A Review on the Optimization of English Teaching Mode Under MOOC and SPOC

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With the development of application in the terminal on the web, the online teaching mode has been more and more applied in the various teaching tasks in that the online education is not only fast and convenient but also improving the traditional teaching, among which MOOC and SPOC have played more and more important role. The essay aims at analyzing the optimization of English teaching mode under the conditions of MOOC and SPOC and offers some suggestions accordingly for the modern online education.

Keywords: MOOC, SPOC, English teaching, teaching mode

Introduction

As for the monotonous teaching style in the university classroom, traditionally the teaching means in the college classroom is carried within one class with the distribution of knowledge as the purpose. In such traditional class the teacher is the very center of the whole teaching because the teacher has been leading the lecture to the end of the class and then the one-way teaching style fails to arouse the active learning of the students. As a result the teacher will not be working actively and the students will not be satisfied at the learning in the classroom nit being enthusiastic about the learning affairs finally. So many college teachers are making every effort to develop the new teaching mode with MOOC to take the place of the traditional teaching mode where only the teacher, text book and classroom are the focus for the students.

Over the teaching process governed by the university teachers, this is evident that the teachers work as so many roles as guide, manager, researcher and so on in the traditional teaching process where everything is in the arrangement of the teachers including teaching step, teaching content and the schedule of the teaching even. So it has been a habitual conception for the teacher that one hour of teaching is the end of the teaching task which has almost ignored such important stage in the teaching process as the preview and collection of the learning materials whose consequence is to weaken the role of the students in the teaching process. In this way there is a gap between the teachers and students which is not helpful to consider the students' suggestion and the students will lose the leading position in the process of teaching.

Finally on the preformation of teaching content, in the traditional design of the teaching the teacher can't help forming the psychology of preformation, that is one psychological condition occurring to the teachers where in the mind of teachers everything is not changeable from the location and time of the class to the unchangeable

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students and the unchangeable textbook. Hence the teacher works on the same teaching assignment all year around, in the meanwhile the teacher is slow either to pursue the new information related to the class or help the theory apply to the practice. Such a routine above does not help the students get to know the latest information and harms the enthusiasm of the learners in learning, as is an obstacle to the innovation and all-round development of the students.

MOOC and Its Current Problems in China

MOOC is short for Massive Open Online Course, and it is a course in which learners can learn online but the course could be free on a large scale to the learners. Any learners online are able to join the course after registration on the given website as long as they are willing to start the learning. MOOC, as a new mode of online course, is an online open course on a large scale. The course is distributed online openly either by an individual or an organization with the aim of information transference, sharing and coordination and it has replaced the traditional mode of learning management system and resource distribution while combining the learning management and internet as the new course.

In terms of the current problems of MOOC in China, the first problem of MOOC is with the distribution of educational resource. Though there is a good quantity of the universities in China, few of them are able to establish MOOC and make it into effect and the number of the course in MOOC is small. On the contrary, it is only less than a few years since MOOC comes into being in the world, but in Europe and America there are 277 universities and organizations setting MOOC as is much different from China that has 30 universities to set MOOC. Moreover, in contrast to millions of subjects in MOOC in Europe and America, there are only hundreds of courses in MOOC in China. What caused such situation above is due to the internal development within MOOC, of course. There should be more reasons or elements outside MOOC. First of all, the production of courses in MOOC is much different from the opening class in the traditional views in that there should be much fund investment and post updating and maintenance. However, Chinese universities and organizations can not afford to pay for such a great investment one hand, and it indeed takes much innovation of system in university and courage of the managers of schools to transform the traditional teaching mode on the other hand.

What's more, people must carry on with much proof and constant experience in making the traditional course into mode of MOOC. The course taken in the means of MOOC in the universities of China is not quite popular though some of the schools are trying a great deal actively in such courses as intelligence class. What is more, people's ideas vary a lot on the following questions as whether the educator and the educated person could accept MOOC because the educators and the educated persons are not fully prepared either in the position of the educational program or in psychology and there are much room to be improved in the terminal of use in MOOC as well.

One more problem of MOOC is the localization of platform. As is known that, some of the universities and enterprises in China are making every effort to localize the MOOC platform, that is to get the platform of MOOC tabbed "Made in China". For example, Beijing Language and Culture University in China has pulled the resources of education together because of the shortage of teachers abroad and supply the overseas students, students abroad, and those at university with autonomic learning and long distance education. Also, the ministry of education of China is working hard to transform the excellent courses into the open ones to the public in order to set a new platform of MOOC.

No doubt, what we should know well is that there is much to be improved in the MOOC platform in China in contrast to well-developed platform of MOOC in Europe and America. The reasons of the condition above are known to all. Firstly, MOOC comes from Europe and America and it is after all a new thing to China, so the development of MOOC in China has to depend on the factors from outside and Chinese have to start the building of MOOC platform based on the foreign MOOC and even the simulation of MOOC abroad. Though Chinese have got much progress in MOOC, the step of the development of MOOC in China is slower than expected now.

It is a truth that the platform of MOOC in China now is not able to meet the need of development of MOOC in a short term. As a contrast to what is mentioned above, the platform of MOOC has its own precise means to make profits or nonprofits, to which the development of MOOC in China is much inferior. It is much recognized that the building of platform of MOOC is more reliable on such factors as the flexible managing system and the acceptance by the people in the society. Though some domestic universities and scientific organization have done some trials and research on MOOC, still there is much to be improved on the acceptance of MOOC from the learners and some organizations in Chinese society, due to the incomplete regulation for MOOC.

SPOC and Its Advantage

SPOC is short for Small Private Online Course which is much similar to MOOC as an online course for which any learners can apply on the Internet and the features are such as the number of the users is small, the registration of the users of SPOC is completed only if they are university students, and the users not only can use the video frequency and exercise online and but also they can enjoy supplementary learning online or offline. However, in contrast to MOOC, the advantage of SPOC is including the freedom of learning mode, the monitoring to users while in learning, the rate of attendance of the learners, and the validation of learners' identification. However, the disadvantage is what follows like whether the efficiency of the education is enough or not, that is to say, the teachers of SPOC should pay more time and energy to the teaching task than that in MOOC while the learners of the course in SPOC are a lot fewer than that in MOOC in number.

But for this disadvantage, SPOC could help the teachers involve in the learning process of the users completely. For example, it helps the teachers correct the homework; promote the intercommunication and discussion among the students and even the teachers can help the learners with their subjects face to face.

As for the advantage of SPOC, it has been recognized that SPOC is more advantageous than MOOC in the way of operation mode, teaching form, teaching procedure and teaching construction. As for the operation mode, SPOC demands the small scale of less than 500 users and special access to the system for the users, which can simplify the management of learners, improve the interaction between the teachers and learners, inspire the learning motive of the students and enhance the completion of the courses and efficiency of the study. In teaching form, SPOC is much dedicated to the composite teaching mode that helps mixing the advancement of MOOC and face-to-face teaching together. In order to deal with different teaching objective, teaching content and features of learners, it is positive to get the content and technique of MOOC and face-to-face teaching together and transform the current class into the flipped classroom.

The shift of teaching mode must result in the consequential change both in teaching procedure and teaching construction. Therefore, SPOC is to transform MOOC and work aiming at certain group of learner in small scale.

It has made use of such resources of MOOC as online evaluation system and communication system and achieved a new learning model getting the online study and traditional classroom teaching together.

Such hybrid learning model has supplied the application of MOOC with new ideas and methods. Hence, the new model of SPOC can put the advantage of face-to-face teaching and online learning together systematically and maximize the teaching result.

Flipped classroom is deemed as the most efficient means for such hybrid learning. What is the most worthwhile to mention is that SPOC helps most the flipped classroom as an excellent open educational resource because the features of SPOC like "small scale" and "specialization" are the beneficial conditions to start flipped classroom. In this way, SPOC is able to maximize the sharing of educational resources and enjoy the best teaching effect based on the platform of MOOC. This is why the teaching practice of flipped classroom based on SPOC is much necessary.

In 2012, Harvard University embarked on development of MOOC and founded its own online learning program of HarvardX hoping to better the teaching effect with online courses mixed into the traditional classroom teaching. And then some of the faculties in Harvard made a trial of SPOC including flipped classroom, asking the students to decide the time and place to watch video frequency, answering the questions in class and supply the learners with more rich learning experience.

For the first time Berkeley of California University got SPOC into effect in the course of Cloud calculation and software. In Spain, University of Carlos III of Madrid started the trial class of SPOC which lasted five weeks. In Netherlands, Leiden University began with the SPOC trial in the course of Islam in the West in 2014. In America, MIT set up with the trial of SPOC and flipped classroom. Some universities carried on with the hybrid teaching on campus and approved the credit the students got in the SPOC class and the effectiveness of teaching and the pass rate of the course can best account for the importance of mixing of SPOC and flipped classroom. Nowadays many scholars and organizations conclude that SPOC is a lot better and more realistic than MOOC.

The Optimization of Teaching Mode Under MOOC and SPOC

It is of much instruction to optimize the teaching mode under MOOC and SPOC. The optimization of English teaching mode under MOOC and SPOC is achieved with the help of the double platforms, which refer to the platform of SPOC and that of flipped classroom under MOOC. The teaching system based on the double platforms will be for the following three modules including the module of basic data of the course, the module of learning content and the module of interaction.

Firstly, over the designing of the basic data of the course, due to the fact that the learners of the Open University are from the different fields of work in different places, the basic data in the designing of the course must ensure the expectation of the different learners applying for the given course. It is clear that the basic data of the course should be made up of such various contents as the syllabus, the introduction of the learning objectives, the planning of the timetable, the accumulation of the basic knowledge, the standard and means of the assessment, the management of the credit and the distribution of the certificate. As for the designing of the syllabus and learning objective, they should be brief and definite and they must be planned based on the teaching activity of the teachers and what matters most lies in their pattern in designing which should be in good match with the content the teacher will deal with.

What the teachers must pay much attention to is that the learning time should be rational in designing and it can display the flexibility of SPOC. In terms of the accumulation of the basic knowledge, the designers should try their best to make it much clear to the learners in details so that the learners will be able to either accumulate the basic knowledge for the course then enroll or decide the best entry to the class they are interested in which helps the learners get along well with the studying affairs. Concerning of the means and standard of assessment, they must be timely and much scientific so that the learners are able to know well about their learning they go on with and that helps the learners adjust their method to the learning. It is definite for the designers to distribute the certificate so as to encourage the learners in learning and arouse the enthusiasm of the students about the study, which both improve the rate of completion in the courses of MOOC.

Secondly, over the designing of the learning content it is told in the book of *How People Learn* that there are five topics to change study including the pattern of memory and knowledge, the solution to the problems and reasoning, the preliminary basis, metacognition and self-adjustment along with the cultural experience and participation in the community. As for the learning content, it is best to be summarizing in that the focus in SPOC should be the nuclear knowledge while necessary instruction should be found in this process. But it is the most important in the flipped model class that the learners are able to get good experience of learning. The designing of the learning content is mainly concerned with the solution and research of the question, reflection on the knowledge in SPOC and cultural experience and even the cultivation of the emotion, helping the students forming desirable habit in study, all of which are helpful to better the effect of the study.

Conclusion

Ultimately, in terms of the designing of the interaction in the teaching program, the module of interaction is of much importance in the designing of the flipped classroom based on the SPOC, in that it is a lot helpful in promoting the in-take and internalization, the development of the learner's disposition and the ability of self-teaching of the learners. The interaction in the teaching contains such ways as the interaction in the forum of SPOC, the interaction based on the other means like the micro blog, QQ, the public number of WeChat, Wiki and BBS, also it is including the interaction in the flipped classroom either between the teachers and the students or between the students. The teachers are able to supply the students with the different instruction fit for the different students while guiding the interaction either between the students or between the students and the resource of the learning.

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