

An O2O English Drama Course Instructional Design at Middle Schools Based on 4CID-FBL

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Abstract

With the rapid development of the information age and the increasing international exchanges, great changes have taken place in the instructional mode of middle schools. In 2020, in order to cope with the outbreak of the epidemic, it has become an inevitable trend for middle schools to implement O2O teaching. This paper integrates the four component instructional design mode and the problem-based instructional design mode in the overall task instructional design, explores the holistic instructional design based on the comprehensive learning task in the development of English drama curriculum at middle schools, and innovates the teaching strategies in the O2O course design. The O2O course design emphasizes the student-centered learning, and takes tasks and problems as driving forces to continue comprehensive learning. Teachers should pay more attention to the learning experience of students in the process of teaching courses, and make full use of all kinds of online and offline teaching resources to achieve the requirements of China's students' English abilities standard of compulsory education.

Key words: 4CID-FBL instructional mode, English drama-based course. O2O teaching design

Introduction

With the rapid development of science and technology, "Internet + education" was proposed by the education departments of governments in 2019 to promote the sharing of information resources and extend the time and space of teaching (Wei, X., Gu, Q., 2019). O2O online and offline hybrid teaching mode began to receive

attention. During the epidemic period in the first half of 2020, online education was implemented in a large scale and developed rapidly. After returning to school in the second half of 2020, online teaching in middle schools changed from "emergency" to "normalization" gradually (Li, M., & Lv, H, 2021). During online teaching, teachers at middle schools made full use of online education resources to carry out teaching and

accumulated rich experience of online teaching(Mahmood, S,2021). Although it has been transferred to offline teaching, teachers still continue applying effective online teaching resources and combine them with offline classroom teaching. Therefore, carrying out O2O hybrid teaching has become an inevitable trend.

Combining with the four component instructional design mode and the problem-based learning mode, this paper takes English drama course of middle schools as an example to explore how to construct the 4CID-FBL instructional mode in the English learning of students in the stage of compulsory education, carry out the holistic instructional design based on the comprehensive learning task, and implement the new teaching strategy in the O2O hybrid teaching classroom.

Context of the research

In China, English curriculum standard of compulsory education (2022 edition) puts forward grading requirements for language skills, language knowledge, emotional attitudes, learning strategies and cultural awareness(Ministry of Education of the People's Republic of China,2022). From the perspective of language skills, such as listening, speaking, reading and writing, five levels of different target requirements are put forward. The language skills goal at 5th level requires students to be able to perform short plays in English. That is to say, students should be able to perform short plays in English when they graduate from junior high school. However, in the current junior middle school English textbooks, there is only one short play called *Hansel and Gretel* in unit 6 of the English book in Volume II of Grade 8. The resources about short plays in the national curriculum are limited. It is difficulty for students

to learn to perform short plays in English just by learning one short play. The general goal of the new *English Curriculum Standard for Compulsory Education* points out that English teaching should emphasize the learning process, attach importance to the practicality and applicability of language learning, and advocate that students contact, experience and understand the real language in the context(Ministry of Education of the People's Republic of China,2022). In English teaching outside the national curriculum, teachers should enrich curriculum resources and expand the scope of English learning. Language learning requires a lot of input. Rich and diverse curriculum resources are especially important for English learning. According to the needs of teaching and learning, English courses should provide English learning resources close to students, life and the times. Teachers develop and make use of English learning resources in real life creatively, and use actively audio-visual, radio, television, books, newspapers, magazines, and network information to expand the scope for students to learn and use English (Faridi, A, 2010). According to the requirements of the English curriculum standards, in order to achieve the objectives of the curriculum standards, the English curriculum at the junior middle schools can develop drama-based courses to enable students to acquire English language in performance.

O2O Curriculum Instructional Mode

O2O instructional mode is a reference to the new e-commerce mode O2O (online to offline)(Sarkar, B., Dey, B.,2021). The concept of O2O was presented by Alex Rampell in August 2010. It originally refers to a business service model, referred to as Online to Offline(Wei, X., Gu, Q., Luo, Y., & Chen, G,2019). This mode refers to a

new mode of online and offline interaction and integration in the curriculum by using Internet technology, relying on one center (Curriculum Resource Center) and two platforms (traditional classroom platform and new social platform) and integrating online and offline high-quality teaching resources. Online activities include MOOC, SPOC, online discussion and offline activities include classroom teaching, practical teaching, offline discussion, etc. O2O course teaching has realized the complementary advantages of online and offline teaching modes, and its main characteristics are customized content construction, diversified interaction methods, diversified student assessment and hierarchical ability training(Hu, H,2022). Its development advantages mainly include the multi-directional communication between teachers and students, the sharing of teaching resources, and the flexibility and innovation of teaching content and methods. The multi-directional communication between teachers and students refers to online and offline multi-directional and frequent interaction. The sharing of teaching resources refers to the use of network platform to develop digital teaching resources, which conforms to the trend of

informatization and digitalization and presents rich forms. The flexibility and innovation of teaching contents and methods refers to the timely feedback and evaluation of teaching effects supported by big data, so as to achieve teaching innovation.

4CID Instructional Design Mode

4CID instructional design mode is a typical representative of the holistic task-based instructional design mode. 4CID is the abbreviation of Four Components Instructional Design. It is an holistic instructional design mode to solve complex learning(Merrienboer, J.,1997). It was studied by Jeroen Van Merrienboer, a Dutch educational technology expert, in the 1980s and proposed formally in 1997. 4CID mode is a instructional design mode that uses systematic methods to analyze and design complex cognitive skills(Guney, Z., 2019). 4CID mode takes the real and holistic learning tasks as the driving force of complex learning. The following four elements are the basis of its instructional design mode. They are learning tasks, supporting information, program information and part-task practice.

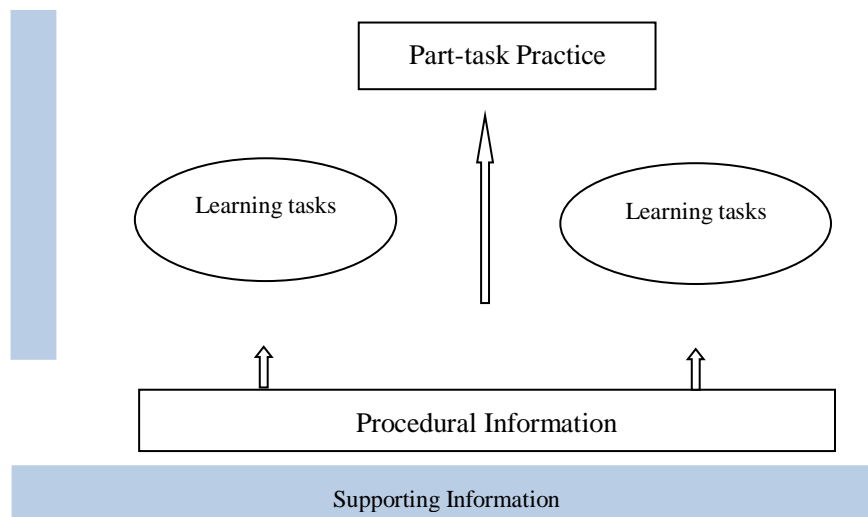


Figure 1 Four components of 4CID instructional design mode

Learning tasks refer to professional tasks based on real life, which provide specific experience for learners. A series of learning tasks play a supporting role in the teaching process. Supporting information helps learners complete unconventional learning tasks, such as problem solving and rational decision-making. Supporting information can be presented before learners begin learning, or during the process of completing learning tasks. Procedural information tells learners how to complete the conventional learning tasks. That is to say, it means that how teachers teach learners. When learners learn relevant content, procedural information is presented in time. Part-task practice provides learners with exercises of conventional tasks to achieve complete autonomous learning. Only when the learners are familiar with the conventional tasks in the complete background and meaningful learning tasks, can the part-task practice begin.

Compared with the traditional instructional design mode, this mode has the following advantages. Firstly, 4CID mode focuses on the integration and coordination of teaching objectives. Other traditional instructional design models mainly focus on knowledge or learning content. Secondly, 4CID model divides teaching information into supporting information (theory) and procedural information. Thirdly, 4CID mode divides the learning task into partial task and holistic task, and combines the two kinds of tasks in the the process of instructional design. The traditional instructional design mode often pays attention to either the holistic tasks or the partial tasks. All in all, 4CID mode is a instructional design mode that focuses on the holistic tasks, pays attention to the holistic meaning of learning, pays attention to the transfer of knowledge, and advocates designing teaching from the holistic meaning of learning tasks. In the process of

designing, it is advocated to give more support and guidance to learners in the beginning. Then it reduces the support and guidance gradually in the subsequent learning process until learners can complete learning tasks independently (Van Merriënboer, J. J., & Sluijsmans, D, 2009). 4CID mode shows that special exercises should be carried out for procedural tasks to achieve the goal of autonomous learning through multiple exercises, which can reduce learners' cognitive pressure and help learners better grasp the holistic meaning of learning. One great thing about 4CID is that 4CID mode itself is a mode of curriculum design and development. In the process of designing teaching, 4CID mode does not design teaching according to isolated knowledge points or fragmented teaching objectives (Larmuseau, C., Desmet, P., & Depaepe, F, 2019). From the beginning, 4CID mode focuses on the holistic tasks and the holistic significance of learning. Therefore, in the process of designing teaching, 4CID instructional design mode is to design teaching according to holistic teaching tasks. In the process of designing, it is necessary to complete the design of the holistic teaching tasks before it can be regarded as a instructional design. Therefore, the 4C/ID mode is usually designed to teach one subject curriculum, rather than a class or a knowledge point.

Problem-based Learning

John R. Savery reviewed the research on problem-based learning, and put forward the definition of problem-based learning by analyzing the characteristics of problem-based learning. He pointed out that problem-based learning is a learner-centered instructional (Curriculum) design method, which allows learners to control the process of learning and

research, unifies theory and practice, and applies knowledge and skills to find possible solutions to specific problems (John R. Savery, 2015). The reason why problem-based learning is effective is that it is based on the integration of main current learning theories. Problem-based learning is an instructional (Curriculum) design and development mode based on the integration of constructivism, autonomous learning, cooperative learning and situational learning (Dolmans, D. H. J. M., 2005). That is to say, problem-based learning takes constructivism, autonomous learning, cooperative learning and situational learning as its theoretical basis.

Professor Diana Dolmans pointed out in one

Massive Open Online Course that problem-based learning consists of four main components. First, they are meaningful questions. Learners learn knowledge based on real problems which come from their future professional practice. Second, it is group learning. Learners learn knowledge in groups and discuss problems through cooperation. Third, it is that teachers act as coordinators. In problem-based learning, the teacher acts as a coordinator to coordinate and promote the discussion of group problems and regulate the learning process. Fourth, it is autonomous learning. Problem-based learning needs more time for autonomous learning. The four components constitute the content framework of problem-based learning.

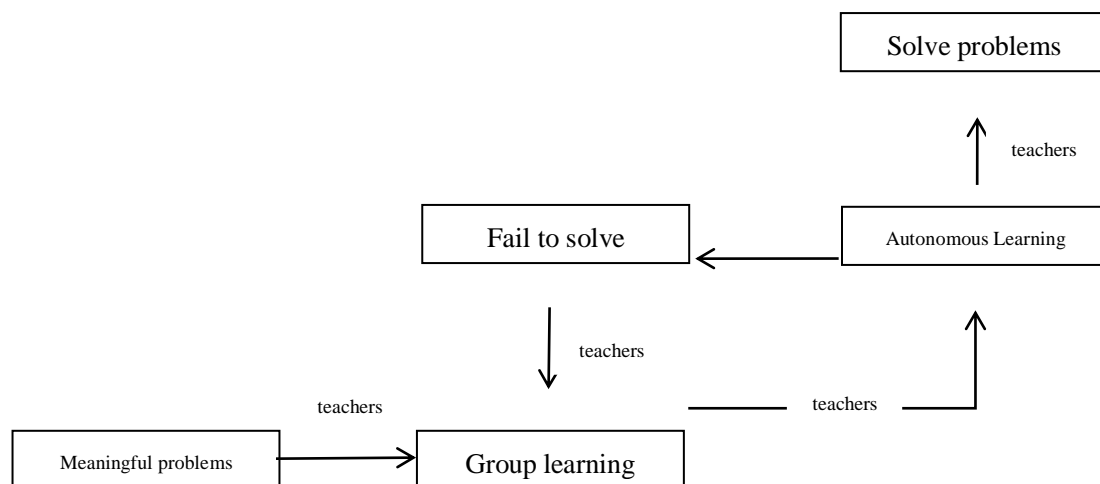


Figure 2 Problem-based learning process

John R. Savery summarized the ten main characteristics of problem-based learning (John R. Savery, 2015). First, learners need to be responsible for their own learning. Problem-based learning takes is learner-centered. When learners take corresponding responsibility for the problems to be solved in the situation of problems, they can promote the solution of problems. Learners take corresponding responsibility for the problems to be solved

understand the situation of problems, which can promote the solution of problems. Second, the problems used in problem-based learning should be ill-structured and can be explored freely. If the problem in problem-based learning is a well-structured problem, then it can not become an inquiry problem. One of the most important skills to cultivate learners in problem-based learning is to identify problems and set the direction of solving them. If the problem is

well-structured, learners will lack motivation to learn and explore it. Third, problem-based learning needs to integrate multi-disciplinary contents. In the process of autonomous learning, learners should contact, learn and integrate relevant multidisciplinary information, so as to promote the understanding and solution of specific problems. For example, when people are working in the real world, they must review and apply information integrated from multiple disciplines to solve problems in the real world. Fourth, cooperation is important. Problem-based learning provides a platform for learners to develop cooperative skills. In the process of problem-based course learning, teachers will ask questions to all learners to ensure that all learners can share information well and work together to solve problems. Fifth, the gains from autonomous learning must be applied to the reanalysis and solution of problems. The information obtained from the individual's independent research is to inform the learning group to make solutions to relevant problems. Each learner should share the significance and role of his / her knowledge in forming solutions to problems. Sixth, it is necessary to analyze carefully what you have learned in the learning process and to discuss the relevant concepts and principles. The purpose of doing reports after learning activities is to further consolidate the learning and ensure that the learning experience can be further considered. Reflection on all aspects of the problem-based learning process can promote learners' development of knowledge, learning and ability. Seventh, self-evaluation and peer evaluation should be conducted after each question is completed and each course unit is completed. These assessment activities are related to the above-mentioned reflection on what learners have learned. The significance of evaluation activities is to strengthen self-reflection and a

series of meta-cognitive skills. Eighth, the activities in problem-based learning must be valuable in real life. Ninth, learning evaluation needs to take the evaluation of learning process into account. The goal of problem-based learning is both knowledgeable and procedural. Learners need to be assessed regularly in these two dimensions of evaluation to determine whether learners benefit from problem-based learning methods. Learners are required to be able to identify and demonstrate accurately what they have learned. Tenth, the problem-based learning course must be a course based on teaching theories, not a random course based on nothing.

4CID-FBL Instructional Mode Construction

Theoretically, both 4CID and PBL are influenced by constructivism. Van Merriënboer points out that 4CID mode adopts the viewpoint of mild constructivism obviously. 4CID provides learners with important, realistic and increasingly real cases and problems, and the main learning process is to generalize and abstract the schemata obtained from these specific cases (Van Merriënboer, 2017). Problem-based learning also reflects the characteristics of constructivism clearly. Problem-based learning emphasizes that learners get learning experience and construct knowledge independently in the process of analyzing and solving problems.

Both 4CID and PBL emphasize the integrity of learning. The curriculum project developed by 4C ID mode is designed for the holistic task and emphasizes the integrity of learning. The generation of 4CID mode is to solve the problem of knowledge fragmentation in the process of complex cognitive learning. The essential feature of PBL is that the problem-based learning course

is composed of questions based on real situations rather than subject knowledge. It is an overall course, emphasizing the acquisition of cognitive ability rather than the acquisition of subject knowledge(Savin-Baden M, Major CH, 2004).

Both 4CID and PBL are learner oriented. They are both learner-centered instructional (Curriculum) design modes. 4CID and PBL curriculum design are based on the overall real learning environment to stimulate learners' learning motivation and guide learners to understand, apply and innovate knowledge. Both 4C / ID and PBL emphasize on promoting learning in the process of solving problems. Van Merriënboer has written articles specially to discuss the relationship between 4CID and FBL. In his article *Discussion Problem Solving and Teaching Promotion*, he compared the four components of 4CID specially to explore how these four components promote the solution of real problems(Van Merriënboer, 2013). Problem-based learning is to apply the problem-solving in life to the curriculum in the teaching field, so as to cultivate learners' problem-solving ability and finally solve the problems faced in real life.

In practice, the four specific components of 4CID mode can correspond to the relevant elements in problem-based learning(table1). First, The learning tasks correspond to the problems. In problem-based learning, learning tasks are called “problems”. Students usually try to solve these problems in the form of group cooperation. Second, The support information in 4CID correspond to the “learning landscape”. Supporting information refers to the relevant resources that learners can consult to help learners solve problems.Resources can be related task cases, articles, books, or network resources. Third, program information in 4CID refers to the information provided to learners when they are doing a task or when they just need procedural information.In problem-based learning courses, program information is generally provided by instructors. Therefore, program information corresponds to “tutors” and “instructors” in problem-based learning. Fourth, the part-task practice in 4CID corresponds to the skill room. In the process of problem-based learning, in order to strengthen the training of conventional skills, there is usually a place called skill room, which is completely consistent with the part-task practice in 4CID.

4CID	FBL
Learning Tasks	Meaningful Problems
Supporting Information	Learning Landscape
Program Information	Information Provided by Tutor
Part-task Practice	Skill Room

Table 1 Corresponding Relationship between 4CID and FBL Learning Process

Principles of O2O Course Design at Middle Schools based on 4CID and FBL

Based on the integration of 4cid and FBL teaching design mode, this paper designs the

O2O course of English drama at middle schools. O2O course emphasizes the combination of online and offline courses. In this course, it

emphasizes not only the tasks of language learners, but also the tasks of teachers in curriculum design (figure 3).

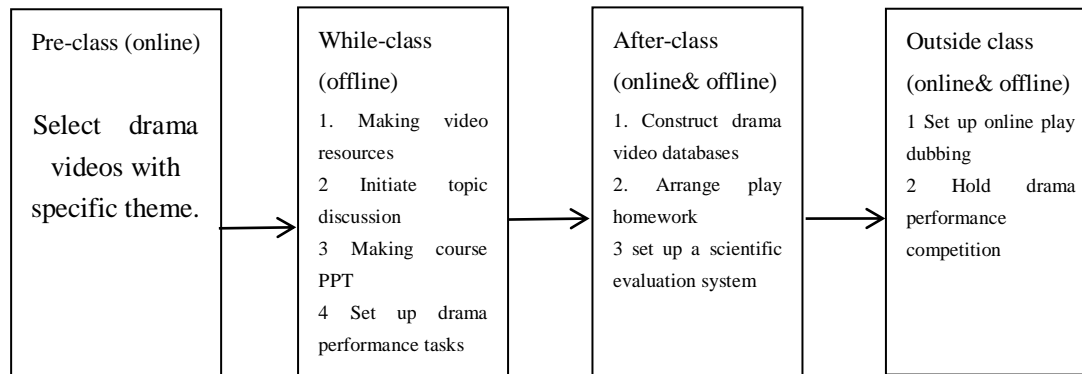


Figure 3 Tasks of Teachers in Curriculum Design

In the instructional design of O2O English drama course, the following principles are followed. First, it is student-centered and focuses on learning experience. The compulsory education English Curriculum Standard (2022 Edition) points out that the basic concept of junior middle schools English curriculum focuses on students' language learning process, emphasizes the practicality of language learning, and advocates that students experience the real language in the context. With the outbreak of the epidemic, the continuous implementation of online courses around the world has promoted the continuous improvement of student-centered online course resources. According to the basic concept of English curriculum, teachers should make full use of the emerging online English curriculum resources to improve junior middle school students' ability to meet the requirements of curriculum standards when they graduate from grade 9. Based on 4CID and PBL instructional mode, the role of teachers changes from the knowledge lecturer to the instructor of guiding students' learning, and teachers pay more

attention to students' learning experience. Take the English drama course as an example. Before class, teachers require students to watch drama videos online and prepare for the whole class. During the whole course of offline class, teachers give tasks and problems and guide students to solve problems gradually through group cooperative learning and autonomous learning, so as to achieve the purpose of learning and self-improvement. After class, teachers assign certain online drama dubbing performance tasks and hold regular drama performances. Students are required to practice and perform short dramas through online and offline ways after class. The whole learning process of English drama course is completed by students independently, which fully reflects the student-centered instructional concept. The core of student-centered instructional design is that teachers should take the way of help and guidance to stimulate students' autonomy in terms of tasks and problems, let students take the initiative to find problems and find solutions to problems, and achieve learning goals finally. Second, O2O

course design takes tasks and problems as the driven force and emphasizes the comprehensive learning. English language courses have strong practical applicability, and the learning goal is to cultivate students' language application ability. 4CID trains students' creative and regenerative skills in English application by letting students complete learning tasks (Kirschner, P., & Van Merriënboer, J., 2008). Creative skills are problem-solving, reasoning and decision-making skills, while regenerative skills mainly refers to completing tasks in a repetitive way. In teaching design, the design of learning tasks should be strengthened, and learning tasks are taken as the cornerstone of the design scheme so as to drive the whole process of "inductive learning". Learning tasks should be complete. They can be cases, projects, professional tasks and problems or assignments to be learned, and include the knowledge, skills and attitudes required by students to complete tasks in their daily life. In 4CID-PBL instructional mode, teachers should construct learning tasks and design corresponding learning problems according to specific task levels. By using tasks and problems to drive students' learning, students complete tasks and solve problems in simulated or real-life task environment. In the curriculum design of the O2O English drama course, teachers should combine online and offline learning problems and tasks fully. In offline classes, group cooperation can be used to complete learning problems. Online tasks and problems can be left to students to learn and complete independently after class. An dubbing drama database is set to enable students to do online interesting dubbing activities to improve their English application ability and interest in learning English. Students learn knowledge in action and build their own cognitive schema through specific learning experience so as to realize the integrated

cultivation of knowledge, skills and attitudes. In the process of learning, students further transfer the knowledge learned in the course to new tasks and problem situations, and start a new learning process. The attitude here refers to the students' emotional attitude. It is pointed out in the *Compulsory Education English Curriculum Standard (2022 Edition)* that the emotional attitude refers to the relevant factors of interest, motivation, self-confidence and cooperative spirit that affect the students' learning process and learning effect, as well as the national consciousness and international vision formed gradually in the learning process. The fifth level of emotional attitude requires students to have a clear learning purpose, have the desire and interest to learn English, and cooperate with others actively in group activities. Third, develop and make full use of multimedia teaching resources. The four components instructional design mode requires to use multimedia resources to provide learners with the opportunity to complete learning tasks. Van Merriënboer pointed out six main principles of selecting multimedia resources. They are task sequencing principle, immersive reality principle, process support principle, appropriate variation principle, cooperative cooperation principle and task completion principle (Van Merriënboer, J. J., & Kester, L., 2014). By applying these principles, teachers can make use of various online and offline multimedia environments to provide students with more opportunities to complete their learning tasks. The English curriculum standard also clearly requires that more attention should be paid to the selection and application of online and offline multimedia in the training of language talents. Learning media can be paper documents, audio and video resources, online media, etc. It also refers to offline multimedia teaching systems, online teaching platforms and

social media, which can better play their roles. Through the strong interaction of O2O multimedia system, communication theoretical models can be presented and relevant cases can be explained. The solutions to problems can be presented through video display. Through social media such as we-chat groups, teachers, experts and students can share and discuss relevant information. Teachers create a rich information database based on the online learning platform to let students watch the related resources repeatedly in the form of videos or animation micro classes. After class, students are required to conduct a lot of practice under the teachers' guidance so as to achieve the learning objectives

of the course quickly and efficiently.

O2O English drama course design based on 4CID and PBL instructional design mode

a) Curriculum design framework

Both 4CID and PBL instructional modes are learner-centered teaching (Curriculum) design modes for language learners. From the perspective of learners, the course will be closely combined with 4CID and PBL instructional modes in the O2O course design of English drama.

The Objectives of English Drama Course		
Pre-test		
Pre-class(online)	Watch related drama videos given by teachers	
While-class(offline)	Task Construction 1 learning tasks 2 part-task practice	Problems Design 1 exploring problems
	Driven Force 1 Teachers' guidance(give some supporting information) 2 Group cooperative learning 3 Autonomous study by learners	
After-class(online&offline)	Review the drama-based material Work in group to perform the drama	
Course Evaluation		

Table 2 O2O Course Design of English Drama -- Based on 4CID and PBL instructional modes

b) Set teaching objectives

Curriculum objectives are the starting point of curriculum development and the core content that should always be paid attention to in the process

of curriculum design, development and implementation. According to the 4CID-PBL instructional mode, the teaching objectives of the "English drama" course should be set first. the

courses will be developed with the help of various online and offline resources so as to cultivate junior middle school students' comprehensive ability to apply English language. The specific teaching objectives are described hierarchically around this basic objective. The objectives of the fifth level of junior high school English curriculum are that students can communicate with others, cooperate to complete tasks, perform short plays in English, and achieve natural pronunciation and intonation in oral activities. Therefore, the teaching objectives of O2O course can be that students can perform short plays in English, and achieve natural pronunciation and intonation in oral activities.

c) Pre-test before course design

After setting the course objectives, it is necessary to understand the existing knowledge structure and ability level of students. Therefore, it is necessary to carry out pre-test for students. The results of pre-test are one of the main references for teaching design. Contemporary students at middle schools are exposed to the Internet and multimedia too early, and most of them can master the operation mode of online tools. O2O course requires a prerequisite course foundation, which is that students generally have mastered certain new media technology means, but there are individual differences between these new media technology means. The pre-test can be conducted in a variety of ways. The offline interview and observation discussion are the most direct ways. The online tools such as the questionnaire, individual communication, group chat and other ways can test the students' mastery of English knowledge. Through the pre-test, it is designed to adjust the difficulty of the O2O course.

d) Construction of Learning task

After clarifying the curriculum objectives and completing the pre-test, the learning tasks should be constructed first in the stage of curriculum design. In the process of task construction, we should design the corresponding learning problems should be designed according to the specific task levels so as to improve the problem design and curriculum resource development. The design of Curriculum problems should correspond to the specific tasks in task construction. The development of curriculum resources includes the development of learning resources, learning guides, teaching guides, evaluation tools and so on. During the construction of learning tasks, attention should be paid to the construction of the overall task framework, and two different kinds of learning information should be analyzed on this basis. One kind of information is procedural information, which is used to solve the problems of reproducibility in learning tasks. It focuses on specific procedures to enable learners to follow the diagram and be familiar with the problem-solving process. The other kind of information is the supporting information, which is used to solve the creative problems in the learning tasks. It focuses on supporting the whole learning process from the theoretical level. Therefore, this information runs through the whole course learning stage. After constructing the learning tasks, the design of O2O course should select the learning media. In the era of information, different learning resources can be integrated in the process of curriculum design to break the traditional situation of one textbook dominating the course. The learning media can be paper literature, video resources, network media, etc. In the process of learning media selection, on the one hand, certain media resources can be designed for learners to learn, and on the other hand, certain literature search

paths and methods can be provided for learners to consult literature and collect resources by themselves, so as to further form teaching media resources that adapt to learners' learning personality. In the o2o course design of English drama, teachers can select online drama video resources to let students watch them before class, or they can provide students with a useful drama resource platform, so that students can log in to watch and learn the drama performances they are interested in, and learn the pronunciation and intonation of the language. After class, teachers make full use of we-chat and other social media to upload the plays performed in groups by students to the social media platform. Through the online social media platform, the groups can also observe and evaluate each other so as to evaluate each group and stimulate students' desire to learn. After class, teachers can also set up an online English fun dubbing platform, which is reserved for after-school exercises in each drama class to consolidate students' English learning ability.

e) Design Learning Problems

After the completion of the curriculum design, the next stage is the stage of curriculum implementation. In the process of curriculum implementation, teachers need to uphold the core concept of the curriculum, which takes problems as the driving force and regards tasks as the center of learning. Taking problems as the driving force means that the course learning should start from trying to solve problems and be problem-oriented. Taking tasks as the center means that in the process of curriculum implementation, learning language should be promoted step by step according to the designed task level, take the tasks as the center, and promote learning through the process of solving problems, so that learners can form a schema of

solving problems and tasks. In the process of curriculum implementation, teachers' role orientation should be accurate. As the guide of the curriculum, teachers must avoid taking all the responsibilities and change the traditional teaching method based on teaching knowledge. In addition to teachers' guidance, in the process of curriculum implementation, the design and arrangement of group cooperative learning and autonomous learning should be paid attention to. Setting up study groups and developing group cooperative learning are very important parts in the process of task-based learning. After the groups are divided, a group discussion shall be conducted to analyze the problems in the course, discuss the problems and find out the preliminary scheme to solve the problems. In the course of curriculum implementation, learners' autonomous learning is also very important. Cooperative learning and discussion can produce a collision of views, but insight often requires learners to think quietly. Autonomous learning is also very important. In the design of O2O course in English drama, teachers need to design a list of questions for each task. Watching the drama videos in the preview stage before class can encourage students to solve the problem of new words and sentences in the drama language, and observe the performers' behavior and emotion. In the process of learning the course in class, students can be organized to cooperate in groups for each drama scene, practice repeatedly and master the behavioral and language skills of drama performance. Then students study by themselves to reflect and summarize the knowledge so as to build their own cognitive framework. After class, the teacher provides an English dubbing platform to encourage students to find out the words and sentences with poor pronunciation through dubbing exercises, and analyze the reasons. Based on this, students can

be encouraged to choose their favorite plays and practice by themselves through the dubbing platforms.

f) O2O Course Evaluation

There is no doubt about the importance of curriculum evaluation. Without the scientific and reasonable curriculum evaluation, the practical significance of curriculum will be greatly reduced. According to Bharvad, A. J, curriculum evaluation refers to one process or a series of processes in which people collect necessary information to decide whether to adopt, modify or delete the overall curriculum or a specific textbook (Bharvad, A. J, 2010). From Bharvad, A. J definition, we can see that the purpose of curriculum evaluation is to collect necessary curriculum materials and judge whether the implementation of the curriculum has achieved the goal plan of the curriculum. Bharvad, A. J also pointed out that in the field of curriculum, the focus of evaluation is to find out whether the designed, developed and implemented curriculum is producing or can produce the expected results. The purpose of curriculum evaluation is to determine the advantages and disadvantages of the curriculum before implementation and the implementation effect after implementation (Bharvad, A. J, 2010). In *Instructional Design: ADDIE Approach*, Branch summarized the curriculum evaluation as 5W and 1H, which are who, what, when, where, why and how (Branch, R. M. , 2009). He believed that curriculum evaluation should focus on six questions. Who evaluates the course? What is the specific evaluation content? When is the evaluation implemented? Where is the

curriculum evaluation conducted? Why is curriculum evaluation important? How is the evaluation data collected? The Compulsory Education English Curriculum Standard (2011 Edition) clearly points out that in the process of designing and implementing evaluation, teachers should fully consider students' age, psychological characteristics and cognitive level, and select reasonable and diverse evaluation methods, such as self-evaluation, peer evaluation, parents' evaluation, teachers' evaluation, etc. Therefore, formative assessment will be used to evaluate each student in the English drama performance course, mainly including self-assessment, peer assessment and teacher assessment. The evaluation finished by students and teachers not only is objective and fair, which reflects students' dominant position in the classroom, but also helps students reflect their knowledge through different ways of evaluation, and improves their core English literacy while achieving teachers' teaching goals. There is no mid-term examination for O2O English drama course. According to the learning progress of the course, an English drama performance is performed in groups every month. The performance theme is selected and adapted from the online drama database set by teachers. Each evaluation will be implemented by teachers and other students. After the course is completed, the average score of each evaluation result will be calculated as the final score of each group. The total score is set as 100, A for students with a score above 85, B for students with a score of 71-84, and C for students with a score of 60-70. Students with a score below 60 need to take a make-up examination.

O2O Course Evaluation Form of English Drama	
Group: _____	Date: _____

Play	Item	Total	Score
	<ul style="list-style-type: none"> Content (Adapted close to the original, full of creative) 	20	
	<ul style="list-style-type: none"> Pronunciation & Intonation (Clear Pronunciation , Authentic intonation , vivid fluency) 	30	
Director	Acting (Action is in place and expressive)	20	
	<ul style="list-style-type: none"> Costume & Stage properties (The costumes are neat and decent, the props are beautiful, and the use is appropriate.) 	20	
	Teamwork (Team members cooperate well)	10	
	Total score	100	
	The best actor/actress		

Table 3 O2O Curriculum Evaluation Form of English Drama

A typical teaching plan of the drama *Hansel and Gretel*

This drama text is selected from the English textbook of the compulsory education in China. In China, the compulsory education includes nine grades, from grade 1 to grade 9. In the Chinese education system, the primary school includes 6 grades,

from grade 1 to grade 6, and the middle school covers 3 grades, from grade 7 to grade 9. The drama text here is from the Chinese English text *Go For It* of grade 8. The English short drama is called *Hansel and Gretel*. In this paper, the writer will make a specific O2O instructional plan based on the 4CID-FBL instructional mode.

Pre-class (online)	1 watch the drama video <i>Hansel and Gretel</i> (online)
Task1 learn the new words by themselves.	2 the teacher gives the problem: find and learn the new words and sentences. (autonomic learning and online) New words: scene, moonlight, bright, ground

<p>This task should be finished before class. Teachers give some problems to students to solve.</p>	<p>Sentences:</p> <p>a) Did you hear our stepmother planning to kill us?</p> <p>b) When the moon is shining bright, we will be able to see the stones.</p> <p>(The teacher guides the students to solve the problem through some ways like looking them up in the dictionary or internet.that is to say, the teacher gives students some supporting information to help them solve the problem and finish the task.)</p>
<p>While-class(offline in the classroom)</p> <p>Task2 students explore the plot of the short drama, and work in groups to play it.</p>	<p>Problem1 teamwork--guess the word on the PPT using body language</p> <p>(Each group selects three representatives to finish this problem. One student plays English words or phrases in the PPT. one student perform by using body language and another one guess the word or phrase. Within 1 minute, the group that guess the most words and phrases win the game. Finally, the winning group is selected and small rewards are given.) the word / phrase performance table is in another page.</p> <p>Problem 2 watch the short drama video with questions</p> <p>Q1 Why does the wife tell her husband to leave the children in the forest?</p> <p>Q2 What does Hansel go out to get?</p> <p>Q3 How do Hansel and Gretel find their way home?</p> <p>Q4 Why do Hansel and Gretel get lost the second time?</p> <p>Tip: work in groups to solve the problem.</p> <p>Problem3 play the short drama in groups</p> <p>(each group selects two scenes to prepare)</p> <p>The teacher gives the guidance from the following parts:</p> <p>1 Role assignment</p> <p>2 Learn the lines in the short drama</p> <p>3 Practice intonation</p>

	4 Perform it in front of classmates.
After-class(online &offline)	Problem4 English short play dubbing activities (students should choose one short drama from the drama bank set up by teachers, and finish it after class.)
	Problem5 practice the drama performance in groups and hand it in through wechat group. (students use their free time to practice the drama play together. The drama should be selected from the drama bank. They should send the videos of their performance to the wechat group every week. Let teachers and students enjoy and evaluate them. Wechat refers to a tool in China that can communicate with each other. People can set up the groups and name them through the chat tool.)

Table 4 the teaching plan of the drama Hansel and Gretel

words	Sleep Drop Plan Kill Moonlight
phrases	Go to bed Wake up Keep walking House made of bread

Table 5 Words / Phrases Performance Table

Summary

This paper focuses on the teaching reform of O2O course based on 4CID-PBL instructional mode under the background of Internet and explores the ideas of instructional mode reform systematically. O2O course is based on 4CID-PBL instructional teaching mode. It emphasizes that teachers focus on task guidance and interactive teaching. Teachers can release

learning tasks and problem lists timely through the mobile teaching platform, we-chat and QQ groups. Teachers can provide online guidance and facilitate communication between teachers and students. For applied knowledge such as theoretical knowledge and software operation, offline teaching can be conducted in a guiding and inductive teaching method. However, for these knowledge-based e-learning, teachers are suitable for recording short and vigorous micro

classes. Micro class resources are released to the network platform, and students complete them in the form of tasks. In the O2O course teaching of junior high school English drama, short plays recorded by students in groups can be released on the online mobile platform. Offline teaching guidance and online course resources complement each other. Online resources can also be put on the classroom screen to realize more convenient interaction and communication between teachers and students, and promote students' effective learning. Therefore, the instructional design of O2O curriculum relies on Internet resources and platform tools effectively to drive teaching reform and innovation and optimize the design of online and offline hybrid teaching. The O2O course is committed to cultivating language application-oriented talents with practical ability and meeting the needs of modern society.

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