

Research on Teaching Reform of College English under the Background of MOOC in China

Lei Wang

Foreign Language School, Xijing University, Xi'an, 710123, China

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Abstract: Since 2012, relying on information technology and big data, a new teaching model named MOOC has attracted wide attention in the whole educational circle. Now all the countries in the world already have some famous MOOC learning platforms. MOOC platform provides good opportunities as well as serious challenges for the development of college English teaching reform of China. This paper analyses the basic countermeasures of college English curriculum reform under the background of MOOC to provide references for relevant researchers.

1. Introduction

In 2012, an unprecedented revolution took place in the field of global higher education, namely, massive open online courses [1]. MOOC showed a blowout development in 2012. In recent years, there has been a very serious contradiction between supply and demand in higher education. The globalization of economic and cultural education makes more and more students expect to get the education of first-class universities in the world. However, limited teaching resources and traditional university education mode determine that the impact of international first-class university education is still very limited. More and more world-class universities recognize the need to open their excellent teaching resources to the public, so that they can share high-quality curriculum resources, thereby enhancing their global influence. In recent years, the rapid development and wide application of Internet technology, especially mobile Internet based on mobile phones and social network for the public, have created conditions for learners all over the world to participate in diverse exchanges and interactions. On the MOOC platform, courses from top universities around the world and well-known university professors can be accessed. The courses cover all aspects of higher education. Students can freely choose the courses they want to study and enjoy the high-quality teaching resources of world-class universities. MOOC courses are very close to the traditional classroom, there are classes and classes. Usually students spend a few hours a week in a class. To get high marks, you not only need to watch the course content every week, but also hand in your homework and take a test. During the course of the teacher's lecture, some questions are usually inserted to help students focus on the classroom. Only after the students have answered in the video can they continue to watch. In addition, MOOC learning generally has time constraints. The existence of curriculum deadlines makes MOOC learning more rhythmic and phased [2].

2. Opportunities and Challenges brought by MOOC to College English

2.1 Opportunities.

The development of MOOC has created an excellent English learning environment for Chinese college students. With MOOC, students can not only listen to pure English teaching, but also communicate online with foreign teachers and students all over the world, which greatly increases the input and output of English language. This is of great significance for improving the English application ability of Chinese students. MOOC teaching is rich in content. It involves astronomy, geography, human history, science, technology and culture of English-speaking countries. Real

language scenes and authentic language use can greatly stimulate Chinese students' interest in learning English. It can be said that the rise of MOOC has brought a golden opportunity to the reform of College English Teaching in China. College teachers and students should make full use of the high-quality English resources provided by them, thoroughly change the examination-oriented college English teaching, and make English return to its position as a practical language tool. Despite several reforms, college English classroom teaching in China has always been unable to get rid of the "teaching" mode. Teachers are the classroom leaders, students passively accept knowledge, and the teaching process is dull and inefficient, which has been criticized for a long time. Teachers use information technology to move forward the part of knowledge imparting, encourage students to learn what they want to teach online independently before class, then guide students to ask questions and discuss what they have learned in class, complete the further development and application of knowledge, cultivate students' innovative and critical thinking, and truly realize that students are learning. The main body is the protagonist of the classroom. The teaching mode of MOOC flipped classroom will change the dull speech of college English teaching in the past and realize the high participation of students. In this restructured learning environment, students' learning efficiency has been improved [3].

2.2 Challenges.

The high-quality MOOC course of College English will attract more students for the school, which means that the school will have greater development space and economic benefits. Therefore, Chinese university managers should actively encourage their college English teachers to develop a large number of distinctive and high-quality English teaching courses, otherwise many college English teachers will face elimination. College English teachers should be able to develop high-quality MOOC courses to enhance their competitiveness. To achieve this goal, it is not enough to have good English professional knowledge. College English teachers need a broader knowledge structure, more computer knowledge and network skills to design high-quality MOOC courses. Teachers use various Internet means to guide and manage students of different majors to complete MOOC learning smoothly. Faced with the numerous teaching resources and huge student groups on the MOOC platform, College English teachers need to improve their ability of resource analysis and integration in order to truly teach students in accordance with their aptitude. In addition, College English teachers should supplement some knowledge of mathematics and statistics in order to use advanced computer and network technology to track students' online learning trajectory, collect various data, analyze students' learning habits, advantages and disadvantages, and give targeted help. Most of the courses on MOOC platform are offered by famous teachers from all over the world. The language used is basically the international common language. English education in China has long been examination oriented and students have insufficient vocabulary. Students' weak listening and speaking skills make it difficult for them to adapt to the whole English Teaching of foreign teachers. MOOC advocates autonomous learning, which is undoubtedly a challenge for Chinese students who have been accustomed to learning under the supervision of teachers for a long time. In fact, the completion rate of MOOC courses is very low. This shows that many Chinese students need to develop their autonomous learning ability [4].

3. Teaching Reform Countermeasures of College English under the Background of MOOC

3.1 Change Teaching Idea.

Teachers, as organizers, implementers and leaders of classroom teaching, have good ability of using information technology, which will be conducive to the smooth development of teaching activities, to the full use of rich and high-quality network teaching resources to organize classroom teaching, and to the improvement of teaching quality. Therefore, the key to the reform of MOOC-based College English teaching needs to strengthen the training of College English teachers' ability to use modern information technology, so that teachers can change the traditional

teacher-centered classroom teaching mode in the process of College English teaching, combine traditional teaching with modern information technology, and enhance the modernization of English teachers. In order to cultivate the ability of using information technology equipment, teachers use modern information technology equipment to produce network videos related to courses, guide students to selectively conduct self-regulated online learning in accordance with their own needs, and mobilize students' learning enthusiasm, College English teachers' training can be organized regularly to carry out teaching seminar groups. Teachers go out to study and train, discuss the advanced teaching idea of MOOC teaching supported by Internet information technology, learn good teaching experience and promote its application. MOOC emphasizes students' autonomy, participation and interaction with teachers, rather than an indoctrinated teaching of knowledge, which can build a good learning atmosphere. By building a learning community, MOOC can embed resources into social platforms such as learning discussion boards, provide resources for students' autonomous learning, and exchange learning experience with each other, so as to avoid the shortcomings of knowledge learning in classroom teaching. In addition, teachers can also answer students' questions through interactive platform, which helps to improve and improve the teaching effect.

3.2 Strengthen Autonomous Learning.

Faced with many excellent teaching resources on MOOC platform, Chinese students can choose and study the courses they are interested in only when they have a good command of English. This requires conscious reading of relevant professional English books and materials and accumulating relevant professional English vocabulary and expression, as well as a large number of English listening training. Only with good learning perseverance and autonomous learning ability, can we continuously restrain ourselves to complete their studies effectively according to the progress of MOOC courses. We should recognize the composition and source of teaching resources with a more open attitude, and establish a mechanism for the construction and improvement of teaching resources based on group participation. The problems found by students in the learning process, the experience and lessons summarized, the unique opinions on some problems, and the teaching materials found on the Internet can all be incorporated into the teaching resource database in the form of teaching resources. We should give full play to the enthusiasm and subjective initiative of students, and establish various incentive mechanisms so that students can become providers and builders of teaching resources. In order to ensure the quality of teaching resources, it is necessary to establish a matching access system for teaching resources, and the quality of resources included in the teaching resources database should be examined and audited by specialized teachers. This can not only ensure the continuous and dynamic enrichment and renewal of teaching resources, but also ensure the quality of various teaching resources. MOOC belongs to an autonomous learning class. The construction of the college English curriculum system needs to be based on the actual situation of College Students' comprehensive English ability, English learning enthusiasm and autonomous learning ability, tailored and formulated scientifically. College Students' basic English comprehensive ability is relatively poor, and their autonomous learning ability is not strong. This requires the introduction of MOOC based web-based online courses into the traditional classroom.

3.3 Conduct Teaching Analysis.

To truly teach students in accordance with their aptitude, teachers must understand the individual differences of students. Faced with a large number of College students, it is difficult to achieve this goal only by the limited contact between teachers and students. Computers and the Internet provide teachers with technical possibilities. All the actions of students can be tracked on the Internet and in the system. Teachers can collect various data of learning behavior according to the results of students' learning English online and accepting tests. They can also collect data on students' learning habits, learning abilities and problems in learning. And weaknesses for data collection, statistics and analysis, and then on the basis of accurate data, to provide students with targeted learning help and suggestions. Because most Chinese College English teachers lack knowledge of statistics, mathematics and computer statistics software, they still need to make up for their lessons in these fields in order to

meet the high requirements of future English education. At present, in the process of teaching, we lack timely grasp and quantitative analysis of the teaching situation, such as students' grasp of knowledge points, key points and difficulties. At present, what aspects of students' reflection are concentrated in what aspects and so on. We can rely on information technology and teaching platform to collect data in the process of teaching, especially for students' learning data, timely track and grasp students' learning characteristics, behavior, process and problems, and analyze these data to evaluate and feedback the teaching effect. On this basis, we have targeted instructional design, adjustment and reform, so as to evaluate the teaching situation more scientifically and accurately, and carry out instructional design more efficiently. College English teachers should strengthen their training in modern educational skills and statistical skills.

3.4 Enrich Teaching Resources.

MOOC provides a large number of online college English courses, covering the fields of workplace English, biology English, financial English, communicative English and so on. It can meet the needs of college students at different levels and in different professional fields in English learning. Even though some of the courses are similar, there are also different speakers for students to choose. Different lecturers have different teaching styles. Students can choose not only the content they are interested in, but also the lecturer they are interested in. The MOOC Platform not only provides teaching courses, but also provides a learning forum for students to exchange views and experience. Teachers should take the initiative to use the platform to encourage students to think independently and express their opinions through the study discussion area. At the same time, teachers can also participate in, or ask questions, or answer questions from students. Through interactive communication, we can improve students' Comprehensive English application ability. Relying on the resources and textbooks of the course, combining the students' professional background and academic interest, the project theme is selected. For example, the topics of family violence, changes in ancient architectural styles, and seismic grade of buildings, which are in line with professional background, will be discussed and determined by teachers and students. Teachers let students watch the video after class, improve background knowledge, accumulate professional vocabulary and expression methods, and make full use of online resources. Combining the traditional English teaching mode, optimizing the MOOC classroom and using the flipped classroom to teach college English teaching has been relatively single. The monotonous content of the course leads to the inefficiency and low enthusiasm of students in learning English. However, the simple use of MOOC teaching mode in English teaching cannot fundamentally solve the problem of English teaching quality. Due to the large number of MOOC registrations, there were few successful completions of the course. This requires the introduction of flipped classroom in College English teaching, which can enrich the content of English teaching to a certain extent.

4. Conclusion

In a word, in the face of the challenge of MOOC education model, the teaching mode of all subjects, including college English teaching, is facing a transformation from traditional to modern. At the same time, MOOC also provides a richer and more flexible way for English learning, which makes the traditional English teaching model more rigid. Faced with opportunities and challenges, every educator should seriously consider and devote himself to the new round of college English teaching reform.

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