A Research and Practice of College English Flipped Classroom Based on Baidu Cloud and MOOC Resources

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Keywords: college English; flipped classroom; baidu cloud; MOOC

Abstract. The research adopts questionnaires and interviews which bases on teaching practice. The paper explores college English flipped classroom based on baidu cloud and Mooc resources, offers a new teaching mode which can efficiently enhance students both language skills and comprehensive quality by using modern network technology. The paper is aimed at that college English flipped classroom deeply integrates with modern teaching technology and Mooc.

Introduction

With the rapid development of information technology, foreign cloud computing applications in education began in 2007. Google and IBM jointed and joined the cloud computing plan, which provided a safe and convenient cloud platform of teaching resources for teachers and students in Stanford University and Massachusetts institute of technology. Our country began in 2009, Chinese educational technology association held the advanced training of auxiliary teaching by "cloud computing" in Shanghai for the first time, which realized the possibility of the personalized teaching information environment by cloud computing. Baidu cloud is a cloud storage service launched by baidu, which is safe and reliable. And 2 T free storage space provides important platform for college English classroom teaching resources. Mooc resources are very rich at home and abroad nowadays. The flipped classroom has become a teaching mode in global education, which is major technological reformation in classroom teaching nowadays. Teachers in view of the research in flipped classroom suffer from all kinds of videos, PPT coursewares, audio and other large resources that cannot provide students systematically. This paper discusses teachers with the help of cloud platform provide useful input for students who can use mobile phones, computers to log in baidu cloud at any time and any place, promote the interaction between one cloud and multiscreen, which can set up a convenient and efficient platform for the teaching resource sharing. But the article in cnki.net to use baidu cloud seldom applied to teaching, there is almost no application in college English teaching. It is obviously that people haven't realized the advantage of application of modern information technology in English teaching.

Research Design

Research Problem, Subject and Approach.

With the continuous development of information technology, flipped classroom teaching mode relies on Micro-Course Online Video and network teaching platform as the main mode which is becoming a highlight in education information at home and abroad. (1) Discuss how flipped classroom promotes college English classroom in baidu cloud platforms through the application of task-oriented, cooperative learning strategy, to make the students' English ability and comprehensive quality improved. (2) In view of the present college English multidimensional training students' English skills, heavy teaching task can't be completed very well in 45 minutes in class. The study investigates whether flipped classroom can meet the needs of students in different levels after using baidu cloud as a carrier and QQ group online real-time interaction, the students are not restricted by time and space so that they can enhance learning consciousness, cultivate their autonomous learning ability.(3) It is imminent how to guide the students scientifically to become

beneficiaries in modern network resources rather than the victim, but traditional teaching cannot effectively improve the students' English ability.

This study is based on "college English" courses in our university, the objects of study are random sample of non-English major in our university with undergraduate class A and class B, in which class A is as the experimental group, class B as control group. We adopt hybrid method of investigation. Research content is through the effect of the comparative analysis to flipped classroom teaching mode and the traditional teaching mode, discusses the application of cooperative learning strategies in college English course, puts forward constructing the "task" classroom, proves the strategy of flipped classroom can improve students' comprehensive ability in English listening, speaking, reading, writing and translation, cultivates the spirit of cooperation, applies the effective method to realize the coordinated development of individuals and groups. Specific methods as follows:
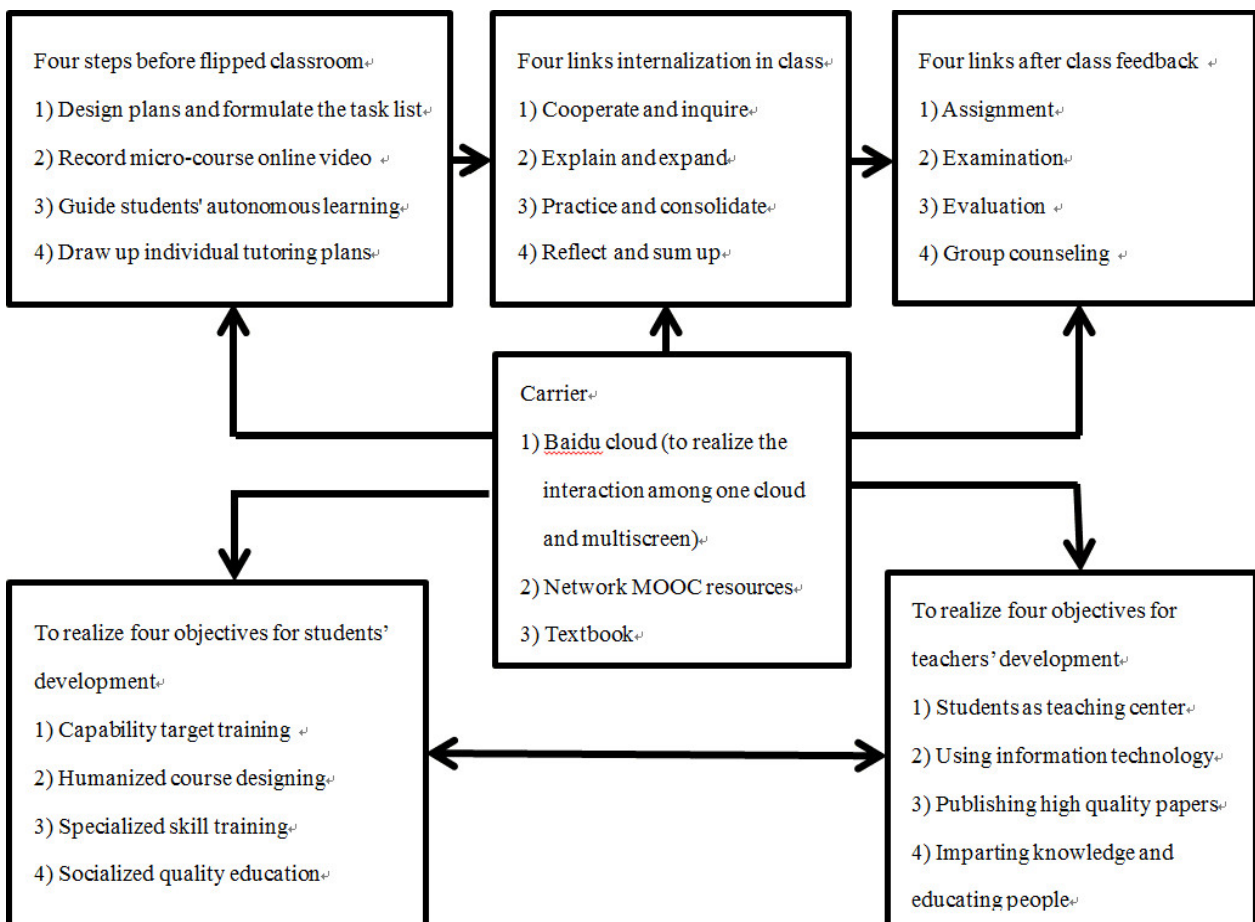

Table: Approach for flipped classroom in college English teaching on Baidu cloud

Experimental basic procedure is as follows:

(1) Pre-test: to know students' English output level for the experimental group and control group

(2) Teaching practice: experimental group —Micro-Course Online Video driver flipped classroom learning strategy group, according to Willis (1996)[1] three stages of task teaching mode:

1) Pre-task phase: including introduction topics and preparation for the task which highlights teacher's "dominant" [2] function; Students build QQ study group. With the help of network or baidu cloud platform, they upload network Mooc and ibooks learning resources, so as to input useful knowledge for them to activate the relevant knowledge of English and language skills, help students to understand the theme, content, task and goal, to mobilize the students' interest and enthusiasm, guide the students to carry on the task of preparation.

According to Ying-ling Deng's homogeneity between groups, heterogeneity in group to establish cooperation team by test before the course, the teacher based on the students' gender, test scores, willingness and ability of organization and communication, guides the students to build friends

circle, about 4 to 5 people in each group. Distinguish each group's language ability and comprehensive ability into diamond structure, strong and weak type around 20% students, one group leader by recommendation, who takes the role of organization, stimulation and contact. This phase includes: rendering tasks, collection of material, role assignments.

2) Task-cycle (the implementation phase of the task), including the participant's activities, plans and reports. Highlight students' "subject" at this stage. The students are driven by task to download learning resources in the baidu cloud before class and complete the learning process of information transmission and knowledge internalization by classroom activities respectively with the learner's cognitive rules. The students design and perform the task in which way they like. In the light of the features of task-based learning strategies, students implement the task. The type of cooperative learning task according to the difficulty index can be divided into mandatory task, speculative task, competitive tasks, communicative task, investigative task, debating task. In classroom teacher asks questions about the video content. The entire process takes the interaction among teachers, students, and computers. The final result is that the students can output correctly. This model constructs knowledge, eventually, to maximize students' creativity, realize their main body status. Learning is most effective when students are creating. The learning is centered on the student. The teacher taps into the students' previous knowledge to facilitate new learning. When there is relevance to their lives and their interests, students can actively engage in the creating, understanding, and connecting with the attainment of knowledge (McCombs & Whisler, 1997)[3].This phase includes: topic discussion, compile micro film, debate etc. to complete output to realize language skill training.

3) Post-task (evaluation phase): construction "teacher–student" "students– students" interactive mode, to encourage them to participate in the discussion and analysis actively. Students assess each other from grasping language feature to listening skill, from language application to communication effectiveness, from coordination to participation. Students make self and group evaluation through comment so that they can learn from each other and improve together. Teacher's comments combine with the characteristics of western culture, language skills and the integrated ability of language use. Teachers may use the combination approaches, quantitative evaluation and qualitative description, from the knowledge of the language to culture, skills and other aspects, assess the performance of students' task. Self-evaluation, mutual evaluation in students account for 25%, 25% and teachers' evaluation in comprehensive scores cover 50%. The evaluation mechanism forms include process evaluation and result evaluation of three-dimensional structure which realize the stability and fairness well, in conformity with the English teaching assessment.

Control group——traditional teaching method:

1) Students preview the text before class, recite the corresponding words.

2) The textbook is "New Horizon College English Reading and Writing, Viewing, Listening & Speaking" methods to train students in class based on close to real communicative situations of single mode or dual modal mechanical language skill exercises, teachers analyze textbook, students answer the problems related text. To input context in a teacher-centered environment the instructor is the sole disseminator of knowledge.

(3) Post-test

After two semesters teaching, we test two groups about language ability from depth and width, we employ the data, one is in a unified final exam in the university, take reading, writing, listening, speaking and translating each with 20% as the full mark to measure output of students' foreign language level, the other is national college English test band 4 grades, we got the results that the experimental group is much higher than the control group.

In order to fully understand the students' cognition of task-oriented cooperative learning and its influence on English course teaching in flipped classroom, the researchers design questionnaire according to Likert five scale way, integrate most of the students' idea that the videotext by task-oriented cooperative learning strategy in flipped classroom can improve the learners' interest and motivation (78.5%), language skills (64.2%), and the ability to learn (70.3%), strengthening students' self-confidence (75.6%), cultivating a strong will (76.9%) and self-emotion regulation (56.8%), the biggest advantage is embodied in the social communication ability (86.7%), the

cultivation of the spirit of cooperation (94.3%). From the above data, we can clearly tell that the baidu cloud platform based micro course online video driving in flipped classroom project in cooperative mode reduces the anxiety of the students in the process of learning, enhances the students' self-confidence, eliminates the learners' psychological barriers effectively and achieves the purpose of improving the students' language capacity.

Benefits of Flipped Classroom

1) Flipped classroom makes teachers in the traditional classroom become learning promoter and mentor. It further expands the channels of the teaching and learning. It can promote students "creative learning" and teachers "creative teaching ", which is the innovation for college English classroom teaching mode.

2) Teachers and students apply baidu cloud to realize interaction among one cloud and multi-screen. Teachers with the help of a cloud platform provide students with useful input, students autonomously learn and complete the learning task themselves according to the textbook and teaching resources in baidu cloud, such as MOOC and recorded micro video resources, which cultivate students' autonomous learning ability, set up a platform for the convenient and efficient teaching resource sharing and realize high efficiency of college English classroom teaching technology innovation. Researchers describe the benefits of flipped classroom instruction for both teachers and students, develop learners' competencies. Turn teachers and students face to face contact in the classroom into various forms of discussion, promote students to find and consolidate knowledge [4]. Students actively engage in activities such as knowledge building, collaborative discussion, problem solving, and hands-on activities.

3) Well implement the ministry of education for higher education department in 2007, the course requirements: the institutions of higher learning should make full use of multimedia and network technology, adopt new teaching model to improve the traditional mode which teachers teach a single-mode in classroom teaching. New teaching model should be supported by modern information technology, especially network technology, which makes the English teaching not to be limited by time and space, and develop in the direction of individualized learning and autonomous learning.

Conclusion

This topic focuses on college English teaching with the help of baidu cloud and MOOC resources by flipped classroom. In flipped classroom task and inquiry-based teaching model by baidu cloud platform, students can develop both in language basic skills and implanting into foreign culture at the same time; so the students no longer addicted to the internet, which can effectively solve the problem of English teaching " time consuming with low efficiency " in China, and fundamentally improve the college students' English comprehensive application ability in our school. The research can realize network services for students, learning and teaching in creative way for students and teachers.

References

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