

The Construction of College English "Flipped Classroom" Teaching Mode under the Background of "Internet + Education"

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Keywords: "Internet + Education"; College English; Flipped Class

Abstract: By analyzing the phenomenon that college English teaching is not optimistic, this paper puts forward the application of "Internet + education" hybrid teaching method and "flipped classroom" teaching mode in college English teaching, and constructs the teaching mode and its evaluation method. It also puts forward some advantages and shortcomings in the "flipped classroom" teaching mode of college English under the background of "Internet + education", which provides some paving for the future reform of college English teaching.

1. Introduction

"Internet + education" is a new form of education that combines the development of science and technology, the combination of Internet technology and education, and is the "new journey" of the education model. The "Internet + Education" hybrid teaching combines the advantages of traditional learning methods with the advantages of networked learning. "Flip classroom" refers to re-adjusting the time inside and outside the classroom, transferring the decision-making power from the teacher to the student, making the student's learning more flexible and active, and making the student's participation more powerful.

Through the Internet, students can easily obtain rich multimedia resources, but the network can not completely replace the classroom teaching of teachers. Without the deep participation of teachers in teaching, the learning effect is not as ideal as expected. The use of "flip classroom" micro-video in the "Internet + education" mode in college English teaching can greatly enhance teachers' teaching ability and information processing ability, and can improve students' enthusiasm and initiative; on the other hand, it can promote the improvement of teaching mode and improve the quality of college English teaching.

2. Flip the Classroom

Flipping Classroom refers to re-adjusting the time inside and outside the classroom and transferring the decision-making power of learning from the teacher to the student.^[1] In this teaching mode, the introduction of teachers' lectures in the classroom, the study of important vocabulary and phrases, and the analysis of text content are all based on WeChat through students' micro-videos and reading-enhanced e-books before class. Students in the QQ group or online platform only discuss the challenges of localization or globalization and other real-world problems in order to gain a deeper understanding. After class, students plan their own learning content, learning rhythm, style and ways of presenting knowledge. Teachers use teaching methods and collaborative methods to meet the needs of students and promote their individualized learning.

The goal is to enable students to learn more realistically through practice. Students can access a rich online classroom through a variety of channels, making their learning more flexible and proactive, and students' desire to participate is stronger. The flipping of the classroom has completely disrupted the traditional classroom teaching structure and teaching process, and the corresponding changes have taken place in the teacher's role, curriculum model, and management model.^[1]

3. The Status Quo of College English Teaching

College English course is a compulsory basic course for college students in China. The goal of college English is to develop students' comprehensive English application ability, especially the ability of listening and speaking, so that they can effectively use English in future study, work and social interaction communication to meet the needs of our country's social development and international exchanges.^[1]

In the current multimedia facilities, although there are comprehensive applications of WeChat, QQ, cloud classroom, and rain classroom, college English teaching is still a traditional cramming teaching mode. Teachers are dominant in classroom teaching, and students are passively receiving knowledge character. With the reduction of the amount of college English time in the country, the original 16 hours has been reduced to only 8 classes. In order to teach as much as possible in a limited class time, teachers often only pay attention to the input of language knowledge, namely, the training of listening, grammar, reading, without paying attention to how much knowledge the students have learned, can be effectively and high-quality output, that is, the practice of speaking, writing and translating.

The content of the course is heavy and the amount of class is limited. Many teachers think that it is a waste of time to do some games or activities that are interactive between teachers and students. It is not necessary. It only focuses on the completion of teaching tasks. Students have always been passive recipients. There is no interactive communication in the classroom. In this aspect, the classroom atmosphere makes people feel less energetic and angry, and students gradually lose interest in English learning.

Multimedia equipment has been widely used in colleges and universities. The network covers every corner of the classroom and campus. Students are equipped with smart phones. The hardware facilities required for online teaching are well prepared, but most schools do not provide a network for students to expand their knowledge. Platform and online courses, the multimedia teaching courseware used by most schools is provided by the publishing house, but many colleges have carried out secondary development of courseware. According to Wang Shouren and Professor Wang Haixiao of Nanjing University, "The Survey of College English Teaching in China and the Reform and Development Direction of College English Teaching" (2011), 46% of the 530 colleges and universities participating in the survey are developing. His own teaching courseware, among which, 985 engineering school and 211 engineering school accounted for 87.17% of the development of teaching courseware, non-211 engineering schools only accounted for 12.83%, and 54% of colleges and universities did not develop school-based courseware suitable for the school's characteristics, they mainly Relying on the textbook supporting courseware provided by the publishing house, but over-reliance on other people's courseware may be difficult to better meet the specific needs of the students of the school and the class, and can not effectively improve the teacher's own educational technology.^[2]

4. The Construction Strategy of College English "Flip Classroom" Teaching Mode under the Background of "Internet + Education"

Before the class, the teacher needs to plan the content of the whole unit and divides it into several sections, such as the introduction of the unit theme, the study of the key words and phrases, and the study of the text content (including the analysis of the chapter structure, the explanation of the key difficult sentences and examples, analysis of the writing style of the article, etc.). At the same time, the teacher divides the students into several groups. Each group assigns some tasks to make micro-videos, which allows students to record and forward the cultural and background knowledge related to the unit theme in the form of groups. The teacher uses the non-linear editing software to create micro-courses on the key points of this lesson, and uploads the micro-videos of teachers, teachers, students, students, and groups to the English learning cloud platform. Students can access the English learning cloud platform through mobile terminals such as mobile phones before class, and watch the micro-courses of this course online. In addition to learning the

micro-course content arranged by the teacher, students can also choose other English teaching resources that they are interested in on the cloud platform. You can test online at any time based on what you have learned.

The “Flip Classroom” refactors the traditional teaching mode. The center of the class is no longer the “one-man show” of the teacher. The students are the main body of the classroom teaching. The teacher divides the students into several groups and organizes the students to learn online before class. The basic knowledge gained is consolidated, internalized and applied flexibly. First of all, the teacher asks the students to use the important words and phrases in this lesson to present the outline of the article. Other students do the corresponding supplements and explanations, and let the teachers and students jointly modify the speech, grammar, vocabulary and other issues of the students. Secondly, discuss and solve the problems encountered in self-study before class, so that students have more opportunities to participate in learning and discussion at the cognitive level. The teacher only plays a guiding role in the classroom teaching. The knowledge points and problems that students can't get through self-understanding need the teacher to explain the whole class.^[3]

After class, students will review the knowledge and content processing steps and strategies learned before class (online) and during class (offline), and let students apply this method to specific practice. After class, the teacher selects an article structure and the same reading materials as the articles analyzed in the class to upload to the English learning cloud platform, allowing students to learn vocabulary, phrases, sentences, chapters, etc. in the way they have learned before, and then gradually improve students' ability to actually use English. The purpose of Yang Lan (2018) to turn the classroom is that students can apply this ability to analyze and solve practical problems after class, maximize the self-learning ability of students, and complete the internalization and absorption of knowledge and ability.^[4]

The formative evaluation focuses on “the performance of students in the daily learning process, the achievements and the development of the emotions, attitudes, strategies and other aspects reflected”. It is based on the whole process of student learning. Developmental evaluations made with continuous observation, recording, and reflection.^[5] “Flip classroom” expands the learning time and place of students. The learning style is more flexible, and the students' self-learning is emphasized. The learning is no longer limited to the classroom. Therefore, the formative evaluation method is more suitable for the teaching mode of “flip classroom”.

The formative evaluation of college English “flip classroom” should be comprehensively completed from the aspects of self-evaluation, mutual evaluation and teacher evaluation. First, students self-evaluation. Students should evaluate their learning strategies, their level of effort and learning outcomes, and their relationships. Students should analyze the time, quantity, and effect of online learning before they participate in the class (ie, whether they can express the main content of the part they are learning in English, and apply some important words and phrases to their oral and writing, analyze and solve themselves. Self-assessment of aspects of the actual problem. Students' evaluation of their own learning process helps to increase students' interest in learning, increase their sense of responsibility in learning, and improve their learning ability. Second, students evaluate each other. Mutual evaluation is an evaluation of learning conditions, processes and effects between peers in an independent study group as a unit in accordance with evaluation criteria.^[5] Each unit teacher should select five different students to evaluate the learning style, learning behavior and learning effect of a certain student, and write out that the student's learning in this unit is a little bit inadequate and insufficient. For the reference improvement suggestions, the evaluated students should summarize the evaluations given by the students in time and apply them to the next learning process. Students' frank and fair mutual evaluation helps to eliminate the worries and problems of the students being evaluated, and draws on the strengths of others to establish their future efforts. Finally, the teacher evaluates. Teachers make evaluations based on the time and efficiency of students' self-learning. Teachers can set questions in the micro video to ask students to give verbal or written answers, or set up some quizzes to test the learning effect of students at a certain stage, and also use the daily record method or the student behavior evaluation form to multi-dimensional students. The evaluation of the learning situation should be made. The evaluation

language of the teacher should be specific and targeted. The evaluation should include advantages and disadvantages. Teacher evaluation helps to optimize the quality of teaching, and the evaluation method of the “flip classroom” teaching mode is becoming more and more perfect.

Teacher evaluation, student mutual evaluation and self-evaluation make students more aware of their own problems. This kind of cooperation evaluation conveys the teaching and learning situation of “flip classroom” at this stage to both students and teachers. Students receive personal feedback, clarify their efforts, and teachers receive personal feedback to improve teaching and help provide more meaningful and targeted instruction to students. Parents are also the main body of educational evaluation. Parents are direct participants in education and important responsible for educational outcomes. Parents often use their own value judgments for students, teachers and the whole education. The cooperative evaluation of parent participation helps the education part to find out the shortcomings in the current education status, adjust the education direction and measures, teachers will understand their own teaching problems, and then improve the teaching, parents' learning habits for their children and Learning attitudes are more understandable, and parental participation in evaluation can change the attitude of students.

5. Advantages and Disadvantages of the "Flip Classroom" Teaching Mode of College English in the Context of "Internet + Education"

Online, using classroom teaching activities as the carrier, the "Internet + Education" hybrid teaching model reconstructs the traditional classroom teaching, expands the time and space of teaching and learning, and leads the learner's learning from shallow to deep to deep learning, thus Achieve the goal of improving the depth of student learning. The “Flip Classroom” teaching mode gives students sufficient study time, and each student is allowed to enter the classroom with a good knowledge base as much as possible to fully guarantee the quality of classroom teaching.

The combination of the "Internet + Education" hybrid teaching method and the "Flip Classroom" teaching mode has completely changed the traditional tedious teaching mode of taking teachers as the main body, using the classroom as the only venue, and students as the recipients. The combination of “Internet + Education” hybrid teaching method and “Flip Classroom” teaching mode, Zhang Yuanyuan (2018) broadens the path of students' independent learning, and promotes the transformation of students from “passive learning” to “active learning” and enriches students' independent learning. The resources,^[6] inspired the enthusiasm of students to learn. Students may be tired of learning the use of paper materials, but their enthusiasm for mobile phones has never subsided. "Internet + Education" seamlessly connects students' enthusiasm with once-boring learning, increasing students' enthusiasm for learning and increasing their participation. Participation.

While the "internet + education" hybrid teaching method and the "flip classroom" teaching mode are used in college English teaching, "Internet +" is gradually infiltrating and popularizing in the field of education. The traditional teaching methods of teachers are facing severe challenges, and teachers are also facing The severe challenge requires teachers not only to have flexible teaching methods, but also to have a high level of computer operation and information processing. On the one hand, colleges and universities should strengthen the introduction of high-quality college English teachers. In addition to the regular introduction of talents, it is also necessary to focus on the online education quality of college English teachers. On the other hand, we must pay attention to the continuation of the current university English teacher talent team. Education and training work, focusing on training the "Internet + education" college English education concept, education methods and talent training mode, to promote the improvement of college English teachers' comprehensive education quality.^[7]

As an important measure to ensure the quality of learning and the effect of learning, learning evaluation is an important part of the smooth implementation of this teaching mode. At present, the application of “flip classroom” in college English teaching is still in its infancy. There are still many problems in the teaching model that need to be continuously discovered and improved. The corresponding learning evaluation method is also in the process of exploration, its specific operation

process and evaluation. Both reliability and validity are unclear at this stage.

The combination of "internet + education" hybrid teaching methods and college English "flip classroom" teaching mode is a new teaching mode. Any new things have emerged, grown, and matured. The teaching model is still in its infancy, there are still many aspects that are not practiced, and there is a need to constantly replenish and improve.

Acknowledgements

Fund Project: Phased Results of Sichuan Provincial Education Department ("Study on the Cross-domain Comparison of the Basic Color Words of Tibetan and English under the Perspective of Semiotics") (Project No. 17SB0367).

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