

MOOCs and College English Teaching

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Abstract—MOOCs(Massive Open Online Courses) have got much attention at home and abroad in the past two years. They grew out of the convergence of distance education and the power of the Internet. With the arrival of the cyclone MOOCs, more and more colleges and universities began to explore domestic reform of higher education under conditions of MOOCs. MOOCs are a great challenge to the traditional forms of education. The writer tries to discuss the features and virtues of MOOCs and how we should use MOOCs in English Teaching Classroom.

Keywords- MOOCs Reform Higher Education English Teaching

I. INTRODUCTION

“MOOC” is a transliteration of the English word for Massive Open Online Course (massive open online course) acronym. MOOCs have got much attention at home and abroad in the past two years. They are a new course mode, a recent development in the field of opening education which began to emerge in 2012. This mode of education appears open, large-scale, self-organization and social characteristics. Beginning from the birth of MOOCs, people’s interest to it continued to advance at an unprecedented rate. Harvard University, Massachusetts Institute of Technology, Stanford University, Yale University and other prestigious universities have joined MOOCs. Following the foreign elite, well-known universities in China are also involved to campaign among online education. 2013 was known as the first year of China’s MOOCs. This year in May, Tsinghua University and Beijing University joined the MOOC’s organization in the United States the platform edX; and in October, the first Chinese version of MOOC platform --- “Academy Live” which is created by Tsinghua University was formally launched. With the arrival of the cyclone MOOCs, more and more colleges and universities began to explore domestic reform of higher education under conditions of MOOCs.

II. FEATURES AND BENEFITS OF MOOCs

After being presented, this concept “MOOC” quickly gained popularity around the world. It has the following basic features:

A. Open.

Anyone is free to participate in the online course of study; learners do not have any barriers to entry; and there are no geographical restrictions.

B. Massive.

Courses are designed to take into account a lot of support for participants.

C. *Elements of the curriculum are complete. The curriculum includes learning objectives, teachers, learning activities, timing, exercises and assignments, learning assessment, learning outcomes proof and etc.*

Different from the other forms of network education, MOOCs designed the entire teaching process completely. Site first released main content of the course, the enrollment time, syllabus and schedule and other basic information, and the curriculum is generally divided into different units based on its detailed knowledge. It provides video clips, handouts and other support resources. Students enrolled to elect the courses, study under the unified schedule depending on the course design; and in addition to the study of the courses, they should complete assignments, group discussions, quizzes, online Q & A, curriculum and learning certification exam. MOOCs fulfill all of the content of classroom teaching on the Internet carrier, and they follow the learning law of the students, the teaching law of the teachers and curriculum disciplines law itself from the learning environment to the curriculum. MOOCs are no longer a simple classroom video, but an aggregation of knowledge material, and thus achieve the same learning outcomes.

D. *Stress the interaction, put particular emphasis on the interaction between learners, conduct peer support and peer evaluation activities*

Unlike single boring long video, MOOC courses are comprised by brief and modular video clips, interactive quizzes. Each class is divided into 3-5 related topics short video, the video length is usually 8-12 minutes, which is convenient for the students to learn according to different topics, and is easy for them to use bits and pieces of time to learn. A lot of interactive quizzes are interspersed between each video to test students' mastery or previous cognitive level, together with the relevant feedback and explanations. Such model can make the learners check their learning in

time. It makes the students easy to grasp its prior knowledge for the next study. MOOC's this kind of modular design is similar to the clearance in games, it is very consistent with the learning characteristics and reaction mechanisms of the brain; and can meet the fragmentation of the Internet era and the interactive learning habits.

E. Focus on interactive teaching

The content of the traditional network curriculum is relatively fixed. It usually just published some resources, while MOOC course is a generative curriculum. It more emphasizes interactive teaching, the expansion and extension of curriculum content with the progress of the course. Its knowledge is growing. MOOC not only enhances the interaction between teachers and students in curriculum design, course play, course feedback on the use of Internet technology, but also optimizes the forum discussions, MOOC apply online forums to each lesson. Many teachers use the forum as a tool for discussion. They often arranged course assistant view, manage the online forums. During the opening of the course, organizers arrange learning activities and discussion topics; learners participate in activities, make discussion, reflection and exchange around the topics. Then organizers organize, filter, and form the new course content from the content which is generated by the learners, sharing in the form of RSS or e-mail. For example, in early 2013 Computational Investing Part I in Coursera, the teacher uses a unique tool called Piazza to discuss in the forum, each question is used a co-editor (wiki) mechanism, learners can continue to edit the answers of the questions. The Forum record each updated version, learners can also use the top step on the voting mechanism to select all the answers, which greatly inspired the participation of learners. According to statistics, the average response time of the problem is just 34 minutes, and 99 percent of the problems have got a reply. We can say that the whole forum is like a huge library of knowledge generation, greatly expanding the boundaries of curriculum knowledge. Therefore, in addition to course organizers, the learners also provide an important source of curriculum knowledge, MOOC enable students to really participate in the teaching process.

F. Objective, fair and automated online assessment system

On MOOC courses, the assessments of assignments, quizzes, and exams are completed by a combination of sub-machine interaction and student assessment. Sub-division multiple machines are often used in science and engineering courses, it is not only able to score the objective questions, and even point out inappropriate programming job coding. In the humanities and social science courses, students give the evaluation of peers according to the reference standard provided by the teacher, peer assessment randomly matched by the system, and the evaluation results were averaged from 3-5 individual score in order to ensure Rating fairness. In fact, peer assessment has very high reliability, such as for the course Human Computer Interface in Coursera, the correlation coefficient of using this method to get the scores and scores of teachers to students got 0.8. By mutual evaluation, students not only consolidate the knowledge but

collide with their thoughts into sparks. These automated online assessment system share a lot of work for teachers, greatly expanding the "classroom seats" of the curriculum.

MOOC is not simply a video. MOOC is a form of teaching based on an organization's network. It is a reflection of the learner centered class. Learning is no longer a one-way access to knowledge, teachers and students, students and students, the roles are no longer fixed and can be mutually exchanged. Learning content is mainly chosen by students themselves, and the exam is on the basis on the content of their self-choice; curriculum volume is small, succinctly, learners study unit by unit, and they can review the course easily. Based on these characteristics, MOOC has great advantages as a form of teaching.

III. THE ADVANTAGES ARE OBVIOUS:

Breaking boundaries of the learning time and space. Traditional campus, classrooms, class, teachers, students, and even including the content and methods of teaching are all relatively fixed, while MOOCs expand the new learning field through the Internet.

MOOCs build a wide variety of open and flexible educational platform which can fully develop and exploit the enormous potential of information technology, meet the people's growing personalized, fragmented, ubiquitous, lifelong, international learning needs. More interactive.

IV. APPLICATION MODES OF MOOCs

In general, the most commonly used MOOC teaching model has the following two:

A. Fully online teaching mode

Entirely online teaching mode refers to a course learners learn a course fully relied on the MOOC platform. They complete the explaining of the course, exercises, assignments, test and evaluation all through the line. Advantages of the entirely online teaching mode are that you can greatly take advantage of the virtues of MOOCs, fully use of its faculty and curriculum, reducing running costs. At the same time, entirely online teaching mode can make the take full advantage of their spare time to study independently. This teaching model is suitable for high maturity, less controversial courses. Such as General education classes, basic classes, electives and other public classes.

B. Flipped classroom teaching mode

Flipped classroom teaching mode means the students learn knowledge by watching videos, practice exercises through MOOC platform. They deepen the knowledge of the lessons through exercises, the discussion with teachers and students in the classroom, enhance their thinking ability. Flipped classroom change our learning process from the original "inside the classroom to outside classroom" to "outside the classroom into the classroom," from "teach-led learning" to "seminars to enhance learning." Flipped classroom teaching mode is a teaching model between the traditional teaching mode and a fully online teaching mode. It absorbs the advantages of traditional teaching mode and fully online teaching mode, while overcoming the

shortcomings of both. The compulsory courses can try this kind of mode. We can put the basic, axiomatic knowledge into a MOOC course, on a network to share and reuse, improve the utilization of high-quality resources, saving classroom time. And the classroom time should be used to explain the focus, difficulties of the lesson. Meanwhile, since the compression of the class hours, it is easier for the teacher to realize the small class teaching and it tends to be more humane. It can further improve the quality of teaching.

V. WE MUST TAKE THE INITIATIVE TO LEARN MOOC TEACHING MODE SO THAT WE CAN IMPROVE THE QUALITY OF COLLEGE ENGLISH TEACHING.

MOOCs are a product of the era of Big Data. In the Big Data era, English teaching activities are transformed from traditional teacher-centered to student-centered; from books to the corpus of large-scale network. English course is a real-time and highly interactive course. Nowadays the students are symbiotic with the network generation, is "Digital Native", un-obscured, they obtain mass information easily; their values are diversified, how to achieve the best combination of fun and functionality of the college English courses undoubtedly needs our careful thought.

MOOCs will bring disruptive and completely different from the previous changes from the educational philosophy to the teaching goals and methods. English teachers should take the initiative to adapt to the development of digital education, understand data-supported instructional decision, enhance the ability of data analysis, and clearly recognize the serious challenges of changes in the school curriculum to their own professional development brought by the era of Big Data and realize the significance of adaptation of large data. Faced MOOCs struck, college English teachers must learn the new teaching mode initiatively. College English teachers should use MOOCs as an opportunity to think about ways to improve teaching quality.

VI. INSPIRATION FROM MOOCs TO THE REFORM OF COLLEGE ENGLISH CURRICULUM

MOOC in itself is not a panacea, but it provides an opportunity to promote English teaching reform. I believe that we can consider the following aspects if we want to utilize the MOOC teaching mode:

A. *Highlight the advantage of MOOCs: focusing learners' individual differences*

Although the traditional English classroom teaching is always fulfilled in small classes, it is difficult taking into account the individual differences of learners, teachers generally determine the teaching content and teaching schedule on the basis of a uniform syllabus, the so-called individualized only be an empty talk. However, the arrival of MOOCs provided the possibility for the realization of student autonomy and personalized learning. Students can choose the learning progress according to the specific circumstances of the individual. Meanwhile, The MOOCs real-time connectivity help teachers treat students differently, that is on the same English class the teacher presents

different types of courseware to the students based on the different needs of them, so that each student can experience their own personalized foreign language classroom.

B. *Highlight the big data of the MOOCs.*

Traditional teaching methods remain learning materials shortage. The arrival of MOOC Courses enables students to acquire an unprecedented number of e-learning resources, enable them have the opportunity to accept the world's top elite. This is undoubtedly very important to our language learning.

C. *Highlight the technical superiority of MOOC platform.*

MOOC platform builds an ideal classroom form, from students' watching videos, practicing exercises, homework, job sharing, exchange and cooperation, to the participating in the assessment, being given scores and obtaining a certificate the whole process, MOOC platform can collect data in real time. MOOC platform collect a mass of data on Education by tracking the learning process. For individual learners, the MOOC platform collected the data of their learning for a long term. And they can find the patterns of their English learning behavior through big data analysis and hence, these analyses can guide their improvement of learning methods, learning outcomes. After that, a more personalized and high-quality learning service could be provided to the students. For groups, the MOOC platform collect the data of all learners, and through big data analytics, they can get English learning characteristics and feedback on the course from the groups. It is possible to serve the educational decisions to guide the construction of more high-quality English language courses.

The developing MOOCs on the basis of the IT have high-quality courses. They can

Fine enough to manage the whole process of learning, compared to traditional classroom teaching mode they have obvious advantages. However, English teachers must search for the suitable teaching mode after fully demonstrating and keeping trying and exploring in order to make full use of the existing MOOCs for their teaching, introduce and absorb quality courses from MOOCs, transplant and use the advanced technology of MOOCs.

VII. CONCLUSIONS

With the rapid development of information technology, the challenge from MOOCs to the traditional teaching model is growing. Only if the English educators seize this opportunity for education reform, move to the reform initiatively, continuous integrate and absorb new philosophy of education, develop new educational model, can they better lead the development of English education.

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