

Application of Flipped Classroom Based on “WeChat + Class” Interactive Feedback in Foreign Language Teaching in Universities in Yunnan

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Keywords: Flipped classroom; WeChat + Class; Foreign language teaching

Abstract: Flipped classroom teaching mode has become one of the hottest topics of educational reform and innovation, and it is also an important research direction of current higher education in China. This paper reviews the research of flipped classroom at home and abroad, analyses the necessity of its research and puts forward a sustainable, more practical, operable and practical way for the effective implementation of the flipped classroom which is based on the interactive feedback of “Wechat + Class” in foreign language teaching in universities and colleges in Yunnan. Undoubtedly, it is hoped that the way of “Wechat + Class” promotes the exploration of the new and effective teaching theory and mode of flipped classroom, which has great research value and practical application prospects.

1. Introduction

The flipped classroom, as against the traditional teaching mode, is a teaching mode in which the teachers prepare the teaching videos that provide learning resources for students to watch before class, teachers and students communicate, discuss questions the students encountered and teachers use classroom time to answer questions, correct homework and help students consolidate their knowledge. This teaching mode was introduced to the world by Salman Khan, an American young educator, at TED conference in 2011. Because of its high effectiveness, the systematicness and integrity of knowledge transmission and absorption and good teaching effect, this teaching mode has attracted the attention of many educators. With the rapid development of flipped classroom teaching mode, more and more colleges and universities have applied this teaching mode to teaching practice and achieved good teaching results. Flipped classroom teaching mode has become one of the hottest topics of educational reform and innovation, and it is also an important research direction of current higher education in China.

2. Research on flipped classroom at home and abroad

In recent years flipped classroom teaching mode has attracted more and more educators at home and abroad. Overseas research on it mainly focuses on the application of flipped classroom in teaching practice, the comparative study with traditional teaching mode, and the application effect of combining flipped classroom with other teaching methods or skills. For the past several years foreign research on flipped classroom teaching mode achieved certain results. Some representative figures, for example, professor Robert Talbert of Franklin College in the United States advocated the use of flipped classroom teaching mode in view of the drawbacks of traditional teaching and put the transmission of knowledge before class. Jon Bergmann and others emphasized that flipped classroom teaching mode is not replacing teachers with videos. It is a way to increase the interaction between teachers and students. Flipped classroom teaching mode provides an environment for students to learn independently, so that they can follow up the teaching progress and obtain personalized education.

At present, the domestic research on flipped classroom teaching mode has just started, and it is still in the stage of introduction and digestion. The research mainly focuses on the introduction and

enlightenment of foreign related research, the discussion of teaching mode, the design of teaching mode, the bottleneck and direction of development, and the challenges faced. For example, Zhang Hongyan and others analyzed the challenges faced by flipped classroom teaching mode in the process of localization, including the challenges of teachers' educational concepts and professional competence, the limitations of subject adaptability, restrictions on students' access to Internet equipment, the methods of teaching evaluation and so on (Zhang Hongyan, 2013). Zhong Xiaoliu and others put forward the teaching design method of flipped classroom in the information environment (Zhong Xiaoliu, 2013). Li Hailong and others discussed the design of task-based flipped classroom teaching model (Li Hailong, 2013). Song Chaoxia and others elaborated the project-based teaching mode based on the flipped classroom (Song Chaoxia, 2014). In the article "Mixed Teaching and Research Status of Flipping Classroom", Hu Zhaoxia and Li Xian made a detailed review of the research of flipped classroom and mixed teaching (Hu Zhaoxia and Li Xian, 2015). Generally speaking, there are few empirical studies and they are not deep enough. Among the existing studies, the applied research in primary and secondary schools is more than that in universities, and information technology courses are more than foreign language courses.

In general, because the current domestic research on flipped classrooms focuses on the theoretical aspects, and the empirical research on specific operations is relatively rare, the implementation effect of flipped classrooms has been affected as a whole. For this situation, some domestic scholars have proposed different solutions for different levels of educational development and subject classification. From the overall situation, there are roughly four types of modes, namely, Internet + flipped classroom, MOOC + flipped classroom, micro-class + flipped classroom and PST + flipped classroom. However, in terms of the development of Yunnan's society and the teaching of foreign language education in colleges and universities, to successfully implement the above four teaching modes, there will be a series of problems, such as the requirements for hardware and software facilities for colleges and universities, the requirements for the teachers' application ability of modern information technology, the requirements for the teacher's media literacy and the restrictions on the student's Internet access. WeChat is simple, fast, convenient and efficient. It provides a sustainable, more practical, operable and practical way for the effective implementation of the flipped classroom which is based on the interactive feedback of "Wechat + Class" in foreign language teaching in universities and colleges in Yunnan. Undoubtedly, the way of "Wechat + Class" promotes the exploration of the new and effective teaching theory and mode of flipped classroom, which has great research value and practical application prospects.

3. The necessity, scientific significance and application value of the research on the teaching mode of flipped classroom

3.1 The introduction of new teaching mode.

Flipped classroom teaching mode has set off a new wave of reform in the field of education and teaching in Europe and the United States, and the discussion of flipped classroom teaching mode is also in the ascendant in the developed areas of China. However, the research and application of this new teaching theory and mode in various fields of Yunnan is only at the initial stage. Few scholars have studied and applied it in the field of teaching. Undoubtedly, as a province with relatively backward educational level, it is of great academic value to follow up the latest achievements of international educational development in foreign language teaching in universities in Yunnan and promptly promote the exploration and localization of the teaching model of flipped classroom, which has obvious effectiveness and conforms to the principles of educational psychology. The research has great academic value, and it also has obvious practical significance.

3.2 The intervention of mobile teaching media.

Mobility is another new trend in the development of education in recent years (Janet & John, 2014). At present, with the continuous development of mobile terminals and online learning apps, mobile learning is increasingly applied to teaching. The functions of Wechat--chat, circle of friends,

collection, data statistics, voting and plug-in can be used in mobile teaching. It is necessary and valuable to construct a new teaching mode by combining Wechat with class under the concept of flipped classroom mode. (Chung & Khe, 2018). Through the combination of Wechat and traditional classroom teaching, this paper explores how to transform and improve the traditional foreign language teaching in universities in Yunnan based on the interactive feedback of “Wechat + Class” so as to provide a more practical and operable way for the effective implementation of the flipped classroom under the current situation of foreign language teaching. Therefore, this study has great significance and exploration space both in theory and in practice.

4. Implementation strategy of flipped classroom teaching model based on “WeChat + class” interactive feedback

4.1 Pre-class: Teacher-guided students 'autonomous learning

Step 1: The teacher transmit the teaching video produced by themselves or the high-quality learning resources obtained through the open educational resources, the corresponding targeted pre-test questions and related extension materials to the students' mobile phone by using the WeChat group sending function so as to help students understand and absorb new ideas and knowledge;

Step 2: After receiving the learning resources provided by teachers, students can freely, independently and flexibly arrange the time, place, speed and progress of learning according to their actual situations. They can also play back and review multiple times if they don't understand. The difficult problems that cannot be solved can be sought from teachers and classmates through Wechat. Students can either study independently by individuals or collaboratively by groups.

Step 3: Teachers carry out a test for students' autonomous learning (Teachers can use multiple choice, judgement and filling-in questions in the tests). By giving full play to the voting, statistics, group chatting and private chatting functions of Wechat, teachers can fully understand the students' autonomous learning situation before class. Then teachers can provide one-to-one or one-to-many targeted guidance to students through the text and voice functions of Wechat.

4.2 In-class: the internalization of students' knowledge under the guidance of teachers

In the class teachers can organize students to communicate, discuss, reflect, summarize and correct the problems the students meet before the class. The problems that can not be solved in the group are solved by mutual assistance and cooperation between the groups, and those that can not be solved in the whole class are solved by the teachers in the classroom. According to the actual situation of the students, the teachers should expand and extend appropriately to help the students further internalize and digest the corresponding knowledge. It can also be teacher-guided classroom discussions, case studies, role-playing and situational simulation on certain topics or activities, which enhance students' language output and communicative practice.

According to students' classroom performance, teachers guide students to use Wechat's approval and learning evaluation functions to conduct self-evaluation and peer-to-peer evaluation, so as to improve students' classroom participation rate and classroom teaching efficiency. Teachers can also explain, sort out and summarize some important knowledge points, and quickly count the correct rate of relevant problems through Wechat to guide students to think positively, and analyze the problems with high error rate. In groups, the answers recognized by the group are obtained, and representatives are sent to report the results of the group discussion orally or through WeChat in words or voices. Discussions and debates among the groups are conducted to get the answers recognized by most of the students.

4.3 After-class: the expansion, reflection and evaluation of students' knowledge under the guidance of teachers

Step 1: Teachers set up hierarchical inquiry tasks on knowledge studied before the class or in the class, provide students with expanded information by playing the function of Wechat' reading

chain and organize students to collect and display meaningful chapters, pictures, videos and works in the learning process by playing the collection, sharing and display functions of Wechat so as to read them repeatedly.

Step 2: Push questionnaires to students' Wechat terminals, and give full play to Wechat's learning evaluation and statistical functions. The questionnaire involves teachers' evaluation and reflection on teaching and learning, teachers' evaluation of students' performance, mutual evaluation among members of the students, mutual evaluation between groups, and students' evaluation and reflection on themselves. Multivariate evaluation methods are conducive to teachers' timely adjustment and improvement of their teaching materials, teaching strategies, teaching plans and teaching activities. By reflecting on their learning methods, learning process and learning effect, students can adjust and improve their learning methods and strategies in time, and accumulate their own self-revision and experience so as to be more active in English learning.

5. Summary

The flipped classroom based on "WeChat + Class" interactive feedback uses the mobile media WeChat to refer to the learning of knowledge before class, and use the teaching time to conduct experiments, in-class discussions, project training and teamwork to complete tasks. The flipped classroom based on "WeChat + Class" interactive feedback explored in this article is in favor of the transformation and promotion of traditional foreign language teaching in universities in Yunnan by combining WeChat and traditional class under the concept of flipped classroom mode. Its advantages of cultivating language output ability and communicative practice ability can be used to make up for a series of weaknesses and shortcomings, such as insufficient classroom interaction time in traditional foreign language teaching in Yunnan universities, lack of independent learning ability and insufficient internalization of knowledge.

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