

Application of Multi-Dimensional Communicative Flipping Classroom in the Teaching of Commercial English

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Abstract: As the new teaching mode, “internet+” education has renovated traditional teaching mode. Flipping classroom has shown obvious advantages and effect as the specific carrier of the new mode. In the paper, it mainly studies the specific process to implement the Flipping classroom based on multi-dimensional communication teaching method in the teaching of college business English, and hopes that this paper can provide some specific and operative methods to improve teaching efficiency and effect of business English, awhile providing some references to other professional English teaching.

1. Introduction

Our country has gradually formed the education informatization development route that adheres to the core concept of promoting the in-depth integration of information technology, education and teaching during “12th Five Year Plan”. It is hoped that the modern education informatization system that “everyone can study whenever and wherever possible” can be established in the future, to play an important role in leading education reform, promoting education equality, and improving education quality. Professor Zhenguo YUAN of East China Normal University pointed out that: “As for one important concept for the reform of a new course or the standard to measure whether the reform of a new course is successful, it is to see whether the teaching mode is changed, and whether students become the master in study.....Only when students can truly irradiate the enthusiasm for independent study can they become the active participator and constructor of study. In this way, we can realize the course reform objective.”

College classrooms still adopt cramming method, annotation method and other teaching methods focused on teachers. However, for college students, self-study should be the emphasis, and “teacher-centered principle” is bad for students' autonomy, creativity and practical study, and cannot help students form meaningful cognitive structure, with big space for improvement and reform. Especially for professional English courses that are of strong operability and big professional vocabularies. Under limited credit hours, it's impossible to realize the objective of exchange and discussion of students in combination with professional scenes based on traditional teaching mode.

As a new teaching mode of “internet+ computer technologies+ education”, Flipping classroom can gradually decrease the dependence on teachers, cultivate the students' capacity to organize experience, find out structure, and form structure in discussion-based teaching and out-of-class learning, change students' essence of passive learning, and solve the problems of low efficiency and bad effect for “dissociative study” in college classrooms by improving learning contents, and improving teaching activities.

2. Relevant Theories about Multi-Dimensional Communicative Flipping Classroom

2.1 Multi-Dimensional Communicative Teaching Method

The multi-dimensional communicative teaching method is put forward based on the school of

foreign teaching method--theories of communication school with bigger international influence in 1970s. As the representative of the communication school, Linguists Hymes and Halliday put forward by researches that: The objective of language teaching is to cultivate students' capacity to communicate with the target language, and the language teaching contents shall not only include language structure, but also commonly used sentences to express all types of thoughts and functions. Under the communication environment, the organization of the teaching process should be focused on students, and as teachers, the responsibility is to provide communication scenes and sites for students, and help them express and exchange thoughts and ideas creatively and freely. Therefore, the multi-dimensional communication teaching method doesn't advocate the learning method of simple teaching, i.e., information output and information acceptance aren't a unidirectional process, but an all-directional and mutually promoted process of various information sources, emotions and social culture. It emphasizes on the interaction between teachers, teachers and students, students, students and the information provided by computer media. From the perspective of the learning effect, it's not enough for students to have the capacity to memorize and recite the contents taught by teachers, the ultimate objective of multi-dimensional communicative teaching is to help students associate the current learning contents with the known events, carefully reflect on such connection, find out the internal connections for the nature and rules of things and the inner connection of things, and cultivate their independent study capacity, cross-cultural communicative capacity, and innovation capacity.

2.2 Flipping Classroom

Flipping Classroom means 翻转课堂 in Chinese, and is also called as “inverted classroom” and “reversed classroom”. It is a new classroom teaching organization mode, and originates from Jon Bergmann and Aaron Sam, two chemical teachers in Colorado Rocky Mountain Forest Park High School. They uploaded “real-time interpretation +PPT demonstration” videos on line and arouse people's attention. Salman Khan and his Khan Academy started to extensively promote flipping classroom in 2011, and made it become the teaching mode attracting the attention of global education circle fast. Being different from traditional teaching mode, under “flipping mode”, students can complete knowledge learning on line in advance outside the classroom, and classroom has turned into a place for the interaction between teachers and students as well as students, including question and answer, knowledge discussion and application, and then realize a better education effect. Such new mode has arranged the basic learning process of students outside of the classroom, and knowledge internalization habits and understanding in the classroom, motivated students' motivation and enthusiasm of independent study, and then applied and implemented many teaching concepts that we were afraid to try preciously.

2.3 Multi-Dimensional Communicative Flipping Classroom Teaching Mode

Multi-dimensional communicative flipping classroom teaching mode emphasizes on highlighting the leading role of students in teaching scenes by “flipping mode”. As the mentor, teachers should provide diversified learning modes, including experience-type learning, collaborative learning and mixed learning, so that students can learn from anyone by any mode whenever and wherever possible. Make full use of the commonly used channels of students, including e-mail, QQ, WeChat, Microblog and videos, etc. to interact with students, encourage them to innovate and seek for consistent answers, with no restrictions on the form of handing in homework and examinations, to comprehensively understand the learning process and achievements of students, finally cultivate students' social culture, communicative capacity, knowledge construction capacity and innovation capacity, etc. Such mode has not only changed the process and rules of traditional teaching and learning classroom, but also made the teaching method of flipping classroom more specific, with stronger operability, clearer objective, and then promoted the actual changes of students' learning mode. It is of important practical value to solve the classroom dilemma in colleges. The specific implementation process will be elaborated in details by combing with the commercial English courses taught by the author.

3. Specific Implementation of Flipping Classroom for Business English

The business English course taught by the author adopts the *Foundation Course of Business English* edited by Derong LI from East China University of Science and Technology Press, with 2 classes in a week, 16 weeks and 32 credit hours in total, and each teaching class consists of about 60 people. Next, we will discuss about the process to implement multi-dimensional communicative flipping classroom in details.

3.1 Pre-Class Import: Create Scenes to Motivate Learning Initiative

Firstly, teachers should fully understand the learning conditions, and teach students based on the actual conditions of students. Business English course involves consumers' rights and interests, enterprise management, organization structure, production management, human resources, marketing, financial management and other contents, with big professional vocabularies and wide scope of knowledge, and students should not only have solid professional basic knowledge, but also the capacity to communicate in professional terms in oral, which can be difficult for both teaching and learning. Therefore, teachers should arrange tasks based on learning conditions in the phase of pre-class import and should also consider the learning basis, motivation, performance and other differences of student groups in each teaching class, guide students to adopt different learning methods, such as learning by imitation, team learning, partner tutorship or teaching, etc., Sufficiently mobilize students' subjective initiative and learning enthusiasm, and avoid students from generating resistance under heavy load. Secondly, speaking of the most important link in the import process, teachers should arrange a short and refined learning video to students in advance specific to the learning contents of next class, such as the motivation theories for human resource management in employee motivation. Except for controlling the contents within 20mins, it is applicable to select online resources, or the teacher can record on its own in advance, supplemented by a clear and intact chapter outline, list out main learning contents, and design 3-4 scene tasks. Students can select one or several tasks based on their actual conditions and interests. The two points mentioned above have higher requirements for the comprehensive quality and course control degree of course teachers. Teachers shouldn't afraid of it, and should improve their personal level based on flipping classroom, give full play to its role as the guider, assistant and data provider, and help students transform towards the main role.

3.2 Classroom Interaction: Exchange Achievements, and Improve Classroom Experience and Learning Effect

After completing “pre-self-learning” parts, students should display in classroom, but due to the restriction on class hour, it is applicable to select a representative of students choosing the same task to report. In order to avoid damaging the enthusiasm of other students, other students can supplement or make comments after the representative has finished the report. For instance, 10 students select the task of “contents-oriented motivation theories”, and can volunteer or recommend a representative to report. Students' representatives should focus on introducing the hierarchy of needs theory by Maslow, while the other 9 students can supplement two-factor theory, and communicate about the application of the theory in modern talent resource management, etc. Besides, it is also applicable to flip the reporting process, make students record their reporting process before class, upload to the class exchange group, and then discuss and evaluate it in classroom after teachers and students have watched the video. Since such mode will occupy lots of time and energy of students, course teachers must adopt it reasonably based on learning conditions.

There shall be no specific mode for ideal achievement exchange. As for the mode to display self-learning achievements, students can select by themselves, write, speak, draw, or play accordingly, to display their understandings on knowledge, and communicate about question explorations, improve their capacity to use professional English comprehensively, and avoid “deaf English” and “dumb English”. Video sessions, forums, e-mail, group chat and other social interaction modes are the most convenient collaborative tools, and can effectively help teachers build the flipping classroom. Meanwhile, it is also requested to notice the key question, and what

the students are communicated and displayed are “pre-self-learning” parts, with bad effect, so teachers should provide reasonable guidance and interference in class, and avoid influencing students' learning enthusiasm and classroom quality.

3.3 After-Class Extension Cultivate Cooperative Awareness and Team Spirits by Cooperation

Business activities require team spirits. Personal capacity and intelligence seem to be weak in the process of completing a complicated transactions. Therefore, it is very important to make students realize the importance of brainstorm and cooperative supplementation. Group cooperation learning is an extensive mode for business English teaching, and group members should cooperate in pre-class task discussion and after-class experience exchange, with clear division of labor and mutual cooperation demand. However, group members can have different personalities, and different working and learning capacity. Meanwhile, all groups are of competitive, exchange and cooperation relations, so they need to exchange and learn from each other, while ensuring clear characteristics and keeping competitiveness. This requires team members to tolerate each other, and have the courage to undertake the responsibilities and challenge, form collective consciousness, develop the strong points and avoid the weak points, and maximize team interests. Teachers can arrange different tasks with certain intentions based on grouping conditions, make different degrees of troubles and disputes, and exercise students' cooperative consciousness and team spirits. Meanwhile, the similar teaching process is also aimed to help students realize that there is no lowliness or nobleness in working posts, and personal heroism cannot realize the harmonious objective of a team, good attitude, moral quality and characters are the foundation of success, and also the basic quality to enter the workplace.

3.4 Performance Evaluation: Encourage Exploration and Innovation Based on Diversified Evaluation Systems

The evaluation subject in the flipping classroom shall consist of teachers, students and learners. The evaluation contents shall include question selection, expression in pre-class preparation, the expression in group cooperation, learning schedule, and achievement display. Except for focusing on evaluating the learning result, it is also requested to focus on evaluating the learning process, this means to evaluate students' knowledge and skill mastering degree as well as their independent learning capacity, team cooperation spirits and innovation capacity, etc. Diversified evaluation systems advocate the mode of breaking through traditional written examinations. It measures students' learning achievements in various channels based on various indexes. Network platforms such as WeChat can be utilized to grade students' achievements from multiple perspectives, including students' social culture, communicative competence, knowledge construction capacity and innovation capacity, quantify different indexes of grading standards and weights, establish “portfolio evaluation” system for students as the reference of final achievements.

Diversified evaluation systems encourage students to focus on how to get the answer, rather than the answer itself. Students won't be aligned with the only answer standard, instead, they will give full play to personal characteristics, innovate problem solving thoughts, effectively avoid students from memorizing by rote, and making efforts at the last moment, alleviate examination anxiety and improve the enthusiasm of independent study.

4. Conclusion

4.1 Students Should Be the Leading Role of the Teaching Process

College classroom is of high absence rate. It is very common to see students playing cellphone and computer in class, and such “false study” and “dissociative study” have caused bad classroom teaching efficiency and bad learning effect. This is the traditional teaching mode, in which teachers will push students to study, while students are not interested and then feel passive and resist accordingly, and teachers will also feel exhausted mentally and physically. Multi-dimensional communicative flipping classroom is aimed to make students walk out of the depressed, passive,

single and bold class into an open, active, rich and free class. It emphasizes on the leading role of students. For instance, students can log in a MOOC website by combining with their interests and major, register, and select their favorite courses, and get corresponding credits after completing the course, or even get the academic certificate granted by the school opening the course. For students, it is no doubt a big attraction. It has not only innovated the teaching mode, but also motivate students' enthusiasm to think independently and study autonomously.

4.2 Teachers Should Be the Best Courses

In the era of information opening, teachers are no longer the only channel for students to acquire knowledge, MOOC, micro-lessons and online education, etc. have provided rich resources for the independent study of students. Teachers should take active measures to change roles, and become the assistant and service provider in the study of students from its previously dominant role in teaching, and should also provide personalized teaching modes, so that the study can be easier, more efficient, with better effect and higher quality, and they can also become teachers that cannot be replaced by technologies. Along with the transformation of the college course system, students can select course contents freely based on demands, and the course teacher should have its own styles and characteristics, equip with data thinking, and use more scientific quantitative measures, to recognize their teaching and students in data, and influence students' learning habits and thinking mode unconsciously, and make students truly recognize their own education styles.

4.3 Reform of the Current Evaluation System

The current education evaluation system mainly measures students' learning effect by test scores, and cannot reflect students' differences in performance during the study. Therefore, the reform of the current evaluation system is one of the important approaches to ensure that the evaluation system matched with the flipping classroom can be successfully implemented. In my teaching process, except for evaluating students' social culture, communicative capacity, knowledge construction capacity and innovation capacity, I have also noticed an evaluation index that influences students' participation degree and enthusiasm, i.e., the evaluation of emotions, attitude, and value, etc. Since it is still in the phase of experiments, no effective grading standard or weights can be determined, and should be further practiced and explored.

5. Conclusion

To sum up, multi-dimensional communicative professional English teaching method is aimed to cultivate compound communication talents meeting social demands, and then serve learners by online and offline qualified education resource sharing, excellent teachers, course and knowledge base as well as other resources, and help them form meaningful cognitive structure by “scenes”, “collaboration”, “display” and “meaning construction”, increase interests for boring learning process, and finally improve students' learning experience and classroom teaching efficiency.

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