Research on the Individualization of Foreign Language Teaching Based on MOOCs

Yi Liu

Abstract: The Mooc platform used in foreign language teaching is the combination of online and offline teaching. The platform can record and analyze the data of teaching activities in real time. The amount of data generated in this process is beyond the traditional of the statistical measurement, which is also the characteristics of large data age. In the era of large data, data has proliferated at an unprecedented rate, with four dimensions, such as Volume, Velocity, Variety, and Veracity. Through data mining, Mooc teaching can help teachers and students find problems in time, improve teaching quality, construct a variety of teaching evaluation, and make more accurate education forecast, which also brings to our foreign language teaching Opportunities and challenges, and ultimately the wisdom of education.

Key words: Mooc; large data; foreign language teaching

1. Introduction

College English has always been the highest proportion of institutions of higher learning in a course. In 2007, the "College English Teaching Curriculum Requirements" promulgated by the Ministry of Education proposed the implementation of "Computer-based and Classroom-based College English Teaching Model", which stimulated students to participate in language learning in a multimodal way. The Ministry of Education has set up a special subject of college English teaching reform, and guide colleges and universities to implement "based on the computer and classroom teaching model of college English", and comprehensively promote the integration of information technology and college English courses. MOOC (Massive Open Online Course), is a new emerging online curriculum development model, which originated in the past that the release of resources, learning management systems and learning management systems and more open network resources together Of the old curriculum development model. In layman's terms, the teacher is responsible for the network, the network teaching process.

2. The Current Situation and Challenges of English Teaching in China

At present, the national English teaching as a whole there are still some
unsatisfactory places. As a result of the traditional teaching idea, the teaching method and the teaching content influence, the English teaching mainly still is takes the teacher as the center the knowledge transmission, the inculcation type classroom teaching pattern, pays attention to the language knowledge study, the classroom teaching way single, "Spoon-fed" teaching students to lack of self-learning ability, lack of learning initiative. Although the use of advanced teaching facilities can promote the change of teaching mode, so that students through the visual, listening, speaking and other means to learn the language and improve the learning effect, but the multimedia, network teaching platform in many schools and not popular, Students use these devices for a limited time, and the motivation to learn the language is not well mobilized. In this case, MOOCs this new network teaching methods to the emergence of English teaching has brought enormous impact and challenges.\(^3\)

2.1 To meet the individual learning needs of students challenge

MOOCs curriculum can meet the students' individualized learning needs, which is difficult to do in traditional English teaching. The new curriculum is different from the traditional English teaching. The course is organized and reorganized to meet the individual needs of different learners. The learning resources can be shared with the learners through the Internet, etc., so that they can at any time, Learning, suitable for different levels of learners according to their own progress to learn. The current English teaching to the Ministry of Higher Education to develop "English teaching requirements" as a guide, to accept a unified management and evaluation system.

2.2 The Challenges of Teaching Concepts and Teachers' Teaching Ability in English Teaching

MOOCs curriculum is not a small impact on the teaching concept of English teaching and teachers' teaching ability, educational technology ability. Whether it is from the educational idea, or from the teaching objectives and teaching methods, the traditional English teaching is a subversion. MOOCs courses are mostly well-known professors of foreign universities, the network technical support and other personnel to help complete the recording, the team's effort to create a high-quality cooperation courses. These MOOCs teacher network courses are respected by the students, the English teachers feel the pressure, feel their lack of capacity, lack of network technology, facing unprecedented challenges.\(^4\)

3. The Challenge of MOOCs to College English Teaching

3.1 MOOCs' quality educational resources and technology may overshadow traditional teaching

Both international and national MOOCs are produced and delivered by prestigious universities, and can be said to focus on the best instructors, using the most elaborate instructional design and using the most advanced information technology to present online courses. This often dwarfs the attraction of ordinary classroom instruction. According to Coursera (https: // www. Coursera. Org) website information, the site of
more than 70 partners almost all the well-known universities in the United States. The edX slogan is the spread of the world's top universities of the outstanding courses. It can be said, MOOCs provide high quality educational resources for all overlapping courses have a huge impact, of course, college English teaching has also formed a huge challenge. For example, when a college student to learn English writing this course, he from the international MOOCs platform optional Mu class is University of Reading St-eve Thomas Professor A Beginner's Writing in English forUniversity Study, Duke University Denise Comer taught En-glish composition I: Achieving Expertise, University of California, Berkeley Maggie Sokolik taught College Writing Principles of Written English and so on. ^Can the English writing course (even if it is an online course) offered by the school retain its attractiveness to students when it comes to access to such a large number of high quality resources? And the teachers who take up these courses are undoubtedly faced with being The teacher to do a great deal of pressure.  

3.2 MOOCs will change the way students learn

According to the survey, 85. 7% of college students use mobile Internet. With the emergence of smart phones with operating system, mobile Internet and instant messaging tools to enable students to start learning English will be transferred to the main front of the phone. Learn English using mobile phone support, download open web courses, install English learning aids (such as Kingsoft and WeChat software, etc.), anytime, anywhere learning. This learning method can effectively use the fragmented time, improve the learning efficiency.

4.Foreign language teaching under big data

The MOOC platform will generate a lot of data in the teaching activities, the amount of data to sort out, the concept of data just can solve this problem, it can help teachers to explore data mining, learning rules, improve teaching efficiency, make teaching more targeted. Some big data the father of Victor Maier - Schoen Berg (Viktor mayer-sch Hua n-berger) and editor Kenneth Cook Mathematics (Kenneth Cukier) published a monograph about big data in the economist, has become one of the first insight into the development trend of big data scientists. In the "big data era" a book, he thinks the essence of the whole world is big data, big data is changing our life, work and the way of thinking, big data is the core of this forecast, forecast analysis of information make people change; instead of sampling: a large number of According to the times, people can easily get the overall information, so do not need to obtain the sample data from the sample, can be directly analysis of data accuracy; ignore: because the era of big data data, we can ignore the error of individual data, we do not need to go to pay attention to the individual data accuracy; end causality analysis the people from the search for causal relationship has shifted to insight into the correlation.

For the definition of big data, there is no unified conclusion, big data is regarded as super large amounts of complex data. Laney difficult to use the traditional statistical method first proposed the big data "3vs" (volume, velocity, variety) the concept of IBM were added to the proposed "4Vs". With the four dimensions to describe data,
respectively, large capacity, high speed (volume) (velocity) (variety), diversity and authenticity (veracity). The age of big data, foreign language teachers can through the massive data MOOC platform to analyze the behavior of teaching, learners can also understand the activities of the past. The teaching of teachers through personal teaching experience of the teaching activities of teachers through empirical judgment, now to rely on large-scale data. According to the four dimensions of characteristics of big data, its performance in foreign language teaching in the Mu class as follows.

First, large capacity. The large capacity refers to the large data, can be easily accumulated to millions of megabytes or even tens of millions of megabytes. On the one hand, foreign language teaching resources provided by MOOC platform is not only a one-time lecture is not only language teaching video, but the system of teaching materials and Curriculum organization, learners can through teaching platform to choose courses, homework, quizzes and exams; in the conversation, the teacher can also through this platform to monitor production, the results are given. A series of teaching activities were recorded in real time MOOC platform, analysis and summary, provide a large amount of data for educational activities.

Second, high speed. Large data is concerned with learners in the learning process real-time data, and the large amount of data for immediate treatment, rather than teaching activities after spending a lot of time to deal with. Foreign language learners from the registration of the course, all the data will be statistically, such as online browsing time course the length, the number of participating in the discussion, test results, the number of group activities, these data can be done in various activities after learning and statistics, so that teachers master the teaching data most vivid.

Third, diversify sources of data can be in the form of diversity of teaching foreign language MOOC data can be pictures, text, audio also, video; diversification can be different for the length of the video, the correct rate of the test group activities, satisfaction, every BBS number of links: learning activities It can be for different foreign language learners, they are in different regions, and have different teaching background, learning style, learning style, learning ability and so on

5. The Status Quo of College English Teaching and the Advantages of Mute Teaching in Application-oriented Universities in China

5.1 Status Quo of College English Teaching in Application-oriented Colleges and Universities in China

Application-oriented universities have been playing an important role in China's higher education system. With the rapid development of globalization and the increase of participation in international activities, the English level of application-oriented talents has also put forward higher requirements. However, many university students in our country still fail to meet the needs of all walks of life after the completion of the College English course. The ability of students' English application under the current college English teaching model is still lacking and can not stand the test of society. From the perspective of the contents of college English courses, the general English courses and
audiovisual courses are widely used in college English courses in many colleges and universities. The content selection emphasizes on cultivating the students’ humanistic quality and the individualized and professional needs of students. Obviously insufficient, resulting in students can not apply their knowledge after graduation, thus losing interest in English learning. From the perspective of teaching methods, most college English teaching methods are still the whole continuation of secondary school teaching mode, this teaching philosophy and teaching model is conducive to teachers of classroom teaching organization, management and control, but greatly ignored the students Initiative and creativity. From the class time point of view, in many institutions of higher learning, the nature of college English courses is a public course, starting time is only four semesters. Students do not have time to study English in the last two years of college, and they fail to lay a good foundation when they study English in the first two years of their studies. Therefore, these students often have weak English foundation, And missed the ideal work. [8]

5.2 The Opportunities of MOOCs for College English Teaching in Application-oriented Universities

Nowadays, MOOCs has brought great opportunities for college English teaching in China, which is becoming more and more difficult for students to pay attention to. MOOCs provides students with a wide range of courses related to their majors, such as math, statistics, computer science, natural sciences and engineering, so students of applied disciplines have the opportunity to learn the most cutting-edge masters through the network and world-class masters, The most useful scientific knowledge, and constantly updated their knowledge reserves. Application-oriented colleges and universities are mainly oriented to cultivating talents with technology application. With the rapid development of economic globalization, the exchanges and cooperation between China and other countries in various fields are increasing, and many MOOCs courses are taught in English, Which provides students with a good professional English environment, which in order to improve their English ability to provide a broad platform for students to either listen to English courses taught can also be used in English and students from around the world to discuss professional issues, So that students of professional English to get more development opportunities. Teachers can seize this opportunity to encourage students to learn through international MOOCs to test their level of English, demand-oriented language learning, to stimulate students interest in learning English. Students can bring problems in the course of learning MOOCs into the classroom, [9] solve them through peer negotiation, or resolve them by consulting teachers.

6. Conclusion

MOOCs led the reform of college English teaching model, which provided the opportunity and platform for Chinese ESP teaching. In the MOOCs platform, learners can develop their own language skills, academic ability, thinking ability and international communication ability from their own interests and needs, and can help students to
realize the transition from general English to specialized English so as to better meet international Exchange and cooperation needs.

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