

Research on the Application of Flip Classroom Teaching Model in College English Teaching

Yu Xia

School of Foreign Languages, Northwest Minzu University, Gansu, Lanzhou, 730030, China

Email: 1753464101@qq.com

Keywords: College English; Flip Classroom; Teaching Mode

Abstract: The model of "flipping classroom" reverses the two stages of knowledge transfer and knowledge internalization in traditional teaching to improve teaching effect. With the continuous development of information technology, educational informationization provides the necessary technological environment and a new concept of change for promoting educational and teaching reform. This paper studies the application of flipped classroom teaching mode in College English teaching. The research shows that the emergence of flipped classroom provides a new teaching mode for college English teaching. As a result, the traditional college English classroom has been turned over, which has improved the students' listening and speaking ability and self-learning ability, and created a new situation in college English teaching. As an innovative modern education method, flipping classroom teaching mode has been widely used in high school English listening teaching, and has been recognized by many college English educators, and has gradually become the main method of college English listening teaching.

1. Introduction

As a compulsory basic course for college students, college English should not only cultivate students' comprehensive English application ability, but also improve students' comprehensive cultural accomplishment [1]. In addition, the emergence of a large number of online teaching resources, Yale Open Class, Khan Academy micro video, FED speech video, etc. provide resources for the development of flipping classrooms, greatly promoting the promotion and development of the flip classroom teaching mode [2]. As a new type of teaching mode, flipping classroom is formed on the basis of task-driven method and student-led teaching [3]. Mainly through the students' pre-class study and teacher-student interaction, to achieve the ultimate goal of teaching and achieve the purpose of teaching, the students as the main body of the classroom to carry out teaching [4]. Therefore, in the new situation, it is necessary for college English teachers to constantly improve and improve the teaching mode, and constantly promote the use of situational teaching methods, in order to improve the effectiveness of classroom teaching [5]. However, it is still unable to get rid of the influence of the traditional teaching mode, which seriously restricts the cultivation of applied English talents in Chinese universities. Under this background, the new mode of flipping classroom teaching sprouted and promoted the reform of College English classroom teaching [6]. Comparing with the mature practice experience and research of flip classroom teaching in some foreign regions. The research and practice of flipped classroom in China is still in its infancy and introduction stage, mostly focusing on the discussion of classroom teaching in primary and secondary schools, rarely involving the applied research of University teaching.

Flipping classroom refers to teachers providing video-based teaching resources to students in the process of teaching. Make students watch the teaching video provided by teachers before class. In classroom teaching, teachers and students cooperate to explore a kind of classroom teaching mode [7]. However, under the traditional classroom teaching mode, most students' learning effect is unsatisfactory, listening, speaking, reading and writing can not meet the social requirements for the English language [8]. Flip classroom is a reverse teaching method. Teachers design corresponding teaching videos according to the content of teaching and play them to students to watch [9]. As one of

the emerging teaching methods, the flipping classroom teaching mode is based on students as the main body of teaching. In the classroom, teachers and students interact to solve students' problems. Knowledge is destiny. In the era of knowledge economy, schools need to be committed to continuously improve the quality of teaching and lay a good foundation for improving students' comprehensive application ability [10]. Flipping the classroom teaching mode can alleviate the difficulty of English teaching to a certain extent, make up for the disadvantages of the traditional teaching mode, and enhance the interaction between teachers and students. The flipping classroom has a wide range of theoretical and practical foundations abroad. In China, it has gradually developed in the field of teaching in recent years.

2. Overview of Research and Development of Flipping Classroom Mode

2.1. The meaning of flipping classroom mode

“Flip the classroom” is simply a way of reversing the traditional knowledge transfer and knowledge internalization. The knowledge transfer is placed outside the classroom and completed by the students. The internalization of knowledge is implemented in the class. In this model, students' differences are often neglected, students' individual needs are despised, and students' participation in classroom autonomy is lacking. In the design of classroom content, it is necessary to combine the focus of English listening teaching with the teaching objectives and the basic and basic characteristics of students' English listening. The English teaching method in colleges and universities is still in accordance with the traditional teaching mode, that is, the teacher lectures in class and the students complete the homework. Specifically, the teaching model is mainly composed of questions, questions, discussions, and other forms, focusing on understanding and applying textbook knowledge. In class, students use pre-class knowledge to analyze doubts, difficulties and key points and solve some challenging problems, exchange dialogue between teachers and students, and collaborative learning between students, in order to cultivate students' ability to use knowledge thinking. The reversal classroom has adjusted the teaching order reasonably, reversed the two aspects of knowledge imparting in class and knowledge internalization after class. Before class, teachers can complete knowledge imparting through self-study of learning resources provided by teachers, such as teaching videos, websites and so on. English teaching videos should be controlled in 10 to 15 minutes. The content of the videos should be professional and targeted so as to better meet the students' learning characteristics and English listening foundation.

According to the degree of virtual situation in the teaching mode, the author will divide the teaching mode based on virtual situation into three categories according to the two dimensions of "variable" and "value" of virtual situation in the teaching process, and select typical teaching mode to explain its characteristics. As shown in Table 1.

Table 1 Teaching Model and Characteristics

Types of Teaching Mode	Features
Virtual Laboratory	Variable stability, value stability, mainly simulation and simulation scenarios, can be manipulated.
Micro world	Variables are relatively stable, different values, controllable and constructable.
Teachers' Virtual Learning Space	Variables and values are different, and learners are more independent and individualized in constructing situations.

2.2 The Development Process of Flipping Classroom Model

The development of flipping classroom model is a process from point to face. At first, the flipped classroom model was only a teaching exploration carried out in a small scale by some teachers in order to solve the teaching difficulties caused by time and place restrictions between teachers and students. Compared with the traditional classroom, the advantages of students' pre-class self-learning

resources video are that students can set their own pace of learning, have autonomy in learning, questions about pre-class learning can be better guided in class, and students have more communication and cooperation with their peers before class. At the same time, teachers should also apply some popular topics in English listening materials prepared before class to stimulate students' interest in learning English listening. The students did not cooperate with the teacher's English teaching to study. They often did not study in the English class. There was no free time to study English, and the students eventually had poor English scores. Students can arrange their own study according to their own time, allowing students to learn to break through time and space constraints. In addition, the storability of the video can help students review and consolidate from time to time to improve learning. Therefore, flipping the classroom will set off a wave of classroom teaching reforms around the world. For example, the United States has organized seminars around flipping classrooms, established several websites, and a large learning network is expanding and expanding to various types of schools.

3. The Theoretical Origin of the Study of Reversal Classroom Model

3.1. Peer Teaching Method

Some scholars believe that learning can be divided into two stages, one is "knowledge transfer" stage, the other is "knowledge internalization" stage. However, due to the limitations of teachers and other reasons, it is difficult to implement individual teaching methods. So Bloom put forward Mastery Teaching Method, a group teaching method equivalent to individual teaching method, which is a method that enables students to master learning tasks well in group learning. Due to the great randomness of students' autonomous learning after class, for some unconscious students, learning task sheets must be adopted to promote students' English listening learning. In College English teaching, making some difficult points of English grammar knowledge into micro-videos to form a diversion of classroom knowledge is conducive to improving students' interest in learning. The teacher video in the flip classroom teaching mode has short and precise features. In terms of time, the length of the video produced by the teacher is mostly 10 minutes, and the longest basic control is within 20 minutes. College English focuses on cultivating students' English application ability in listening, speaking, reading and writing. It is also necessary to use the flip classroom mode to achieve a good connection between these four aspects and improve students' comprehensive English ability. In an era of highly developed educational technology, knowledge transfer is no longer a difficult task. Teachers can completely change from the lecturer to the counselor in the classroom, and promote the internalization and absorption of the teaching content.

The scores of English scores after the traditional teaching method and the flip teaching method are relatively different, which is to investigate the effectiveness of the flip teaching mode. A few students who studied quite a few were selected for the experiment. Figure 1 is a comparison of several English scores after the traditional teaching mode and the flip teaching mode.

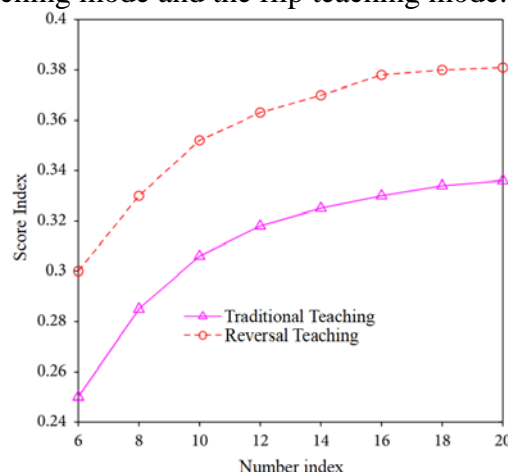


Fig.1. Teaching mode effect comparison chart

3.2. Mastering Learning Theory

Mastering learning theory is a theory of classroom learning put forward by contemporary foreign educational psychologists. It holds that as long as students are given sufficient learning time and necessary learning conditions and allowed to study at their own pace, almost all students can master the learning content better. Even if there are differences in learning, it is only that the time for mastering the learning content is not the same. For example, College English is divided into units. At the beginning of learning new units and accepting new knowledge, students are dependent and teachers are authoritative coaches. At this stage, teachers should pay attention to correct guidance and migrate to new knowledge and new content learning according to students' existing knowledge structure. It is necessary to combine students' self-assessment with teachers' assessment in order to arouse students' enthusiasm in learning English listening. Today, the flipping classroom uses teaching video as the main carrier, and has a certain position in teaching due to its various forms of advantages. In terms of content, the video content produced by teachers is closely related to the teaching objectives, to solve a certain problem in a targeted manner, to tell a specific knowledge point, and it is easier for students to learn and understand. Peer teaching method emphasizes mutual learning between students, that is, students themselves play a main role in the teaching process through mutual discussion, understand the teaching content, and improve the ability to solve problems.

4. Conclusions

This paper reviews and summarizes the development process and theoretical basis of the flipping classroom model, and combs the application status of the domestic flip classroom model in college English teaching. Flipping the classroom is a subversion of the deep-rooted traditional classroom model, although in China, both from the objective information technology and subjective teacher and student thinking, there are no small challenges. However, the application of flipping classroom teaching mode and college English teaching is a useful attempt and positive exploration. The teaching mode of flipping the classroom is in line with the current trend of education development and the requirements of the country, and is of great significance to improve the quality and efficiency of current college English listening teaching. The model of flipping classroom model can fully reflect the students' principal position. The situation of classroom teaching will be improved a lot. It will not be so rigid any more. The communication between teachers and students will be increased, the level of classroom teaching will be improved, and students will also be interested in English. Improve students' learning efficiency and achievement, improve students' comprehensive English level, so as to promote students' all-round development. In a word, according to the analysis of the flipped classroom teaching in Colleges and universities, this teaching method has its own characteristics, which can maximize the efficiency of teaching and learning in Colleges and universities.

References

- [1] Yang J, Yuen C K. College English Teaching Methodology and Language Planning: A Pilot Study in Hefei, China. *Procedia - Social and Behavioral Sciences*, 2014, 118:495-502.
- [2] Li Y M, Wang L F. Design on Framework Structure of College English Learning Management System Based on Struts2. *Advanced Materials Research*, 2013, 846-847:1558-1561.
- [3] Song, Chang. Supervisors\' paternalistic leadership influences college English teachers\' teaching efficacy in China. *Social Behavior and Personality: an international journal*, 2016, 44(8):1315-1328.
- [4] Zhang Y, Elder C. Investigating native and non-native English-speaking teacher raters' judgements of oral proficiency in the College English Test-Spoken English Test (CET-SET). *Assessment in Education: Principles, Policy & Practice*, 2014, 21(3):306-325.
- [5] Melissa D. Beyond English: Linguistic Diversity in the College English Classroom. *MELUS*,

2017, 42(4):192-212.

[6] Wang Q, Jiang X Q. [IEEE 2018 10th International Conference on Measuring Technology and Mechatronics Automation (ICMTMA) - Changsha, China (2018.2.10-2018.2.11)] 2018 10th International Conference on Measuring Technology and Mechatronics Automation (ICMTMA) - Empirical Study on Reform Model of College English Teaching Model Based on Computer and Big Data. 2018:412-415.

[7] Morgan H, Mclean K, Chapman C, et al. The flipped classroom for medical students. *The Clinical Teacher*, 2015, 12(3):155-160.

[8] Timothy Y, Caleb B, Mindi G, et al. The Flipped Classroom: A Modality for Mixed Asynchronous and Synchronous Learning in a Residency Program. *Western Journal of Emergency Medicine*, 2014, 15(7):938-944.

[9] Mclaughlin J E, Roth M T, Glatt D M, et al. The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School. *Academic Medicine*, 2014, 89(2):236-43.

[10] The Flipped Classroom Improved Medical Student Performance and Satisfaction in a Pre-clinical Physiology Course. *Medical Science Educator*, 2015, 25(1):35-43.