

Research on College English Hybrid Teaching on Mobile Terminal

Zhou Huihui

Dalian Art College, Dalian City, Liaoning Province, 116600, China

Keywords: College english, Micro class, Flipped classroom, Hybrid teaching

Abstract: with the development of mobile Internet and College English teaching reform, there are two directions in College English Teaching Reform: online teaching mode based on micro class and offline teaching mode based on flipped classroom. However, there are few related researches on hybrid teaching combining the two modes. This paper discusses the construction model of flipped classroom based on micro class, and studies the hybrid teaching of College English on mobile terminal from three aspects: pre class activity, classroom activity and classroom role.

1. Introduction

At present, there are two modes of College English teaching reform in China: Online micro class and offline flipped class, in which students can learn micro class through mobile terminals, and the combination of these two modes is the common practice of College English Hybrid Teaching under mobile terminals.

2. Construction Model of Flipped Classroom Based on Micro Class

Knowledge transfer and knowledge internalization are the two main stages of the traditional teaching process. Teachers realize knowledge transfer through knowledge teaching in the classroom, and students complete knowledge internalization through homework practice and operation practice after class. This traditional form is subverted in flipped classroom. With the support of information technology and network technology, knowledge transfer is completed by students themselves before class. In classroom, knowledge internalization is realized with the help of teachers and peers. Because the teaching arrangement and the traditional teaching are completely reversed, the flipped classroom learning process has changed the original teaching link. Professor Robert Talbert of Franklin college in the United States has applied the flipped classroom teaching mode to computer, linear algebra and other courses and achieved good teaching results. After years of teaching, Robert Talbert divides the flipped classroom into two main parts. The basic structure is shown in Figure 1.

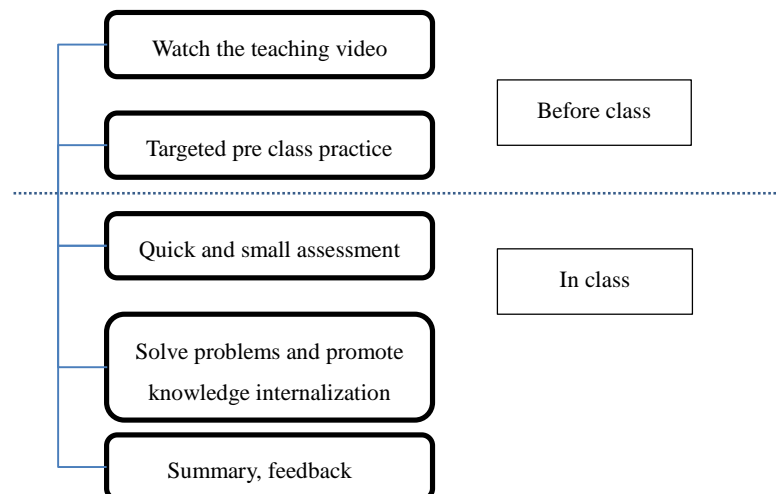


Fig.1 Robert Talbert's Flipped Classroom Structure

In the typical flipped classroom teaching mode, pre class activities and in class activities are the main parts, but these two parts are not separated because of the flipped classroom teaching mode. Each part contains specific implementation links, which connect the pre class activities and in class activities reasonably to form a complete and smooth teaching mode.

2.1 Pre Class Activities

2.1.1 Create Teaching Video

In the pre class activities, teachers first need to create teaching videos for students to learn independently. Teachers can create teaching videos in two ways: selecting excellent open online education resources or creating teaching videos for teaching content. It is a more common way for teachers to create teaching videos by themselves. In the process of making teaching video, teachers should first pay attention to the relevance of video content, fully combining teaching content and teaching objectives; secondly, when creating teaching video, they should fully consider the actual situation of students; at the same time, the length of teaching video should not be too long, generally controlled at 10. In addition, in order to improve the enthusiasm and interactivity of students' participation, teachers can embed their teaching dynamic head into the teaching video, enhance the interactivity, and add visual effects appropriately, highlight the key points of knowledge, and improve the interest.

2.1.2 Design Exercises Before Class

In view of the content of knowledge points involved in the teaching video, teachers need to design corresponding exercises before class according to students' existing knowledge accumulation and recognition, knowledge structure. As a way to understand students' autonomous learning before class, the number and difficulty of exercises should be reasonably controlled in order to strengthen knowledge points and increase students' motivation and challenge of watching video learning.

2.1.3 Students' Autonomous Learning

Students can learn independently by watching teaching video before class, and master the rhythm and time of watching teaching video according to their own situation. In the traditional teaching mode, the teaching of knowledge points is completed by the teacher in the classroom. Students may miss the explanation of a certain knowledge point or fail to fully understand the knowledge point through the teacher's one-time explanation. In the flipped classroom mode, students can solve this problem by watching the teaching video repeatedly. At the same time, for the key and difficult parts, students can choose to pause, give themselves enough time to think, or immediately record their doubts, so as to communicate with their peers in class. While watching the teaching video, students complete the corresponding exercises for the teaching video content and strengthen the consolidation of learning content.

2.1.4 Social Media Communication

In the process of autonomous learning, students are not completely isolated. The communication between teachers and students can also be conducted through social media. At home, students can interact with teachers and peers through social tools or learning platform equipped with teaching videos to explore the problems encountered in the process of autonomous learning or before class practice. Teachers can also track students' learning situation in this way, collect the problems that students encounter in autonomous learning, and take the typical problems that most students encounter as the problems of classroom cooperation. Using social media to communicate in autonomous learning can play a role of social presence, enhance the sense of belonging and cohesion of students. Although this link is completed by students independently, students will not feel lonely.

2.2 Classroom Activities

In flipped classroom, the links create a collaborative learning environment for students to discuss and solve problems together, which is the process of solving problems through interpersonal cooperation activities in a certain situation. According to the teaching content and students' specific

situation, teachers design all aspects of classroom activities, give full play to students' initiative, and let students realize the internalization of knowledge in the application of the knowledge they have learned. In flipped classroom, the following parts are included.

2.2.1 Independent Learning Achievement Test

In the flipped classroom, teachers first make a simple and rapid test of students' autonomous learning. Generally speaking, students' pre-school learning can be simply understood in the form of oral questions. At the same time, combined with the pre-school learning exercises completed by students, students can be sure that they have not been solved in the process of autonomous learning, and they need to put forward common problems. Teachers can also put forward questions to students according to the key and difficult points of the teaching content, so as to understand the situation of students in this way and let students enter the learning state.

2.2.2 Students' Independent Exploration

In the flipped classroom activities, teachers provide each student with the opportunity to think and explore independently, focusing on the cultivation of students' ability to learn and solve problems independently. In independent thinking and exploration, students try to use the new knowledge to solve problems, knowledge is effectively internalized, and build their own knowledge system in continuous exploration and problem-solving.

2.2.3 Collaborative Inquiry

After the students have completed independent thinking and exploration, they can promote their in-depth understanding and mastery of knowledge points through collaborative exploration among peers. In this link, students participate in collaborative exploration activities in the form of groups, exchange views and ideas with group members, and achieve learning goals through exchanges and collaboration between group members. Teachers should choose appropriate group learning strategies according to the actual situation, such as group discussion, brainstorming, etc. In this process, teachers need to play a good role as a mentor, and they need to pay attention to the inquiry dynamics of each group at any time and guide them in time.

2.2.4 Achievement Display and Exchange

After the learning activities of independent exploration and group collaborative exploration, students will show the results of independent exploration and group collaborative exploration in the classroom through reports, speeches, competitions and other forms. Each student or group will comment on their own achievements and share the learning achievements together.

2.2.5 Teaching Evaluation and Feedback

Because the flipped classroom teaching mode subverts the traditional teaching mode, its particularity determines the change of the evaluation system. The evaluation subject, evaluation content and evaluation method are different from the evaluation system under the traditional teaching mode. First, teachers are no longer the only evaluators, Learners, peers and even parents also become the main body of the evaluation; secondly, the evaluation content becomes diversified. The performance of pre class practice, independent problem-solving, group cooperation and exploration activities, and the performance of the results display link can all be the evaluation content, not only limited to the test results; teachers can turn the page through exercise testing, classroom observation, peer evaluation, etc The results of the feedback are used as the reference for making the next teaching plan. Chinese scholars also study the elements of flipped classroom. Zhang Jinlei and other researchers compare the elements of traditional classroom and flipped classroom. The main situation is shown in Table 1.

Table 1 Comparison between Traditional Classroom and Flipped Classroom

	Traditional classroom	Flipped Classroom
Teacher	Knowledge imparter, Classroom manager	Learning guide, facilitation
Student	Passive recipient	Automatic researcher
Teaching form	Lecture + homework	Pre class learning + Classroom exploration,
Classroom content	Knowledge explanation and teaching	Problem Inquiry
Technology application	Content display	Independent learning, communication, reflection, and discussion AIDS
Evaluation method	Traditional paper test	Multi angle and multi way

With the changes of all aspects of classroom teaching, the role of teachers and students will also change, and the arrangement of classroom time will be redistributed.

2.3 Classroom Role Change

2.3.1 Teacher Role

In the traditional classroom, teachers are the teachers of knowledge, while in the flipped classroom, teachers become the promoters and guides of learning. When students encounter problems that cannot be solved, teachers only provide students with necessary guidance and support. Teachers are no longer the interactive application center of knowledge in flipped classroom, but they are still the main promoters for students to complete learning activities. The change of teachers' role brings new challenges to teachers' teaching skills. Students become the center of the whole learning process in flipped classroom. They construct their own knowledge system by participating in practical activities and completing real tasks. Therefore, teachers need to redesign teaching activities to promote students' Internalization of knowledge and the formation of students' knowledge system.

2.3.2 Student Role

With the support of modern educational technology, students have more ways to acquire knowledge. Learners can use the Internet to acquire the knowledge they need from a wide range of educational resources. Educators can also use wechat, video websites, blogs and other technical tools through an open network platform to effectively provide learners with learning resources. Therefore, with the support of advanced network information technology, students can control learning time, learning place, learning method and learning content, become self paced learners, and realize personalized learning. In flipped classroom, students become the center of learning activities. Before class, students complete the process of knowledge transfer through independent learning. Under the guidance of teachers, they cooperate with their peers to solve problems and realize learning autonomy and personalization. Flipped classroom creates a collaborative learning environment for students, which needs to be highly involved, according to the learning content, through the communication between teachers and students, students to understand the internalized knowledge, and promote the formation of students' knowledge system. Students become the real classroom protagonists.

2.3.3 Class Time

Flipped classroom reverses the stage of knowledge transfer and the stage of knowledge internalization. The transfer of knowledge to the pre class is completed by students themselves, and the time of teaching and learning is extended by maximizing the preview time. The internalization of knowledge is transferred to the learning activities in the classroom by completing homework after class, which requires teachers to reallocate and utilize the classroom time, so as to realize the efficient classroom time Therefore, the design and arrangement of classroom activities and time has become another core feature of flipped classroom. In the flipped classroom, the content originally taught in the classroom is transferred to the class, the teaching time of teachers is reduced, and more time is left to students for learning activities. In the classroom, teachers need to create some real situations based on real life for students, so that students can complete the problem exploration through cooperation and mutual assistance in these situations, and enhance the interaction of students in the classroom.

3. Conclusion

Under the mobile terminal, College English hybrid teaching combines the characteristics of micro class and flipped class, which requires a high level of students' autonomous learning ability. If the students' autonomous learning ability is insufficient, it is likely to be difficult to complete the related learning tasks, which makes the hybrid teaching unable to achieve the expected effect.

References

- [1] Wu Xiao.(2020).Research on College English Hybrid Teaching Based on mobile terminal [J]. Science for all (Science Education), No.02, pp.174
- [2] Wang Zhu.(2020).The study of mixed teaching mode of College English in the “Internet plus” environment [J]. contemporary educational practice and teaching research, No.04, pp.3-4.
- [3] Chen Chongguo.(2020). An empirical study of College English blended teaching based on mobile learning platform [J]. Journal of Chongqing second normal university, Vol.33, No.01, pp.112-116
- [4] Zhang Qi.(2019).The hybrid teaching management of “English classroom, language center and mobile terminal” [J]. Communication research, Vol.3, No.11, pp.192-193