

Research on the Construction of Blended Model in College English Teaching from the Perspective of Flipped Classroom

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Abstract: Flipped classroom is one of the hot topics of educational reform and innovation at home and abroad. This study combined traditional teaching with network teaching and applied flipped classroom teaching into real-life college English teaching cases. Through the study of flipped class model in blended teaching, it can be found that flipped class is of great significance to college English teaching, which enhances students' interest in learning, fosters students' autonomous learning ability, promotes the spirit of solidarity and cooperation among students, and improves their innovative consciousness and speculative ability.

1. Introduction

Flipped Class Model, proposed by Jonathan Bergmann and Aaron Sams, as a new classroom teaching model and organizational form. It can make up for the shortcomings of traditional classroom teaching.[1] For example, students have difficulties in absorbing knowledge synchronously in classroom, students at different competence level can not understand what they learned at the same time for teachers can not provide targeted instruction in the traditional classroom situation. In the “flipped classroom”, students must first complete knowledge learning at home, and then cooperate with teachers and classmates in classroom.[2] The classroom then becomes an interactive place between teachers and students, and between students and students. Blended Learning is a combination of Face to Face learning and E-learning. Blended learning combines the advantages of traditional teaching with those of network teaching. It not only plays the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflects students' activity, enthusiasm and creativity. Guided by the blended teaching theory and combined with “flipped classroom” teaching method, this paper aims to construct a model of flipped classroom in College English teaching, with a view to promoting the effectiveness of College English teaching.[3]

2. The construction of flipped classroom model in College English teaching based on blended learning theory

This paper constructs the flipped classroom model in College English teaching based on blended learning theory, as shown in Fig 1.

2.1. Design of pre-class Activities

Teachers prepare lessons carefully, decompose the text content, and create teaching micro-video. The content of micro-video should be highly condensed and properly expand the language knowledge content of textbooks. At the same time, teachers should prepare some supplementary and expanding materials and matching exercises related to the content of the course before class. After that, teachers upload micro-videos and related materials to the College English Teaching Platform. [4] Then, students learn independently according to the teaching purpose and complete relevant exercises. If students have problems in the process of learning, they can consult teachers through the platform or other information technology support, and communicate with their classmates, answer each other, or record difficult problems then solve it in the classroom.

2.2. Design of during-class Activity

Firstly, teachers put forward questions according to the teaching content to check students' autonomous learning, and then solve students' doubts and questions. At the same time, teachers should prepare some valuable inquiry questions about language points, grammar and culture according to teaching content, so as to provide students with cooperative inquiry learning, and exchange cooperative learning results in class.[5] After that, teachers should give feedback and evaluation according to students' reports and exhibitions. The evaluation system of "Flipped Classroom" should combine the evaluation of learning results and learning process, and have different forms of evaluation including self-evaluation.

2.3. Design of after-class activities

Finishing flipped classroom teaching process, in order to consolidate the students' learning content, teachers need to arrange follow-up tasks for students to display their knowledge, such as making PPT, recording corresponding videos and creating short sentences. In addition, teachers can also upload students' learning results to network platform through multimedia, so as to realize mutual learning among students and improve their English application ability.

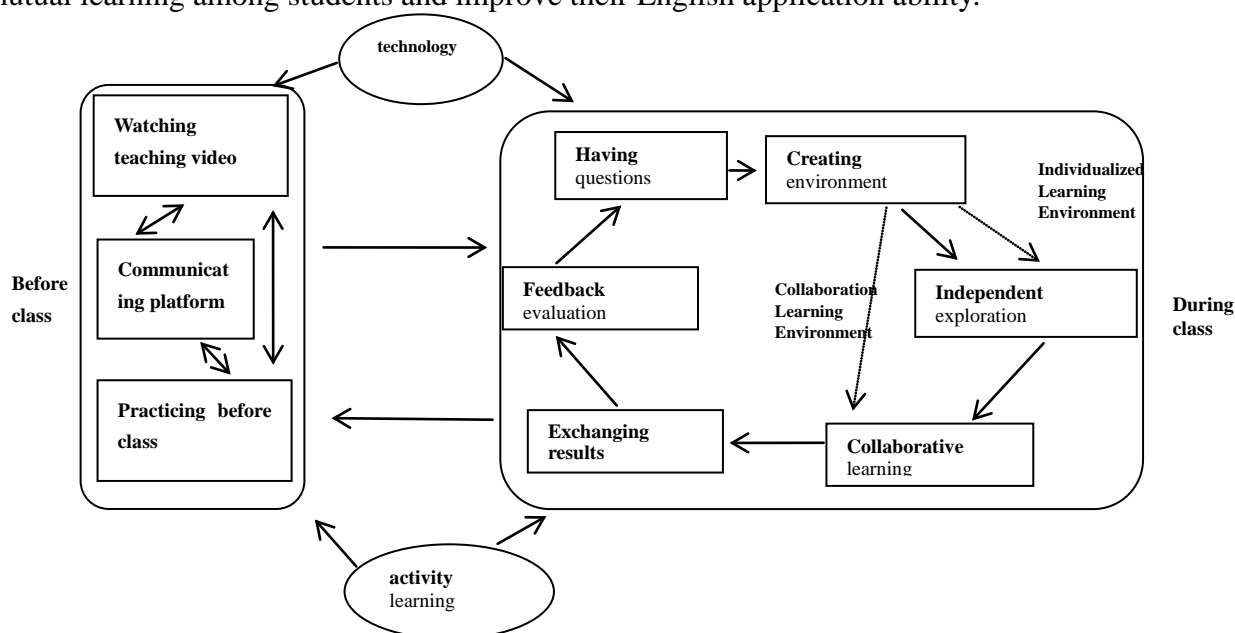


Fig 1 Teaching model of flipped

3. Detailed implementation

With the help of modern educational technology, this kind of teaching model allows students to learn by micro-videos and participate into more interactive activities such as problem solving, discussing and debating, etc. This kind of teaching model can achieve win-win situation for both teachers and students. Students can freely allocate time to have self-paced online learning. In addition, they can get more opportunities to participate in group interaction and change passive learning into active learning. On the other hand, teachers can devote more energy to monitor students' performance and providing immediate feedback for individuals or groups. In the following part, this paper takes the Unit 1 of *College English (new version)* as an example, and elaborate how this flipped class would be planned. Specifically, this class focuses on the cultivation of students' language application ability, centers on the unit theme, and sets relevant knowledge points for this theme. The concrete realization process is divided into three stages.

3.1. Preparation stage before class

3.1.1. Setting teaching objectives and tasks

Based on the syllabus, the teacher analyzes the requirements of students' language knowledge and ability from the perspectives of text comprehension and appreciation, cultural awareness, emotional attitude and learning strategies, then determines the expected learning results to be achieved by the curriculum. After that, teacher gives out the knowledge points and formulates detailed teaching tasks. Based on the requirements of expected learning results, the learning content is divided into several teaching modules according to the knowledge structure. Each module is divided into several small knowledge points, which are presented in the form of micro-lessons to facilitate students' autonomous learning. The teaching task setting of Unit 1 is shown in the following table.

Table 1 The teaching task setting of Unit 1

Teaching modules	Knowledge points	Content
Text comprehension and appreciation	4	The structure of argumentative papers; the beginning and ending of argumentative writings; the method of presenting argumentation; the structure and theme of the text
Cultural awareness	3	Characteristics of Chinese and Western Education: Family Education, School Education and Continuing Education
Language knowledge	40	2 grammar points; 25 key words; understanding and translation of 13 difficult sentences
Writing	1	How to write notices

3.1.2. Preparing teaching resources

Teaching resources include PPT, micro-lessons recorded by teachers, and teaching videos. Teacher can search for video resources that conform to teaching content in high-quality open education resources, such as Harvard, Yale, Khan College, China National Top Course, University Open Course, etc. With open network education resources, students have access to the latest teaching contents of international excellent teachers, but these teaching contents may not fully conform to the curriculum objectives. Therefore, teachers need to guide students purposefully. Specifically, teachers can record teaching videos and micro-lessons by themselves, which are consistent with teaching objectives and contents. Besides that, teachers can also record multiple versions according to the needs of different students. When teachers are making teaching videos, they should consider the visual effect, emphasize the main points of the theme, design corresponding interactive strategy, and also consider the time that students can insist on watching, and fragmenting knowledge accordingly. In addition, teachers can also put excellent learning achievements of previous students onto the platform, such as composition, classroom presentation, learning summary and reflection. It can greatly stimulate students' learning enthusiasm.

3.2. Implementation stage during class

3.2.1. Process of teaching

To achieve the flipped classroom based on blended teaching, teachers should firstly publish teaching tasks and learning resources online on the teaching platform. Then students log in the teaching platform before class to study independently. By communicating with their peers and teachers, they could finish their homework independently or cooperate with the team members to prepare for the presentation. During class, teachers answer students' questions through consistent

communication, give relevant feedback to the problems that students have in self-study stage, then evaluate and supplement the learning results displayed by students. After that, students internalize what they have learned by themselves or cooperating with group members. At the same time, teachers record the whole teaching process and reflect in time. In a word, students are the leading characters and teachers are the guides in the whole teaching process. The whole process are shown in Fig 2.

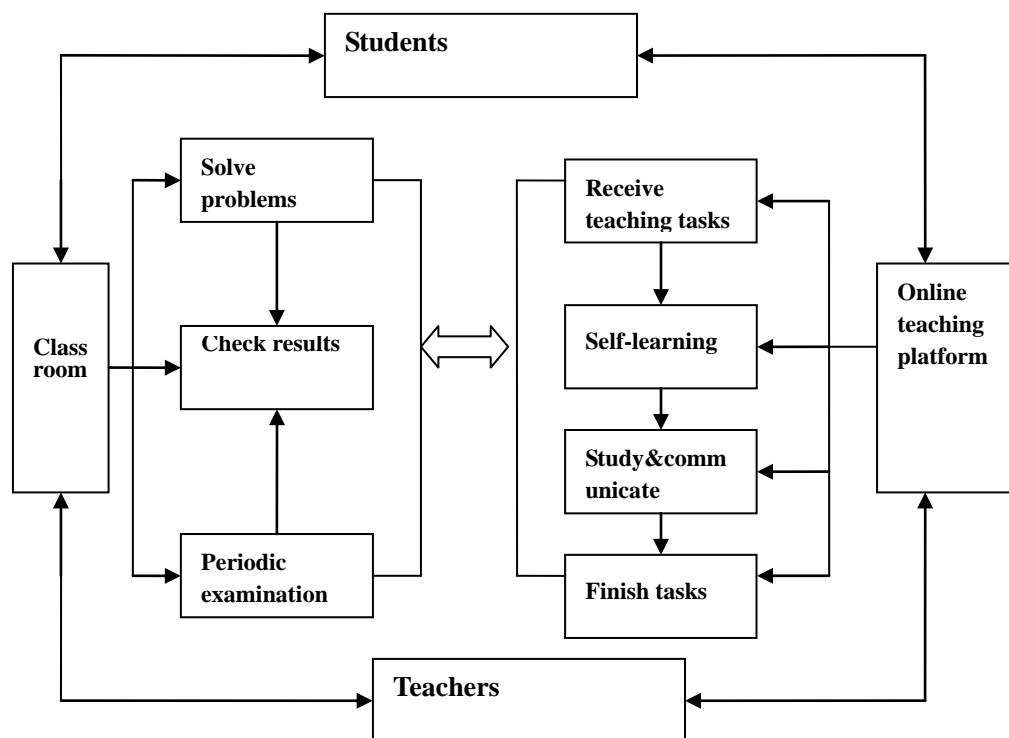


Fig 2. Teaching process of Implementation stage during class

3.2.2. Design of teaching activities

The teaching of this unit consists of four lessons. It respectively accomplishes four tasks: cultural background, text comprehension and appreciation, key vocabulary and sentence comprehension, after-class practice and writing. Each lesson has different emphasis and develops different abilities of students. However, every lesson would focus on the students' speaking output.

Lesson one, identify problems and learning tasks. Teachers give corresponding studying questions and learning tasks according to teaching objectives and curriculum content, then assign them to student groups.

Lesson two, self-learning and self-exploration. Independent learning ability is one of the important qualities that learners should possess. From the perspective of individual development, students' learning is a process from dependence to independence. When designing classroom activities, teachers should cultivate students' independent learning ability, respect students' independence throughout the classroom design, so that students can build their own knowledge system in independent learning. Specifically, students need to finish tasks 3 and 4 independently.

Lesson three, collaborative learning. During class, students are divided into groups (4-5 persons). students share their learning materials and exchange learning results after their own thinking according to the assigned tasks by teachers. After that, group members prepare for their presentation together. In the above process, teachers pay attention to the discussion of each group, participate and deal with some controversial issues if needed.

Lesson four, exchange of learning achievements. After discussion, group members work together and finish different tasks including making planning report, making videos, making PPT and speech, giving presentation, and make summary (participants are required to use English in more than 70% of the tasks). The presentation needs to include the description of corresponding event and topic, the

summary of several main commentary articles and the consensus reached after the group discussion. While making presentation, each group needs to present their understanding and critical thinking towards the topic. Each group have 10-15 minutes. In the meantime, teachers should properly extend and deepen the teaching content, provide expansive reading when necessary, and further inspire students to understand the key and difficult points of knowledge.

Lesson five, give feedback and evaluation. Both teachers and students need to give evaluation. In the part of results exchange, teachers evaluate the output of each group quantitatively according to the reports of each group. And each group allocate the total score to each member by judging everyone's performance, then complete personal evaluation. After the learning this unit, students hand out their revised presentation to teachers and get feedback. Finally, every student is required to submit summary and reflection on this unit.

3.3. Evaluation stage after class

In view of the shortcomings of students' performance evaluation in traditional teaching, this study attempts to construct a multi-modal comprehensive evaluation system, and comprehensively assess students' language application ability. This system mainly focuses on attracting students into teaching process, cultivate their learning autonomy and language application ability, so as to improve teaching quality and teaching efficiency. In detail, students conduct autonomous learning through website (online examination, online interaction, and audiovisual and oral task completion), finish tasks before class(including group presentation and group coordination), have oral performance(through tasks assigned by mobile APPs), judge and evaluate by themselves(such as judge their study planning, summary, unit guidance), do homework(such as write on the unit topics, make revision afterwards then hand it to teachers with their own comments), present in class(such as making evaluation on peers' performance and asking questions, etc), attend in each class and have final examination, etc. All the above behaviors of students would be objectively, truly and comprehensively evaluated by teachers. In addition, this evaluation system strengthens the effective connection among syllabus, classroom teaching and evaluation. By the way, the assessment of students' performance in pre-class learning tasks belongs to subjective assessment, and there are special criteria for it. And the comprehensive evaluation of students' performance is shown in the following table.

Table 2 Comprehensive evaluation of students performance

1.Daily performance 70%	Self-learning online	Group presentation during class	FIF oral practice	Self-evaluation	homework	Performance in class	attendance
	20%	20%	20%	10%	10%	10%	10%

4. Conclusion

Based on the concept and technology of "flipped classroom" and "blended teaching", this paper designed and applied new teaching model into practice. The results showed that this teaching model enhanced students' interest in learning, cultivated their autonomous learning ability, promoted their spirit of solidarity and cooperation, improved their innovative consciousness and speculative ability, and reached obvious teaching effect.

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