

Exploration on the Construction of MOOC based Online and Offline Blended College English Course

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Abstract: Because of the autonomy of learning and academic characteristics of college students, simple classroom teaching has been unable to meet the needs of students' learning, so MOOCs into college teaching and gradually occupy an important position. College English is very important for students' further study and employment, but from the current situation of teaching, its quality needs to be improved. Therefore, the introduction of online and offline blended teaching mode of college English in MOOC era can better improve students' English level and help students form good learning habits.

Keywords: MOOC Era; College English; Blended; Teaching Mode

There is a big difference between college education and primary and secondary education. Colleges and universities cultivate adult students who have been shuffled after the college entrance examination, and they have strong learning ability and autonomy. College education itself has rich and flexible characteristics, students sitting in the classroom is not enough to ensure that students enjoy sufficient educational resources and conditions, so MOOC into colleges and universities and gradually become an important tool for college students to learn. During the epidemic in 2020, online education became the main way of education at all stages. In fact, before that, online education had been widely used in the form of online open classes.

1. Current situation of college English teaching

English is a subject that students have been in touch with since primary school and begin to learn systematically at the golden age of language learning, which is about 10 years old. After the intensive training in high school and the test of college entrance examination, students have basically formed their own learning methods. Students' English learning in colleges and universities has changed from dealing with examinations to paying attention to the practical application of language. In this process, the differences in students' English level will gradually appear^[1]. From the perspective of input, non English majors in colleges and universities only have one or two English classes a week. The amount of homework required to be completed after class is not much. The training intensity is far different from that of high school, and there is no supervision. In this case, many students will ignore the further improvement of their English ability and just rely on the basis of high school to cope with the exam, and basically most of the students can pass the final exam, even CET-4. However, English level is still very important for students' further study and employment. Students should realize the importance of English, constantly improve their own level and form good learning habits. Therefore, the current situation of college English teaching needs to be improved.

2. A brief introduction of online and offline blended teaching mode of college English

With the development of enterprise internationalization, the society has put forward higher and higher requirements for students' English ability, and English level has gradually become an important help for a person to find a job or even get a promotion. In order to improve students' English level, it is far from enough to teach in the classroom. First of all, the training in colleges and universities is an important educational resource, and the class hours are limited, especially for non English majors. Secondly, the most important thing in language learning is not learning, but acceptance. Just like mother tongue, we need to listen more, speak more, read more, and write more, so as to transform into our own language habits, and integrate into our life. Only in this way can we really learn English well. In this case, college English teaching should adopt the online and offline blended teaching mode to replace the traditional pure offline teaching mode ^[2]. In the offline class, the teacher mainly explains the content defined in the training plan, teaches the students the methods of learning English and problem-solving skills in specific problems, and trains the students. At the same time, online teaching is assisted to provide students with richer learning materials, and in today's information so developed, students can learn online anytime and anywhere, which is more conducive to students' acceptance of English in life.

3. How to promote the formation of online and offline blended teaching mode of college English

3.1 Establish school MOOCS platform to screen resources

The educational resources on the MOOC platform are the result of the cooperation between colleges and enterprises. In order to establish the online and offline blended golden class teaching mode, the school should first achieve the cooperation with the platform and establish its own MOOC. We should know that online teaching and offline teaching in a university are not independent, but closely combined. Teachers should take students' online courses as their own classroom supplement and assistance, so as to play the role of blended teaching and promote the improvement of students' English level. At the same time, MOOCS platform brings a lot of resources, but in practical application, it must be screened according to the specific situation of students. First of all, we should choose high-quality golden lessons. The so-called golden class refers to the first-class teaching quality of the classroom. This is the idea put forward by the Ministry of Education of our country to establish a first-class classroom. The state has formulated the double ten thousand plan for this purpose, that is, the golden class at the national and provincial levels should reach tens of thousands. Secondly, we should choose the teaching content that is suitable for students' current English level and homework needs, and better combine with school teaching.

3.2 Strengthen the interaction and communication between teachers and students in online teaching

In the Internet age, online teaching is rising and spreading at a very fast speed, but it cannot replace offline teaching because of its own limitations, one of which is the lack of interaction and communication between teachers and students. We should know that in the traditional offline classroom, even if the cramming teaching is not advocated by quality education, there is communication between teachers and students. The process of teachers' lectures is not reciting manuscripts, let alone entertaining themselves. Teachers should pay attention to the state of students at any time, understand the students' acceptance and understanding of the teaching content at this time point, so as to continue the following teaching arrangements. But in online teaching, teachers and students across the screen, even if it is live teaching, can only be determined by the number 1 entered by some students that there is no problem with each other, so this lack of interaction and communication in the classroom is very easy to cause teachers do not know the students' learning situation, and students have problems but do not know how to solve the situation, so in the course of college English online and offline blended teaching mode, teachers cannot simply arrange online teaching tasks, but also communicate with students at any time, timely solve the problem of students' feedback, and fully understand the students' online learning situation ^[3].

3.3 Improving the online and offline teaching supervision and assessment mechanism

Another limitation of online teaching lies in the difficulty of effective supervision. Although in the university stage, students' learning is mainly self-study. After the reshuffle of the college entrance examination, most of the students who can successfully enter the university have better learning habits and higher self requirements, but the supervision and assessment mechanism is still an indispensable link in the university teaching, and the usual score is also an important part of the final score, which usually accounts for 20% to 30%. Therefore, under the online and offline blended teaching mode, the online teaching assessment mechanism should also be established, which can not only evaluate the completion of students' online learning tasks, but also summarize and adjust according to the assessment effect, so as to better promote the following teaching^[4]. Because of the characteristics of college English, it is not enough to rely on examination papers and questions. According to the combination of online and offline teaching content, teachers can conduct some reading and impromptu writing tests for students, or arrange propositions in advance, let students expand the content in groups, show it in English PPT, and explain it in English in class. In online teaching, because online learning records and learning time can't really reflect students' learning effect, teachers can arrange in class tests and use some flexible and open questions to test whether students are learning effectively.

3.4 Giving full play to the students' learning autonomy and ensuring the students' dominant position

As mentioned above, college education is different from middle school education, and it is generally believed that college students have strong autonomy in learning. Therefore, in the online and offline blended teaching mode of colleges and universities, students are still in the dominant position, and teachers should pay attention to guiding students to play their own learning initiative. Moreover, English learning also needs a long time to accumulate, teachers lead students to realize the value of MOOC platform, gradually develop their own habit of using the platform to learn, so as to be more conducive to the long-term development of students. Teachers should teach students how to find suitable educational resources in the platform.

4. Conclusion

Generally speaking, in the era of MOOC, online teaching has increasingly become an important way for college students to learn. There is no conflict between online teaching and traditional classroom teaching, and the two sides cannot replace each other. Instead, they should combine with each other, learn from each other, and jointly promote the progress and development of students. Because of its importance to students and its own characteristics, college English is very suitable for online and offline blended teaching mode. Of course, in the process of implementing this blended teaching mode, we should explore it step by step in order to better improve students' English level.

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