The Research and Practice of the Mixed Teaching Model of College English Based on MOKE

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Abstract: The emerging educational concepts are gradually promoting the reform of education. As an important subject of teaching, English teaching mode is very important. Therefore, this paper studies the research and practice of the mixed teaching mode of college English based on MOKE. This paper analyzes the current situation of English mixed teaching in colleges and universities, and finds out the problems in English mixed teaching. We should also strengthen the teaching quality of college English from the following aspects: selecting an appropriate online English teaching platform, optimizing college English teaching links based on Muke, and creating a mixed teaching activity of college English Muke. Through the above research, it aims to strengthen students' love of English and provide quality assurance for English teaching.

Keywords: MOOC College English; Mixed teaching mode; Practice; Teaching status; Teaching platform

1. Introduction

The concept of mixed teaching emerged earlier, and scholars advocate the optimization and integration of various teaching concepts to give full play to the advantages of various teaching modes and achieve better teaching effects [1]. However, due to the influence of The Times environment, mixed teaching is always in a state of lukewarm, can not be really applied to the actual teaching. With the development of network technology, mixed teaching model comes back to the public's attention again, and the popularity of this teaching model increases. After the integration of network technology, online + offline teaching stage begins to appear [2]. In this stage, teaching curriculum design is divided into front-end design, activity and resource design, teaching evaluation design and so on. Teachers analyze English content before class and take acceptable teaching activities as the teaching premise to make students more interested in English learning.

In the aspect of college English teaching, it is mainly necessary to attach importance to interaction. Teachers can create an all-English classroom, encourage students to learn oral English, and use English to actively answer teachers' questions, so as to improve students' oral ability [3]. The full name of MOOC is Massive Open Online Courses (MOOC), which is a large-scale online teaching course. Since the emergence of the first Muke course, the Muke platform has accumulated millions of users, with a good momentum of development [4]. After the emergence of the course, the barriers of teaching time and space were eliminated, and students and teachers were no longer confined in the classroom, and the teaching effect was significantly improved. Therefore, this paper combines the advantages of MOKE to study the mixed teaching mode of college English, and carries out practical analysis on it, so as to make corresponding contributions to promoting teaching reform.

2. The current situation of mixed English teaching in colleges and universities

After the blended teaching model of college English was carried out, students felt novel and increased their interest in English courses, and their grades in the first semester under this model were improved. In the process of college English teaching, teachers combine online and offline teaching, teaching theoretical knowledge in the way of teaching platform and teaching practical knowledge in the way of classroom teaching [5]. Combining the performance of students in online and offline classes, it is found that students are not highly conscious in online class and have low participation in class.Due to the separation of time and space between teachers and students during online teaching and the inability to interact in real time, students' problems cannot be solved in the first time, resulting in unsatisfactory

teaching results. In addition, teachers have a high degree of dependence on online courses, and the mixed teaching of students is carried out in a rigid way, which often leads to "desertion" of students in class on the platform. In view of the above situation, this paper believes that college students prefer video resources to website resources provided by teachers in English teaching; There is less interaction between students and teachers, and the advantages of online and offline teaching cannot be brought into play. Therefore, in the design of teaching mode, it is necessary to increase video resources and teacher-student interaction to give full play to the advantages of online+offline teaching.

3. Design of mixed teaching mode of college English based on MOC

3.1. Select an appropriate online English teaching platform

In the process of teaching model design, considering the preferences of students, this paper chooses "MOOCs" as an online teaching platform. The platform covers a wide range of subjects, and students only need to register an account to learn. Most courses in the MOOCs platform are free and open, and the teaching links and courses are relatively complete. Since the free courses on the MOOCs platform are open within a time limit, the English courses are offered in the afternoon, which can meet the learning needs of students [6]. In addition, after the end of the MOOC English course, students can not study, which can increase the sense of urgency. When MOOCs are used for English teaching, the content of English courses is set within 10min to 20min, considering students' attention.At the end of the course, the courseware, classroom record and other scenes in the English course will also be sent by email to ensure the students' classroom experience. The resources received by students on the Muke platform are relatively high quality and closely related to the offline classroom teaching content. After the teacher answers the questions left by the students on the platform, the teacher can consolidate the learning content of the students and reduce the probability of students forgetting. The learning process of students on the online teaching platform is shown in Figure 1.

Figure 1: Online learning process

3.2. Optimize college English teaching links based on MOC

In the process of offline English teaching, teachers need to consider the knowledge learned by students on the platform of MOOCs and reanalyze the nature of courses in offline classes. The subject of college English is "applied linguistics", and the theoretical knowledge learned on the teaching platform cannot meet the needs of oral English. Therefore, in offline teaching, oral interaction is taken as the focus [7]. The teacher selects the scenes that students have learned from the MOOC platform, takes the English language of general topics as materials, and enables students to gradually improve their oral English through three steps: deskmate interaction, dormitory interaction and teacher-student interaction. The process of deskmate interaction is the link of practicing students' oral English.The process of dormitory interaction is to practice students' oral communication in a multi-person scenario. The interaction between teachers and students is the link to test students' spoken language. As soon as students learn the English communication scene in the Muke platform, the teacher uses it as a test indicator, which can increase students' confidence and make students express their spoken language more accurately and coherently. Once the students express themselves properly in the interaction with teachers and students, they will increase their confidence and like English learning more.

3.3. Create a mixed teaching activity of English Muke in colleges and universities

In the mixed teaching mode, students are the main body of teaching activities, and the teaching effect directly affects the learning effect. Before teaching activities, teachers should construct targeted teaching activities according to students' learning difficulties. Teachers plan teaching arrangements in advance according to the theoretical content of MOOC platform [8]. English curriculum from the course content, course progress, teaching time and other aspects of activity design. Give out study guides and materials before class, and make study plans for students. In the class, the important and difficult points will be explained, the mind map of the MOOC platform will be projected on the projection, and students will have oral communication with students, creating a brand new oral class.According to the teacher's teaching summary, students evaluate their own learning effect, evaluate the teacher's teaching, and give themselves and teachers a motivation to improve. In the classroom activities, teachers carry out targeted teaching on oral English, composition and other aspects, and divide the class students into six groups. The group leader of each group is responsible for the operation management, which can not only cultivate students' team cooperation concept, but also improve students' digestion of knowledge, and provide students with a better learning environment.

4. Teaching practice

Under the design of the above teaching mode, this paper selects the Muke platform to carry out practical teaching of the writing link in English. This article has created a project activity on "How to write a good English composition". The teaching topics are shown in figle 1 below.

Table 1: Teaching topics

Category	Objectives
Speculative training	There is no right or wrong way to write, but to find a process that works best for them.
Key words	devote,vocation,bohemian,vaguely
Grammatical points	direct speech;indirect speech;free direct speech
Writing skills	How to Write a Cause-and-effect Essay
Planned class hours	6 class hours

As shown in Table 1, in the process of teaching practice, this paper divides it into four parts, namely, speculative training, key vocabulary teaching, grammar teaching, and writing skills teaching. In the whole process of teaching practice, students are taught English writing in 6 class hours. In the speculative training, it is mainly to teach students the English writing process, so that students can understand the significance of the speculative training topic: there is no correct or wrong writing method, only to find the most suitable process for them. In the teaching of key words, the key words will be turned into learning objectives, and the audio and video related to the words will be selected in the online platform, so that students can understand the meaning of the words in advance. And design vocabulary related exercises after class to consolidate the teaching.In the process of grammar teaching, students can better understand the meaning of grammar and vocabulary by teaching together with key vocabulary and integrating grammar and vocabulary into the same sentence in the teaching platform. In writing skills, teachers show students the case of "How to Write a Cause-and-effect Essay", and ask students to practice the problems in the case. And leave a composition of the same theme after class to consolidate students' learning. After a period of English teaching, students' English performance is assessed, as shown in Figure 2 below.
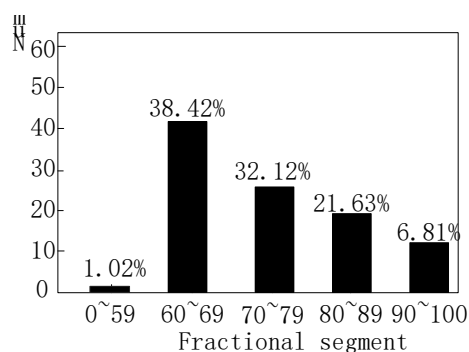

Figure 2: Teaching Practice Effect Chart

As shown in Figure 1, after online+offline teaching, students' English scores have been greatly improved. Only 1.02% of the students in the 0-59 grade range are left, and the remaining 98.98% are above the passing line, while the number of students in the 90-100 grade range has increased to 6.81%. The students with excellent English scores and above are even better than before, which can ensure the quality of college English teaching and learning.

5. Conclusion

In recent years, when students enter colleges and universities, all they want to do is to enjoy life. For the major study on campus, they mainly pass the exam, which makes college English teaching difficult. As a new teaching method, MOOCs break the restrictions of classroom teaching, subvert the traditional teaching concept, and enable students to combine their own hobbies and enjoy English learning more. Therefore, under the advantages of MOOCs, this paper studies the mixed teaching mode and practice of college English. Through the optimization design of teaching platform, teaching links, teaching activities and other aspects, we can find out students' hobbies, combine learning with hobbies, improve students' interest in English learning in a real sense, and meet the needs of college English teaching.

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