

Exploration and Research on College English Classroom Teaching Model Based on MOOC under Internet Background

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Abstract. in the development of higher education, MOOC has become an important application mode of high-quality education due to the influence of large-scale network education development. Through the combination of teaching information, it changes the teaching mode, pays attention to the communication between students and teachers, and realizes flexible classroom teaching and network communication. This paper will analyze the relevant contents of college English classroom teaching in the era of MOOC, and figure out how to establish a perfect information sharing platform through the MOOC teaching, so that teachers can change their thinking and continuously improve the network integration mode of college English classroom.

Keywords: MOOC, College English, Classroom Teaching.

With the development of information technology and intelligence, multimedia, big data, virtual reality, artificial intelligence, mobile Internet and other modern information technologies have been more and more applied to teaching and learning. Blended Learning, which is born by Blended learning, has also become a new learning style that has been sought after. Blended Learning defines the learning process as the combination of science and technology, teaching technology and various forms of teaching[1]. It is blended by combining the traditional learning methods with the digital and E-Learning methods to realize the complementary advantages. It not only gives play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflects the initiative, enthusiasm and creativity of students as the subject of the learning process, so as to obtain the best learning effect[2]. MOOC has brought an opportunity of educational revolution. Blended teaching by integrating MOOC into traditional teaching can learn from each other's strengths and make up for their weaknesses, which is of great significance for optimizing resource allocation and improving teaching effectiveness.

The first year of MOOC was marked by the rise of Udacity, Coursera and Edx in the US in 2012. At the beginning of 2013, a large number of domestic online platforms have been developed successively, and the number of online education users shows an increasing trend. As a result, the construction of MOOC courses in colleges and universities across the country is also fully rolled out, such as China University MOOC, Love Course, Super Star Learning Link, Xuetang Online, NetEase Open Course and so on. As an important public compulsory course of college English, the new edition of College English Teaching Guidelines issued by the Ministry of Education in 2017 points out that college English should vigorously promote the effective integration of modern information technology and curriculum teaching, so as to provide a new way of learning for foreign language teaching. In the same year, the General Office of the Ministry of Education issued the Notice on the Identification of National High-quality Open Online Courses in 2017. The first batch of 490 high-quality courses were identified, which further promoted the development of college MOOC courses. In the post-pandemic era, MOOC have been promoted as a new model for university courses and student learning.

For a long time, the traditional college English classroom mainly adopts the way of single face-to-face teaching, focusing on the teaching of language knowledge, the classroom is lack of vitality, the lack of interaction between teachers and students, it is difficult to attract students' attention and interest in learning, affecting the learning effect. College English, as a public basic course with a wide audience, is "shrinking" in many schools under the pressure of credit reduction, and English teachers have no time to expand the content beyond the textbook in the actual teaching process [3].

Against the backdrop of MOOC, college English teaching needs to be based on the overall operating standards of the classroom teaching, pay attention to the analysis of classroom teaching ideas, combine with the collaboration mode within and outside the province, implement high-quality teaching resources expansion, and pay attention to the analysis of all-weather teaching methods. MOOC teaching, with the development of new English teaching model as the trend, adjusts the content of students' independent learning, implements effective network classroom interaction and communication, and improves the comprehensive diversity of teaching.

From 2015 to 2017, the Ministry of Education of China issued a series of policies and guidance documents to vigorously promote the development of MOOC in Chinese universities. In 2018, the Ministry of Education held the Conference on the Construction and Application of Open Online courses, officially launched 490 national high-quality open courses, and officially announced to continue to strengthen the construction of MOOC courses. By 2020, 3,000 "national high-quality open online courses" and 1,000 "virtual simulation experiment projects" will be identified in the name of the state. So, using MOOC to continuously optimize the mixed teaching model based on information technology and realize the integration and innovation of traditional classroom, MOOC and flipped classroom is not only an important way to improve the quality of traditional classroom teaching, but also the only way to give play to the effectiveness of MOOC and realize the sustainable development of MOOC. Therefore, English teaching can not be limited to a certain teaching method, teachers should connect various factors in foreign language classroom teaching, flexible use of appropriate teaching mode.

1. Analysis of the challenges of MOOC teaching model

MOOC (Massive Open Online Course), as a new "learning revolution" in the Internet era [4], provides convenient conditions for the rapid development of higher education. As a new online teaching model, MOOC is an online classroom for the masses, who can learn online classes through the network [5]. It is a kind of large scale network courses, which highlights the allocation of criteria for the common platform pattern and strengthens the openness, integration, scale, system and cooperation by the inclusive teaching concept.

At present, the level of college English education in China is relatively low, and there are deficiencies. English classes mainly adopt a single teaching method, just taught by teachers, which lacks of effective classroom communication and interaction, and is unable to mobilize students' learning enthusiasm [6]. The classes also lack of systematic evaluation of the teaching system, and teachers have insufficient understanding of students' English learning progress[7].

MOOC changes the current teaching mode, integrates English teaching resources, pays attention to the expansion of online courses, and builds a perfect industry sharing mode. Through the introduction of English teaching network courses, it implements integrated teaching, pays attention to the training of college English teachers, and strengthens the innovation of English teaching ideas and teaching models. With MOOC, students can obtain course resources with the help of network. Teachers should pay attention to the knowledge authorization mode, combine the reserve of information and knowledge of network course to gradually expand the classroom teaching mode and method, and build a perfect MOOC guiding concept.

Table 1. The advantages and features of teaching MOOC.

Open type	Fusion type	System type	Scale	interactive quality
Innovativeness	Promotion of information technology	Networking	Guided mode	Integrated

MOOC integrates a considerable number of course resources with the help of the network platform, through which English teachers can help students understand the English language and

cultural background and create a good language learning environment for students to learn English. The content of English teaching is no longer limited to the teaching of words, sentences and texts. Teachers can also enrich the classroom content through various forms such as classroom discussion, organizing activities and completing tasks, so as to promote students' learning or test their learning effects.

MOOC has changed the traditional one-way education model of "teachers teach, students learn" and pays more attention to student-teacher interaction in the teaching process. Students can interact with the teacher in class and evaluate the teacher after class. The rich teaching resources of MOOC connect teachers and students with the network platform, ensuring a smooth interaction between teachers and students. Teachers can optimize the teaching design of English classes with the help of more novel teaching methods, which will make college English classes more distinctive.

In the traditional English classroom, teachers dominate the teaching process, and students are in a cooperative position and lack of initiative in learning. Flipped classroom, on the other hand, can use MOOC to subvert the traditional teaching process, transform the status of teachers and students in the classroom, pay more attention to the dominant position of students, and enhance the participation of students in the learning process. Students can choose MOOC resources and study independently on the online platform according to their needs and hobbies. In class, students no longer passively accept knowledge, but can communicate with each other, between teachers and students, and become the protagonist of learning.

2. The allocation of elements of college English teaching in MOOC Era

As for the English teaching, we need to establish the basic teaching support frame, set up college English knowledge content related to network curriculum mode, combine relevant English language teaching system, adopt characteristic network model, to provide students with good English application elements. According to the content of the course, the research team of teachers should be organized to analyze the specific content in line with the pre-class study, in-class communication, after-class review and exercise of college English. In the light of the specific curriculum standards, we can combine the total amount and quality of classroom English teaching, combine with the actual standards, to make MOOC undertake relevant English classroom teaching content and pay attention to the application of knowledge theory, operation skills. In MOOC teaching, teachers can adjust contents according to specific teaching tasks, pay attention to the deployment of cooperation mode, adjust key elements in teaching materials, implement new innovative technology, and constantly promote students' overall English level.

MOOC realizes the real-time teaching of all time. Through the learning of knowledge after class, it guides college students to strengthen their English learning ability and pays attention to the application of new knowledge and new structure. Instead of relying on English teachers to teach, students pay more attention to the cultivation of their learning needs. Based on the traditional college English teaching content, it pays attention to the interactive research on what students are interested in and rich knowledge and pays attention to students' independent learning. Through the network operation of information technology, the expansion of teaching video resources should be strengthened to improve the cooperative interactive mode of classroom teaching.

At present, college English teaching has gradually changed from static knowledge imparts to dynamic language ability cultivation, and the design of classroom activities has become more and more important. A successful classroom activity can not only livens up the classroom atmosphere, improve students' learning enthusiasm, but also, most importantly, effectively improve students' English language ability. A successful and appropriate classroom activity cannot be achieved without the following design elements:

Classroom activities should be closely combined with specific teaching content. Classroom activities arranged solely for the purpose of activating the classroom atmosphere will only make the language teaching process seem empty and powerless. In order to improve students' sense of

achievement and harvest, teachers must closely follow the teaching content when arranging classroom activities. In this teaching mode, students will have a series of positive learning feelings such as "listening, learning, using, learning and doing things", which is an extremely important motivation for learning.

Participants in class activities should be well prepared to use MOOC. In addition to students' basic preview of the class, teachers should also build students' background knowledge and expand relevant topics to fully arouse students' interest in learning. For example, when introducing a course about music, the teacher first gives students a introduction of an English song by MOOC, then asks them to submit an English song imitation singing assignment, then divides the students into groups for inter-group repertoire display, and then asks the students to vote for the most impressive songs in the group. Finally, let each group of students with the highest number of votes to show across the class. In addition, the teacher can record the name of each group member's song and ask the students to express their feelings about the song. Write a composition in English and give the corresponding writing requirements. In this teaching activity, the teaching content is interlinked. Students actively feel the charm of music, actively imitate the pronunciation and intonation, communicate successfully, and use writing skills to express their real feelings in English. Teaching content based on classroom activities is very easy to be accepted and mastered by students.

Incentive mechanism for classroom activities. Incentive mechanism is the guarantee mechanism for the smooth development of classroom activities. Proper encouragement and incentive play an obvious role in the smooth development of classroom activities. Under the incentive mechanism, students are more likely to overcome psychological barriers and have the courage to show their language learning, thus gradually building confidence in language communication. Be able to take the initiative to complete the task of language learning, and gradually gain the sense of achievement in language learning; Be able to actively prepare for classroom activities, so as to gradually master the knowledge and skills, and truly practice the established teaching objectives. However, teachers should try their best to avoid uniformity in the way they set incentive mechanisms and understand the needs and preferences of students during the learning process.

3. Design analysis of flipped classroom model of college English teaching

Through coordinated, interactive and systematic operation, flipped classroom mode focuses on pre-teaching and post-teaching learning. According to the information interactive mode, it implements the personalized learning, and constructs the flipped teaching mode.

Based on students' learning situation and learning characteristics, teachers can flexibly adopt in-depth interactive classes based on Super star platform, supplemented by MOOC, rain class, etc., to provide personalized learning time and space for students. In the process of project-based learning by means of MOOC flipped form and micro-class introduction, students can not only identify target courses of self-directed learning, but also self-access online learning.

At the same time, they can accept the guidance and extension of classroom teaching from teachers, and complete project-based learning tasks and project results display through multi-discussion learning and online collaborative learning. By building a strong and interactive learning community, strengthen the dialogue between teachers and students, pay attention to moral education and practice, create experiential learning activities to promote the internalization of knowledge, adhere to the professional concept of curriculum service, create professional situations, in order to cultivate students' sense of team, exercise students' ability of cooperation and communication, and help students establish the concept of deep learning and lifelong learning.

3.1 Pre-class learning phase

Before class, teachers need to clarify the teaching objectives and chapters, and judge the content of the syllabus. Teaching needs to be delivered according to the individual development of students, combined with expression of relevant knowledge points and language situations, and the open

allocation of teaching resources. It is necessary to analyze the teaching materials and video contents, process and adjust teaching materials, provide key contents for students, and pay attention to students' thinking and analysis.

Teachers should organize the MOOC resources needed for teaching. In the design of College English flipped classroom and the organization of teaching activities, the skilled application of MOOC resources such as video, audio and multimedia courseware of micro-class is the key. Teachers should rely on the MOOC resource platform to select high-quality and efficient college English and police English teaching resources, and connect them with teaching objectives and teaching content to complete the supplement of classroom teaching content. MOOC resources can also provide convenience for students to study by themselves before class. Students can watch MOOC videos according to their English level and needs and complete self-study before class.

3.2 Classroom teaching organization and distribution

In classroom teaching, students need to be assigned in language practice. By watching videos before class, students can analyze relevant knowledge subjects and understand and write down the difficulties in self-study. According to the subject content, students analyze different situations in language and culture. According to language practice, it is necessary to analyze the connotation and difficulties of different language scenarios, and analyze how to organize language distribution and adjustment based on personal understanding status.

Emphasis should be placed on highlighting students' subject status and independent learning. College English flipped classroom breaks the shackles of traditional teaching and transforms the original one-way education mode of teachers teaching students knowledge into a rich form of teacher-student interactive teaching. Students have high participation and enthusiasm in learning and highlight the cultivation of independent learning ability.

Teachers can use MOOC resources to strengthen the practice of listening, speaking, reading and writing in English and create a good language atmosphere. English training programs are carefully arranged to simulate real scenes, and students are allowed to write, direct and perform English melodramas and dialogues in life, etc., so as to exercise their spoken police English and strain ability and truly apply what they have learned. In addition, teachers can also recommend foreign websites to students, so that students can collect first-hand foreign English materials online, and relay them in English in class, communicate with each other and share the gains.

3.3 Build a blended teaching environment

The application of hybrid course teaching needs the support of corresponding teaching environment, and the application process of hybrid course cannot be separated from the support of network. Therefore, schools need to pay attention to the establishment of campus network and ensure the stability of network. Teachers should check the network connection of teaching equipment. In recent years, colleges and universities have gradually completed the construction of campus information, providing a good network environment for multi-platform teaching. In blended teaching, it is not only required that the network support the release and download of English resources, but also needs to complete more teaching tasks, including teaching interaction, teaching evaluation and teaching management, etc. Each teaching link is interlinked, and at the same time, it also needs to support multi-person project collaborative learning. Blended teaching relies on a stable network environment to achieve efficient teaching. In special cases, without the support of the network, teachers can construct the teaching environment with the help of mobile phone correcting network, English dubbing, Himalaya and other mobile phone learning software, and choose the appropriate teaching mode according to the actual situation of teaching, so as to realize the flexible adjustment in the blended curriculum. In the process of blended teaching, teachers should form a good English interaction with students, always pay attention to students' learning dynamics, adjust the teaching model according to students' needs, improve students' learning interest, and then improve their English application ability.

3.4 Group teaching in class

In class, students are divided into different groups to make study plans. The task content can be adjusted according to the project plan and the group status. Teachers should analyze different degree of each group task, adjust the learning process, read the learning task carefully, treat properly all kinds of problems, carry out reasonable teaching auxiliary to improve the overall teaching effect.

Through group discussion of MOOC learning content, it can cultivate students' independent learning ability, improve their humanistic quality, stimulate their teamwork spirit, arouse students' emotions, make the classroom atmosphere active, the classroom interaction lively, and stimulate new creativity and thinking.

3.5 Class discussion analysis

Teachers assign the task to each group and guide them to discuss and think themselves. In flipped classroom, teachers only need to guide and coordinate, and students should complete the analysis, discussion and research independently. Teachers need to get familiar with the content of the course before class, forecast what may occur in the group discussion, and get prepared for various emergencies in class.

Students will have a variety of discussion results in group discussion. MOOC is used to collect students' classroom discussion results, analyze the data content, provide timely guidance and evaluation in class, and stimulate students' independent learning ability.

3.6 Homework after class

After class, teachers can use the MOOC network platform to supervise students' review after class and evaluate students' learning results, so as to understand students' English learning. After the evaluation, students should conduct self-examination and self-correction of their English learning according to the evaluation results and consolidate their learning in time.

According to the actual English learning situation in the classroom, teachers can guide students to think and analyze, analyze the applicable scope of relevant knowledge in English learning. And instruct the student to study after class and share experience and harvest through the information sharing platform. Teachers should also encourage students to share, think, pay attention to the homework presentation, offer a good learning and communication platform for the students, do homework notation, strengthen the communication between the students, which is beneficial to promote and enhance the mutual learning effect.

Table 2. The design purpose of flipped teaching in College English.

Pre-class preparation stage	Organization and distribution stage in class	Group teaching proportion	Classroom discussion and analysis	Homework tracking after class
Prepare for English learning in class	Group learning according to group situation	Improving teaching balance effect through group deployment	Discussion to improve the understanding of learning knowledge	Strengthen the learning effect of English knowledge points

4. Effective construction of multivariate evaluation mode for MOOC learning

The traditional evaluation method is the offline classroom evaluation of teachers and students. With the popularity of online MOOC courses, the construction of MOOC learning evaluation system has gradually attracted people's attention. It is the main means to detect the effect of online teaching and learning, and also an important index to measure the sustainable development of online course construction. MOOC is an emerging education mode. Based on the teaching situation

of online MOOC at home and abroad, it is found that the low completion rate and high dropout rate make the educational quality and evaluation problems of MOOC increasingly prominent. Effective evaluation and certification of learners' learning process and effectiveness is an important link to establish an effective quality assurance system. For a long time, the research on evaluation system at home and abroad mainly focuses on the formative evaluation and the terminal evaluation. The current multiple evaluation system combines these two evaluation systems and other forms of evaluation as the auxiliary, with multi-dimensional and multi-level evaluation as the main feature. Since the 1980s, foreign scholars have focused on the differences between the two stages, emphasizing the respective functions and differences of the two stages. They believe that the formative evaluation mainly aims at detecting learning effectiveness and improvement space, and providing phased reference and feedback for teachers and students. Terminal evaluation is the diagnostic evaluation that plays a final role after continuous process evaluation.

With the popularity of MOOC in 2012, combined with the learning data of several major MOOC platforms in the United States, the learning evaluation of MOOC is an important link of online courses. The mainstream of online evaluation is diversified evaluation. The evaluation process emphasizes the dominant position of online learners, and self-evaluation and peer mutual evaluation are often the main means of online evaluation. In recent years, with the development of educational technology and the continuous innovation of foreign language teaching model and concept, the evaluation methods, evaluation methods and perspectives on MOOC tend to be diversified. The development features of online learning evaluation indicators in European and American countries include the evaluation indicator dimension set up by Quality Matters, a professional institution of course review in the United States, and the MOOC Quality Assurance and Evaluation Guide issued by Commonwealth of Learning, which was created by German scholars in 2014 MOOC design quality assurance standard, which divides the evaluation dimension into teaching and platform technology, and divides it into 75 evaluation indicators.

There have been many positive achievements in the evaluation of online courses in various countries. At present, the research focused on the evaluation of MOOC courses in China needs to be further deepened, especially the evaluation index system of MOOC courses from the perspective of learners. Due to the large number of online learners in MOOC, the online learning mode of learners is out of sync with the time, and the learning cycle is long. In MOOC development, it is necessary to consider the design of standardized course evaluation mode, so as to improve the learning quality and the completion rate of online learning. At present, there are four common teaching evaluation methods of English courses, including terminal evaluation, formative evaluation, comprehensive evaluation and value-added evaluation. The multiple evaluation system plays an important role in current college English teaching. The establishment of the online evaluation system of MOOC should be characterized by diversification and multi-dimension, and a diversified and dynamic evaluation model featuring students' independent learning should be constructed. Course developers and teachers should give play to the process evaluation and evaluation feedback to improve the reliability and validity of the online evaluation indicators of MOOC.

5. Effective strategies for the integrated development of MOOC and college English teaching system

One of the core approaches for the implementation of college English teaching reform is to build a complete MOOC course system. The MOOC course content taught by front-line English teachers should be designed into videos for students to learn on campus or in a wider scope. On the one hand, this measure can truly liberate English teachers from the old repetitive education activities, so that they can devote themselves to the cultivation of students' language practice ability, guide students' learning and exercise, and implement the goal of college education. On the other hand, it can realize the goal of sharing high-quality educational resources, so as to optimize the quality and effectiveness of English education. To build MOOC English course system, we should firmly

adhere to the principles of basic English and professional English courses, and create MOOC suitable for our own education and development. For example, in the basic English section and Professional English section, three levels of English MOOC can be designed for colleges with significant differences in students' subject basis, namely high, middle and low. In this way, students can choose MOOC according to their individual English level to carry out knowledge learning

Xi. For the professional English section, higher vocational colleges should be designed according to the current situation of professional characteristics, teachers and development needs. For example, electromechanical English, Economic and Trade English, Electronic English and so on, and after the completion of these courses, public English teachers and professional teachers together to support.

Under the MOOC thinking, English teachers should fully grasp the current situation of students' English learning, understand their learning progress, build flipped classroom on this basis, and carry out targeted English curriculum education. The realization of efficient interaction between teachers and students is a significant advantage of flipped classroom education mode. Flipped classroom can effectively strengthen the communication and interaction between students and teachers. In flipped classroom mode, teachers should adopt situational English teaching in class, make use of the characteristics and advantages of situational teaching to create a real situation of the practical use of oral English and language knowledge and skills for students, and guide students to complete the preparation of basic subject knowledge independently after class, so as to spend more time in English class to cultivate the language practical use ability of students in higher vocational college. By constructing flipped classroom for English subjects, students can break through the original state of passively accepting the content taught by teachers, give full play to individual subjective initiative, discuss learning problems with teachers and classmates in class, exchange and share learning methods and methods, so as to improve their self-learning ability, cultivate their interest in English learning and strengthen their learning confidence.

The evaluation system of English courses in China is generally aimed at teachers, while the construction of a diversified curriculum evaluation system based on MOOC education platform should not only be aimed at teachers, but also at learning groups and homework conditions. The construction of this evaluation system aims to improve the quality of English teaching, promote students' effective learning, make up for the defects of the traditional evaluation system, and mobilize students' enthusiasm for English courses. Therefore, the college English course evaluation system should follow the principle of openness. Every teaching participant should find, propose and solve problems in the course education, and then work together to make progress. In addition, for the evaluation of students, English teachers can make use of the evaluation section of MOOC platform to conduct a comprehensive evaluation of students' learning performance and learning to skip reading, so as to help students identify and correct their shortcomings and urge them to study actively. At the same time, teachers should encourage students and students to evaluate each other, and adopt the form of bilingual evaluation to test whether the vocabulary and grammar used by students in the evaluation process are accurate, so as to give play to the positive role of the evaluation process in promoting students' development and urging each other.

6. Conclusion

To sum up, after the analysis of college English teaching model in MOOC era, the teaching process should include effective preparation, in-class coordination and after-class tracking. Students' dominant application effect should be emphasized. While teaching English, teachers need to guide students to learning actively, pay attention to teaching ideas and the analysis of the thinking mode, strengthen the judgment ability, adjust students' learning strategy by taking into consideration the actual situation, cultivate students' consciousness to learn independently, so as to improve their interest in English learning, meet the overall requirements of college English classroom teaching.

Due to the impact of the epidemic, in 2020, the Ministry of Education issued the work guidance of "School suspension without school suspension", which comprehensively promoted the development of the mixed teaching model of Online and Offline OMO (online-Merge-Offline). In the post-epidemic era, the mode of deep integration of online and offline will become the main form of teaching in the future. The key points of 2021 of the Ministry of Education also point out that the goal and task of actively promoting the construction of education informatization is to accelerate the high-quality development of education informatization, actively develop "Internet + education", realize orderly sharing, and construct a personalized, diversified and three-dimensional new blended teaching system, which is the key point of contemporary higher education reform [8].

The process of foreign language teaching is diversified, dynamic and flexible rather than static [9]. Let teachers return more to campus classes and small online classes, and become real course leaders [10]. In the era of MOOC, the deep combination of "Internet + education", information technology and education and teaching has triggered a new form of education and teaching represented by MOOC, which has completely changed the traditional classroom teaching mode.

In the MOOC mode, learners' habits of active learning are monitored and cultivated through participation in the whole process from self-selected courses to tracking learning. More conducive to the play of learners' active learning. The reform of national college English teaching mode in the important transition period lies in the emphasis on and full use of computer and information technology, which requires college English teachers to change their roles from teacher-centered teaching mode to student-centered teaching mode, and really promote the reform of teaching concept, teaching method, teaching technology and teaching mode.

For college English teachers, how to break through the traditional college English teaching mode, combine the actual situation and teaching tasks of Chinese college students, integrate various learning platforms on the basis of making full use of information technology, how to effectively introduce MOOC into college English teaching, and how to integrate the concept of "micro-courses, quizzes, real-time solutions" into college English classes? Integrating O2O teaching method [11] into English teaching, realizing the clever combination of MOOC online learning platform and traditional offline teaching mode, improving the quality and validity of college English classroom teaching, and effectively promoting the improvement of college students' English speaking ability and critical thinking ability is a problem worth exploring.

Acknowledgement

2021 Scientific Research Project of Chongqing Vocational Institute (No. RWA202140)

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