

A Study on the Construction of College English Structured and Semi-structured Flipped Classroom Teaching Community

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Abstract— This paper is to discuss how to construct a structured and semi-structured flipped classroom teaching for college English. The structured classroom is the traditional classroom and the semi-structured classroom is partly traditional teaching and partly flipped classroom teaching. Based on humanistic learning theory, mastery learning theory, team learning theory, and constructivism learning theory, we assume that the design principle of the structured and semi-structured flipped classroom teaching model community follows the teacher-led, student-oriented principle, immersive principle, heuristic principle and inquiry principle; The basic elements of structured and semi-structured flipped classroom teaching community including teachers, students and teaching platforms; the implementation strategies of the structured flipped classroom is suitable for the cultivation of students' English abilities, while the semi-structured flipped classroom teaching is suitable for the explanation of pronunciation, grammar, reading, writing and speaking skills and methods in college English teaching. And its evaluation method should be embodied in the whole process of teaching interaction.

Keywords—*flipped classroom; community; construction*

I. INTRODUCTION

Nowadays, flipped classroom teaching is a hot topic. How to teach students English better is an essential problem for educators to deal with. College English structured and semi-structured flipped classroom teaching community can be described from the aspects of teaching philosophy, teaching structure, teaching activities, teaching conditions and teaching evaluation. The theoretical basis for the establishment of the teaching community includes humanistic learning theory, mastery learning theory, team learning theory, and

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constructivism learning theory. The design principle of this model follows the teacher-led, students-oriented principle, immersive principle, heuristic principle and inquiry principle. In terms of design principles, constituent elements and implementation strategies, the structured and semi-structured flipped classroom teaching community should be differentiated.

II. BASIC TERMS AND THEORIES

A. *The Basic Connotation of College English Structured and Semi-structured Flipped Classroom Teaching Community*

The basic connotation of structured flipped classroom teaching in college English can be divided into teaching philosophy, teaching structure, teaching activities, teaching conditions and teaching evaluation. The teaching philosophy of structured flipped classroom teaching is to cultivate students' comprehensive ability of English. With intercultural communication as the center, students' ability to listen, speaking, reading, writing and translating is fully cultivated. In the aspect of teaching structure, it is not the reverse of the order of simple teaching links of "Learning before Teaching", but the autonomous learning of individual students and student groups in advance under the guidance of teachers, that is, the autonomous inquiry in the classroom or under the discussion or even debate with other teams in view of the problems caused by autonomous learning, in which the role of teachers is mainly reflected as neutral helpers or people who promote the maintenance of inquiry. In the whole student-centered teaching activity, students try hard to get help or find answers to their problems from other teams. Instead of giving answers to a certain or some questions, teachers provide clues to the answers to certain or some questions, which should be explored by students independently. The whole teaching activity relies on the network, from which students can obtain a huge resource database. For the complex knowledge, individual or

group students will learn to summarize and sort it out. In the aspect of teaching evaluation, there are various forms including homework, periodic test, literature report, project report, group report, group discussions, etc. All of the students' participation, the degree of efforts, critical thinking, the breadth and depth of inquiry will become the important reference factors of teaching evaluation; The composition of academic performance will completely break the traditional form of mid-term and final exam results, and the fragmented learning ability of students will have an important impact on the overall evaluation. The basic connotation of college English semi-structured flipped classroom (partial flipped) mainly covers the knowledge points of the English language and culture. To give full play to the classroom efficiency, teachers' teaching of language and cultural knowledge will save a lot of time and students will master it better. It is a teaching form that adopts flipped classroom teaching for language skills training.

B. The Theoretical Basis for the Establishment of Structured and Semi-structured Flipped Classroom Teaching Community

About the basis of flipped classroom teaching, different scholars have various opinions. Yang Chunmei(2016) argued mastering learning theory, Constructivism theory, cognitive load theory and effective teaching theory provide the ideological essence and methodological enlightenment for flipped classroom research from different perspectives.[1] Zhang Wei (2017) mentioned in his paper that mastering learning theory, blended learning theory, constructivism and held that the emergence of the flipped classroom in the information environment is inevitable.[2] He Li Fang (2018) wrote in the Journal of Library and Information Work that flipped classroom is based on mastering learning theories, constructivism theory, cognitive load and effective teaching, whose teaching design is based on self-directed learning theory, Bloom's classification of educational goals, ACRS motivation model and learning pyramid theory.[3]According to Zamzami Zainuddin and Siti Hajar Halili from the University of Malaysia (2016), the research of flipped classrooms is based on the revised Bloom's cognitive domain classification and it provides six levels of learning: memory, understanding, application, analysis, evaluation and creation. [4] Zamzami Zainuddin (2019) supposed that the theoretical background of classroom transfer includes: Bloom's classification, wigowski's constructivism, and bloom 's mastery of learning, Skinner's reinforcement theory and so on, and they analyzed how the above theories are related to flipping and relevant learning, and how the components of these theories work.[5]By carefully examining the above ideas, we propose that the theoretical basis for the establishment of structured and semi-structured flipped classroom teaching community includes: humanistic learning theory, mastery learning theory, team learning theory, and constructivism learning theory. Maslow, a representative of humanism, advocates explaining the growth course of learners from the perspective of whole-person education to develop human nature. It pays attention to enlighten learners' experience and creative potential, guide them to combine cognition and experience, affirm themselves, and then realize themselves. Humanistic learning theory focuses on how to create a good environment for learners to perceive the world

from their perspective, develop an understanding of the world, and achieve the highest level of self-realization. The flipped classroom can create an unprecedented network environment and resources for learners and can inspire learners' experience and creative potential. Bloom, the representative of the Mastery Learning Theory, believes that almost all students can master almost all the content with enough time and proper teaching(usually 80% to 90% of the evaluation projects can be completed). The difference of a student's learning ability does not determine whether he can learn what he needs to learn and how well he learns, but only determines how long it will take him to master the content. In other words, learners with strong learning ability can approach a high level of mastery of the content in little time, while learners with poor learning ability can take longer to reach the same level of mastery.In flipped classroom teaching, since different learners receive the course content with different speed levels, the structured and semi-structured flipped classroom can provide more time for learners with poor receptivity to help them learn. There are three different approaches in the description of team learning theory, namely behavior approach, information processing approach and outcome approach. Although the three theories have different emphases on the learning path, the descriptions of them agree that team learning is an interaction between team members based on the sharing of knowledge and individual experience, from which both the team and the individual can benefit. Most of the teaching process in the flipped classroom adopts team learning based on the above theoretical foundation. Constructivism believes that learning is a process in which learners actively process new information and construct the meaning of knowledge (or the representation of knowledge) based on the original knowledge experience and in a certain social and cultural environment. Learning is a process in which learners actively construct internal mental representations. Learners do not passively accept external information, but actively choose and process it. Learners do not start from the same background, but from different backgrounds and perspectives; Instead of being led by teachers to complete the same processing activities, they construct the meaning of the real world through unique information processing activities with the help of teachers and others. In the process of flipped teaching, knowledge from different partners and different background information is of great significance to the construction of knowledge for learners.

III. THE DESIGN PRINCIPLES, COMPONENTS AND IMPLEMENTATION STRATEGIES OF STRUCTURED AND SEMI-STRUCTURED FLIPPED CLASSROOM TEACHING COMMUNITY MODEL

The design principle of the structured and semi-structured flipped classroom teaching model community follows the teacher-led, student-oriented principle, immersive principle, heuristic principle and inquiry principle. The teacher-led, students-oriented principle runs through the whole teaching process. In the stage of pre-class education, teachers concentrate on the main points and teach the key content of micro-videos intensively, then students study independently and work in a team. During the class, the reports of their learning results by groups and the in-depth inquiry between different groups are all based on the students. The role of the

teacher is embodied in the organization and promotion of learners in the same group or between different groups to focus on the teaching content itself for further study. In the after-class stage, according to the students' performance in class, the teachers arrange difficult problems and lead the students to explore them, to achieve the targeted teaching effect. The immersive principle requires each learner to focus on the learning content itself. Foreign research shows that a learner can get a little accomplishment only if he or she keeps investing more than 5,000 hours in a certain aspect of knowledge. In college English teaching, the amount of time students spend listening, speaking, reading, writing and translating every day is crucial to the improvement of English language knowledge and language ability for lack of English language environment. Heuristic and inquiry principles are of significance for students to grasp the general rules of English learning and the differences between English speakers in different regions. In college, we not only need to understand the use of British English, but also to master the use of American English, English learning entered a stage of accuracy. The use of heuristic and inquiry-based principles is beneficial to students' understanding of the origin of English vocabulary, cultural evolution, discourse structure and advanced writing. It is beneficial for students to use heuristic and inquiry principles to understand the origin of English vocabulary, cultural evolution, discourse structure and advanced writing.

The basic elements of structured and semi-structured flipped classroom teaching communities include teachers, students and teaching platforms. Teachers and students are the most basic elements of flipped classroom teaching, and the most fundamental difference between flipped classroom and traditional classroom is that flipped classroom requires an online teaching platform. This kind of teaching platform can achieve teachers' recording and broadcasting of their teaching content, and students can also study anytime and anywhere before the class starts. But flipped classroom has different requirements for teachers and students. In flipped classroom, teacher plays a leading role, and students' acquisition of knowledge comes more from their independent learning and team learning. According to Yang Xin(2016), as a new type of classroom teaching mode, flipped classrooms puts forward new requirements for teachers' roles. Under the flipped classroom teaching mode, teachers need to be innovators of teaching beliefs, flippers of teaching activities, motivators of students' deep learning, assistants of teaching evaluation and reconstructors of new teacher-student relationships.[6] Although teachers are very vital to the whole teaching process, the most effective and efficient way to master the knowledge itself is to construct it meaningfully by learners themselves. The teaching platform of the flipped classroom is based on the network, and many platforms can be selected, such as love course, MOOC online for Chinese college students, Dingding live broadcast, Tencent Conference, Classroom Online, Live Cloud and so on. Based on the practice and testing during this year's COVID-19 outbreak, all the above platforms can meet the requirements of the flipped classroom, and different platforms just have different characteristics.

About the implementation strategies, there should be some differences between structured flipped classroom teaching

community and semi-structured flipped classroom teaching community. The structured flipped classroom is suitable for the cultivation of students' English ability including listening ability, speaking ability, reading ability, writing ability and translation ability. In the cultivation and training of English ability, the effect of students' independent practice and teamwork practice under the guidance of teachers is better than that of teachers' active teaching. The teacher's task is to focus more on the provision of training materials suitable for improving students' abilities at different levels. While, the semi-structured flipped classroom teaching is suitable for the explanation of pronunciation, grammar, reading, writing and speaking skills and methods in college English. It could apply to students with general learning ability, poor English language foundation and weak autonomous learning ability. Teachers in the semi-structured flipped classrooms teach more content, while students learn less independently. Although students in the semi-structured flipped classrooms are weak in learning ability, this way of teaching by teachers can still achieve a better learning effect than that of the traditional classrooms.

IV. THE EVALUATION METHOD OF STRUCTURED AND SEMI-STRUCTURED FLIPPED CLASSROOM TEACHING COMMUNITY

How to evaluate the effectiveness of structured and semi-structured flipped classroom teaching community? According to Yin Li(2018), the formative assessment system plays an important role in the success of College English Teaching.[7] Since the implementation of flipped classroom community teaching has been in a dynamic process, the evaluation of it can be carried out in the following steps. First of all, in the pre-class segment, relevant questionnaires can be designed to understand students' feelings towards the guided study plan and the teaching video. For example, students can be asked whether the arrangement of teaching content unit is reasonable, whether the teaching design is novel, whether the teaching video is complete, whether there are questions and quizzes, whether the teacher's speaking speed is moderate and whether the quality of the courseware PPT can meet students' expectations. About the learning guide, we can survey or interview them whether the learning subject and goals are clear and reasonable, whether the learning method is feasible, whether the designed questions provided the direction and space of thinking, whether it properly guided the video, whether the group activities have been properly guided, etc. Secondly, in class, the students were investigated and inquired whether the group assignment was reasonable, whether the quantitative indicators of the tasks undertaken by the group members were clear, whether different groups have differences in solving the problems, the relevance of questions among team members, the relevance of group results to textbook knowledge, etc. In the after-class segment, questionnaires and interviews are also used to understand whether students are actively involved, whether teachers can solve students' problems in a timely and effective manner, whether the problems involved in class have continuity and whether those are related to practice.

V. CONCLUSION

Flipped classroom community teaching is always a dynamic teaching process whether it is structured or not.

Teachers, students and teaching platforms form the basic elements of this educational process. Adopting the principles of teacher-led, student-oriented, immersive, heuristic and inquiry can stimulate students' potential for independent learning and comprehensively improve their English knowledge and practical ability. Through active surveys and interviews, timely feedback is given to all links before, during and after class, to maximize the effectiveness of community teaching in a flipped classroom.

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