

Research on the University English Inverted Classroom Teaching Model Based on Cross Culture Communication

Shen Yuanyuan

Nanjing Normal University Taizhou College School of Foreign Language, Taizhou, Jiangsu, China

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Abstract: With the increasing attention of higher education, the university teacher and education scholar all over the world are contributed to explore the innovative teaching model. English as one of the most popular and widest application language is a compulsory course in national education science primary school. The current situation of English teaching is merely limited in the class time and text book, so that the university students have acceptable reading and writing ability while the listening and speaking ability is too poor to normal communication. For better university English teaching effect, the inverted classroom based on cross culture communication has been introduced as a creative education model. The cross culture ability is the higher requirement for better language application, which emphasize more about culture situation. The inverted classroom is an innovative education theory that invert learning activities during class time and after class compared with traditional teaching model. The invert classroom could improve the self-learning ability of university students with the inversion role between students and teachers. The paper highlights the specific teaching strategy of inverted classroom English teaching based on cross culture communication that includes combination between language structure and cultural knowledge, the respecting of culture difference, and the consideration of western and eastern value.

1. Introduction

English is one of the most popular language all over the world, which means it is an important communication tool in dairy life and work. The purpose of English learning is to communicate with people from abroad in a professional level. While in the real communication process, because of different cultural background, the misunderstandings and misstatements will happen usually, which generate the communication barriers to increasing the difficult of cross culture communication. Therefore, the contemporary education principle emphasize the cross culture communication ability for university students during the English learning and teaching process (McKay, 2016). The information development of education rise higher requirement about the English teaching in high school and university, in where the innovation of education theory and learning methods play the role of core as well as high quality education resource and information learning surrounding work as the foundation. Under the information education surrounding, the combination between inverted classroom teaching model and cross culture communication English learning could establish a new teaching platform, where students could select any relative video updated by teacher independently. This innovative teaching platform could solve the important and difficult knowledge points, and ensure the training to improve the cross culture communication ability of students. As a consequence, the initiative and motivation of learning could be improved largely as well as the comprehensive innovation ability to realize the purpose of high quality education.

The cross culture communication ability refers to the unique activity form that individual attempts to realize personality and target expectation under a particular surrounding. The definition of cross culture ability emphasize that the cross culture activity should be adequate, sufficient and suitable. Based on this opinion, the successful cross culture communicator could overcome the influence caused by culture shock and conduct effective communication with others. In other word, the cross culture communication means that the ability of social under different culture context, and emphasize the recognition of different culture. This kind of communication ability could be divided

into motivation, knowledge and skills, which is the widest acceptable classification. Normally, the foreign language level could be the standard to evaluate the ability of cross culture communication. However, the social ability plays a more important role in the cross culture communication. The cultivation of cross culture communication ability could be divided into two aspect, one is the cross and the other is improvement. The formal one is the key point of language learning and understanding while the latter one should be paid more attention to become the more important education target. The concept about cross culture communication should consider about the main component of of this theory, and there are two different explanation. The first layer of understanding is that the social ability is a entirety, which could not be divided into several different aspects. The other explanation is opposite, the social communication ability is composed by several different abilities (Figure 1), such as social culture, communication and cross culture language abilities.

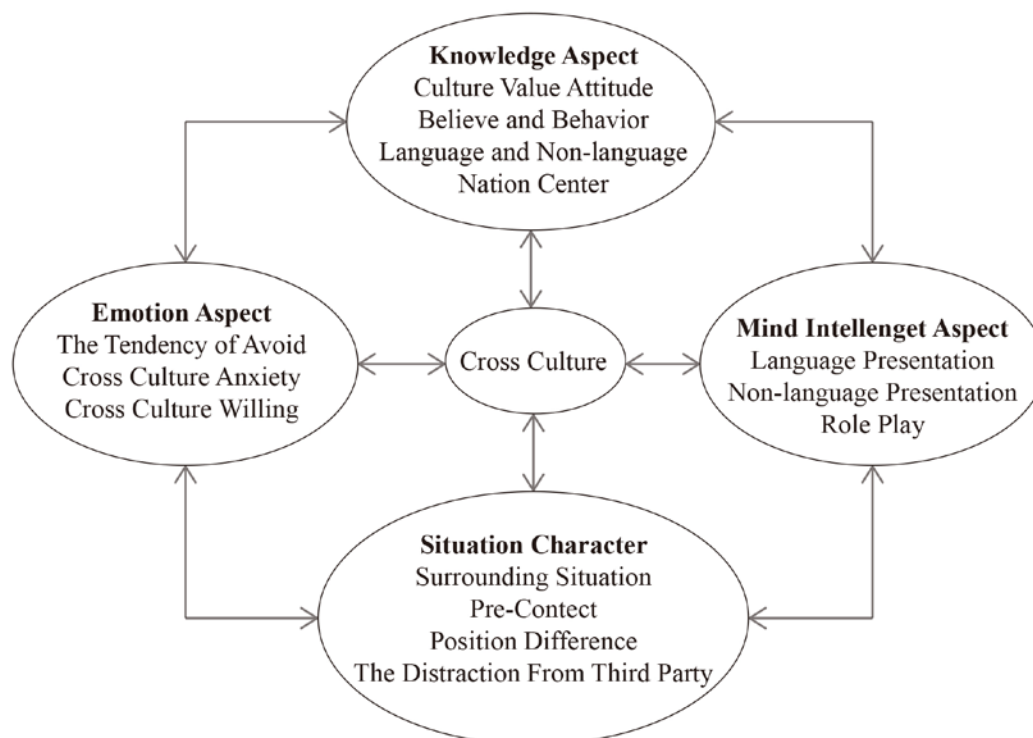


Figure 1. The Four Main Factor of Cross Culture Communication

2. The Theory Foundation of Inverted Classroom Teaching Model

2.1 The Concept Description of Inverted Classroom

The university English is one of the public fundamental course for higher education, which is the founder and forerunner high school course innovation and revolution. The quality of university English teaching has a close relationship with learning effect that will influence the learning process for other courses more or less (Knapp, 2015). Therefore, the university English plays a significant role in the competition ability improvement, because it could broaden international horizon and accumulate professional knowledge. Although the national revolution of university English course has been applied for several years, a large part of universities are still use the traditional teaching model. The teaching activities of English classes merely based on the text book. Usually, students are occupied by the club activity and part time job, there is little time and energy provided for English review, which has negative influence on English class teaching effect.

At the moment, the inverted classroom original from America work as the new teaching method which is totally different from traditional one has draw world wide attention gradually. The theory foundation of inverted classroom is that learning activity includes broadcast and transition two different process. Meanwhile, the rapid development and wide application of computer in education

provide the condition for inverted class. The advanced technology even could replace teacher's duty partly. As one of the most popular revolution point, the inverted classroom are widely applied in developed countries and accepted by teachers and students from all kind of grade, while the concept of inverted classroom is just introduced into university education that is stay at the beginning stage. Nowadays, the rapid development of national information technology and the wide application of internet provide suiTable foundation and excellent opportunity for inverted classroom development. In other word, the innovative teaching model made by inverted classroom is the outcome of information education, which could be recognized as the broke innovation of traditional teaching model. As the international innovation teaching model, the inverted classroom teaching model has its unique advantages compare with traditional one. The introduce of inverted classroom in the university English teaching practice could assist the teaching participate to get out of the limitation of current teaching strategy, and bring the convenient and benefits for the language learning process of university students. In essential, the inverted classroom could achieve the deep revolution of university English teaching, and to improve the English level from listening, speaking, reading and writing. Therefore, the university English teaching level and English comprehensive application ability could be improved in a large degree.

2.2 The Current Situation of Inverted Classroom

Those theories could benefit the following research and study for high-rise building fire protection. The challenges about current application of inverted classroom teaching model mainly includes the poor computer ability from teacher as well as the insufficient learning time from students. It is quiet difficult for teacher to learn computer and internet technology which is necessary for the inverted classroom teaching platform. The requirements about teacher is not only limited in the professional knowledge of English teaching, but also includes the ability to operate the internet platform. For inverted classroom, teacher is required to design the teaching assisting resource and material, and promote the interaction between inverted classroom, students and cross culture communication (Tolks et al., 2016). Therefore, English teachers are supposed to design the teaching content through the computer technology and the internet platform, and take fully advantage of this high quality teaching resources. In addition, the English teachers should challenge subjectively in terms of the teaching ability and professional knowledge. The teaching ability could be improved from studying of the modern education theory, psychology, sociology and master advanced technology. The teachers with improved ability and level could become the organizer of inverted classroom and the supervisor the teaching process to become the guider and director of students, so that the traditional teaching and inverted classroom could be combined organically, which could improve the study efficiency and motivation. On the other hand, the students must ensure the sufficient study time to participate in the inverted classroom actively. All the assignments in the inverted classroom should be completed in time. In the inverted classroom, the students are supposed to take fully advantages of internet resource and technology to access knowledge and broaden horizon. The understanding about custom and culture from different country could enrich the spirit and improve the comprehensive ability to enhance the cross culture communication ability.

Normally, the inverted classroom is defined from practice process and study essence two aspects. The other name of inverted classroom is flipped classroom which means the English tutor will combine the difficult but important point with part new knowledge based on the class teaching content to create English learning video. Students could watch the learning video after class to preview the teaching content to achieve the independent study and realize the knowledge transformation. Subsequently, the students should completed the online test based on the video, to review all the knowledge achieved from inverted class. Bring all the question through the before-class study to participate the interaction with teacher during the class time. The communication, cooperation, sharing and discussion could assist the better understanding of knowledge to completed the learning activity. This new teaching model attempt to turn the learning process into the form of preview with the handout provided by teacher. The group discussion section could solve

the confusion during preview process and the communication between teacher and students improve the divergent thinking and critical ability, as a consequence, the communication and cooperation ability is the key factor that solve problems.

3. The Advantages of Inverted Classroom In University English Teaching

As the Conductor during learning activities, the well understand about behind potential and intelligent level of each student should assist the control of study process and difference between students. The inverted classroom teaching model in university English could solve as many as possible confusion during limited class time to improve the English education quality. This innovative education model give a huge challenge for teacher which ask for good computer ability as well as professional communication ability.

3.1 Improve the Self-Learning Ability of Students

Generally, the learning process includes the knowledge broadcast and transition two processes. In the traditional English teaching process, the knowledge broadcast is completed during class time, and the information transition is achieved by homework and after class preview. If there is any confusion during the transition process, the teachers could not provide assistance in time, which could influence the effect of transition (Domínguez et al., 2017). The inverted classroom is invert the broadcast and transition process in traditional education model. The knowledge broadcast has changed from classroom into home, and the knowledge transition has changed form after class time into class time. The innovative teaching model are inverted from time and space two aspects. In addition, teacher would participate in the whole process of knowledge transition that could solve the problems in time. The cooperation and discussion between students could assist students to understand the knowledge better. The transition of knowledge is one of the most important section during language studying. With the wide application of inverted classroom teaching model, the outcome of teaching and learning could be improved greatly.

Under the inverted classroom model, the university English teacher should summery all the important and different point into 15-20 minutes video. This teaching material could combine the cartoon, story telling and funny question to generate a comprehensive. Hence the learning process could be more interested and not limited in the text content anymore. The traditional 45 minutes long class time will loss student's attention easily. The video preview material should be short, brief and clear, which require students to be concentrated in a quiet short time. The main function of the video is to assist students to preview learning content and completed the online test to find out problems. Based on the learning situation, the students could determine the location of video repeat play, which is totally different from the single direction knowledge broadcast to save learning time and improve learning efficiency. Something worth attention is that the precondition of inverted classroom is the self-learning ability. To ensure the quality of learning activity during class time, the students must completed the preview section and have a comprehensive understanding about learning content. Only the high quality preview study could ensure the smooth communication between students and teachers during class time. The interaction and discuss could generate a deeper understand for English learner. The inverted classroom could help students to get rigid of the rely on teacher to widely apply the English to communicate. Therefore, the inverted classroom could improve the self-learning ability of students, which is corresponding to the information education concept.

3.2 The Inverted Role between Student and Teacher

The traditional teaching model mainly focus on how to maximal the knowledge transition effect in the fixed time and space. In other word, it emphasize how to arrange the teaching content and transit to language knowledge into the beat effect and order. This kind of teaching model consider about the process of knowledge broadcast and transition carefully. The traditional teaching method pay more attention to the learning outcome but ignore the main body of learning activity. Without consider about the original ability and level of students, the teaching process could not be suiTable

for all level students. The performance of students during class time is not sufficient for expected learning outcome (Erten et al., 2018). However, the inverted classroom combine the online teaching with the difference level teaching, which could assist students in knowledge transition and broadcast largely. Therefore, the class time for inverted classroom plays a more important role for improving class value. Something worth attention is that the inverted classroom is not equal to video teaching, and the knowledge transition process is the outside presentation of interaction between teacher and students. Some people think that in inverted class, the video could replace the function of teacher, and the role of teacher has been weaken. In essence, the role and function of both students and teachers are changed. Through the inverted classroom teaching model, the role of teacher transformed from the one direction teaching into the knowledge sharing. The students changed from the passive learning into the active exploration, as a consequence, the students become the main body of learning activity. The role of teacher has been emphasize rather than weaken, as teacher is the main guider during the process of knowledge transition. Influenced by several objective factors, the English listening and speaking ability for university students is weaker than reading and writing ability, and the traditional teaching model pay less attention to the speaking and listening ability, which is the main reason for the poor cross culture communication ability of university student. Therefore, the inverted classroom could correct the pronunciation and spelling mistake of language using at the same time with knowledge transition process. Compared with the traditional teaching model, the expression of English in terms of time space. This kind of extension and widen could ensure the language output with a large quantity language input, which could contribute to the language confidence during cross culture communication.

4. The English Teaching Strategy of Cross Culture Communication

Theoretically speaking, cross culture communication is a concept that has broad application. It may refer to communication between different races, nations or countries and between different genders, age groups, occupations, social classes or educational level. It might also refer to communication between different regions of one country. In the meantime, the cross culture communication has three different classification, which is the inter-racial communication, inter-ethnic communication and inter-cultural communication. The worldwide interest in cross culture communication grows out of tremendous change in technology, economy, immigration pattern and the emergence of multiculturalism. The advanced new technology and the increase of cultural migration, also the economic globalization and the growth of the word population are the main reason for increasing cross culture communication. With the globalization of the world economy and wide use of the internet which is tearing down national boundaries, cross culture communication has become part of our daily life. As a result, understand other culture is indispensable and need for cross culture knowledge and skills that lead to cross culture communication competence become essential in our society. The importance of studying cross culture communication cannot be overstated.

From the perspective of university English teaching objectives and requirements, cross culture communication mainly includes the following three aspects (Figure 2). First of all, the teaching content of university English also involves the cross culture communication of policies, political views, values, customs and habits, politeness and appellation (Jirwe et al., 2015). Secondly, nowadays university students have no chance to talk with foreigners, even if there are only a few students. However, along with the reform and opening up, abroad and at home part in the work related to the cross-cultural communication is becoming more and more have to learn and master to deal with people of different cultural background of practical skills so as to adapt to communication. It can be seen that the cultivation of cross culture communication ability of university English teaching students is the requirement of language learning itself and also the need to adapt to the international society.

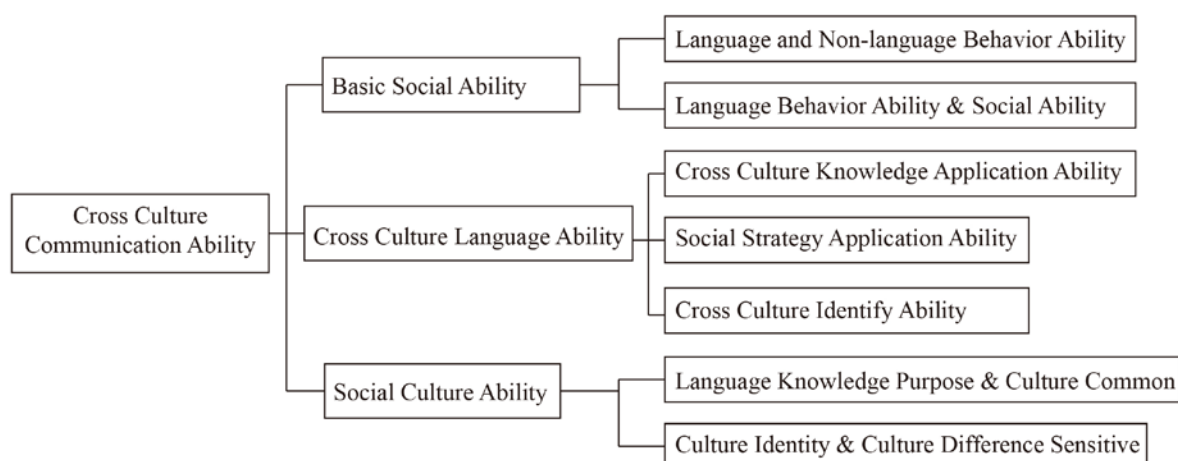


Figure 2. The Component of Cross Culture Communication Ability

4.1 Combine Language Structure with Cultural Knowledge

The University English Textbook provided for first grade includes four theme ‘Art’, ‘Poems’ ‘A Healthy Life’ and ‘The Power of Nature’. All those four themes have connection with western social and culture knowledge more or less. During the university English teaching, teacher could take the advantages of those topic to introduce students the western culture to cultivate their cross culture communication ability. In terms of the healthy life topic, teachers could take a advantage of the positive emotion to continue the culture teaching activity. In addition, the culture education need the support of native language support (Teng, 2017). The tutor could guide the students to transform the language culture knowledge of ‘...nouns spelt with a big letter at the beginning of the word...’ into the expression of ‘agreement’ and ‘disagreement’, which could improve the social ability of students. The culture language stricture of agreement and disagreement was shown in Table 1. The specific operation model could be expressed as following:

Student A: In English, names of people are spelt with a big letter at the beginning of words.

Student B: Exactly (could be replaced by ‘Agreement’)

Student A: In English, names of things are spelt with a big letter at the beginning of the word.

Student B: I don’t think so. (could be replaced by ‘Disagreement’)

Table 1 The Culture Language Stricture of Agreement and Disagreement

NOUNS spelt with a big letter at the beginning of the word	Agreement	Disagreement
Names of People/Places	Exactly	I don’t think so
Title of Books/Magazines/Newspapers/Stories	That’s true	I am afraid not
A Person’s Title	You’re right	No, I don’t think so
Months of Year	That’s correct	No way
Nationalities	I agree	I doubt
Holidays...

Therefore, for the university English education, teachers are supposed to do their best to combine language culture knowledge with the native language structure (Bösner et al., 2015). Only in this way that students could learning the language structure well in specific language situation. The occasion that students use English for cross culture communication could improve the understanding about different could context. The sensitive about culture is the essence of cross culture communication. However, as a university student, only combining the language structure with culture knowledge is not sufficient to satisfied the requirement about cross culture communication ability, but also should pay attention to the attitude towards culture difference.

4.2 Respect Culture Difference

Vocabulary is the most basic part of cross culture communication, and the learning of the different usage of vocabulary in communication can help students understand the cultural meaning

of vocabulary. Therefore, vocabulary difference teaching is one of the ways to cultivate students' cross culture communication ability. Because of the great cultural difference, there are many words with cultural attachment in English and Chinese, which are named as culturally - the loaded words. The content or association of this kind of vocabulary in the mind of people with different cultural backgrounds is different in many cases. As the loader of two different cultures, the vocabulary could represent their own culture totally, and the cultural difference between Chinese and English vocabulary could be represented in many aspects.

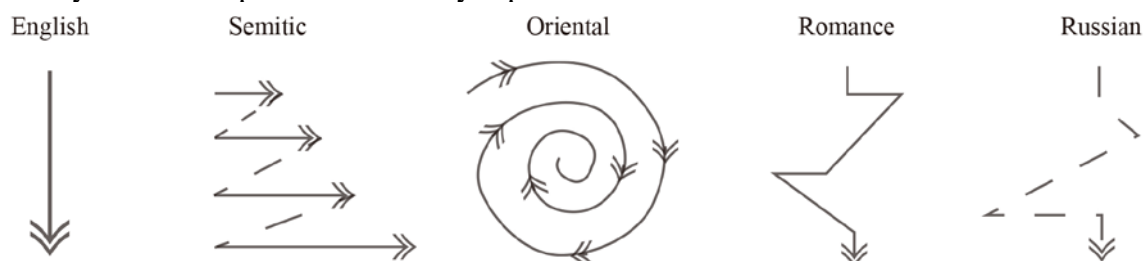


Figure 3. Diagram of Thinking Model between Western and Eastern Countries

Generally speaking, the culture thinking method in western country is linear, while in eastern is cyclical (Figure 3). The differences between Chinese and western ways of thinking lead to great cultural differences in the composition of sentences and texts. In teaching, if students can explore their inner cultural information and help them understand the cultural connotation contained in syntax and discourse, they can improve their language intercultural communication ability. In particular, for English learners in the Chinese environment, the teaching of cultural differences between sentences and texts can greatly help them reduce the interference of Chinese in English learning (Rutar et al., 2016). In other word, the the language transfer could be applied in English teaching to improve the learning effect. Transfer refers to the influence of similarities and differences between the target language and other acquired languages, which could be classified into positive transfer and negative transfer. The sentence structure and example of positive and negative transfer was shown in Table 2. During the teaching practice, we should consider more about the positive transfer and avoid the negative one.

Table 2 The Sentence Structure and Example of Positive and Negative Transfer

	Sentence Structure	Example Sentence
Positive Transfer	S+Link-V+Predicative	He is a student.
	S+Vi(+Adverbial)	We have already arrived.
	S+Vt+IndirectO+DirectO	You gave me a book.
	S+Vt+O+C	His father made him practice for the whole afternoon.
Negative Transfer	S+Link-V+Predicative	I became breathless quickly.
	S+Vi(+Adverbial)	I studied in the library yesterday.
	S+Vt+O	He told us a story.
	S+Vt+O+C	We can't move their homes out of here.

4.3 Combine Western and Eastern Value

Values are a pattern formed by individuals or groups through cultural communication, which is the deepest culture. Values are the core of cross culture communication ability, as well as the norms and moral standards of people's action rules, way of thinking, cognitive criterion, philosophy of dealing with the world, and evaluation of things. To understand the differences of values between help students better understand the cross-cultural differences and the deep reasons of these differences, thus reducing the students in the process of cross-cultural communication misunderstandings, improve their pragmatic competence, develop his ability to cross-cultural communication. The fundamental difference between eastern and western values is that the core of Chinese values is collectivism, while the core of western values represented by the United States is

individualism. Here is an example of a value difference that leads to poor communication: An American teacher (A) invited her two best Chinese friends (B) to dinner at Thanksgiving (Pena et al., 2016). The Table is completely western decoration, and the topic of conversation is the beautiful and delicate napkin brought by American teacher A from New York

...

B: They are so beautiful, aren't they?

A: Yes, they really are. I bought them in York.

B: Well, well. Actually we don't have to use them. You may save them for your important guests.

A: What do you mean? Don't you think that you are my important guests

...

Treating friends as "one's own" is one of the manifestations of the strong collective consciousness of Chinese people. Therefore, the Chinese consider themselves as the best friend could accept the normal napkin, and this delicate one should be prepared for very important person who is a guest. However, under American culture, the closest friends is the most important guests. Obviously, the good intentions of both parties are not understood due to the differences in cultural concepts, which lead to poor communication and violate the purpose of communication. Therefore, in English teaching, teachers should guide students to learn more about the values of the cultural differences between east and west, avoid the students in communication with Chinese values to analyze, think of the problems of the exotic, improve students' cross-cultural communication ability.

5. Conclusion

In summery, the inverted classroom as creative education model are applied widely in higher education especially in the English teaching process with high requirement on cross culture communication ability. Based on the internet and computer technology, the inverted classroom teaching method that invert the learning content in class time and after class could improve the self-learning ability. The preview video before class is the teaching material prepared by teacher and published on internet platform, which require high self-learning ability. Meanwhile the changing role between students and teacher could promote the learning interest of student largely, and emphasize the function of teacher. Combining language structure with cultural background is one of the most important strategy for inverted classroom teaching model, which will contribute to the improvement of cross culture communication as well. Language as the tool of communication normally between cultures should focus on the respecting attitude. In addition, the huge difference between western and eastern thinking value. Education as the foundation of national improvement should draw sufficient attention. Inverted classroom based on cross culture ability could be the break through point of education innovation.

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