

Integrating "Flipping" Model to Develop College English Teaching

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Abstract: College English teaching is one of the most important courses in higher education. It plays an important role in the whole teaching stage. It is also a compulsory course for students to learn. Whatever their major is, English is included in the public curriculum. However, with the deepening of curriculum reform, the requirement of College English classroom teaching has been gradually improved, and students' English skills have been developed in all aspects. Therefore, effective teaching strategies, that is, the application of the flipping classroom teaching mode, have achieved good results. How to improve the quality of English teaching is one of the topics that the education community has been exploring. The flipping classroom teaching model has risen in many countries and achieved good teaching results. This paper will analyze the use of flipping classroom teaching mode in college English teaching, hoping to contribute to the improvement of college English teaching quality.

1. Introduction

In recent years, with the deepening of the information technology revolution, the reform of education and teaching has become the focus of attention of teachers in Colleges and universities. English is a communicative language, which has higher requirements for students' abilities. In College English teaching, there are many knowledge points involved. Due to time constraints, it is difficult for teachers to explain all knowledge points in detail, and there are great differences among students' knowledge base. It is difficult to guarantee students' learning effect only by classroom time [1]. English teaching still adopts the teaching mode of imparting knowledge. Teachers have absolute initiative in teaching activities. Students' interest and enthusiasm in learning are low, which hinders the improvement of students' comprehensive English ability. The flipping classroom subverts the traditional college teaching process, and changes the roles of teachers and students, curriculum models and university management modes, so that students can obtain the decision-making power of learning and become the new wave of teaching reform [2]. Teachers are required to regard students as the center of the classroom, so that the subjective initiative of students can be fully mobilized, thus improving the enthusiasm of students. It provides new ideas for classroom teaching reform, and even in the future classroom teaching concepts, it may find the shadow of flipping classrooms.

In order to achieve the goal of college English, relevant educators continue to reform and innovate traditional teaching methods. Among them, flipping the classroom is one of the emerging teaching modes. Compared with the traditional teaching mode, the flipping classroom teaching mode is more novel [3]. Although China has made continuous breakthroughs in college English innovation and made great progress, the reform is still not thorough enough. To learn from the model of American flip classroom teaching, we can maximize the quality of teaching and enrich classroom teaching methods. Therefore, in the future teaching, it is necessary to fully mobilize students' subjective initiative and learning enthusiasm, put them into the English classroom, and achieve the goal of improving English skills in the interactive communication with teachers [4]. It is under this circumstance that the reversed classroom teaching mode enters the University classroom. The flipped classroom teaching model has been applied in some countries and achieved good teaching results. Therefore, this paper will analyze the application of the flipped classroom teaching model in College English teaching, focusing on its concept, characteristics, constraints and implementation process.

2. Overview of Flipping Classroom Teaching Model

Flipping classroom refers to teachers recording teaching content and knowledge points in advance, so that students can learn outside the classroom, while online or in the classroom can answer questions and discuss with teachers. This new teaching mode has changed the original teaching method, broken the traditional strategy of day teaching and night homework completion, and realized the rotation between teachers and students. It is a new attempt in teaching [5]. In pre-class learning, teachers need to provide relevant information, and students can also personally find information related to classroom content, which will stimulate students' learning enthusiasm. Flipping the classroom can encourage students to learn and improve the synchronization of the five parts of the course teaching English learning. For example, some colleges and universities implement the "English bedroom", so that college students can actively participate in English learning after class. The main purpose of flipping the classroom teaching mode is to "get better teaching results" [6]. In the teaching fields of different countries, they also have certain differences in the definition of flipping classroom teaching. Among them, British scholars are most recognized by the society for the definition of flipping classrooms. That is to say, the traditional education teaching mode classroom teaching after-school confusing process can be transferred to enable students to improve their ability to solve problems independently, to increase the relationship between teachers and students, to stimulate students' enthusiasm for learning English, and to improve the efficiency of English teaching.

Flip classroom originated in the United States, and it has been applied in China for a relatively short time. There is no fixed concept yet. In the traditional classroom, teachers are the center, students are the passive recipients of knowledge, and students lack the sense of subject in the classroom. Enthusiasm has not been fully mobilized. In recent years, although micro-classes have been very hot in China, there are not many micro-classes that really aim at the situation of their students. Therefore, it basically depends on the teachers themselves to process and reform the existing resources in order to make use of them. The content of English teaching in flipped classroom has become diversified. Under the current rapid development of information technology and Internet technology, the use of the big data characteristics of educational information has made the content and form of college English teaching flipping classroom more diversified and flexible. In the flipping classroom teaching mode, the role between the teacher and the student has changed. Although the student still belongs to the recipient of knowledge, the acceptance process has changed from passive to active, and the teacher has also changed from the active instructor of knowledge to the auxiliary role. Flipping the classroom structure change for students to complete information acquisition before class, which is achieved through the teacher's teaching video and online tutoring. The practice of flipping the classroom not only completes the tasks of traditional practice, but also fully grasps and analyzes the problems that students learn. For example, multiple-choice questions, each alternative is preferably a typical mistake that students can make in their daily study, and can be refracted. A certain cognitive bias.

The flipping classroom relies on developed information technology and network technology to combine the network with teaching and the teaching method is more flexible. The teacher has changed from the leader of the main teaching to the supervising person of learning, and through scientific methods to help students understand the shortcomings of seniority and let them learn new ways to solve problems. The places where knowledge is taught in traditional teaching are mainly classrooms and time is fixed, while students in flip teaching can learn in any place with information and network technology support at convenient time [7]. The continuous running in practice can ensure that the English bedroom and the English classroom form an organic complement and combination, and promote each other, thus achieving the continuity of English learning. In classroom teaching, teachers need to give students more freedom, and the process of knowledge imparting does not necessarily need to be carried out in the classroom, can be properly placed outside the classroom, so that students can learn knowledge in accordance with their own acceptable way. It has also changed from a teacher's inculcation model to a student's self-access model. Teachers' role in the teaching process is not the traditional forced dissemination, but the

counseling of answering questions and puzzles. In classroom interaction, teachers explain the content in detail mainly by answering questions, solving puzzles and communicating and discussing, and in the process of practice and exploration, change the teacher's main position in classroom teaching, so that students really become the center of the classroom.

Compared with the traditional teaching mode, the flip teaching mode is quite different. Many teachers are difficult to adapt to this mode quickly. At the same time, there are also great differences among different colleges and universities, and students' English knowledge base and learning objectives are also different. The application of flipped classroom in College English teaching has great advantages. It can help stimulate students' interest in learning, satisfy their individual differences, help them learn to solve problems independently, and create a good learning environment to improve themselves in communication. The teaching practice mode of college English teaching flipping classroom is suitable for the current students' learning conditions and characteristics, re-establishing the learning process of college students, and ensuring that students can obtain higher learning effects in practical teaching. British scholars believe that the flipping classroom teaching mode is to put students' knowledge digestion into the classroom, and to strengthen the communication between teachers and students, so that the interaction between teachers and students can be enhanced. The education model of the reverse classroom is applied in the classroom of college English education, so that students can pre-learn the content to be learned in the classroom before the beginning of classroom education. Students learn the content of the lesson before class, and then exchange ideas in the classroom to maximize learning in a limited class time.

3. The Significance of Applying Flip Classroom Teaching Model

Flipping classroom teaching mode is quite different from traditional teaching method. It puts students in the main position of the classroom, can cultivate students' ability of self-study, and enhance students' initiative and enthusiasm in learning. Teachers' task in class is to help students to elaborate the knowledge of self-learning and deepen students' understanding of knowledge. In this classroom model, students use the knowledge they have learned before to solve the difficult problems arising from the task of self-study. Allow students to use the time outside the classroom to learn, and in the classroom teaching, teachers can help according to the students' learning situation, so as to teach students according to their aptitude and strengthen their understanding of English knowledge. The independent learning effect is better than the teacher's mandatory learning effect, and the flipping classroom is consistent with this requirement. Teachers and students exchange equality, students cooperate with each other, and students' ability to use knowledge flexibly is cultivated. The flipping classroom teaching mode can avoid more classroom order problems. Students learn before class and ask questions in class to better realize quality education. At the same time, it helps teachers to teach and manage students and optimize classroom management.

In the classroom, teachers can grasp the key content to explain and achieve twice the result with half the effort. However, it is worth noting that teachers must combine the actual situation of students when preparing pre-course materials. Compared with the traditional teaching mode, the flipping classroom teaching mode is more focused on combining theory with practice to avoid students' excellent English test scores, but in the actual English communication process, it does not meet the oral standards. This ensures that even if students are absent from classroom learning for any reason, there will be no knowledge gaps and effective implementation of personalized teaching and hierarchical teaching. Teachers must keep up with the educational needs of the times and innovate teaching methods in order to train more comprehensive talents for the society. Teachers should integrate teaching content, media, situation and content into the teaching process to provide meaningful learning experience for students. Flipping classroom teaching mode allows students to watch videos in pre-class time, frees up more classroom time, helps teachers set up more diverse classroom activities, and mobilizes classroom atmosphere and students' enthusiasm for learning and communication. Encourage the professional development of English teachers, let English teachers learn advanced English knowledge and English teaching skills independently under the guidance of

the concept of lifelong learning, and improve their English teaching level. This process of learning and exploration can accelerate the cultivation of students' abilities of autonomous learning, active thinking and independent exploration, and then can quickly promote the internalization and absorption of English knowledge.

Applying the flip classroom teaching mode to the college English intensive reading class, you can also use the project-based learning method to achieve the teaching purpose. Informatization teaching is based on the theory of constructivism, emphasizing the student-centered, teachers to create learning situations for students, in order to play the initiative and enthusiasm of college students. Therefore, the classroom time can be fully and reasonably arranged so that students can have more time to absorb and digest knowledge. The emerging teaching model has changed the traditional teaching model and put forward new requirements for teachers. Teachers should not follow the traditional teaching methods, but should constantly adapt to new teaching models, change educational concepts, and actively innovate and develop. In view of the current situation, colleges and universities have not done enough to implement the educational reform, and some colleges and universities are still in the traditional teaching stage. Based on the perfect learning resources sharing platform, college students can arrange online learning resources according to their own time and plans before English class hours. The difference between the reversed classroom teaching mode and the traditional teaching mode is also reflected in the fact that the knowledge transfer is accomplished by the interaction between teachers and students, and the knowledge transfer medium has also changed from the blackboard book in traditional teaching to the application of information technology equipment, so as to speed up the development of teaching progress.

4. Application Method of Flipping Classroom Teaching Model

There are great differences in English teaching contents and teaching objectives among different universities in China, but it is essential to master the necessary English knowledge and basic listening, speaking, reading and writing abilities. Under the guidance of the new teaching method, we must redefine the position of students and teachers, change the concept of teachers as the main body in the past, and highlight the main role of students. In College English teaching, the cultivation of listening and speaking ability is an important goal that can not be ignored. At present, most high schools unilaterally pursue students' test-taking ability, neglect the cultivation of listening and speaking ability, and form a situation of "dumb English". Strengthen students' learning and consolidation of English basic knowledge, help students to lay a good foundation in English, and let students develop English learning interest on a good foundation. Students can arrange time to watch videos before class. If they encounter a place that they don't understand, they can read it several times or record it, and then ask the teacher in class. At the same time, teachers must also adjust new ideas, eliminate stereotypes, and position themselves as the main founders of guiding students and answering questions. In a more relaxed university period, teachers and students should work together to make full use of developed networks and information technology to improve students' English proficiency and comprehensive ability.

Teachers should master computer skills in order to make teaching videos, guide students to communicate actively and give effective teaching guidance in the network teaching platform, fully mobilize students' learning spirit and enthusiasm for learning English. Therefore, teachers should pay attention to reserving pre-class tasks. Such as informing students of the words and grammar they need to master, such as the questions they need to think about when they learn the article. Open up the design of classroom inquiry problems, and make use of communication, cooperation and comprehensive evaluation channels. The misunderstanding in College English teaching lies in the excessive emphasis on linguistic knowledge and equating it with linguistic competence, which brings about the problem that even English majors have weak application ability. In writing teaching, the application of flipping classroom mode can fully exploit students' self-learning ability and improve the interactive effect of the classroom. In addition, flipping the classroom teaching mode can also enable students to establish discussion groups to increase students' The interaction

will help students improve their self-learning ability and mutual assistance ability to help students learn English better. In the practice of flipping classroom teaching, in order to improve the learning efficiency of students, teachers should control the online learning situation of students accordingly. According to the specific learning situation of each student, individual counseling, teaching students in accordance with their aptitude, and paying attention to each student, thus improving the overall learning level of the students.

The application of the flipping classroom teaching mode can greatly improve this situation. In the listening and speaking class, it will be listened to as the content of the students' pre-class study, which will be regarded as the central content of the classroom communication activities, so that it cannot only exercise the students' English listening, but also increase the time of class oral practice, killing two birds with one stone. Cooperate with the timely response of college teachers to solve the students' difficulties, and effectively improve the seamless connection of each link in the whole learning process, such as self-test, detection, scoring and mutual evaluation. Strengthen students' English application practice and improve students' English application ability; once again, English teaching in higher vocational colleges should actively teach students English culture knowledge and strengthen students' understanding of English culture. The quality of teaching resources is related to whether the teaching content is in line with the syllabus, whether it is suitable for college students' English learning tasks and whether it can arouse students' interest in learning. Under the flipped classroom teaching mode, students use pre-class time to learn by watching video. In this way, teachers can set up diversified teaching activities in the classroom and strengthen the interaction with students. It is difficult for teachers to fully explain all knowledge points in class time. Different students have different English foundation and learning ability. It is difficult to master all knowledge only through classroom time. In the teaching stage, teachers must pay attention to the observation of details, tap the potential and personality of students, analyze differences, set up their lifelong learning ideas, and constantly try to innovate and make progress.

Teachers prepare relevant curriculum materials before class. Students can use the information given by teachers, teaching courseware, teaching videos and micro-classes to complete the learning of basic knowledge. The content is simple, easy for students to accept, and enhance their initiative and enthusiasm in learning. The development of flipped classroom is based on students' independent learning ability and exploratory spirit before class, especially according to their own interests and hobbies to choose and master the corresponding English knowledge, and the research topics determined jointly by teachers and students can become the guiding direction for students to explore. Starting from the actual situation of students, we should develop English teaching, abandon the traditional teacher-centered cramming teaching mode, and enhance the scientific nature of English teaching. The classroom video used in the education and teaching of college English inversion classrooms should not be too long. It must be streamlined by the teacher before it can be broadcast to students. At the same time, students can ask the teacher about the questions about watching the video before class. The teacher arranges the teaching content for the students' problems, so that they can be targeted and improve the efficiency of classroom teaching. In the process of learning, the students themselves grasp the learning time and the progress of the study, which has a great connection with the learning effect of the students. Therefore, the teacher should guide the students to formulate their own learning plans and learning time so that the students can within the prescribed time. Complete the learning task. It should be noted that in order to improve the quality of video teaching, teachers should strengthen the examination and make necessary persuasion for students who do not seriously study before class.

5. Conclusion

With the development of Internet technology and network technology, the use of flip classroom mode to carry out college English teaching has already possessed relatively mature hardware conditions. As a compulsory course for college teaching, college English teaching plays an important role in the whole teaching stage. Unlike the general curriculum, English has a strong demand for students' abilities. The "flip classroom" is a valuable teaching method that conforms to

the trend of reform, and it has a great impetus to improve the teaching effect of the curriculum and the independent learning ability of students. Flipping the classroom allows students to obtain instructional videos from different teachers, giving students more opportunities to acquire knowledge, especially the ability to choose a teaching method that suits them. Encourage English teachers to actively adapt to the development of the new curriculum reform, actively use advanced teaching methods and models under the new curriculum reform, and improve the quality of English teaching. Teachers should change teaching methods, redesign classroom teaching activities, enhance classroom interaction, and let students truly enter the cooperative learning and inquiry learning situation. Teachers should master appropriate feedback language, communicate with students, and create a relaxed and happy classroom atmosphere with students. It is not only conducive to the development of College English as a course combining basic language with quality education, but also provides a good opportunity for the reform of college teaching mode.

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