

# Research on College English Flipped Classroom Teaching Mode Based On Mooc

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**Abstract:** with the Continuous Development of Internet Technology and the Innovation of College English Teaching Methods, Mooc Has Gradually Become an Important Tool of Contemporary Education. in This New Situation, How to Use Mooc Resources to Construct College Students' English Teaching Mode Has Become a Hot Topic in the Education Field. Based on This, This Paper First Analyzes the Advantages of the Application of Mooc in College English Flipped Classroom Model, and Then Expounds the Application Strategies of Mooc in College English Flipped Classroom Model under the Background of Mooc Application, Hoping to Provide a Reference for Contemporary College English Teaching.

## 1. Introduction

### 1.1 Literature Review

The Application of Mooc in College English Teaching Plays an Important Role in Improving Students' Quality, Which Has Been Discussed in Detail by Many Scholars. Hu Jie Hui et al. Analyzed the Flipped Classroom Teaching of College English with the Help of Mooc's Curriculum Theoretical Basis. Mooc and Flipped Classroom Teaching Developed Together, Which Can Give Full Play to the Role of Information Technology in Teaching (Hu, 2014). According to Li Ding, the Development of Mooc is an Inevitable Trend, and College English Teaching Can Develop with Its Advantages. Based on the Survey, the Author Finds That the Wide Application of Mooc Has Been Highly Recognized by College Teachers and Students, Effectively Combining Information Technology with College English Teaching (Li, 2016). Wu Qing Yu Believes That the Rapid Development of Mooc Has Brought Great Impact on the Traditional Teaching Mode of College English. the Author Analyzes the Challenges and Opportunities of College English Education, Hoping to Provide a Reference for the Development of College English Education (Wu, 2015). with the Rapid Development of Internet and the Expansion of Mooc Platform, Pang Hong Mei Has Created Diversified Courses. Mooc Can Connect the Whole Curriculum and Pay More Attention to the Value of the Subject. in the Process of University Teaching, English is a Required Subject. Therefore, Mooc Innovation Can Build Flipped Classroom and Change the Traditional Teaching Method (Pang, 2015). Lu Dan Dan and Others Have Studied That Mooc Has Personalized Learning Style and Powerful Curriculum Resources, Which Provides a Strong Guarantee for College English Flipped Classroom. However, How to Ensure Students' Learning Efficiency and Help Them Adapt to the New Learning Mode Are the Problems That Teachers Need to Solve (Lu, 2017).

### 1.2 Purpose of Research

With the deepening of information technology, the field of education is also facing a certain impact. The traditional teaching mode can not meet the knowledge needs of college students, so English teaching reform is imperative. There are many problems in College English teaching. In today's network era, traditional teaching mode should be abandoned for reform. The application of MOOC can improve the rich learning resources for students, and guide students to learn independently, so as to improve the quality of College English teaching. MOOC has a role in promoting the development of teaching. In fact, MOOC is a large-scale open online course It is characterized by students' online learning and free opening. The application of MOOC has brought

positive impetus to college English teaching. With the development of information technology and the rise of MOOC, applying it to college English teaching can significantly improve the quality of College English teaching. Under the background of MOOC, this paper analyzes the flipped classroom model, hoping to play a better role in English teaching.

## **2. Advantages of Flipped Classroom Model of College English in the Context of Mooc Application**

### **2.1 Fully Tap the Learning Initiative of Students**

In the context of MOOC application, for teachers, what is flipped is the transformation of roles in teaching. For students, what is flipped is that students are generally lack of initiative in learning. The essence of flipping in College English classroom mode is the word “flipping”. In fact, the flipping is the traditional English Teaching mode. The application of MOOC enables college students to truly experience the sense of achievement and fun of English learning, and makes them really become the master of English classroom learning. Students can flexibly adjust their knowledge according to their own learning progress and ability, which is conducive to improving the disadvantages of traditional English teaching mode. In addition, the powerful modern technology means, students' learning situation has a special evaluation strategy, so the application of MOOC to college English classroom teaching can effectively tap students' learning initiative, improve students' learning efficiency. Students can learn in a free, relaxed and flexible state, which can not only improve the learning efficiency of students, but also reduce the teaching burden of teachers in the classroom (Yu, 2018).

### **2.2 Fully Reflect the Learning Interaction in the Classroom**

In the field of English Teaching in Colleges and universities, traditional teaching methods are still used. Without connecting the advanced Internet, there will be no provincial English teaching methods. MOOC is not only a large-scale open Internet online education, but also a product of Internet and English teaching, which improves the teaching quality and teaching effect of College English teaching. The application of MOOC can effectively help college English teaching improve the existing English teaching mode and enhance students' interest in learning. A unique flipped College English classroom has been established. In the classroom learning, students' classroom interaction has been significantly improved with the help of Internet technology. The advantages of MOOC teaching mode have been brought into play. Each MOOC video should have a strong attraction and distinct theme. Students should consider students' attention and personalized learning needs in the process of watching the video. In College English teaching, MOOC teaching mode is widely used, which improves the disadvantages of traditional classroom teaching mode. The frequency of interaction between students and teachers in the classroom is also greatly increased, and the strangeness between teachers and students is also reduced to freezing point. It fully reflects the importance of Internet technology for College English teaching.

### **2.3 Fully Improve the Learning Flexibility of Students**

In the traditional English teaching mode, most of the students can not fully grasp the knowledge of the teacher. This is because the time in the classroom is limited, and the teacher explains it once in the classroom, which only ensures that some students accept the knowledge, but a small number of students do not understand the classroom teaching knowledge. This traditional teaching mode causes many students to lose interest in learning English. Under the application of MOOC, in College English teaching, we can adjust the video schedule at any time according to the needs of students, watch the difficulties repeatedly, and ask questions and get answers at any time. Teachers don't have to worry that students can't understand the knowledge in class or keep up with the learning progress. To a certain extent, the formation of this mode realizes one-to-one teaching and provides resources guarantee for students to learn more knowledge (Liu, 2017).

### 3. Application Strategies of Flipped Classroom Model of College English in the Context of Mooc Application

#### 3.1 Changing the Role of Teachers and Improving Students' Autonomous Learning Ability

Teachers should gradually realize the role change in flipped classroom teaching, change the original “teacher's explanation oriented” into “student-centered”, and establish a harmonious relationship between teachers and students in the classroom. As shown in Figure 1, teachers can conduct online and online teaching at the same time. Teachers are not only disseminators of knowledge, but also guides students' autonomous learning. Teachers can provide video to students, let teachers face-to-face teaching into students' online video learning, which can directly affect the teaching effect of the classroom. This can directly affect the ability of self-study and self-discipline of students, so that students can form the habit of learning before class, and students can reasonably arrange the learning schedule according to their own learning situation. In this way, students are required to actively participate in the discussion in the classroom, expand their thinking and improve their ability of independent learning.

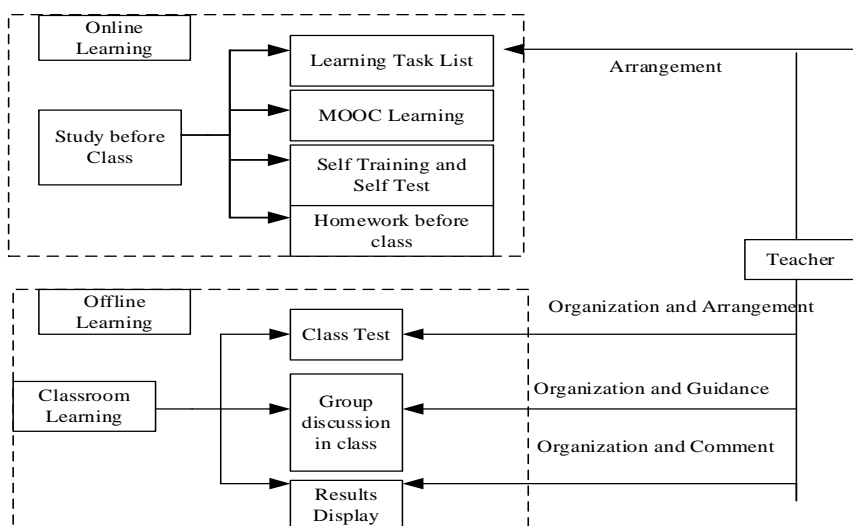


Fig.1 The Structure of Flipped Classroom Teaching Based on Mooc

#### 3.2 Building a Complete English Teaching Information Environment

To realize the application of MOOC in College English classroom, we need to build a complete information environment. MOOC based teaching platform is the core of information-based teaching platform. Teachers can share high-quality teaching resources on this platform, so that students can get the resources they need from the platform in a simple and clear way, so as to maximize the rational use of resources. In addition, this platform should have the evaluation function, evaluate the classroom learning effect, the learning state of students in the classroom, effectively record the learning situation of students, and help teachers to develop perfect teaching strategies. In addition to this platform, the communication channels between students and teachers inside and outside the classroom should be set up to simulate one-to-one teaching. Students can get answers through communication and questions, and improve students' learning efficiency (Jia, 2016).

#### 3.3 Create Mooc to Improve Process and Update Resources in Real Time

The quality of MOOC process monitoring determines its application effect. Through monitoring, the advantages of MOOC can be fully reflected, its process can be successfully completed, and only the integrity of MOOC can meet the needs of College English teaching. The monitoring content of MOOC includes not only the application mode, but also the operation and update of the platform. Therefore, the process monitoring of MOOC should be independent of the professional staff outside the teaching staff, so as to ensure the rationality and scientificity of MOOC application and play its

due role. When updating platform resources, on the one hand, it should be effective. Platform updating should not be based on some personalized resources. It should be closely related to the actual content of College Students' English teaching and not deviate from the main line of English classroom teaching content. On the other hand, we should recommend the most representative, the most interesting and the latest teaching resources to students in time, and make use of the fresh teaching resources to make students study efficiently.

### **3.4 Good Training of Teaching Staff**

According to the investigation. Many college English teachers are not able to master the application of MOOC skillfully due to their age, lack of certain information technology ability, so they can not play their advantages in English Teaching in the teaching process. In order to carry out the flipped classroom in College English teaching effectively, it is necessary to improve the comprehensive information ability of English teachers, train teachers in information technology, and then play MOOC in English flipping. Role in the classroom. In the training of teachers, the first is to help English teachers understand the application of the most basic MOOC, master the operation ability of its information technology, and realize the docking between teachers and students, teachers and platforms. The two is to break the traditional teaching philosophy, take the essence of it and discard the dross, and introduce the systematic and information-based information technology into the teaching idea, breaking the original simple teaching mode and promoting the transformation of English teachers' teaching methods.

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