

# Strategies of College English Teaching Reform Based on the Mode of MOOC

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**Abstract:** MOOC, namely massive open online course, is challenging traditional higher education and is inevitably leading to thorough revolution in college curriculum system and teaching model. Faced with such fierce challenge, college English teaching should seize the opportunity brought by reform, overturn traditional teaching model, break conserved idea about the relation between teachers and students and construct the newly-emerging Flipped Classroom Model. Besides, it should also comprehensively optimize class teaching and develop diversified and personalized second class by virtue of advanced teaching concepts and methods.

## Introduction

MOOC, namely massive open online course, is proposed for the first time by Canadian scholar Stephen Downes and George Siemens in 2008. And its history dates back to the 1960s. [1]In 2011, online course makes significant breakthroughs when the free online course Introduction to Artificial Intelligence taught by Sebastian Thrun and Peter Norvig from Standford University are enrolled online by 160,000 people. In 2012, the three carriages of MOOC -- Udacity, Coursera and edX -- are established and capture attention of more-than-a-dozens world-famous universities, which accordingly makes 2012 the first year of MOOC. Based on the concept of open education and high-quality online courses, MOOC aims to provide an online platform for thousands of learners to learn the same course and exchange ideas with others according to their personal learning habits and progress. [2]It is characterized by three aspects. Firstly, it is virtual class since all course teaching are on internet. Secondly, it is open and free for all learners to receive high-quality education equally. That means, courses and relative learning resources are free so that anyone who are interested in them can enjoy them free. Thirdly, it is large-scale. The number of learners should reach some required scale. [3]These three characteristics are fairly different from other online courses because MOOC theoretically based on the teaching ecosystem of connectionism, stresses knowledge learning is constant and boundless and enhance learners' learning by virtue of internet social contact and profound discussion. Thus, MOOC emphasizes interaction among learners. That means, in MOOC, learners can get involved in large-scale communication, mutual help and evaluation.

## Strengths of MOOC

Nowadays, internet plays an increasingly important role in information releasing and communication. MOOC, keeping up with the internet era, undoubtedly becomes popular all over the world. Compared to traditional class, MOOC is outstanding enough in many respects. Firstly, it is free for all learners and greatly improves the fairness and equality of higher education. Compared to the high tuition fees of higher education, the free courses in MOOC provide a learning platform for those who can't afford to attend university. Secondly, it realizes global resources sharing. It provides a platform for learners all over the world to exchange ideas around the same topic and accordingly improve the quality of some courses. Thirdly, it always minimizes the time of each course. [4]Usually, the time of teaching video is only ten minutes or even fewer so that learners can reasonably choose those courses they are interested and decide their learning points according to

their own interests and needs instead of selecting knowledge points and information aimlessly after participating some courses. [5] Its mini courses always consist of some small questions. Similar to games, only after learners give right answers can they continue their study. This design not only ensures learners' learning quality, but also has interest for them. Fourthly, MOOC provide online courses. That means, learners can enjoy their learning any time and any where. They can not only plan their schedule flexibly, but also reduce cost and time to take class in classroom.

## Suggestions for College English Teaching Reform

Faced with the fierce challenges of MOOC, college English teaching can guarantee its teaching position and make breakthroughs only when it breaks traditional stereotyped teaching model. Otherwise, students will gradually be caught in a vicious circle of low learning interest and learning inefficiencies. Thus, it is urgent and wise for traditional teaching to take full advantage of itself, introduce advanced teaching concepts and skills and cooperate with MOOC, which finally creates a win-win situation.

### A. Student-centered Curriculum System

MOOC is characterized by its free-select-course mode which complies with the educational trends -- Autonomous learning. Accordingly, college English teaching should establish Student-centered curriculum system and realize happy teaching, practical teaching and meaningful teaching. [6] Firstly, teachers should set reasonable teaching syllabus and decide which ability and level to cultivate according to students' English proficiency, learning ability, learning needs and future development directions. Secondly, students have the rights to help determine the offering courses and to choose their teachers. Thirdly, students are entitled to decide class activities, ways of task assignment and evaluation, which contributes to the full exertion of their subjective initiative. Finally, the proportion of students' self-evaluation and mutual evaluation in the final scores should be increased.

### B. Flipped Classroom

Flipped classroom, a newly-emerging mode, means breaking the traditional teaching mode that requires teachers to teach in classroom and students to do homework at home and making the class a platform for teachers and students to exchange ideas, help each other and present research findings. Accordingly, students will take more active part in learning and digest what they have learned more easily. Flipped classroom of college English gives priority to the shift of the relationship between teachers and students so as to thoroughly reverse students' passive learning position and inspire their inquiry learning. That means, on one hand, teachers should shift their role from knowledge provider to thought inspirer and learning instructor. They should show full respect to student's personalized learning needs when preparing lessons and give priority to students' learning interest and future development directions. To be specific, students are able to decide what to learn and how to learn when adhering to the teaching syllabus and general teaching goal. On the other hand, students should shift their role from passive knowledge receiver to initiative knowledge seeker and try to enhance their ability to search literature, sort materials, filter information and complete report. Besides, teachers are supposed to make the teaching platform become students' show stage and make classroom become the place in which students can exchange their learning experience and share their research finds.

### C. Changes in Learning Strategies

Reversing the traditional relationship between teachers and students actually means that autonomous and collaborative learning will be the major learning strategy. That means, on one hand, teachers should attach importance to the cultivation of students' ability of autonomous learning and the full exertion of students' subjective initiative and make students the class masters. On the other hand, teachers should inspire students to cooperate and share with others. So they can not only get mutual reinforcing and mutual monitoring, but also greatly improve their learning efficiency.

### D. Combination of Traditional Class and Online Class

The college English teaching reform should attach great importance to the positive effect of online teaching. Faced with the fierce challenge of MOOC, college English reform should take

immediate actions like providing characteristic learning materials for specific students and setting the second class to improve traditional teaching. However, it doesn't mean the place shift of class and simplification of teaching content. This combination should meet the following requirements. Firstly, college English teaching should introduce advanced teaching concepts as well as highlight the course features. For instance, when teaching the students majoring in fashion and art design, teachers can introduce the concept of CBI so as to create an online self-learning environment of learning fashion and art design and to establish a characteristic CBI data bank. Secondly, traditional class and online class complement each other. The emergence of online teaching is not aimed to defeat traditional teaching, but aimed to cultivate students' autonomous learning habits and satisfy their personalized learning needs. Thus, these two ways of teaching should maintain their own characteristics and complement each other both in content and form. Thirdly, online class of college English a part of multimodality teaching adhering to the teaching syllabus and teaching goals. That means, though students enjoy full autonomy, they still have to receive the monitoring and instruction from their teachers in learning content, learning speed and learning attitude, which is quite different from MOOC. Finally, the online class of college English aims to meet specific students' learning needs and to improve their English integrated applied ability instead of pursuing the large number of online enrollment. Hence, though those outstanding online classes of college English may finally become a part of MOOC, they will stand out from most MOOC because of their practicality.

### E. Modern Social Networking Tools Aiding Teaching

Nowadays, modern social networking tools are very popular among college students when QQ, WeChat and blog play increasingly important roles in communication and information acquisition. The current college English teaching should employ this advanced technology to enrich the second classroom, and to enhance the relationship between teachers and students. For example, teachers can inform students their tasks to preview and review via QQ group notice in advance. Apart from this, teachers can also add students into their own WeChat "friends circle" and establish independent "group chat" for each learning group, which can not only help them share learning materials with students, comprehend the learning process of group cooperative learning and solve their problems but also enable students to touch with teachers by WeChat or mobile QQ or to leave message to teachers concerning difficulties or new ideas in their study any time and any where. In addition, the convenient voice functions of these networking tools provide possibilities for the oral assignments and checking. For example, teachers can post an article in "group chat" in either voice or text while students can interpret and respond directly to teachers. Later, teachers can assess students' answers one by one and announce the standard answers in "group chat".

## Conclusion

It is obvious that MOOC is setting off a epoch-making learning revolution. Teachers should firstly be full aware that MOOC, relying on its advantages, is challenging traditional teaching of college English. And then, they should seize the opportunity of reform to introduce advanced concepts and information technology to improve teaching mode of college English and to apply inquiry teaching. Finally, they ought to attach great importance to emotional communication, college culture and social contact in higher education.

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