

The Application of “MOOC + Flipped Classroom” in Secondary English Online Education in the Context of the Epidemic

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Abstract: Affected by the epidemic of novel coronavirus pneumonia, the spring semester of secondary schools across the country has been postponed. In response to the call of the Ministry of Education to “suspend classes without stopping teaching and learning”, various online platforms have provided effective help for secondary schools to continuously carry out teaching work. The paper first analyzes the background of English online education, the existing problems and the significance of online English education in this special period. Then, it proposes a teaching model combining MOOC and flipped classroom in view of the problems existing in the cultivation of middle students' online education. The teaching mode focuses on the subjectivity of students and transfers the decision-making power of learning from teachers to students. It not only effectively changes the teaching methods of teachers and learning methods of students, but also promotes communication and interaction between them while enlivens the classroom atmosphere, which reflects the innovation of the teaching mode. Last but not least, this paper further explores the application of “MOOC + Flipped Classroom” in secondary English online education, including use multiple teaching aids for innovative English teaching, conduct diversified English interactive activities and improve online evaluation mechanisms for teachers and students, which not only provides a certain reference for the normal teaching and learning in secondary schools during the epidemic of novel coronavirus pneumonia, but, to some extent, points out a new direction for the development of English online education in middle school.

Keywords: Online Education; MOOC; Flipped Classroom; English for Secondary Schools

1. Introduction

1.1 Background and Overview of English Online Education

With the rapid development of Internet technology and the continuous expansion of its application fields, the field of education has also been greatly affected. Under the background of this era, the online teaching mode based on Internet is gradually applied to English teaching, which brings great innovation to the traditional English teaching mode. English teaching is to develop students' basic skills in listening, reading and writing, while improving students' basic oral communication ability. However, in traditional teaching, due to the rigid teaching methods and limited teaching resources, it not only makes the English classroom boring, reduces students' learning enthusiasm, but also affects the overall efficiency of the classroom, which eventually leads to the unsatisfactory English learning effect. Using Internet technology to carry out online education can change this situation. Through network technology, we can achieve a new interpretation of pronunciation, grammar, vocabulary and other elements, and comprehensively improve the efficiency of English teaching^[1]. Relevant data show that China's online education has been experiencing a blowout in recent years. The market scale in 2018 has exceeded 300billion yuan, and it is expected to reach 387billion yuan by 2019. It is predicted that in 2021, this scale will reach 466billion yuan^[2].

1.2 Problems in English Online Education During the Epidemic Period

1.2.1 Teachers lack of information Literacy

During the epidemic period, in the face of the sudden online classroom teaching, many teachers are at a loss for all kinds of network teaching platforms or teaching software. The lack of teachers' information literacy has greatly affected the normal online education in a special period.

On the one hand, the awareness of information education of teachers is weak. In the traditional offline classroom education, teachers pay more attention to the students' learning state and knowledge teaching rather than the way of information education. Some teachers even think that teaching tools only have one textbook and one chalk.

On the other hand, teachers lack the ability of information acquisition, information processing and information application. With the rapid development of Internet technology, all kinds of information resources, teaching platforms and teaching software emerge in an endless stream while the quality is different. Therefore, how to correctly identify, select and reasonably use these resources is a great challenge for teachers^[2].

1.2.2 Students' Enthusiasm for Online Learning is Not High

Online education has certain requirements for learners' learning conditions. For example, learners need to have electronic communication equipment such as network, mobile phone or computer. Many areas and many poor students have no network and cable TV at home, and mobile data traffic costs more. These conditions limit the normal progress of online learning.

In addition, long-term offline education makes students not adapt to online education. Different from the traditional offline classroom form and atmosphere, online education is lack of classroom supervision. The learning efficiency of students who are not high in learning initiative or with poor self-discipline consciousness is relatively low, which often leads to the learning state of "People are there, but hearts are not".

1.2.3 Lack of Good Teacher-student Interaction and Appropriate Means of Assessing Learning Effect

As a language course, the main purpose of English class is to cultivate students' language skills and the ability of using language, which request higher requirements for classroom interaction. In classroom teaching, a teacher's eyes or an action can transmit a lot of information. Teachers can capture students' classroom reaction and take corresponding measures in time. Most of the online learning is carried out through the device terminal, which is difficult to form an effective communication between teachers and students; moreover, teachers can not take into account each individual learning, and it is difficult for students to have a good communication in time, which can not produce the collision of ideas. The lack of online interactive communication will affect students' enthusiasm for language learning, and it will also have a negative impact on English learning.

There is a lack of appropriate evaluation methods for learning effect in online English classroom. Due to the lack of constraints and randomness of online learning, many students can not concentrate on the progress of learning for a long time, so it's hard to form an objective evaluation of learning effect.

1.3 The Significance of English Online Education During the Epidemic Period

Nowadays, middle school students are also active people who use information technology and information equipment. This way of learning with unlimited time, place, and frequency is greatly enriched the traditional teaching and learning mode, which are very popular in middle school. English online education platform can provide students with pre learning test to judge their level and then give feedback and guidance. The use of phonetic technology can simulate and reproduce the real language environment, enhance learning interest, improve students' participation, increase their self-confidence and ability to use English. Online English learning is rich in content and rich in high-quality resources, so students can get more harvest at a lower cost. Without time and space constraints, students are able to learn many times for their weak subjects, which are suitable for the personality needs of middle school students.

In the special period, all schools can't start school as scheduled. Many middle schools actively use information technology to choose online live classroom, network interactive teaching, TV video learning, online group counseling and other ways to conduct English online learning. Online English education is particularly important in this special period.

2. “MOOC + flipped Classroom” Teaching Model

2.1 Connotations and Characteristics of the Flipped Classroom Teaching Model

The concept of flipped classroom was first put forward by two teachers of Woodland Park High School in Colorado, whose basic idea is to turn the traditional learning process over. The specific design is to let learners complete the self-study of knowledge and concepts before class, while in class, it is mainly used to answer questions and exchange ideas, so as to achieve better teaching effect.

Flipped classroom changes the roles of teachers and students, which makes teachers change from imparter of traditional knowledge to promoter and instructor of student learning. At the same time, students change from passive receiver of traditional knowledge to subject of learning and the center of learning process. Although this kind of learning method gives students a lot of learning freedom, it can also be well supervised and makes up for the shortcomings of traditional teaching.

As a new teaching mode, flipped classroom has three main characteristics. First of all, subvert the process of English teaching. In the traditional teaching mode, the teaching process is that the teacher talks in class and the students do their homework after class while in the flipped classroom teaching mode, the teaching process is transformed into students' self-study before class and teachers' guidance in class. The original process of students doing homework after class has been transferred to the classroom. In class, the process of knowledge internalization is completed through the collaborative exploration and in-depth communication between teachers and students and between students. Secondly, change the form of teaching organization. In the traditional teaching mode, teachers are always speaking and students are listening. In the flipped classroom teaching mode, all teaching activities are “student-centered”. Students can control the speed of watching teaching videos according to their own learning level, and can ask questions to communicate with teachers or classmates if they don't understand, so as to gain the initiative in learning and promote personality development. Thirdly, provide targeted teaching resources. In the traditional teaching mode, basically, videos are recorded in high-quality or high-quality courses. The length is 45 minutes or 40 minutes and the transmission of information is very rich including relatively more redundant information, which is easy to distract students' attention. However, in flipped classroom, English teachers can add the introduction of cultural background related knowledge, which is conducive to students' mastery and application of knowledge.

2.2 Creation of the “MOOC + Flipped Classroom” Teaching Model

2.2.1 Changes in teachers' ways of teaching

In the “MOOC + flipped classroom” teaching mode, first of all, teachers are supposed to have a certain ability of curriculum structure, and the full class teaching method is no longer applicable; secondly, teachers are required to carry out individualized education according to the characteristics of students' individual development. Due to the increasing time of communication between teachers and students, teachers can effectively analyze students' learning situation comprehensively, and formulate different teaching plans for different students, so as to truly help students enhance their learning level; Furthermore, teachers are required to change from the previous dominant teaching mode to the current guided teaching mode. This teaching method, to some extent, shortens the teaching time of teachers and prolongs the activity time of students' autonomous learning. Students can effectively use a large amount of leisure time and reasonably allocate and dominate the learning plan.

2.2.2 Changes in students' ways of learning

Different from the traditional teaching, students' knowledge acquisition method is mainly obtained from the collective classroom teaching. In the “MOOC + flipped classroom” teaching mode, students' acquisition of the main knowledge of the course comes from their own MOOC learning before the collective teaching activities. What we should solve in the collective classroom teaching is the confusion or difficulty of students in the previous study. Here, students are required to have a high level of autonomous learning ability and consciousness.

2.2.3 Construction of interactive teaching activities

MOOC owns a rich teaching resources and involves a large number of technical platforms and tools which effectively realizing the communication and sharing between teachers and students. For instance, using virtual classroom tools to achieve online communication of multiple people; publishing

interesting topics to participate in discussion through forums; using QQ group and micro-blog to realize resource sharing and opinion exchange, etc. MOOC platform provides interactive training mode and automatic scoring function, and it is convenient to track and manage students. When a series of effects are applied to flipped classroom, it can not only provide convenience for students, but also receive timely feedback, so as to implement effective management of students, actively grasp the current learning state of students, and organize classroom teaching activities with pertinence and direction.

3. Application of “MOOC+Flipped Classroom” in Secondary English Online Education

3.1 Using Multiple Teaching Aids for Innovative English Teaching

3.1.1 Using a English Learning Platform to Guide Autonomous Learning

Integrate MOOC and flipped classroom teaching to build students' English learning platform, and ensure that all search pages of the platform are English pages. Add platform English interactive forum and “English corner” to ensure the integrity of students' learning. Lay emphasis on the construction of “second class” in teaching, sort out free learning materials on the Internet, and guide students to interchange with other students on the platform in their spare time. At the same time, according to students' browsing history in the platform learning, teachers use big data technology to analyze students' learning trends, timely adjust course teaching objectives, and guide students to complete the autonomous learning task of online MOOC platform.

3.1.2 Using Multimedia Teaching Technology to Screen Effective Teaching Resources

Teachers can fully screen teaching resources and courseware and upload them in the form of word file to give full play to the role of teaching aids. In this process, teachers can not only accurately follow the track of students' learning dynamics, improve online teaching and students' autonomous learning framework, but also save the time of students' retrieval resources in traditional online learning, which is instrumental in improving learning efficiency in a fixed time.

3.1.3 Using Cloud Class to Improve the Supervision Mechanism

It is an effective way to improve students' learning supervision mechanism by using the function of check-in and clock out in online teaching of cloud class. The specific steps are that the teacher releases the online teaching time according to the class hour arrangement, students need to enter the online teaching class within the specified time according to the teacher's guidance, and, at the same time, complete the check-in and clock out task. Using the above methods can be conducive to urge students to learn and help teachers master the actual learning situation of their students.

3.2 Conducting Diversified English Interactive Activities

In order to improve the teaching quality of MOOC and flipped classroom, middle schools should develop diversified forms of basic English online interactive activities in view of the shortcomings of traditional classroom teaching. In the early stage of arranging classroom activities, teachers should adjust their status as educators, reduce their emotional ability tendency and create a relatively active online interactive atmosphere. In the interactive activities, teachers guide students to participate in classroom activities and use knowledge and skills competition to realize the auxiliary detection of students' learning. Students complete the corresponding learning tasks according to the teaching objectives. During the process of completing the group task, we teachers should carry out the teaching activities of mutual evaluation and self-evaluation among students, so as to cultivate students' team cooperation ability. Finally, we integrate the students' discussion, design basic English unit test, and improve students' ability to apply theoretical knowledge such as English grammar and oral expression to practice.

3.3 Improving Online Evaluation Mechanisms for Teachers and Students

3.3.1 Integrating Students' Online Learning

Teaching evaluation mechanism is the key to evaluate English Teaching in middle schools. According to the students' participation in online teaching, teachers should integrate the students' clock in data and check-in attendance through the Internet platform to count the actual learning situation of

students every month, including the historical data tracking, the number of learning resource packages downloaded, etc. According to the students' learning situation, teachers arrange the corresponding English writing homework, and take the students' learning achievements as the key to evaluate the students' learning ability, and set the score of this part to account for 30% of the total score of the final evaluation of students.

3.3.2 Carrying Out Online Questionnaire Survey

Based on the evaluation of students' learning attitude and progress space, an online questionnaire survey was conducted to analyze students' mastery of knowledge before and after learning. To evaluate the change of students' learning expectation, five student evaluation indexes are set, including online learning time, oral expression ability, learning attitude, irregular test results in class, and ability to complete teaching tasks independently. Set up group tasks that require students to complete in collaboration with other students in online learning, which accounts for 40% of students' total score.

3.3.3 Adding the Link of Students' Feedback

Different from the traditional teaching evaluation, the new teaching evaluation should add students' feedback. In other words, when students are evaluated, they are also required to make feedback evaluation on teachers according to their teaching resources and teaching methods, which is beneficial to provide decision-making opinions for English teaching design of middle school and improve students' satisfaction with MOOC and flipped classroom teaching.

As a new teaching mode combining online teaching and offline teaching, "MOOC + flipped classroom" is not simply online watching and offline explaining in actual English teaching. In the process of creation and application, it must be based on middle school English curriculum standard; At the same time, the creation and application of this teaching mode must be based on the premise that students can master the necessary basic English knowledge and skills; cultivate students' abstract thinking and reasoning ability; cultivating students' innovative consciousness and practical ability; promote the development of students' emotion, attitude and values. Only in this way can we return learning to students in a real sense, give full play to the guiding role of teachers, and promote the continuous improvement of students' learning efficiency.

4. Conclusion

Based on the "epidemic" education background, this paper fully combines the advantages of "MOOC and flipped classroom" and other online teaching methods, and develop the analysis of the middle school English online teaching path with the combination of MOOC and flipped classroom. The teaching and learning methods provided by MOOC advocate communication and interaction. With the expansion of its influence, MOOC promotes the exchange of knowledge in the world, which is the most representative product in the development of teaching technology. Flipped classroom teaching mode overthrows the two stages of "knowledge imparting" and "knowledge internalization" in traditional teaching, and truly realizes the teaching concept of "taking teachers as the leader and students as the center". This new teaching mode not only satisfied the learning requirements of the education department for middle school students during the epidemic period, but also enables the middle schools to carry out normal education and teaching activities during the epidemic prevention and control period. Online education has also become an important form of middle school students' English learning, which is an effective supplement to classroom teaching, especially in the special period of the new epidemic. This makes us realize the advantages and inevitability of online education. Even if after the end of the epidemic, online teaching can still be used as a beneficial supplement to offline teaching. Taking learning during the epidemic period as the process of students' knowledge accumulation can fully mobilize students' learning enthusiasm, activate classroom teaching atmosphere, improve the defects of single traditional teaching methods and backward tools, and provide a new direction for the development of middle school English online education. From the horizontal perspective, this teaching mode not only promotes the diversification of teaching forms in China's middle schools, but also accelerates the continuous advancement of teaching reform. From the vertical perspective, this teaching mode also provides a certain reference for the normal teaching in the period of prevention and control of pneumonia and the post epidemic era in China and the world.

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