Research on the Teaching Mode of College English Teaching Based on the Massive Open Online Courses

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Abstract: The development of society also makes the application of information technology more and more extensive, and gradually plays an important role in various fields, promoting the development of the economic era. In this paper, the main characteristics of massive open online courses and the importance of hybrid teaching are discussed. The hybrid teaching mode of College English based on massive open online courses is committed to improving the quality of College English Teaching in China and enhancing the teaching effect. At the same time, it provides reference for those who need it.

1. Introduction

In the new era, the application frequency of information technology in the field of education is increasing rapidly, and College English classroom teaching has also been introduced, which greatly improves the efficiency of classroom teaching. However, many people have little understanding of massive open online courses (Hereinafter referred to as MOOC) and are not familiar with the innovative hybrid teaching mode. In order to give full play to the role of this mode, we need to understand its construction and application methods.

2. Main Characteristics of the Course

The concept of MOOC comes from transliteration of English abbreviation, which was jointly defined by several foreign researchers in 2008 and then introduced to the United States two years later. With the promotion and use of various English learning platforms, MOOC has entered a rapid development stage and is widely spread around the world. Its rise is closely related to its main characteristics. MOOC itself has the characteristics of large-scale and openness, that is to say, people with relevant learning needs can find out the materials they need in various places and in a wide range of educational resources for self-improvement and learning. Through online learning, targeted communication, testing learning results and other processes to play the value of education. However, in general, MOOC will not be like the education system of setting credits in college education, nor will it charge high fees to provide educational resources, so it can build a bridge for learners to connect with resources for learning related courses [1]. As MOOC is a product of the information society, it is bound to exert its unique influence on the development of the education field, which requires colleges and universities to pay enough attention to effectively develop it into a more valuable educational auxiliary tool..

3. The Advantages of Mixed Teaching

The so-called hybrid teaching means integrating information technology into classroom teaching, realizing the diversified development of classroom teaching and improving the effect of teachers' classroom teaching. In general, hybrid teaching can effectively integrate the relevant resources and information involved in the teaching process, which can not only better help teachers play their own responsibilities, but also respond to the call of the government to play the role of students as the main body of learning, so that they can actively participate in the process of English learning, especially at this stage, many students are tired of English learning. As a difficult subject, foreign

language can improve students' learning. The enthusiasm of learning is very important, which is helpful for students to focus more attention in strengthening their knowledge reserve, so as to achieve the teaching purpose. The main value of mixed teaching is to help teachers to formulate effective teaching plans in combination with the contents of teaching materials and the actual needs of students, realizing the integration and output of resources, and enhancing the teaching quality.

There are two methods of hybrid teaching, which are off-line learning and online learning, respectively. With the development of educational reform, there are many different forms of teacher-led student cooperation, student's active team cooperation, teaching environment mixing, which is the core of which is to link the educational purpose with the needs of the students. For example, if the teacher wants to make the students absorb more English knowledge and take this as a class goal, the mixed teaching mode based on the teacher's activities is used as the main teaching form, and the knowledge is taught to the students in a more systematic way, which is more beneficial to the realization of the teaching purpose; and if the enhancement is to be As a teaching goal, students' practicality can be applied to provide students with the opportunity to give full play to their initiative to grow and explore independently [2]. Therefore, hybrid teaching can not only focus on the network environment, but combine its advantages with classroom teaching organically, giving full play to the joint role of teachers and students, so as to realize the effective transformation of teaching mode.

4. Mixed Teaching Model of College English Based on Mooc

With the popularization of information technology, College English teaching has made better progress, which has a significant impact on the depth and breadth of English classroom teaching. The mixed teaching mode of College English based on MOOC also fits well with the educational reform measures advocated by the state. Through online and offline teaching assistance, greatly improving the efficiency of teaching.

4.1 Preparation for Pre-Class Teaching

College English blended teaching can play a better role through the effective integration of classroom theory and information technology, in order to achieve this goal, teachers need to make full preparations before class, so as to lay a good foundation for the smooth progress of MOOC. Teachers should not only select teaching resources according to the actual situation, but also conceive the relevant activities of students. First of all, in the process of selecting classroom resources on the network platform, we should pay attention to the content that can be closely related to students so as to better enhance students' interest in learning. Secondly, because there are some differences in students' English foundation, teachers should choose the words and speaking speed that students can accept and adapt according to their actual situation to ensure the smooth progress of classroom learning activities. For example, the teaching material content background introduction, demonstration method, communication and other processes can be within the scope of students' ability. Finally, in order to improve the efficiency of classroom teaching activities, teachers can divide students into different groups before class, and let students choose the leader of their own initiative, mobilize their enthusiasm for effective communication and discussion among members of the group, and facilitate teachers to understand students' ideas and suggestions in time, so as to better adjust the teaching progress and design teaching programs.

4.2 Optimization of Teaching Content

The mixed teaching mode of College English based on MOOC can extend the educational resources available on the Internet to the classroom teaching. In the process of teaching, we need to do a good job before and after class. For example, before the classroom, teachers can assign certain learning tasks for students, use the network resources in various related software to learn and understand, and provide video guidance according to their prompts. It should be noted that the selection of MOOC resources needs to be cautious. Its content should not only have connotation, but also be able to stimulate students' interest in learning in order to achieve the purpose of

application. In the process of classroom teaching, teachers should design teaching activities in combination with the teaching arrangement of colleges and universities, such as teacher's questioning, classroom demonstration, group discussion, etc., in order to better analyze the learning progress of students, and be able to solve the dark problems through mutual discussion and communication in time during the learning process, it can not only enhance the learning effect and enthusiasm, but also greatly increase students' knowledge and understanding. At the same time, it can effectively use the knowledge learned with practice, improve its practical ability, reduce and avoid the disadvantages of "cramming" in traditional classroom teaching. At the end of classroom teaching, teachers can combine the knowledge of teaching materials to arrange homework, further consolidate knowledge, such as scene topic, extended exercises, etc. In addition, teachers can adapt to the social habits of contemporary students to establish wechat group, shorten the distance between teachers and students, and facilitate timely communication and promote the communication between each other.

4.3 Giving Full Play to the Main Role of Students

The education department has always advocated to give full play to the initiative of students, so that they can achieve autonomous learning and reduce the dependence on teacher supervision. The emergence of MOOC has also changed the role of teachers in classroom teaching, and gradually began to develop towards the trend of taking students as the main body and realizing the education system with learning as the core. Teachers also began to play their own guiding role. While carrying out teaching tasks, they were able to learn from a more objective point of view, leaving the center of the classroom and the right to speak to the students, abandoning the status of authority in traditional classroom teaching, but playing the role of guidance and supervision at the same time as the teaching organizers. The mixed teaching of College English based on MOOC needs teachers and students to pay attention to the preparation before class and the consolidation after class. Students can also complete teachers' tasks through mutual discussion and cooperation in class. For example, in the process of classroom teaching, teachers can set aside enough time for students to discuss. In such an atmosphere and communication, students can not only increase their understanding of each other, but also learn to think through transposition in future learning, explore more possibilities of their own, and lay a good foundation for future development. What's more, it will produce a more intuitive impression of the relevant English knowledge in the discussion, which is conducive to the understanding and interpretation of the knowledge. Such a classroom teaching mode can fully provide students with good conditions for autonomous learning, exercise a number of abilities, and play the leading role of students. At the same time, from the teacher's point of view, MOOC's college English hybrid teaching mode can not only better activate the classroom atmosphere, make the learning process of English no longer boring and complex, but also increase the understanding and interaction between teachers and students. In addition, teachers also need to constantly carry out self knowledge reserve, learn and grow together with students, and achieve the goal of improving their own teaching ability while realizing the teaching purpose [3].

4.4 Development of Teaching Evaluation

The teaching evaluation of college education also has a good influence on the smooth development of the English mixed teaching mode based on MOOC. Teaching evaluation is usually divided into formative evaluation and summative evaluation. Formative evaluation focuses on students' participation, mainly promoting students' learning; summative evaluation mainly uses the results of periodic tests. For example, a mid-term exam organized by a teacher is used to test students' actual learning performance. In the information age, the application range of information technology has been very broad. In the formulation of teaching evaluation, we should also consider the trend of the times and the actual application efficiency. According to relevant investigation, the proportion of non electronic information is less than 3%. Therefore, it is necessary to fully consider this point in the formulation of the teaching evaluation mechanism under the mixed teaching mode of college English based on MOOC, so as to realize the combination of online and offline evaluation. Online evaluation can show formative evaluation. For example, the registration of

student number and the number of students participating in classroom learning can be used as the scope of evaluation. Offline evaluation can cover formative evaluation and summative evaluation, and teachers can evaluate according to the questions in classroom teaching or group tasks. However, the final evaluation is generally based on the written test. At this stage, many language testing institutions begin to use the way of network to carry out the examination, which makes the whole evaluation mechanism more convenient. At the same time, it provides a reference for the hybrid teaching evaluation of College English.

5. Conclusion

To sum up, the mixed teaching mode of college English based on MOOC plays an important role in classroom teaching, which can help to improve the quality of classroom teaching and enhance the teaching effect. Therefore, on the basis of fully realizing its importance, colleges and universities need to understand the concept of MOOC and the advantages of hybrid teaching, and at the same time, combine the actual situation and needs to carry out relevant teaching reform, so as to achieve a new breakthrough.

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