Challenges and Countermeasures of College English Teaching in the Era of MOOC

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Abstract—**The advent of the MOOC era has brought challenges to college English classroom teaching. The teaching ecology has changed; the teacher's role has also begun to present the diversification tendency. In the face of the reform and the rich teaching resources such as audio and video, teachers should actively try to turn over the new teaching mode such as classroom, integrate all kinds of teaching resources, and enrich the classroom teaching activities of college English. College English teaching is facing many challenges. The main countermeasures for English teachers to cope with the challenges are as follows: to have a strong drive to constantly study and innovate language teaching methods, to constantly update knowledge and ideas, to keep up with the trend of development of the times, to adopt an incentive mechanism to enhance students' confidence in learning; Sincere care and care for students, effectively take up the responsibility of teaching and educating people.**

Keywords—college English teaching; coping strategies; classroom teaching; resource integration

I. INTRODUCTION

The rapid development of the Internet has brought an unprecedented change to education. The network provides the most extensive platform and the most direct channel for information dissemination. Knowledge is reaching the target learners at an unprecedented amount and speed. People do not have to go out to accept the advice of famous teachers, [1] choose favorite courses and teachers. The Internet has brought about the sharing of soft educational resources, sharing these core resources equally, which has to be said to be a blessing. As a new educational model, Moo course is integrating the excellent educational resources in the world with the help of the Internet to build a friendly learning platform for learners. The full name of the course is Massive Opening Online course, a large-scale, open-end online course. A course is a course designed by a teacher, supported by a large number of participants, intertwined by video lectures, homework exercises, forum interactions, and email exchanges. Because of the characteristics of fragmentation, interactivity and fine quality, the course meets the needs of learners' autonomous learning. It can be said that the model of Mu class has caused great challenge and impact to the traditional teaching mode. College English is the basic course of higher education system, so it is inevitable to get involved in it. How to understand the influence on college English teaching in the period of admiration course, how to consolidate and bring into play the traditional advantages in the present classroom teaching environment, and how to introduce new thinking to create new models are the challenges that our college English classroom teaching is facing.

II. THE OPPORTUNITY OF COLLEGE ENGLISH IN CHINA IN THE ERA OF MOOC

College English education in China benefits from excellent resources. The highlight of this course is that it gathers world-class resources for higher education, which no university can match. As we all know, in the past quite a long time, there were problems of input and output in college English education in our country. In terms of language input, students only rely on reading textbooks or recording textbooks to acquire knowledge. In the aspect of language output, college students lack the opportunity to communicate with native speakers, and many students are even ashamed to communicate with others in English. The development of Mu class has greatly improved the environment and conditions for Chinese students to learn English. Students can use the platform to listen to foreign teachers from all over the world teach in their mother tongue.[2] They can also use the communication software to connect teachers and other overseas students to communicate with each other in text, voice and video. This greatly improves the efficiency and quality of English knowledge input and output.

The course will make Chinese English education more individualized and humanized. Due to the limitation of resources, it is very difficult to individualize and humanize college English education in our country. Most of the English teaching in schools still adopts the collective class mode; the English specialized class system is about 30 people, and the public English is between 50 and 100 people. This model makes it difficult for teachers to pay attention to every student. The appearance of Mu class has improved the individualization and humanization of English teaching from the following aspects: (1) Mu has broken through the limitations of the traditional teaching space and time. Students can choose the learning time and place according to the actual situation. (2) Students can choose their own curriculum according to their own preferences and learning

schedule, and the teaching resources can be broadcast many times according to the students' wishes.

The reform of college English education in the era of MOOC can promote the innovative development of higher education. The rapid development of social economy and the deepening of educational system reform process provide an important opportunity and a good social environment for the rapid development of higher education. MOOC education model emerges as the times require under the birth of modern information technology. As an important part of the higher education system, English education plays a very important role in promoting and promoting the students' humanistic literacy and the cultivation of their comprehensive English ability. The MOOC education model is combined with the college English education.[3]It is an important measure to conform to the trend of development of the times, and it is of great practical significance to improve the quality of English teaching for college students.

Optimize the structure of college English education. Taking the age of MOOC as the turning point, college English education can further optimize the structure of college English education and realize the maximum effect of college English education. Better implement the goal of college English education in the practical teaching work. MOOC College English course can integrate teaching resources efficiently through network, and the teaching mode is gradually developing from closed to open. With the help of the good creation of the external environment, the students' comprehensive ability of English has been expanded and extended in both breadth and depth. To a certain extent, it overcomes the shortcomings of the traditional teaching mode, such as singularity, rigidity and backwardness. Take MOOC as an example. The course, launched in May 2014, was launched by NetEase in cooperation with the "Love Curriculum Network" of the higher Education Society, and has been linked with 211 universities, such as Peking University, Fudan University and Zhejiang University, providing excellent courses at home for college students.

Under the background of enriching English educational resources, MOOC can not only promote the innovative development of higher education and optimize the actual structure of college English education, but also enrich the resources of English daily education. Specifically, in the past, college English was often built on the basis of teaching textbooks. That is to say, teachers impart knowledge of English according to the contents of the textbooks. In addition, they are the corresponding extra-curricular books. However, the existing educational resources, [4] such as textbooks and extra-curricular books, are relatively scarce and cannot meet the actual needs of students' daily English learning. College English, in particular, should focus on listening and speaking training, but college English, which is based on textbooks and textbooks, is more likely to cultivate students' reading and writing ability, which undoubtedly hinders the good development of students' English listening and speaking ability. Under the background of MOOC, the contents of the networked courses greatly enrich the teachers' teaching resources, and the same students' actual learning

resources are also diversified. Students can rely on the advanced online courses for free listening and speaking exercises. This will greatly enhance the enthusiasm of students to learn English, of course, of course, will double the effect of learning.

III. CHALLENGES BROUGHT BY MOOC TO COLLEGE ENGLISH TEACHING IN CHINA

The course will set off a battle between Chinese universities and universities around the world for students in English language education. Because of breaking the limitation of time and space, the modus operandi is maturing and will threaten our universities. Some scholars have asserted that the course may make most of the teaching quality of the university disappear. Now, the courses on the platform are not only made by famous teachers, but most of them are free. This has further weakened the competitiveness of ordinary university teachers.

The ability of college English teachers in China needs to be improved. At present, many college English teachers still stay in the stage of using PPT courseware to teach, and only occasionally insert audio and video materials, which is far from satisfying the teaching requirements under the environment of teaching. The ability of college teachers to organize and manage students' learning on the Internet needs to be strengthened. In addition, English teachers also lack of independent editing of audio and video teaching materials, which are the necessary operational skills. In order to improve the teaching breadth and depth, college English teachers should have a wider knowledge reserve, and optimize and adjust the knowledge structure in order to improve the teaching breadth and depth. Let students' master English knowledge and further broaden their knowledge. 3) Enhance the ability to design quality courses. All along, the development of college English teaching in China revolves around textbooks. In this case, the teacher is only the executor of teaching ideas, not the designer. In the era of teaching, English teachers should play a leading role in teaching, improve the ability of curriculum design of individuals and teams, and correctly create high-quality courses that can compete with excellent teams of Mu courses.

In the traditional English teaching mode, the tools used by teachers are textbooks, blackboards and chalk. In most cases, the teacher is the main explanation. Students in a relatively fixed environment, according to the teacher's language guidance to expand the space of thinking, do some role-playing, discussion and other oral practice, and listening, mainly through tape recorders and tapes. In this kind of teaching mode, it is impossible to create a natural and good language environment for students, and students' thinking cannot be opened up, it will undoubtedly have some defects. With the continuous application of new technology in the field of education, computer network-assisted English teaching has become an important teaching mode in this reform. The new classroom teaching mode has broken the traditional teacher-centered teaching method,

using the new technology to make students feel the language atmosphere in all directions through the network, audio, video and other teaching means, which can not only improve the enthusiasm of students, but also improve the students' enthusiasm. Also makes learning interesting, but also can train students' independent thinking, learning ability. Therefore, the reform of college English teaching is a new teaching mode through the reform of traditional classroom teaching mode and the rational use of multimedia, network and other information technology means. This reform can change many shortcomings in traditional teaching activities, such as small amount of information, single way, and low interest in learning and low teaching efficiency caused by spoon-feeding teaching.

The teaching model based on computer and network must have the following conditions: first, a good network hardware environment; second, have good English professional knowledge and proficient in computer technology teachers. Third, there are some other software environments that fit in with it. This reform is a great test and challenge to the school's financial condition and faculty. For ordinary colleges and universities, the shortage of funds is an unavoidable fact. Therefore, neither hardware nor software can keep up with the requirements of teaching development. The traditional teaching mode still occupies a large position in the network teaching mode. How to combine them effectively in teaching has become a challenge in today's teaching.

The influence of the information age on the teaching content, in the current information society, the rapid updating of knowledge and information, and the fact that college students are in the new stage of adulthood, the concept of right and wrong, the outlook on life, and the world outlook have yet to be formed. At the same time, the students' acceptance ability is relatively strong, it is inevitable that they will be greatly impacted by the network age, and their ideas are also undergoing great changes. These are the obstacles to the communication between teachers and students. For example, when studying the text in Unit 1 of New Horizon, Unit 1, "the end of fame", 70% of the students in this class said they would pursue fame, because in their opinion, fame is success, wealth, and opportunity, etc.

They disapprove of the text's claim that "celebrities are like dogs chasing their tails, only to find out it's just a tail." some notorious Internet celebrities are role models. The same can happen in other situations. It is not difficult to see what to teach and how to teach in a society in which information, knowledge and ideas change with each passing day. The weight of textbook knowledge in the minds of students is waning, and some quick-to-success and instant-benefit ideas also make students make some impetuous, high-handed mistakes. The phenomenon of neglecting knowledge and attaching importance to certificates is becoming more and more common. Therefore, standing on the podium, how to make students think that the teacher's

words are true, is useful knowledge to them, is a great challenge that they should accept in front of teachers.

IV. STRATEGIES FOR COLLEGE ENGLISH EDUCATION IN MOOC ERA

First of all, English teachers should have a strong sense of ambition, constantly study language teaching methods, understand the principles and characteristics of second language acquisition, and apply advanced teaching theories to teaching activities. Because the learning of a language is influenced by many factors, a good language environment and atmosphere will undoubtedly help students overcome the obstacles of language expression and enhance their learning effect. Secondly, English teachers should have a strong sense of the times. Teachers should constantly renew their knowledge and ideas in order to keep up with the development of the times. Only in this way can they narrow the generation gap with these "post-80s" and "post-90s", and clear up the barriers of communication with students. Otherwise, we cannot understand the inner world of students, let alone give them correct and positive guidance, nor can we play the role of organizer and guide in teaching activities. Third, teachers should adopt some incentive mechanisms to enhance students' learning confidence, stimulate students' interest in learning, and guide students to learn independently. In the process of teaching, teachers should be good at discovering students' advantages and must not discourage students' enthusiasm.

Rapidly improve teachers' modern educational science and technology ability. College English teachers should make great efforts to realize the teaching goal with the help of computer and Internet technology, especially in the teaching audio and video editing, big data generating examination questions database, network publishing and correcting the electronic version of homework, etc. At the same time, learning to use artificial intelligence teaching system improves teaching efficiency and optimizes student management. Change the concept of teaching management. In the past, Chinese universities did not need to consider the issue of student resources, but with the maturation of the maturing of the courses, the competition for higher education students will be inevitable. University administrators, especially the decision makers of college English education, [5] should quickly realize the transformation of teaching management concept, and make education develop in the direction of specialization and pragmatism. At the same time, we may also consider combining English teaching with Chinese native culture. Special English courses such as "Chinese Classical Art", "China Tourism" and "China on the tongue" are offered to attract students at home and abroad to learn online.

In the traditional English class, teachers and students can be a positive zero distance contact, directly to correct their problems. For the network media class teaching form has made great changes to face the traditional teaching way, for English teachers in higher vocational colleges, students' basic English and learning ability is unknown, this requires

the teacher in the course mu in the teaching content to more fully, rich to meet the needs of students with different levels of demand. This from line to line, to change the virtual world from the real world on the part of teachers is undoubtedly a huge challenge. It requires teachers to seize the opportunity to expand the open and free English classroom the degree of understanding, background of the development of related information at home and abroad, master knowledge of information technology, information technology to enhance their ability, pay attention to learners' subjective initiative and to learn English We should stimulate the enthusiasm of learning, transform the traditional English classroom with teacher as the main body into a learner centered online classroom, and achieve online resource sharing.

Teachers should actively change their teaching roles, liberate themselves from the shackles of traditional teaching models, and form student-oriented teaching concepts under the guidance of modern educational theories and quality-oriented education concepts. To respect the main position of students in the process of college English education and to formulate effective college English teaching programs according to the actual situation of students' physical and mental development, on the one hand, it is necessary to continue to strengthen classroom education. On the other hand, it is also necessary to urge students to learn online English courses, that is to say, the two aspects of education should be carried out together, and both should be effective, so that the level and quality of college English education should be continuously improved. At the same time, teachers should comprehensively improve their comprehensive literacy, ensure that their English professional skills are solid and stable, and carry out effective computer skills learning on a daily basis. Through mastering advanced computer skills to achieve a good integration of English teaching resources in colleges and universities, teachers also need to have higher judgment ability, and make innovative integration with the teaching resources in the MOOC teaching mode. It should provide students with better quality college English education courses.

V. THE CHANGE AND ORIENTATION OF THE ROLE OF COLLEGE ENGLISH TEACHERS IN THE MOOC PERIOD

Traditional classroom teachers are the main source of knowledge, but also the dominant classroom, students are in a passive position. Teachers are responsible for designing courses, arranging classroom learning, explaining knowledge and evaluating, etc. The main source of classroom content is the teaching materials shared by teachers and students. It emphasizes learner autonomy, which is, what to learn and how to learn. Teachers need not only to design courses, organize and explain the learning content, but also to learn new teaching skills, such as recording and editing course videos, designing micro course video interactive issues, managing. Study forum, online communication and interaction with students, etc. Therefore, the appearance of admiration for teachers put forward a great challenge. In

addition, the Internet provides a vast amount of English learning resources. According to statistics, as of December 2014, there are 897 courses offered by 117 universities and institutions on the Coursera platform, of which 776 are mainly taught in English, accounting for 86 of the total. English-based audiovisual and written resources are innumerable.

It can be said that the organization of these resources, the reasonable arrangement of these resources to promote the teaching effect. At the same time, teachers will inevitably be influenced by students' diverse interests, and will also face the challenge of expanding new knowledge. In the evaluation system should also make adjustments. Therefore, teachers should be organizers, participants, experiencers and learners of learning activities. The teacher's role is fully developed. The role of teachers is more like directors, it needs to coordinate the classroom and integrate learning resources, provide a platform for students, stimulate students' enthusiasm and creativity.

In the face of the educational reform brought about by the admiration course, the traditional classroom teaching has put forward the teaching mode such as flipping class and micro class. The flipping classroom originated in the United States. It refers to the readjustment of the time inside and outside the classroom. The teacher does not take up the time in the classroom to teach knowledge and information. This information requires students to watch a video lecture or a video explanation recorded by the teacher, that is, a micro-class. You can search books, exchange with classmates and other ways to complete the autonomous learning process. In class time, teachers internalize and apply knowledge by organizing discussion, asking questions and guiding the completion of project assignments. In this way, students' autonomy can be brought into play, and teachers will have more time to communicate and interact with students. The individuation of students can be reflected. Evaluation system is also easier to reflect emotional care and personality. College English is the basic course of college education. This model can solve this problem effectively. Flipping classroom can provide more opportunities for teachers and students to communicate and discuss, and full communication and language application in classroom time is beneficial to language learning. However, some domestic studies, such as Zhang Lu's study of a university in Dalian, have found that while recording microcourses and reversing classes can provide a new teaching model, they require higher levels of input from teachers and students. These investments seem to go beyond the acceptance of teachers and students and are questioned. But we also see that more studies in China give positive comments on flipping classes and micro-lessons. So, how to balance the resources and manpower input and allocation in order to achieve the best teaching effect of college English, educators also need to continue from the construction of teaching ecology, the design of teaching content. This paper explores the grasp and dynamic evaluation of the process.

VI. CONCLUSION

MOOC is an educational revolution supported by Internet and computer technology. It breaks through the limitation of time and space of traditional university teaching, which not only provides a useful supplement to the current university model, but also puts forward a severe challenge. College English education should be improved from the aspects of teaching idea, teaching method and management system, combine the advantages of face to face teaching and admiration course, improve the teaching level and avoid being eliminated by the times.

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