A Corpus-based Study on the Application of Flipped Classroom Teaching Model in College English Teaching

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Abstract: Interpretation corpus provides an important way for English teaching and learning, while flipping classroom brings a new teaching concept to English teaching and learning. As a brand-new teaching mode, flipped classroom completes the problem-solving and knowledge construction through interactive communication between teachers and students. The individualized autonomous learning, diversified collaborative inquiry and open communication and interaction emphasized in the flipped classroom have pointed out a new direction for the deepening reform of English teaching. The corpus provides a high-quality and extensive learning resource for English teaching, and the flipping classroom provides a new teaching model for English teaching. The corpus-based interpreting and flipping classroom teaching mode meets the realistic needs of students in the information age. The construction and application of this model will further promote the deep integration of information technology and English courses, and promote the transformation of college English teaching concepts and the reform of English curriculum system.

1. Introduction

In recent years, the corpus as a new paradigm for interpretation studies has received the attention of scholars at home and abroad. The emergence of corpus not only marks the progress of research methods and methods, but also marks a major shift in research thinking and thinking [1]. The "Internet +" strategy will promote the improvement of China's mobile Internet, cloud computing, big data and other digital infrastructure [2]. It will also lead to numerous social changes, and it will also bring new opportunities for the development of educational technology [3]. It is worth noting that experts and scholars at home and abroad have paid great attention to the concept of flipping classrooms. Flipping the classroom as a new teaching mode, through the teacher-student interaction in the classroom to complete troubleshooting and knowledge building [4]. Under the background of this era, education is undergoing major changes, and the reversed classroom teaching mode based on information technology support emerges as the times require. The individualized autonomous learning, diversified collaborative inquiry and open communication and interaction emphasized in the flipped classroom have pointed out a new direction for the deepening reform of English teaching [5]. As a new teaching resource with great potential for development, micro-course has also become a research hotspot in the field of modern educational information technology.

As a new type of teaching form in the information technology era, the essence of flipping classroom is to turn over the traditional learning process. Let the learners complete the independent learning of knowledge points and concepts in extra-curricular time. Corpus provides a wide range of high-quality learning resources for English teaching, while flipped classroom provides a new teaching mode for English teaching [6]. The perfect combination of the two can realize the innovation and development of English teaching in teaching content and teaching methods. The teaching workload of English teachers has been further increased, and the scale of English classes has also become larger and larger [7]. The existence of multiple learning methods increases the content of students' learning, but the amount of teachers' classes is decreasing. College English is a language subject, and it is also listed as a "major class compulsory" course in most colleges and universities, that is, a public subject that every freshman needs to study [8]. The corpus-based interpreting and flipping classroom teaching mode meets the practical needs of students in the information age of interpreting learning [9]. The teaching style of each student cannot be taken care

of during the teacher's teaching process. In addition, the lack of students' self-efficacy makes the classroom silence in the college English class at this stage more prominent.

2. Feasibility Analysis of Interpretation Flip Classroom Teaching Driven by Corpus

Micro-courses and flipping classes can give full play to the main role of students' learning, and significantly enhance the interaction between teachers and students and between students. In the personalized learning under the flip classroom teaching mode, students become self-paced learners. They can control the choice of study time and place of study. You can also control the amount of learning and the amount of learning. Students also hope to further consolidate and enhance their interpreting skills through the Internet, and hope to receive personalized guidance from teachers through online communication. Students are the protagonists of the whole learning process, and they are no longer passive knowledge receivers in the traditional classroom. Students can understand and absorb the knowledge they have learned through group learning and collaborative learning in class. Corpus-driven interpreting flip classroom teaching can meet students'practical needs. It can get rid of the limitations of traditional English teaching and the constraints of time and space, and provide a large number of contextual teaching materials for English teaching.

Reducing teachers'teaching time in class and leaving more time for students' learning activities are another core feature of flipping class. The implementation of flipped classroom needs not only the support of information technology, but also micro-class as a carrier. The process of knowledge imparting and internalization in traditional teaching is reversed in the reversed classroom. The internalization of knowledge is put into the classroom and completed in the guidance of teachers and the cooperative exchange of students. Interpretation corpus is a kind of interpreting corpus that processes, analyses and stores massive interpreting data through computer technology so that users can index, retrieve and analyze interpreting data quickly. The evaluation of teaching effect is mainly carried out in the form of process evaluation and summative evaluation [10]. Flipping the classroom greatly enhances the interaction between the teacher and the student as well as the student and the student in the classroom. Because students use the instructional videos to conduct a certain degree of in-depth study of the courses to be learned, in the classroom, students mainly ask questions, teachers answer and discuss and exchange between students. The transfer of knowledge is placed before the class and is completed by the students themselves.

In the classroom, teachers can save more time and face-to-face discussions with students, focusing on solving students' difficult problems. This will help students to deepen their learning, focus on problem solving, and develop high-level thinking skills. The relationship between the English learner corpus and the learning effect is assumed to be consistent with the observed data. The path coefficients of the path model are significant. Figure 1 is a path analysis model for the effective learning environment construction dimension and learning effect.
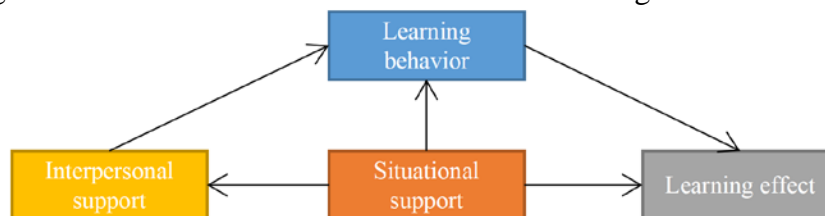

Fig. 1 Path analysis model

Interpreters can create an English teaching corpus with themes of diversification, search facilitation and miniaturization to effectively solve the problem of lack of corpus in English teaching before, during and after the interpreter. When teachers evaluate, the interactivity in the classroom becomes more effective. According to the teacher's evaluation feedback, students will have a more objective understanding of their learning. In this case, teachers need to provide students with the necessary learning resources to design inspirational questions and targeted exercises for students. In order to enable students to complete the acquisition of knowledge before class, so as to prepare for the absorption and internalization of knowledge in class. Teachers can use

interpreting corpus to compile different interpreting learning corpus for students of different interpreting levels, which is easy for students to learn independently in and out of class. In the flipped classroom model, the original classroom teaching content is completed by network technology before class. On the basis of not reducing the transmission of basic knowledge, we should enhance the interaction between teachers and students in the classroom. By using the software of interpreting corpus, teachers and students can get more intuitive statistical data, so as to objectively analyze the actual use of language.

3. Feasibility Analysis of Corpus Application in Interpretation Teaching

Because of the large class teaching mode and the weak relevance with the major courses, it is difficult to arouse the interest of students from different majors by using a single English teaching mode. Teachers should be as student-centered as possible when designing flip classroom teaching. Through various effective teaching activities to help learners understand and internalize knowledge, improve classroom learning effect. Interpretation corpus can show the characteristics, frequency and common rules of various sentence patterns in bilingual, so that students can understand and master how to use different sentence structures to optimize the expression effect of the translated text. Teachers should draw learning path maps according to students' actual needs and syllabus requirements, and make high-quality series of micro-courses based on path maps. In the classroom, teachers should carefully design classroom activities in a variety of teaching styles to mobilize students' participation. The language features at the lexical level, sentence level and discourse level presented by the interpretation corpus enable students to master the use of the translated language and expression habits.

After the implementation of the first phase of English listening and speaking learning supported by the corpus, stage testing is required. Since the speaking test takes a long time, only written tests are taken. The main content of the test is the three modules studied at this stage. The test results are used as the basis for evaluating the learning effects of the students at this stage, and also serve as the basis for the second phase of policy adjustment. The test results are shown in Figure 2.
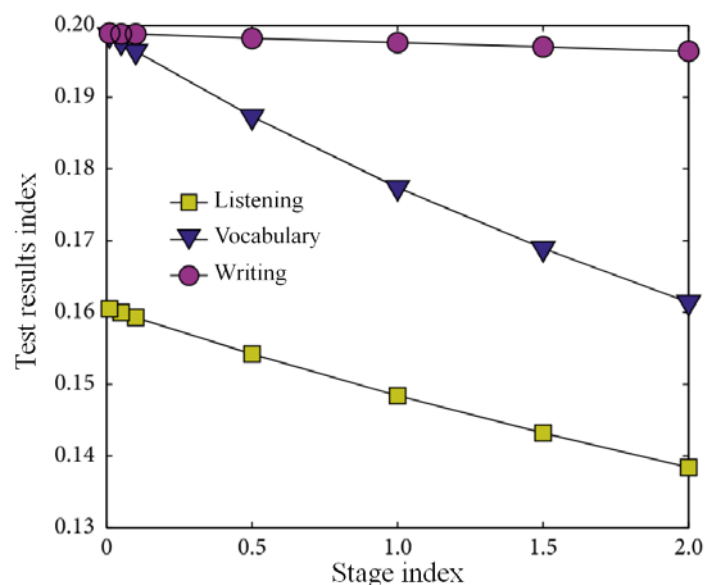

Fig. 2 Comparison of written test scores of listening, vocabulary and writing

Flipping classroom has a certain reversal of the traditional classroom teaching structure, which is a kind of pre-class for students to learn knowledge independently by watching micro-classes or other ways. Compared with primary and secondary school teachers engaged in basic education, College English teachers have relatively high educational background and the ability to accept new things quickly. All the learning tasks in class should be completed by students independently or in collaboration with students. Teachers only need to give help and guidance when necessary. In the

process of designing the reversed classroom teaching mode, it is not only in the stage of knowledge transfer before class, but also in the stage of knowledge internalization in class. We should take students as the main body and let them be the masters of the learning process. From the students'point of view, college students are more capable of self-learning and self-control than students in compulsory education stage. In class, teachers help students to absorb and internalize knowledge, and after class, let students consolidate knowledge in a new teaching mode. Most of the college English teachers who have a certain language and teaching knowledge system can combine the experience of their own language learning to achieve innovative teaching of college English.

Students' strong desire for and concern for society is in stark contrast to their vague understanding of social modelling. In the subjective expression of students, the compulsory binary division of campus and society makes the two form a semantic opposition in the use of words. The learning environment refers to the students' perception of learning the physical environment, social environment and psychological atmosphere. Between the teacher's behavior and the learning effect, it becomes an important potential factor that determines the learning effect and affects the cognitive and emotional development of students. The individual explanatory power data of the three dimensions of effective learning environment show that learning behavior and context support have significant explanatory power for learning effects. However, the data shows that the interpersonal support factor is not significant. As shown in Table 1.

Table 1 Effective learning environment to build a corpus to estimate the learning outcomes

Constant	Standard error	Standard coefficient
Learning behavior	1.29	0.471
Interpersonal support	0.71	0.068
Scenario support	0.16	0.112
Learning result	0.21	0.061

The current college English teaching mode in Chinese universities combines the use of multimedia intensive instruction with students' self-learning through network. Flipping the classroom is not just a reversal of the teaching process, it is not a simple pre-class video, and exercises in class. Flipping the classroom as a new teaching method, the core of which is the internalization of knowledge in the class. The use of flipping classroom concepts in English teaching can break the shortcomings of traditional English teaching, and greatly promote the interaction and cooperation between teachers and students, thus improving the quality of English teaching. College English teachers have better application skills in information technology. In the process of informationization of education in China, informationization of higher education is in the forefront of informationization of other educational levels. The real meaning of flipping the classroom lies in the collective discussion, cooperation and communication in the classroom. If we only provide students with exquisite micro-lessons, but ignore the discussion link in class. This undoubtedly reverses the end and loses the significance of classroom reversal. In order to make more effective use of multimedia, students should internalize their knowledge and truly realize their individualized learning. A more perfect and scientific College English teaching model is needed.

4. Conclusion

At the present stage, the younger teaching staff is conducive to its acceptance of new things. Young teachers'strong innovation and solid application ability of information technology make it easier to carry out the flipped classroom teaching mode based on micro-lessons. With the advancement of information technology in education and the reform of College English teaching in China, the perfect hardware allocation of colleges and universities can also meet the requirements of implementing the flip classroom teaching mode based on micro-lessons. With the help of information technology and corpus, students can be guided to carry out individualized learning, so as to achieve the dual purpose of comprehensively improving the quality of English teaching and the comprehensive ability of students'interpretation. The implementation of the flipping classroom

also puts forward higher requirements for the professional development of teachers. Teachers must not only have the ability to master modern educational technology, but also scientifically and rationally allocate relevant modules for each teaching. The enhancement of students' self-learning ability and expressive communication ability makes this teaching mode easier to promote and accept among students. It is feasible to apply the micro-class-based flip classroom teaching mode in college English teaching in China. The vast number of teachers and educators can only gradually improve the flipping classroom teaching mode suiTable for college English by continuously accumulating the experience of flipping classrooms in practice.

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