Exploration of ESP Teaching Mode Reform under the Background of Flipped Classroom

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Abstract: This paper starts with the teaching mode of flipped classroom, analyzes the characteristics of ESP teaching and the demand of various professional talents under the current era background. Then, from the theoretical research and practical technical means designed by flipped classroom, some methods to enhance teaching effect are proposed respectively. Especially, through the establishment of ESP teaching flipped classroom platform, the above theories are practiced. Finally, the conclusion is given that the flipped classroom model can improve ESP teaching effect.

1. Introduction

With the rapid development of one's economic strength and one phase of the “one belt, one road” initiative, the communication between China and the world has become increasingly close. More and more overseas engineering projects are springing up, and the requirements for foreign engineering personnel are increasing. It also puts forward higher requirements for the teaching of ESP (English for specific purposes) in higher education. According to incomplete statistics, more than 90% of colleges and universities in China have opened ESP related courses. Mainly includes: Engineering English, business English, trade English, legal English, film and television English. These courses are different from ordinary college basic English, and have their own distinctive characteristics, which need further study by teachers.

At the same time, flipped classroom teaching mode has been rapidly promoted in Colleges and universities in recent years. Flipped classroom teaching mode mainly refers to readjusting the time inside and outside the classroom, transferring the decision-making power of learning from teachers to students. Through this new teaching mode, students' learning enthusiasm is stronger, and they can grasp the progress of learning better. And the identity of teachers also changed from knowledge irrigator to knowledge guide, that is, from the so-called “gardener” to “mentor”. This is both an opportunity and a challenge. In the Internet age, students learn rich online courses through the Internet, and they don't have to go to school to accept teachers' lectures. The Internet, especially the mobile Internet, gives birth to the “flipped classroom” teaching mode. “Flipped classroom” is a complete subversion of the traditional classroom teaching structure and teaching process based on printing, which will lead to a series of changes in the role of teachers, curriculum mode, management mode and so on.

How to reform the ESP teaching under the flipped classroom teaching mode is the problem to be discussed in this paper.

2. Characteristics of ESP Teaching

ESP teaching is quite different from college basic English teaching, mainly because it is an English course based on professional knowledge in a certain field, with strong professionalism; the learning of this course requires learners to have a higher level of basic English and teachers to have professional knowledge in relevant professional fields. Liu Fa recognized that it has two obvious characteristics: first, learners have a clear learning purpose, that is, due to the needs of specific industries, learners need to achieve the ability to use English in some disciplines; second, it has
special content, that is, specialized content\(^1\). Zhang Linlin sums up the four characteristics of “belonging to the category of Applied Linguistics, closely related to a certain discipline, better reflecting the needs of learners, and emphasizing applied skills in English”\(^2\).

In the specific teaching practice, the author also summarizes several characteristics of ESP teaching:

2.1 Complexity of ESP Teaching Major

In ESP teaching, the teaching content is highly professional. Taking engineering English as an example, most of the content is designed into the professional English of various engineering majors. If this part of the content is told by College English teachers, it is difficult to really explore the professional content. But if it is taught by engineering teachers, they will lose the ability of English education. Therefore, in most colleges and universities, English teachers are still used for teaching. This is bound to put forward higher and newer requirements for these English teachers.

2.2 Novelty of ESP Teaching Content

Unlike the traditional basic English teaching content, ESP teaching content is generally closely related to the most advanced professional knowledge. With the rapid development of modern technology, various new technologies and new concepts and new products emerge endlessly. The textbooks of various ESP courses cannot guarantee to keep up with the times. Therefore, in many colleges and universities teaching practice can see, on the one hand, teachers prepare teaching materials to prepare courseware tired; on the other hand, can see many college students complain about the content of the old and boring, out of the actual. This also creates a huge gap between the two ends of teaching.

2.3 Diversity of ESP Teaching Evaluation

As we all know, teaching evaluation is a very important link in teaching. There is a big gap between ESP teaching evaluation and college basic English teaching evaluation. The general evaluation of basic English is mainly based on examination, which is simple and accurate. The evaluation of EPS teaching obviously cannot be based on this, more should be evaluated in the learning process. For example, all kinds of links and abilities should be inspected to get comprehensive evaluation results, which can better reflect the value of learning. This also puts forward a new test for teachers.

3. Flipped Classroom Teaching Mode

Flipped classroom is a new teaching concept rising abroad in recent years, which was first proposed by lage, Platt and treglia in 2000\(^3\). The basic method is to watch the contents of the teacher's principles in the classroom at a time and pace determined by the students after class through video recording, and put the traditional homework that needs to be completed after class or at home in the class. The students participate in various learning activities organized by the teachers and complete it in the interaction with the teachers and other students. As a new teaching mode, flipped classroom has attracted more and more attention in the field of education all over the world\(^4\). It is believed that this mode can improve the teaching effect of teachers, increase the participation of students, improve the enthusiasm of students, students can set their own learning rhythm, benefit more from teaching, and improve the overall learning quality\(^5\).

With the development of information technology, more and more technical means can support and help this new teaching concept. In recent years, great progress has been made in this field in China. Because of the social economy, the level of science and technology at that time and the project funds of the researchers, the researchers failed to obtain the desired results in the process of the research project of flipped classroom. With the promotion and popularization of mobile Internet technology, all kinds of social we media are sweeping the world. With the mobile phone APP and WeChat mobile micro-blog's popularity in China, tiktok has opened up the bottleneck restricting the flipped classroom.

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Therefore, in such a time node to carry out the exploration and research of ESP teaching reform under the background of flipped classroom, not only has the correct guidance, theoretical exploration, but also has strong practical significance.

4. Exploration of Teaching Mode Reform

To sum up, in the process of ESP teaching, the author consciously explores the teaching reform of flipped classroom mode in many aspects. It mainly includes two aspects

4.1 Research and Exploration of Flipped Classroom Theory

This paper studies the flipped classroom learning platform of ESP teaching under the guidance of constructivism learning theory. The theoretical core of constructivist learning is: “emphasizing that students' learning is a construction activity based on their own existing knowledge and experience, and the learning process is not a simple information input, storage and extraction, but a two-way interaction process between new and old experience[6].” In the process of learning, students occupy the main position, and the development of learning activities should be student-centered, so that students can associate the existing experience in learning activities with learning knowledge, so as to achieve the purpose of learning. Therefore, constructivist learning theory holds that in curriculum teaching, students' acquisition of knowledge does not depend on how much teachers teach or how much students remember in class, but on how much knowledge students construct by combining their original experience with teaching activities. It means that the process of learning is the process of learners' autonomous construction of knowledge dimensions, learners themselves are the creators of their knowledge, and the process of acquiring knowledge is determined by their subjective will[7]. And through social we media platform is just the best way to realize this kind of teaching idea.

4.2 Research on the Establishment of ESP Flipped Classroom Learning Platform Technology

Under the guidance of the above theoretical research, we still need to build the platform through certain technical research. It includes the following aspects: the integration of platform resources, the establishment of social we media number, the maintenance of social we media number, the design of interactive platform, the collection of feedback information, the analysis of feedback information, the guidance and improvement of the analysis results to teaching and platform, etc.

The construction of ESP teaching flipped classroom learning platform. The basic structure of the whole platform is shown in Figure 1.

Based on the social we media number and flipped classroom theory, through one year's operation practice, combined with questionnaire survey and semi-structured interviews with students and teachers, this paper aims to understand the effectiveness and existing problems of ESP flipped classroom learning platform for teaching activities, analyze, summarize and feedback the collected data, and construct a new ESP assisted learning model. Research on the new ESP learning mode under the mobile Internet environment, so as to improve the teaching efficiency of teachers, improve the learning enthusiasm of students; at the same time, provide a fast and convenient platform for the teaching and scientific research of teachers and students. The ultimate goal is to improve students' Comprehensive English application ability and develop good English learning habits.
5. Conclusion

Through the exploration of the above-mentioned teaching mode reform, the author thinks that the teaching effect has been obvious. Therefore, we can get the conclusion that in ESP teaching, the flipped classroom mode can adapt to the characteristics of ESP teaching and improve the teaching effect effectively, which is a kind of teaching reform worthy of promotion and try.

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References


