# Research on Flipped Classroom Online Teaching Method of College English

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**Abstract:** with the popularity of online education, especially after the outbreak of Covid-19, increasingly more students or schools choose to study or teach online. In order to provide a new teaching and learning notion for them, the author tends to explore a new mode of online college English teaching to guarantee the students' learning effect while guaranteeing the progress and quality of teaching by studying the flipped classroom online teaching method of college English based on a platform called Zhihuishu. This study is conducted from three dimensions, pre-class preparation, in-class activities and after-class evaluation, based on the college English classes of Liaoning Communication University and is expected to offer a reference for the future mixed information-based or pure online teaching.

## 1. Introduction

Before the beginning of spring term in 2020, the covid-19 suddenly broke out. In order to reduce its influence on students, the Ministry of Education of China issued a series of documents to guide colleges and universities to make full use of online teaching resources to actively launch online teaching activities, in order to achieve the goal of normal teaching and learning.

To ensure the teaching progress and teaching quality during this special period, Liaoning Communication University released two documents, "Construction and Management Methods of Online Courses of Liaoning Communication University" and "Construction Requirements and Technical Specifications of Online Open Courses of Liaoning Communication University", and has carried out a series of online trainings for teachers, pushing them to learn how to teach effectively online. Besides, an expert of Zhihuishu platform was invited to help teachers to get familiar with the online platform.

## 2. Zhihuishu Platform and Flipped Classroom

### 2.1 Zhihuishu Platform

Zhihuishu platform is a leading large-scale credit course operation service platform to actualize the education informatization in the worldwide range , supporting the pure online courses and mixed courses with its unique service mode of "platform, content and service". According to the official data released on its website, Zhihuishu platform has nearly 3,000 member schools, and more than 20 million college students have taken cross-university courses through the platform and obtained corresponding credits. Moreover, the platform can also help member colleges and universities to realize cross-school curriculum sharing and credit mutual recognition, so as to help students choose different courses across universities.

Teachers can build online classes, upload learning resources and carry out teaching through flipped classroom teaching method on this platform, which provides teachers with several modules, curriculum resources module, learning task module, students' learning process supervision module, tests and discussion module, class activity report module, etc. Therefore, teachers can release teaching materials, assign and correct homework，launch test and launch the interaction between the teacher and students, and supervise the students' learning conditions and progress as well. As for students, they can attend the teacher's class, check the learning resources, complete and submit the homework, join in the discussion, pose questions or answer those others posed, take the exam and

view their scores (if the teacher choose to release the scores), to achieve higher learning goals and improve their the abilities of independent learning.

The platform has also launched an APP named "Zhidao" except the website, and the APP has two versions, the teacher version and the student version, which provides convenient mobile application services for users to make effective use of their fragmented time and improve user satisfaction. Teachers can check the overall situation of each built class, including the number of interactions of each student in every class so as to well know the students' performance and the teaching and learning effect of each class, figuring out the specialties and difficulties of each class. And also, they can correct homework and tests on the APP at any time in any place. Students can complete their homework, take exams, watch videos, and participate in the face-to-face class created by the teacher at the prescribed time on the APP to realize online class. In order to provide a better user experience, the platform also provides online customer service from 8:00 a.m. to 12:00 p.m. to provide technical support to users and answer various questions encountered by teachers and students.

## 2.2 Flipped Classroom

Flipped Classroom is sometimes called Inverted Classroom. In the traditional classroom, teachers have the supreme decision-making power and impart knowledge to students by preparing lessons before class, explaining in class and assigning homework after class. In this way, the students' learning is passive. However, the flipped classroom readjust the time inside and outside the classroom. Teachers send the learning materials (including documents, videos, powerpoints, etc.) to their students in advance for students to study according to their own schedule, learning style and pace. In this way, the decision-making power is shifted from teachers to students and it is a student-led learning mode, an active learning mode.

Under this teaching mode, the precious limited time in class can be used to solve the difficulties and teaching priorities encountered by students in the learning process, so that students can gain a deeper understanding of the course, improve the utilization of class time, and thus improve the efficiency of class. Flipped classroom breaks the limitation of time and space of traditional classroom, and provides new ideas and approaches for "non-stop teaching or non-stop learning" during the epidemic period. However, the flipped classroom during the epidemic period is different from the traditional flipped classroom. The traditional flipped classroom adopts the model of students learning in advance online, teachers and students meeting offline for discussion and further learning. However, flipped classroom during the epidemic period can only adopt the way that students learn in advance online and teachers and students discuss regularly online.

## 3. College English Flipped Classroom Online Teaching

Teaching behavior consists of two processes: teaching behavior and learning behavior. Therefore, the focus of online teaching is to ensure that the teaching behavior can still play a positive role in promoting the learning behavior, and the teaching behavior and the learning behavior can still interact and be effective in the case of spatial separation. Besides, online teaching takes the Internet as the carrier to stimulate students' learning enthusiasm and initiative and to ensure the effectiveness of the interaction between teachers and students, as well as to accurately record the students' learning process, and timely give the efficient teaching feedback.

Based on the above-mentioned characteristics of online teaching, the author takes the college English course as an example and relies on the Zhihuishu platform to build a college English online teaching new mode from three dimensions, pre-class preparation, in-class activities and after-class evaluation, trying to make online learning and traditional classroom learning be equivalent in quality so as to ensure efficient and effective online teaching of college English.

## 3.1 Pre-class Preparation

Preparations for online flipped classroom teaching not only require teachers to prepare teaching materials in advance, including uploading teaching resources, making teaching courseware,

teaching plans, teaching logs, teaching syllabus, examination syllabus, etc., and also require students to have a clear idea of learning progress and timeline and take the initiative to complete the learning videos and other forms of learning materials on the platform as required by teachers before every class.

Compared with the traditional classroom teaching mode, the difficulty of online teaching is the interaction between teachers and students in the classroom. Therefore, in terms of the application of teaching methods, it is difficult to apply the display method, group teaching method and discussion method adopted in the traditional classroom in online classes. Take the lead-in part of every unit as an example, the author usually appoints one or two students to make a speech or give a show related to the theme of the chapter in a traditional class; then based on the content of the speech or show, the author puts forward two to three questions for discussion among the students to arouse their interests, and then smoothly steps into the new lesson through discussion. However, this kind of lead-in activities is obviously not suitable for online teaching, even if mechanically applied, the effect will be inevitably greatly reduced.

Therefore, in order to enhance students' interest in online classes and stimulate their learning enthusiasm, the author meticulously prepared proverbs related to the chapter theme in English, and asked students to guess the meanings of them in Chinese so as to introduce the new lesson through knowledge sharing. For example, regarding the topic of Unit 1, "Fresh Start", the proverb shared was "No man is born wise or learned." to warn students to cherish their university time, study hard and arm themselves with knowledge; For the topic of Unit 4, "Heroes of Our Time", the proverb shared was "Heroism is latent in every human soul." to encourage students that every one of us can be a hero of our time, just like the millions of healthcare doctors and nurses together with those from all walks of life who have emerged in the fight against covid-19.

In addition to the preparation of teaching materials and teaching methods, it is also necessary to ensure that each student has completed the assigned pre-class content before class. As for those who do not finished the learning task, teachers can send learning reminders to them to push them forward. Besides, teachers and students should make sure their computers or mobile phones are in good state and familiarize themselves with the platform functions in advance. And also, teachers should prepare other alternatives for various problems that may occur on the platform, such as network lag, lack of sound and platform crash.

### 3.2 In-class Teaching Activities

Teaching activities refer to the classroom teaching activities carried out by the teaching class as a unit. It is the carrier of teachers' implementation of teaching behavior and plays a key role in guaranteeing teaching quality and teaching effect. It usually includes the following six teaching links: review, lead-in, teaching new lessons, teacher-student interaction, classroom summary and homework assignment.

The interactive classroom activities provided by the Zhihuishu platform include sign-in, voting, random roll call, quick response questions, discussions in class and brainstorming. The author makes full use of these functions of the platform and inserts these activities into each link of teaching to alleviate students' auditory fatigue and visual fatigue caused by long time online learning. For example, in the review section, the author usually designed several multiple choice questions for students to give their own choices through the voting function, or to review the key knowledge of the last class by the way of random roll call. In the part of lead-in link, the proverbs in English related to the content of this chapter will be shared with students who are required to output the Chinese meanings of them, so as to inspire students to think about the connotation of proverbs. In the link of teaching the new lesson, the ways used to attract students' attention and enlivens the classroom atmosphere are random roll call and quick response questions. In the classroom summary link, the author emphasizes both the knowledge difficulties and the implied humanity connotations. After class, the author assigns homework to the students on the platform according to the main content of the lesson, so that students can consolidate what they have learned.

In addition, during the teaching process, teachers should pay close attention to all kinds of

problems raised or encountered by students and actively reflect on teaching after class, constantly update teaching resources and teaching methods, and form a practical teaching model that conforms to students' cognitive characteristics.

## 3.3 After-class Evaluation

Teachers cannot see students while carrying out online teaching, so how do they know whether the students learn well and understand well?

When the online class is over, teachers can click the "Dismiss" button and the report of this exact class can be automatically generated immediately. By viewing the report, teachers can well know the students' performance in class, including their sign-in states, the total number of their participations in various activities and the number of participations in each specific activity (voting, random roll call, quick response and brainstorm). By clicking each activity, teachers can know the students' specific choices and answers. Through these data, teachers can have a comprehensive understanding of students' learning status in class and their mastery of knowledge points. For the knowledge gaps of students, teachers can further communicate with students in the discussion area, or carry out one-to-one tutoring for a student, which can be used as an auxiliary means of online teaching to improve the teaching quality. Moreover, this part of knowledge defects can be designed for the review of the next class.

The background data of the platform can not only help teachers to accurately locate the knowledge gaps of students, but also serve as an objective basis for the assessment and evaluation of students. First of all, teachers can give students attendance points according to their sign-in situation; Secondly, according to the classroom interaction situation, teachers can give the students their class performance scores; Again, according to the completion of the homework, teachers can give students their usual homework points. Teachers can promote students' learning enthusiasm and motivation by praising outstanding students while encouraging and guiding other students, so that each student can carry out high-quality and efficient independent online learning.

Compared with the traditional teaching model, the flipped classroom model with the help of Zhihuishu platform has great advantages. First of all, because the students changed a learning environment, their enthusiasm is relatively high; Secondly, the overall participation rate of students has been significantly increased. Students who have never taken the initiative to answer questions in the traditional class are extremely active in this online activity, and the overall learning atmosphere has been significantly improved. Finally, from the pre-class preparation to the in-class teaching activities to the after-class evaluation links, students can do positive response and can consciously complete the relevant tasks, truly realizing the student-centered teaching mode.

## 4. Conclusion

Everything in the world is constantly evolving, so is the education. In the context of the Internet era, technological development promotes the educational progress, and educational progress promotes the social development. The concept of "Internet + Education" has been integrated into People's daily life, and the Internet platform has provided a large number of high-quality learning resources for students. With the arrival of 5G era, "Internet +" technology is becoming more mature. Therefore, teachers should constantly enrich their teaching content, innovate their teaching methods, so as to provide diversified teaching modes for students, promote teaching reform, and comprehensively improve the quality of talents in China.

This research is a subversion of traditional college English teaching model, providing effective reference for college English teaching reform with high value and significance.

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