

# Problems and Countermeasures on MOOC Teaching Team Construction of College English

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**Abstract:** The deepening reform of college English teaching cannot be separated from MOOC's support. With the gradual deepening of MOOC teaching, the status and functions of teachers are being repositioned, and the way of individual teaching has fallen behind. MOOC teaching around student interests is the future development trend. Aiming at the problem of college English MOOC teaching team construction, this article puts forward corresponding countermeasures to help college English teaching reform in the information era. Specific countermeasures include: improving the collaborative spirit of teaching teams, improving the information literacy of college English teachers, improving the resource guarantee mechanism for team building, optimizing the ability structure of English teachers, fostering the humane atmosphere of teaching teams, improving the incentive mechanism for team building, and fully integrating various English teaching resources.

## 1. Introduction

Information technology has injected new vitality into modern education, and has revolutionized the development of modern education. MOOC uses video to record and disseminate "large-scale open online courses" that serve students and serve the general public. Compared with traditional network courses based on a campus network or local area network, it has the characteristics of openness, flexibility, and large scale. Moving classroom teaching activities to the Internet has truly realized "flipping the classroom" and sharing network resources. MOOC is still at the exploratory stage in the reform of college English teaching. It can not only improve the traditional teaching model, but also play an important role in improving the existing teaching system, stimulating students' interests, and expanding students' English thinking and subjective initiative cannot without MOOC support.

The teaching team refers to teachers who complement each other with skills and can communicate and cooperate with each other in order to meet the needs of the construction of a major or a group of courses. It takes teaching reform as the path, and takes professional construction and a series of courses as a platform to improve the teaching level of teachers' composition of teaching business portfolio. The teaching team can enhance the unity of teachers, strengthen the cohesion of the team, create an efficient and harmonious humanistic atmosphere, and promote the professional development of teachers. Teachers complement each other's knowledge, share resources, and trust each other in their work to promote discipline construction. Through a series of team activities, improve the comprehensive ability, meet the needs of students seeking knowledge and diversity, and improve the quality of teaching. With the gradual deepening of MOOC teaching, the status and functions of teachers are being re-positioned. The way teachers teach alone has fallen behind, and MOOC teaching around student interests is the future development trend. College English teachers need to change the traditional teaching concept, create an efficient MOOC teaching team to adapt to the new teaching mode, and contribute to teaching reform.

## 2. Change of Role on College English Teachers under the Background of MOOC

MOOC changes the relationship between teachers and students, and gradually becomes a

network connection under the Internet ties. MOOC changes the teacher's teaching platform, and teachers and students no longer need to gather in the classroom to complete teaching work. MOOC makes teacher work forms happen in view of the changes, completed video recording, courseware production, and resource upload before class, and answered questions for students during the participation. As a result, the role of college English teachers has changed:

(1) From communicator to facilitator. In the context of MOOC, the role of teachers is no longer dominated by knowledge disseminators, but has become a guide, context creator, and information navigator for student learning activities. In the process of college English teaching, teachers' main responsibilities are target task guidance, self-directed learning process guidance, extended learning guidance, centralized face-to-face tutoring and individual guidance, to achieve the premise of using MOOC resources as the carrier, student-centered, and teacher-led learning with autonomous learning mode.

(2) Change from organizer to regulator. More and more college English teachers have moved their English classrooms to the Internet. In addition to teaching, they have constructed English learning spaces around teaching tasks and interests, effectively realizing the connection and conversion of field teaching and distance teaching. Students are widely distributed around the world and rely more on remote control. Teachers have influence on students' learning through coursework and communication and interaction, and gradually evolved into regulators who adjust the learning rhythm and content of students.

(3) Full-time teachers are turning into professional teachers. MOOC provides a good platform for the majority of English teachers. The traditional teaching function of teachers is gradually fading, and English teaching can be implemented for more audiences with professional expertise. MOOC is a fast way to popularize various knowledge. As the platform operation mechanism continues to improve, it will be easier to attract audiences and promote more teachers to teach on the platform. College English teachers need to continuously improve their professionalism and gradually develop into professional MOOC teachers.

(4) Change from the decision maker of the course evaluation to the participant. Under the MOOC teaching model, the status of teachers in the evaluation system is subverted, from decision makers to participants, more emphasis on process evaluation, and comprehensive evaluation through multiple dimensions. Teachers participate in the entire evaluation process and provide constructive opinions to students. They are more respect for and objective evaluation of students, and do not directly determine the final assessment results of students, making the evaluation results more authentic, objective, fair, reasonable and comprehensive.

### **3. Problems on MOOC Teaching Team Construction of College English**

After many years of construction, the college English MOOC teaching team has achieved certain results, which has promoted the reform of college English teaching and the improvement of teachers' professional skills. However, the following problems still exist:

(1) Teachers' understanding of MOOC is superficial. Although MOOC has been in China for a long time, there are still many college English teachers who do not know much about the platform and use it relatively infrequently. They have yet to make full use of the role of the MOOC platform. Most college English teachers do not pay much attention to MOOC, lack continuity in use, and do not fully integrate the high-quality teaching resources of MOOC platform with teaching practice. MOOC has limited impact on the professional development of college English teachers.

(2) There has been no fundamental change in the role of teachers. Under the background that information-based teaching methods are increasingly becoming the norm, and the production and iterative updating of knowledge are constantly accelerating, the traditional teacher role and positioning have quietly changed. Teachers are no longer the main disseminators of knowledge. How to teach content and information Technology is highly integrated and knowledge is efficiently disseminated, which is a problem that every teacher must think about. The current college English teaching cannot meet the needs of students' autonomous learning, independent exploration and self-expression.

(3) Teaching team culture is weak. Cultivating team spirit and building a cooperative culture are important factors for the healthy development of teaching teams. The current college English MOOC teaching team has weak cultural construction, lacks a good team culture, team spirit and interpersonal atmosphere, and the communication between team members is not spiritually satisfying. It lacks a strong sense of identity and belonging to the team with a sense of teamwork, lack of team spirit and cohesion, and weak cooperation consciousness among members hindered the healthy and stable development of the team.

(4) Lack of strict and clear team rules. The teaching team is an informal organization. The construction of most English teaching teams is relatively loose and fails to form a complete standard system. Team management mainly depends on the consciousness of members. Often, there is no clear responsibility and task division, no specific punishment measures. Members with poor working ability do not have a sense of crisis. Members with strong working ability do not receive due incentives, affect the work of the team efficiency, and affect the effective improvement of the overall level of the team.

#### **4. Countermeasures on MOOC Teaching Team Construction of College English**

Aiming at the problem of college English MOOC teaching team construction, based on group dynamics theory, social identity theory, organization cooperation theory, learning organization theory, social cohesion theory and psychology-related theoretical foundations, this article fully draws on previous research results. The countermeasures for the construction of college English MOOC teaching team are proposed as follows:

(1) Improve the collaborative spirit of the teaching team. Teamwork is the spirit of resource cooperation and concerted effort to achieve the set goals. Teamwork is conducive to improving overall efficiency and providing a powerful incentive for innovative development. MOOC is a systems engineering, and it is difficult to complete by individuals alone. The collaboration of MOOC teaching teams must first realize the integration of teaching resources and technical resources to improve the overall effectiveness of MOOC teaching. It is normal for problems and contradictions to arise in the work. As long as they are benign conflicts, they can be resolved through communication and understanding. MOOC team members must trust each other and have the courage to take responsibility. The team leader is both a leader and an expert in English education, and requires extensive domain knowledge. At the key link of MOOC, the person in charge must have a long-term vision, be able to coordinate the relationship between members, solve the problems of team collaboration, and be able to make decisive decisions and take timely action on the premise of gaining member trust.

(2) Improve the information literacy of college English teachers. Information literacy is the ability to use information technology and information resources to provide technology and methods to solve problems. MOOC is the product of the deep integration of information technology and education. The introduction of college English teaching in MOOC is a realistic need for modern higher education innovation. The reform of college English teaching under the MOOC concept is inseparable from the practical exploration of college English teachers, especially building and promotion of teachers' information literacy capacity. The connotation of college English teachers' information literacy under the concept of MOOC includes information consciousness and attitude, information knowledge and ability, information ethics and information innovation. Information literacy is an inevitable requirement for the professional and professional development of college English teachers under the concept of MOOC. It is also the inherent driving force for college English teaching reform in the information environment. Taking college English MOOC teaching team building as an opportunity to update concepts and actively adapt to the new educational situation under the MOOC concept; strengthen training and improve the level of information technology; rely on scientific research to cultivate the ability of teachers to integrate information technology with college English courses; leverage team building to form an information-oriented college English teaching community.

(3) Improve the resource guarantee mechanism for team building. College English MOOC

teaching team construction is a complex systematic project, involving teaching teams focusing on English expertise, integrating information technology and other related fields, and school-related functional departments. The school's functional department must provide sufficient resources to ensure that it becomes a supporter and servicer of teaching team construction, including material resources, policy resources, and human resources. Material resources include venues, facilities, and funds. The academic team is given academic autonomy and funding autonomy, masters the right to allocate resources, and provides teaching and research funding to ensure the normal operation of the team. Human resources are mainly logistical guarantees provided by some professional and technical personnel. It is also included the use of internal and external experts to provide consulting services, and team members give priority to the evaluation of job titles and job appointments. Policy resources include policies on talent introduction and training, supporting management policies, assessment mechanisms, incentive mechanisms, and restraint mechanisms required for team building.

(4) Optimize the ability structure of English teachers. Based on the perspective of college English teaching, the promotion and application of MOOC, while strengthening the functions of English tools, also puts forward new requirements for the educational philosophy, teaching content, teaching methods and role positioning of college English teachers. The application of MOOC is a repetitive process of "production, operation, summary, revision, operation". Each stage has different requirements for the competence of English teachers. MOOC production requires English teachers to have a solid language foundation, scientific course selection, reasonable curriculum planning, sophisticated knowledge point design, full teamwork, complementary role adaptability and good image-shaping ability. MOOC operation requires English teachers to have the ability to control new classes, localize the curriculum, and guide students through experiments or implementations to truly experience, perceive and consolidate the knowledge they have learned. In addition, college English teachers also need to have "Internet +", big data applications, and problem-oriented research capabilities.

(5) Cultivate the humane atmosphere of the teaching team. English teaching assumes the task of improving students' comprehensive humanistic literacy. Students broaden their horizons through English courses, enrich their life experiences, form a cross-cultural awareness, form a good character, and a correct outlook on life and values. The construction of college English MOOC teaching team fosters a humane atmosphere, so as to highlight the humanity of English teaching. The humanistic atmosphere of the team is also an invisible force, which can integrate the knowledge, ability, enthusiasm and initiative of the members in the direction of achieving the team's common vision, forming a strong cohesion. First, cultivate an excellent team culture, respect and trust between members, and promote the positive development as the keynote. Then, form a clear team spirit, make each member have a strong sense of belonging, and enhance the stability of the team. Finally, create a harmonious interpersonal atmosphere, maintain a passion for work, and resolve conflicts and gaps between each other. The teaching team should be committed to fostering a harmonious humanistic atmosphere and promoting their healthy and sustainable development.

(6) Improve the incentive mechanism for team building. Incentive mechanism is the sum of structures, methods, relationships, and evolutionary laws in the organizational system where the incentive subject system uses a variety of incentives and standardizes and is relatively fixed. It interacts with and interacts with the incentive object. Once the incentive mechanism is formed, it will act on the organizational system itself, keep the organizational function in a certain state, and further affect the survival and development of the organization. The motivation mechanism for college English MOOC teaching team construction mainly includes the following: First, establish a good performance evaluation system, aiming at the work performed by each teacher in the teaching team, the effect on teacher behavior, and the contribution or value to professional construction and perform assessments. The second is to establish a flexible remuneration system to ensure that the income of team teachers continues to grow steadily, adhere to the principle of distribution according to work and give priority to efficiency, and combine job appointment with performance evaluation. The third is to establish a variety of incentive methods. In addition to fair salary incentives based on

contributions, target incentives, performance incentives, and honorary incentives can also be adopted. Only by combining material incentives and spiritual incentives can we play the greatest role of incentives.

(7) Fully integrate various English teaching resources. MOOC is based on Internet information technology and uses the Internet to pool English teaching resources around the world, providing students with rich learning resources and promoting the reform and innovation of college English teaching. College English MOOC teaching team construction needs to update teaching concepts, integrate and use various teaching resources. First of all, it closely follows the development of society, attaches great importance to the teaching methods and resources provided for English teaching in the "Internet +" era, integrates and uses the Internet and campus networks, as well as Weibo and WeChat platforms, releases learning resources, and arranges learning tasks, and even provide a communication platform. Secondly, based on the age characteristics and hobbies of students, establish an "English mobile learning model" based on the Internet and modern communication technologies, and strive to develop micro-lectures, mourning lessons, and flipped classrooms, breaking the limitations of time and space, and providing students with learning methods that interest English study guidance. Finally, improve the effectiveness of the use of multimedia teaching equipment, give play to the teaching auxiliary functions of the campus English launch pad, strengthen audio and video interventions, comprehensively enrich teaching methods, and comprehensively meet the learning needs of students.

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