

The Design of MOOC in College English Listening & Speaking

Qu Hui

*Fundamental Department, Engineering University of PAP, Xi'an 710086, China
qh3798150@sina.com*

Keywords: MOOC, College English listening & speaking, teaching needs

Abstract: MOOC can not only go smoothly, independent of time and place requirements of traditional English teaching, but also strengthen the interaction between students and teachers, improving teaching efficiency and saving teaching resources. This paper presents the design of MOOC in College English listening & speaking to meet the teaching needs of teachers, provide students with more learning resources, motivate their learning interest, help them to learn autonomously, and cultivate their comprehensive language skills.

1. Introduction

With the advent of Internet, cloud computing, social platforms, human-computer interaction, and intelligent communication devices, the traditional education is undergoing drastic changes. MOOC is the educational innovation in e-learning. Nowadays, MOOC has been applied to many courses. As a language course, English is more suitable for MOOC, because the information technology can provide more open and interactive modes for English learning and teaching. Faced with different English proficiency, personalities and learning habits of individual students, the massiveness of MOOC can offer a large number of online courses optional. Due to the fact that English course is more practical and interactive, it is difficult for students to participate individually in the classroom with the traditional teaching method. However, this is not the case with MOOC. It is accessible for every student and it can help each of them to improve their English learning, to practice and communicate with the language. Moreover, the openness of MOOC makes it easier for students to get the updated, and authentic English language resources.

MOOC is a new trend in the development of College English education. At present, some Chinese universities have begun to develop MOOC in College English. As a compulsory course in higher educational institutions, College English listening & speaking helps students to understand and master the linguistic features of audio and oral English, improve their listening comprehension ability, and their communication and conversational skills. The design of MOOC in College English listening & speaking proposed in this study can make full use of educational information resources, effectively expand students' ability in self-regulated learning, optimize the teaching process, improve the teaching efficiency and students' comprehensive skills in listening and speaking.

2. Basic concepts and characteristics of MOOC

MOOC stands for “massive open online course.” The term originated in the US in 2008, and is used to describe free, easily accessible, completely online courses, offering much better educational opportunity. Its purpose is to provide people with open, and flexible online learning and resource-sharing platform of good quality and efficiency. People with different educational backgrounds, in any time and places, can participate in the same or different courses. MOOC is different from traditional education with face-to-face teaching and it advocates open education. It reflects the change from the simple traditional education to the curriculum and teaching in the Internet era. MOOC is human-oriented. It operates on the principle that anyone with a motivation to learn and a learning ability should have the right to learn and acquire the survival skills they need in life or improve their living. It helps to offer the world's best educational resources to the remotest corners, to maximize the promotion of educational equity, and the popularization of elite education.

MOOC is a major breakthrough in the field of education. It is an upgraded version of the general online curriculum. From the perspective of learners, MOOC has its own unique characteristics. First, MOOC grows very big and the number of learners is relatively large. There is a high enrollment rate, which is inseparable from learners’ strong sense of honor and self regulation to finish the course on time. Secondly, MOOC is open and flexible. There are usually no entry requirements for MOOC, and it can meet the needs of a large number of learners at the same time. Hence anyone can participate in it as long as they are interested in learning, regardless of where they live. MOOC usually has a specific start and finish date, it runs a couple of times a year, and last for weeks rather than the months or years that traditional university courses do. Learners can arrange their schedule in their free time. MOOC connects learners from all over the world through the network. Learners usually get support from other learners, as well as teachers. And learners’ progress on a course will be assessed through peer-reviewed written assignments or computer-marked tests, rather than by teachers. More importantly, MOOC combines various forms of digital resources and a variety of social networking tools. Learners can use a wide range of online media and interactive tools to interact with teachers and other learners, including media-based learning, videoconferencing, and webinars.

3. Teaching needs analysis of College English listening & speaking

Students' listening and speaking are two important skills in College English course, and they are also the difficulties in English teaching. Therefore, the teaching mode and resources adopted in the course directly affect the improvement of students' listening and speaking performance. According to *College English Curriculum Requirements*, students should understand teaching and lectures in English, master daily English conversation, and should understand English radio or television programs. Besides, students can make short speeches, communicate, discuss, and talk with foreigners in English. But in the traditional teaching modes, without the language environment to learn English, students have few chances to talk with foreign teachers, attend English lectures, listen to English radio and watch English TV programs. Practice is very important for English learning. However, students have little time to practice their English listening and speaking after class.

With the development of information technology, College English listening & speaking should meet the new needs of students and teachers. First of all, it should be student-centered and satisfy their needs of self-regulated learning. Online English learning mode should support personalized learning. Thereby students can make learning plans according to their English proficiency and finish their studies on schedule. Then Students can choose online courses, watch teaching videos, complete course assignments, and participate in group discussions. Secondly, teachers should be provided with sufficient teaching resources and students can make full use of the network and multimedia to obtain

learning resources. Information technology can provide abundant multimedia resources for English listening courses, such as pictures, video, audio, animation and etc, so that students can learn in many ways. Thirdly, the good interaction among teachers, students and other students should be guaranteed. On one hand, students can solve problems they encounter in the process of English learning through instant communication. On the other hand, the improvement of students' listening and speaking ability depends on a lot of practice, including oral practice with teachers, and with other learners. Lastly, diversified evaluation and assessment methods should be available for students. On-line evaluation can be combined with formative evaluation to change the traditional one-way evaluation mode of teachers, which is helpful to put forward learning suggestions corresponding to students' characteristics.

4. The design of MOOC in College English listening & Speaking

Recent technological changes have put pressure on College English listening & Speaking to become more responsive to the needs of students and teachers. Based on the needs analysis and the characteristics of English learning, MOOC in College English listening & speaking is constructed. It consists of three functional modules, namely, curriculum learning, teaching management and resources sharing.

Curriculum learning module is the key to students' English learning. After registering, students can choose course content, including Basic Viewing & Listening, News Broadcast, Film and TV Program, Daily Conversation, Talk Shows, Lectures and Open Classes. After choosing the item, students can take part in it on the certain interface. Then they start to learn or download the course materials. When the student select the course and the courseware, the system will show the record of students' leaning. So it is convenient for students to follow their pace of learning. Seemingly students will be more absorbed in self-regulated learning of MOOC. If students don't understand the listening materials, they could listen to it repeatedly. If they don't deliver a good speech, they could delete it and record a new one again. After watching the teaching video and learning the courseware, students can have online vocabulary and grammar tests, then finish the corresponding assignment and submit it. Teachers, students and other students can interact with each other in this module, chatting or joining group discussions in English. Students can post questions, learning experiences and opinions in the process of learning, soon teachers and other students will respond and help. This function reflects the advantages of MOOC.

The teaching management module is the foundation of MOOC. Whereby teachers can manage courses including issuing new courses, editing course information and deleting courses. When teachers submit course information, the system will automatically check whether the information format meets the requirements. In addition, the teaching management module enables teachers to manage virtual classes as real as possible, including running new classes, filling in class information, and approving students to join. Teachers can also edit and delete classes they created. Certainly the teaching management module can evaluate students' performance in the learning process, including self-evaluation in the form of questionnaires and peer evaluation among students. There are also formative assessment includes assessment of learning attitude, participation, homework and testing. It also makes statistical analysis of students' exercises, homework and test paper, to make a judgment on students' performance, then provides students with diagnostic reports and learning suggestions. By collecting and analyzing the data, students' learning process can be evaluated as accurately as possible. At the same time their learning problems can be solved and teachers' feedback are given to students in time.

The resource sharing module includes course resource library, test question database, teaching video, and teaching courseware, etc. It supports comprehensive query, adownload, and search

according to keywords, specialties, and resource types. The resource sharing module also includes resources uploading and resources downloading. The function of the resources uploading is mainly to upload the teaching video, audio and text, listening skills, daily English, cultural background knowledge and other information related to courses. Meanwhile teachers upload assignments and test questions to the question bank, which can be called when assignments and course tests are required. Teachers can also upload courseware, lectures and presentations. When teachers upload the teaching materials, the system will automatically detect whether the information format is correct. The function of resources downloading mainly serves students for what they need in pre-class preview and course learning process, extra-curricular counseling, and self-regulated learning.

5. Conclusions

The design of MOOC in College English Listening & Speaking makes English learning no longer a boring process of language knowledge acquiring and mechanical skill repeating, but a process of interesting finding, horizon broadening, and peer sharing in knowledge. However, the successful MOOC leaning is dependent on the attitudes, understanding and actions of individual students towards using new technology. Consequently, teachers should not only guide students to realize the importance and accessibility of learning by means of MOOC, but also help students to choose courses which are consistent with their English proficiency. Furthermore, teachers should learn and apply some new pedagogical concepts and strategies to motivate students' learning in MOOC. Last but not least, teachers should consider the factors that affect students' learning performance related to courses so that they should rationally guide students to actively and effectively participate in MOOC.

References

- [1] Department of higher education, 2007, Ministry of Education of China, *College English Curriculum Requirements*, Shanghai: Shanghai Foreign Language Education Press, pp 10–12.
- [2] Fin A, 2009, *The technological dimension of a massive open online course: the case of the course tools*. *Int Rev Res Open Distance Learn*, Vol. 10(5).
- [3] Cormier D, Siemens G, 2010, *The open course: through the open door—open courses as research, learning, and engagement*. *Educause Rev*, Vol.45(4).
- [4] Chamberlin L, Parish T, 2011, *MOOCs: massive open online courses or massive and often obtuse courses?* *eLearn*, Vol. 11(8).
- [5] Anderson T, Drin J, 2011, *Three generations of distance education pedagogy*. *Int Rev Res Open Distance Learn*, Vol.12(3).
- [6] Heckle U, 2012, *Massive open online courses in engineering education—a novel approach to teaching large classes*. *ICERI*, pp 2330–2339.
- [7] Waldrop MM, 2013, *Massive open online courses, aka MOOCs, transform higher education and science*. *Scientific American*, pp 223–236.