

Analysis of the Flipped Class Model Application during the College English Listening Teaching

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Abstract. In view of the Flipped Class Model is widely used and popular in colleges and universities, this article analyzes from the characteristics of the Flipped Class Model, then support the relevant application strategy about the question during the college English listening teaching.

Introduction

FlippedClass Model had put forward by one American scholar in the year of 2000. With the internet technology development, this teaching model is beginning to be applied and aroused by scholars. This method was actually tried in Shandong province in 1998, but has not been implemented for economic reasons. English listening is one of the most difficult problems in English teaching. Because the main aim of the listening is investigating the students' English language ability, and the understanding of daily communication ability. It is a very common topic of the English exam. Meanwhile, listening is the basic of reading, writing and speaking. During the application, lots of teachers provide short videos to the students and this teaching mode is accomplished through the interaction between teachers and students. This model changes the teacher's identity and expand the teaching process of students as the main body.

Characteristics of the FlippedClass Model

FlippedClass Model is based on the videos which are short and exquisite. The video time is only a few minutes and the longest will not be more than 20 minutes. Each video content has only one specific problem such as 'English listening', 'how to listen' and so on. It is easy to control the concentration time of the students. Psychologists have said that students focus their attention in about 15 minutes. Therefore, short and exquisite video teaching is one of the characteristics of FlippedClass Model. The second point is the clearly teaching information. Because students only find teachers' hand in the teaching video while writing the knowledge. It is hard to influence the students' concentration. The students look like learning together, in this way, it can effectively improve the students' quality in class. Otherwise, the learning process includes 'information transform' and 'assimilating and internalization'. The FlippedClass Model can be refined through the communication between students and the videos. It will help the students to solve the learning problems and help them to assimilate and internalize the knowledge. Students will review and test the knowledge more convenience through the FlippedClass Model. After the video playing, there will display some question, which can test the learning quality. [1]

Problems of FlippedClass Model during the English listening teaching in colleges

FlippedClass Model breaks the traditional teaching model. However, is also has problems during the teaching process. First of all, video is not the entire teaching progress. Many teachers directly use the videos to replace themselves. At the same time, students learn the videos in the entire lesson will decrease the learning frequency and harm to their eyes. Otherwise, there has no teachers' guide during the video teaching, students have to study independently without the interaction between teachers and students. This condition violates the FlippedClass Model substance (increase

communication between teachers and students, autonomous learning ability training, teacher converted to a guider, teaching content can be checked repeatedly, improve the students' participation, etc.). Otherwise, teachers' comprehensive ability remains to be improved. In the FlippedClass Model, teachers should create the video with the computer basic, which is a challenge to many teachers. These are the problems during the FlippedClass Model teaching. [2]

Application strategy of FlippedClass Model during the English listening teaching in colleges

Listening is the hard point of English teaching. Because listening is the basis of all senses. You can listen, then you can read, write, and speak. Therefore, listening teaching topic is the first step to design the teaching content. For example, the topic is 'how to understand the listening'. When making the video, teachers need to focus on the topic and control it in 15 minutes. The video cannot over 20 minutes. The best period that concentrate the student is 20 minutes. Teachers need to control the teaching rhythm based on the video. Through the video making, it is easy to save the class time. Students can learn the video independently before the class and they can ask question about the hard point. Then, teachers will explain the difficulties and develop the teaching quality. In the second place, students can watch the video again and again. This is a good way to help the worse students and decrease the differentiating teaching. Moreover, teachers focus on the top of 'how to understand the listening' will prepare better listening materials before the class and introduce the focus of social attention. They can also combine the interesting topic of the students during the introducing period. It will increase the students' interesting and improve their listening ability. [3]

Develop the students' ability to learn autonomously, push the implementation of reverse class. During the teaching of FlippedClass Model, "students do not have the ability to study independently" is the hardest question that teachers concerned. How to improve the independently study ability is the key point of FlippedClass Model. First of all, teachers have to create the teaching video based on students' hobby, disposition and use the new type of videos to attract the students' attention. In the second place, use the correct teaching method to influence the students' learning interest. Liaison and eaten is very common in the English listening. Students need to distinguish the reading. For example, in 'what is it?' you will find the liaison of t, I and s, I. Students will think it is one sentence. In the sentence of 'goody by', b and d is voiced consonant, it will be eaten. Students will think it is one word. Therefore, teachers should base on these points to focus students' learning interest. It is a good way to build the mission list after the video playing. Teacher can make short listening tests based on the teaching content, which include teaching target, requirement. Students can practice on their own. This method will develop their learning interest and learning ability to push the FlippedClass Model.

Improve the interaction between teachers and students through the diversity of listening teaching. In the traditional teaching model, teachers speak and students listen during the entire class. It cannot get good teaching efficiency and result. Some students even have partial section. The FlippedClass Model will break the condition. The video teaching can increase the interaction between teachers and students through simple questions, answers and communication. The simple communication can be diversified and arouse the enthusiasm of the students. For example, teachers can communicate with the students on the live platform with voice interaction. Students ask the teachers online and teachers answer the questions as well. Otherwise, teachers can set listening games, divide the students into two teams, play one English sentence and students pass the sentence one by one. The last student need to write the sentence on the blackboard. Teachers can judge which team is better. The relevant games can increase the students' team ability, arouse the learning interest and improve their listening ability. Teachers can develop students learning interest and ability through different methods and increase the interaction between teachers and students. Moreover, it will develop the teaching Interesting and flexibility, in order to increase the teaching result and ability. [4]

Summarize the students' learning situation, improve FlippedClass Model teaching. Teaching method development depends on the summary of students' learning condition. After each

FlippedClass Model teaching, teachers need to summarize and evaluate the teaching result. It is important to evaluate the students' performance before and after the class. Moreover, the students need to evaluate themselves based on the reality. Then, the teachers compare the both, and observe the teaching efficiency and ask students' question during the teaching of FlippedClass Model. For example, students have too many homework to do and no time to watch the teaching video. Teachers can decrease the amount of homework. It is better to improve the students' learning than to do more homework. Aim at this condition, teachers should find better method to increase the teaching efficiency. Moreover, it is important to analyze the students' learning result, test the teaching efficiency, summarize the teaching period and improve the teaching method. Teachers need to supervise and urge the students, improve their listening technology and improve the independent learning skills. Summarize students' learning condition can perfect the teaching of FlippedClass Model. It will improve the entire teaching efficiency and provide help of training interdisciplinary talents. [5]

Summary

From the above FlippedClass Model is a popular teaching model. Through this model, teachers can reset the class time, support learning decision to the students. Teachers will not occupy the class time. Students can watch videos, lives, online communication with the teachers to learn English independently. The FlippedClass Model can satisfy students' personalized needs with flexible and active teaching, even improve the learning interest and participation. Therefore, FlippedClass Model can help teachers to increase the teaching efficiency, can help students to improve the learning interest and study level, create big leap in English listening teaching about the quality and efficiency. This is the basic of training interdisciplinary talents in China.

Reference

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