

Research on College English Teaching Based on Flipping Classroom Model

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Abstract: In the current social background, the economy is constantly developing, the society is also making progress, and the demand for the current talent is getting higher and higher. University is the main position of talent training, and university education is of great significance to the current talent training. And English is one of the basic skills that contemporary talents must master, and from the present college English teaching, it cannot completely meet the standard of social demand for talent training, among which there are related problems, which affect the improvement of college English teaching quality. After analyzing the present situation of college English teaching, this paper puts forward some relevant teaching countermeasures to the mode of flipping classroom, hoping to promote the development of college English teaching.

1. Introduction

In the current economic background, there are high requirements for college students' English proficiency, so in college English teaching, in addition to the deep theoretical basis, there should be rich experience in English practice. From the point of view of college English teaching at present, teachers attach too much importance to students' English theory knowledge, but rarely involve students' practical English operation teaching. In this kind of teaching background, college students cannot meet the needs of today's society for talent, in the future practice will also encounter more problems. Therefore, the in-depth analysis of college students' English teaching, based on flipping classroom, puts forward effective countermeasures to improve the quality of college English teaching, which can help to promote the development of college students' comprehensive ability and realize their life goals.



Figure 1 Flipped classroom

2. Current Problems in College English Teaching

2.1. Traditional Teaching Models Predominate

After a long period of development, college English education has formed a relatively fixed

teaching mode. In college English teaching, the theoretical knowledge of English has always been valued by teachers, and teachers will also attach importance to the theoretical knowledge of English in the course design of English courses, focusing on the teaching concept of English theory, but English is a linguistic subject, the teaching of simple theoretical knowledge is not enough, but also enough practical activities. But at present, most colleges and universities still lag behind the needs of society in English teaching.

2.2. Lack of Personalized Instruction in Traditional English Teaching

University is a complex environment, every student in the university campus will have some differences in ability and comprehensive quality because of the influence of family and growing environment. In college English teaching, teachers should pay attention to the difference of middle school students in the class, according to the students' learning ability to carry out the scientific adjustment of the teaching plan, improve the pertinence and individuation of the teaching. However, according to the present English teaching, teachers treat students in class as a unified teaching standard, unified requirements and assignments, and lack of individualized teaching methods for individualized students, so they are not very suitable for students with strong learning ability or weak learning ability.

2.3. Differences in Teaching Resources and Objectives

In college English teaching, teachers also need to learn how to organize the teaching resources and use them in the classroom. The teacher's ability to connect and integrate the teaching resources has a very direct influence on the classroom teaching effect. However, due to the influence of the traditional teaching concept, some teachers lack the relevant ability, which leads to the idle teaching resources of some universities, which cannot enter into the teaching in time and effectively. In addition, the university in the original teaching resources of the supporting business there are related problems.



Figure 2 Teaching resources

3. The Concept of Flipping Classroom and Related Teaching Model

The flipping class is different from the traditional classroom mode. In the flipping class, the teacher places the knowledge imparting before class through the form of micro-lesson, and carries on the knowledge internalization in the classroom. During the preview, the teacher provides the students with multimedia learning materials, the students carry out autonomous learning, think in the process of autonomous learning, then ask questions, discuss with the teacher in the classroom, and then carry out the knowledge internalization. the specific flow chart is designed according to the relevant teaching textbooks shown in figure 1. In addition, some scholars have designed the relevant flipping model diagram, which is divided into two parts: pre-class learning and in-class learning. Teachers attach too much importance to students' knowledge of English theory, but rarely

involve students' practical English operation teaching. In this kind of teaching background, college students cannot meet the needs of today's society for talent, in the future practice will also encounter more problems. Therefore, the in-depth analysis of college students' English teaching, based on flipping classroom, puts forward effective countermeasures to improve the quality of college English teaching. Pre-class learning mainly includes teachers making teaching videos, students watching and completing pre-class exercises. In class, teachers guide students to determine the questions they want to ask, and then organize students or independent thinking or collaborative learning to solve the problem. Students then present their classroom results and communicate with other students. Finally, the teacher gives feedback based on the student's performance. In this process, teachers mainly create two learning atmosphere, that is, individualized learning atmosphere and cooperative learning atmosphere, which are staggered in the classroom and can help students to learn better. At present, a popular teaching mode of flipping classroom in universities is that college students learn independently on the network according to the teaching materials, and upload the learning results to the network by unit, the teachers supervise the learning, and the wired platform answers questions for the students. After the online study, the teacher then answers the students' questions in the classroom, and strengthens the students' learning content through the form of test, group and so on[1].



Figure 3 Supervised learning by teachers

4. The Countermeasures of Flipping Classroom Teaching in College English Teaching

4.1. Improving College English Teachers' Innovation Awareness

Under the current educational background, some university teachers still follow the traditional education mode and cannot carry out the relevant innovation, which leads to the failure of the teaching quality of college English to be improved. It is difficult to change the traditional teaching ideas and teaching methods of these university teachers in the short term, but teachers should first change their ideas and make improvements and innovations in consciousness, so as to establish a good form of education in the flipped classroom. In college English teaching, teachers should pay attention to the difference of middle school students in the class, according to the students' learning ability to carry out the scientific adjustment of the teaching plan, improve the pertinence and individuation of the teaching. However, according to the current English teaching, teachers treat students in the classroom is a unified teaching standard, first of all, teachers should actively learn advanced college English teaching ideas, for the traditional teaching methods to dare to put forward one, but also to broaden their horizons, want other advanced universities to learn, change the traditional boring English teaching methods. And universities should also encourage teachers to go out to study and create more learning opportunities for teachers. Universities can regularly invite

some educational experts to give lectures to teachers to help teachers accept new English teaching concepts and help improve their teaching quality. Universities can also arrange for other colleges and universities to communicate with each other in the form of seminars to help teachers communicate with other peers, and then enhance teachers' teaching ability and innovative consciousness[2].

4.2. Develop Students' interest in Learning English

Because college English is a relatively single form of education, the teaching process is rather boring, and the students lay a foundation in high school may not be able to adapt to college English learning, so some students may lack some interest and enthusiasm for college English, and interest is the best teacher, so teachers should help students improve their interest in learning English. In the process of college English teaching, teachers should enrich the teaching content, innovate the teaching means, and finally attract students' attention and make students interested in English learning. In addition, teachers should also create a good atmosphere of classroom communication, pay attention to communication with students, so as to stimulate students' enthusiasm for learning, guide students to learn actively, make the boring learning life lively and interesting, and set up certain stage rewards to make students gradually have a sense of achievement in learning English, so as to improve their enthusiasm for learning English[3].

4.3. Creating a Good Teaching Atmosphere

In the process of English teaching, the construction of teaching environment is one of the key contents of teaching, especially in college English teaching, because of the uniqueness of college students, the construction of teaching environment and atmosphere is of great significance to the teaching quality of English. In the traditional teaching methods in the past, teachers did not pay much attention to the teaching atmosphere and did not realize the influence of the teaching atmosphere on the students, but in the reform of the whole educational environment, teachers began to pay more and more attention to the role of the teaching atmosphere in the teaching, so in the English flipping classroom, teachers can also build the teaching atmosphere according to the students' actual characteristics, so that they can learn effectively in the classroom. In this process, teachers should also pay attention to the cultivation of students' autonomous learning ability.

5. Conclusion

To sum up, in the process of college English teaching, teachers should change their traditional ideas, optimize the teaching form, carry out the flipping classroom to carry out English teaching, cultivate students' motivation to learn English, and improve students' comprehensive English ability and college English teaching level.

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