

# The Corpus-based Approach to the Application of Flipping Classroom Teaching Models on College English Teaching

Haiyan Wu

Wuhan University of Engineering Science, Wuhan, Hubei, 430200, China

**Keywords:** College English Teaching, Flipping Classroom, Corpus-based Study

**Abstract:** The flipping classroom mode is a new teaching mode that reforms and subverts the traditional teaching mode to improve the teaching effect of the school. In response to this classroom model, domestic and foreign scholars have conducted a lot of practical research. This paper analyzes and discusses the meaning of the flip classroom mode and the implementation process of the classroom mode in college English teaching, and hopes to provide some help to the perfect development of the flip classroom mode.

## 1. Introduction

The goal of college English teaching is to train students' comprehensive English ability and improve their comprehensive cultural literacy. 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. The development of flipping classroom teaching mode abroad has already had a relatively complete practical and theoretical basis, and it has gradually begun to rise and develop in China's educational undertakings.

## 2. The meaning of flipping the classroom

The flipping of the classroom mode is an inversion of the traditional teaching method. The main implementation point is to transfer the knowledge transfer from the classroom to the lesson, and the students complete the relevant knowledge independently. The task of the teacher in the classroom is to help students learn about self-learning. Make detailed explanations and deepen students' understanding of knowledge. In this classroom mode, students use the knowledge they have learned to solve difficult problems arising from self-study tasks. Teachers and students exchange equality, students cooperate with each other, and students' ability to use knowledge flexibly is cultivated. The difference between the flipping classroom teaching mode and the traditional teaching mode is also reflected in the knowledge transfer work is completed by the interaction between teachers and students, and the knowledge transfer medium is also transformed from the blackboard book in traditional teaching to the application of information technology equipment, speeding up teaching. Progress is progressing. In the teaching mode of flipping classrooms, students can find suitable learning resources through the Internet, receive the teaching content of teachers, and understand their own deficiencies in interacting with others. The role of teachers in the classroom has also changed from the original lecturer. Participants and guides of learning, the characteristics of flipping classroom teaching models are more procedural, the content of activities and details are arranged reasonably, and the teaching process is well organized. Of course, this model is also not satisfactory. If you can't clearly and clearly show the teacher's teaching strategies and teaching modes in the classroom activities, you need to gradually improve in the future practice and exploration. The video replaces face-to-face classes. Compared with the traditional teaching mode, video teaching is more intuitive and vivid, and students are easier to understand and accept. The communication methods in the teacher-student interaction are more personalized. Since the student's progress can be separated from the teacher's arrangement for more independent learning, students have more time to participate in the teacher's key learning activities in the flipping classroom, the teacher-student interaction frequency increases, and the communication effect is

significantly improved. The environment in which students learn is more autonomous. Flipping the classroom teaching mode makes most of the learning tasks completed by the students themselves, which is conducive to cultivating students' learning ability and exploring the ability to discover problems, which is conducive to the cultivation of innovative learners. Teachers are no longer the leader of education, but participate in the learning activities of students as a kind of "class-based seniors", inspiring and guiding students, and solving some problems in time.

### **3. Overview of flipping classroom teaching mode**

As a new teaching mode, the flipping classroom is still in its infancy in the education sector in China, and has not yet formed an inherent system theory. After a large number of actual investigations and studies on foreign education models and in-depth analysis of English flipping classrooms, it can be found that as the core subject of English flipping classroom, English teaching video is used in flipping classrooms, which is important for its overall teaching efficiency enhancement. The specific English teaching video is broadcast to the students, so that after learning the new knowledge independently, the students change the English classroom time into the discussion time with the teacher, and the problematic knowledge points in the self-study process are put forward in the classroom. FAQ. That is to say, the traditional education teaching mode classroom teaching after-school confusing process can be transferred, which can enable students to improve their ability to solve problems independently, increase the relationship between teachers and students, stimulate students' enthusiasm for learning English, and improve the efficiency of English teaching.

As an education and teaching model actively promoted by the new curriculum reform, the English flip classroom has its own advantages. Among them, there are mainly the following. First, the position of teachers and students has changed in the English teaching classroom. The core position of English teaching is no longer a teacher, but a student. The mastery of the specific knowledge of English subjects has also changed from the mode instilled by teachers in the past to the mode of students' self-acquisition. The role of teachers in the teaching process is not traditional. The forced spread, but the counseling of answering questions. The humanized design of English flipping classroom education teaching mode makes the relationship between students and teachers gradually equal, which has a certain promotion effect on the relationship between the two. Second, the content of English teaching in the flipping 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, and the students' enthusiasm for learning has also been mobilized. Thirdly, the education model of the reverse classroom is applied in the classroom of college English education and teaching, so that students can pre-learn the content to be learned before the start of classroom education. In the classroom, they will discuss with teachers and other students. The knowledge is maximized in a limited classroom time.

### **4. Strategies of flipping classroom teaching mode in college English teaching**

As we all know, flipping the classroom is to put the students' study outside the classroom. Under the guidance of the teacher's guide or micro-video, the students complete the pre-school learning tasks designed by the teachers through independent learning. In the traditional English listening class, teachers first play listening audio, watch the mastery of the students, play it two or three times or more, and then check the answers against the questions behind the listening materials and explain them accordingly. This is a waste of time for the undergraduate students and the possibility of expanding the listening materials; for students with weaker foundations, they may not be able to keep up with the rhythm. The end result is that teachers can't accurately understand the mastery of each student's listening recordings anyway. Therefore, the author first adopts the method of placing listening audio before class in 3+2 class: the same audio is arranged for all students, and the students are required to reach the level of class retelling. At the time of the classroom examination,

the students' general level is mastered according to the proficiency of the students' retelling, and the abilities are classified. Prior to the listening class, students of different abilities were provided with different listening materials. For example, the balance of students is arranged to consolidate the level of true questions over the years; repeating the test-taking candidates to arrange high-frequency scenes for targeted points; a certain category of particularly weak students to arrange special listening questions (such as news listening, etc.). Practice has shown that after 30 class hours (the time spent before the class is far more than 30 class hours), most students' listening scores can be significantly improved.

When the pre-class teaching content can be taught in accordance with the aptitude, classroom teaching is a matter of course. For example, in the listening part of CET-4, in the class, the author will use flexible methods such as group discussion, extended practice, and in-class testing to guide students flexibly. For example, in the reading ability training section, the Reading in depth on the Comprehensive English Course textbook should be practiced twice. The first time is done when the students don't understand the content of the text at all. The answer is mainly based on the vocabulary and sentence grammatical structure given by the title. The second time, the students are asked to do it again after understanding the content of the article. They usually Change some of the original options because you really understand the meaning of the article. Then, according to different situations, the corresponding counseling: If the students do not know the vocabulary after the topic, they need to start from the increase of vocabulary to grasp the basic skills; if the students can read the article but choose the wrong answer, then the structure or logic of the specific sentence needs to be studied. Relationships to understand the hidden information; if students have a large number of errors, they need to help them classify the words involved and reduce the chance of error.

For another example, the author successfully used the flip classroom mode in writing ability training to greatly improve students' writing ability. When taking over 3+2 classes, many students have a relatively poor writing foundation. It is very difficult to write a few complete sentences, and the grammatical errors are full. The author increased the reading input and writing input before class: a large number of writing templates and high-frequency grammar statements were given to students to recite before the class; students were required to read the Chinese and English news every day after class; check the writing set and advanced grammatical structure sentences in class. Reciting, picking social hot topics to conduct group discussions and viewpoints, further split the beginning, body and end of the article, and analyze the architectural ideas and sentence highlights of each section. Student essays are individually approved, constantly training students' textual abilities, ability to understand problems, and the ability to create high-level grammar sentences. At the end of the writing part of the ability training, the student's four-level English writing ability can be described as a reincarnation, from the previous horrible leap to full length, fluent and logical. This proves that flipping the classroom enables teachers to specifically improve a certain ability of students in effective communication. For some difficult and difficult problems, students' self-learning and teacher-counseling learning may not achieve good results. Teachers and students need to deepen their understanding in the after-school communication and carefully explore the practice in order to fully grasp these. Know how. Therefore, teachers or students need to create some discussion forums in order to exchange knowledge or solve problems in a timely manner. For the translation ability training of 3+2 students, the supplement and connection of after-school teaching content is particularly important. Since the translation of CET-4 from sentence translation to paragraph translation, the emphasis on translation ability has been an indisputable fact. In the training period of nearly 30 class hours, the author pays great attention to the after-school extension of the classroom content. For example, if you have translated a sentence in the class, you will find at least 5 sentences of the same type as an exercise after class. In addition to the basic textbooks, the author will also add articles such as Hujiang English and New Concept English to students' abilities. English translation, let them learn to analyze the structure of long sentences and understand the differences between Chinese and English language expressions. Students can basically master the basic sentence patterns and translation routines of paragraph translation in 30 hours of training.

## 5. Conclusion

The use of flipping classroom teaching mode in college English classrooms can achieve good teaching results. And the application of the new teaching model has also brought new reform opportunities for college English teaching, which has made the goal of college English teaching better. It is not only conducive to the development of college English as a combination of basic language and quality education, but also provides a good opportunity to reform the teaching model of university courses.

## References

- [1] Zhao Shuo. The Construction, Application and Enlightenment of Network English Information Resources of Swedish University Based on Corpus [J]. China Electro-chemical Education, 2012(10): 90-94.
- [2] Li Linwei. Research on Network Sports News English Based on Corpus [J]. Journal of Henan Mechanical and Electrical College, 2006, 14(1): 87-88.
- [3] SHI Wei. A Corpus-based Approach to English Teaching in Higher Vocational Colleges [J]. Curriculum Education Research, 2013(10): 107-108.
- [4] Zhang Wei. The Application of Data Driven Model Based on Corpus in College English Teaching [J]. Overseas English (I), 2013(3).
- [5] Li Cuiping. Application of Corpus Based on College English Teaching [J]. Youth, 2012(20):