

# Strategies for the Construction of College English Flipped Classroom Teaching Model

Wang Chen

Shaanxi Technical College of Finance and Economics, Shaanxi, China

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**Abstract:** With the popularization of modern educational technology, research on how to use modern educational technology to improve teaching quality emerges in endlessly. College English teaching reform urges College English teachers to constantly reform the teaching mode, improve the quality of teaching, and at the same time, cultivate uninteresting in learning and autonomous learning ability. Flipping the classroom is a new challenge to college English teaching. Through abundant teaching resources and online learning environment, teaching can be promoted to be mutually beneficial.

## 1. Introduction

For a long time, large classes have been taught in College English teaching in most colleges and universities in China. Under this teaching mode, students lack learning strategies, seldom preview before class, while teachers "sing a solo drama" in class. Students only listen passively and do not actively participate in listening, speaking, reading and writing exercises. Departmentalization in the classroom is not high. According to construction theory, knowledge acquisition is a process of meaning construction through interpersonal collaboration in a certain environment. Psychologist Bruin also believes that learning is a process of active participation. And student-class preparation and classroom participation are important links to realize meaning construction and internalization of knowledge. The teaching mode of large class teaching results in studentship reading and writing abilities and their weaker listening and speaking abilities, which greatly affects the quality of College English teaching.

## 2. Analysis of the Current Situation of College English Teaching

In order to understand college student-class English preview and their participation in English classes, in December 2017, the author randomly selected six natural classes of freshmen and sophomores from Changchun University to conduct a questionnaire survey. Among them, three classes of freshmen are from three majors of Chinese, education and mathematics, and three classes of sophomores are from computer, physics and ideology. There are three majors in political education, three classes in liberal arts and three classes in science. 276 valid questionnaires were collected and the data were analyzed.

### 2.1 Pre-eclampsia Preview of College Studentship

College studentships and concepts towards pre-eclampsia English preview have been investigated. It is found that college students generally recognize the important role of pre-eclampsia English learning. 61% of the students agree with pre-eclampsia English learning. 66% of the students believe that pre-eclampsia English preview is beneficial to improving the learning effect. However, most of the students do not form the habit of pre-eclampsia English preview. Only 25% of the students have the habit of pre-eclampsia English preview, and 75% of them do not preview before class. This will inevitably affect the quality of English teaching. As shown in figure 1:

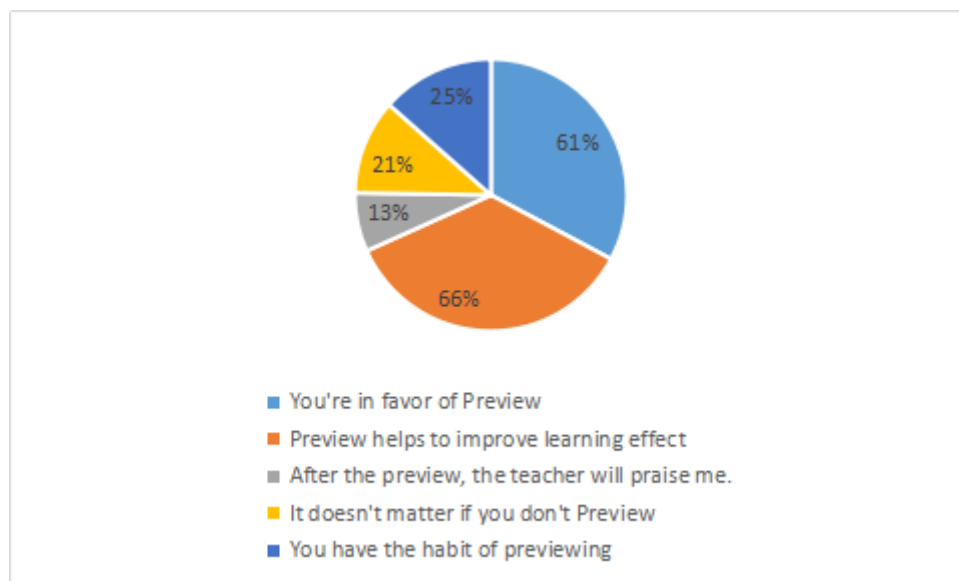


Figure 1.College Studentships and Concepts on Preview

## 2.2 The Ways and Difficulties of College Studentship Preview

64% of the students only browse the textbooks, not focusing on the key and difficult knowledge; 23% of the students can look up new words and recite words; 17% of the students can do exercises, these students may follow the way of high school learning, but also good. But only 11% of the students recorded the difficult problems in their study, and only 2% of the students used the Internet media to preview. It can be seen that the preview methods of students are simple and inefficient, the preview channels are limited, and the pertinence is poor .71% of the students lack proper preview methods and do not know how to preview what they will learn; 38% give up preview because of lack of teacher's guidance. It can be seen that the main difficulty of College Studentship is that they do not have correct preview strategies, so they need the guidance and help of teachers.

## 2.3 College Departmentalization in English Classroom

Firstly, most of the students are positive about the role of participation in classroom activities. 58% of the students think that classroom activities are meaningful and helpful to learning. However, in classroom teaching, only 26% of the students can actively participate in classroom activities, and 74% of the students do not actively participate in classroom activities. Secondly, the main reason why students do not participate in classroom activities is that the current form of classroom activities is single, 62% of students are not interested in classroom activities. Thirdly, at present, 80% of classroom activities in English teaching are teacher-lectured and students-listened. The only forms of activities are simple, such as answering questions accounted for 64%, interactive classroom activities did not appear much, such as group discussion only accounted for 21%, group display less, only 12%.

## 3. The Origin of Flipping Classroom

Flipped Classroom, also known as Inverted Classroom, is translated from English The Flipped Classroom. It was attributed to two American science teachers, Jonathan Bergman and Aaron Cams, in 2007. They put videos of classroom teaching on the website for the absent students to learn by themselves, thus putting forward the idea of flipping the classroom. In 2011, Coalman Khan founded Khan Academy, which has more than 3,500 teaching videos and attracts worldwide attention. Open educational resources also provide resource support for flipping classes. Starting with MIT's Open Courseware Campaign, Yale University, Harvard University, Stanford University and other world-renowned universities will place open course videos online as high-quality teaching resources. In China, famous universities such as Songhua University and Peking University have joined EDX, and more universities are trying to reverse the classroom teaching mode.

#### 4. English Teaching Model of Flipping Classroom

The core idea of flipping classroom is to stimulate departmentalization in learning to the maximum extent and to fully mobilize learners' subjective initiative. Students watch videos before class or carry out other forms of learning, that is, to prepare before class and complete the learning process of "knowledge imparting", that is, pre-eclampsia preview; while students carry out various activities in class, that is, to apply knowledge to practice and complete the learning process of "knowledge internalization", that is, classroom participation.

The English teaching mode based on flipped classroom is to make full use of modern educational technology such as network technology and multimedia software, enrich teaching resources, extend and expand the time and space of English teaching, and construct the mode of autonomous learning and teacher-student communication inside and outside the classroom. The purpose is to change the blindness and illegitimacy of student-class preparation, cultivate students' autonomous learning ability, fully mobilize enthusiastically to participate in classroom activities, practise their listening, speaking, reading and writing abilities in practice, and comprehensively improve the comprehensive application level of English. Specific instructional design mainly includes two modules: pre-eclampsia independent preview and in-class interaction. As shown in figure 2:

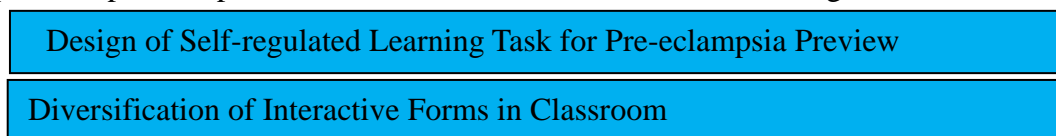


Figure 2. English Teaching Model of Flipping Classroom

##### 4.1 Design of Self-regulated Learning Task for Pre-eclampsia Preview

Teachers send electronic texts to students by means of micro-mail and micro-blog. According to their own time, students can learn at any time in dormitories, outdoors, libraries, homes and other places (what they don't know can be repeated learning), and ask questions, and discuss them in the study group.

###### 4.1.1 Teacher Teaching Design

Teachers design learning task sheets, including learning strategies, learning key and difficult points, data access, test questions and so on. For example, in learning vocabulary, teachers can first identify the key vocabulary of each unit, let students consult in groups before class, and make PPT. Teachers make teaching videos, explaining key vocabulary, sentence patterns and grammar, background knowledge of the text, writing, translation and so on. Teachers search for other relevant teaching resources, including texts, pictures, animations and videos, and link with their own relevant teaching content.

###### 4.1.2 Student Autonomous Learning

Students watch videos, complete learning tasks, absorb and digest the main learning content, and find personal difficulties. Through group cooperation, students can understand their own learning deficiencies, discuss the difficult problems they encounter in learning, and solve most of them through group discussion. Students submit questions. Individual complex problems that can not be solved within each group are reported to the teacher by means of micro-letters or written forms and in groups. According to the completion of each group, the teacher summarizes the problems and distributes them to the groups that have solved the problems as the guidance of classroom teaching demonstration.

##### 4.2 Diversification of Interactive Forms in Classroom

###### 4.2.1 Students demonstrate learning outcomes

Teachers guide students to exchange and display their learning results. According to the preparation before class, students carry out multi-user exchanges and answer the difficult questions

of each group before class. For example, vocabulary teaching, in the classroom, each group of students shows PPT content and explains it. Teachers can take a variety of ways to test, such as the detection of words, one person can use body language to demonstrate a word, the other person can speak the English word in a limited time. This kind of activity form is interesting, can exercise the student's English thinking and language response agility, deeply loved by students.

#### **4.2.2 Student Debate**

Teachers create situations and encourage students in other groups to question and debate the groups that are presenting the results through task-driven approach. Through multi-user communication with students in the presenting groups, the purpose of completely solving the puzzles is achieved. For example, teachers set up positive and negative sides on a topic, students debate on it, and require that the debate be completed in English.

#### **4.2.3 Counterarguments**

After the students show, the teacher comments. Comments can be made to correct errors in presentations so that students can accurately master knowledge; they can praise excellent presentations and motivate other groups; they can supplement content so that students can master knowledge more comprehensively; they can improve entomological thinking ability and make their thinking more coherent; they can point out the key points of knowledge so as to facilitate students to grasp key points, etc.

### **5. Conclusion**

In a word, flipping classroom is a great challenge for college English teaching, and we are all participants in this challenge. Making good use of abundant teaching resources is the resource basis for carrying out the flipped classroom teaching mode. Teachers in such an environment to improve themselves, and then promote denuclearizing, is also the ultimate goal of flipping the classroom. In the information age, flipping the classroom will certainly bring some influence to the teaching reform. In future teaching and research, as college English teachers, we should focus on the construction of curriculum resources and the design of teaching activities to improve the quality of College English teaching.

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