOC education also challenges the teaching ability and teaching concept of college English teachers. It mainly embodies in the following aspects, i.e. contemporary college English teachers should not only possess strong teaching ability, but also be able to utilize brand-new teaching equipments to record MOOC education video. However, due to the influence of various subjective or objective factors, at present, many English teachers are weak in informatization teaching ability, and for them, informatization teaching is only the simple application of ppt, which is as simple as moving the content taught on the blackboard into the ppt, without difference from traditional teaching mode. Therefore, colleges and universities should strengthen the establishment of teaching staff, through recruiting the expert professors in MOOC education to guide the teaching work, through lectures or forum to explain MOOC education to college English teachers, analyze the future development prospect of MOOC education, and guide English teachers to apply and record teaching video, effectively improve the overall level of college English informatization teaching (Chen and Chen, 2015).

4.3 Transformation of classroom teaching mode
Under the background of MOOC education, most knowledge points may be mastered by students through watching teaching video after class, therefore, the classroom teaching mode may be changed correspondingly. Firstly, teachers should change their ideology, turning from the dominator of classroom to the organizer and guider of the classroom, and after the students finish the studying of MOOC education video before class and have a certain comprehension of the knowledge point, teachers may inspect the study effect of MOOC education through post-class test questions, guiding the students to watch and study the knowledge points again according to their own weakness and conclude the questions existing, and bring forward questions at the classroom for discussion (Gu, 2015). Teachers are targeted to settle the questions appeared to students, and for the problems generally existed among the students, teachers shall conduct focused explanation. This kind of teaching methods may effectively utilize the classroom educational practices and improve the efficiency of college English teaching to the maximum extent, featuring significant meaning to the improvement of college English teaching level.

REFERENCES

Wang N., Zhang J. (2016). Based on the "SPOC+ small classroom" the design of the teaching mode of College English reversal class teaching, Chinese university teaching, (09), 57-63.
Wang Z. (2014). Effective teaching in College English classroom under the perspective of constructivist learning theory. Take the fourth foreign teaching cup contest as an example, Foreign language community, (04), 71-79.