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Vocational College Students' Perceptions on The Use of Computer English MOOC in Hybrid Learning

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Abstract

Introduction: The advancement of educational technology and the widespread adoption of network technology in education have drawn significant attention from educational circles. Massive Open Online Courses (MOOCs) have emerged as a popular platform for learners to access and utilize educational resources.

Objective: This paper aims to investigate various aspects of hybrid learning in the Computer English MOOC platform, including students' learning objectives, methods, concentration, collaborative skills, teaching observation, and learning efficiency.

Methodology: The research utilizes a quantitative approach to analyze data obtained from 169 vocational college students majoring in computer-related subjects.

Findings: The study reveals six key findings. Despite the challenges imposed by the Covid-19 pandemic, students maintain clear objectives for learning Computer English.

Implications: This investigation serves as both a theoretical and empirical exploration of hybrid learning in the context of MOOCs. This research underscores the positive impact of educational technology and hybrid learning on students' learning experiences. It emphasizes the value of MOOCs and encourages teachers to embrace innovative teaching approaches to promote effective and efficient learning outcomes. By integrating technology into teaching procedures, educators can further enhance students' learning potential motivation and equip them with the necessary skills for success.

Significance of Study: This study lies in its potential to bridge the existing knowledge gap regarding the specific factors that impact English language acquisition within the vocational college setting. This research seeks to provide valuable insights and recommendations to inform pedagogical practices, curriculum development, and institutional policies in higher vocational colleges in China.

Keywords: Educational Technology, MOOC (Massive Opening Online Course), Hybrid Learning, Learning Efficiency, Vocational College Students

Introduction

Research background

English plays an enormous and irreplaceable role in the education of contemporary China. From the first year of elementary school through the third grade of high school, students now receive a comprehensive English education. Even at the tertiary level of education in China, English continues to play an essential role. College English (CE) is a required subject for all tertiary education students in China. As one of the fundamental subjects, all university freshmen are required to take College English and pass the College English Test (CET) at a minimum level four (Band 4). The CET is one of China's most prestigious national English proficiency examinations and is mandatory for all Chinese college students. Its purpose is to assess the English proficiency of Chinese undergraduates.

The English for Specific Purposes (ESP) teaching movement arose as a result of learners' demand for the English language for specific professional or occupational goals. (Rahman, 2015). Since its inception in the 1960s, the Teaching English as a Foreign or Second Language (TEFL/TESL) movement has recognized ESP as an essential and innovative endeavor (Shehadeh, 2006). English for Special Purposes (ESP) is specialized English, in contrast to teaching and learning General English (GE) or College English (CE). When instructing and learning English in an ESP scenario, distinct teaching methods and learning environments are utilized. ESP has been at the center of English instruction reform in China over the past few years. (Luo & Garner, 2017). After mastering college-level English, vocational college students must study ESP.

The flexibility of MOOCs allows students to revisit video content as many times as needed, and if desired, they can obtain a certificate upon successful completion of a course. Moreover, renowned universities host lectures delivered by professors, granting students the opportunity to enroll in Harvard University courses without any financial burden. The ability to pause speech videos at any given moment distinguishes MOOCs from traditional universities, providing students with the flexibility to accommodate their coursework within their schedule constraints, without facing any negative repercussions in terms of credit loss. Notably, all interactions and progress made on the platform server are meticulously recorded and stored.

Problem Statement

Khoshsima and Shokri (2016) found that as educational technology has become more modernized, educational circles have been increasingly worried about the effect that network technology has on education and how it may help promote education. People are beginning to recognize the importance of digital informatization. According to Chowdhury (2020), "using technology to support learning" has gradually become the mainstream approach to combining technology and education both in the United States and overseas. Concurrently, open reform is being implemented in the realm of educational technology.

The implementation of e-learning in higher education is facilitated through a diverse range of online platforms. Over time, online learning has been referred to by various names, such as computer-associated learning, web-based training, e-learning systems, and learning management systems (Bahsh & Daoud, 2016). MOOCs present an effective avenue for students to enhance their English language skills in listening, speaking, reading, writing, and translating. These courses, offered by online educational institutions, provide a distinctive opportunity for students to participate in actual classes delivered by esteemed professors

without the need for physical presence at the university, which increased the students' learning motivation.

Research Gap

The utilization of MOOCs is accompanied by several advantages, which have contributed to the increasing enrollment of individuals. Notably, these online classes are free of charge for those who enroll, and they are easily accessible through the Internet and various technological devices. Furthermore, learners have the freedom to access education at their preferred time and location. However, a large number of studies have pointed out that in hybrid learning, there are problems such as a lack of learning enthusiasm and it is difficulty asking questions to teachers, resulting in learning results only staying on the cognitive surface and inefficient classroom(Heilporn et al., 2021)(Galvis, 2018)(Osadcha et al., 2022). Therefore, there is a need to investigate whether these educational technologies are acceptable to students, and what perceptions of the use of Computer English MOOC in hybrid learning by vocational college students.

Research Objectives

This study investigates the vocational college students' perceptions on the use of Computer English MOOC in hybrid learning, under the challenges imposed by the Covid-19 pandemic, including students' learning objectives, methods, concentration, collaborative skills, teachers' abilities, and learning efficiency.

RO1: To investigate the level of students' English language learning objectives via Computer English MOOCs in hybrid learning.
RO2: To investigate the level of students' English language learning methods via Computer English MOOCs in hybrid learning.
RO3: To investigate the level of students' concentration in learning English via Computer English MOOCs in hybrid learning.
RO4: To investigate the level of students' collaborative skills in Computer English MOOCs in hybrid learning.
RO5: To investigate level of teachers' teaching observation in using Computer English MOOC to teach in hybrid learning.
RO6: To investigate the students' learning efficiency level in Computer English MOOCs in hybrid learning.

Research Questions

RQ1: What is the level of students' learning objectives for learning English using Computer English MOOC in hybrid learning?
RQ2: What is the level of students' learning methods of learning English via Computer English MOOC in hybrid learning?
RQ3: What is the level students' concentration on learning English via Computer English MOOC in hybrid learning?
RQ4: What is the level of students' collaborative skills in learning English via Computer English MOOC in hybrid learning?
RQ5: What is the level of teacher's teaching observation in using Computer English MOOC to teach English in hybrid learning?
RQ6: What is the student's learning efficiency level of learning English via Computer English MOOC in hybrid learning?

Significance of this Study

The findings of this research hold substantial importance for multiple stakeholders within the higher vocational college context, including students, English teachers, and higher education institutions in China. Specifically, this study aims to identify the perceptions of students that significantly influence the English language learning outcomes of vocational college students in China. By delving into the realm of hybrid learning within the Computer English Massive Open Online Course (MOOC) platform, this investigation will comprehensively explore various dimensions, encompassing students' learning objectives, methodologies, levels of focus, collaborative skills, teachers' competencies, and overall learning efficiency.

Additionally, this research will endeavor to identify potential strategies for enhancing the usability and versatility of the platform, thereby promoting a more conducive and effective learning environment for vocational college students. The significance of this study lies in its potential to bridge the existing knowledge gap regarding the specific factors that impact English language acquisition within the vocational college setting. By shedding light on students' perceptions and experiences, as well as the role of hybrid learning in the Computer English MOOC platform, this research seeks to provide valuable insights and recommendations to inform pedagogical practices, curriculum development, and institutional policies in higher vocational colleges in China. Consequently, the outcomes of this study have the potential to foster enhanced learning experiences, and improved English language proficiency, and ultimately contribute to the overall educational quality and effectiveness of vocational college education in China.

Contribution of this Study

This study provides an in-depth analysis of the vocational college students' perceptions of computer English MOOC. After gaining a deep understanding of the students' perceptions of MOOC acceptance, the goal is to fully understand students' attitudes and expectations towards MOOC, and to truly use advanced educational technology to help students learn, enhance their interest and motivation in learning computer English, and improve learning efficiency.

Literature Review

Hybrid Learning

Hybrid learning combines online teaching materials and guidance with traditional classroom instruction and experience, providing the best of both worlds. As with any step-in teaching, team members will decide to think about how best to meet the needs of students and teachers to thrive in their roles in the classroom. From the perspective of teachers, hybrid learning refers to the integration of two independent learning modes: classroom synchronous learning and online asynchronous learning. In the hybrid learning module, teachers combine online learning with traditional face-to-face activities in a planned and systematic way, which adds value to the whole learning process. Hybrid learning provides teachers with an opportunity to make full use of traditional classroom teaching and network teaching.

One of the cutting-edge approaches to educating students is hybrid learning, also referred to as blended learning. For students who presume or desire to include online learning as part of their participation in their studies, a hybrid approach combines online and face-to-face learning to fulfill their changing demands. (Jefferies & Hyde, 2009).

MOOC in Hybrid Learning

The inaugural MOOC, introduced in September 2008 University of Manitoba (2008), marked a noteworthy milestone in online education. Initially designed as a credit-bearing course for a limited group of 24 students, this innovative undertaking also garnered substantial interest from a wider audience, as evidenced by approximately 2,200 registered participants on an open-access network. Among these participants, an estimated 150 individuals actively engaged with the course at various intervals (Mackness et al., 2010). In October 2011, Stanford University contributed to the development of MOOCs by making three of its courses available online for free. The following year saw a significant increase in the availability of free online courses, with over 250 offerings from over 40 universities. This defining moment marked the beginning of MOOCs, solidifying their emergence as a significant educational trend.

Three well-known MOOC systems (Coursera, edX, and Udacity) which came out in 2012, were the real reason that MOOCs became popular and were used by many people. These sites are critical in strengthening MOOCs and increasing their reach. They drove their rapid expansion and helped them establish themselves as a key player in online education. Learners can utilize these courses to develop new skills, expand their knowledge, and advance in their professional careers. Furthermore, Brali and Divjak (2018) stated that MOOCs have the potential to revolutionize the way education works by boosting the quality of learning experiences in specific areas. MOOCs have become a popular choice for people who want to meet job requirements, change careers, prepare for college, do extra learning, gain access to corporate e-Learning and training opportunities, and promote lifelong learning (Brali & Divjak, 2018). Therefore, MOOCs have become a useful tool for people all over the world, allowing them to work on their personal and professional development in a hybrid way that fits their wants and goals.

Asynchronous and Synchronous Online English Courses

Asynchronous online learning gives students the freedom to access learning materials whenever they want, instead of having to watch live video classes. Computer English MOOCs is a kind of asynchronous online courses, which allow students have the freedom to use lectures, readings, homework, and other learning resources on their own time within a certain time limit. This way of learning gives students more freedom because students do not have to be online at the same time as their teachers or peers.

Synchronous online learning, on the other hand, requires students to attend and participate in class at predetermined times each week. This kind of learning is comparable to learning in a standard classroom, but it takes place in a virtual environment. Students in synchronous online English lessons can communicate with their teachers and, in some cases, other students in real time. This format is similar to a live TV broadcast, which students can watch in the upper-right corner of their televisions in China. To make synchronous classes function, social applications such as WeChat, QQ, Tencent video conferencing, or live broadcasts are frequently employed. During Covid-19 pandemic, Computer English classes are given in hybrid mode, which combined real time teaching and also massive opening online English courses.

Conceptual Framework

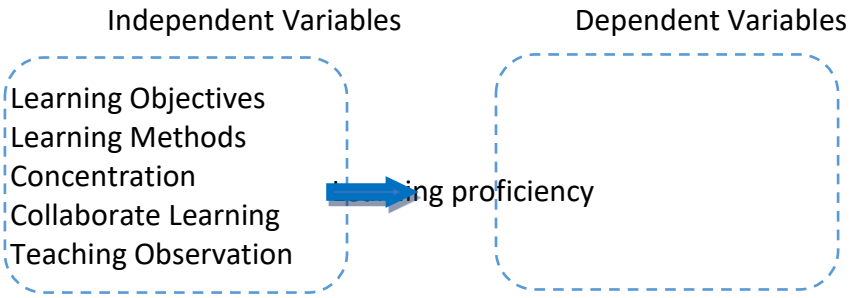

Figure 2.1 Conceptual Framework of this study

Methodology

Research Design

Quantitative methods are the appropriate way for this study to answer the research questions, test the study's hypotheses, and come up with a full plan for collecting and analyzing descriptive data. Therefore, an online questionnaire was used as the method of choice for quantitative study. Conducting the questionnaire online offers several advantages. Firstly, participants are not required to register, streamlining the data collection process and facilitating real-time data analysis. Additionally, the online format enables students to select a suitable time and location to provide their responses. This ensures convenience and flexibility, enhancing the likelihood of obtaining accurate and comprehensive data. Furthermore, the online survey eliminates the possibility of participants omitting questions or selecting a more neutral response option, promoting honesty and minimizing response bias. The utilization of questionnaire surveys in this study proves to be a time-efficient and cost-effective strategy, enabling swift data collection and analysis. Moreover, the questionnaire survey serves as an efficient means to gain valuable insights into the thoughts, beliefs, and opinions of the target vocational college students.

Population and Sample

The population for this study is vocational college students at a vocational college, aged between 19 to 23 years old. The MOOC learning community is the study's target population. 169 vocational college students majoring in computer-related subjects answered the questionnaire.

Instrument

Data collection in this study involved the implementation of an online survey administered to a representative sample of Vocational College Students. The questionnaire utilized in this research was adapted from an open-access resource available at https://www.wjx.cn/report/2154194.aspx. The survey instrument encompassed six key constructs, namely learning objectives, learning methods, concentration, collaborative learning, teaching observation, and learning proficiency. To measure these constructs, the poll had a total of 42 questions. A 5-point Likert scale was used to rate each item, with 1 meaning "strongly disagree" and 5 meaning "strongly agree." It was decided that this scale should be used because it is a strong way to record the answers of the users while also being easy to use and improving the accuracy of data analysis. By using a 5-point Likert scale, the

survey instrument makes it possible to get a complete and nuanced picture of the participants' points of view. This allows a thorough look at their attitudes and ideas about the constructs being studied.

Factor Analysis

Factor analysis is a method for reducing a big volume of data to a more manageable and understandable data set. It is a technique for identifying obscure patterns, showing where they overlap, and emphasizing the characteristics that many patterns share. Furthermore, it is employed to generate a dimension for related items in the set, a collection of variables.

Table 3.1
Out loading of Factor analysis

	Objective	Collaboration	Concentration	Method	Observation
LO1	0.937				
LO2	0.888				
LO3	0.729				
M1				0.852	
M2				0.728	
M3				0.961	
M4				0.87	
M5				0.916	
M6				0.905	
M7				0.963	
M8				0.917	
M9				0.889	
LC1			0.94		
LC2			0.876		
LC3			0.88		
LC4			0.735		
LC5			0.807		
LC6			0.921		
LC7			0.82		
LC8			0.884		
C1		0.932			
C2		0.922			
C3		0.878			
C4		0.855			
C5		0.898			
TO1					0.919
TO2					0.937
TO3					0.869
TO4					0.769
TO5					0.895
TO6					0.878

The Validity and Reliability

Before analyzing the data, it is important to check the reliability and validity of the data from different sources. The purpose of a reliability analysis is to find out how stable the questionnaire used in the study is. A higher coefficient value means the thing is more stable and closer to 1, while a lower coefficient value means the thing is less stable and closer to 0. The reliability analysis looks at how consistent the measurement scale is. In this piece, Cronbach's alpha values, which are written as, are used to measure reliability. Table 3.2 shows that the general reliability of the scale, as measured by SPSS (V25), ranges from satisfactory to good, which is a good sign for scale reliability.

Table 3.2
Reliability Statistics

Construct	Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	N of items
Learning objectives	.665	.668	3
Learning methods	.927	.927	9
Concentration	.940	.940	8
Collaborate learning	.916	.916	5
Teaching observation	.939	.939	6

Validity analysis is a critical evaluation of how accurate and useful the research tool is. It does this by looking at how well the data collected matches the real event being studied.

Table 3.3
KMO and Bartlett test

Construct	Kaiser-Meyer-Olkin Measure of Sampling-Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig
Learning objectives	.636	78.956	3	.000
Learning methods	.910	1021.641	36	.000
Concentration	.917	1049.614	28	.000
Collaborate learning	.869	589.577	10	.000
Teaching observation	.897	889.666	15	.000

Data Analysis

This section presents the analysis and findings derived from the quantitative data collected through the administered questionnaire. The analysis of the quantitative data was conducted using SPSS (Version 25). The data gathered from the online questionnaire were analyzed by calculating the frequency of students' common responses and presenting them in the form of percentages. Furthermore, the participants' responds from question 4 to question 42 were collected using the 5 Likert scale and is reported in the descriptive statistics, providing insights into the learning behavior of students when utilizing the Computer English MOOC.

Demographics

In order to determine the frequency and percentages of the demographic information provided by the participants, descriptive statistics were used. Demographic information was classed as categorical data (e.g., numerical such as grade, gender, and major).

Table 4.1
Frequency distribution of personal information

			Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Valid	Male	105	62.1	62.1	62.1
		Female	64	37.9	37.9	100.0
		Total	169	100.0	100.0	
Grade	Valid	Grade1	1	.6	.6	.6
		Grade2	141	83.4	83.4	84.0
		Grade3	27	16.0	16.0	100.0
		Total	169	100.0	100.0	
Major	Valid	Humanities	11	6.5	6.5	6.5
		Science	158	93.5	93.5	100.0
		Total	169	100.0	100.0	

62.1% computer-related major students were male students. Grade 2 students were the main sample of the study, 83.4%(n=169) students were grade 2 students. 93.2% students' major were related to science.

Results & Discussion

A thorough study of the reported questionnaire variables was done to figure out how people used the Computer English MOOC to learn. This was done to get a better idea of how people learned when they used the course. For this analysis, we had to figure out the means, the standard deviations, and the minimum and highest scores for each variable. These statistical measures allow for a thorough look at and measurement of how the respondents learn, shedding light on the core tendencies, variability, and range of their reported answers. By using these methods of analysis, it is possible to get a more in-depth understanding of the respondents' learning habits and trends when using the Computer English MOOC. Table 4.2 showed the Descriptive Statistics of each construct.

Table 4.2
Descriptive Statistics of each construct

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean	Level	Std. Error of Mean	Std. Deviation Statistic
Learning Objectives	169	4.00	1.00	5.00	546.33	3.2327	Medium	.04956	.64427
Learning Methods	169	4.00	1.00	5.00	581.11	3.4385	Medium	.04814	.62588
Concentration	169	4.00	1.00	5.00	590.38	3.4933	Medium	.05525	.71823
Collaborate learning	169	4.00	1.00	5.00	594.8	3.5195	Medium	.05469	.71091
Teaching Observation	169	4.00	1.00	5.00	610.17	3.6105	Medium	.05711	.74244
Learning proficiency	169	4.00	1.00	5.00	590.25	3.4926	Medium	.05422	.70481
Valid N (listwise)	169								

Based on what the students answered of the questionnaire, the results show that a large majority of them understand their learning goals. In fact, 90.5% of the students said they do not have any confusion about this. Also, a large number of students (96.5% of them) said they really wanted to get better job opportunities, so they want to go to college. These findings answered research question 1. Also, a lot of students (90.5% of them) said they could dive into detailed learning materials, and 91.2% showed they could learn on their own by managing their learning schedule, content selection, and intensity. These reveals answered research question 2. This was especially impressive during the difficult time of the Covid-19 pandemic.

Also, 91.7% of students said it was easy to get the learning materials and information they needed, and 91.1% said they were confident in their ability to solve problems and would ask teachers, classmates, or online resources for help when they were having trouble in school. A large number of students (92.4%) showed that they knew how to learn well. When it came to hybrid learning, 91.2% of students were good at managing their time. When they ran into problems, almost all of them (97%) were resilient and looked for ways to adapt and improve their learning environments. Collaboration skills were also important, as 95.8% of students said they were good at working with others, which led to satisfactory results. These reveals answered research question 3 ,4, and 6. These findings are similar with Jusuf Zeqiri's findings, which are blended learning contributes to students' satisfaction which eventually leads to students' improved performance (Zeqiri et al., 2021)

Also, a large number of students (95.9%) said that they wanted to know how well they learned compared to their friends. 91.6% of the students who used the online teaching tools thought that the learning services were thoughtful and helpful. Teachers were very important to hybrid learning because they set up different ways to learn, such as teamwork, hands-on demos, online discussions, and self-directed learning. Teachers' willingness to give a wide range of learning tools, such as lecture notes, audio and video resources, and interactive teaching software, showed that they wanted to teach well. Notably, teachers had a well-balanced approach to learning in the classroom and online, taking into account how well students did in their final tests. These reveals answered research question 5.These findings are similar with Elzbieta Gajek's findings, which are the teacher is still important guidance and

model, especially the teacher who motivates learners' interest and learning focused activity (Gajek, 2021).

95.9% of students said that these efforts led to a better bond between teachers and students. Hybrid learning was a success because most students (92.7% of them) adjusted well to it and were able to learn more effectively as a result. Students took an active approach to self-directed learning, with 94.7% actively seeking knowledge even when they were not being watched by a teacher. In short, the students thought that what their teachers taught them was very important and worth learning. These findings are similar with Prof. V. Chandra Sekhar Rao's finding, which are blended learning is combining with traditional classroom methods and independent study to create a new, hybrid teaching methodology (Rao, 2019). These findings are different from Qinjiatan's research, which shows strategies to improve teacher-student interaction, increase students' adaptability to the MOOC learning method (Tan et al., 2022). Table 4.3 listed the items of the findings of this study.

Table 4.3
Findings of students' perception on the use of Computer English MOOC in hybrid learning

No.	Content/Details of the findings	Percentage %	Mean Statistic
1	Do not have any confusion about learning objectives.	90.5	3.29
2	Students wanted to get job opportunities, so they go to college to study.	96.5	3.79
3	Students could dive into detailed learning materials during hybrid learning.	90.5	3.48
4	Students could learn on their own by managing their learning schedule, content selection, and intensity.	91.2	3.36
5	Students were confident in their ability to solve problems and would ask teachers, classmates, or online resources for help when they were having trouble in school.	91.1	3.55
6	Students knew how to learn well.	92.4	3.43
7	Students could look for ways to adapt and improve their learning environments, when they ran into problems.	97.0	3.33
8	Students were good at working with others.	95.8	3.56
9	Students wanted to know how well they learned compared to their friends.	95.9	3.57
10	Students felt that learning services were thoughtful and helpful, when they use the online teaching tools.	91.6	3.43
11	Students' efforts led to a better bond between teachers and students during hybrid learning.	95.9	3.53
12	Students could adjust well and were able to learn more effectively during hybrid learning.	92.7	3.47

13	Students took an active approach to self-directed learning, and actively sought knowledge even when they were not being watched by a teacher.	94.7	3.55

Implications

During the Covid-19 pandemic, it was not always possible for students to go to school in person, but when it came to learning Computer English, they had clear goals. Students were able to get complete and organized information through hybrid learning, which made a big difference in how well they learned. Collaboration between friends helped them understand things better and figure out how to solve problems. From the students' point of view, the Computer English class was valuable and useful.

Educational platforms serve as an excellent environment for the development of distance learning courses, serving as a valuable complement to traditional classroom settings. Notably, these platforms are versatile tools used not only for teaching English but also for specialized domains such as Computer English. They provide adaptable resources that augment students' learning materials. With a myriad of opportunities, educational platforms emerge as appealing instruments for foreign language learning and teaching. MOOCs, in particular, offer students the opportunity to access additional learning resources beyond face-to-face interactions, allowing them to progress at their own pace and engage with peers and instructors.

In order to meet the educational needs of 21st-century students, it is crucial to adopt innovative educational approaches. This study draws attention to the potential of incorporating technology into teaching practices and encourages educators to consider its implementation in their courses. The positive advancements observed in students' learning objectives, concentration, teamwork, and learning proficiency through the utilization of technological tools underscore the value of MOOCs. Such findings emphasize the importance of embracing innovative teaching methodologies to facilitate effective and efficient learning outcomes. By integrating technology into instructional strategies, educators can further enhance students' learning potential motivations and equip them with the requisite skills for success.

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