

Discussion on the Innovative Teaching Mode Combining Flipped Classroom with Micro-Lecture Video Teaching in English Teaching

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Abstract: Flipped classroom is a new teaching mode in the application of modern information technology. The traditional classroom teaching is teachers-centered. And Flipped classroom teaching is students-centered and the classroom teaching becomes the link of knowledge internalization. The flipped classroom teaching mode has provided a new direction for the reform of college English teaching. Taking college English teaching in micro-lecture flipped classroom as an example, this paper explores the teaching mode combining flipped classroom with micro-lecture video teaching.

1. Introduction

With the rapid development of computer technology, mobile learning has become a new model favored by learners. The introduction and popularization of the flipped classroom teaching model has effectively promoted the development of educational reform and made up for the shortcomings of the traditional teaching model. With the powerful support of China's education policy, the promotion and application of flipped classroom teaching ushered in a good opportunity for development. In recent years, the scale of English majors in colleges and universities has been expanded, and there are always many outstanding problems in English teaching. It has become an important project in the reform of English teaching in colleges and universities to explore the new teaching mode combining flipped classroom and micro-lecture video teaching, to reform the traditional teaching mode and to improve the teaching effect of English major.

2. Introduction to the teaching mode of flipped classroom and micro-lecture video teaching

The concept of micro-lecture was first proposed by Professor David in San Juan College in Mexico, USA. The core concept is to closely integrate teaching content with teaching objectives. Micro-lecture is a new type of online classroom resource, which is designed and developed for knowledge point of a subject using micro-video as the main carrier. Flipped classroom means to allow students to choose the learning method that suits themselves in addition to changing the process of educators' knowledge imparting to outside the classroom. The process of knowledge internalization is completed in the classroom. The introduction of the flipped classroom teaching model into China has provided new ideas for the exploration of new teaching models in China's education.

Material preparation is the first step in flipped classroom teaching in which teachers should be prepared with courseware, audio and video materials used in making teaching videos. Teachers can use different methods to make micro-lecture combining with the teaching objectives according to the different teaching objects. The pre-class learning activities of flipped classroom teaching mode based on micro-lecture is different from that of the traditional teaching mode. In the traditional teaching mode, the efficiency of classroom teaching can be improved through the previewing that teachers ask students to make. However, there is no guidance for the students' previewing, and the teachers do not know the students' previewing situations. As a result, many students will not take the initiative to preview for the class.

The preview task of flipped classroom teaching will assign students other tasks besides watching teaching materials. Students are required to submit their homework to the teacher in class. Flipped

classroom teaching can help teachers know the problems students encountered during their studies. Repeating the teaching of knowledge points in the classroom to promote the students' internalization and absorption of knowledge in the classroom.

In the flipped classroom teaching, the teacher takes the student's homework as an example of classroom teaching. And the student-related examples enable the student to have a sense of substitution in class. Flipped classroom teaching reuses the time spent by teachers and students together to help students digest knowledge. The previewing of flipped classroom teaching is based on tasks schedule, in order to allow students to conduct self-learning activities before class. The flipped classroom teaching mode based on micro-lecture uses pre-class autonomous learning to guide students' learning.

The traditional spoon-feed teaching mode has led to a significant reduction in students' interest in learning. The flipped classroom teaching mode uses the educational concept of teacher-led and student-centered to re-orientate the roles of teachers and students. It gets rid of the dilemma of getting half the results with twice the effort of the current teaching effect. The use of flipped classroom teaching forms is conducive to the students' professional learning and self-reflective ability. And it increases the flexibility in teaching [1].

3. Teaching mode design of flipped classroom teaching in English Micro-lecture

3.1. Teaching procedures

The construction of flipped classroom teaching procedures is mainly the students' autonomous learning + classroom demonstration + after-class testing. Students are the main part of pre-class learning. Teachers design tutorial plans and make micro-lecture videos and show students the learning objectives of the unit in the form of PPT, etc. Students learn independently according to the learning resources provided by teachers.

At the stage of learning in class, the teachers first guide the students to study independently, and then explains the questions students encountered in detail. They adjust the teaching progress and methods in a timely manner according to the students' learning problems and classroom presentations. Learning problems can be found and solved through the communication between teachers and students. Finally, guiding students to sum up the content of unit learning.

In the after-school stage, teachers and students reflect and summarize together. The teacher summarizes the problems in the lectures from the aspects of the achievement of the teaching objectives. Students test their learning results through periodic tests to reflect and summarize[2].

3.2. Pre-class preparatory phase

The quality of students' autonomous learning before class determines the success or failure of classroom teaching. The teachers prepare tutorials according to the curriculum standards and the specific content of the unit before the class. Students learn by watching the micro-course video before class. The learning tasks are defined according to the tutorial provided by the teacher. The corresponding learning tasks are completed by launching the group learning.

The teacher uploads the unit learning micro-lecture to the learning platform according to the learning schedule. Students choose the appropriate course in the online learning platform system. Students starting their autonomic learning after receiving the PPT courseware and micro-lecture videos after logging in the learning system. If they are confused, they can communicate with teachers in the interactive column or through the network communication platform such as WeChat group.

The compilation of tutorials should pay attention to defining learning objectives, constructing knowledge maps, setting key points, guiding learning methods and establishing evaluation mechanism. The design of a tutorial should clear the specific learning objectives. There are differences in the learning interests and cognitive levels of each student. Teachers should fully take the different level of students into account when designing learning objectives and make practical learning objectives.

Flipped classroom teaching promotes students' autonomic learning. The use of the tutorials can refine the knowledge content and help to alleviate the learning pressure of students. The construction of knowledge maps makes the connection of knowledge points clearer and stimulates the divergent thinking of students.

The tutorials should guide students to grasp the learning time of each knowledge point[3]. Teachers should train students to master scientific learning methods to promote the internalization of their knowledge. Learning evaluation is an important part of the tutorials. The evaluation method combining self evaluation of teachers, peer assessment of students and teacher evaluation improves the diversity of evaluation subjects. It is helpful for the cultivation of students' learning interest and ability to make timely reflection and summary among students.

3.3. Classroom implementation phase

The purpose of making micro-lecture videos is to promote students' autonomy in learning, and it is necessary to highlight the minor characteristics of micro. The production of micro-course videos should follow the principles of fragmentation, integrity and targeting. The time of each micro-lecture video cannot exceed 10 minutes, and the knowledge points are scattered. The micro-lecture video teaching design should be concise, the video starts with questions, and should guide students to solve problems in the way of lecturing[4]. Each piece of micro-lecture video is independent of each other and is connected in series to form a complete knowledge system.

Cooperative learning is an important form of learning for students. The teachers divide the students into groups of five persons and determines the role of the group to ensure that each group members fully utilizes their own advantages to complete the learning tasks together.

Classroom presentation is an important part of the flipped classroom. The learning content that the students mastered in the autonomic learning stage is presented and discussed, and the teachers organize the classroom activities, which makes the classroom presentation vivid and meaningful. Teachers first organize each study group to show the completion of the learning tasks, then launch evaluation suggestions, and finally conduct the collective questions answering to the common difficult problems in learning. Teachers should encourage students to discover discussion issues at this stage.

The process of classroom presentation mainly includes students presentation and teachers summary. Due to the different learning foundations in the students' autonomic learning stage, it is necessary for the recorder to record the common learning problems of the group members. Teachers should encourage students to express their opinions and actively speak at this stage. Second, the classroom atmosphere should be adjusted, thus playing a good guiding role. The learning problems that students in each group can not reach an agreement should be explained collectively by teachers.

After-school testing in traditional teaching is mainly the phased testing. The flipped classroom has changed the subjective position of the teachers, and guides the students' autonomic learning with the tutorials and micro-lecture videos. After-class testing of basic English courses can be divided into learning platform testing and writing articles combined with practice. The learning platform testing should be designed to be concise, representative and closely combined with unit learning content to help students master new vocabulary and grammar.

4. Strategies for the effective implementation of the micro-lecture flipped classroom teaching model

The effective teaching has been realized in flipped classroom teaching mode in college English based on micro-lecture. The strategies for effective implementation of English flipped classroom teaching are divided into teaching preparation, implementation, evaluation and reflection[5].

4.1. Teaching preparation

Effective preparation refers to the problems that English teachers must deal with in the classroom and before teaching. Teachers should make preparations for understanding the learning needs of students and determining the teaching objectives when making teaching plans. The social

development requires professionals with comprehensive English skills. Students major in English should pay attention to the profession and practical application, and constantly improve their comprehensive quality. Many students have a solid theoretical knowledge, but lack the ability to apply theoretical knowledge to practical work flexibly. It shows that there is a certain gap between students and the established learning objectives, and teachers need to use effective teaching methods to enhance students' comprehensive application ability. Only launching targeted teaching based on the actual needs of students can teaching objectives be achieved the best teaching results.

The teaching objectives should be set according to the different content of the unit. The teaching objectives should conform to the law of students' intelligence development, and strive to meet the needs of students at different levels of learning. Creating a relaxed and harmonious teaching atmosphere, stimulating students' learning motivation, making rational use of network technology and enriching the form of teaching content.

Preparing resources before class is a prerequisite for flipped classroom teaching. Teachers should pay attention to knowing the basic learning level of students when preparing for learning resources, collect advanced teaching materials and improve students' learning enthusiasm with innovative teaching resources.

4.2. Classroom implementation

The classroom presentation is the key to the flipped classroom teaching. Teachers should pay attention to the guidance-oriented, encourage the use of education and enhance students' confidence in learning when arranging classroom demonstration. Reasonably arrange the display time of each group to control the teaching rhythm. The flipped classroom teaching discussion is a process of students' internalization of knowledge and helps to improve students' initiative in learning. The implementation of classroom discussion should pay attention to planning the discussion content in detail, and the classroom discussion should penetrate through the whole process of teaching. The discussion content should fully consider the cognitive basis of the student. Before the class discussion, teachers and students are fully prepared to allow students to check relevant materials in advance to improve the efficiency of learning in classroom discussion.

4.3. Teaching evaluation strategies

Teaching evaluation is a process of comprehensive evaluation of the effects of the teaching process. An effective teaching evaluation system can promote students' professional learning. The implementation of effective teaching evaluation should pay attention to the establishment of a scientific evaluation system, adhere to the combination of qualitative and quantitative evaluation, and attach importance to formative evaluation.

According to the teaching characteristics of English major and the guiding ideology of constructivism about teaching evaluation, the teaching evaluation on flipped classroom for English majors can be evaluated in various forms. The flipped classroom teaching evaluation should adhere to the diversification of evaluation subject and content and improve the effectiveness of evaluation. The evaluate on students' learning achievement and teaching process should be launched by means of centering on teachers' evaluation with students' self-evaluation and mutual evaluation as a supplement.

The goal of English teaching is to train students to learn intellectual and emotional factors. The flipped classroom teaching evaluation scale can guarantee the scientificity of the evaluation system from the perspective of the theory of multiple-intelligence. The past evaluation method of English teaching was mainly the students' written tests. This evaluation method lacks flexibility. The English flipped classroom teaching evaluation system combines learning testing with interview, which helps teachers to adjust their teaching strategies in time.

Teachers should appropriately record the learning process of students to improve their learning confidence and sense of accomplishment. In the flipped classroom teaching, the teacher can collect the student's learning performance materials at different stages for analysis and evaluation, thus to enhance the students' sense of learning achievement.

The Teachers' use of teaching reflection strategy can make the teaching process more reasonable

and smooth, and enhance the sense of teaching efficacy. Teachers should write teaching summaries in time and pay attention to students' feedback in order to ensure the effective teaching.

5. Conclusion

The new teaching model of flipped classroom is widely used in the field of education. The teaching mode combining flipped classroom and micro-lecture video has changed the shortcomings of the traditional teaching mode. It ascertains the subjective position of students in their studies. And students' learning ability and enthusiasm have been effectively improved. It is helpful for flipped classroom teaching to improve students' academic performance. Constructing a diversified teaching evaluation system helps to promote teachers' understanding of students, continuously improve teaching strategies and improve students' learning efficiency. This paper studies the flipped classroom teaching mode based on micro-lecture in college English curriculum, designs the flipped classroom and micro-lecture video teaching mode, and summarizes the implementation strategies of the new teaching model to provide a new reference for improving the effectiveness of English teaching.

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