

Exploration of Flipped Classroom of English Audio-Visual-Oral on American TED Talks Course Model Based on MOOC

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Abstract: In this paper, based on English Audio-Visual-Oral on American TED Talk Course, the author tries to explore the application of flipped classroom model based on MOOCs in order to improve English learning in higher education level, students' learning interests and the audio-visual-oral classroom teaching efficiency.

Introduction

American TED English audio-visual-oral course is one of the Follow-up College English improvement courses which faces every and each student of the school. Sophomore non-English major students and English major students will accept this course simultaneously. The course has 2 credits in total, 2 class hours per week and 32 class hours in total. It is based on an English textbook, published by "keynote TEDTalks" (David Bohlke, 2016) American Geographic Magazine Press. Also, a16- chapters' material of explanation and training in English listening and speaking skills is used as an auxiliary. Under the guidance of Second Language Acquisition Theory, we take English as the teaching language, the appreciation and listening and speaking skills of Ted famous English speech in United States as the main teaching content. Thus, the improvement of English comprehensive language application ability is organically combined with the training of English listening and speaking skill. American Ted English audio-visual-oral course aims to help our students improve their language ability and broaden their cultural horizons. The course is fresh, interesting, well made and reasonably arranged. It is hoped that the course can not only help students improve their listening and speaking ability, but also bring life inspiration and insight to our students through classic Ted speech.

Analysis of Learning Situation

Limited time, poor effect. The course is 2 hours per week, 32 hours in total. The teaching materials are entirely in English and rich in content. Because of the limit of course progress, it is inevitable that teachers will talk more and practice less in a traditional offline class. Similarly, since the class hours are constrained, students have no time to digest and absorb the knowledge taught by teachers, and it is not surprising that they would not remember the content after class. There is often a phenomenon: "teachers teach in a rush, students forget after class, teaching effect is poor at last". Both teachers and students think the teaching effect is barely satisfactory

Teaching content hardly meets the need. Although teachers will also carefully prepare and design the course in a traditional unilateral class. In the actual teaching, however, teachers always feel that students are not focused enough in class, while student's passion for learning cannot be aroused by the lecturers. Therefore, from the aspect of selecting educational content, the traditional college English offline classroom has a problem of imbalance between the supply side and the demand side of teaching. In other words, as the supplier, teachers subjectively think that their teaching content is needed by students—the demander. There is few effective way for teachers to seize what students need.

TED class, tedious class. This course is supposed to give students more opportunities to show

and discuss. Yet, real-life offline class was made into intensive reading class. Seas of new words will emerge, and tons of new skills need to teach. We can't finish the course if we don't take this kind of tactic. However, this kind of lecturing is insufficient in teaching form, lack of interaction between each other. Also, there are some more shortages haven't been mentioned. Teachers, at the end, become the protagonist, the hero or heroine, while students become Average Joe and Jane. What teachers can manage is simply teach, and scarcely can they resolve doubts.

The hybrid teaching mode can not only meet the needs of students' online autonomous learning anytime and anywhere, but also meet the needs of teachers, so that they can get to know students' learning difficulties in time, so that they can make full use of classroom time and answer students' questions. That's how the class become more targeted. In addition, the online learning platform of hybrid teaching-- Chaoxing-Fanya network platform, can also realize a whole process, refined management according to the actual teaching class. It also has many useful functions, such as online homework, two-end use, classroom interaction, data analysis, etc.

Course Model Design

Curriculum design ideas. Our course adopts online and offline mixed SPOC teaching mode based on MOOC. Online teaching platform is applied to enhance the effect of physical classroom. Besides, by mixing online teaching with traditional teaching, we make the two advantages complement each other. Through this method, this course can be more innovative, more resourceful, adopt better teaching strategies, and get better points in evaluations.

Learning resources. Teaching materials, teacher lecture notes or PPT, and a small number of courses supplement and expand learning materials are the main resources in a traditional offline class. Yet, in a hybrid classroom, students can get not only all offline resources, but also obtain more online resources through the Internet. Our students can have access to a huge amount of resources on Chaoxing platform, for example: course learning video sorted and explained by the teachers, well-known speech video, previous students' speech cases, relevant tests of course knowledge content, and online discussion of chapter learning topics and content, etc.

Teaching strategies. The teaching design of the course is mainly based on the Bloom thinking model, and a mixed teaching mode of three-step flipping (before, during and after class) is adopted. In this way, students can watch, learn, and think during class and learning. In this way, the primary way of cognition can be transformed into an advanced way of cognition. In this way, we can exchange memory and understanding of textbook knowledge into the evaluation and creation of brand-new knowledge.

Before class: online learning. Our teacher will, first, comb and select our online course videos, and some detail and careful explanation and demonstration will be used as ancillaries. Thus, students can realize the initial cognition (memory and understanding) of knowledge. After the video watching, the students carry out a test to let them know how and what they have learned. At the same time, this can provide a teaching direction for the offline teaching. On this online platform, the teachers and students can make various problem discussions and communicate with each other, which can contribute to the following educating. In class: offline knowledge application. Step by step, set up a ladder for students, so that they can learn from practice. Through this method, we can cultivate the ability of knowledge utilizing, analyzing and evaluating. After class: rethinking and creating students should rethink, summarize, and correct in groups, and then grow new fruits of their periodical learning. This is to foster their ability of high-end thinking and creating.

Evaluation of the course. This course adopts the design of thinking teaching evaluation, which combines formative evaluation with summative evaluation. The curriculum evaluation and assessment is designed into every step of the three-step flipping of the curriculum. This makes our curriculum assessment is more transparent, clear, scientific and time-saving. The first dimension of teaching evaluation is students' classroom performance, which is completed on the app side. Teachers select students to answer questions through mobile app, and evaluate students' performance on the app side. The second dimension is online learning, which can be realized on both sides of mobile phone and computer. Once students leave traces of learning online, the

platform system will record the students' learning situation and achievements. Such a scientific and reasonable system saves our time and energy. The third dimension is the output of students. Three lectures in class will all carry out peer evaluation and teacher feedback through the mobile terminal. The fourth dimension is the final exam, which tests students' ability of whether they can master and apply the knowledge they've learned or not

The Teaching Effect and Innovation of the Course

Teaching effect. Teachers should work together to establish a hybrid online and offline teaching model. Through the integration of five kinds of "learning", teachers can be made a classroom organizers or "directors", who focus more on solving doubts but never forget teaching. Hence, it energizes the dull and moribund classroom, makes the university course lively, and stimulate our students. It can lead our classes evolve from silence to debate, from rookie to Ace.

Specialized innovation. First, make the course charming. Incomplete teaching data preservation, insufficient supply of learning resources and single evaluation method are the disadvantages of the traditional teaching method. The class is appealing to students no more. On the one hand, the hybrid teaching entity classroom combined with the network teaching platform retains the advantages of face-to-face teaching, on the other hand, based on the classroom interaction at both ends, the analysis of learning needs of big data, etc., greatly enhances the attractiveness of the classroom, and promotes students to enter the classroom and put into learning.

Second, explore and make it change. The basic property of traditional class teaching are scale and standardization. Information technology has brought challenges to education and opportunities for class reformation. Combined with the network teaching platform, the hybrid teaching entity classroom is conducive, and can meet the personalized learning needs of learners. It can cultivate learners' initiative, creativity and lifelong learning ability.

Third, make teaching evaluation improve. The network teaching platform provides students with rich learning resources, convenient learning operations, and all-round data records. This not only enhances the learning experience of the entity classroom, but also provides a new way for the evaluation of teaching effect. process evaluation, performance evaluation, electronic portfolio evaluation are now feasible and operational.

Fourth, promote the improvement of MOOC. The construction of online course resources is only a necessary link for hybrid teaching. In the process of continuous application of MOOC resources, we will find the defects of teaching resources and the deficiencies of teaching process. By improving and perfecting online course resources, course design can be more scientific and knowledge combing can be more reasonable.

Conclusion

American Ted English audio-visual-oral course adopts an online teaching mode, which is conducive to students to make better use of fragmented time and increase effective language input. What's more, online tests, forum discussions and assignments can also provide instant feedback for students. First, starting from vocabulary, the course helps students to accumulate common words and expressions for English communication. Then, we teach listening and note taking skills to help students adapt to the class which is taught entirely in English. At the same time, it helps students polish their speaking ability so that they can handle the presentation which is commonly used in course and academic communication at home and abroad. In addition, the course will also help students understand the process and test-taking skills of IELTS and TOEFL. Students can not only acquire practical skills, but also improve their thinking ability and provide dual support of language and logical thinking for participating in academic discussions through this course.

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