

Application of Flipped Classroom Teaching Mode in College English Teaching

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Abstract: Flipped classroom not only promotes the interaction between students and teachers in class, but also helps students preview and review the course content after class. This teaching mode is rewarding for students to check their own learning and for teachers to reflect on the courses they teach in time. The purpose of teaching mode is to check students' learning and promote students' learning. Accordingly, this study first interpreted the concept and advantages of flipped classroom, then put forward the implementation countermeasures of flipped classroom teaching mode, and finally summarized several issues which were supposed to be paid attention to in the application of flipped classroom. This study would be of significance to make full use of modern information technology, optimize classroom teaching tasks, and cultivate students' ability of autonomous learning, inquiry and innovation.

1. Introduction

Domestic and foreign scholars believe that the flipped classroom originated from Woodland Park high school in Colorado. In 2007, two chemistry teachers, Jon Bergmann and Aaron Sams, recorded and uploaded the slides and audio of lectures on the network for downloading and learning. As a result, this method was also popular with other students. Therefore, the two teachers tried to let the students watch the video recorded by them at home before class to internalize the knowledge in class [1].

The flipped classroom teaching mode is student-centered. Students learn relevant knowledge and concepts independently before class, and take the initiative of inquiry learning in class. In the process of reversing the innovation of College English mixing teaching methods in classroom, teachers are supposed to change the conventional classroom role from leader to guide, assistant and evaluator.

It is crucial for English teachers to choose appropriate teaching methods to carry out practical teaching according to the set teaching goals. Students are the main body of classroom teaching, so teaching methods need to meet students' learning habits and learning needs, and give students positive and correct guidance. At the same time, in view of the key and difficult knowledge in College English teaching, when students understand the difficult contents, teachers are expected to pay more attention to help students sort out their ideas and establish effective learning methods [2].

2. The Concept and Advantages of Flipped Classroom

2.1. Conceptual interpretation

The flipped classroom is a kind of reform and innovation of the conventional classroom, which, as the name implies, reverses the classroom. Great changes have taken place in teaching methods and teaching time arrangements in teaching activities. Students become the leaders of the classroom and have the initiative to learn. Under the flipped classroom teaching mode, teachers no longer adopt the conventional full-house teaching mode for theoretical teaching, but hand over the learning of basic knowledge to the students themselves, and do not spend a lot of classroom time explaining. Students are able to carry out autonomous learning activities through video, audio and other learning materials. At the same time, in the process of learning, students can mark the places where they have doubts, use the network platform to carry out timely and effective communication with teachers, and carry out positive interaction and discussion with their classmates. The network

platform offers students with a variety of learning materials, provides a good reference for students' learning, and helps students to further strengthen their learning effect.

2.2. The interpretation of advantages

In the conventional classroom, teachers transfer knowledge, but students who are slow to learn cannot keep up with the content of the course in time, resulting in the accumulation of more and more things they don't understand. Finally, they may have the idea of being tired of learning. In the flipped classroom mode, there are video lessons carefully recorded by the teacher, which students can watch over and over again at their convenience. The teacher will also release the lesson plan before class, including the carding of key knowledge and some well-designed questions, which students can check in advance. If there are any knowledge points that they do not understand during the viewing process, they can always ask their classmates or teachers for advice.

In conventional learning, the requirements of time and space are relatively strict. Students need to take part in the course at a fixed time and place. Flipped classroom mode does not limit the space for students to study and practice, and prolongs the students' learning time, so that they can get more opportunities to practice what they have learned on the spot in class. According to Edgar Dell's learning pyramid principle, only by listening, the retention rate of learning content and the absorption rate of knowledge are not high. If it is in the flipped classroom mode, learners have more opportunities to teach what they have learned to their classmates, so that the retention rate of knowledge can reach 90%, which maximizes the absorption rate of knowledge as far as possible and is of great benefit to students' knowledge acquisition and ability development.

In the traditional classroom, examination papers, as an essential means of evaluation, will limit the amount of knowledge of students, resulting in some students with good grades, but still lack of ability. The cultivation of listening, speaking, reading and writing ability requires patience and time [3]. Only one examination paper will cause students to focus on passing the examination or achieving good grades, but not enough for the cultivation of ability. In the flipped classroom, the interaction between students and classmates, the detailed communication with teachers, and the preparation and review of extracurricular materials and course contents after class will be recorded in the usual performance, which is conducive to students to track their own learning situation to make timely adjustments, but also rewarding for teachers to reflect on the curriculum taught in time. In this teaching mode, the purpose is not only to check students' learning, but also to promote students' learning and cultivate students' lifelong pursuit of knowledge, which is conducive to their own long-term education.

3. The Implementation Countermeasures of College English Flipped Classroom Teaching Mode

3.1. Before class - focus on research

Good teaching preparation is the basis and premise of College English blending teaching practice based on flipped classroom. Based on the current situation of College English teaching, students' English foundation and English learning ability, the current English classroom teaching structure should be adjusted and optimized. At the same time, it is also crucial to understand the students' learning needs for English knowledge, and to determine whether the current teaching objectives are operable and practical, and then continuously improve the English assessment and evaluation mechanism.

Before the implementation of the flipped classroom, both teachers and students must be fully prepared to ensure that the teaching process can be effectively implemented and the teaching tasks can be completed with high quality by using the teaching mode of the flipped classroom. Teachers should fully understand the current situation of the new teaching under the background of "Internet +", reflect on the teaching requirements of College English curriculum, and connect with the teaching practice. Besides, teachers are expected to focus on how to meet individual learning needs and establish an autonomous learning environment with students as the main body, teachers as

guidance and network as the platform [4].

Through careful selection of materials and providing students with appropriate micro-videos, test questions and corresponding tasks to achieve effective flipping in the classroom, students are able to take the initiative to click to understand and cultivate students' awareness of autonomous learning, rather than passively accept the knowledge of books and materials in the classroom. Students are supposed to change their conventional learning cognition, fully understand and accept that they have the initiative to learn, take problem-solving as the center, and participate in every learning activity through mutual discussion and cooperative learning. Students are also expected to actively explore and realize the internalization of knowledge, continuous thinking, self-construction, so that they can really become the masters of learning.

3.2. In class - pay attention to effect

In the learning process of flipped classroom, teachers should first discover students' difficult problems and give reasonable feedback, fully reflect the role of teachers in "answering questions and solving doubts", help students solve the obstacles during the learning process, and encourage students to actively participate in classroom discussion; secondly, on the basis of solving problems, teachers should throw more and more difficult problems to students, stimulate students' thirst for knowledge and tap their learning potential, timely adjust the collocation of group members to realize students' effective cooperative learning and inquiry learning. At the same time, teachers should carefully observe the performance of each group member, give them targeted help and guidance, and encourage students and group members to discuss together to come up with the best solution.

The problem setting should be differentiated, try to meet the learning needs of each student, and take into account the learning performance of students at different levels. Teachers should let them all participate in the classroom instead of being isolated, return the classroom to the students and give full play to the leading role of teachers, which can not only guide students to complete various teaching tasks efficiently, but also improve students' autonomous learning ability and ensure the quality of teaching.

3.3. After class - focus on reflection

The so-called teaching reflection refers to teachers' re-understanding and rethinking of education and teaching practice, so as to sum up experiences and lessons and further improve the level of education and teaching. For every teacher, after-class teaching reflection is an indispensable part of effective teaching, and teachers need their own reflection and the assistance of their peers. Teachers can rethink and summarize the choice of teaching content, the formulation of teaching plan and the organization of teaching process after class.

Besides, teachers can also learn about their own shortcomings in teaching by means of students' evaluation of teaching and issuing questionnaires to adjust their teaching reasonably. Peer evaluation (i.e., the communication means of peer review), can help teachers and colleagues communicate with each other, learn from each other, and make common progress.

For students, reflection is also essential. The teaching mode of flipped classroom is different from traditional teaching in that it returns the initiative of learning to students. As the main body of classroom learning, after-class learning reflection is particularly crucial to students. Students are expected to rethink and discuss the teachers' questions and answers after class, to solve the doubts and internalize and consolidate the knowledge.

4. Several Problems that should be Paid Attention to in the Application of Flipped Classroom

Due to the weak foundation of English and weak interest in English, the initiative to collect, learn and explore English will be poor. In the past, it is relatively easy to listen to teachers' lectures, but now many things have to be done on their own initiative. When the conventional classroom mode is converted to the flipped classroom mode, students still need time to adjust their learning attitude and learning strategies.

The application of flipped classroom puts forward higher requirements for teachers to learn new knowledge. Although teachers no longer talk from class to end of class, their tasks after class become much more serious. On the one hand, teachers are supposed to keep up with the latest progress of knowledge [5]. On the other hand, they should work hard to learn new electronic information technology, delve into the detailed production methods of various web-based courses, and record the courses well.

At the same time, teachers' classroom management and organizational skills are also supposed to be changed and adjusted according to the actual needs of students. It is crucial to spend more spare time with students to discuss and solve the existing problems. In addition, the implementation of the flipped classroom mode also needs to introduce an effective student self-evaluation mechanism, which is conducive to tracking their own learning situation at any time.

5. Summary

Under the background of the network era, College English teaching has gradually introduced the means of information-based education, and the teaching concepts and teaching modes have been constantly reformed and innovated. Although it has ushered in opportunities for teaching reform, it also brings challenges. Therefore, the construction of a hybrid teaching mode that combines web-based teaching with traditional classroom teaching and the introduction of flipped classroom is of great significance to the innovation of College English teaching. Additionally, the author believed that this mode would be essential to improve students' language application ability, cooperative learning ability and autonomous learning ability, and would have a far-reaching impact on the cultivation of international talents in colleges and universities.

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