Latest Achievements of "Flipping Classroom" and Its Application in College English Mixed Teaching

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Abstract: Latest achievements of "Flipping Classroom" and its application in college English mixed teaching is analyzed in this paper. According to the American master educator Bloom's "mastery of learning theory", the vast majority of students have sufficient learning ability, and the difference in mastery level only exists in the learning speed and most of the students' poor academic performance should be attributed to the learning process. Therefore, we should find reasonable solutions for the improvement of the related issues. This paper gives the new ideas for promoting the further and later advancement of the English guiding paradigms. The results are satisfactory.

1. Introduction

From the perspective of the new media, as an important part of the university teaching curriculum system, college English teaching also needs to make corresponding reforms and innovations in order to play its due role in modern talent training. Different thinking and culture in the same context bring a very different sentence structure and Chinese expression pays more attention to formal rendering, paving, etc., while English expression is more objective and direct.

Prefabricated chunks can help students reduce the amount of the memory and improve the quality. Listening is the process of extracting information from fleeting auditory stimuli. Although short-term memory capacity is small, if students can rely on the language knowledge they have mastered, they do not need to understand every word in the process of the listening comprehension. Instead, they can understand according to the language content, which can help students improve the memory span and enhance the speed and accuracy of the listening comprehension. According to the American master educator Bloom's "mastery of learning theory", the vast majority of students have sufficient learning ability, and the difference in mastery level only exists in the learning speed; most of the students' poor academic performance should be attributed to the learning process. The accumulation of mistakes in the failure failed to get timely and scientific help to get the listed benefits.

1) In heard in the teaching process, the teacher should provide the corresponding cultural context knowledge for the student, will prefabricate the language block the course content alternation in since to hear the teaching in each link and the change study growth time the memory glossary custom, will have helped the student isolated through the seeing and also hearing raise English language sense and the language thought pattern that will study the accurate English expression with necessary participations.

2) Since the learning situation that can acquire knowledge and also create happiness can't be established, college English can only transfer the gun head to the English grade test service, which makes the utilitarian color of the course become more intense, which means that the orientation of the course cannot help but also move closer to the test-oriented teaching. In addition, it has increased the tone of the "testing theory" of the college English course.

3) In front of the entire class in the core knowledge transmission process, the student unifies decides the study duty independent hypothesis study step, and the formulation learning program, the choice reference and through exchanges the solution difficulty questionable point with the companion cooperation and the teacher, truly undertakes the knowledge initiative construction role, the teacher undertakes guide surveillant and ministrant's role.

The grammar, sentence patterns and other knowledge points learned in the English class can be extended to the students' after-school life through new media means, so that the students can use the after-school time to carry out intensive study according to their actual situation. Therefore, trying to use the different guiding methodologies will be essential. Combined with the actual situation of the vocational students, the final scores of students in the mixed teaching mode can be carried out in two aspects. That is, the process evaluation and the final evaluation, and the overall evaluation results are calculated according to the ratio of 6:4. "Mixed teaching reform, from a macroscopic point of view, adapting requirements of "Quality Engineering" of Ministry of Education to the informationization of college education and teaching is also in line with the needs of the school to deepen the reform of teaching; from the perspective of the middle, the professional development of the teachers is related to the quality of the personnel training. From a micro perspective, it is conducive to the cultivation of students' self-learning ability and increases the opportunities for teachers' teaching practice.

Strategies a teacher can use to teach a mixed-ability class:

1. discussion and needs analysis;
2. student self-awareness;
3. work groupings;
4. range of tasks;
5. extra work / homework;
6. student nomination;
7. supoorting the weaker students; and
8. error correction.

Figure 1. The Class Education Framework

2. The Proposed Methodology

2.1 Flipping Classroom Overview

Video flipping realizes the basic tasks of the students' self-viewing micro-courses, completing advanced assignments, participating in online discussions, and also then completing knowledge transfer. Teacher classroom teaching is mainly to organize discussion, answer questions, correct homework, and realize internalization of the knowledge.

Video flip requires learners to master the necessary information technology means. Information technology as an effective learning tool, it is necessary to cultivate learners' tools, communication tools, such as information tools, situation cognitive tools, assessment tools, knowledge construction tools such as the information technology application ability, information technology as the intelligent partner, expand student's eyes, mouth, hand, ear organ function, and such as the learner's meaningful learning. The system has the following components. (1) The technology platform is able to better support and stimulates students' potential learning motivation to learn independently. In addition, the real flipping classroom needs timely and perfect intelligent assessment system and method to timely and also clearly describe the students' problem solving, knowledge understanding and internalization mastery in the learning process, and truly improve the efficiency of the independent learning and the quality of classroom interaction. (2) Take the micro class that admires the class as the foundation construction video frequency turn over, realized the digitized time society to support the angle of the view the lifelong education and the individual development demand angle of the view lifelong study fusion, could accelerate the study society's realization. (3) Video flip changed the closed time and the space in the traditional classroom, students from the traditional linear learning to three-dimensional network of classroom teaching, by fracture to the continuity of learning, from closed to open learning, from individual learning to be together, achieve learning in ubiquitous, interaction and co-operation. Through the individual learning, group

discussion, teachers answer questions and the other links, the realization of personalized learning, and eventually to the continuous learning and lifelong learning.

From the narrow understanding of cooperative problem-solving and mutual-aid learning mode to dynamic assessment, hierarchical problem-solving, independent thinking and the mutual-aid learning mode of parallel learning; from emphasizing students' pre-class video viewing to whether students can independently and efficiently, will watch video and the question thinking, and even higher-level emotional participation be organically integrated and the transformation of harmony.

The flipping of the classroom is based on micro-video, big data analysis technology, etc. to carry out teaching activities, the re-combination of the common activities of the teachers and students in personnel, procedures, time and space relations, teacher-student interaction can be direct or indirect. Turn over classroom in under its information technology support, on the one hand, student watched the micro video frequency in front of the class to stimulate student's study motive to a certain extent, entered the classroom study for the student to provide the foundational condition positively; On the other hand, in the classroom instruction reduced machinery study and the invalid study occurrence, increased the effective teaching time that has guaranteed classroom instruction highly effective. In the figure 2, we present the system overview.
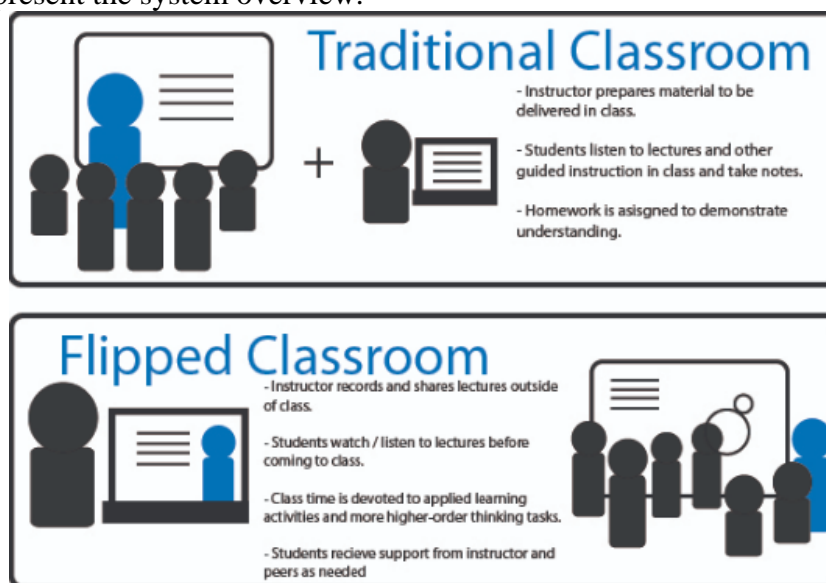

Figure 2. The Flipping Classroom System

2.2 Mixed Teaching Methodology

In higher education, the goal of a blended learning approach is to combine the advantages of classroom instruction with the advantages of online activities to promote a more active and self-directed learning experience for the learners. The comprehensive platform for network teaching and its affiliated products have indeed become the highlights of various work in the evaluation of the undergraduate teaching level of the school in 2008, playing an irreplaceable role. However, the courses built during this period belonged to the school. The teachers spontaneously built and built a large number of them, but the quality was uneven. The teachers also lacked in-depth and continuous training. Most of the applications were made into networked courseware and at the school level. There is also a lack of unified planning, and related systems have not been perfected.

Therefore, the network teaching in this period or the initial form of mixed teaching has not been able to continue to adhere to. The so-called mixed teaching mode refers to the mixture of traditional teaching and online teaching in teaching methods. Based on the advantages of traditional classroom teaching mode and the use of the modern technology to generate online teaching mode, it is the most effective way to disseminate knowledge and impart skills, and to create a broad platform for students to integrate under-class, off-campus, off-campus, and now-lifelong learning. The current mode has the following drawbacks. (1) The students took lectures with questions, which were more

targeted and ultimately improved the efficiency of the lectures. If the assessment does not assess the student's pre-study content, students will naturally not take the initiative to self-study. Teachers will still design classroom content as originally planned. In the long run, the mathematics classroom will become a teacher's traditional mode of listening to students. (2) It is not conducive to the cultivation of the spirit of unity and cooperation. In mixed teaching, there will be a lot of times need for group cooperation to complete the design of teachers. Students discuss with each other and work together to promote the cultivation of unity and cooperation. But at last, students are assessed by the scores of a test paper. When students are nervous, they will attach great importance to the scores. Students compete with each other and seldom communicate with each other. This is not conducive to the physical and mental development of students, but also to the cultivation of the spirit of unity and cooperation.

Mixed courses include online and offline learning. In order to integrate online and offline learning organically, students' online learning process and phased learning results need to be more included in learning evaluation. In the mix curriculum, the learning activity is the diversification this enables us to use many kinds of different dimensions to come to the student to carry on the appraisal. Not only the accurate study appraisal may let the teacher be more frequent to the student's study progress monitoring and be easy, also can cause the management and the real-time appraisal is more accurate and is effective. In the after-school evaluation stage, the students finish homework and online tests through the online platform. Teachers evaluate the quality of the homework, and the online tests are evaluated by scores. For team work, upload group learning outcomes to network learning platform, the use of platform for self-evaluation of multi-dimensional and mutual, between team members from the understanding of knowledge, information processing, learning design, discuss the communication, commitment, mutual performance indicator, etc, so that the students find problems, looking for is insufficient and also improve their reflection ability evaluation.

2.3 The Advice for the English Education

"Several Opinions of the Ministry of the Education on Deepening the Reform of Vocational Education and Teaching to Improve the Quality of the Talent Cultivation": It is necessary to focus on the combination of education and production labor, social practice, and the integration of the school and school, highlighting secondary school, doing middle school, and strengthening education as teaching practicality and professionalism, promoting the use of learning, to promote learning, analysis learning and mixed learning.

Therefore, we point out the following suggestions. (1) The multimodal teaching mode can then positively change the learning attitude of students, because in the English teaching class, teachers and students are the designers and creators of the meaning, and multimodal teaching is the process of meaning construction, also for the students. The cultivation of multiple reading abilities provides the necessary conditions. The multimodal discourse form of foreign language teachers is closely related to the students' enthusiasm for learning. The attitudes and teaching methods of teachers reflect their cultural connotation and personality charm, which are reflected in the relevant multimodal discourse and stimulate students with certain multimodal methods with the learning motivation and learning enthusiasm. (2) In the classroom, teachers can learn through group work, organize class discussion, oral essays and other forms of review language knowledge, students will learn from each other, learn from each other, and constantly stimulate students' enthusiasm and interest; outside the classroom, teachers can organize various forms activities such as speech contests, debates, English corners, etc., so as to constantly review and learn the knowledge of chunks.

3. Conclusion

Latest achievements of "Flipping Classroom" and its application in college English mixed teaching is analyzed in this paper. General English emphasis understanding English basic language structure, including glossary and grammar, but cannot only satisfy depending on the general English

with the English processing specific domain business need, in this kind of situation must draw support the profession English. Profession English is unifies English and the profession, takes learner's demand, the attention raises learner's cognition ability that also causes the university to study has the practical significance and the extensibility. This paper gives the novel perspectives on the mentioned issues and provides the reasonable solutions. Future research will be focused on the implementations.

Acknowledgements

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