

Research and Practice of Flipped Classroom Teaching Mode of Integrated Business English Course Under MOOC Environment

HU Lijun, SONG Chengwen
Quzhou University, Quzhou, China

As an online course-teaching mode, Massive Open Online Course (MOOC) has drawn great attention from both teachers and students. It is necessary to give full play to the advantages of MOOC resources and to enhance teachers' consciousness of "identity remodeling" in the process of Integrated Business English flipping classroom teaching. Combining the advantages of MOOC and flipped classroom teaching during before-, during-, and after-class will greatly help promote the overall quality of business English teaching in universities.

Keywords: MOOC, Integrated Business English, flipped class

Introduction

With the rapid advancement of digital technology, the application scope of digital resources has gradually expanded, and they have become a commonly used category of resources in the educational field. Based on various convenient features, digital resources can not only meet the demand for traditional classroom instruction, but also align with the mobile learning requirements of modern education. On this foundation, the "flipped classroom" teaching model, which combines the strengths of traditional classroom teaching and mobile learning, has emerged. This model shifts the main battlefield of knowledge transmission to the internet level, transforming physical classrooms into the primary domain for consolidating and refining the application of knowledge. Such a blended online-offline teaching model lays the groundwork for the healthy development of modern education, particularly higher education.

The Integrated Business English course is a foundational compulsory course for the Business English major, emphasizing not only the training of English language knowledge and skills, but also the organic integration of language, culture, and business. It is a comprehensive training ground for listening, speaking, reading, writing, translating, intercultural knowledge, and business knowledge. In the environment of Massive Open Online Courses (MOOCs), exploring and practicing the flipped classroom teaching model for Integrated Business English course is an attempt to integrate and apply modern educational technology with traditional teaching concepts, which combines online learning resources with face-to-face teaching, taking full advantage of the openness, flexibility, and richness of MOOC resources to enhance students' autonomy in learning and interactivity in the classroom. By utilizing the flipped classroom teaching model in the reform of the Integrated

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HU Lijun, associate professor, School of Foreign Languages, Quzhou University, Quzhou, China.

SONG Chengwen, associate lecturer, School of Foreign Languages, Quzhou University, Quzhou, China.

Business English course, and adopting MOOC resources that are large in scale and strong in professionalism as the primary source of teaching materials, the overall quality and efficiency of Business English teaching can be effectively improved.

Advantages of the Flipped Classroom Model for Integrated Business English in a MOOC Environment

Rich Resources + Strong Professionalism

As a general term for large-scale open online courses, MOOCs have become a common digital resource in the field of education. Currently, a variety of MOOC websites both domestically and internationally offer tens of thousands of teaching videos and cases, serving as a crucial source of online teaching resources in higher education. In the practice of the flipped classroom model for Integrated Business English, students are required to complete systematic learning of the course objectives before class. This learning process is mainly independently conducted by students with the teacher's guidance. In practical terms, the knowledge contained in textbooks is relatively rich and complicated, and without the teacher's explanation, the difficulty of understanding textual information increases obviously which will simply affect the effectiveness of student self-study. The emergence of MOOCs conveniently provides rich resource support for the completion of students' self-learning tasks. Indeed, in domestic MOOC platforms, there are a growing number of excellent digital teaching cases for Integrated Business English, and these teaching resources are mostly produced by lecturers or professors from prestigious universities, demonstrating strong professionalism and meeting the needs of course development. Students participating in learning within the MOOC environment can effectively acquire and master course knowledge, thereby ensuring the teaching effectiveness of the course.

Stable Platforms + Diverse Interaction

Generally speaking, courses uploaded to MOOC websites usually adhere to relatively stable upload schedules and are accompanied by professional video resources. These resources stand out for their professionalism, and their update cycles and live streaming times are relatively fixed, helping students develop regular habits of self-study. Moreover, most domestic and international MOOC websites have been operating for many years, possessing relatively mature technologies for online classroom interaction modules, enabling a large number of students to engage in real-time interactive learning simultaneously. Furthermore, the operational status of these websites is very stable, with infrequent occurrences of technical issues, such as connection failures or playback disruptions. This stability in technical functionality and technical support significantly enhances the stability of flipped classroom construction. The functional sections supporting diverse interactions also meet the basic demands of contemporary college students for educational entertainment, further stimulating students' enthusiasm for participating in online English learning.

Flexible Development + Diverse Assessments

In most MOOC platforms, as long as instructors have professional credentials, they can produce and upload MOOC videos themselves or host live courses, which is particularly advantageous for university Business English teachers. When teachers need to deliver knowledge point-to-point, they can flexibly create and upload MOOC videos according to the needs of course instruction, allowing students to learn online at any time. Moreover, upon identity verification, teachers gain access to backend data resources, enabling them to check

students' viewing records, durations, and frequency of MOOC video views at any time, thus monitoring the students' learning processes. Simultaneously, teachers can review the completion of post-class exercises answered by students after watching MOOCs, gaining insight into students' online learning conditions. Relevant data can serve as reference for offline teaching, thereby synchronously enhancing the relevance and effectiveness of offline instruction, achieving an efficient combination of online and offline teaching.

Principles for Constructing the Flipped Classroom Teaching Model for Integrated Business English in a MOOC Environment

Persisting in Student-Centered Teaching

Student-centered teaching, also known as learner-centered education, is a pedagogical method that puts the student at the heart of the learning process. Its theoretical foundations can be traced back to humanism proposed by American educators such as John Dewey and Carl Rogers, as well as constructivism introduced by theorists like Jean Piaget. These frameworks emphasize the importance of recognizing students' learning needs, individual differences and interests in the learning process (Yang, 2018). This approach shifts the focus away from the traditional teacher-centered approach, where the teacher is the main source of information and instruction and students are encouraged to take an active role in their own learning by leveraging MOOC resources for foundational knowledge acquisition.

However, student-centered online English teaching, which focuses on developing students' capabilities, requires teachers to provide necessary support based on the uniqueness of each student, motivating them to continually advance and achieve their learning objectives more swiftly (Lu & Zhang, 2023).

Cultivating Higher-Order Thinking as a Priority

Human thinking patterns encompass multiple levels including contact, analysis, comprehension, application, and evaluation, which individually exhibit lower-order characteristics. However, when students can systematically combine these thinking patterns, it indicates the development of higher-order thinking. In terms of content, higher-order thinking emphasizes a combined application approach. In the context of Integrated Business English classroom instruction, students autonomously select and analyze information to acquire business knowledge, English language knowledge, and intercultural knowledge. Through communication with peers or instructors, they further understand and internalize information. Driven by independent awareness, they evaluate and apply information, which is the outward manifestation of higher-order thinking. Higher-order thinking underscores the ability to synthesize and apply knowledge, a critical professional competency for students majoring in Business English. Therefore, the construction of the flipped classroom teaching model for Integrated Business English in a MOOC environment must prioritize cultivating higher-order thinking in students to enhance the quality of talent cultivation in the Business English major.

Emphasizing Monitoring and Adjustment of the Learning Process

Students acquire and grasp knowledge through online MOOC resources, and then consolidate and apply it in offline classroom settings—a typical pattern of the flipped classroom. Clearly, online learning is a critical phase in students' learning process. However, teachers find it challenging to effectively control and monitor students' online learning situations. If students fail to absorb sufficient knowledge during their online learning phase, offline instruction becomes difficult to carry out, impacting the overall teaching schedule and jeopardizing

the quality of education. Therefore, when constructing the flipped classroom teaching model for Integrated Business English based on MOOCs, instructors should place emphasis on monitoring and adjusting students' online self-directed learning processes. They should incorporate process supervision functionalities into the teaching model, continuously monitor students' learning, and make timely corrections and adjustments as circumstances require.

Strengthening Teachers' Awareness of "Identity Restructuring"

Whether it is MOOCs or flipped classrooms, both fall under the umbrella of modern teaching methods, directly associated with contemporary information and digital technologies. This implies that the content teachers deal with at present extends beyond mere knowledge dissemination; they are expected to become designers of students' learning processes and guides along their educational journey—a significant departure from the traditional role of an instructor. During the implementation of the flipped classroom model for Integrated Business English in a MOOC environment, to better facilitate the construction of the flipped classroom and the utilization of MOOC resources, teachers must strengthen their awareness of "identity restructuring". Centering around the students, instructors need to thoroughly understand individual student circumstances, consistently maintain the steps and rhythms of both online and offline teaching, adeptly create interactive scenarios that cater to instructional needs, establish assessment mechanisms based on information systems for learning outcomes, and maintain cooperative channels for blended learning. This ensures that students can effectively accomplish their learning tasks with the aid of modern educational technologies, such as MOOCs and flipped classrooms.

Construction of a Flipped Classroom Teaching Model for Integrated Business English in a MOOC Environment

The construction of a flipped classroom teaching model for Integrated Business English within a MOOC environment involves a strategic redesign of traditional teaching methodologies to leverage the unique benefits offered by MOOC platforms. By utilizing the strengths of online learning for foundational knowledge acquisition while maximizing in-class time for interactive, application-focused activities, this model aims to foster deeper engagement, enhance learning outcomes, and promote higher-order thinking among students in a collaborative setting.

As a core professional course, the Integrated Business English course follows a learning path of language skills, business knowledge, business skills, business thinking, and business application. The teaching objectives focus on how to cultivate students' solid knowledge of English language, cultures of English-speaking countries, cross-cultural knowledge and business knowledge, on how to foster their strong English application skills, intercultural communication skills, autonomous learning skills, and critical and innovative thinking, and on how to enhance their humanistic qualities, national sentiment, and international perspective. In the classroom, by constructing a teaching design that includes reading, thinking, associating, sharing, evaluating, and language output (Hu, 2023). The learning process is set up as a series of challenges to assess students' mastery of the content. This approach realizes a student-centered classroom, enhancing students' ability to express opinions, critical thinking skills, and guiding them towards independent learning which comprehensively elevates the depth, breadth, and difficulty of the integrated Business English in a blended online and off-line model that is

shown in Figure 1 as follow, which has provided students with a comprehensive and user-friendly online learning environment.

This course has been set up with the Chaoxing Erya platform (also called “Xuexitong”) and started to put into use since 2015 (see Figure 1). Over years of development and accumulation, a rich library of online learning resources has been continuously constructed and updated, including syllabus, teaching plans, lesson plans, pre-class learning guides, and learning tasks, PowerPoint slides, mini-lecture videos, quizzes, topics for after-class discussion, reading material, and other English learning video resources.

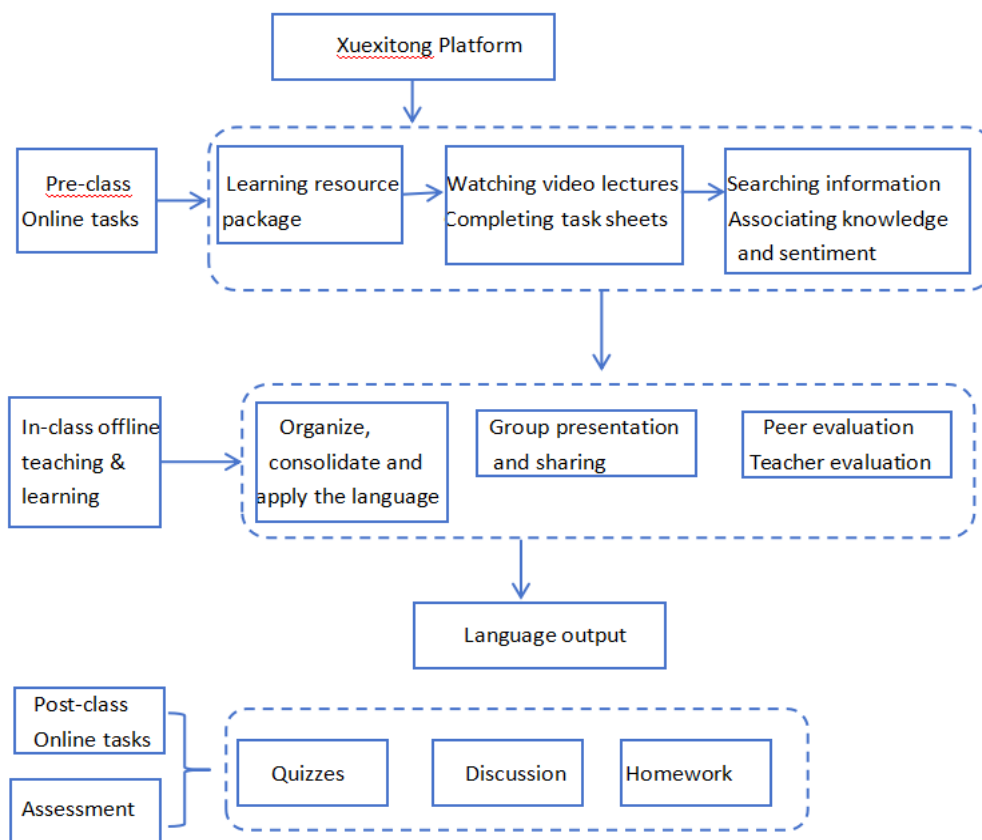


Figure 1. Online and offline learning of Integrated Business English course.

Pre-class Learning Phase

The pre-class learning phase, often referred to as the preparatory stage in a flipped classroom model, is a critical component where students engage with learning materials outside of the traditional classroom setting.

The pre-class learning phase primarily consists of the following steps: watching videos lectures or reading articles related to the upcoming class topic, taking quick quizzes, interacting among students as well as between teacher-student and completing learning tasks. Initially, while the teacher may not be involved in recording the videos, they play a crucial role in selecting appropriate MOOC teaching materials in advance for the students. The criteria for selection are that the materials should align closely with the task objectives of the current stage of Integrated Business English learning and must meet the fundamental requirements of offline instruction. This ensures that the videos watched online by students are professional and can serve as supplementary knowledge for offline teaching.

Upon completing the video viewing, students should undertake corresponding in-class quizzes available on the MOOC platform. These quizzes focus mainly on the key points covered in the video, serving as simple exercises for consolidating and applying knowledge. The results of these quizzes are sent to the teacher's email for review, allowing the teacher to form a basic understanding of the quality of the students' online learning. After the quiz, students can engage in preliminary discussions among themselves regarding the content of the video instruction. Should these discussions fail to resolve any issues, students can seek online assistance from the teacher until they have effectively absorbed the knowledge points presented in the video.

Throughout this process, students can develop rudimentary information analysis skills. They can also hone their Business English speaking skills, contextual analysis abilities, and logical thinking—hallmarks of higher-order thinking skills—through answering questions outside of class and interacting with peers and teachers. The teacher assumes a pivotal role in quality control during this phase, effectively reducing the cost for students in the process of information screening, thereby making online learning more efficient and of higher quality.

It must be noted that the effectiveness of the pre-class learning phase depends on students' engagement and the quality of the resources provided. It is the foundation upon which the in-class activities are built, aiming to facilitate a more interactive, engaging, and productive learning experience during face-to-face sessions.

In-class Instruction Phase

During the in-class instruction phase of a flipped classroom model, the focus shifts from independent online learning to guided and collaborative activities facilitated by the teacher. This phase is important for deepening understanding, applying knowledge, and addressing any misconceptions that students might have encountered during their pre-class learning. It primarily involves the following steps: student practice, supplementary lectures, in-class exams, and assigning post-class homework.

Student practice is geared towards simple practical activities that build upon the knowledge acquired online before class, which could be in the form of problem-solving, discussions, role-plays, or other interactive activities that require them to use the knowledge they have acquired. For instance, after students have learned specialized translation techniques, the teacher might administer oral or written translation tests in class, asking students to respond within a limited time. This helps to refresh and reinforce the key knowledge covered in the online learning segment. According to the results of the student practice tests, the teacher can determine whether additional lectures are necessary or not. If the results indicate that students have not fully grasped the online content, the teacher can provide supplementary instruction to clarify complex concepts, expand on certain topics, or fill in any gaps in understanding. After additional teaching, another round of simple practice tests can be conducted to ensure that students have truly understood and mastered the knowledge points.

Next, the teacher can employ situational teaching methods to create a simple in-class oral scenario-based exam. This involves setting up a rehearsal mode centered around the theme of the online instruction, requiring a few students to form interactive groups and complete a dialogue performance within the scenario within a designated time frame. This step aims to further solidify students' grasp of the material and assist them in developing practical English proficiency by applying written knowledge, thereby strengthening their foundational English skills.

At the end of the class, the teacher is supposed to organize students to preview the main content of the next session and assign homework that prepares students for the next stage of learning, involving reading, research, or preparing for the next class's practical activities. This homework is typically group-based and intended to further develop students' higher-order thinking skills in English, cultivate core competencies in the English discipline, and enhance their teamwork and autonomous learning abilities. The assignment is designed to challenge students to apply what they've learned in a collaborative setting, promoting deeper engagement with the subject matter.

The in-class instruction phase is designed to be interactive and dynamic, with the teacher acting as a facilitator rather than a lecturer. The goal is to maximize the effectiveness of face-to-face time by focusing on activities that are best done in a collaborative environment and cannot be easily replicated through online learning.

After-class Reflection Phase

The after-class reflection phase is a critical component of the learning cycle, especially in a flipped classroom learning environment. This phase encourages students to engage in thoughtful consideration of what they have learned, identify areas of strength and weakness, and consider how they can apply their knowledge in real-world situations. This phase mainly comprises four steps: completing assigned homework, uploading learning reflections, large-scale communication and discussion, and summarizing and recording key knowledge points.

Initially, completing assigned homework involves student groups working on the tasks left by the instructor, utilizing both online resources and offline exchanges of experience to fulfill their assignments. Upon completion, each student individually is required to write a reflective journal entry or a short essay discussing what they learned, what challenged them, and how they can apply the knowledge to real-world business scenarios. These reflections encompass interactions from online and offline settings, as well as peer-to-peer and student-to-teacher exchanges. Any content deemed valuable for documentation and sharing with others can be included in the reflections.

Subsequently, students and the instructor convene for extensive discussions, either online or offline, choosing one setting as the primary venue. The discussions center on the main learning content and directions of Integrated Business English instruction. Under the broad guidance of the instructor, students summarize the key points of the current learning phase. Once summarized, these points are recorded into the school's database or the public notes section of the MOOC website. This allows students, during the final exam preparation phase, to quickly access and review these summaries for a systematic revision of the course material, facilitating a rapid and thorough recapitulation of the course content.

Conclusion

In summary, the flipped classroom teaching model for Integrated Business English in a MOOC environment, when fully embracing and leveraging the advantages of MOOCs and flipped classrooms, can effectively address the shortcomings of traditional teaching in terms of engagement and comprehensiveness. Regardless of whatever the teaching method employed, it is the teacher who is responsible for enhancing the quality of Business English. Consequently, when adopting a MOOC-based flipped classroom model for Integrated Business English, it is imperative to break free from conventional classroom paradigms and maintain a mindset of lifelong learning and innovation. Only then can the true benefits of modern educational tools be realized.

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