

# **The Application of Flipped Classroom in Full-English Teaching of Microeconomic in Universities**

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**Abstract:** With the development of globalization, a growing number of Chinese students plan to further study abroad. Traditional teaching model cannot meet the needs for these students. Under this circumstance, “flipped classroom” is a new teaching model in recent years, emphasizing the student-participation activities to expand students learning interest. The Full-English teaching of microeconomics can introduce this model to improve English speaking and broaden international horizons. Based on the author’s analysis and practical experiences, this paper discusses the necessity of Full-English teaching in microeconomic curriculum, and then analyzed the benefits of flipped classroom teaching method in practical experiences. Finally, we summarized the application of flipped classroom microeconomic course, hoping to provide references for the development of college economic education.

## **1. Introduction**

With the rapid development of global economy, new demands have arisen rapidly for more economic personnel and for new teaching and culturing modes. The microeconomic course plays an important role throughout the economic major, English teaching of microeconomic pays attention on train students’ skills of critical thinking using economic reasoning and English application ability. At the same time, a growing number of foreign students come to China for economic and management education, if we choose the whole combined class with Chinese students, due to the different characteristics of foreign learners, one of the main problem we face is how to improve the learning effect. Under this circumstance, as a modern teaching mode, flipped classroom can enhance students studying interest and inspire studying passion in high accordance with microeconomic teaching no matter for the curriculum goal or teaching design. So explore the application of “flipped classroom” in microeconomic English teaching is a meaningful direction for modern economic and management education development.

## **2. Necessities in Full-English teaching of microeconomic curriculum**

To China’s economic and management higher education, there exists challenges as well as opportunities for English teaching curriculum. Because English is an international language, Full-English teaching can increase opportunities for international exchange and communication, and makes the foreign students know more about Chinese culture though more imperceptible influence and then appreciate it, which will be beneficial to help them understand China better. To universities, with the development of economic globalization, our higher education requires more progress to reach the international level and catch up with the developed countries. And it’s urgent to cultivate economic and management talents with global horizon and high quality promising candidates. To college teachers, English teaching can improve their practical competence in using language and be beneficial to strengthen teacher troops construction. At the same time, we can introduce international classical material into domestic universities, which will be good to update the knowledge system and teaching idea. Moreover, it can lay a solid foundation to a highly qualified international education.

Viewing from the subject attribute, microeconomics has strong feature of theory and practice, there is a tight connection between international economics and business requiring students to have

high problem-solving and application ability. Compared to other specialized courses, English teaching is more needed to grasp the theory and management strategy in multinational enterprises operation. Finally, Full-English teaching help to build the international atmosphere on campus.

### **3. Problems in Full-English teaching process of microeconomic curriculum**

It is necessary and beneficial to carry out Full-English teaching in specialized courses, however, we still have many problems waiting to be solved. At present, most of college teachers feel difficult to speak English and arrange English-class well, the teaching method stay in lecture-based, lack of interaction with students, there are several problems, mainly in the following:

#### **3.1 The combination of teaching and practice is not reasonable enough.**

Microeconomic course has many specialized terminology and theoretical model, at present, most of college economic course still stay in traditional teaching mode, emphasizing theoretical learning. With the globalization and social development, some of the economic theory cannot fully satisfy the actual strategy management of enterprises, especially in the application of economic theory. In addition, teaching syllabus and teaching plan set up the restriction on each classroom learning content, whereas ignoring about the application and practice of teaching. Maybe some applied colleges and universities take into practical training courses into consideration, however, teaching effect is not obvious, which does not really replace the role of practical training.

#### **3.2 Classroom atmosphere is not lively, lacks of interaction and communication.**

At present, under teachers' language application limitation, most teachers stand on the platform, explain the content by assist of information technology (PPT). Their lecture depends on PPT significantly. Less time is given to students to ask questions and discussion. Also they are in a rush to think about the problems, and passively accept and understand the knowledge. Learning enthusiasm is difficult to be inspired, as a result, the teaching effect is relatively poor.

#### **3.3 Evaluation system is single, ignoring the assessment of specific operational capacity.**

Now a lot of universities take the microeconomic theoretical knowledge to master, the primary examination is the final exam, which is under the guidance of classroom teaching focus, very little specific operational capacity to assess, students who has better memory tend to be more excellent in the final exam, but no practical ability to adopt. Modern university assessment should be modified to coincide to the new trend of society, which is for not only theory knowledge, but also focus on training and practical application. In a word, the universities' assessment mechanism should be more objective and fair to improve teaching effect.

### **4. The application of flipped classroom in Full-English microeconomic curriculum**

Flipped classroom is a new teaching mode, which emphasize student's participation in the learning process. It is also called "reversing classroom", the most important strategy about this teaching mode is the change to student-centered environment, which can enhance students' interest and initiative. In student-centered class process, students are encouraged to learn and discuss by themselves. In addition, teacher helps them according to their unsolved problems. The role of transformation between teacher and students is the key component to improve learning outcomes.

#### **4.1 Stimulate students' learning interests**

Student participation is the main part of flipped classroom; it can stimulate students' learning motivation. New teaching method highlights students' communication and interaction with classmates and teachers. In this way, problem-solving orientation method is feasible and it is suitable for the social training of qualified economic and management talents. In the flipped classroom method, the preparation materials in advance of the students in the learning process will always have a pretty idea, when lecturing, teachers will explain student's difficult problems and

give a summarize. In this learning and teaching process, students arrange their objectives, plan and own unsolved issues by themselves, which will be enable students to learn basic theory, but also improve their interest to explore the unknown. While in the traditional microeconomic class, very few students to preview and review the knowledge, the interest of self-learning is not developed.

#### **4.2 Enrich students' learning styles**

Two important activities in the flipped classroom method are before the class and after the class. Students can use textbook and reference resources to preview knowledge and prepare discussion questions during the class. In the current microeconomic class, we spend much time on teaching, moral teaching is boring, teaching form, and means of teaching are single and simple. Compared to traditional teaching method, flipped classroom make better use of integrating study inside and outside the classroom fully, enriching students' learning style. Of course, students are interested in learning. At the same time, microeconomic teaching stresses application ability and the status of case learning and teaching. Case learning can cultivate students' team cooperation ability, which is essential to modern working environment. Through diversified learning style, students can improve their cooperation, organization, expression and other comprehensive ability, and promote his self-education.

#### **5. Effective strategies of using flipped classroom in Full-English microeconomic teaching**

To make good use of the flipped classroom teaching method, it is necessary to do well in teaching design, case study-base construction and mass information resources. It emphasizes students' interest and individual learning, so we should establish diversified and interactive microeconomics teaching platform, making full use of internet resources for fully interaction between students, which is the best way to take maximum benefit from the technology and new teaching method. At the same time, to improve the economic teaching efficiency and effect, it is essential and necessary for teachers to prepare well for the class, First, be familiar with the new content, and teach the selected important and classical knowledge points to students. Second, accept student's discussion feedback actively. Only after teacher fully understand the unsolved problems form students' discussion can he put forward countermeasures effectively and improve teaching effect. Third, summarize the teaching and questions timely to educate students to actively review and thinking the new knowledge learned. In the flipped classroom, the most important factor is that teachers should adjust their role in teaching and learning process. Teachers are assistants to students, giving time to students, focusing on individual differences and taking care of every student as much as possible.

#### **6. Conclusions**

With the progress of social and technology, the learning and teaching system is changing. Flipped classroom can make the most use of students' participation and communication. It has broad application prospects in university education reform. And thus guide students to learn by themselves. Full-English microeconomics has strong claim on theoretical and practical ability, the flipped classroom can realize the goal that use various ways to improve teaching effect and achieve the purpose of applied education.

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