

# The Application of the Mooc Class in the College English Teaching

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**Abstract:** The flipping classroom was proposed in the 21st century based on the characteristics of information technology and university education itself. The existence of the MOOC platform effectively promotes the application of such a new teaching method. This method can better adapt to the students' own learning characteristics and progress, and cultivate their self-learning ability and feedback ability, which is an active process. Compared with the traditional teaching methods, it is more targeted. With the large platform of MOOC, it should be more widely promoted and applied in major universities in China.

## 1. Introduction

The application of flipped classroom in College English teaching is the result of the development of teaching informationization and the breakthrough and subversion of the rigid inculcation teaching mode. The flip teaching mode is introduced from abroad. Its main content is to interpret and analyze the difficulties and doubts that students may encounter in the process of learning by means of teaching videos. At the same time, students can flexibly arrange time for learning videos, raise questions, carry out independent analysis according to the content of video teaching, and the problems encountered in the process of learning can be ditched with teachers in time. Through communication and communication, this teaching method of self-learning and teacher-student communication can realize the transformation of teacher-student roles, enable students to better absorb and digest knowledge, and also enable students to form good habits of self-learning. MOOC teaching mode is a large-scale online open course, MOOC is a course mode based on network teaching. This course mode first adjusts the learning progress appropriately, then students enter the learning platform through registered accounts to study independently, and complete the corresponding learning tasks according to the requirements of the learning progress. In the process of learning, students can pass through. Communicating with teachers and answering their own doubts, MOOC learning materials are mainly about 10 minutes of teaching videos, which can fully concentrate students' learning energy and more suitable for students to arrange their learning time independently. Therefore, this learning method is more suitable for the introduction and adoption of College English teaching.

## 2. Definition and Content of Flipping Classroom

Flipping class is not simply about making small videos to let students learn before class. Generally speaking, flipping class includes assigning the main learning materials and tasks to students so that they can have a certain understanding of the knowledge they have learned before class, and then discussing and communicating in class, and solving puzzles and questions. Flipping classroom can be said to be a subversion of the traditional teaching mode. In traditional classroom, teachers only follow the basic mode of imparting knowledge in class and internalizing knowledge after class to teach, ignoring the differences among students, which results in students not interested in participating in classroom activities. Flipping the classroom has made a reasonable adjustment to the teaching order, reversing the process of knowledge imparting in class and knowledge internalization after class. By learning the learning resources provided by teachers before class, students complete the knowledge imparting. In the classroom, students complete the internalization of knowledge by participating in various teaching activities. This new teaching mode has changed

the role of teachers as imparters of curriculum content, making them the facilitators and instructors in the learning process, and students have also changed from passive learning receivers to active subjects. Students with learning autonomy can set their own pace of learning and get better instructional guidance in class. Unlike traditional teaching, it accomplishes knowledge imparting and learning through network teaching platform, while knowledge internalization is accomplished through offline face-to-face courses, classroom results display, and teacher-student interaction based on information exchange platform and reality. The process of knowledge imparting is advanced to the pre-class stage, so that students can learn independently what they need to be taught by teachers; the process of knowledge internalization is put in the classroom, the students' works are displayed and the problems are solved. With the help of teachers and peers, the tasks that need to be accomplished alone after class are completed in interactive discussions, which optimizes the process of knowledge internalization.

It can be found that in the teaching mode of flipping classroom, the traditional teaching mode has undergone substantial changes. It transforms the traditional teaching mode from teachers' imparting knowledge and students' passive acceptance of knowledge into teachers' guidance, creates problems, takes the problem as the guidance, and students actively explore the new mode of knowledge, which is helpful to the cultivation of students' Autonomous Learning ability.

### **3. The Importance of MOOC Flip Classroom in College English Teaching**

General English teaching in College English teaching mainly focuses on cultivating students' basic language application ability. However, the current teaching mode in many colleges and universities mainly focuses on examination-oriented teaching. Examination types such as CET-4, CET-6 and IELTS-TOEFL have changed the teaching content of College English teaching, and students have not paid enough attention to college English, even completely laissez-faire attitude has become a reality. Important issues restricting the development of College English teaching. To solve this problem, the flip classroom teaching model based on MOOC can combine students' learning needs with college English teaching, break through the limitations of textbooks, combine the content of textbooks with students' examination-oriented needs. Teachers can combine the key contents of different types of examinations with the teaching materials of English textbooks, and make teaching videos by themselves or through the network. Active ways help students correct the problems in the learning process, so that the way of adjusting the learning content in advance can be more in line with the needs of students.

#### **3.1 Developing the Means of Students' Active Learning**

Under the traditional teaching mode, in College English class, there is a phenomenon that teachers talk so much on the platform that students either look at their cell phones or chat, or look at their teachers in confusion and amazement. When teachers ask questions, almost no one raises their hands to answer them voluntarily. In such a state, how many students will build their own knowledge and form their own knowledge system? How to cultivate students' autonomy?

In the flip classroom teaching mode, because knowledge learning is based on the network teaching platform, each section of the content of learning is through the students in accordance with the teaching resources provided by teachers, to learn on their own initiative. Because of the quantitative assessment with technical means, most students are studying hard. At the same time, because of the network-based teaching platform, students can adjust their learning progress independently according to their own actual situation, so that students can reduce the irritation caused by "insufficient food" and the invisible pressure caused by the lack of keeping up with the teachers' unified rhythm in the learning process. In learning, students are completely in a state of mental freedom, and the brain is in a state of alpha wave for most of the time, which is conducive to the acquisition of knowledge and long-term memory. In this way, in the part of after-class learning, students can improve their autonomous learning ability through self-study. On the other hand, due to the lack of invisible pressure, students' mastery of basic English knowledge has been improved.

In the process of classroom communication, most of the time is to discuss the problems that

students encounter in the process of learning, so that students can further deepen the content of pre-class learning in the process of solving problems, and learn how to use their knowledge to solve problems in the process of solving problems, which is also an important part of autonomous learning. Finally, the pre-class learning content based on MOOC is a high-quality curriculum resource on MOOC platform designed and processed carefully by excellent teachers at home and abroad, and it is reprocessed by substitute teachers according to the specific situation of the students they teach, students' personality characteristics, basic learning ability and knowledge base, which is in line with the characteristics of the school. Under this mode, every student can learn knowledge independently and get individualized guidance, so that their subjective status and initiative in learning can be actively brought into play, and the phenomenon that most people do not study seriously will not recur. Finally, the goal of win-win cooperation between teachers and students is realized, and the learning efficiency is greatly improved.

### 3.2 Catalyst of Teachers' and Students' Feelings

In addition, due to the learning of basic knowledge, after-class platform-based learning, class is mainly in the activities to solve problems, in the process of solving more interaction between teachers and students, more exchanges. In this interaction, the emotional exchanges between teachers and students and between students and students are increased to meet the emotional needs of students, so that students feel collective warmth, no longer feel invisible pressure when speaking in class, and gradually have the courage to speak in class, and gradually become self-confident. In this way, there will be a learning atmosphere of "people talk and people listen", which can make students' listening and speaking ability improve imperceptibly, and students will use English more confidently to solve practical problems.

## 4. The Application of Mooc Flip Classroom in College English

According to Robert Talbert's model of flipping classroom proposed by Franklin College, the following flow charts can be summarized:

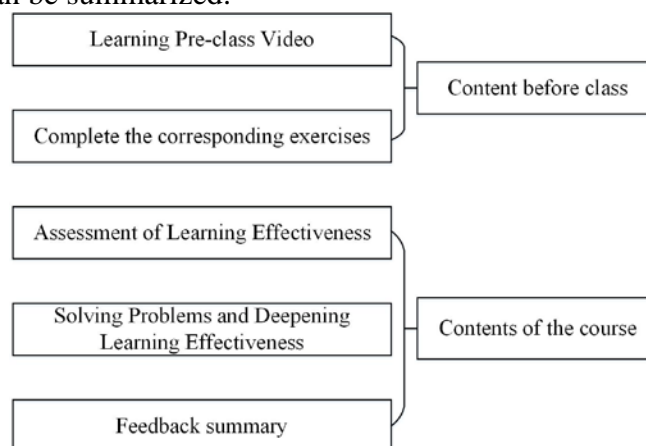


Figure 1 Robert Talbert's Flip Classroom Flow Chart of Franklin College

### 4.1 Choosing appropriate teaching videos in combination with classroom content

In the process of College English teaching, teachers should first do a good job in making video materials. How to select and make teaching videos that meet the needs of students is not only the concept of flipping classroom, but also the basis of MOOC teaching. Teachers can take teaching content as the basis and integrate students' examination-oriented needs. For example, students' reading problems. Teachers can make materials in textbooks by reading passages, and then infiltrate reading methods into teaching videos. Students can master good reading methods through learning teaching videos, so that students can not only have the willingness to accept classroom teaching, but also have the willingness to accept classroom teaching. Can gradually establish good learning habits. Teachers can search for more closely related learning materials with teaching content in MOOC

network platform, and combine learning materials together to construct a video resource of about 10 minutes, so that students can grasp basic learning points by watching video resources. Teachers can also divide the teaching content into several learning blocks, choose different MOOC learning systems according to different learning needs, assign appropriate tasks for students, let students learn basic knowledge through MOOC first, and then communicate with students to deepen students' learning awareness.

#### **4.2 Complete the corresponding exercises**

The preparation of pre-class exercises needs to be based on the current level of students and supporting video content. Taking College English teaching as an example, we can monitor the effectiveness of students' watching videos by choosing, filling in the blanks, writing and translation. But to a certain extent, the content of the test can be adjusted to stimulate students' interest, change the form of exercise, so that students can try to understand the content of the video before class.

#### **4.3 Teachers' cooperation is needed to carry out classroom content.**

College English learning should be a process of communication. English learning can not be separated from the need of communicative application. Therefore, how to strengthen the communication with students in the process of teaching and let students actively apply the knowledge they have learned is the key to carry out English teaching. Teachers must be guided by sharing learning and communicating learning, strengthen cooperation with students, analyze the learning process from the perspective of students, form problem-oriented teaching consciousness, and let students better participate in the teaching process by decomposing teaching tasks. At the same time, teachers must also attach importance to students' inquiry learning. Teachers can promote students' group learning by carrying out case analysis and other activities to promote students to complete the learning task together. In the process of completing the task, teachers must pay attention to the guidance of students, make students keep good learning records in time, and ask students to ask as many questions as possible, through different types of activities. Discussions and exchanges of type A lead students to carry out flip learning.

### **5. Prerequisites for successful promotion of flipped classroom**

#### **5.1 Developing teacher training for the reversed classroom teaching model**

Nowadays, compared with primary and secondary school students, college students have more freedom to arrange their time. At the same time, they basically have the online conditions and technical operation ability to carry out learning on the basis of network. From the student's point of view, there is no obstacle in the application of MOOC-based flipped classroom teaching mode in College English teaching. What we need to do is to guide students correctly and let them change their traditional learning concepts. It is found that the effective application of MOOC-based flipped classroom teaching mode in College English teaching is accessible from the students' level and operational point of view. What really needs to be considered is whether college English teachers have such teaching attitude, whether they are accustomed to such a new teaching mode, whether they have the ability to break up and break up the original systematic knowledge, and then mix it up. Three-dimensional and systematic reorganization; whether we can design reasonable learning activities and learning problems according to students' learning characteristics to provide a framework for students to master the corresponding knowledge and skills; whether we have good organizational ability to guide classroom interaction and inquiry activities to be carried out successfully and efficiently; whether we can find the main problems from students' homework and discussion in the classroom. Reasonable design activities help students solve these problems, in the process of guiding students to complete the internalization of knowledge learned. These factors play an important role in the successful application of MOOC-based flip classroom teaching model in College English teaching. Therefore, it is necessary to strengthen the relevant training for teachers, such as teaching design training, micro-course MOOC production technology training, information

technology and teaching in-depth integration training, teachers' teaching resources development technology training, etc.

## **5.2 Increase the popularization and importance of information technology in Colleges and Universities**

Increasing the support of information technology in the environment of "Internet +", it is more and more important for university teachers to adopt MOOC based flipped classroom teaching mode to carry out college English teaching. The guarantee of information technology support will effectively promote the effective development of teachers' new teaching activities. In order to ensure the support of information technology, it is necessary for schools to establish information technology training centers and form information technology continuing education mechanism. Information technology is the basis of cultivating teachers' information literacy. If teachers do not use or do not have the awareness and enthusiasm of using information technology, then all facilities (such as network teaching platform) will be nominal and can not play their due role.

## **6. Conclusion**

Flipping classroom, a new teaching mode, has brought new opportunities to the current college education in China, and has a broad application prospect in College English teaching. Compared with primary and secondary school students, college students have more flexible learning time arrangements, which are conducive to the application of flipped classroom. In addition, almost all college students have access to the Internet. It can be said that from the student level, there is no obstacle to the application of flipped classroom in University teaching. What teachers should do is to renew their educational concepts, actively learn new educational technologies and methods, actively design flip classes, and improve teaching efficiency. Although for our country, there are great challenges in both subjective teachers and students' thinking and objective information technology, the combination of this new teaching mode and university teaching is a positive and beneficial exploration.

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