Study on Blended Learning Mode for College English Based on School-based MOOC and the Concept of Flipped Classroom*

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Abstract—**Taking the pre-school education majors as an example, this paper mainly explores blended learning mode for college English based on school-based Massive Open Online Courses (MOOC) and the concept of flipped classroom. This learning mode is characterized by problem-oriented and task-driven pattern and requires teachers to assign online learning tasks and offline learning tasks to students at different stages. Meanwhile, classroom performance takes a large portion in evaluating students' learning by combing formative assessment and summative assessment in order to motivate students to learn and make them get more involved in class activities so that independent learning could be gradually achieved.**

Keywords—school-based Massive Open Online Courses(MOOC); the concept of flipped classroom; college English; blended learning

I. INTRODUCTION

In 2015, Premier Keqiang Li formulated an "Internet plus" initiative, which promoted the integration of the Internet, big data and other industries. "Internet plus Education" has become an inevitable choice and an important trend in the development of the education industry in the future, which means that in teaching activities we should implement the innovation of teaching modes based on digital information technology and network. Micro-class, MOOC and flipped classroom are the results of "Internet plus Education". With the rapid development of modern educational technology such as flipped classroom and MOOC and its wide application in teaching, coupled with the change of students' learning style, the lack of interactive participation in the classroom, and the emergence of fragmented learning, the traditional teaching mode where teachers simply teach and ask questions has been unable to meet the needs of the times. Therefore, how to effectively combine modern educational technology under the background of information age, explore a new teaching mode to give students full play and cultivate innovative talents, has become an important subject that need studying deeply in the process of cultivating talents in application-oriented institution of high learning.

The rise of flipped classroom has big influence on traditional teaching mode, especially on the two stages of knowledge transfer and knowledge internalization in the traditional classroom teaching. It also changed the role of teachers and students and made students the center of teaching. The appearance of MOOC provides a strong information platform for the effective implementation of flipped classroom. Although the previous fine courses can solve such problems as limited information and short periods in the traditional classroom teaching, the single form, lack of interaction between teachers and student, lack of supervision and evaluation of the students' online learning can be seen. As a result, online learning and the classroom teaching cannot be effectively integrated and the advantages of online learning cannot be fully utilized. Blended Learning is not a simple mix of classroom teaching and online learning, but a combination of the advantages of traditional teaching and the advantages of online learning. It not only gives full play to the leading role of teachers to guide, enlighten and monitor the teaching process, but also gives full play to the initiative, enthusiasm and creativity of students.

Blended Learning based on MOOC combines the traditional classroom teaching with the online autonomous learning, and combines formative evaluation with summative evaluation. It not only plays the leading role of the teacher, but also highlights the students' central position through the study of MOOC, and trains the students' ability of autonomous learning. At present, the study of blended Teaching mode for college English is not systematic enough. The present study mainly focused on the simple combination of the online English learning and traditional classroom teaching, which is not meaningful for the teachers to adopt blended teaching mode. In addition, the study of blended teaching mode for college English based on school-based MOOC and the concept of flipped classroom is very few. MOOC of this kind can satisfy the needs of students, improve the teacher-student interaction in college English teaching, and maximize the information input at class.

Flipped classroom and micro-teaching based on MOOC support learners' fragmented learning. In today's digital

campus, as long as there is a smartphone, students can learn anywhere at any time. To some extent, it also solves the problem of learning differences between students, because there is no limitation to the number of times a video or a micro-class is viewed, and students can learn selectively according to their English foundation. Moreover, MOOC platform can directly analyze a large amount of data and information generated by the online teaching activities so that teachers can know the students' learning process in a whole way. The platform can also analyze the trend of students' learning, which is conducive to the classroom teaching, especially realizing personalized teaching. Therefore, the combination of traditional classroom teaching and MOOC, online learning and classroom learning, with the introduction of the concept of the flipped classroom, is currently an important research subject in the reform of college English teaching.

II. THE PRESENT SITUATION OF COLLEGE ENGLISH TEACHING

In recent years, due to the reduction of the number of students, the severity of enrollment, private universities have less and less right to choose students in order to survive, resulting in the decline in the quality of students. Teachers feel it difficult to teach such students in a traditional way and their active learning abilities are very poor. In college English class, most students are smartphone addicts, who play their phones all the time and are not involved in class activities. In addition, they use electronic learning tools either out of temporary interest or curiosity, but they don't have a long-term plan and a clear goal. Therefore, although there are a variety of English learning platform and APP, they aren't fully utilized, leading to the waste of informationized teaching resources.

Moreover, various informationized teaching resources and means have not been used flexibly in college English teaching. In multimedia teaching, the blackboard gives way to the computer, and the teaching contents are mechanically demonstrated through PPT. There is no combination of micro-classes, online courses and other informationized teaching methods to form an interesting English classroom atmosphere. Students cannot be inspired effectively to think deeply about what they have learned and discuss, and their enthusiasm for English learning cannot be stimulated.

III. BLENDED TEACHING MODE FOR COLLEGE ENGLISH BASED ON SCHOOL-BASED MOOC AND THE CONCEPT OF FLIPPED CLASSROOM

This study attempts to carry out blended teaching based on school-based MOOC in the course of College English for freshmen majoring in preschool education in Xi'an Fanyi University, adopting the concept of flipped classroom. This teaching mode focuses on the use of online resources and interaction with students. On one hand, the effectiveness of students' self-learning has been achieved through online teaching resources; on the other hand, the effective integration of modern information technology and teaching skills can promote students to take the initiative to participate

in discussions and learn actively, realizing the multi-directional interaction and multiple interaction of offline classroom teaching.

The teaching material used in the course of college English for preschool education majors is An Integrative English Course published by Dalian University in 2016, which is novel in teaching materials. Most of the essays in the book are selected from the original works or newspapers and magazines of English-speaking countries, which cover a wide range of topics and are easy for teachers to carry out various learning activities and to arouse the enthusiasm of students. However, there aren't similar courses in the main platforms of MOOC in China. The relevant teaching team in Xi'an Fanyi University carried out the construction of school-based MOOC about this course. Each unit is condensed into several knowledge points, including background information, theme and structure, glossary learning, analysis of key sentences and grammatical points. Each knowledge point is recorded into a micro-class and uploaded to the school-based MOOC platform. A variety of English teaching materials related to the course are offered, for example, extended reading, related videos and movies. MOOC of this kind are more targeted and meet the needs of students in Xi'an Fanyi University. The proper use of these resources and teachers' correct guidance can expand the knowledge of students, stimulate students' learning motivation internally and cultivate students' ability to learn by themselves.

Blended teaching mode for College English based on school-based MOOC and the concept of flipped classroom, is characterized by a problem-oriented and task-driven pattern. It requires the teachers to assign online learning and offline learning tasks to students at different stages, that is, before, during and after the class. The online learning at each stage is the effective support of the offline learning activities. Online learning activities are mainly aimed at the basic knowledge, key points and difficult points. They are offered to students in the form of micro-video through the platform of school-based MOOC. In this way, students can watch and learn repeatedly according to their English foundation and comprehension so that we can solve the problem of students' learning difference, and also reduce the burden of teachers' repeating on the same subject. Offline learning activities are aimed at improving students' ability to apply, analyze and evaluate. At the same time, classroom performance takes a large portion in evaluation of students' learning by combing formative assessment and summative assessment in order to motivate students to learn and make them get more involved in class activities.

A. Pre-class Tasks

First of all, we should know the students' English learning habits during middle school, English scores in college entrance examination, students' expectations for this course, and so on. After that, we divide each class into several groups with 5-6 students in one group. Pre-class, in-class and after-school tasks are assigned to groups. In order to ensure the effect of learning, teachers need to make students know clearly learning tasks before their online

learning so they can learn on their own with tasks in their minds. The assigned tasks should be simple and specific. For example, the specific time when students must complete learning some language points and corresponding testing. They can know whether they have a good command of some knowledge from the test results. They can also ask questions online. With the clear task, students can learn with a clear aim. Therefore, they don't just watch the teaching video without their own thinking. On the contrary, they can apply some knowledge they have learned online to classroom teaching activities.

In the pre-class tasks, online learning mainly includes the micro-class learning about the background information and the key words in each unit. Students need to complete the relevant exercises to obtain the score of the task. This is different from the traditional teaching mode of college English, where teachers spend a lot of time in the classroom to explain the words. The classroom atmosphere is very dull and learning effect is not good. The pre-class micro-lecture can remove students' word barriers, and solve the problem of their learning differences to some extent. Offline learning mainly includes words-guessing and pre-class oral practice. Through the data about online words learning provided by school-based MOOC platform, teachers can know the error-prone vocabularies for students. Then they design words-guessing activity to help students have a good command of such words. Pre-class oral practice can help students improve their spoken ability. In this activity, students can connect English learning with real life, so that they make a gradual change from the test-oriented learning to applied learning. As a result, their internal motivation of English learning can be strengthened.

B. Tasks in Class

The tasks in class are also a combination of online and offline learning. Online learning mainly includes the micro-lecture about the paraphrase of some long and difficult sentences in the text and grammatical points. As for some difficult points, students can raise questions and have a discussion in the relevant forums. They can do the listening and repeating practice of words and texts online. In this process, teachers can have effective monitor through MOOC platform. Therefore, the "Bow family" can use a variety of information to promote "meaning construction" when they are "playing their smart phones". In the internet era, forcibly preventing students from using their phones at class cannot achieve good results. The rational use of phones, such as finishing some online tasks within the specific time at class,

may also be an attempt. It cannot only improve students' classroom participation, but also effectively prevent students from being addicted to mobile games and other chat tools. In addition, raising and answering questions among students can cultivate their exploratory learning, improve their sense of independent learning and stimulate their initiative to learn. Offline learning includes group discussions, translation, debates and so on. Such activities can improve students' ability to think logically and solve problem, cultivate their close and good teamwork.

C. After-class Tasks

In after-class tasks, online learning mainly includes micro-lecture about exercises explanations. Students can finish the test in each unit and carry out mutual evaluation of their homework. Through the platform data, teachers can fully understand the students' mastery of language points. Offline learning includes text retelling, dictation, lecture-giving of Text B, recitation, theme activities (poster design, drama performance, etc.).

D. Evaluation Mode in Blended Learning

Blended learning based on school-based MOOC and the concept of flipped classroom adopts the evaluation mode, where the formative assessment and summative assessment are combined together. Classroom performance takes 50 percent of the total score, final test for another 50 percent. The full mark of classroom performance is 100 points, of which attendance accounts for 10 per cent. Students register their attendance using APP in their phones. Personal participation and completion of the task account for 80 per cent; teamwork performance accounts for 10 per cent. Overall, online learning accounts for 35 per cent and offline learning for 65 per cent.

Specifically, five to six students form a group and each group selects a team leader and a recorder. If a task is completed, teachers will give the corresponding score to the group members based on their different performance. Teachers will give scores according to students' performance. Group total scores determine the score file, and personal score determines the ranking within the group. Among them, pre-class tasks account for 25 per cent of the total personal score, tasks in class for 30 per cent and after-class tasks for another 25 per cent, as is shown in the following "Table I", "Table II" and "Table III".

TABLE I. PRE-CLASS TASKS

Tasks	Designing theme	Completion form	Activities	Units				
				11	22	33	44	55
Pre-class tasks 25%	Learning words and background information	online	Micro-lecture about background information (4 points)					
			Micro-lecture about key words (5 points)					
		offline	Words-guessing (5 points)					
			Oral practice (8 points)					

TABLE II.   TASKS IN CLASS

Tasks	Designing theme	Completion form	Activities	Units				
				1	*2*	*3*	*4*	*5*
Tasks in class 30%	Problem-orien ted and task-driven pattern	online	Micro-lecture about paraphrase of some long and difficult sentences (5 points)					
			Micro-lecture about the grammatical points (4 points)					
			Listening and repeating (3 points)					
		offline	Translation (4 points)					
			Group discussion (5 points)					
			Debate (6 points)					

TABLE III.   AFTER-CLASS TASKS

Tasks	Designing theme	Completion form	Activities	Units				
				1	2	3	4	5
After-class tasks 25%	The ability to apply language points	online	Micro-lecture about exercises explanations (5 points)					
			Mutual evaluation of homework (3 points)					
			Unit tests (10 points)					
		offline	Text retelling (5 points)					
			Dictation (6 points)					
			Lecture-giving of Text B (8 points)					
			Recitation (3 points)					
			Poster designing (6 points)					
			Drama (6 points)					

Students' performance in group activities takes 10 per cent of their classroom performance. It mainly evaluates students' ability to communicate and cooperate with their team members. If a student has a good performance, the full mark is 5 points. (See "Table IV")

TABLE IV.   GROUP ACTIVITIES

Member	Name	Group activities						
		1		2				3
		Online	Offline		Online	Offline		…
								…
		Date	Division of tasks	Performance	Date	Division of tasks	Performance	…
Leader								
Member 1								

The traditional teaching mode mostly adopts summative assessment, that is, students just take final examination and teachers evaluate their learning according to their exam results. In this way, teachers fail to evaluate students' learning objectively and fairly. The combination of two assessments in blended learning make students more involved in class activities, stimulate their motivation to learn and change their learning habits from passive learning to active learning, so that the freshmen can develop a good learning habits at the beginning of their college life.

IV.   CONCLUSION

This new type of online and offline teaching mode changes the current situation of the crammed teaching and the "bow family" in traditional classroom teaching, and changes the role of teachers and students. Teachers not only impart knowledge to students but also instruct them and guide them. They become the scaffold for students to obtain information and apply knowledge. Students used to be passive knowledge recipient, but now they are transformed into the subject of learning and become the center of the learning process. Teachers do not simply depend on PPT when they give lecture, but optimize and reconstruct the teaching content, teaching procedure and interaction between teachers and students, so as to realize the effective integration of information technology and college English courses. This way of learning gives students a certain degree of freedom in their study and satisfies the fragmented learning mode of contemporary college students. At the same

time, students' learning behavior is supervised by teachers to a certain extent. With clear goals and plans, they can develop good study habits.

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