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Research on the Construction of a Blended Teaching Model for College English Based on MOOC and Rain Classroom

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Abstract: With the development of information technology in education, the education industry has begun to pay more and more attention to the role of blended learning. MOOC is a product of the times in the context of educational technology development, with relatively abundant teaching resources. By combining MOOC with Rain Classroom as a smart teaching tool, a blended learning model can be effectively constructed. The article mainly focuses on college English and explores the blended teaching model based on MOOC and language classrooms. It explores the blended teaching under the combination of MOOC and rain classrooms from three perspectives: before class, during class, and after class, hoping to promote the optimization of college English teaching effectiveness and promote the reform of curriculum teaching.

Keywords: MOOC, rain classroom, college English, blended learning

Introduction

In the Internet era, all kinds of portable intelligent mobile terminals have begun to be popularized. In this context, the construction and development of "Internet+" education have also accelerated. At this time, the education industry has also begun to focus on blended learning, which refers to the organic integration of modern technology and traditional classrooms, based on the advantages of both, to ensure that the educational requirements of the new era are met. Due to the tendency of contemporary college students to choose networked approaches in their learning process, more and more smart teaching aids are gradually emerging, including rain classrooms, which greatly increases the possibility of blended learning. In China's higher education, one of the general education courses is college English, but due to limited class hours and large class size, the teaching effect has not met expectations. Building a hybrid teaching model based on MOOC and Rain Classroom has a great promoting effect on teaching effectiveness and the improvement of students' comprehensive abilities.

1. Conceptual interpretation

1.1 MOOC

MOOC is a large-scale, open online course that mainly provides students with opportunities and platforms for self-directed learning through video lectures, online quizzes, and homework submissions. The core characteristics of MOOC involve large-scale, openness, linearity, interactivity, etc. Its rise has greatly promoted the development of online education and provided students with a seamless and high-quality learning experience. The curriculum system of MOOC is relatively sound, and the course resources are also very rich and have high-quality characteristics, which can meet the

personalized needs of students. Based on the teacher's curriculum requirements, students can achieve self-learning through MOOC.

1.2 Rain Classroom

In the era of Internet and big data, a new type of intelligent teaching aid is Rain Classroom, whose prominent functions are embodied in many aspects such as teacher-student interaction, question answering bullet screen, big data analysis, etc. With the application of this intelligent teaching, it can ensure the good achievement of diverse interactive teaching objectives.[1] From this perspective, Rain Classroom is an online interactive platform designed specifically for classroom teaching, which can assist teachers in online assignments, quizzes, classroom questioning and other interactive activities, as well as provide real-time feedback on student learning. And students can also preview before class, interact during class, and review after class through Rain Classroom. The application of Rain Classroom in the current field of education can effectively enhance students' participation and interactivity in classroom teaching.

1.3 Blended learning

Blended learning is a new teaching model that combines traditional classroom teaching with online teaching. It can organically integrate pre class preview, in class discussion, and post class consolidation by fully utilizing information technology, thus achieving online and offline integration. The application of this model can fully mobilize students' initiative and participation, thereby truly improving teaching quality and efficiency. On the one hand, teachers focus on offline classrooms and use the application of new teaching aids to inspire and guide students to think and explore, so as to fully utilize their own inspiring and guiding role; On the other hand, emphasizing online learning, through the provision of high-quality online resources, combined with task driven methods, can provide guidance for students' extracurricular learning.

2. Strategies for constructing a blended learning model for college English based on MOOC and Rain Classroom

2.1 Preparation before class

In the smooth implementation of classroom teaching, an important and fundamental step is pre-class preparation. Teachers need to focus on the beginning of the semester, use the teaching objectives of this semester as a reference, scientifically plan and arrange course teaching resources, and provide auxiliary assistance for students to understand learning objectives, content, etc. through the application of courseware, videos, and other media before each formal course teaching. At this stage, students need to engage in autonomous and personalized learning, and acquire knowledge independently. In specific practice, teachers need to refer to the teaching content and provide online resources related to unit themes to students. They can also guide students to choose high-quality online videos, audio and other related knowledge content to watch and listen to based on the network.[2] Through the pre arrangement of learning tasks, it helps students prepare well before classroom learning, and then provides convenience for interactive discussions between teachers, students, and students in the classroom. In addition, teachers can also cooperate with Rain Classroom to send key questions and key long and difficult sentences in the course content to students on their mobile devices, providing guidance and encouragement for students to preview in advance. At the same time, they can use the online detection function of the language classroom to understand and master the students' answering situation, which is conducive to targeted classroom knowledge explanation in the future. And students can focus on marking their doubts, and solve them in the classroom by listening attentively or seeking help from teachers.

2.2 Teaching implementation

In integrated online and offline teaching, the key is the implementation stage of teaching. At this stage, teachers need to refer to the monitoring of the internet in the early stage, explore and summarize the difficulties encountered by students in learning, and then focus on analyzing these contents in a targeted and focused manner in the classroom. In the classroom,

teachers also need to use the rain classroom as a smart teaching tool to teach course knowledge, and when using this smart teaching tool, they should fully utilize its functions. In the specific teaching process, teachers can ask students targeted questions or provide feedback on their own opinions, doubts, etc. based on bullet comments, focusing on difficulties. It is similar to interactive message boards. And teachers need to analyze students' doubts one by one in the classroom. This real-time interaction in the classroom is not only conducive to enhancing the effectiveness of teacher-student interaction, but also can effectively solve the problems that affect the effective development of teacher-student interaction in the classroom due to the large class size. It can also provide auxiliary functions for teachers to monitor students' learning situation in real time.[3] In addition, one of the prominent functions of Rain Classroom is embedded testing. Through the application of this function, teachers can conduct tests and ask questions based on the classroom, which can monitor students' knowledge mastery level in class, such as understanding and judging the meaning of long and difficult sentences. Subsequent teachers can optimize and adjust the teaching content and progress in a targeted manner, facilitating students to better absorb and internalize the knowledge learned in the classroom. The functions of Rain Classroom are also reflected in various aspects such as automatic random roll call and sending red envelopes. The application of these functions helps students focus their attention and greatly activates their interests. In this way, the motivation for students to participate in classroom interaction will be maximized.

2.3 Post class consolidation

The consolidation effect of blended learning is very prominent after class. At this stage, English teachers need to send teaching PPT to students, in order to push the review content. At the same time, through the design and arrangement of after-school test questions, such as translation and interpretation, they can provide auxiliary assistance for students to review and consolidate the content learned in the classroom. In the post class consolidation stage, teachers also need to pay attention to appropriately increasing the difficulty of student assessments. The selected questions should be conducive to the expression of students' personal opinions, effectively training their language output and ensuring that what they learn in the classroom can be internalized. After students finish their homework and upload it to the homework library, teachers need to do a good job of timely grading, and at the same time, use the internet, WeChat, etc. to provide timely feedback on the student's homework situation and have conversations with them.[4] In addition, English teachers can also provide assistance for students to consolidate their online learning through the organization of relevant videos, courseware, etc., and the provision of corresponding learning websites and expansion materials. This learning method is more conducive to awakening students' enthusiasm and also greatly assists in broadening their horizons. During this stage of consolidation learning, students can develop their ability to actively explore. The application of rich resources such as the internet and multimedia can enhance the distance between students and the language environment, facilitate close contact between students and the standard English language, and also help students deeply feel the language atmosphere. In this way, students can achieve the goal of efficient self-directed learning while generating learning confidence.

3. Conclusion

In short, MOOC, Rain Classroom, and blended learning have injected new vitality into college English teaching and provided students with a richer and more efficient learning experience. The MOOC resources can be used for pre class knowledge transmission, while classroom time focuses on practical discussions, feedback and guidance activities; The Rain Classroom can help track students' learning progress and adjust teaching strategies in a timely manner, which is beneficial for improving their comprehensive English application ability. Teachers should fully utilize these new technologies, continuously explore and innovate, and improve the quality and effectiveness of college English teaching. By combining the rich learning resources provided by MOOC with the real-time interactive function of Rain Classroom, we actively construct a blended learning model to achieve an organic combination of pre class self-directed learning, in class in-depth discussions, and post class expansion exercises.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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