

A Study on MOOC Based Blend on Online Foreign Language Teaching Model During Epidemic Prevention and Control Period

Zhu Yanhua^{1,*}

¹ School of Culture and Tourism, Wuxi Vocational College of Science and Technology, Wuxi, JiangSu 214028, China

*Corresponding author. Email: 674778639@qq.com

ABSTRACT

In the context of the epidemic, the space between teachers and students is estranged. In order to improve the online and offline teaching quality, this paper constructs a foreign language full online blend teaching mode based on MOOC, which takes MOOC as the platform, supplemented by virtual offline teaching such as MOOC classrooms and Tencent classroom. Through the closed-loop teaching links before, during and after class, we can improve students' participation and interaction, promote in-depth learning, and give full play to the new foreign language teaching mode to promote effective learning.

Key words: MOOC, foreign language, full online, blend teaching mode

1. INTRODUCTION

In January 2020, the novel corona virus pneumonia spread throughout the country. In this context, the Ministry of Education issued the guidance of "do a good job in the organization and management of online teaching in colleges and universities during the period of epidemic prevention and control", which requires colleges and universities to make full use of online MOOC. With the support of MOOC and other platform services, many colleges and universities actively carry out online teaching activities to ensure the teaching progress during the epidemic prevention period. In order to actively respond to the call of the Ministry of education, colleges and universities across the country have carried out a variety of online teaching practices by using a variety of information-based means. Based on the MOOC platform of University of China, this paper studies the innovative mode of online mixed foreign language teaching.

2. Research status

MOOC (mass open online courses), a large-scale online course, was first proposed by Canadian scholars Dave Cormier and Professor Bryan Alexander in 2008. Foreign researches on MOOC mainly include the following three aspects: theoretical research, curriculum design research and classic case study of teaching practice. Simmons, Deans and so on made a systematic theoretical analysis of the theoretical basis of MOOC learning, that is, connectedness. McAuley A. Stewart B. and other connectivity theorists published *The MOOC Model for Digital Practice*, and further elaborated the connectivity theory. Brit Toven-Lindsey (2015) explained the teaching

method of MOOC and the way of cooperative learning, and emphasized the important role of learners' initiative[1]. Anoush Margaryan (2015) proposed the importance of MOOC curriculum design [2].

The domestic research on MOOC started in 2012. In 2013, Peking University and Tsinghua University announced to join MOOC, which is also known as the first year of MOOC's localization in China. Since then, there have been scholars to study and discuss it actively. Xie Youru et al. (2016) constructed the "six dimensional analysis model" of online education teaching and learning mode represented by MOOC, and applied the model to make theoretical analysis and comparative study on the teaching and learning mode represented by MOOC[3]. Li Wei (2018) summarized three common blend teaching modes under the background of MOOC through the investigation of literature and practice, mainly including traditional blend teaching mode, blend online teaching and blend synchronous teaching, and elaborated their advantages and implementation difficulties in detail[4]. Zhang Ce et al. (2018) compared MOOC with other online education courses, obtained the teaching advantages of MOOC, and reshaped the blend teaching paradigm of online and offline combination of teaching organization and learning[5]. In the field of foreign language teaching research, Chen Jianlin (2015) discussed the relationship between big data, MOOC and foreign language teaching, pointing out that big data is the development trend in the world today, which leads to the development of MOOC and brings opportunities and challenges to foreign language teaching[6].

To sum up, MOOC as a large-scale online open course is the result of the deep integration of information technology and education and teaching. It is the embodiment of the latest integration and innovation of internet plus teaching, not only the reform and innovation of teaching mode, but also the new relationship between teaching and learning

and the new mode of teaching organization. Scholars at home and abroad have done more research on MOOC theoretical basis, curriculum design, advantages and teaching mode, but less research on MOOC full online mixed teaching mode. In the context of the epidemic, the special teaching environment and a large number of online teaching bring enlightenment to the future education. Therefore, it is necessary to carry out some in-depth exploratory research in this regard, in order to provide reference for more front-line foreign language teachers to carry out MOOC blend teaching.

3. The construction of foreign language complete online blend model

Based on the learning environment in which students can only learn online in the network environment, the comparative analysis of the existing online and offline blend teaching mode, the theoretical basis and advantages of MOOC itself, the basic framework of the foreign language full online blend teaching mode based on MOOC is constructed.

Around the form of closed-loop before, during and after class, the model can be roughly divided into five stages: teaching preparation, problems found in online pre-class preview, special training for breakthrough of difficulties in virtual offline class, application transfer of online intensive training after class, and timely evaluation and feedback improvement. Under the guidance of the mixed teaching concept, the whole teaching process is based on the online - MOOC learning platform, supplemented by the virtual offline - MOOC classroom applet, Tencent classroom, Tencent conference, etc. Under the full play of the main role of students and the leading role of teachers, it completes the construction of knowledge meaning and application transfer, and realizes in-depth learning.

3.1. Online integration before and after class

Students mainly preview and review before and after class. Teachers use MOOC platform to send class QQ group to students. Rich teaching resources include not only traditional PPT and word documents, but also multimodal foreign language learning resources such as pictures, audio, video and animation. In the information-based teaching environment, these multimodal teaching resources are more dynamic and vivid, and can also stimulate the interest of foreign language students in language learning. Before and after class, they are sent to the students through the platform, and students receive the teacher's task. Before class, they complete the task carefully and find problems in preview. After class, teachers send supplementary materials, and after class homework is sent to the students through the platform, and students complete the homework and test as required, so as to realize the consolidation of knowledge. In the whole process, teachers analyze students' learning situation through data feedback of

MOOC platform, adjusting teaching strategies in time in order to meet each student's learning needs, and realize personalized teaching. Students' online integration before and after class, autonomous learning ability and collaborative learning ability have also been improved.

3.2. Break through the key and difficult points in the course

During the epidemic period, teachers and students were separated from each other in time and space, the physical space was transferred to the virtual offline learning space, and teachers and students interacted synchronously or asynchronously, which changed the traditional classroom teaching. Classroom is transferred from physical space to virtual space, and new information service platforms such as MOOC classroom, Tencent classroom and Tencent conference provide virtual classroom for teachers and students. MOOC class is a small program under MOOC platform. In MOOC class, you can complete roll call, class test, class discussion and other activities. Teachers and students realize "face-to-face" teaching interaction through virtual space supplemented by MOOC classroom and Tencent classroom. In the virtual space, teachers break through the key points and difficulties on the basis of students' preview. Students can also learn and communicate in the "virtual classroom" through group interaction, group discussion and other ways. Teachers guide, inspire students and actively construct knowledge.

3.3. The online virtual offline is completely mixed

The online virtual offline blend teaching mode realizes synchronous or asynchronous interaction between teachers and students, and the combination of students' self-study and teaching supervision. According to the basic knowledge already mastered, students can reconstruct the new knowledge through self-study before class, instruction of teachers in class and consolidation of tests after class. Under the modern information technology, rich teaching resources, multiple teaching strategies and teaching means, timely evaluation and feedback can stimulate students' ability of independent thinking, in-depth exploration of problems, so as to achieve high-level thinking ability, realize in-depth learning and improve in-depth understanding ability. Under the background of the epidemic situation, the online virtual offline foreign language blend teaching mode fully relies on the information-based teaching platform, and the combination of various teaching strategies helps to improve students' participation, interaction and enthusiasm in "foreign language classroom" learning.

4. Practical application

The mixed teaching mode of foreign language online provides a new teaching mode for foreign language teaching during the epidemic period. Take class 1701 and 1702 of business English major of Wuxi Vocational College of Science and Technology as an example. According to the teaching requirements, professional English audio visual is completed in 16 weeks with 4 class hours and 64 class hours per week. Because students can't return to the classroom, they also need to realize "no suspension of classes, no suspension of teaching" to ensure the online and offline teaching quality. The course adopts a full online mixed teaching mode based on MOOC.

Fixed two times every week, teachers live through Tencent classroom and set as virtual offline classroom. At the same time, under the platform of MOOC of China University, it is related to MOOC classroom applet. Before class, students complete video viewing, pre-class testing and other links through MOOC *Vocational English Audio Visual and Oral*. In class, teachers and students open Tencent classroom and MOOC classroom at the same time, teachers complete roll call and sign in MOOC classroom applet. In class, Tencent classroom live broadcast opens camera, and teachers and students realize "face-to-face" teaching interaction, and students can also interact with each other classmates. The key and difficult points of the teacher's class are explained clearly in class, and the students' puzzles are answered. During the break, the teacher will prepare the classroom test in advance, and send it to the students through the classroom program. The students complete the classroom work, and the teacher will give feedback and evaluation in a timely manner in the background. In each class, teachers can grasp the dynamic of students' learning new knowledge in time, and students can solve the problems in the new class in time. After class, on the MOOC platform of China University, students complete the after-class exercises and related supplementary knowledge reading.

After three months of teaching, the students have successfully completed the study of *Vocational English Audio Visual and Oral* course. The attendance rate of students in MOOC class is 98%, and the completion rate of classroom assignments is 95%; the data of MOOC platform of China University shows that the number of students studying online reaches 2300, the completion rate of unit test is 94%, and the accuracy rate is more than 90%. The above data shows that the MOOC based foreign language complete online teaching mode has obvious effect in teaching effect, learning effect, teaching feedback and other aspects, and the students' learning performance has also improved. It realizes the high-quality completion of teaching in the virtual space, and the interest and enthusiasm of foreign language students have also improved.

5. CONCLUSION

Under the background of the epidemic situation and the learning environment is completely online, based on the blend teaching theory and in-depth learning theory, relying on MOOC platform, supplemented by MOOC classroom, Tencent classroom and other emerging information technology teaching platforms, this paper deeply integrates modern information technology and curriculum links, and integrates the tutor system teaching into the online virtual offline blend teaching mode of MOOC platform. Combined with the unique advantages of online virtual offline, it further embodies the student-centered and teacher led way, updates the teaching concept, and innovates the foreign language teaching mode. During the epidemic period, teachers and students were separated from each other in time and space, the transfer of physical space to virtual offline learning space, synchronous or asynchronous interaction between teachers and students, has changed the traditional classroom teaching and online offline hybrid teaching mode. The future teaching form will be the form of diversified mixed teaching. MOOC's unique characteristics of large-scale online opening will also change the future foreign language teaching paradigm.

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