The Application of Flipped Classroom Mode in College English Teaching Based on MOOCs

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Massive open online courses (MOOCs) and flipped classes are popular and new interactive web-based teaching methods in recent years, which are also widely used in college English teaching. Based on the present situation of the application of the MOOCs and flipped classes in college English teaching, this paper puts forward the basic method and idea of constructing the mode of flipped classroom teaching based on MOOCs in college English teaching. The aim is to introduce high-quality teaching resources, liberate the limited teachers from the repeated work of explaining the basic knowledge points repeatedly, and improve the teaching level of college English.

Keywords: MOOCs, flipped classroom, college English teaching

Introduction

Nowadays, with the penetration of Internet Plus in daily life, MOOC, as a new teaching mode, appears in the classroom of colleges and universities with the help of Internet platform and communication technology. The flipped classroom in the university classroom under the background of MOOCs has also received wide attention. However, MOOC is a kind of online teaching mode, which plays a positive role in making up for the deficiency of traditional teaching mode and improving the purpose and efficiency of teaching. In the application of classroom teaching, there are still some difficulties which not only hinder the development of MOOC teaching mode, but also affect the improvement of teaching quality. The combination of MOOC and flipped classroom is a perfect integration of online and offline education and a beneficial supplement to the singularity of traditional classroom. Traditional teaching is conducive to the centralized feedback and timely communication of learning problems, while MOOC is not limited by time and place, which is more conducive to students' independent learning (Lei, 2015, p. 25).

Overview of MOOCs and Flipped Classroom

Moocs are short for Massive Open Online Courses, which is also a new interactive network teaching method, being popular in recent years (Cheng, 2014, p. 218). The teaching content of MOOCs is mainly transmitted by means of the Internet, and it is a teaching method combining network culture with practical theory and thought. MOOCs cover a wide range of subjects, providing a solid foundation for meeting social needs and cultivating high-energy talents. MOOCs have three main features: online courses, open courses and

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large-scale courses. Online course is not a traditional face-to-face teaching, which is not subject to the constraints of time and place. As long as you want to learn something, you will spend the least money on learning first-class and advanced courses online at the first time. The emergence of this teaching mode is quite popular among students and teachers. Open curriculum is the realization of the substantial sense of resource sharing. While a massive course is one that is delivered not just by individuals but by participating institutions, and only this model can be called a massive course

Flipped classroom refers to the readjustment of learning after class and learning in class. Compared with traditional teaching mode, flipped class enables students to gradually become the main body of the classroom, transferring the decision-making power of learning from teachers to students. For example, in traditional teaching, teachers teach mainly in the way of teaching, and students acquire knowledge through the contents of textbooks. The promotion of flipped classroom breaks this traditional teaching model. In contrast, flipped classroom is more flexible and changes teachers' conventional teaching philosophy. In the process of learning, students are free to choose the video to learn. They can also watch the video assigned by their teachers. After watching the video, they can communicate with the teacher about their doubts and incomprehension. Or students learn from each other and solve their own learning problems, to ensure the quality and efficiency of learning. This teaching mode saves the course time to a great extent. So it's easy for teachers to find out what the students are confused about and solve them point by point to further improve the teaching efficiency. Thus it can be seen that flipped classroom makes learning become the main body in the classroom and makes students play a more prominent role. This greatly stimulates the initiative of students and their thinking creativity, thus improving their all-round development. The implementation of flipped classroom meets the requirements of the new curriculum reform of educational institutions in China and is of great significance to promote the balanced development of education.

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The Teachers' Way of Teaching

Under the background of MOOCs, the role transformation of teachers in flipped classroom is particularly prominent. Teachers have been transformed from the traditional classroom leader and teacher of teaching content into a digger of teaching resources, a classroom organizer and an analyst of content difficulties. Before class, the teacher should collect relevant video materials for today's teaching content, conduct research and analysis on the selected videos, and use the most suitable and easy to understand teaching resource videos for students to watch and learn, so as to cultivate the students' ability of independent learning. It is of great help for students to improve their listening and speaking ability of English. In class, teachers should focus on the parts that are difficult for students to understand. During the learning process, teachers can take the way of group discussion to conduct interactive communication between teachers and students, so as to realize the sharing of problem-solving ideas. In the mode of English video teaching, the method of scene reproduction can be adopted to let students communicate in pairs by referring to the video teaching. At the same time, teachers should pay attention to the problems in students' learning and solve them in time. After class, the teacher should ask the students to consult the reference materials independently to improve the students' ability to analyze the teaching content at a deeper level.

The Students' Way of Learning

Under the background of MOOCs, the mode of English flipped classroom teaching stimulates students' strong interest in English teaching and makes them enthusiastic and initiative for English learning. Before class, students can consult online videos according to their own needs and have a basic understanding based on their own abilities. All students have a basic understanding of the course through online teaching, which lays a good foundation for the subsequent teacher's course teaching. In the learning process, students with strong understanding and acceptance ability can help students with poor understanding and acceptance ability. Under the background of MOOCs, students are free to choose their learning styles. Then, the flipped classroom teaching model of English advocates students' independent learning and cultivates the students' interest in learning so as to achieve the substantive purpose of education.

Evaluation of Learning and Teaching

No matter in the traditional teaching mode or in the new teaching mode, the teacher always plays an important role. There are differences between flipped classroom teaching evaluation and traditional teaching evaluation under the background of MOOCs. College English classroom teaching generally combines online and offline education, so in the evaluation of teaching, both of the online and offline teaching evaluation should be adopted to comprehensively assess the students' learning. Online learning evaluation and teaching mainly collect relevant information of students' learning progress, learning status and learning outcomes through network data, and make specific evaluation and analysis of relevant information online. Offline learning evaluation and teaching is conducted through comprehensive evaluation of students' daily participation in the preparation stage of learning and the completion of homework after class. In a word, MOOC realizes the sharing of teaching resources, combines online and offline teaching, makes up for the deficiency of traditional teaching which is rigid and outdated, and improves the efficiency and quality of English teaching.

Factors Influencing Flipped Classroom Teaching in Colleges

The first factor is the defects in teaching content. In the traditional English teaching process, English textbooks are used as the main reference materials. Teachers spend a lot of time studying textbooks and absorbing new teaching ideas through textbook materials. However, there are some limitations in the textbooks, and many teachers only carry out superficial analysis of their teaching content under the limitation of class time, unable to carry out in-depth exploration, which makes the teaching content monotonous and shallow. Obviously, this causes the students to know things at the surface without understanding the real meaning. Over time, students lose interest in learning, which to some extent leads to the inability to complete teaching tasks. Therefore, monotonous teaching content hinders students' improvement of innovative thinking ability and comprehensive English level.

The second one is the defects in Mooc evaluation system The main body of MOOC evaluation is composed of student, teacher, and education department. Different subjects have different evaluation systems. Because of the difference of its evaluation mechanism, naturally the factors that need to consider are also different. College English class is a basic language subject, and many questions cannot be judged on its accuracy. Online reference of MOOC negates the correctness of many problems. Most of the functions of MOOC courses are limited and

relatively perfect effects are not achieved. Therefore, it is necessary to strengthen and perfect the evaluation mechanism system of MOOC.

The third one is the constraints of teaching conditions. With the combination of technology and education, flipped classroom has been widely implemented in college classrooms. Today, the campus network has covered the whole university campus, but in the classroom, the integrated application of learning and network teaching platform is relatively weak. Meanwhile, there are some defects in the use of teaching software equipment by teachers. Some teachers have no awareness of using teaching equipment, no sense of innovation. They just like to use their own traditional teaching mode. In terms of video preparation, some teachers fail to achieve the quality effect and the substantive educational significance. Some teachers are not provided with professional skills training in this area. What's more, some schools do not have enough teaching equipment, which makes flipped classroom not be better applied in teaching, while teachers' teaching mode will directly affect students' learning interest.

Problems Existing in Flipped Classroom Teaching Mode Based on MOOCs

In fact, MOOC is still a form of passive acceptance rather than active acquisition. If only flipping the time and place of learning, flipping the classroom as the main teaching form, it will greatly increase the burden of students' after-school learning. If we directly replace the traditional teaching form with MOOCs, it will not only reduce the effective interaction between teachers and students, but also make the teaching rigid. At present, MOOC and flipped classroom are more suitable as supplements to regular teaching (Wang, 2014).

Conclusion

In a word, in order to keep up with the pace of the Times, colleges and universities need to cultivate comprehensive and energetic talents, so it is imperative to further reform the education mode. The emergence of MOOC has changed the traditional teacher-centered teaching mode, stimulated students' autonomy in learning, and endowed the teaching classroom with flexibility. When implementing the new teaching mode, teachers should strengthen the construction and application training of MOOC, combine MOOC construction with teachers' professional skills, establish relevant evaluation system, and encourage themselves to achieve better teaching effect, so as to break through the bottlenecks in teaching and realize the perfect transformation of the new teaching mode.

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