The Corpus-Based Study of Flipped Classroom Teaching Mode in College English Teaching

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Abstract: The rapid development of information technology has brought a diversified change of historical significance to the education sector, and the wide application of new technologies has promoted the rapid development of teaching. The flipped classroom teaching model is an emerging teaching model that relies on video technology and network technology. It originated in the United States and is highly sought after by educators and has a tendency to sweep the world. Nowadays, flipped classrooms have just emerged in our country. There are many shortcomings in both theoretical research and practice of flipped classrooms, let alone empirical discussions. Based on the current situation of English education in Chinese colleges and universities and the existing technical conditions, it is of great practical significance to explore a flipped classroom teaching model suitable for college English teaching in my country. This article mainly starts from the flipped classroom teaching mode, analyzes the feasibility of using flipped classroom teaching mode in college English teaching, and puts forward some suggestions for this aspect.

1. Introduction

The flipped classroom teaching model first appeared in Woodland Park High School in the Rocky Mountains of Colorado, USA. Some students in this school were unable to keep up with the progress of class due to some reasons. In 2007, the school's teachers Jonathan Berman and Aaron Sams recorded a teaching video combining teacher's explanation and PPT presentation, and uploaded the video to the Internet to help absent students catch up with their normal learning progress. This has a very good response. After that, the two teachers began to experiment with students who listened to video lessons outside of class, completed homework or experiments in class, and gave direct tutoring to students who had problems in their studies. This was the earliest instance of flipped classrooms. Subsequently, in some schools in the United States, many other teachers began to follow the example of these two colleagues, allowing students to learn online teaching videos, and to conduct collaborative learning and complete homework or experiments in the classroom. Salman Khan, a Bangladeshi-American educator, founded the Khan Academy, a web-based non-profit educational institution, in 2011. The Khan Academy currently has more than 3,500 teaching videos. The teaching resources of the Khan Academy cover chemistry, Physics, mathematics, history, astronomy and other disciplines have been widely recognized by many students and society. The college has received donations from Bill Gates and Google. The rapid rise of Salman's Khan Academy has made many educators gradually realize that flipped classrooms will be a very effective way of teaching in the future. There are several reasons why flipped classrooms can be quickly promoted in the United States: First, high-tech, especially the rapid development of computer network technology is the technical condition for flipped classrooms. The popularization of online learning terminals enables students to teach themselves teachers after class. Teaching videos become possible, and sufficient online learning resources and a fast remote network transmission environment are important guarantees for flipped classrooms. The second is that educators continue to deepen their research on how to better promote student learning. They question the traditional teaching model of teachers teaching knowledge in the classroom, but students can only passively accept the fixed teaching model, which also prompted the flipped classroom teaching model The emergence and rapid expansion. Third, the efficiency of teaching resources and the need to ensure normal teaching progress are also an important factor in the

promotion of flipped classrooms. In order to improve the efficiency of teaching resources, students who cannot perform classroom learning for different reasons can catch up with the teaching progress, which is more economical The flipped classroom of the classroom time is a way to realize it, and it also allows teachers to have more time to conduct targeted individual tutoring and communication with students.

2. Corpus and Its Application

"The corpus has triggered a revolution in almost all fields of linguistics." Corpus refers to "written and spoken language materials processed and stored by computers for language research". The first generation corpus (1970-1980) is represented by Brown corpus, LOB corpus, and LLC corpus, which is basically one million words and is oriented to language research; the second generation corpus (1980-1990) is CO BUILD corpus , Longman corpus, which is basically tens of millions of words, and its application orientation is dictionary compilation; the third-generation corpus (in the 1990s) is represented by ACL/DCI corpus, UPenn tree bank, and LDC, all of which are very large-scale (100 million words) Level) has a standard coding system, deep labeling, multilingual, and pays attention to the application of NLP (a set of detailed and feasible models on human behavior and communication procedures); currently entering the fourth-generation corpus research. In recent decades, in response to the needs of the times, the development of corpora can be described by leaps and bounds. The role of corpus in language teaching and research was criticized by rationalist linguists represented by Chomsky in the 1950s, and its development entered a low period. In the 1970s and 1980s, the development of corpus turned into a stage of revival. Since the 1990s, the construction and application of corpus has entered an unprecedented period of development. The research and application of corpus can shift from the low period to the climax of rapid development. There are three main reasons: First, after twenty years of practical testing, the generative grammar represented by Chomsky has been accused of corpus methods. The proof is one-sided and wrong. Empiricism and inner rationalism in corpus research have their own strengths, and the two should be combined for language research. Second, the corpus method has a wide range of application value in the commercial field, such as dictionary compilation, speech recognition and synthesis, machine translation, etc. Third, there is a large demand for foreign language learning worldwide and the wide application of corpora in foreign language teaching and research.

3. The Specific Application of Flipped Classroom Teaching Mode in College English Teaching

The flipped classroom teaching model in college English teaching requires teachers to clarify student-centered teaching thinking, adjust their mentality, clarify teaching concepts, and eliminate hierarchical concepts in the teaching process. In flipped classroom teaching, the teacher as the guide no longer has absolute authority and the right to speak, but has an equal status with the students. These require teachers to go deep into the students, discover and understand the students' potential and advantages, respect the students' individual development and individual differences, and improve their professional qualities. With the widespread use of the Internet and the popularization of computers, information technology has penetrated into all walks of life and various fields, affecting our daily lives. We have entered the era of big data, and so has the education sector. The application of the flipped classroom teaching model in college English teaching requires teachers and students to have certain computer application skills and constantly improve their own information technology literacy. Video production requires a higher level of information technology for teachers. Teachers need to design content explanations that meet the curriculum, and follow up on students' learning conditions and learning progress in real time. And students need to use information terminals for course learning. The information technology literacy of teachers and students is the basis for flipped classroom teaching, which guarantees the specific implementation of teaching.

Whether students conduct autonomous learning before class and their learning effects directly affect the implementation of flipped classrooms and the effects of knowledge internalization.

Flipped classroom changed the one-way transmission of knowledge by teachers, and turned into students watching videos to discuss reverse problems. This means that higher-level requirements are put forward for students' self-discipline and autonomy in learning. Students should independently arrange their study time, study volume and study progress, and actively broaden their knowledge. Cultivate the ability to learn independently, students can benefit for life, which also fundamentally realizes the effectiveness of college English teaching.

Specific to each lesson, the school or teacher will classify the specific amount of words, reading, etc., according to the specific situation of their students. In this way, teaching becomes a dynamic process, and students also have sufficient free space to experience and are familiar with authentic English expression, thereby enhancing the enthusiasm and initiative of learning. Second, reform the examination system. Establish a database of graded college English test questions. For example, students need to reach the first level in the first semester of the first grade. Students can call out test questions from the test question bank to evaluate themselves at any time. If they do not reach the level, continue to train for their weak links. The formal final exam and the fourth and sixth level exams are also in the form of a test question bank machine test. Each candidate's test questions are randomly generated from the test question bank, which can not only avoid cheating in the exam to a large extent, but also add pressure to the students' specific study and practice At the same time, it greatly improves students' conscious initiative in learning. Third, students learn vocabulary independently by searching the corpus. First, search for the usage of the same word in different contexts (these different contexts can be written language, spoken language, and can also be equipped with sound, images or movie clips). Students learn words in the process of experiencing different contexts. This will greatly improve students' interest and efficiency in memorizing words. Secondly, for English vocabulary teaching, high-frequency vocabulary lists are extremely valuable. On the one hand, they help determine the content of vocabulary teaching, find out the key points of teaching, and even arrange the order of teaching, providing various effective references for teachers and learners On the other hand, they can help learners get the best return for learning English vocabulary-learners will often encounter the vocabulary they have learned, thereby gaining a sense of accomplishment, and further establishing confidence in English vocabulary learning and maintaining a strong interest in learning . Thirdly, collocation knowledge is essential to produce natural and authentic English, and the introduction of index tools in language teaching is of great benefit to students' collocation ability. Johns believes that learners should have access to the original corpus of corpus, and proposed the concept of "data-driven learning" (DDL, data-driven learning). When students are faced with a large amount of real corpus, they can adopt an inductive method, follow the "observe-hypothe size-experiment" model, and summarize the common meanings and typical collocations of words through observation of the real corpus Behavior, rather than traditional teaching methods, follow the "present-practice-produce" model. If the index tool is introduced into the classroom, students will examine the pattern of word collocation from a large number of index rows, which is conducive to students' enthusiasm. Finally, from the perspective of the corpus, language is the usage of words, and the usage of words is the core content of language description. The meaning in language can be described by patterns. Therefore, there is no principled difference between meaning and patterns; The grammar of is in the vocabulary, so there is no principled difference between vocabulary and grammar. In this way, in the process of learning vocabulary, learn language expression and its grammar by the way.

4. Conclusion

Looking at the two teaching modes of flipped classroom and traditional classroom, the flipped classroom teaching mode obviously has incomparable advantages, which is of great significance for promotion in college English teaching. Flipped classroom can stimulate students' interest in English learning and cultivate their subjective initiative in learning. In addition, the application of the flipped classroom teaching model in college English teaching can reduce the pressure on teachers and break free from the shackles of test-oriented education to a certain extent. The abundant in-class activity time makes English classroom teaching more flexible, can arrange richer teaching content,

and change the traditional graffiti teaching. In addition, college English flipped classroom teaching promotes the integration of excellent teachers in schools and maximizes the effectiveness of teachers. All in all, college English flipped classroom teaching is not only a challenge but also an opportunity, we need to continue to innovate teaching, keep up with the pace of the times, comprehensively promote the application of the flipped classroom teaching model of college English teaching, and make outstanding contributions to China's English teaching and the entire education community. .

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