The Application of Flipping Classroom Teaching Model in College English Linguistics Teaching

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Abstract: In order to meet the needs of the new curriculum reform, some innovative teaching models have emerged in the past years, and flipping the classroom is one of them. This kind of classroom model not only highlights the main position of the students, but also gives full play to the guiding role of the teachers in the classroom. Using the convenient classroom mode to carry out the teaching work in English linguistics teaching in colleges and universities can make the teaching content richer and changeable, and realize the high efficiency of classroom teaching. In order to make the flipped classroom play an important role in English language teaching in colleges and universities, teachers should make full use of the flipped classroom teaching mode. This paper analyzes and discusses the application of the flipped classroom teaching model in English language teaching in colleges and universities in order to bring some reference for the relevant scholars.

1. Introduction

In college English majors, English linguistics is one of the compulsory courses for English majors. Through the study of English linguistics, college students can improve their understanding of society and supplement their humanistic knowledge, and promote their comprehensive ability literacy. However, at present, some schools still use the traditional teaching methods in the course of English linguistics, which not only cannot let the students understand their knowledge points correctly, but also easily cause the students' weariness in the long run. In recent years, the turn-over classroom teaching mode has promoted the students' learning courses, and its application in English linguistics teaching is also an important measure to help the college English training professionals. The following analysis and discussion mainly focus on the basic content of the flipped classroom teaching model:

2. On the Meaning and Characteristics of Flipping Classroom Pattern

2.1. Meaning of Flipping Classroom Mode

Flipping classroom is a hybrid teaching method that integrates teachers' face-to-face learning and online learning, so it can also be called upside down classroom. This classroom model is to use the current advanced Internet technology as support to carry out, so it needs to be online. It can be
divided into three parts, including pre-class, in-class and after-class. When learning before class, students can watch the audio, video and related materials uploaded by teachers in advance through the network platform, so as to have a basic understanding of the knowledge to be learned in class. In class, through the form of group discussion and analysis, let students consolidate the knowledge points, so as to understand and master the key knowledge. After class need to learn the key content of the class, review and consolidate the impression [1].

2.2. Characteristics of Flipped Classroom Patterns

The first is the flipping of the teacher's role. When learning before class, the teacher as a guide and helper to help students complete the pre-class preparation, let the students take the initiative to complete online learning and reading. In class, the teacher is the organizer and designer of the whole course, solve the confusion for the students in time, and in this process can also communicate and communicate with the students in time to master the students' learning situation. After class, the teacher should sum up the knowledge points with the students in time to consolidate the review. That is to say, using the teaching method of flipping classroom, let the teacher change from the subject of teaching to the guide of students' learning.

Second, the flipping of student roles. In the flipping class, students change from passive learning to active learning, through their own consciousness to complete the learning and mastering of knowledge, in the classroom students are the main body of classroom activities, in group activities, middle school students should use their own knowledge to help group learning activities.

Third, the flipping of the learning environment. Using the teaching mode of flipping classroom, carrying out teaching work needs, using video, audio, teaching courseware and so on as auxiliary tools to make the classroom scope more open, students' learning activities are no longer limited to the classroom, but also can be carried out in the student dormitory, home, study room, etc.[2].

Fourth, the flipping of teaching methods. Using the flipped classroom to carry on the teaching activity is no longer the traditional infusion teaching, but the interactive teaching, this kind of teaching method pays more attention to the communication and the interaction between the teachers and students, the students have completed the study of the new knowledge when watching the video, the courseware and so on. In class, the doubts and difficulties of this part can be discussed and analyzed, and the difficulties can be solved actively. Timely consolidation and review after class, making the course more effective.

3. The concrete Application of English Linguistics Flipping Classroom Teaching Mode

3.1. Pre-class Stage

The pre-class stage needs to browse and understand the relevant audio, video, courseware and so on. In English linguistics course content teaching, teachers should make teaching materials such as video, courseware and so on according to the classroom teaching goal and the heavy difficulty, and rely on animation, picture and so on to make the teaching content vividly display, ensure that all the knowledge points are included in the content viewed before class. After the completion of pre-class
materials production, teachers need to upload all materials to the network platform for students to
download and learn. The teaching materials should also cover some exercises, so that students can
use exercises to test the learning results after watching the learning materials, and communicate the
test results with teachers, so that teachers can find out the problems existing in the students'learning
process. In addition, according to the necessity of expanding learning and the need of perfecting
students'knowledge system, teachers can upload some reference materials to the network platform,
so that students can solve the problem of expanding by reading reference materials, so as to deepen
their mastery and understanding of knowledge points [3].

For example, when learning the new concise english linguistics course in english linguistics, the
teacher can explain the definition of human language and other related definitions in the material,
explain and give examples to enable students to fully understand the definition of human language.
In addition, some exercises need to be included for students to practice consolidation. At this time,
teachers can also upload the content and works related to human language to the network platform,
actively guide students to read and understand, so as to help students think about what is human
language, what are the characteristics of human language, and so on, compare the differences
between human language and animal language, and provide students with the opportunity to
communicate and interact through the network platform.

3.2. Mid-stage

The in-class stage is an important stage for teachers to check the students'pre-class learning and
check the relevant knowledge points. The activities of this stage should be rich and diverse, thus
arousing students'learning initiative. First, the teacher can randomly select several students in the
class to complete the summary and speech of the pre-class content, such as what to master in the
pre-class learning stage, what problems encountered in the learning stage, and so on. Then the
teacher can sum up the various problems that the students appear in the pre-class stage, and then
lead to the key points to be discussed in the class. Next the teacher carries on the group to the class
student, generally divides four to six people into one group, and lets the group internal elects the
group leader, the group leader takes the lead to organize the group discussion, completes the study
to the classroom content. Among them, when the group students are in the process of discussion,
the teacher should take the initiative to step off the podium, go to the group students to understand
the discussion and solve the problems encountered in the group discussion in time, so that the group
discussion activities can proceed smoothly. Finally, a student was selected from within the group as
the representative of the group, who was required to take questions from other members and answer
them. In this way, it cannot only help students to improve their learning enthusiasm, but also
stimulate students'thinking ability, so that students can absorb the thinking patterns and
characteristics of others in the process of discussion, so as to consolidate their own knowledge
resources [4].

There is also a very important link in the middle of the class is the evaluation of learning results.
The evaluation includes teacher's evaluation and student's evaluation, the teacher's evaluation of the
learning of the course, the guiding and organizing role of himself in it and the performance of the
members of each group, and the evaluation result as an important criterion for each student's final
course achievement. The simpler or easier-to-understand content of this section allows students to
solve it in the pre-class preview phase. Therefore, teachers can expand the classroom, such as
explaining the concept of human language to explain the current state of the world's language
distribution, or explaining the differences between human language and computer language, animal
language, to broaden the scope of knowledge of students [5].

3.3. After Class

After class, we need to pay attention to two aspects of work, including evaluation feedback and
homework after class. When the classroom teaching task is completed, the teacher will sum up the
classroom learning results and give a key hint of the valuable knowledge points proposed in this
course, and then use it as the homework after class. The students choose a question as the
homework for thinking and analysis according to their own learning situation and will, and give the
thinking result to the teacher in the form of the paper to consolidate the knowledge points. Evaluation feedback includes teachers' feedback on students' learning situation and students' feedback on teachers' teaching ability. Teachers' feedback on students' evaluation needs to be carried out carefully and the statistical data should be fed back to students so that students can have a clear direction and improve their learning situation in the future.

Figure 3 Classroom optimization

4. Conclusion

In the process of English linguistics teaching, the use of the new teaching mode of flipping classroom is beneficial to their students' enthusiasm for learning, so that the classroom teaching efficiency of English linguistics can be further improved. Therefore, teachers should make full use of the teaching mode of flipping classroom, and optimize the design according to the stage before, during and after class, so that the application of flipping classroom in English linguistics in colleges and universities can be more extensive, and also lay a good foundation for students to learn English in the future.

References


