

The Application of “Flipped Classroom” in College English Teaching

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Keywords: College English, Active Thinking, Information Technology, Flipped Classroom

Abstract: College English is Not Only an Important Subject of Higher Knowledge Learning, But Also an Important Channel for College Students to Acquire Core English Literacy. At Present, the Form of College English Teaching in Our Country is Not Optimistic, Students' English Language Output Ability is Poor, Their Interest in English Learning is Insufficient, and They Are Lack of English Autonomous Learning Ability. in Addition, the Existing College English Teaching Mode Can Not Meet the Needs of College Students' Convenient English Learning, and Students' Learning Efficiency is Not High. as a Typical Representative of Modern Quality-Oriented Education, the “Flipped Classroom” Model Breaks the Barriers of Classroom Solidification, Focuses on Student-Oriented, Solves the Current Teaching Difficulties of College English, and Provides New Ideas for the Development of English Teaching. This Paper Will Analyze from Three Aspects: “Student-Oriented, Role Reversal”, “Information Technology, Classroom Reversal” and “Co Construction of Teachers and Students, Breaking the Boundaries”, in Order to Promote the Development of College English Teaching in China.

1. Introduction

There is a great difference between college teaching and primary and middle school teaching. The role of College English teachers in the teaching process is more inclined to thinking guidance and idea transmission, which initially introduces the knowledge framework for students, so that students can internalize English knowledge through independent learning [1]. However, in the actual teaching process, college teachers can find that college students' English learning ability is far away from the expected goal. Even after several years of English learning, it is still not optimistic. Students' English language output ability is poor, their interest in English learning is insufficient, and they are also lack of English autonomous learning ability. The main reasons are shown in Table 1. In view of this, it is necessary to explore how to apply the flipped classroom model to college English teaching.

Table 1 English Learning Problems of College Students

problem	describe
Thinking solidification	Students have been used to the “feeding” teaching mode in primary and secondary schools. If the teaching mode changes suddenly, students don't know how to carry out English learning and have no independent learning ability [2].
Single method	Although the college teaching mode pays attention to the cultivation of students' English self-study ability, the method is relatively simple and the content is not interesting enough to stimulate students' English learning motivation.
Short teaching time	Although the time of college classroom has been extended, the students' thirst for knowledge has also increased. The traditional teaching methods obviously can not meet the students' English learning needs.

2. Based on Life, Turn over the Role

With the development of education research, college teachers are increasingly aware of the active role of students in the process of College English learning, and try to use various means to let students participate in the classroom, but with little effect. Through careful analysis, it can be found

that even though college teachers realize the importance of students' participation in College English classes, the methods and means adopted are still from the perspective of teachers and do not give the initiative to students [3]. College students have a solid foundation of English, but also have the potential of classroom control, for English learning there are more active learning needs. If college teachers still ignore students' learning aspirations, it will be difficult to change the current situation of College English teaching. In College English teaching, college teachers should break the fixed teaching concept, not only emphasize the student-centered in oral, but also reverse the roles of students and teachers, so that students can truly become classroom masters.

For example, in a class after freshmen enter school, teachers can set up “introduce yourself in all aspects” English discussion activities, lay the tone of classroom teaching mode for future English development, and pay attention to cultivating students' sense of ownership from the initial stage. However, teachers need to pay attention to the fact that the freshmen can't introduce themselves smoothly due to their nervousness, strangeness and other emotional influences. Teachers may as well get in touch with the temporary contact person of the class before carrying out the new class, so that the students can prepare for self introduction and improve the teaching effect. In the actual teaching, the teacher will hang the display board on the blackboard in advance, describe the sentence patterns involved in self introduction on it, and guide the students' thinking. At the same time, the teacher went to the podium and sat beside the students. First, he introduced himself to break the deadlock in the classroom. In the subsequent classroom development, teachers let students speak freely, make friends with each other, close the relationship between teachers and students, let students feel the intimacy of English teachers, truly participate in classroom activities, lay the foundation for classroom role reversal.

3. Information Technology, Classroom Flipping

University knowledge learning pays attention to life-long, comprehensive and autonomous, and focuses on cultivating students' autonomous learning ability [4]. However, the current situation of College Students' English learning is relatively poor: in terms of comprehensiveness, most students lose the efficient English learning channel under the English class, the learning efficiency is reduced, and even the learning direction is wrong. In terms of autonomy, after college students enter the University, the pressure of learning is reduced, and lack of parental supervision is likely to lead to poor learning habits of students, let alone the development of English autonomous learning. Lifelong, college students have a strong sense of utilitarianism in the process of learning. They study English before the exam. Therefore, the reform of College English classroom model is imminent. Teachers need to expand the value of classroom teaching, extend the vision of teaching to college students' leisure life, and improve the value of English classroom teaching. Teachers can transfer College English classroom more playful, interesting, diverse and autonomous through on-the-job and off-the-job translation, improve students' participation in the classroom, give students the direction of Autonomous English learning, and let students learn English in play through interesting practical activities.

For example, when the teacher explains “differences between eastern and Western cultural festivals”, the teacher may wish to carry out classroom flipped teaching mode, as shown in Table 2.

Table 2 Classroom Activity Steps of “Differences between East and West Cultural Festivals”

group	content
First step	The teacher sets up the theme of after class activities and divides the students into several “interest alliance” groups
The second step	Teachers and students communicate through mobile phones, computers and other devices
The third step	Instead, the teacher gives up the classroom to the students in the formal teaching, so that each group can introduce the festival culture to each other

First of all, teachers set up the theme of “collecting western festival information and its cultural sources” after class activities, and divide students into multiple “interest alliances” to carry out group cooperation. Secondly, teachers and students through mobile phones, computers and other

devices in the development of class communication groups, exchange of relevant information, guide the cultural exchange between groups, teachers can give students targeted guidance. Finally, the teacher gives up the classroom to the students in the formal teaching, lets each group carry on the festival culture introduction mutually, lets the student assume the dual role of the student and the teacher in the classroom activity, obtains the knowledge from others, strengthens the content from oneself, and can play the role of strengthening the students' oral output ability.

Through the analysis of the cases, teachers extend the value of classroom teaching from inside to outside, and through the construction of a variety of teaching activities to warm up the classroom teaching, so as to truly improve the effect of classroom teaching and realize the education and learning needs of students “playing in middle school, playing in learning”.

4. Teachers and Students Work Together to Break the Boundary

The essence of “flipped classroom” is to break all teaching barriers, so that students can break through the shackles of traditional teaching thinking, and thus form a new teaching idea, teaching content, teaching form [5]. Therefore, when teachers and students communicate to build “flipped classroom”, they can increase their cooperative relationship and jointly build “flipped classroom” that teachers and students are satisfied with and love. Teachers can apply micro class video, learning live broadcast and other information technologies to college English teaching. College English teaching content can be fragmented in the form of short video. College students can watch the video content at any time and anywhere. In order to enhance the value of IT application educators, teachers can cooperate with students to build a series of short videos of College English micro courses, which will inject new vitality into College English Teaching [6].

For example, an English teacher can refine the knowledge points in the textbook together with students, assign each knowledge point to each group, and assign the task of recording micro video or live video, as shown in Table 3.

Table 3 Key Points Of Recording Micro Class Video

group	content
First step	Grasp the key points: the unified time is 5-8min; narrate 1-2 knowledge points; explain grammar knowledge; penetrate culture.
The second step	Video recording: collect information, understand the knowledge points in class, and record video
The third step	Check knowledge: check whether the knowledge points of video recording are correct.

First of all, in the process of video recording, it needs a unified time of 5-8 minutes, only about 1-2 knowledge points, including both grammar knowledge explanation and cultural penetration. In this process, if students want to record the video, they must collect a lot of data and understand the knowledge points in class. Finally, the teacher will record the knowledge points of the students for knowledge proofreading, and then distribute them to the students. In daily learning, students can guide the development of learning activities through micro class video, which can not only meet the learning needs of students, but also make students feel the sense of honor. Teachers can also take the videos recorded by students as teaching content, improve students' interest in class participation, and break the teaching barriers between teachers and students.

By analyzing the cases, teachers and students construct English knowledge video together, which can fully mobilize students' participation, and students are full of interest in the form of information-based teaching. The video production between students and teachers is also a process of students' continuous internalization and accumulation, which provides students with a real platform for classroom participation. Students will increase their learning motivation in learning and watching their own micro class video.

5. Conclusion

At present, there are still many problems in College English Teaching in China, but “flipped classroom” provides a new way of teaching. “There is no way to teach”, College English teachers,

as the trainers of higher English talents, should broaden their teaching horizons, break through the traditional teaching mode, build a “flipped classroom”, let the roles of teachers and students exchange, let the classroom and after class English teaching connect, so as to fully improve the value of English teaching and serve college students' English learning.

Acknowledgement

The Study on Translation Teaching of College English Education.

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