

Current Situation and Future Opportunities of College English Education Based on MOOCs

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Abstract: After the year of 2012, MOOCs have flourished in China supported by advanced information technology. It fully realized the interaction between the teachers and students and the progress of the students' learning, which subverted the traditional teaching mode of the class-filling. This paper firstly summarized the platform of MOOCs, secondly analyzed the problems existing in college English education based on MOOCs, and finally put forward the threshold of reducing learning access, so that to increase the access channels of resources; the paper also put forward four suggestions: combining online and offline to increase the use of MOOCs; enhancing students' interest in autonomous learning to create a "student-centered" classroom, and innovating classroom teaching forms and learning evaluation criteria. This paper was of great significance to promote the development of college English education.

1. Introduction

It is a new trend in the field of education to combine information technology with education and to improve the teaching quality of education. Moreover, the trend can improve the students' learning conditions. The birth of MOOCs conform to the new wave of information development and is a new trend of the development of network video open class [1]. As a new teaching mode, the emergence of MOOCs are bound to be accompanied by the close attention of all sectors of society, including colleges and universities, enterprises and the government; at the same time, they have also been questioned by many people [2]. So where on earth is the future of the MOOCs? This paper will discuss the MOOCs from the overview and the present situation, the impact and challenge to the college English education, as well as the development opportunity of the future college English education under the tide of the class.

2. An Overview of MOOCs

"MOOCs" are the abbreviation of "massive open online courses", which have swept through the field of education at home and abroad, especially touched higher education. From its definition, they are the open and interactive online course based on the Internet. Their classroom teaching, students' learning progress, teacher-student interaction and so on are completely realized online. The concept of MOOCs dates back to 2007, when David Wiley, a professor at Utah State University in the United States, released open course, "Intro to Open Education", which is based on wiki, and can share curriculum resources and participate in curriculum innovation around the world. The name of the MOOCs was proposed by Dave Cormier and Bryan Alexander, a Canadian scholar in 2008. In 2012, MOOCs made a breakthrough, forming three platforms: Coursera, edX and Udacity, launched quality courses by famous schools and teachers online. Since then, the MOOCs have set off a wave of educational reform in the world, which made education enter the 4A era, that is, anytime, anyone, anywhere, anything. Anyone can learn the content of any subject at any time and anywhere [3].

3. The Present Situation of College English Education Under the Background of MOOCs

3.1 High barriers to access to education and single access to resources.

The reason why the international MOOCs have a great influence over the world is that MOOCs have rich learning content, so that the learner can learn the mass of the course freely through the international MOOCs platform. Moreover, whether they are the basic introduction, consolidation and improvement, or the practical application, there are all kinds of courses. According to the needs of the participants, each participant has a broad choice space and great learning flexibility, which is more in line with the psychological expectations of the majority of learners. In contrast, the English teaching content for college students in traditional full-time colleges and universities mainly revolves around the pre-selected teaching materials, and the difficulty setting of teaching materials is mainly based on the average demands of learners at the same stage, which can not fully meet the different needs of everyone [4]. The study of teaching materials is mainly based on traditional words, grammar, reading comprehension and writing, lacking oral and listening training for learners, and lacking shaping of the language environment, curriculum design machinery. Moreover, the course is single with little flexibility, which is the urgent problem to be solved at present.

3.2 Solidified education model and the low flexibility of classroom teaching

The international MOOCs platforms have got rid of the dependence on the fixed learning place. The learning courses of the international MOOCs platforms only require the learners to have a fixed account number and a stable network to achieve easy and mobile learning anytime and anywhere. The intelligent development of mobile phone makes the learning media more portable and mobile. Rich and colorful online courses can stimulate learners' interest, thus greatly improving the effectiveness of learning. In contrast, the classroom plays an extremely important role as the main place of knowledge transfer and acceptance in traditional college English education. More than 80% of the students' knowledge sources are completed in the classroom. This makes the dissemination of knowledge more fixed [5]. At the same time, this fixed transmission point also limits the spread of knowledge. Assuming that students fail to attend classes because of illness, students will lose one or more opportunities to receive knowledge reserves at fixed locations and rely solely on self-study. The students' learning effect will be greatly reduced.

3.3 Students' low enthusiasm for learning and poor educational effect.

From the data of many international English examinations, it can be found that the overall English level of college students in China is not high and lack of enthusiasm for learning. According to the English examination results of listening, speaking, reading and writing of college students and the performance of English classroom, the completion of homework after class generally reflects that the overall level of English of college students is not high, and the language foundation is not solid, and the mastery of grammar knowledge is lack. Especially in oral and listening tests, there are often problems in word spelling, sentence logic, grammar and tense, text structure and so on. The root cause of these problems is mainly caused by the low effect of classroom teaching. At the same time, the frustration of achievement and teaching effect is a great blow to students' self-confidence, which makes students prone to negative attitudes and leads to the disappearance of their enthusiasm for learning English.

4. The Development Opportunity of College English Education in the MOOCs

4.1 Reduce learning admission threshold and increase access to resources.

The extensive openness belongs to MOOCs. Based on the rapid development and popularization of network technology, intelligent equipment and mobile technology, the audience of the MOOCs is very wide. The so-called exclusive open refers to any person who is willing to participate in the study, and the number and the identity of the learner are not limited. In the case of the learner, the entrance threshold of the user class is very low [6]. As long as you can easily use the Internet, you can arrange your own time to study according to your own needs and interests. The MOOCs

realized the easy availability of high quality teaching resources. The college English education should draw lessons from the teaching form of the students, and put out the English teaching class aiming at different English-speaking students, so that each participant can take the class that best meets the English level of English. At the same time, the form of classroom presentation should be increased, and the content of the classroom teaching should be retained in a variety of ways such as courseware, document, video, recording and so on, so as to increase students' access to English learning resources.

4.2 Combine the online and offline to increase the application of h-MOOCs.

The combination of MOOCs with traditional teaching is not only important to the reproduction and dissemination of knowledge, but also key to the construction of knowledge and the multi-space interaction between teachers and students [7]. They adopt the way of mixed teaching and flipping the classroom, so that to meticulously organize teaching activity. Students firstly study independently online, and secondly go back offline to participate in classroom discussions or be guided by teachers to answer questions. They not only attach importance to the cultivation of students' autonomous learning ability, but also attach importance to the inquiry learning style in the classroom, which promotes students' understanding of knowledge. In terms of the interaction between students and teachers, the establishment of h-MOOCs makes the interaction between students and teachers, students and resources, as well as students and teachers. Therefore, h-MOOCs are not only the generation of a new form of course, but also the reflection to the mixed teaching idea of both students' self-study and teacher teaching guidance.

4.3 Increase students' interest in autonomous learning and create a "student-centered" classroom.

Compared with traditional teaching, MOOCs teachings pay more attention to the cultivation of autonomous learning ability, and the development of learning potential and the difference between learner-centered position and individual learner. Instead of passively waiting for teachers to teach, students make use of the rich learning resources provided by the class to carry out differential, autonomous and collaborative learning according to their own characteristics. In the course of English writing, it is normal for students to decide their own learning content, learning time, place and learning methods to complete extracurricular learning tasks. This form of learning can promote students to understand the strengths and weaknesses of their own writing, so as to selectively strengthen training for their own weaknesses. In weak learning, you can also complete learning tasks through learning groups and teamwork. This learning process not only trains students' autonomous learning ability, analysis and understanding ability, but also trains team spirit and cooperative consciousness. Students in MOOCs classroom are no longer bound by English teachers in traditional teaching [8]. This "learning" oriented teaching model speeds up the transformation of the roles of teachers and students in the teaching of English writing course, and truly transforms from the teacher as the center to the student as the center.

4.4 Innovate classroom teaching forms and learning evaluation criteria.

Heuristic, discussion and participation teaching can promote the teacher to integrate the international front academic development, the latest research results and the practical experience into the classroom teaching. From the teacher's point of view, we should also use the platform to learn the teaching methods of excellent scholars and improve personal teaching ability. In teaching, we should draw lessons from the classroom form of excellent teachers, pay attention to the cultivation of students' critical and creative thinking, and stimulate students' enthusiasm for learning [9]. At the same time, we should reform the assessment method of students' learning ability, examine them from many aspects of listening, speaking, reading and writing, and increase the non-standard answer examination such as dialogue, speech and so on. Drawing lessons from the teaching evaluation system of MOOCs is to evaluate the learning effect in an all-round way to make use of the "self-organization and hypercycle" evaluation mechanism of learners' self-evaluation and students' mutual evaluation combined with the evaluation of teachers, network big data intelligent

evaluation and other means to give the comprehensive evaluation results.

5. Summary

With the combination of information technology and modern education, the emergence and popularity of new model of MOOCs are the inevitable trends of the development of education reform. The rise of MOOCs has a great impact on the traditional college English education because of its wide dissemination channel and a large number of teaching data. The traditional education classroom has its inherent advantage of interaction and zero distance. However, in the face of the learning needs of students under the development of the Internet, we must draw lessons from the educational advantages of the teaching platform. We should constantly improve the teaching content, teaching form, teaching resources acquisition channels and teaching evaluation methods, so as to create a more efficient and high quality teaching classroom for students.

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