

A Summary of the Research on Flipped Classroom in Foreign Language Teaching in China and Its Development Direction

Xiaoling Tong

Xi'an International Studies University, Xi'an, Shaanxi, 710060, China

Keywords: Foreign Language Teaching, Flipped Classroom, High Frequency Keywords, Cluster Analysis, Research Topics

Abstract: Based on CNKI's 62 major articles on flipped classroom in foreign language teaching, this study has collected relevant data and used professional software products Bicom2.0, UCINET6.0, and SPSS22.0 for high frequency keyword analysis, visualization analysis, and cluster analysis respectively. The research results indicated that the three hot topics about flipped learning in China's foreign language teaching are instructors' coping strategies in flipped learning class, micro learning resources and MOOC supported flipped learning class, and students' learning modes.

1. Introduction

The flipped classroom teaching model originated from the United States has attracted much attention in the educational circles in the world in recent years because it really integrates information technology and teaching together and takes the teaching thinking of "student-centered" and "inquiry learning as guidance" as the goal. Both the New Media Alliance Horizon Project 2015 higher Education Edition and the 2016 basic Education Edition explicitly identify flipping classes as one of the key technologies that will influence educational technology planning and decision-making in the next five years. And it is believed that flipped classroom is the latest technology that will be widely used in the next year.

In 2012, Zhang Jinlei and others published "Research on the Mode of Flipped Classroom Teaching" in the Journal of Distance Education, which opened a chapter in the study of flipped classroom in our country. Since then, the research of flipped classroom has spread out into a prairie fire. At present, the research theme of flipped classroom mainly focuses on the theoretical thinking of the connotation elements of flipped classroom, the design and mode of flipped classroom teaching, and the empirical research on flipped classroom. This paper discusses the teacher's role and function in the flipped classroom mode, the students' learning strategy under the flipped classroom mode, and the reflection on the localization of the flipped classroom teaching mode. In addition, Zhao Junfang & Cui Ying (201) 6:46) have used the CiteSpace visualization software to analyze and statistics the keywords appearing in the flipped classroom research collected by Zhiwang. The results show that "College English" ranks the seventh in the list of 2503 articles in terms of frequency of occurrence. In addition, "English Teaching" with a frequency of 58 ranked 13. This indicates that there is a slight difference between the applied research of flipped classroom and the fields of science and engineering such as pharmacy chemistry and so on. Foreign language educators in our country pay great attention to the introduction and application of flipped classroom.

As a foreign language teacher engaged in Korean language education for more than ten years, the author is deeply looking forward to the introduction of language class in the flip classroom to improve the students' oral communication ability. At the same time, it is very necessary to carry out the research of foreign language teaching in the perspective of flipped classroom from multi-topic and multi-angle. For this reason, this paper firstly makes a comprehensive analysis of the research on the flipped classroom in the field of foreign language teaching in China, makes scientific analysis, and use statistics to understand the research hot spots and existing problems in the field of flipped classroom in the field of foreign language teaching to provide reference for the follow-up

study.

2. Research methodology

In order to obtain the relevant data of the domestic flipped classroom research, this paper selects the CNKI database of the largest academic literature online publishing database as the data source. In the academic journal database of Zhiwang, the key words with the theme of "flipping classroom" are searched without restriction. The retrieval results show that the total number of related papers collected online from 2012 to 2016 is as high as 7913. There were 3 articles in 2012, 112 in 2013, 772 in 2014, 2647 in 2015 and 4379 in 2016. This shows that the flip class since 201 It was introduced into our country for 2 years. After a year's exploration, it increased in geometric progression, especially in the past year, which almost showed the trend of well blowout. However, due to the large number of domestic journals and the uneven quality of papers, there are many mixed works, or lack of rigorous structure of papers, at best can only be regarded as personal teaching experience summary of the so-called "papers" is also full of them. Therefore, the research object of this study is limited to the turnover classroom related papers collected in the core papers database of the journal.

2.1 Data source

First of all, enter the advanced retrieval of academic journal database, input the key words of "flipping classroom", the source category of the journal is "core journal", the retrieval time is "unlimited" to "2016", a total of 763 records are retrieved. After that, 763 records were identified through topic browsing or necessary content determination, manually deleted conference information, repeated documents, expert interviews, book reviews, draft requests and notices, conference information and related documents on the non-flipping of research topics. The total number of papers obtained is 598, that is, the high quality research literature related to the flipped classroom included in the core journal database in China. The total number is 598. Thirdly, 62 related research papers are selected from 598 articles in foreign language teaching, which is the main research object of this thesis.

2.2 Research ideas and data processing methods

Bibliometrics is the latest popular method in the field of literature research in foreign economic circles, and it is also the methodological trend of literature research in any field. In this study, a professional literature analysis software-Bibliographic Co-occurrence Analysis system (Bicomb) is used to extract keywords, and then to analyze and generate cowords matrix, and then use UCINET6.0 to analyze social network. Net Draw was used to draw the map of social network relationship. Lastly, the co-word matrix is transformed into a dissimilar matrix and introduced into SPSS, and cluster analysis is carried out to understand the details of flipped classroom in the field of foreign language teaching in China.

3. Data statistics and result analysis

3.1 High-frequency keyword analysis

In this paper, 62 foreign language teaching related papers in the field of foreign language teaching were introduced into Bicomb2.0 for high frequency keyword analysis. Then, 233 keywords were extracted and the keywords were cleaned by modifying or removing function. If the meaning of "College English Teaching" is similar to that of "College English", "college English teaching" should be transformed into "college English". After that, all the keywords extracted are statistically analyzed and the keywords that appear more than twice are extracted as the analysis object of this paper. The results showed that, except for the theme key word "flip classroom", college English (21 times), teaching mode (11 times, five microcourses, four English teaching sessions, and advanced English SPOC (3 times each) were in the forefront of the high frequency key words. It can be seen that College English is the most widely used curriculum in the field of

foreign language teaching, which has something to do with the reform of college English teaching which is in full swing in China. How to improve the oral communication ability of college students in a limited time is one of the most urgent problems for college English teachers. Undoubtedly, the introduction of flipped classroom provides a good opportunity. In addition, micro-classes, SPOC, mobile learning, MOOC and other key words show that domestic researchers pay considerable attention to the premise and condition of the realization of flipped classroom-modern educational technology.

3.2 Visual Social Network Analysis

In order to reflect more directly the current research focus of flipped classroom in the field of foreign language teaching, this paper makes use of the Bicom2.0 software to generate the cowords matrix, and then exports the TXT and converts it to EXCEL format. And it is imported into the social network analysis software UCINET6.0, using Net Draw to map the social network relationships and conduct a centrality analysis as shown in the following figure:

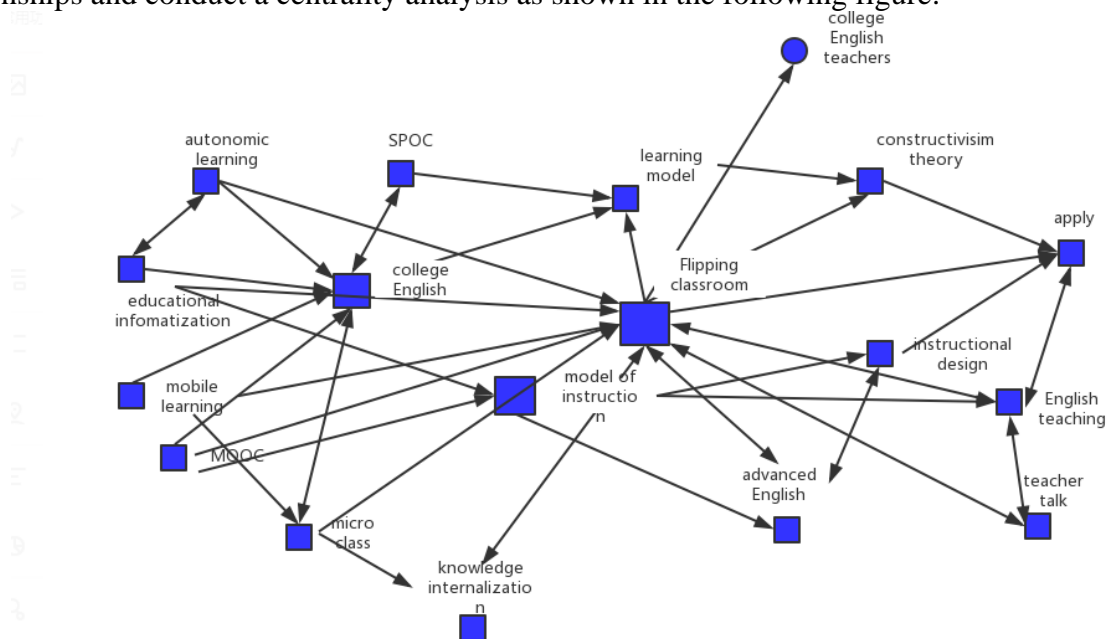


Fig. 1 Social network analysis of high-frequency keywords in flipped classroom in foreign language teaching in China

In figure 1, the square represents a node with high frequency keywords. The size of the node indicates the size of the center. The larger the node, the greater the role of the node in the network. From figure 1, we can see that the nodes of the three key words of flipping class, college English and teaching mode are obviously larger than the other ones. This shows that college English and its teaching model are the core keywords of the flipped classroom research in the field of foreign language teaching, and are the hot research topics in this field at present. Or we can understand that, to some extent, other areas of research revolve around these two core keywords; in addition, from the map of the network, apart from research, the theme of "flipping classroom", the core key words "College English" and "teaching mode", the relationship between other nodes is not particularly close, indicating that the flipped classroom was introduced into our country for four or five years. The application of foreign language teaching in the field of research and development is not mature, so there is much room for improvement in the future.

3.3 Cluster Analysis of High Frequency keywords in flipped classroom in Foreign language Teaching

The purpose of this section is to use SPSS software to cluster the high-frequency keywords, so as to fully understand the topic distribution and structure of the flipped classroom in foreign language field. The thematic cluster tree of flipped classroom research in foreign language teaching is shown

in fig.2.

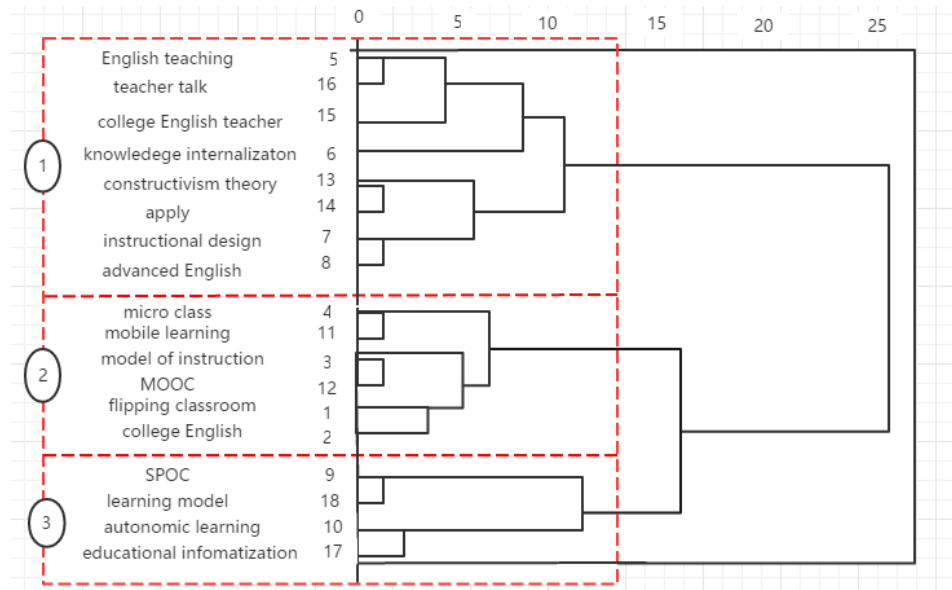


Fig. 2 Thematic clustering tree of flipped classroom research in foreign language teaching field in China

According to the results of cluster analysis shown in figure 2, this study divides the research of flipped classroom in foreign language teaching into three categories. The detailed analysis is as follows:

(1) A study on classroom coping strategies and classroom application of college English teachers in flipped classroom mode.

First of all, the flipped classroom is different from the traditional teacher-centered and textbook-centered traditional teaching mode. Therefore, under this new student-centered teaching mode, teachers' coping strategies are required to be higher. Lu Jing et al. (2015) studied the classroom discourse of English teachers in the flipped classroom mode, and emphasized that teachers should pay more attention to the subjectivity of students, pay attention to the differences of students, and focus on the appropriateness of discourse to promote students to participate in the process of high-quality knowledge internalization in language classroom. Wei Dongxin (2014): a probe into the Strategies of College English Teachers' English flipped classroom points out that teachers should change their teaching ideas and roles, make high-quality pre-class videos, attach importance to face-to-face classroom communication and carry out various kinds of classroom activities for this purpose. Second, teachers should pay attention to cultivating students' higher cognitive abilities such as knowledge application, analysis, evaluation and innovation when they learn independently before class and arrange tasks and activities in class.

Secondly, the research on the application of flipped classroom. Some English teachers have made a relatively complete teaching design for the flipped classroom model and applied it to the classroom to carry out experimental research to test its validity and practicability. If it can improve English reading ability and show good vocabulary acquisition effect, it will help to improve academic listening ability and multi-reading ability, and promote oral English proficiency. It is helpful to improve the acquisition rate of vocabulary breadth and depth in intermediate and advanced level subjects, and to promote the development of students' language and thinking ability. In a word, it was verified by experimental research, questionnaire surveys and interviews. flipped classroom plays a positive role in improving the teaching effect of English teaching, but at the same time, it is pointed out that compared with traditional teaching, the phenomenon of students' academic achievement being divided into two levels is more obvious.

(2) the exploration or research of the flipped classroom teaching mode based on the technology support of micro class and admire class.

The research focus of this topic is on the role of MOOC, micro course, other information

resource platform and its combination with flipped classroom, and constructs the flipped classroom teaching mode based on MOOC and micro-course. Wang Lu (2015: 107) explained the relationship between micro curriculum and flipped classroom as follows: micro curriculum and flipped classroom depend on each other, micro-curriculum is an important pre-class resource of flipped classroom, and flipped classroom is an important carrier and implementation mode of micro-curriculum. It can be seen from this that the core of the flipped classroom model is not autonomous pre-class learning by means of micro curriculum, but micro curriculum is indeed a smooth reversal of the classroom. Wang (2015) constructed a flipped classroom teaching model based on Moodle platform, focusing on how to design a Moodle learning platform suitable for language learning, and a flipped classroom teaching model integrated with Japanese. Lu Haiyan (2014) designed a micro class-based flipped classroom teaching model based on the analysis of the concepts of micro-class and flipped classroom, and analyzes the characteristics of college English teachers. This paper probes into the possibility of the application of micro class-based flipped classroom in college English teaching from different angles, such as the characteristics of college students' learning.

(3) On the study of students' learning mode, it emphasizes the importance of students' strengthening autonomous learning in the flipped classroom mode. Autonomous learning is a modern learning method corresponding to traditional receptive learning. The core proposition is to highlight students' main body, pay attention to the heterogeneity of learners, promote individual innovation and cooperation, and realize individualized cultivation. The success of the flipped classroom model is closely related to the effect of students' autonomous learning. SPOC (Small Private Online Course small-scale restricted online courses) can be called the "post-mousal" online open courses. Compared with the mass open online course (MOC), the MU mode has the following advantages: more flexible and effective way, lower cost of education, tailor-made course for students, more emphasis on students' complete and in-depth learning experience. Wang Na et al. (2016) pointed out that SPOC flip classroom is strengthening the internalization of language knowledge and supporting language knowledge construction through the construction of college English SPOC flipped classroom. It is an effective learning model to support the construction of language application ability and the support of positive affective acquisition to support the occurrence of effective English learning.

4. Conclusions and implications

Through the above analysis of the flipped classroom research in foreign language teaching field in China, we can see that the application research of flipped classroom in foreign language teaching field already has certain foundation, and distributes in teaching strategy, teaching mode, empirical research. However, there are still some problems in the learning model, such as too centralized English teaching, narrow curriculum types, 62 papers in the foreign language field flipped classroom published in the core journals, and so on. There is only one turnover classroom study applied to comprehensive Japanese course, one flip classroom research applied to teaching Chinese as a foreign language. In addition, all of them are applied to the teaching of college English or English major. There is no rigorous empirical research. There are only 17 empirical studies out of 62 core papers in this paper. Although all of them adopted experimental research methods, the design of the experiment is extensive, and the validity and reliability of the experiment are not verified. Or only after the test before and after the test data comparison, there is a lack of theoretical support for the study and evaluation system research. The existence of these problems has seriously restricted the in-depth development of flipped classroom research in the field of foreign language teaching in China, and hindered the domestic research to achieve breakthrough results in this field. This article puts forward the following suggestions: 1 the teachers of all languages active in the same subject can work together to formulate a flipped classroom teaching model suitable for this subject, and apply it to teaching practice. 2 extensive empirical research should be carried out, and the experimental process should be carefully designed. The experimental group and the control group are set up to calculate the data accurately and scientifically by means of statistical software. 3

based on the relevant theories of second language acquisition, the theoretical basis for the application of flip classroom in foreign language teaching is discussed. It also explores how to establish a more efficient flipped classroom teaching model under the guidance of these theories. Evaluation Methods, content, criteria, timing, and evaluators are all areas of study on the subject.

Acknowledgments

The stage achievement of the general item of teaching reform of Xi'an International Studies University at the level of 2017, "Teaching Reform Research of basic Korean course (17BYG39) based on the flipping Class Mode of admiration course".

References

- [1] He X Q. An empirical study on top-down task-based English reading teaching [J]. Foreign language World, 2016 (4): 82-88
- [2] Lu H Y. Feasibility Analysis on the Application of Micro-class Based "flipped classroom" Model in College English Teaching [J]. Computer-Assisted Foreign Language Education, 2014 (4): 33-36.
- [3] Lu J, Zheng Y, and Lu D. On Strategies to improve teacher talk in English flipped classroom [J]. Journal of The Chinese Society of Education, 2015 (11): 82-84
- [4] Shen Y, Sheng Y D. College English flipped classroom Teaching based on Inquiry Community system [J]. Foreign language World, 2015 (4): 81-89.
- [5] Wang L. A study on English Grammar classroom Design in Senior High School under the background of Microcurriculum [J]. Journal of Teaching and Management, 2015 (33): 106-108.
- [6] Wang N, Chen J W, and Zhang D D. SPOC Based Flipped classroom of College English: Construction of an Effective Learning Model [J]. Computer-Assisted Foreign Language Education, 2016 (3): 52-57.
- [7] Wei D X. Strategies for College English Teachers to turn over Class [J]. Educational Exploration, 2014 (12): 37-39.
- [8] Wu L J. A study of General academic English listening and speaking flipping Class based on TED-Ed [J]. E-education Research, 2015 (11): 81-87.
- [9] Yang C M. A Summary of the Research on flipped classroom in higher Education [J]. Higher Education, Jiangsu, 2016 (1): 59-63.
- [10] Zhao B, HE G D. Explorative Research on Flipped Classroom in graduate English of the Minority Universities [J]. Computer-Assisted Foreign Language Education, 2015 (6): 76-80.