

## On the Application of Flip Classroom in College English Teaching

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**Abstract:** As a new type of classroom teaching mode and organizational form, flipping classroom provides a new way of thinking and direction for educational reform. At the same time, with the rapid development of information network technology, flipped classroom has been accepted by teachers and students in many colleges and universities because of its unique advantages of traditional classroom. This paper will analyze and discuss the application of flipped classroom in College English teaching. Analyze the problems faced in the application of flip teaching in English teaching, and propose corresponding improvement programs. Studies have shown that the flipping classroom emphasizes the stimulation of students' interest in learning, and pays attention to the cultivation of students' independent learning ability and collaborative innovation ability. These characteristics are in line with the requirements of the new English curriculum reform.

### 1. Introduction

English new curriculum requirements, English courses must be oriented to all students in the classroom teaching process, but also pay attention to quality education, adopting a high-efficiency education teaching model with uniform steps, requirements and content [1]. The flipping classroom is mainly for students. Students can choose to watch the teaching videos from any place. The learning rhythm can be mastered by the students themselves [2]. Compared with the online classrooms that appeared before, the flipping classroom has the advantage of face-to-face teaching by teachers and students. The questions that arise in video teaching can be solved through face-to-face lectures [3]. Especially used in college English teaching, however, from the practical point of view, the application of flipping classroom teaching mode in most colleges is not good enough, or the mode used is not suitable for teaching in China, or the role of flipping classroom teaching mode is not fully utilized [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]. The place for students to acquire knowledge has changed from in-class to out-of-class. Teachers have changed from knowledge imparters to counselors. Students have changed from receivers to active constructors of knowledge [6]. As a new type of classroom teaching mode and organizational form, the flipped classroom teaching mode provides a new way of thinking and direction for educational reform. Promote the all-round development of students.

With the continuous development of modern science and technology, College English education and teaching methods are also constantly reforming. Flip classroom has been widely used in Colleges and universities since it was introduced into China. The specific operation method is to watch microlectures or multimedia materials for students before class [7]. Develop activities in the classroom to answer questions and deepen the understanding of knowledge, that is, "watch the teacher's video explanation at home before class, and do homework under the guidance of the teacher in the classroom" [8]. Flipping classroom emphasizes more on stimulating students' interest in learning and the cultivation of students' autonomous learning ability and collaborative innovation ability. These characteristics coincide with the requirements of the new English curriculum reform [9]. The flipping classroom provides a diverse classroom in which different styles of knowledge can be taught to meet the needs of different students, and the classroom is flipped to encourage students to

become excellent independent learners [10]. It also allows students to learn what they can really apply in their future work practices. With the development of education reform, college education has received more and more attention because of its direct influence on the development of students. More educators have proposed to apply flipping classes in colleges and universities. The new method has been accepted and spread by more and more students, so that the server often crashes during the peak hours when students download instructional videos every night from 18 to 22.

## 2. The Overview and Significance of Flipping Classroom Teaching Mode

### 2.1. Overview of flipping classroom teaching mode

An overview of flipping classroom teaching patterns The flipping classroom originated in the United States and started late in China, and there is no fixed concept. The inconsistency between the teacher's teaching style and the student's learning style leads to the student's loss of interest in the course, which means that the teacher must constantly strive to change the teaching style to suit the student's learning style. The reason why flipping classrooms can be widely used is that students can learn at their own pace. The use of the flipping class in the introduction before the class is to push the teaching content to the students in advance through the micro-course method, so that the students can basically grasp the teaching content before the formal classroom teaching. The new teaching method has been accepted by students and achieved obvious results. This kind of reversed classroom has completely changed the previous teaching method. It does not need to spend time explaining knowledge in the classroom as before. The valuable time in the classroom can be used to do more teaching interaction. At present, people's understanding of the flip classroom teaching mode is to let students watch videos before class, learn the content of teaching by themselves, and discuss it in class according to the situation of self-study. And communicate with teachers to solve the doubts in self-study. Therefore, in order to improve these problems and solve this problem, we must break through the traditional teaching mode. It is necessary to apply the flipped classroom to college English teaching, improve the effectiveness of College English teaching and improve the quality of College English teaching.

In order to further understand the actual situation of flip classroom research in China, the author uses topic retrieval to search literature in the largest academic journals in China. The results are shown in Figure 1.

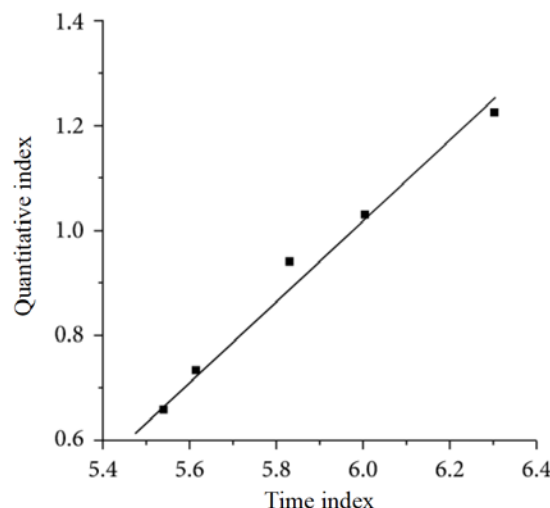


Fig.1. Annual Distribution Map of Papers Published in Reversal Classroom

### 2.2. The Significance of Applying Flip Classroom Teaching Model

Firstly, flipping the classroom can improve students' initiative and enthusiasm in learning English. In the flip classroom, students learn by playing videos recorded by teachers. Higher-level students can speed up their learning progress. Basic students can watch chapters or knowledge points that they do not understand repeatedly. In this way, students can be assured that they have something to say in

class discussion, and that they can fully express what they have learned, so as to improve their learning efficiency. Flipping classroom is to use modern means such as video instead of teachers to teach students, and these modern means will enhance students' interest in learning. The flipping classroom is in line with the planning requirements from the teaching concept to the teaching methods. In college English teaching, some difficult English grammar knowledge points are made into micro-videos, which forms a diversion of classroom knowledge, which is conducive to improving students' interest in learning. In the traditional classroom, the teacher shows how to solve the problem in a limited time, the teacher actively speaks, the student passively listens, for some students, this way of teaching meets their requirements. Under the class, the teachers will actively send students to self-study materials in English, which strengthens the communication between teachers and students. In the class, the students can conduct various group discussions and ask the teachers for various questions. This makes the students no longer feel the high status of the teachers, but becomes the mentor around them, making the English teachers for the students. More affinity.

### 3. The Problems and Solutions in the Application of Flipping Classroom in the Reform of College English Teaching

#### 3.1. Develop students' active learning ability

Using flipped classroom teaching method, teachers provide teaching videos. Students arrange their learning time flexibly and reasonably according to their own time, and save classroom time for teacher-student interaction and student-student interaction. This is reasonable and humane, and is beneficial to improve classroom efficiency and accomplish the task of teaching and learning. These students occasionally pick up English textbooks, but find that the basic knowledge has long been forgotten, or some students have a solid foundation. But without the guidance of teachers, students can not learn, they can not find the focus of knowledge, nor can they conduct self-assessment, making self-study become empty talk. Classroom teaching is an important link for students to internalize knowledge. If teachers want students to speak, think and act more in class, they should strengthen the dialogue in class, including the dialogue between students and between teachers and students. For example, teachers can post topic posts in the school and exchange English-related content with their classmates. Such as English movies, English songs, etc., or the establishment of an English community, regular community activities, adding English to entertainment activities can improve students' interest in English, so that students are willing to learn English actively. The individual differences of students have always been a major problem in college English teaching. Moreover, the advancement of science and technology today makes the classroom informationization of colleges and universities, which is conducive to students' self-scheduled time and content to be learned.

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 2 is a comparison of several English scores after the traditional teaching mode and the flip teaching mode.

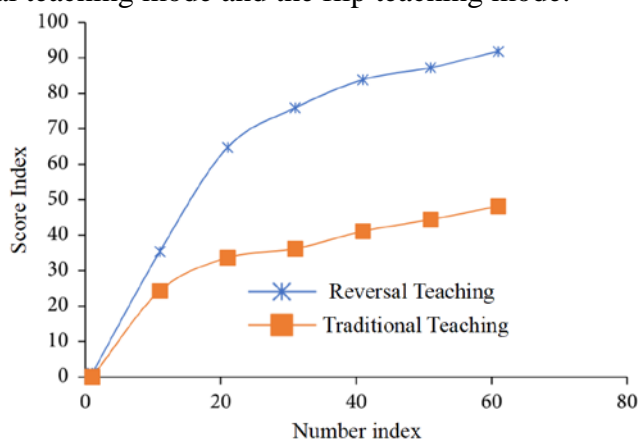


Fig.2. Teaching mode effect comparison chart

### 3.2. Actively training English teachers

Improving the quality of English teachers in colleges and universities is also an important way to promote the application of flipping classroom teaching mode in efficient English teaching. The teaching summary of the traditional classroom is basically completed by the teacher. In essence, the teacher occupies the main position of the classroom teaching, ignoring the main role of the students in the learning process, and is not conducive to the internalization of knowledge. In this regard, the school can regularly organize English teachers to communicate with other school English teachers, organize industry exchanges, and develop the ideas of English teachers. Conditional colleges and universities can also train a group of teachers to study abroad and learn about the latest cultures of the United Kingdom and the United States. After returning to school, these teachers can play a leading role in improving the professional quality of English teachers in the whole school. Classes are arranged according to different English proficiency, and students with similar English proficiency are guaranteed to form a teaching unit. In the process of learning, students can achieve the same progress, and there will be no big fault phenomenon like the traditional classes. If the flipped classroom model is connected with the traditional English classroom, students will have a deep understanding of English knowledge. This method has trained the students' ability of active learning, but for the students with poor aptitude, it has reduced their learning efficiency. In this way, the quality of English classroom teaching will be guaranteed.

### 4. Conclusions

In summary, China's colleges and universities have begun to use the flip classroom teaching mode, but in most cases, this teaching model has not been effectively carried out. The use of flipping classroom teaching mode in English teaching is based on giving full play to the main role of students, mobilizing students' enthusiasm for learning, and allowing students to actively carry out independent learning, making classroom teaching an important part of knowledge internalization. It can be seen from the analysis that relevant schools and teachers improve their own quality by cultivating students' independent learning ability. Reasonable choice of teaching content and improvement of teaching hardware facilities have improved the application level of flipping classroom teaching mode in college English teaching, and promoted the development of English teaching in colleges and universities in China. At present, there are more and more attempts to practice flip classroom teaching in China, but systematic research needs to be strengthened. The model of flipping classroom model can fully reflect the main position of students, and the situation of classroom teaching will be improved a lot, not so rigid. As long as students, teachers and schools work together, these problems can be solved. Teachers in English teaching need to constantly explore the application of flip classroom teaching model skills, so as to improve the quality of English classroom teaching, improve students' English level, and cultivate students' autonomous learning ability and collaborative innovation ability.

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