

Research on the Flipping Classroom Teaching Mode of College English Based on MOOC

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Abstract: The English teaching mode in colleges and universities all over the world is undergoing a historic change of digitization, networking and globalization, and MOOC and flipping classroom are undoubtedly the two focal points of this reform. Based on the author's learning and teaching experience, this paper first analyzed the concepts of MOOC and flipping classroom, and then discussed the necessity and feasibility to apply MOOC to College English flipping classroom teaching. Finally, this paper designed a flipping classroom teaching mode of College English based on MOOC.

1. Introduction

Many large MOOC platforms have established partnerships with top universities around the world, for example, Coursera has collaborated with Stanford University, Princeton University, the University of Michigan, and the University of Pennsylvania. At present, more than two-thirds of American universities or colleges have offered MOOC courses, or are preparing to record teachers' lectures by videos, and have gradually implemented the flipping classroom teaching mode in recent years[1]. Thus, it can be seen that the promotion of flipping classroom is a developing trend of teaching mode reform. The flipping classroom teaching model reconstructs the learning process and has more advantages than the traditional classroom in conveying teaching information and internalizing the absorption of knowledge.

2. Related Concepts of Flipping Class and MOOC

MOOC is a large-scale open-end online course. The term was coined in 2008 by Dave Cormier, Director of Internet Communication and Innovation at the University of Prince Edward Island, Canada, and Bryan Alexander, a senior fellow at the National Institute for Applied Humanities Education. In the fall of 2011, MOOC rose rapidly in the United States, and had a great impact and far-reaching influence on the current higher education model. MOOCs, which combines the Internet and education, may be a new opportunity to upend the traditional way of education. In particular, MOOC emphasizes the use of "micro-lessons" as opposed to 45 minutes of teaching in a traditional class, with no more than 15 minutes of each video. It is easy for students to concentrate and ensure the effectiveness of learning[2].

Flipping classroom originated from Salman Khan, a accidental teaching method, and later developed into the flipping classroom of today's meaning by Khan et al. Compared with traditional teaching, it has the advantage of breaking through the limitation of traditional classroom, reconstructing teaching structure and embodying new teaching idea. It refers to a form of teaching in which students watch a video recorded by a teacher in advance or download from the Internet and return to face-to-face communication and homework completion. This method of "watching video to learn knowledge before class and internalizing knowledge in class" realizes the innovation of traditional classroom teaching.

3. Necessity and Feasibility to Apply MOOC to College English Flipping Classroom Teaching

3.1 The necessity of applying MOOC in College English flipping classroom teaching

First, the sustainable development of MOOC needs flipping classroom. The new generation of network, platform, resource, interactive teaching model is shaking the foundation of the traditional higher education building, changing the existing teaching model and means, which will force colleges and universities to reform the curriculum. In the face of this round of MOOC boom, many scholars have pointed out the shortcomings of MOOC, such as the limitation of traditional teaching mode, the absence of face-to-face communication, the incomplete learning experience, the difficult evaluation of learning effect and the difficulty of guaranteeing academic integrity, etc. The low completion rate has become the most prominent obstacle to the sustainable development of MOOC. In addition, the autonomy of MOOC learning means that learners have to bear the primary responsibility for their own learning, and therefore the learner's autonomous learning ability is required to be higher. However, the effect of autonomous learning in virtual learning environment is not ideal in our country, which is bound to affect the effectiveness of MOOC learning.

Second, MOOC is needed to improve the teaching of College English follow-up courses. MOOC can test the effect of College English teaching to some extent, and language barrier is one of the main factors that hinder learners from completing MOOC, which will inevitably aggravate students' dissatisfaction with the content of traditional College English courses and the quality of teaching, and alienate the traditional relationship of domination and dependence between teachers and students[3]. Therefore, facing the impact of MOOC on traditional College English teaching, colleges and universities should take advantage of MOOC to explore the hybrid teaching mode of MOOC and classroom teaching through the collaborative innovation of MOOC online education and traditional face-to-face teaching, and to realize the upgrading of College English curriculum structure and the improvement of teaching quality.

3.2 The feasibility of MOOC application in College English flipping classroom teaching

First, the blended teaching environment of College English has been beginning. Many colleges and universities in China have begun to combine online learning with classroom teaching and many studies have also confirmed the effectiveness of blended learning in College English teaching.

Second, MOOC has promoted the professional development of College English teachers. MOOC has brought many changes in College English education concepts, teaching methods, teaching contents, and so on. While challenging the original teaching ideas and knowledge structure of College English teachers, it also gives birth to opportunities. College English teachers can improve their ESP and EAP level by studying international MOOC courses of related majors. MOOC courses can play a role in teacher training to a certain extent, and learning methods based on MOOC can enable teachers to overcome obstacles in time and space. Therefore, continuous vocational lifelong education and online teacher training can effectively alleviate the shortage of teachers in College English follow-up courses.

4. Design of Flipping Classroom Teaching Mode of College English Based on MOOC

4.1 Teaching objective design

The design of curriculum teaching objectives should be guided by the national talent training objectives. The current College English syllabus stipulates that the purpose of College English teaching is to "develop students' ability to read, speak, write and translate, so that they can exchange information in English". At present, in Nanjing University, Tsinghua University, Qinghai University, Guizhou Institute of Technology and many other universities, feasible models of student-centered teaching and learning are put into practice[4]. The term objectives of the course are effectiveness, innovation, low-time innovation and flexibility. College English course is usually offered for two academic years and four semesters. It is divided into two stages: the basic stage and the application improvement stage and the two stages have different overall teaching objectives. The specific

objectives of each class should be scientifically designed, because the design of teaching goal directly affects the realization of expected teaching effect.

4.2 Online activity design

(1) The task should be designed in stages. Closely combined with the actual situation of students to ensure pertinence and compliance as far as possible. The following aspects should be paid special attention to: to arrange teaching tasks as detailed as possible, to arrange study time of listening, speaking, reading, writing and translation reasonably in order to guide students to make clear their learning tasks and improve their acceptance. With the gradual improvement of students' ability, attention should be paid to the gradual weakening of the refinement of knowledge points and the application of knowledge points. The focus of students' ability is gradually changing in the process, so it should be observed at any time to make appropriate adjustments. (2) The video design should be simple and efficient. According to the task table, the moderate length of the teaching video is designed, which is generally controlled within the time range when the students' attention can be more concentrated. Each micro-video completes the teaching of a "knowledge point" or "skill point" and it should accord with the stage characteristic of students' physical and mental development. Video content should highlight and emphasize key information to reduce students' cognitive load. Through video guidance, the teacher's teaching information can be effectively conveyed to students. The video released through the network has many functions, such as pause, playback and so on, which is convenient for students to learn repeatedly and improve their ability of autonomous learning. (3) The diversification of problem design. Task list is an outline of the requirements, because through the task table students can make clear the key and difficult points of study. The design of problems should be diversified, and improve the students' thinking ability in an all-round way. Each type of question examines different aspects of the student's ability, so it is necessary to avoid the simplification of the problem design.

4.3 Classroom activity design

The order of lectures in the flip class and the traditional classroom is reversed, so students are the main body of classroom activities, and the main forms of classroom activities. The main forms of classroom activities are questions, reports, discussions, debates, etc, so that students ask questions, analyze problems, solve problems, and eventually internalize knowledge. The teachers should guide and strengthen the students to learn, also prepare for individualized classroom teaching. The design of teaching activities should not only have overall consideration, but also give consideration to students' individual learning differences. The arrangement of teaching activities should be consistent with the students' actual mastery of knowledge in order to achieve the best teaching effect. Through questioning, discussion, summary, debate and other ways to carry out classroom teaching activities, and it is also necessary to coordinate time, progress, ratio of occupation of each link and other aspects.

4.4 Multiple evaluation design

The flipped classroom model has a corresponding evaluation system for both online and offline teaching activities, which is a pluralistic evaluation method. It is no longer like the traditional summative evaluation model to evaluate students' achievement, but a combination of formative evaluation and summative evaluation, which can control students' academic achievement and performance in every link in real time. This new evaluation can be formative includes two main parts: online activity evaluation and offline evaluation. Online activity evaluation mainly includes video learning task checking, homework and test checking, discussion group participation inspection, etc. Offline evaluation includes class activity participation, classroom discussion and presentation, and classroom assignment checking. The summative evaluation includes an online completion test for the MOOC course and a written final exam for the course. The evaluation should be two-way, including not only the evaluation of students' academic performance, but also the evaluation of teachers' teaching ability and teaching effect. The emphasis of evaluation is on teaching links, teaching contents, teaching methods and teaching effects. With the improvement of

evaluation technology, the relevant links of students' learning can get empirical information, which is helpful for teachers to evaluate their online activities and classroom activities scientifically, so as to reflect on their own teaching and carry out more targeted teaching reform.

5. Summary

With the further development of globalization, teaching content and teaching methods have become more and more diversified. It is a new challenge for College English teaching to make students have the ability to analyze, think and learn independently in a wider sense. In the current teaching reform, colleges and universities should pay attention to keep pace with the times, introduce new teaching mode of MOOC and flip classroom to explore and reform teaching ideas boldly. On the one hand, the flipping classroom based on MOOC teaching mode provides teachers with a broader vision to guide language teaching from a new perspective, on the other hand, it can enhance students' awareness of autonomous learning and can effectively help students to change their learning attitudes and methods. It has important theoretical and practical significance to improve college students' English practical skills.

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