Research on New Times College English Classroom Reform in the Big Data Era

Yan Liao

College of Humanities and Social Science, Xi'an Polytechnic University, Xi'an, 710048, China

Email: 78167189@qq.com

Abstract: Big data has a great impact on college English classroom teaching. It not only can change the way of learning English, but also bring a new medium of instruction and challenge. Under the influence of big data, urgent changes are needed in college English classroom teaching. For the purpose of improving the college English classroom teaching quality, this paper attempts to present how to improve students' learning interest and motivation through the reform of curriculum and evaluation mechanism, also to discuss how to inspire students' learning potential through the reform of learning form and to propose the transformation of teachers.

1. Introduction

Big data is the most popular concept in recent years, and its characteristics of volume, velocity, variety, value, veracity and verification have attracted a lot of attention. Big data means that a large amount of information is collected and analyzed at high speed, and new information or inspiration is obtained from the obtained data. These collected and analyzed data transform the way people think, communicate and behave. As the degree of data informatization has increased, all walks of life have come to realize that big data will bring huge changes to its industry, and the education industry is no exception. Micro-courses, MOOCs, and flipping classes are the first products that the big data era brings to teaching. As Victor Meyer-Schonberg and Kenneth Cookie said in their book Big Data Times, big data brings three major changes to learning: big data can be collected in the past. The collected feedback data; big data can be customized to meet the individualized learning of individual students, rather than tailoring learning needs for a group of students; big data can predict and optimize learning time, learning content and learning style through probability. College English teaching will face severe challenges and challenges in these changes, and it will also provide support and opportunities for the transformation of English teaching ecology.

2. The status quo of college English teaching

2.1. Thought curing

English teaching is the main course of college students' language learning. In the process of teaching, students should pay attention to the cultivation of students' communicative competence and pay attention to students' language application ability. Affected by various subjective or objective factors, many college English teaching is still a teacher-centered traditional teaching model, with teachers as the mainstay, which teaches theoretical knowledge and teaches students with indoctrinated teaching methods. Ignoring the cultivation of students' enthusiasm for learning and the stimulation of learning interest, leading to the loss of students' subject status, this has greatly affected the effect of college English classroom teaching.

2.2. Weak access to information

In recent years, the development of multimedia technology, more information technology has been applied in the classroom of college English, but the dominant position of teachers in the classroom has not been changed, and the application of information technology is mostly in the stage of multimedia software use. Although the digital information teaching mode can effectively

improve students' interest in learning, there are still problems of low level of use and low efficiency in practical application level.

The cramming teaching and multimedia teaching are also beginning to gradually adapt to the new teaching requirements. The traditional college English teaching resources, teaching modes and curriculum settings all face new challenges in the era of big data.

3. Innovation in College English Classroom Teaching

3.1. Reform the curriculum to stimulate students' interest in learning

Conduct graded teaching and improves the curriculum system. For the college English course, do a good job in pre-testing the language foundation of the students, and implement graded teaching according to their mastery of the knowledge of English and practical application skills, so as to teach students in accordance with their aptitude. For those students who have reached a certain level and have passed the foundation, they can carry out elective courses according to their interests and majors. They can improve their language application ability on the basis of consolidating students' existing English knowledge. In order to improve students' ability to listen, speak, read, write, translate, etc., they will meet the professional, professional and personalized development needs of students.

Although the college English class is reduced, it is possible to extend the study time of college English in a limited class time, from the original semester of the second year of the second semester to the study of the third, fourth and eighth semesters. The horizontal expansion of the classification project, eight colleges can open college English elective courses, such as: freshman can open basic electives, including phonetics, grammar, and vocabulary. While the students are taking the basic course of college English, the study of these extended courses makes their English foundation more solid. The sophomore year offers an interest course. The junior year can be combined with the different majors of the students to open a professional English development course. Seniors can open English paper writing, IELTS English, postgraduate English, workplace English, and job search English according to different needs of students.
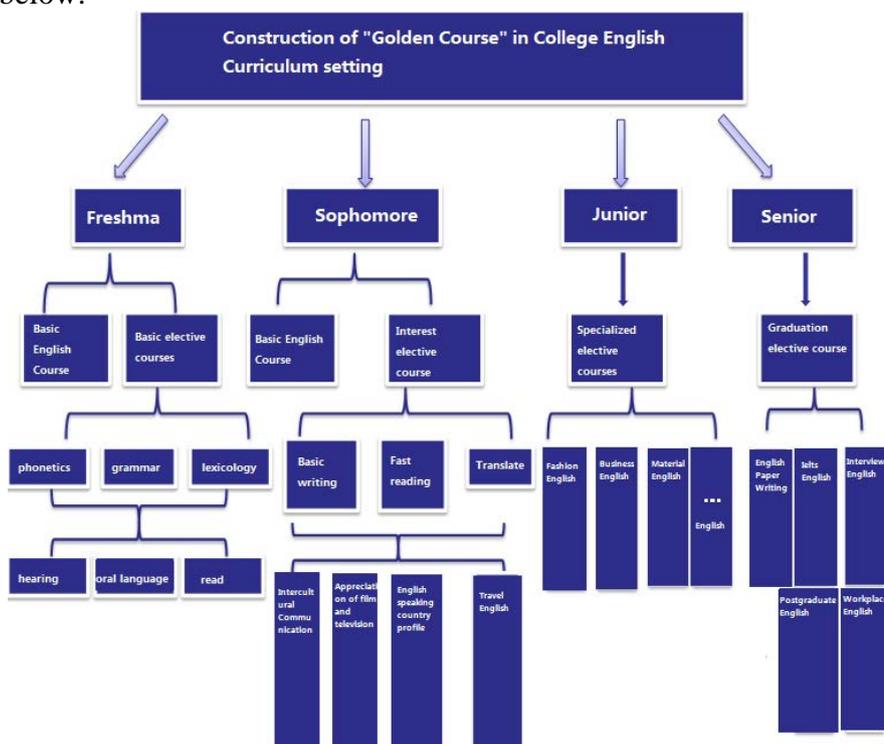
As shown below:

Fig. Reform the curriculum

This kind of student-oriented curriculum setting can not only make English learning more practical, but also enhance students' interest in learning, and also highlight the importance of

English learning.

3.2. Reform the evaluation mechanism to improve students' learning motivation

In the process of curriculum reform, management assessment and evaluation should also be strengthened. Strengthen examination management, rigorous process assessment, and increase the proportion of process assessment scores in the total scores of the curriculum. Strengthen the management of learning processes. Strengthen examination management, rigorous process assessment, and increase the proportion of process assessment scores in the total scores of the curriculum. Improve the multi-chemistry industry assessment and evaluation system with equal ability and knowledge assessment, and improve the monitoring, evaluation and feedback mechanism of students' learning process. Strictly monitor the form, content, and difficulty to improve the quality of the English part of the graduation design (thesis).Comprehensive application of written test, oral test, non-standard answer test and other forms, comprehensive assessment of students' knowledge and use of knowledge, to test auxiliary education, to promote learning, encourage students to take the initiative to study, study hard. Scientific design curriculum assessment content and methods to continuously improve the quality of classroom teaching. Actively guide students to self-management and active learning, improve learning motivation and enhance self-learning ability.

3.3. Reform the teaching form and stimulate students' potential

In the 40th chapter of Higher Education, it is proposed to reshape the form of education and teaching. Accelerate the formation of a multi-disciplinary, content-rich, widely-applied, and timely service-based higher education cloud service system to create smart classrooms, smart laboratories, and smart campuses that meet the needs of students for independent learning, self-management, and independent service. Vigorously promote the application of modern technologies such as the Internet, big data, artificial intelligence, and virtual reality in teaching and management, explore the implementation of networked, digital, intelligent, and personalized education, and promote the formation of a new form of "Internet + higher education". Modern information technology promotes the "transformation overtaking" of higher education quality. In the college English teaching, it is fully reflected in the improvement of teaching methods, centering on student development, promoting learning revolution through teaching reform, actively promoting small class teaching, mixed teaching, flipping classrooms, vigorously promoting the construction of smart classrooms, and building online and offline integration.

Also mentioned in Article 40: Sharing quality education resources. Vigorously strengthen the promotion and use of MOOCs in college English courses, and accelerate the improvement of college English teaching. In order to motivate students to accept the British MOOC class, a corresponding credit card recognition system can be established. Professionals can promote the open sharing of high-quality curriculum resources, promote the development of quality resources platforms such as MOOCs, encourage university English teachers to teach in multiple modes, encourage students to accept multi-form learning, improve the level of public services, and promote the formation of support learners. A ubiquitous learning environment that can be learned everywhere and learn from time to time. In order to meet the needs of sharing high-quality educational resources, college English courses should not only share the methods of classroom teaching due to the curriculum, but also promote MOOC, micro-class and other teaching methods in the new era and environment, and truly achieve resource sharing. .Use new teaching forms to attract students' attention and stimulate students' desire for knowledge.

4. Promote the transformation of college English teachers

In the new era, deepening teaching reform, reforming the teaching management system, and promoting the classroom teaching revolution, this is not only to improve the overall quality of students, but also to require university English teachers to improve the knowledge literacy of a certain professional on the basis of the accumulation of original knowledge, that is, Teachers should

change from the lecturer to the researcher and designer of the course. It is necessary not only to conduct research from the field of professional change, but also to study from the aspects of English teaching methods, teaching theories and teaching practices.

College English teachers should establish a sense of professional crisis and a sense of independent development, which is both a forced and objective requirement. First of all, teachers should improve their teaching skills, constantly update their professional knowledge system, understand the development of the profession, update the concept of education and teaching, actively absorb new ideas and new knowledge, strengthen contact with the outside world, and have different educational backgrounds, teaching experience, and disciplines. Senior professional teachers of knowledge exchange with each other, read books under their help and guidance, carry out professional systematic study, enhance the understanding of professional knowledge system, familiar with the professional characteristics and teaching mode of the subject, through exchange and cooperation, peer support, teaching observation, etc. Forms complement each other and promote their own development. Secondly, strengthen English extracurricular learning under big data, encourage students to participate in various English oral, English songs, English speech, English writing, English drama, English evening, English debate and other competition activities to enhance students' English skills and guide students' skills. The improvement of the ability of the competition and the second classroom activities will promote the common development of teachers and students. Thirdly, college English teachers strive for more exchanges and learning opportunities to understand the most advanced educational theories and the latest trends in the course. Finally, in particular, we must continue to learn about the teaching of new classes, micro-classes and flip classes.

5. Conclusion

In the era of big data, the classroom teaching of English is affected by mooc and micro-courses. Therefore, the reform of English classroom teaching is imminent. Taking students' development as the center, the choice and autonomy of students' English learning become the dominant. Esp teaching highlights professional use, not only combines professionalism, but also enhances the interest of English teaching and learning. It also plays an active role in students' future career planning, development, entrepreneurship, employment and related research, and broadens the effective ways for students to acquire knowledge and output method. This is highly compatible with the application-oriented talent development goals and is more closely linked to the social industry. On the basis of the original written test as the examination mechanism, it will carry out various forms such as written test, oral test and non-standard answer test, comprehensively assess students' mastery and application of knowledge, and guide students to self-management. Big data promotes the common development of teachers and students. In the era of big data, teachers are the key to teaching. Students are the leader of teaching. The combination of online and offline teaching and learning requires teachers and students to have informational literacy, so that the college English classroom becomes a "golden class" classroom.

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