Teaching and Practice Research on Flipped Classroom of Vocational English Major Writing Course based on MOOC

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Abstract

Due to the continuous development on information technology, internet media has been popularized in people’s life, based on which, China has brought forward “Internet+” development strategy. Being considered to be kind of impact on traditional educational idea and mode, the combination between internet technology and education would mobilize the transformation and upgrading of higher education in China. Among many internet education platforms, MOOC is hitting traditional teaching model with the tendency of rapid development, and the occurrence of MOOC inputs new power to the reform of English education undertaking in China. Learners are able to carry out diversified English learning through MOOC platform, making English learning to be convenient and fragmented. Therefore, in order to promote MOOC to play a more important role in English major writing, it shall carry out analysis and research on the current situation and inner system of MOOC to be convenient for carrying out better innovation on MOOC. This report shall carry out practice research on flipped classroom teaching of vocational English major writing based on MOOC, and fulfill the feasibility analysis on flipped classroom teaching of vocational English major writing based on MOOC, which aim to promote reform and innovation development of vocational English major writing course, and improve teaching quality and efficiency.

Keywords: MOOC, Vocational English, Major Writing, Flipped Classroom, Practice Research.

1. RESEARCH OVERVIEW

1.1 Research Background

With the rapid development of information technology, education undertaking obtains great progress. The proposal of “internet+” new development pattern refers to the development of combination between information technology and various traditional industries, including education field. In 2012, there were three internet learning platforms globally, separately Coursera, Udacity and EDX, and after 2013, many top universities in China began to focus on developer production of internet education platforms, such as MOOC, XueTangX, Wind On-line Learning Website, making the approach of studying and accessing to resources to be diversified and convenient (Zhang, 2016). Under this background, the social status of MOOC is promoted to be one of teaching service platforms in state teaching resources base.

1.2 Literature Overview

There are four core factors in the education environment of MOOC, namely, performance expectancy, effort expectancy, social impact and convenience. In UTAUT model, performance expectancy, effort expectancy, social impact and convenience become the four core factors in the education environment of MOOC, which exist in the form of variable when moving this system, and directly influence students’ acceptance on new technology by different factors (Wang and Zhang, 2016). Among the four core factors, performance expectancy mainly refer to valid parameter to obtain educational cost; effort expectancy refers to the information cost and production output when student accept mobile learning; social impact specifically refers to internal mechanism of MOOC English education and learning; convenience specifically refers to measurement parameters of cost-effectiveness when accepting remote education. Students’ behavior shall be further researched through online education, and students are also able to understand subject knowledge by virtue of platform, and obtain cognitive mode of mobile learning consequently. The knowledge information that would like to be obtained by students, in mobile learning, include performance expectancy and social impact, namely, active and positive influence & impact, which bear obvious influence on behaviors (Cao, 2016).
2. BASIC CONCEPTS AND MAIN CHARACTERISTICS OF MOOC EDUCATION

2.1 Basic Concepts of MOOC

The concept, MOOC education, was firstly brought forward by Charles West, the American Scholar, at the beginning of the 21st Century, mainly illustrating the initial concept theory of MOOC education, namely, open course, by using internet as course carrier, carry out free access to and learning on these courses by virtue of internet channel and then form open course educational resources. Open educational resources mainly refer to those that are able to free consult and access to through information technology (Wang, 2017). With the continuous further development of information technology and the formulation of information globalization, serviceable range of open educational resources has been more and more extensive, and demanders, such as students, teachers, scholars, etc., who would like to use educational resources are able to access to the educational materials through network information channel. Furthermore, along with people’s understanding on the concept of sharing education being more and more deeply, MOOC educational theory was brought forward. Proposal of MOOC educational theory further promotes the informatization reform in education field, and in MOOC, it’s not only carrying out development on corresponding curriculum resources, but also including educational assessment software, knowledge acquisition software, technological resources, etc. (Deng, 2017). MOOC education has formulated large-scale online course resources. Under this circumstance, MOOC education was redefined, namely, form large-scale interactive-participative teaching activities through internet, obtain online course resources, including traditional learning resources, such as educational resources materials, teaching courses, etc., while also formulate educational information platform by taking advantage of internet technology, by virtue of which, carry out educational information exchange.

2.2 Major Characteristics of MOOC Education

MOOC being indeed applied in education filed was dated back to 2008, when the Director of Network Communication and Innovation from University of Prince Edward Island, Canada, jointed with Senior Researcher, State Humanity Education Technology Application Academy, to bring it forward. MOOC Education mainly considers video as the major carrier of teaching, where teachers record the knowledge points or teaching links as short videos, to visually present key teaching points to students (Li et al., 2017). Although being short, micro-course teaching is still a completed teaching activity, of which, the theoretical basis is constructivism learning theory, namely, the informatization development of changing teaching mode to online learning and mobile learning. This kind of teaching mode with refining content and plentiful content of knowledge makes students to carry out self-learning in micro-course English environment, during which, students are receiver, also constructor of learning. Also, in the view of teaching system, MOOC education is the best way to fulfill resource allocation, and in MOOC, text, audio, video, etc., through multimedia technology, are combined and connected through later editing, modification, storage, transmission, etc., and students can learn vivid and refined knowledge through online learning platform, achieving more significant teaching efficiency (Li, 2014). Combination among internet & multimedia technology with teaching is able to enrich teaching method and content, motivate students’ learning enthusiasm and subjective initiative, and utmost promote teaching quality accordingly.

3. FEASIBILITY ANALYSIS OF FLIPPED CLASSROOM TEACHING FOR VOCATIONAL ENGLISH MAJOR WRITING COURSE IN THE AGE OF “INTERNET+”

3.1 Teaching Status of Vocational English Major Writing

State Medium-and-Long Term Educational Reform and Development Planning Outline, brought forward in 2016 by the State, explicitly pointed out that, education informatization was formally taken into the development strategy of the state new informatization, and provinces & cities successively brought out talent training mode based on network platform and multimedia technology, and made out content and policy of corresponding reforms. In this overall situation, vocational colleges began to carry out reform plan on English education. At this stage, writing skills of English major students in vocational colleges of China is to be improved, mainly because the teaching method is too traditional, which does not conform to student development characteristics and the requirement of current social development on talent. Traditional teaching method gives priority to the teacher, with little participation of students, making it difficult to carry out heuristic and interactive teaching model. Therefore, in English education at this stage, students with good foundation consider that teachers fail to share sufficient knowledge, and that with weak foundation cannot understand what teachers talk about. For this dilemma, it’s necessary to combine internet technology and English writing teaching, produce more teaching videos, by considering different study schedules and requirements of students, to be set on the online learning platform,
3.2 Advantages of Flipped Classroom Teaching for Vocational English Major Writing Course

The 13th Five Education Development Plan of China has explicitly brought forward that modernization development of education shall be comprehensively promoted to build development environment of informatization for English teaching in higher education. Teaching idea and manner shall be changed to effectively improve students’ English application skills, especially writing skill. In the College English Teaching Requirements issued by Ministry of Education, new requirements have been brought forward to modern college English writing teaching, namely, by virtue of the support of website technology, carry out innovation on model of teaching (Sun, 2015). This kind of learning model without limitation on time and space is helpful to improve the learning enthusiasm and efficiency of vocational college students. All those mentioned above are the policy support for flipped classroom teaching of vocational English major writing course.

For the applied teaching model of flipped classroom for vocational English writing course based on MOOC, the first thing to do is to investigate and realize whether there’s objective environment and condition for implementation. According to the results of investigation and interview on vocational college students, almost all of them have intelligent terminal like mobile phone, and full coverage of mobile communication and large-scale popularization of wireless network and also complete equipment of college network center provide guarantee of hardware condition for the flipped classroom of English writing teaching. English writing MOOC video in English online learning platform and related learning resources provide convenience for students to carry out self-learning and learning by using fragmentary time, therefore, the implementation of flipped classroom teaching for vocational English major writing course based on MOOC education have completed objective environment and condition (Feng, 2014).

4. FLIPPED CLASSROOM TEACHING AND PRACTICE RESEARCH FOR VOCATIONAL ENGLISH MAJOR WRITING COURSE BASED ON MOOC

4.1 Theoretical Basis

Flipped classroom refers to reverse traditional classroom pattern, and this philosophy was initially designed by a chemistry teacher from the State of Colorado, America, who made up missed lessons for student that failed to attend in class by the way of recording video. After continuous change and development, flipped classroom mainly means that teachers record teaching video in advance before class, to be provided to the students who watch them after class, and then students will carry out discussion and interaction with teachers in class, making the classroom teaching to be more vivid and effective.

4.2 Teaching Mode

Flipped classroom of English writing skills based on MOOC is mainly composed by three aspects, self-learning before class, group discussion in class, and timely opinions & feedback after class.

4.2.1 Self-learning before Class

Before formal learning, based on different topics, teachers shall record writing teaching video, which is uploaded to the online learning platform for students to carry out self-learning through logging in the learning platform. After completing required class hours, students shall complete corresponding practice to do consolidation and feedback, and finally, each student shall leave their questions in real name to guarantee the truthfulness and quality of questions (Wang and Hu, 2016). In this way, teachers are able to find out students’ questions, answer questions in class to help them to digest and absorb knowledge, and get well prepared for group discussion.

4.2.2 Learning and Cooperation in Class

In class, the first step of work for teachers is to examine the status and quality of students learning in MOOC, and carry out further understanding through the way of inquiry. The second step is, in class, arrange students to discuss regarding the feedback message in the platform, then explain and answer questions that are still not be solved in groups. Meanwhile, the teachers shall pay attention to the study schedule and difficult problems of individual students, and also examine the quality and attitude of student cooperation. The third step is that the teachers shall
divide the students into several groups to carry out divergent thinking and brainstorming, and learning outcome presentation in group, which shall comprehensively exercise the ability of thinking and expression. During this period, the teachers shall take records, to be considered as the reference of usual performance. Teachers are able to find out space to be promoted and carry out guidance, based on students’ understanding on writing techniques and models, or the teachers shall provide comparatively frequently-used and wonderful vocabularies, sentence pattern and grammar, etc., to lay foundation for writing. Last, students shall start writing based on learned knowledge, with one-to-one guidance of teachers to help them.

4.2.3 Homework Completion and Test Evaluation

Finish homework and take examination. Homework and examination are able to efficiently check and cultivate the learning level of college students, and it is considered as the important component, which is necessary for classroom teaching (Liu, 2016). In MOOC education, homework assignment and examination completion have important significance. After finishing each segment of MOOC education video, the teachers shall need to design corresponding homework after class based on the content explained in the teaching video, meanwhile, shall periodically organize college students to take examination through MOOC platform to verify the study achievements of students within a period of time. Based on the drawback of oneself, students shall carry out targeted learning to fulfill the objective of improving college student learning level.

<table>
<thead>
<tr>
<th>Table 1 Evaluation Pattern Table</th>
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<tbody>
<tr>
<td>Final assessment (100%)</td>
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<tr>
<td>Finish the MOOC (40%)</td>
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<tr>
<td>Classroom performance (20%)</td>
</tr>
<tr>
<td>Daily homework (20%)</td>
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<tr>
<td>Final exam (20%)</td>
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4.3 Research Conclusion

Flipped classroom of vocational English writing teaching based on MOOC is helpful for students to improve writing skills and fulfill innovation & development of English education. Meanwhile, pay attention to the evaluation and correction on college student writing model, and the evaluation mainly refers to the completion of learning in MOOC before class, classroom performance and completion status, and diagnostic evaluation is the final examination. From this we can see, MOOC education is obviously superior in some aspects than traditional teaching model (Liu et al., 2016). According to the investigation results, students that prefer to MOOC consider the learning style of MOOC to be simpler, without limitation on time and space, and for free, for 80% students express that they will not learn if the courses are charged. The options with the utmost degree of recognition are free school hour and teaching by famous teachers from famous universities. According to students, time freedom is very attractive, saving the time of going to classroom, without limitation (Shen, 2016). Teaching by famous teachers from famous universities breaks the limitation on territories, making students to freely select the learning content. Besides, for MOOC platform, plentiful and convenient information resources, diversified course categories, no examination segment are advantages that attracting students. It can help to effectively improve English writing skills of vocational students.

5. CONCLUSION

To date, MOOC has become the most featured education form in society, and its application in education field is also highly appreciated, as the mobile learning style with the most attractive characteristics. MOOC English education advocates that learning shall be more convenient, with respect on situational teaching and resources sharing. It has great process and progress in the aspect of course development and technology application innovation. In college English online teaching system of MOOC education, students are changed to be the subject of teaching, and they can carry out leaning through internet and terminal client, without limitation on time and space. It also makes MOOC to be relaxed and pleasant to motivate students’ learning interests, self-efficiency, learning intention, etc. (Pan and Liu, 2017). In order to make MOOC to play greater role in English education, let the students actually enter into MOOC class and fulfill flipped classroom teaching activity of vocational English major writing courses based on MOOC.

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