

Research on College English Flipping Classroom Teaching Mode Based on MOOC

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Abstract: The advancement of science and technology has provided a broader space for the development of education and teaching. Today, educational technology introduces a short and concise English motto into the flip-up classroom, providing a more effective way to flip the classroom to attract students' interest. On the basis of the implementation of the three-year teaching model reform practice, the contents and methods of the teaching model reform were introduced, and the conditions for ensuring the smooth implementation of the reform were put forward.

1. Introduction

With the continuous innovation of information technology, the connection between modern teaching mode and information technology is getting closer and closer, and the network teaching resources are becoming more and more abundant. Flipping the classroom has gradually become a hot topic in the education field [1]. Students use micro-courses, MOOCs and other forms before class. Because of self-directed learning, teachers no longer use class time to explain knowledge. However, due to the teaching content, teaching organization and teaching evaluation are not good, the actual teaching is not ideal [2]. Therefore, in the current era, teachers should combine MOOC and flip classrooms to enable MOOCs and flipping classrooms to play their due value and improve the atmosphere and quality of college English classrooms.

2. Introduction to Related Concepts

2.1. MOOC

MOOC is a new type of teaching that emerged with the development of current Internet technologies. Teachers can use MOOC on the web platform to find some effective English instructional videos and English teaching courses. MOOC is widely used in college English teaching classes because of its convenient teaching characteristics in classroom teaching. The application of MOOC in the teaching classroom not only makes the students' learning vision more extensive, but also helps to improve students' English listening and speaking ability in a relaxed and pleasant atmosphere [3]. "MOOC" is a new type of network teaching technology jointly developed by researchers at University of Prince Edward Island in Canada. The first letter "M" stands for Massive, the second letter "O" stands for Open, the third letter "O" stands for Online, and the fourth letter "C" stands for Course [4]. In most MOOCs, students are mainly told some theoretical knowledge, but in college English listening, speaking, reading, and writing classes, students mainly require the combination of English theoretical knowledge and practice listening and speaking skills in practice. Therefore, in the college English teaching classroom, it is not enough for teachers to use MOOC for teaching. Teachers should adopt the flipping classroom teaching mode to improve students' practical ability. The teaching methods and teaching ideas of these two teaching methods are also very suitable, which is conducive to comprehensively improve students' English cultural quality [5].

2.2. Flipping the classroom

The so-called flip classroom is a new teaching method based on the traditional classroom

teaching model, using modern educational technology innovation and reform [6]. This paper focuses on another classroom teaching mode to flip the classroom, placing students in the first place of teaching activities, not only focusing on the teaching of knowledge, but also on the internalization of knowledge. Before each class, teachers provide students with various learning channels by sending videos, PPT or word documents and even website addresses, and set corresponding task instructions to guide and supervise students to conduct pre-class study. In the classroom, teachers set up appropriate teaching activities for key points in the knowledge point, such as group discussions or classroom tests. The flipping classroom emphasizes the interaction between teachers and students, the teamwork between students and students, and places students in the main body of learning. This way students can be more integrated into the teaching activities. Compared with traditional college English teaching, the teaching mode of flipping classroom is more flexible in time and place [7]. Due to the development of information technology and the advancement of network technology, students can have more opportunities for independent learning. It is precisely because the implementation of the flip classroom relies on electronic technology and network technology, as well as multimedia textbooks, students can choose the right time, place and learning progress according to their own situation. In a sense, flipping the classroom achieves the goal of personalized teaching.

2.3. “MOOC” + “Flip Classroom”

According to behavior theory, cognitive theory, construction theory and other teaching theories, the traditional classroom teaching is combined with the “MOOC” teaching mode, that is, through MOOC learning and discussion and in the classroom to show students in the virtual space. The combination of physical space, this teaching model not only has the characteristics of “MOOC”, enabling students to use the network resources for fragmented self-study, but also face-to-face introductory discussions and discussion of physical space classroom. If the two are organically integrated, it is easy to improve teaching effect.

3. MOOC-Based Implementation of College English Flip Classroom Teaching Mode

3.1. Establishment of the experimental class

Since September 2016, the course team has conducted two rounds of three-year interdisciplinary research in the form of MOOC and English language teaching. In order to explore the effect of this teaching model, the course group established a teaching experiment class to compare horizontal and vertical comparisons with future comparative lessons and analyze the effects of teaching reform. We chose ordinary students in our school as experimental subjects. In the first round of practice, we focused on the 5 classes of students in 2016. In the second round of practice, 10 classes were selected from two colleges with similar enrollment levels in the 2018 level, of which 5 classes were used as experimental classes and 5 classes were used as control classes.

3.2. Teaching model reform planning and implementation

The goal of this reform is to implement a flipping classroom by rationally applying high-quality network resources, using online and offline hybrid teaching modes to explore the use of cross-school reading opportunities, and to explore how applied undergraduate colleges can make full use of network quality teaching resources. To meet the diverse and individualized learning needs of students, to achieve students' initiative or “active” learning, to make teaching better serve the school's curriculum objectives, to complete the university's foreign language education ability and quality training tasks. In the classroom, by stimulating students' self-learning motivation, establish a scientific monitoring and evaluation system in line with the current online learning model to ensure students' long-term effective extracurricular English online self-study; in the classroom, through student group discussions, speeches and teachers to teach and share, many aspects improve students' English application ability and intercultural communication ability.

The specific reforms are as follows:

(1) Teaching model reform planning: reform classroom teaching content, reform teaching methods, reform student learning methods, and reform performance evaluation methods.

The reform of teaching content: on the basis of the task, the traditional textbook-based classroom teaching content is transformed into the student's online self-study MOOC and other excellent teaching materials resources, combined with the teacher-selected teaching materials and classroom auxiliary content. The content taught by the teacher in the classroom is both profound and difficult. Language teaching should reflect Chinese and Western culture. The reform of teaching methods: classroom teaching adopts the combination of discussion and teacher intensive teaching. The topic of discussion is based on self-study related content of student network. Through this shared presentation and discussion, I hope to achieve the goal of consolidating students' online learning outcomes after class and hope to improve their English expression skills. Through discussion, you can also test the effect of student network self-study and the understanding of the text content of textbooks. The teacher explained the teaching content that students did not understand and master when they were learning online.

The reform of student learning style: transforming the traditional single classroom acquisition into a student-centered class, conducting online self-study and classroom acquisition; the traditional student's homework has been completed, and the teacher's homework has been completed. Oral or written assignments are combined after class; students' classroom presentations extend from traditional teacher-defined topics to students' online learning acquisitions and are shared with other students through class discussions and presentations.

Reform of the performance appraisal method: The assessment of the usual performance changes from the traditional assessment content to the network self-study task assessment. Change the examination evaluation method, strict process evaluation, increase the burden of college students reasonably, and improve the regular assessment. In addition to completing the assessment content of traditional classroom assignments, strengthen self-study assessment of students' extracurricular networks, set self-study content, increase hours, implement process tracking, and obtain corresponding scores according to task completion.

(2) The specific implementation of the teaching mode reform: based on MOOC and flipping classroom, implement online and offline teaching mode.

The textbook used in the lab is a comprehensive course of "New College English Integrated Course". The network resources are selected from the resources and tutorials of Northeastern University. The online resources used by students in 2016 are the "National Quality Courses" teaching resources on the Internet of icourse and China University MOOC. Students in 2018 use the new MOOC resources from icourse and China University MOOC.

In the specific teaching implementation, each unit of the textbook is completed within two weeks. Among them, classroom teaching takes 8 hours, students must complete at least 4 hours of online self-study according to their own situation.

Online Learning: In addition to traditional paper textbooks, the "New College English Integrated Course", tutorial resource is the entire media including MOOC and WeChat. Before teaching each unit in the classroom, the instructor will first ask the students to participate in the MOOC study, and arrange the topics that the students will display or discuss in the classroom according to the theme of this module. During the online learning process, students should use amateur fragmentation time to complete tasks such as listening to classes, learning community activities, network assignments and quizzes, and working peer assessments. You can learn all the audio and video content in the textbook by using the mobile phone directly to scan the two-dimensional code, so that students with different basic can learn according to their own needs.

Classroom Teaching: The course content of the materials used includes listening, speaking, reading and writing. For each unit of teaching content, the specific division was carried out during the joint preparation period, two types of AB were processed in two hours, two texts were processed in two hours, and two hours were processed for two hours.

When dealing with text and reading content, classroom instruction consists of two parts: student discussion and presentation. This requires students to participate in MOOC and other studies before

class, master vocabulary, and understand the overall understanding of the article. In the classroom, students first share their knowledge in the group through group discussions, then select specific speakers in each group to share their online learning with the class; and learn from each unit. Prior to this, the teacher will reserve some themes for the students to show in class in advance, prepare for the students before class, and then show them in class.

There are video contents in the textbook, in dealing with the content of the hearing, asking students to scan the two-dimensional code before class and then imitating the scene performance. You should selectively listen, speak and listen to the textbook listening content in the classroom. It is more important for students to listen to them by themselves. At the same time, the teacher also added some listening content, which deepened the difficulty.

Each unit has its own focus when dealing with what is being translated. Some units mainly focus on textbooks and Chinese social and cultural content, supplemented by teachers themselves, while infiltrating translation skills. The penetration of writing skills is mainly through understanding the text structure of the reading article and the teaching of the teacher, and then let the students carry out specific exercises.

Course Assessment: The course assessment system includes formative assessments and final assessments. Among them, the usual formative assessment and final exam each account for 50%. The formative assessments for the 2016 and 2018 experimental classes are slightly different. See the table below for details:

Table 1 Formal evaluation content of the 2016 class and 2018 class

Experimental class	Examination content	Score (50 points total)
2016 experimental class	Network work	10 points
	Hearing test	10 points
	Classroom display	20 points (10 points for the group, 10 points for the individual)
	Unit test	5 points
	Attendance	5 points
2018 experimental class	Online learning	If the time is not up to standard, the total score will be reduced by 2 points.
	Online self-learning	20 points
	Hearing test	10 points
	Classroom display	10 points (5 points for the group, 5 points for the individual)
	Unit test	5 points
	Written work	5 points

4. The Effect of College English Teaching Mode Based on MOOC and Flipping Classroom

Through three years of teaching reform and observation, practice has proved that through the use of cross-school reading and flipping classroom teaching methods, the sharing of high-quality resources has been achieved, the students' interest in learning has been improved, and the overall English level has been improved. The comprehensive application ability of students has been greatly improved. The expansion of the scope of English thinking has been greatly developed.

In order to test the results of the experiment, we calculated the Band 4 test scores of the 2016 students and 2015 students who were the subjects of the experiment. The results are shown in Table 2.

Table 2 The first band four test scores of the 2016 students and the 2015 students of the college

Group statistics				
Class	N	Mean	Standard deviation	Standard error mean
15 year class	125	280.8640	166.44796	14.88756
16 year class	152	381.3224	68.85204	5.58464

Using an independent sample T test to analyze the experimental categories and comparisons, it was found that the average score of the 16th grade Band 4 trial was significantly higher than 15th ($p < 0.01$).

We also calculated the scores of the first Band four test scores of the five experimental class students and the first Band four test scores of the five control class students in the 2018 class. The results are shown in Table 3.

Table 3 The first band four test scores of the five experimental class students and the five control class students in the 2018 class

Group statistics				
Class	N	Mean	Standard deviation	Standard error mean
Contrast class	84	362.3690	120.13685	133.10800
Experimental class	99	408.0606	53.07115	5.33385

Using the independent sample T test to analyze the experimental categories and comparisons, it was found that the average score of the four-level test in the experimental class was significantly higher than that of the control group ($p < 0.01$).

5. Guarantee of the Smooth Implementation of the College English Teaching Model

5.1. Teacher aspects

(1) Reasonably arrange the course content. In college English teaching, in order to make MOOC and flipping classroom teaching mode play appropriate teaching effects in practical applications, we should find some excellent MOOC courses on the Internet before the start of college English classes. Learning level and English listening and speaking ability, design of classroom MOOC teaching resources, innovation of excellent MOOC teaching resources, use of English language and cross-cultural awareness, effectively improve students' English listening and speaking ability [8]. In addition, teachers should also add some self-learning processes to the MOOC design to provide effective guidance for students' self-learning concepts and counseling. In order to improve the quality of classroom teaching, teachers should strengthen communication with other teachers in the college English teacher team, complete the design of the teaching template, then write the text according to the content of the university English unit, and then confirm whether the teaching content is correct before uploading to the online platform.

(2) Effectively guide the direction of classroom teaching. In the flipping classroom, the teacher mainly guides the students' classroom learning ideas [9]. This requires teachers to carry out MOOC in the classroom, focusing on improving students' self-learning ability. Students can be divided into several MOOC study groups. Design a learning project for each unit. For example, when teaching the content of the "learning English" course, first, the teacher should play the original listening text to the students in the classroom. After that, the teacher should arrange the course study content into the study group, ask the students to divide the work reasonably, and summarize each original text and the content of the main speech, then let the students communicate with others in the form of English expression. In this learning process, teachers should not completely tell students how to summarize English listening content and evaluate students' performance. This method has been

properly guided [10]. For example, teachers can let students master the keywords of English listening content, and combine the context of English listening to infer the meaning of the protagonist. When the students complete the classroom learning tasks arranged by the teachers in English, the teachers should carefully listen to the students' English expressions and correct some grammatical errors in the students' English expression in time. In addition, in order to enable students to clearly understand the classroom teaching tasks and the focus of classroom teaching, teachers can also arrange classroom learning tasks before MOOC video playback, which is conducive to students' follow-up learning process in this learning mode. It profoundly embodies the thought and greatly improves the quality of college English teaching and the teaching effect of teachers [11].

5.2. Student aspects

In order to make it easier for students to accept the combination of flipping classroom and MOOC, teachers should infiltrate this new teaching concept into the various units of college English teaching and let students grasp after class. The web platform collects some effective learning resources [12]. Teachers can recommend some excellent English learning websites to students in the classroom, and ask them to browse the website as an English homework, so that students can skillfully improve their listening and speaking skills on the online platform. In addition, teachers can also conduct video teaching in the classroom according to the MOOC course, let students watch some video lectures, understand the key knowledge of college English classroom teaching, and make students control the learning situation through MOOC at any time. Understand and improve the effectiveness of students' self-directed learning.

6. Conclusion

Because in the college English teaching classroom, the combination of MOOC and English flipping classroom takes a short time to develop. Teachers should continuously improve the teaching method of MOOC according to the curriculum teaching tasks and the learning outcomes of students, flip the classroom and improve the design quality of MOOC. To enable students to improve their English listening and speaking skills in their own studies.

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