

An Empirical Study on the Application of Flipped Classroom in Public English Teaching in Vocational Colleges Based on Needs Analysis

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Abstract: Flipped classroom is an innovative teaching mode that subverts the traditional teacher-led teaching mode in our country. It has thoroughly reformed the teaching mode of traditional classroom. Compared with the traditional teaching mode, flipped classroom has a positive role in promoting English teaching in vocational colleges, which is conducive to the significant improvement of teaching quality and teaching results. Under the flipped classroom teaching mode, students' autonomous learning and cooperative learning have replaced teachers' classroom explanation mode. After class, the consolidation of knowledge is moved to the classroom, where teachers help students to complete it. Compared with traditional teaching, flipped classroom teaching mode has significant advantages in improving students' cross-cultural communication ability, and it is more suitable for young students' strengths and hobbies, and it can also effectively guide students' network utilization. Based on the perspective of demand analysis, this paper makes an empirical study on the application of flipped classroom model in vocational college English teaching, in order to further explore the teaching practice in vocational colleges.

1. Introduction

Flipped classroom in higher vocational colleges means that in the teaching practice in higher vocational colleges, students independently learn relevant theoretical knowledge and basic practical operation through teaching videos before class, and then complete the absorption and internalization of knowledge through cooperative learning, practice and practice in class [1]. As a base for imparting knowledge and educating people, the college is affected by informatization in all aspects, especially in the teaching concept, teaching design and mode, teaching objectives and teaching methods. As an important public basic course in higher vocational colleges, public English in higher vocational colleges aims to cultivate students' practical ability to use language and emphasizes the foundation, practicability and pertinence of teaching [2]. In the flipped class, knowledge transfer is completed outside class with the help of information technology, and knowledge internalization is completed in class with the help of teachers and classmates [3]. Under flipped classroom teaching mode, students' self-learning and cooperative learning replace the teacher's classroom explanation mode. The consolidation of knowledge after class is moved to the classroom and is assisted by the teacher. Students use information technology for self-directed learning, which greatly enhances the students' enthusiasm for learning and helps students absorb knowledge.

The new teaching form flipped classroom was first recognized in the United States. With the further promotion and application of computer technology in China, teachers are also very interested in flipped classrooms [4]. Flipped classroom is a new form of classroom teaching. The essence of this form of teaching with multiple names is to subvert the teacher-student relationship in the traditional teaching form [5]. English teaching in vocational colleges has always followed the traditional teaching mode. It has not been based on the actual situation of teaching, and has not been considered from teachers and higher vocational students and their long-term development. The students draw their own content that is not or uncertain when they learn the course by themselves, and then the teacher focuses on the students' doubts based on the students' mastery, and concentrates on the classroom to answer questions for the students [6]. Knowledge transfer is accomplished through the teacher's lectures in the classroom. Knowledge internalization requires students to complete the assignments, operations, or practices after class. When students are at

home, they watch the instructional videos, and in the classroom, they ask the teachers about the problems they encounter during the self-learning process. The teachers help the students solve the problems they ask [7]. Compared with the traditional teaching mode, the teacher is in a dominant position by flipping the classroom with students as the main body of classroom teaching. Needs analysis refers to the techniques and methods of demand research through introspection, interviews, observation and questionnaires, which have been widely used in education, trade, manufacturing and service. Based on the perspective of demand analysis, this paper conducts an empirical study on the application of the flip classroom model in vocational college English teaching, in order to further explore the teaching practice in higher vocational colleges.

2. The Feasibility and Necessity of Applying Flipped Classroom to English Teaching in Vocational Colleges

In order to improve the current situation of English teaching in vocational colleges, solve the existing problems and effectively improve the teaching quality and effect of public English in vocational colleges, it is imperative to reverse the classroom. In the general teaching classes, teachers unilaterally impart knowledge to students, explain the contents of textbooks, and students passively accept under the guidance of teachers. Different from the traditional class, the flipped class will not have the situation where teachers impart new knowledge and students do exercises to consolidate and internalize knowledge after listening mechanically [8]. The personnel training objectives of vocational colleges are basically oriented to skilled workers with higher skill level in the production line, so as to meet the needs of enterprises for skilled personnel. Flipped classroom is not just a reversal of the knowledge transfer and knowledge internalization process, nor is it just a formal reversal of what extracurricular and in-class students do. It is also a relatively free class, the purpose of which is to eliminate the traditional rigid teaching style.

Most English teaching in the vocational college still adopt this single teaching mode based on traditional knowledge inculcation. Teachers do not pay much attention to cultivating students' English listening and speaking ability. Only after I personally participate in it can I know how the conclusions are produced, and I will have a feeling of integration. The obtained data of the pre-test scores and pre-test scores of the experimental class and the control class students were statistically analyzed by statistical software, and the statistical data were summarized in Table 1. After the experiment, the test scores of the two classes were compared again, as shown in Table 2.

Table 1 Two pre-test data

	Experimental class	Control class
The number of	46	45
Average age	17.4	17.6
Ratio of male to female students	36:10	32:13
Average English Proficiency Test	74.1	75.6
Average score before composition test	72.3	72.6

Table 2 Comparison after two classes of experiments

	Experimental class	Control class
English level post-test average score	76.9	76.3
Post-measure average score	84.1	75.9

In the process of flipped classroom, teachers let students think independently, so they can observe and evaluate the students' reactions in the process of students thinking and talking, adjust classroom plans according to students' responses, answer questions for students in time, and find students' weak links in learning. The emergence of flipped classrooms has a positive effect on accelerating the process of educational informatization, especially in public English teaching in higher vocational colleges. Compared with traditional teaching, flipped classroom has significant advantages in improving students' intercultural communication ability. In the flipped class, the

student is the master of the class, and the teacher is just the guide. They will not talk as dry as before, but record the video in advance and send it to the Internet for students to check. With the rapid development of modern technology, higher vocational education needs to be better connected with the talent market. In the flipped class, teaching video is the most important resource for students to learn, but many students are easy to lose concentration when learning from computers, which requires teachers to consider improving students' interest in learning when recording video. Flipping the classroom to develop and utilize a large number of network resources and enrich the classroom teaching content not only gives students more choices, greater freedom and wider development space, but also can effectively guide students' network utilization.

3. Application of Flipped Classroom Model in English Teaching in Vocational Colleges

3.1 A Preliminary Analysis of the Application of Public English Teaching in Higher Vocational Colleges

In addition to classroom teaching, self-study before and after class is also crucial under the flipped classroom system. In class, they consult teachers or cooperate with classmates to find out and solve difficult points in learning. After class, they can freely master the time and have more time to think so as to internalize and absorb knowledge, and can also better develop their special skills. Inverted classroom is different from traditional classroom teaching. Evaluation standards and methods must be updated at the same time. Without reform of teaching evaluation system, it is difficult to realize the reform of education concept and teaching mode [9]. How to effectively impart extra-curricular knowledge and how to organize classroom activities to promote the internalization of knowledge are the key to turning over classroom implementation. We should understand its basic connotation and spiritual essence, not just its external form [10]. The process of internalization of knowledge is achieved through the design of various teaching links in turning over the classroom part of classroom teaching. After class, knowledge is further expanded, deepened, understood and mastered.

English teachers design lesson plans based on textbook knowledge, combining English knowledge with professional knowledge, so that students can apply the contents of professional knowledge to English learning and learn English terminology of the knowledge they have learned. The teacher is no longer the leader, but the student is the main role. The teacher has changed into the role of the guide. This kind of teaching will effectively combine the teaching of explanation with the teaching concept of constructivism. Teachers can save more time for face-to-face discussions with students in the flipped class, focusing on solving difficult problems of students. Thus the students can learn more ,focus on problem solving and cultivate higher-order thinking ability. On the whole, the hypothesis model of the relationship between English learner corpus and learning effect agrees with the observed data. Each path coefficient of the path model has significant significance. Fig. 1 is a path analysis model of constructing dimensions of effective English learning environment and learning effect.

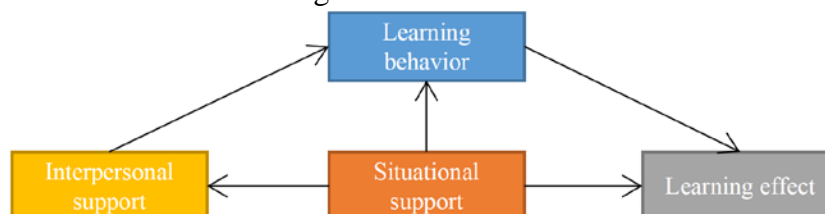


Fig. 1 Path analysis model

3.2 Research on the Process of Classroom Implementation in Flipped Classroom Teaching Mode

In the teaching design of English in higher vocational colleges, we should put aside the traditional teaching ideas, make full innovation and use scientific teaching tools. Flipped classroom has a unique effect in building an equal and harmonious relationship between teachers and students

and improving students' interest in voluntary learning. At the same time, it can also enable teachers to help students to achieve the goal of teaching students according to their aptitude. From the point of view of scholars, it can be seen that the internalization of knowledge is carried out in class and helps students absorb knowledge. Students must actively participate in the whole learning process in order to construct knowledge. After previewing before class, setting up class sessions and displaying class results, the teacher will also find out the problems or existing problems that the students still have not solved according to the feedback of the groups and the results of the groups. In the flipped classroom, the teaching evaluation is no longer a traditional single final evaluation, but a comprehensive evaluation system consisting of formative evaluation and summative evaluation to objectively and multi-angle evaluation of students. The number of learning problems discovered by students has increased, and the proportion of problems solved through discussion has also increased. Some students have poor English foundation and are unwilling to learn English. For those students who cannot keep up with the group process, teachers should pay more attention to them and stimulate their interest in learning English. Although there are still some difficulties in implementing the flipped classroom in English teaching, if it is supplemented by a good teaching process design, flipped classroom will become the main method and trend of English teaching in the future.

4. Conclusion

Flipped classroom is a new opportunity for China's education. It promotes the improvement of students' cooperation ability and self-learning ability, and improves the learning effect and teaching effect of English. Flipped classroom teaching mode can not only improve the effective interaction in teaching, optimize the classroom teaching effect, but also play an extremely important role in improving the quality of teaching. It has great promotion significance in public English teaching in higher vocational colleges. Flipped classroom teaching allows students to understand themselves and understand themselves better, so that they can reasonably arrange personalized self-learning and cultivate good study habits. Through the application of flipped teaching in English classes in higher vocational colleges, teachers can give lectures in class much more easily, and English teaching is freed from the shackles of examination-oriented education. Therefore, in order to innovate teaching ideas and promote students to learn English better, teachers can realize the effectiveness of classroom teaching by turning over the classroom, and students can learn English according to their own needs. Compared with the traditional teaching mode, flipped class shows unique advantages, but there are still various problems in practical teaching application, and further practical research is needed to make higher vocational education in a higher level.

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