On the Enlightenment of "MOOC" to the Cultivation of English Majors

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Abstract— *With the advent of the era of globalization and informationization, the opening and sharing of global higher education resources has become the trend of the times. As an emerging form of open education, " Mooc" takes the network as a platform, with college students as the main body, and is open to all members of society for free, and is receiving widespread attention and favor. How to use this effective platform to build English majors in colleges and universities, cultivate compound talents, and improve teachers' teaching level is the central topic of this paper.*

Keywords— *MOOC, English major, cultivation.*

I. INTRODUCTION

With the advent of the era of globalization and informationization, the opening and sharing of global higher education resources has become the trend of the times. As an emerging form of open education, Mooctakes the network as a platform, with college students as the main body, and is open to all members of society for free, and is receiving widespread attention and favor. Domestic scholars have also conducted detailed research on this emerging thing from different perspectives, including sorting out the development process of MOOCs in China, exploring the teaching methods and processes of MOOCs, and forecasting development trends at home and abroad, but how to integrate MOOCs? The application of curriculum in the construction of specific disciplines is still almost a blank, and few scholars have discussed it. This paper will start with how to use MOOCs as an effective platform to cultivate English majors in colleges and universities, and discuss it from three aspects: curriculum, teaching concepts,

and the cultivation of students' abilities. Combined with the characteristics of English majors, this paper aims at achieving the goal of improving the overall level of English majors.

II. WHY DO WE TALK ABOUT MOOCS?

Mooc is the abbreviation of Massive Online Open Course, that is, "massive online open course". MOOCs are courses recorded by world-renowned schools for online students. They have a fixed starting time, as well as homework and exams. Certificates are awarded after graduation. It is a complete teaching process, but the teaching steps are all realized in cyberspace. The four characteristics of MOOCs are Massive, Open, Online, and Course. That is to say, no matter whether you are a student of this school or not, as long as you have an online platform and register, you can choose the content you are interested in from a large number of courses to study online, and the class is not limited by time and space. The teaching duration

of MOOC courses is usually 5-8 weeks, and the teaching materials and teaching activities are organized on a weekly basis. A lesson consists of multiple 5-10 minute short teaching videos, each of which is relatively complete around a concept or a topic. 1-2 multiple-choice questions are embedded in the video to encourage students to recall or apply what they have just learned in a timely manner, or remind students to recall what they have learned before to prepare for the next piece of new knowledge. Students, teachers and students answer questions and use the course forum for cooperative learning. With homework correction or paper review or automatic question judgment by machine, or peer evaluation, students will be graded according to the scoring standard provided by the teacher.

The origins of MOOCs can be traced back to the 1960s, when American inventor and intellectual innovator Douglas Engelbart highlights the possibility of using computers as a collaborative tool for enhancing intelligence. Since then, many experts who are keen on this cause have vigorously promoted the opening of the educational process, applying computer technology to the learning process as a means of reforming the educational system. In 2008, Stephen Downes and George Siemens of the University of Manitoba, Canada, launched the online course Connectivism & Connective Knowledge , which has been considered the first real MOOC. In the same year, several researchers at the University of Prince Edward Island in Canada coined the term Massive Open Online Course or MOOC. In 2012, MOOCs achieved a blowout development in the United States represented by Yale University. 2013 is the "first year of MOOCs " in China. Well-known domestic universities such as Tsinghua University, Peking University and Shanghai Jiaotong University have launched MOOC courses on international platforms, and established Chinese version MOOC platforms. The MOOC adopts the online teaching mode, and the scale of the course is large, which can accommodate more than 100,000 people to study at the same time; the teaching is gamified by means of animation, video, PPT, etc.; it has strong teaching activities and can form a strong online learning community.

III.   THE ADVANTAGES AND DISADVANTAGES OF MOOCS

The arrival of MOOCs has brought a huge impact on the traditional teaching methods, but also injected new vitality. The advantages are mainly reflected in the following aspects:

MOOCs can satisfy students' attachment to prestigious schools and realize true sharing of educational resources and equality of identities. The MOOC relies on an online platform and is open to students all over the world. As long as you have the enthusiasm for learning and understand simple technical operations, you can have the same learning opportunities as students in famous schools, thus breaking the restrictions of factors such as age, region, and education background.

Teaching is not limited by time and space, and the teaching forms are flexible and diverse. Traditional teaching has a strict teaching system. Students need to arrive at the designated place for class on time. The class time is basically about two hours. Regardless of the state of the students, unless they ask for leave, they must abide by the rules. Although this ensures the teaching order, it cannot fully meet the individual needs of students. The MOOC divides the teaching content into small learning units. Students can use scattered time for fragmented learning. At the same time, they can watch and learn repeatedly when they have some doubts or questions. This meets the needs of students at different levels, thereby improving their learning efficiency.

At the same time, MOOCs help teachers to improve their teaching level. Due to the wide dissemination of MOOCs, teachers need to consider the needs of students at different levels and consider all possible problems in advance. This requires teachers to prepare more carefully, not only to explain the knowledge clearly, but also to use the videos as lively and interesting as possible. Therefore, the production of MOOCs also helps teachers to rationally arrange time, effectively design teaching links, adapt to new teaching forms, and improve teaching levels.

However, the vigorous development of MOOCs has also received some criticism. For example, some people think that MOOCs are just a flash in the pan, a new teaching method, and traditional teaching cannot be cancelled, and will gradually be forgotten by everyone as time goes by; course production is time-consuming and labor-intensive, and requires strong economic strength, so it does not have

the conditions for popularization. In addition, the completion rate of MOOCs is very low, and social acceptance remains to be tested. Some people believe that the position embodied by MOOCs is based on the United States or the West, and reflects the cultural hegemonism of the Western countries. MOOCs may further aggravate the homogenization of university education, further commoditize knowledge and make education become some tools. In short, no matter whether the MOOC is more beneficial than harmful, or more harmful than beneficial, it is sweeping the world with an unstoppable momentum, and it is also taking root in China. Why not use it to provide a little reference and inspiration for traditional university. Maybe cultivation of English majors is an excellent test field as a bridge between Chinese and Western cultures.

3. The cultivation of English majors with MOOCs

The number of students who take part in the TEM-4 and TEM-8 tests for English majors is increasing year by year. The development of the English major provides a higher platform for cultivating outstanding foreign language talents, and also makes great contributions to society. But at the same time, some problems are constantly exposed. English majors have similar training methods, lack of high-quality courses, have a tendency to seek quick success and commercialization, only focus on skills and not on the cultivation of humanistic qualities, outdated teaching materials and outdated teaching methods. Students do not have the awareness of cross-cultural communication. The arrival of MOOCs has a great impact on the traditional teaching of English majors. The "College English Course Teaching Requirements" issued by the Ministry of Education in 2004 clearly pointed out: "We should make full use of the opportunities brought by the development of multimedia network technology. We should use a new teaching mode to improve the original single-class teaching mode mainly based on teachers' teaching; the new teaching mode should be supported by modern information technology, especially network technology, so that English teaching will move towards personalized learning, free from time constraints"(52)."MOOC" provides a new vision for the reform and construction of English majors, which is embodied in three aspects: curriculum, teaching philosophy, and student ability training.

First, MOOCs can enrich the content and format of

courses. The " English Teaching Syllabus for English Majors in Colleges and Universities " stipulates that the English major course consists of three parts: English professional skills courses (such as intensive reading, basic courses such as listening, speaking, reading, writing and translation), English professional knowledge courses (such as English and American literature, linguistics, Western culture) and related professional knowledge courses (such as diplomacy, economics and trade, law, management, journalism, education, science and technology, culture, military, etc.). It can be seen from the syllabus that the setting of the curriculum not only reflects the goal of cultivating students with solid basic skills, but also reflects the desire to improve students' humanistic quality and comprehensive quality. That is to say, students are not only competent for various English-related jobs, but also have noble moral and aesthetic feelings. In the 1930s, Zhu Guangqian pointed out the importance of this kind of general education. He believed that liberal arts education is not only about practicing one's skills, but also developing people with integrity and understanding. However, in many colleges and universities, the setting of English majors is more inclined to serve the market, emphasizing market, and students regard English only as a means of making a living, and they are indifferent to other courses except to cultivate skills. However, some local colleges and universities are not able to offer more comprehensive courses due to the lack of financial resources, material resources and teachers. Even if they offer relevant courses, they cannot attract students' interest due to their lack of attention and poor quality. Professor Wang Shouren of Nanjing University believes that the teaching of foreign language majors in China pays too much attention to skill training, which leads to the lack of depth of thought, knowledge structure and analytical ability. The arrival of MOOCs may solve this problem. On this platform, well-known professors from the world's top universities lively and interestingly explain the knowledge of different disciplines, which can make up for the imperfect curriculum of traditional college English majors and the incomplete knowledge structure of students. It is a pity, and at the same time, it saves teaching resources and expands the knowledge of students. The specific method is that the school can designate some high-quality courses on the MOOC platform as part of the elective

courses. Students can choose topics they are interested in and study in their spare time. After passing the assessment, they can be used as part of their usual grades and even accumulated into credits so as to realize general education across disciplines, schools and borders.

Second, MOOCs can update teaching concepts and improve teachers' skills. Teachers have assumed the role of imparting knowledge and shaping personality since ancient times.In the traditional classroom, the two major roles of teachers are lecturers and organizers. In 2007, Dai Weidong re-emphasized the importance of teaching staff: "Qualified English teaching staff is the key to the development of English undergraduate education in China, whether it is in the establishment of teaching goals, specific teaching practice or in teaching management. There is a lack of teachers with certain professional quality and high professional level." China's English learning is still dominated by classroom teaching, students' learning mainly relies on teachers' classroom lectures and notes, and interactive communication only occupies a small proportion. With the development of modern educational technology, most teachers begin to use courseware in the classroom and provide students with more audio-visual materials, but there is still a big difference from virtual online learning. The MOOC subverts the traditional teacher-student relationship, changing from teachers as the main body to students. When students study online courses, they need to take the initiative, think and summarize actively, ask questions, and have more interaction with teachers and classmates, and get rid of the passive position, while teachers are only guides and helpers. This obvious feature is similar to the recently popular "flipped classroom", and it also conforms to the concept of autonomous learning advocated in the learning pyramid theory. Therefore, the majority of English teachers should also change their teaching concepts and teaching methods, give more autonomy to students, inspire students, and cultivate their critical thinking and innovation ability.

In specific teaching activities, we can learn from the essence of MOOC teaching concepts and conduct experiments in a small range. For example, teachers assign learning content and thinking questions to students in advance, let them discuss in groups, report and display in class, and teachers propose to students. This can change the passive situation where students just listened to the class with their ears. Teachers can directly make MOOCs by themselves, present the most essential knowledge points in the most vivid form, and form an interactive process of online learning and offline communication for students, thus freeing teachers and students from traditional classrooms. Moreover, this kind of course can also be used repeatedly for large-scale promotion, which not only saves the teacher's time, but also gets rid of the limitation of time and space. Of course, according to the nature of the subject and the level of students, traditional teaching, MOOCs and flipped classrooms can be combined to carry out blended teaching, so that students can learn more enthusiastically, and teachers can also make time to study teaching methods and conduct scientific research. To achieve a win-win situation in teaching and research.

Third, MOOCs can improve students' enthusiasm and learningefficiency, and expand their knowledge. Humanistic psychology, which emerged in the United States in the 1960s, had a huge impact on English teaching. Its representative Rogers believes that learning is the full development of individual potential, the development of personality, and the development of self. Learning should be self-initiated, permeable, with personal participation and self-evaluation. Constructivists also advocate student-centered learning. Knowledge is not acquired by teachers, but is acquired by learners in a certain situation, that is, social and cultural background, with the help of others, using necessary learning materials, and by means of meaning construction. So these theories are emphasizing students'autonomous learning ability. Most of today's college students are born in the 1990s. They are active in thinking and easy to accept new things. English learning is a long-term accumulation process. Coupled with the constraints of traditional teaching, they will inevitably feel boring. They have to run around in different classrooms, but the fragmented and personalized learning methods of MOOCs meet their needs. At the same time, most of the teachers are from Europe and the United States. In the process of learning some humanities courses, students can not only improve their professional level, but also help to understand Western culture, learn advanced concepts, and become talents with international vision and

cross-cultural communication skills. Teachers in the English department can also recommend some valuable courses for students, so that students can choose among a large amount of information.

IV.   CONCLUSION

To sum up, MOOCs will play a significant role in promoting the construction of English majors. At the same time, teachers and students of English majors can also promote the development of MOOCs. The most direct help may be English teachers' translation of MOOCs. When international MOOCs come to China, the first problem to be overcome is the language problem, because most MOOCs are taught in English, and Chinese MOOCs also need to pass the language barrier if they want to go global. Therefore, for the English-Chinese translation of MOOCs, building a platform for Chinese and Western exchanges is inseparable from the contributions of the majority of English talents. The teachers of the English Department have solid language skills, strong humanistic background, and rich teaching experience. They are an indispensable force in the construction of MOOCs. They will play an important role in the globalization and localization of MOOCs and cultural exchanges between China and the West.

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