The Implementation Strategy of "Flip Classroom" Model in College English Teaching

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Abstract: On the basis of summarizing the advantages of the application of the "flip classroom" model in College English teaching, this paper discusses the key points, difficulties and some effective strategies of the application of the "flip classroom" model in College English teaching from the perspective of pre-class resource creation, which provides a reference for the reform of College English curriculum in China.

1. Introduction

In recent years, College English teaching in China is facing great challenges. The reason is that with the development of society and the arrival of global economy, college students'comprehensive ability of English is becoming more and more demanding, while the traditional one-way transmission English teaching can no longer meet the needs of students' personalized development and career development. The development of information technology has brought opportunities to the reform of College English teaching mode, and "flipping classroom" is a typical innovative teaching mode.

2. The model of "flipped classroom" has three characteristics

"Reversal Classroom" is also called "Reversal Classroom", which mainly refers to a new teaching mode relying on modern information technology, redesigning classroom time and arranging teaching content, with students'learning as the core and teachers' teaching as the assistant. [1] Traditionally, teachers usually give lectures in front of students, who are only responsible for listening, and have few opportunities to express their opinions. In the "flip classroom", teachers usually prepare relevant videos according to the teaching tasks and objectives of the course before class, and let students watch them in advance to understand the content of the course.

From the above content analysis, compared with the traditional classroom teaching mode, the "flip classroom" mode has three characteristics. First, the roles of teachers and students have changed. Different from the traditional classroom in which teachers are leaders and learners are passive receivers of knowledge, the role of teachers in the "flipped classroom" is that of guiders and assistants, while students are active undertakers of learning. Secondly, the form of teaching has changed. "Flipping Classroom" greatly reduces the proportion of homework review after class in the teaching arrangement, and takes pre-class preview and classroom inquiry as the core of teaching. Thirdly, the change of teaching methods and means. This is mainly reflected in the abandonment of the one-way teaching method by teachers, and the use of diversified modern technology and tools to support students'online learning and problem inquiry means.

3. The "Flip Classroom" Model and Its Advantages in College English Teaching

The advantages of applying "flip classroom" to college English teaching can be reflected in several aspects. Firstly, it helps to cultivate students'initiative and enthusiasm in learning. Traditional College English classes place too much emphasis on the transmission of teaching information from teachers to students and the use of a large number of homework forms to require students to absorb knowledge. Under the "flip teaching" mode, students can take their own

problems to share and think with you in class by watching videos in advance, which virtually improves their ability of autonomous learning. Secondly, it is conducive to the establishment of a good teacher-student relationship. From the perspective of "flip classroom" teaching form, students can grasp the learning rhythm by themselves. Teachers and students are almost equal in communicating and discussing problems, which is conducive to the formation of friendly teacher-student relationship. Finally, we can give full play to the advantages of modern information technology.

4. Reform Strategies of College English Teaching Mode for Applied Non-governmental Undergraduates

China's economy is at a critical stage of transformation, and there is an increasing demand for talents with an international perspective. How to Improve BigThe quality of teaching English education and the improvement of the match between talents and market demand are not only related to every college graduate. The future of our country is more related to the competitiveness of the international market economy in the future. This paper holds that the effectiveness of College English education has been improved. The key lies in reflecting on the teaching objective and defining the teaching direction, innovating the teaching mode, optimizing the teaching environment and improving the evaluation method. At the same time, it highlights professional practice.

4.1 Teaching orientation should be case-based

From the actual situation of English curriculum development in China, the overall teaching effect of case-based teaching is better. It effectively transforms the disadvantages of traditional single "inculcation" teaching. It emphasizes that in "learning by doing, learning by using", teachers set specific English teaching objectives from teaching cases, and by decomposing specific tasks into each student. On the body, or through cooperation, communication, interaction, experience, participation and other ways, so that students can really participate in specific English teaching activities. At the same time, in the process of concrete implementation, we should give full play to the main role of students and reflect their subjective initiative. Teachers should guide and allocate students'learning process, manage the classroom order well, and ensure that all students participate in the completion of English curriculum tasks, rather than dissociate from the whole task system. In the process of developing English teaching, the use of case-based language teaching method provides students with a lot of opportunities for practical application of English, creating a very good environment for language acquisition and internalization. By completing a large number of tasks, students'initiative in English learning is greatly enhanced, and their self-study ability will also be improved. Although this teaching method has great advantages over other teaching methods, it puts forward higher requirements for the overall quality of teachers. Teachers need to do adequate pre-class preparations, conduct in-depth research and judgment on their own teaching cases, and carry out specific task-based processing. The so-called task-based processing is to integrate specific teaching content into a specific case. When the task is integrated, the operability of students should also be taken into account. At the same time, scientific teaching objectives should be set for the completion of tasks. Therefore, it is necessary for teachers to change their position from the dominant role in the traditional English teaching process to the organizer, designer and encourager of the whole English teaching process. Sketch of case teaching is shown in Fig 1.
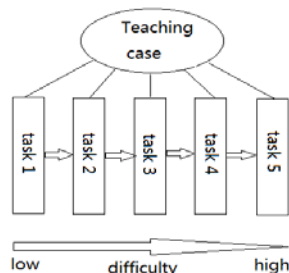

Fig.1. Sketch of case teaching

4.2 Setting Reform Goals at Multi-level

Different types of teaching reform adopt different ways, but from the current teaching situation, it is recognized that students are the main body of the whole teaching. Therefore, in the process of reforming the teaching mode of applied private undergraduate college English course, we should fully embody the student-centered idea. Specifically, when carrying out specific reforms, we should take into account the students'ability to accept knowledge, especially the actual level of students in applied private undergraduate universities is often uneven, for example, for secretaries involved in foreign affairs. Majors, international economy and trade and so on, which require students to master English in general, should be properly improved in the specific design of English teaching objectives. At the same time, the improvement should also be based on the actual English proficiency of the students in the major, so as to prevent the emergence of "too high and too few". In addition, the reform objectives set at multi-level should be targeted at the specific teaching curriculum arrangement, syllabus and so on, so as to ensure the unity of teaching content, syllabus, teaching tasks and assessment methods, to prevent the emergence of "change soup without change dressing", and to affect the whole teaching effect.

4.3 Use the "online and offline" education model

The so-called "online and offline" teacher model is to integrate English teaching and online English learning in an all-round way, "offline" is the classroom, "online" is online. This kind of teaching mode can take into account the different specific English learning bases of many students in applied private undergraduate universities, which has a negative impact on the overall promotion of English teaching. Teachers are required to choose different levels of learning resources for students of different levels. For example, when students show a narrow overall knowledge, they can start from a more basic English. At the same time, students can also make their own choices, each student according to their specific weaknesses in writing, translation, grammar, vocabulary and other aspects, to achieve targeted reinforcement. In addition, in this process, we can formulate a listening and speaking training curriculum system for students to better enhance their listening and speaking ability. In the simulated language environment, students'ability to use language will be greatly enhanced.

5. Conclusion

To sum up, due to the influence of many factors, the current application-oriented private undergraduate universities in the process of carrying out English teaching, among which the problems are more prominent, affecting the quality of English teaching. Therefore, it is necessary for application-oriented private undergraduate universities to fully recognize the challenges brought by the changes of the times to their own English teaching, and take targeted strategies to comprehensively enhance the quality of English teaching in light of their own actual English teaching situation.

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