

On the Innovation of Applying Linguistics in the Teaching of MOOC under the Background of Comprehensive Reform

Huiying Guo

Yunnan Medical Health College, Kunming, Yunnan, China
Email: 962824759@qq.com

Abstract—With the continuous progress of society and the improvement of comprehensive national strength, people's attention to the education industry has increased significantly compared to the past. Various reforms based on education models and educational theory applications are constantly being introduced, resulting in many differences in education business compared to the past. This article aims to explore the innovation of applied linguistics MOOC teaching in the context of comprehensive reform. Through a review and analysis of relevant literature, this article proposes a linguistics teaching model based on the MOOC platform. This model combines online learning resources, interactive learning activities, and personalized learning support, aiming to improve students' learning effectiveness and motivation. The research results indicate that applied linguistics MOOC teaching can promote students' learning interest and academic performance, and improve their learning satisfaction. The findings of this study have important practical significance for promoting innovation in linguistics teaching in the context of comprehensive reform.

Keywords—applied linguistics, teaching of MOOC, reform

I. INTRODUCTION

As mentioned above, with the continuous development of society and the gradual improvement of economic level, education plays an increasingly important role in economic development and people's daily life, and the development trend is closer to the perspective of globalization. Therefore, driven by the overall trend of development, the innovation of educational methods and the replacement of educational resources have become a necessary topic. The overall development goal of education will also develop in a systematic and organizational way. Therefore, under the background of comprehensive reform, how to integrate all kinds of traditional resources and new resources, transcend all kinds of restrictions in the past, and arrange families, campuses and networks in a unified way so that students can timely understand all kinds of information and independently carry out relevant explorations, which has become the research object of many scholars [1].

In the development of many comprehensive pedagogical reforms, the rise of MOOC teaching deserves our attention. Combining with relevant data, it is shown that MOOC is a large-scale collection model of distance education that emerged in the early 1990s. In recent years, the number of users of MOOC in China has been increasing. From Fig. 1, we can see that the number of users of MOOC Industry in 2014–2018 has exceeded 20 million by 2018 [2].

The main teaching concepts include integrating educational resources to promote the development and sharing of high-quality resources. Therefore, the rise of MOOC and the development of network education are closely linked. MOOC attaches great importance to the scale and integration with society in its promotion. They encourage students to study independently in a structured way at any time, anywhere and with the help of teachers to improve their personal level. MOOC education is not only a kind of theory, but also has been widely promoted in the new era. Especially with the extensive deepening of information technology, more and more courses begin to join in the exploration of MOOC model, which gives students at all levels the conditions to combine MOOC model to learn relevant content. More and more web-based learning methods are accompanied by MOOC in the promotion of MOOC. In the specific implementation, it is necessary to take the specific management system of various classes and the learning management system as the basic platform to achieve. On this basis, it is necessary to design the relevant model with the learner's goal [3].

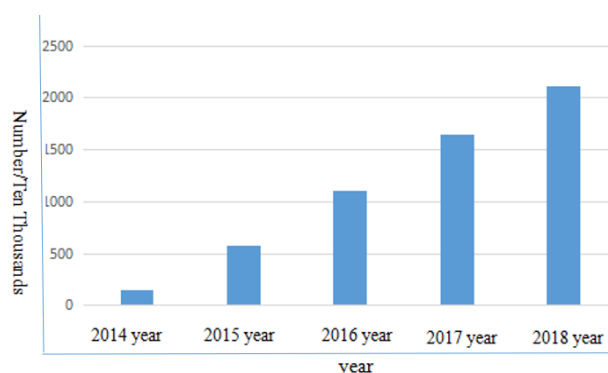


Fig. 1. User scale of MOOC industry from 2014 to 2018.

II. THE NECESSITY OF TEACHING OF MOOC IN APPLIED LINGUISTICS

A. *Provide Flexible Learning Methods*

An important feature of the MOOC teaching model is that it provides flexible learning times and locations. Students can study at any time and place according to their own schedule and learning progress. Whether at home, in school, or in public places, as long as there is an internet connection, students can access the MOOCO platform anytime and anywhere, watch teaching videos, read textbooks, and participate in interactive discussions. This flexibility allows students to learn according to their actual situation, without being limited by the fixed class time and location in traditional teaching models. In addition, the MOOC teaching model can also help students overcome obstacles in time and space. For students with work, family, or other learning tasks, the MOOC teaching model provides greater flexibility, allowing them to learn according to their own schedule, avoiding the problem of being unable to participate in traditional classroom teaching due to time conflicts. At the same time, the MOOC teaching model can also help students overcome geographical limitations, no longer be limited by the location of the school, and can choose high-quality educational resources from around the world for learning [4].

Overall, the flexibility of the MOOC teaching model provides students with more autonomy and choice in learning, making learning more convenient and personalized. At the same time, it also provides better learning opportunities for students with special needs or time and space constraints [5].

B. *Rich Learning Resources*

The MOOC teaching model provides a rich and diverse range of learning resources, including teaching videos, textbooks, case studies, etc. These resources can help students deepen their understanding of the theoretical knowledge and practical applications of applied linguistics.

Teaching videos are one of the most common learning resources in the MOOC teaching model. Through teaching videos, students can watch expert explanations and demonstrations to understand the concepts, principles, and methods of applied linguistics. Teaching videos usually have the characteristics of visualization and presentation, which can convey knowledge more intuitively and help students better understand and remember. Textbooks are another important learning resource in the MOOC teaching model. Textbooks usually include teaching outlines, course handouts, reference books, etc., which can provide more detailed and systematic knowledge content. Students can delve into the theoretical knowledge and related concepts of applied linguistics by reading textbooks. Case analysis is a common learning activity in the MOOC teaching model. By analyzing practical cases, students can apply the theoretical knowledge of applied linguistics to practical problems, deepen their understanding of knowledge, and cultivate their

application abilities. Case analysis can help students combine theoretical knowledge with practical experience to improve their problem-solving abilities [6].

Through diverse learning resources, students can choose a suitable learning style and needs based on their own learning style. At the same time, these learning resources also provide richer learning content, helping students comprehensively understand and apply the knowledge of applied linguistics.

C. *Emphasize the Cultivation of Practical Abilities*

Applied linguistics emphasizes the cultivation of students' practical abilities, and the MOOC teaching model can deepen students' understanding and application ability of knowledge through practical cases and projects. In the MOOC teaching mode, students can conduct practical operations and exploration through practical cases and projects. By solving practical problems and completing practical tasks, students can apply the theoretical knowledge of applied linguistics to practical situations, deepen their understanding of knowledge, and cultivate their application abilities. Practical cases and projects can help students combine theoretical knowledge with practical problems, cultivate their problem-solving ability and innovative thinking. Through practical exploration, students can gain a deeper understanding of the concepts and principles of applied linguistics and apply them to practical situations [7].

The MOOC teaching model provides an online learning platform and practical environment, on which students can conduct practical operations and project implementation. Through online platforms, students can communicate and collaborate with other students and teachers to jointly complete practical tasks and improve their practical skills in applied linguistics.

In short, the MOOC teaching model deepens students' understanding and application ability of applied linguistics knowledge through practical cases and projects, helping them improve their practical operation and problem-solving abilities [8].

D. *Cross Disciplinary Integration*

Applied linguistics is an interdisciplinary field that involves knowledge from multiple disciplines. The MOOC teaching model can integrate and intersect these subject knowledge, helping students better understand and apply multidisciplinary knowledge.

In the MOOC teaching model, knowledge from different disciplines can be integrated in a modular manner to form a complete curriculum system. Students can gradually establish a comprehensive understanding of applied linguistics by learning knowledge from different modules. At the same time, the MOOC teaching model can also promote the cross application of knowledge from different disciplines through case analysis and project practice. Students can integrate and apply knowledge from different disciplines by solving practical problems and completing practical tasks, thereby improving their interdisciplinary comprehensive abilities. In addition, the MOOC teaching model can also provide an online discussion and collaboration platform, where students can

communicate and collaborate with other students and teachers to jointly explore and solve interdisciplinary problems. This way of communication and cooperation can promote students' understanding and application of multidisciplinary knowledge, and cultivate their comprehensive and teamwork abilities [6].

In short, the MOOC teaching model can integrate and cross disciplinary knowledge related to applied linguistics, helping students better understand and apply interdisciplinary knowledge. Through modular teaching and practical exploration, students can establish a comprehensive understanding of applied linguistics and improve their interdisciplinary comprehensive abilities.

E. Stimulate Students' Interest in Learning

The MOOC teaching model can stimulate students' interest in learning and exploration desire through diverse teaching methods and interactive platforms, and improve learning effectiveness [9].

Firstly, the MOOC teaching model provides diverse teaching methods. Students can learn through various forms of learning resources such as video courses, online lectures, and practical tasks. This diverse teaching method can meet the learning needs and styles of different students, and stimulate their interest in learning. Secondly, the MOOC teaching model provides an interactive platform. Students can interact and communicate with teachers and other students through online discussions, Q&A communities, and online assignments. This interactive platform can promote cooperation and communication among students, stimulate their learning motivation and thinking ability. In addition, the MOOC teaching model also encourages students to learn in an environment of self-directed learning and exploration. Students can choose learning content based on their own learning progress and interests, and independently arrange learning time and methods. This autonomous learning environment can stimulate students' initiative and creativity, and improve learning outcomes.

In short, the MOOC teaching model can stimulate students' learning interest and exploration desire through diverse teaching methods and interactive platforms. Students can actively participate in learning and improve learning outcomes in an environment of self-directed learning and exploration.

III. STRATEGIES OF TEACHING OF MOOC IN APPLIED LINGUISTICS

In the actual teaching process, if we want to integrate MOOC learning into applied linguistics, we need to combine the different requirements of video and non-video parts to carry out relevant research, and strive to achieve relevant results on the basis of research. Video can be seen as an important part of Applied Linguistics in the teaching of MOOC. Therefore, video recording must be strictly in accordance with the relevant principles. First of all, video recording must be put forward after actual research, only in this way can video be more attractive. Video recording should be improved with the continuous progress of teaching content, not just simple and boring

textbook content, otherwise, it will make the whole course lack of interest. In the course of recording the video of MOOC, we should record it at real speed, not too fast or too slow. In addition, the environment background and the specific tools used in video recording also need to be combined with specific subject requirements to carry out relevant design. After the completion of video recording, we also need to combine terminology knowledge induction, expand reading test questions and other aspects to design good exercises after class, which has a good promotion for students to explore independently.

Secondly, in the setting of curriculum chapters, we need to fully respect the system construction of traditional teaching mode, and also need to make relevant designs according to the teaching reform in the new period and students' needs. Only in this way can we attract students' attention and ensure the overall inheritance. If we ignore the teaching system under the traditional mode, the overall transformation will be very rigid and relevant Video recording teachers and students are not conducive to learning. If we pay too much attention to the traditional mode of teaching, then the overall value of change can not be truly highlighted. According to the author's actual research, in the specific design process, we can take the traditional syllabus as the fundamental basis, and combine the reference of resources to redesign the relevant teaching mode under the joint discussion of teaching managers and relevant teachers, and introduce new mode resources, so as to achieve the combination of tradition and new era and the integration of related resources, which is very advantageous practices for inheritance and development of each other. For example, the theory and practice of applied linguistics are taken as examples. The author's college fully combines the advantages of Internet resources, combines traditional theory with new practice, and takes language teaching as the fundamental and important discussion point, especially the study of language teaching theory factions involved in Chinese second language, and the knowledge of cultural theory in language teaching. In the light of the contents of the new era, especially in today's increasingly close international development, many related contents have been added. On this basis, the curriculum chapters have been redesigned, including applied linguistics on language learning, linguistics, and second language learning, as well as learner-related research closely integrated with the times. On the whole, the specific system has been set up. The design not only meets the requirements of the traditional syllabus, but also incorporates new elements. The final teaching effect is relatively ideal.

Thirdly, efforts should be made to improve the personal qualities of relevant practitioners. For the development and research of applied linguistics, to enhance the overall classroom efficiency and improve the quality of relevant courses, we need to integrate the development of the times into the introduction of new technologies, such as the combination of MOOC technology to carry out relevant teaching, which requires relevant teachers to strive to integrate the needs of the times to improve their personal level, with the help of making full use of various software

platforms, enhance the overall efficiency of the classroom, improve the overall quality of the curriculum and meet the new needs of students for learning, so that they can combine teaching resources to carry out independent interest-oriented research anytime and anywhere. So for all kinds of teachers, we should not only grasp the theoretical teaching knowledge, but also fully integrate with the times, innovate our teaching concepts and the overall teaching system, master certain computer knowledge, and be able to operate the relevant platforms independently. Only in this way can we really improve the efficiency of MOOCs, and do a good job of combining with all kinds of teaching.

IV. CONCLUDING REMARKS

The introduction of MOOC technology into applied linguistics teaching has many benefits. Firstly, MOOC technology can improve teaching efficiency, allowing students to learn independently according to their own learning progress and schedule, without being limited by time and space. Secondly, MOOC teaching can promote the innovation of the curriculum system and the reform of teaching methods. Through multimedia and interactive teaching resources, students' learning interests and enthusiasm can be better stimulated. At the same time, MOOC teaching can also provide more learning resources and practical opportunities, helping students better master the knowledge and skills of applied linguistics. For relevant teachers, improving their personal teaching level is very important. They need to constantly learn and update their teaching concepts, understand the methods and methods of MOOC teaching, and master relevant technologies and tools. At the same time, they also need to actively introduce and allocate relevant teaching resources to ensure that MOOC teaching can truly help apply linguistics and complete relevant teaching tasks. Through such efforts, the overall teaching quality can be improved,

students' personal interests can be stimulated, and they can better learn and apply linguistic knowledge.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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