# The research of English massive open online course based on virtual technology

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**Abstract**

Based on the investigation cases of college students English learning websites in the existing sample, the reason of the English Massive Open Online Course why is unsteady on the virtual platform is analyzed in the paper. And the effective resources management and standardization construction is mainly strengthened from the aspect of the content. Finally, the current adult English teaching mode on the virtual platform is selectively analyzed. Meanwhile, some effective reform and innovation measures are put forward in the last.

## 1 Introduction

The word MOOC (Massive Open Online Course) was officially born in 2008 [1]. It's a new pattern of large Massive Open Online Course. There are mainly a few of characteristic about MOOC. That's, firstly, it's a large scale of interactive lesson based on the virtual platform; second, resource acquisition comes from the open Internet. MOOC can make the exchanging and sharing of the lessons resource come true and bring better education resource for students. Therefore it becomes a widely welcome long-distance classroom of teachers and students in every college. Combining MOOC with English teaching resources has a very important significance for the English teaching on the virtual platform. Because it will have the advantages of convenient search pass and large information storage. However, it will has the problem that the information resource is unsteady when object is searching and connecting these English teaching resource. Because resource design rarely involves the humanistic features and the content is disorder and normative. Meanwhile, the data structure and organization mode of English teaching resource on the virtual platform have complexity and variations. And it will increase the difficulty and cost of the management for English MOOC. Whatever, the English MOOC on the virtual platform not only brings great convenience for college students but also for all sectors of society. Most typically, the English MOOC teaching on the virtual platform bring a great convenience for adult English teaching. And it greatly relieve the status quo that the adult English learning has few English teaching materials and the teaching mode is single.

In this paper we simply analyze the English MOOC's reasons that the teaching information resource is unsteady. And we mainly emphasize the necessity of standardized construction and management from the content. Finally, the adult English mode on the virtual platform is analyzed and some effective measures of reform and innovation are given in the paper.

## 2 Uncertainty analysis

According to the investigation of some main English teaching websites and the school student's utilization on these platforms, we find that the reasons of the English MOOC's information resource why is unsteady, that's, there are mainly the following points.

(i) It is too dependent on the computer technology. And the technology is seen as the only standard to measure the quality of information resources. The point aforementioned is the main one shortage of virtual platform, that's, humanistic factors have been sidelined which are the object of using these resource.

(ii) The organization of information resource on the virtual platform is too much complex. It always will bring psychological burdens for the objectors when they use these resources. Then it will make learning subject very modeling and superficial for the application of language. It always tend to deviate from the purpose of the planning and design of the teaching resources.

(iii) The information resource itself exists some problems on the virtual platform. Firstly, the correctness, authority and security of the learning resources content in management are difficult to guarantee. Secondly, there is no specification of resources management. Then it leads to the arbitrariness that when resource is used and propagated. In the end, the promotion target of MOOC resource on the virtual platform is not very clear and the planning and design of learning resource is not standard.

## 3 The content standard construction

In order to change the status quo of the overflowed characteristics, aimlessness and no standard of English teaching resource on the virtual platform, we mainly make a specification from the content construction in the paper.

Following the unified and standardized English teaching information resources construction on the virtual platform is the premise that overcomes the unsteady of the information resource quality under the network environment. It's the

main support to ensure the quality of education and improve the quality of resources. It's mainly based on the administered characteristics for the standardized content construction. And it will be achieved from the information technology. From the point of the pleasantness, the teaching effect and the enlightening aspect of the school principal experience, we think that the content of the English teaching information resource should be constructed from the following points, that's,

(i) Correlation. The selection and arrangement of the information resources should be tried to choose some topics related to English learners' life, work and other aspects in order to reduce the gap with learners' psychological distance.

(ii) Authority. The information publisher should be the academic authority or influentially academic institutions and so on [2]. The authored content of the information resource should be approved from the authoritative education institutions.

(iii) Practicability. College English teaching resource construction should based on the practice. It has to effectively improve English learners' listening, speaking, reading and writing and other aspects of English comprehensive ability. Meanwhile, it should make the diversified English teaching mode come true in order to connect with learners' real life experience. These will can be very helpful for learners' work in the future.

(iv) Veracity. The information content should be accurate and the content which is reprinted should there be sources. And the resource content should update and correct in time which reflects the latest development of college English teaching.

(v) Universality and Enrichment. Information resources contents should cover all aspects of social life as much as possible. The types of resources should be various which can be a media material, test paper, and question bank and so on. Meanwhile, the selection and writing of the information resource should have a positive effect on the learner's outlook on life and values. Therefore it should close to the purpose of English teaching and be suitable for English learners.

**4 Building the new English teaching mode on the virtual network platform**

4.1 THE LANGUAGE TEACHING MODEL BASED ON THE NETWORK

The Network-based Language Teaching takes advantage of Local area network or the Global Internet. The core is the communication between people. Learners can make all-weather communication with teachers and other learners through the network. It is not restricted by time and place. At the same time, learners can choose a variety of ways (one-to-one, one-to-many or many-to-many) to communicate on the Internet in order to increase the frequency of the communication between each other [3].

4.2 CONSTRUCTING THE THEORETICAL BASIS OF ADULT EDUCATION ENGLISH TEACHING ON THE VIRTUAL NETWORK PLATFORM

(i) Constructivism teaching theory. Constructivism thinks that learning is not the process of passively receiving information stimulation, but the choice of actively selecting external information according to their experience to construct their knowledge. Students need to filtrate useful information for themselves according to the communication with other in study in order to form their own knowledge system.

(ii) Schema theory. It thinks that the schema is the cognitive foundation theory. People should connect the input information with the known information when they are understanding and absorbing these. The new input information's decoding is dependent on the known information schema and framework. Therefore, the English teaching based on the network platform is helpful for learners to enter and decoding the learning content from the point.

4.3 THE EXPLORATION OF THE ADULT ENGLISH TEACHING ON THE VIRTUAL NETWORK PLATFORM [4-6]

(i) To explore the English teaching materials which are suitable for adult education by using the rich network resource. Combine the characteristics of the adult education with network teaching, a suitable adult English learning materials should be written by organizing teachers with professional advantage or full-time staff on the reform of scientific research by the constant practice. Considering the reality of the learner especially, the English materials of adult education should be people-oriented and pay attention to professional, pertinence and practicability. It also should reflect the characteristics of the adult. Words should be concise, vivid, smooth and suitable for self-study. Therefore, we are going to use the rich network resources to add a large amount of image and sound information in the adult education English teaching materials. For example, we can add some good English movies which are not only a visual feast for learners but also bringing them a great sense satisfaction. And it lets them exercise English hearing unconsciously. For the adult education students, it can be able to improve their English communication ability and strengthen their market competitiveness. Meanwhile, foreign film is helpful for us to understand western culture. And it will help us study the film art aesthetic value, master English language style and rich language knowledge and skills.

(ii) Create a relaxed and harmonious learning environment. The traditional English teaching of adult education is not only that teaching content is outdated and the classroom atmosphere is depressing, more important it is that which weakens the students' learning motivation. Students needs context in the process of learning a language. And the context is the language environment, namely which is the actual environment when we are using language. Learners can find the topics that they are interested in when they study on the virtual network platform. They can also make a one to one or one to many communication in oral and written expression about the subjects provided by the organizers. So we can use the positive emotional reaction of learners to reduce the rejection about foreign language learning. In addition, we create a relaxed learning atmosphere to improve the learners' learning interest and

confidence on the virtual platform.

(iii) Exploring the way of teaching and learning based on the virtual network platform. To carry out classroom teaching by using the internet chat rooms. The digital era and the popularity of Internet have fundamentally changed the way of communication. And all kinds of network BBS and chat rooms also arise at the historic moment. Internet chat rooms can provide real communication scene content and create a relaxed and happy learning atmosphere. Therefore, we can use the chat rooms to develop adult education English classroom. Adult education students are difficult to have a lot of time to gather together and carry out teaching activities because of the work and family. The network extending in all directions provided favorable conditions for adult education in English teaching activities now. Network chat room is a way of network interactive communication. It is openness, true, dynamic and interesting. Teachers can create a chat room in the virtual network world for English learners, and learners as members of the chat room can be freely in and out of the chat room to access and jump to the study materials and information which are teachers and other learners upload to the internet chat rooms. In the chat room, learners can discuss the topics they are interest in. And the content, time and place, activity are all decided by the students themselves. That the communication is successful or not largely depends on the consciousness and initiative of students themselves. At the same time, the chat rooms will provide learners with some fixed image and sound. When the learners can't express themselves in English entirely, they can use the images and sound to replace which are equivalent to Body-language in the real context. It helps students exercise language ability through context.

(iv) Use QQ, MSN or E-mail platform to complete the exercises after class and adjust the teaching schedule. Teachers can guide the learning method online and check the self-study. Meanwhile, they should advocate E-Learning and E-Teaching. The teacher can also answer the questions asked by students by the way of E-mail. It's easy to master students and use QQ to make auxiliary teaching. It break the limit of time and space. The connection between the teachers and students of adult education is no longer limited to the region through QQ. Using QQ auxiliary teaching is also helpful for the construction of a harmonious relationship between teachers and students, and it's more conducive to their aptitude. Teachers can make a one-to-one tutoring for students through QQ. It is advantageous for the teacher to help students adjust their teaching goal and requirements. Of course, teachers can also create an interesting English learning environment with sound, images and text through the way of group chat or language chat for students. It can stimulate students' learning interest and improve the students' learning efficiency. Instructors can open QQ space function to upload the courseware and the teaching materials in the form of a log. It's convenient for students to use their spare time to review. In the teaching, the teacher can also makes a summary and reflection on the recent teaching activities. All these are convenient for teachers to make a proper adjustment for the teaching schedule and teaching arrangement in order to meet the needs of the students' learning.

## 4.4 THE COMPONENTS AND FUNCTIONS OF MOOC PLATFORM VMWARE SERVER

The core of the management is VMware vCenter Server. It is the core console of the whole vSphere architecture. And it mainly realizes the centralized management, configuration, preserved and the management of the virtualization information environment for VMware ESX and ESXi server. Meanwhile it will provide data center services of the access control, performance monitoring and alarm management and so on. The components and functions of the MOOCs platform VMware vSphere server is shown as Figure 1.
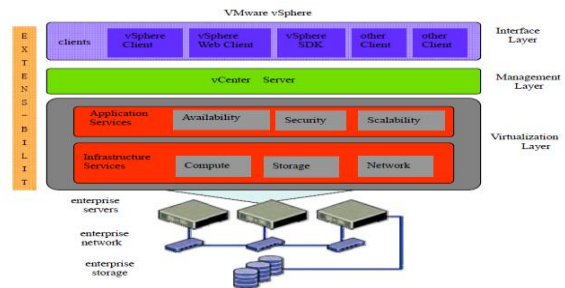


FIGURE1 Components and functions of the MOOCs platform VMware Sphere server

## 4.5 THE KEY TECHNOLOGY AND IMPLEMENTATION

Normally server 1, 2, 3 will provide the CPU, memory, storage and network resources for resource pool for that multiple virtual host VM resources through VMware server server ESXI service. VM1, VM2, VM3 is running on the Server 1, and VM4 is running on the Server 2, VM5, VM6, VM7 is running on the server 3. If the Server 2 is aging, it can make the virtual machine live migration come true by VMware VMotion when the new server needs to deploy, and the services will be not interrupted. When the server 2 downtime for maintenance, VM4 which is running on the server 2 can dynamically migrate to the server 1 or server 3. If the server 2 fails, the virtual machine downtime VM4 will be immediately transferred to the server 1 or server 3 by the function of HA of VMware vSphere. So all three situations the above can be solved through the the advanced features of the VMware vSphere virtualization program. The chart of the fault recovery of the MOOCs platform VMware server is shown as Figure 2
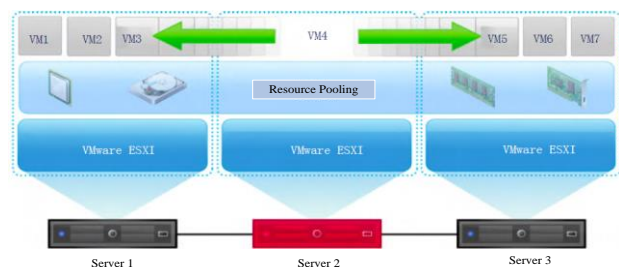


FIGURE2 Fault recovery of the MOOCs platform VMware server

## 5 Conclusion

The reason of the English Massive Open Online Course why is unsteady on the virtual platform is analyzed in the paper. And the effective resources management and standardization construction is mainly strengthened from the aspect of the content. Finally, the current adult English teaching mode on the virtual platform is selectively analyzed. Meanwhile, some effective reform and innovation measures are put forward in the last.

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