A Probe into the Flipped Classroom Teaching Mode in English Pronunciation course

Qing Wei

College of Humanities and Social Science, Xi'an Polytechnic University, Xi'an, 710048, China

Email: 3657760@qq.com

Abstract: This paper is aimed to reintegrate and innovate the teaching content and teaching mode in English pronunciation course through the construction of digital English pronunciation teaching resources. In order to reform and practice the "flipped classroom" teaching mode in English phonetic course, we have to abandon the traditional isolated pronunciation teaching, to pay attention to the construction of autonomous learning strategies, thus improving students' phonetic competence and oral communicative skills. Only in this way can students develop authentic pronunciation and intonation as well as fluent spoken English, enhancing students' performance and comprehensive application in English language.

1. Introduction

Voice is the starting point and the foundation of language learning. As early as the late 19th century, the well-known linguist, Saussure, pointed out that speech is a tool to convey ideas and that the semantic is based on speech. Another famous linguist, jim son, is of the view that a man must learn to speak of any kind of language and must learn about 100% of his speech, and it is sufficient to master 50% to 90% of the grammar and 1% of the vocabulary. The importance of voice is thus a spot. Therefore, to study any language, first to start with its voice, the voice-closing is the first of the English study. Voice is the foundation of learning English well, and it is not a non-English major with poor English learning ability For students, it is also a very important language base course.

The English speech course is a compulsory course for English majors in common universities in China. The purpose of this is to introduce the knowledge of English pronunciation and intonation to the students' system. It is the function of the students to learn and practice the pronunciation of English, the rules of the speech and the intonation. So that the students can use the correct voice and intonation to express, thereby realizing the communication function of the English language. At present, the students of English major in colleges and universities first study the speech course in the first term of admission to correct and standardize their pronunciation and intonation. However, most of the non-English majors do not seem to have enough knowledge of the speech, and some do not even think that the non-English major is not necessary Let's set up a voice class. At the same time, the traditional speech teaching has the advantage of the multimedia modern technology such as the voice room, but there is no innovation in the method, the traditional teaching method, the teaching means and the method.

2. Research purpose and significance

First of all, we should reconstruct the teaching content of English phonetics and strengthen the application and practicability of the course.

The traditional phonetic teaching pays attention to the explanation of pronunciation principle, method and other theoretical knowledge in content, and the emphasis of phonetic teaching is generally on the pronunciation training of factors. American linguist Ken Deng said: "the phoneme is not very correct, but the stress intonation is correct, and it is easier for people to understand the

double tone than the phoneme is correct," said Ken Deng, an American linguist who said: "the phoneme is not very correct, but the stress intonation is correct, and it is easier for people to understand the double tone." Therefore, one of the important contents of this research is to reform the phonetic teaching content, change the emphasis of phonetic teaching content, and increase the training of phonetics and intonation, which will be a good exploration and attempt for the construction of phonetic curriculum in colleges and universities. It has high practical significance and practical value.

Secondly, the reverse classroom teaching mode is constructed to cultivate students' autonomous learning ability.

Language is learned, not practiced. The core and starting point of Krashen's second language acquisition theory is his distinction between "acquisition" and "learning", as well as his understanding of the role of "acquisition" and "learning" in the formation of second language competence. Krashen believes that "learning" cannot become "acquisition", and that learners' fluency in second language or foreign language learning is the result of learners'"acquisition", not "learning". Krashen stressed that acquisition is the first, but it does not exclude the role of learning. According to Krashen's theory of language acquisition, effective foreign language learning should be speaking and practicing. Combine, practice as the main, explain as the auxiliary. Taking phonetic courses as an example, English phonetic courses generally offer 2 hours of class hours. If the task of phonetic training is completely handed over to the classroom, there is no way to achieve it. At the same time, the classroom teaching capacity will also be greatly reduced. Therefore, it is imperative to explore and try the phonetic teaching method, which is integrated from class to class, explains, detects and trains independently after class. The purpose of flipping the classroom teaching mode is to meet the needs of phonetic classroom teaching reform with practice as the core and to maximize the effect of classroom teaching.

3. Research methodology

In this paper, the reform of the "flip the class" teaching mode is put forward, and the students' skill training is the center of the classroom teaching, and the training of the students' voice skills is emphasized.

First of all, in view of the reality of students' learning ability, the teaching content of the course is further revised and improved.

Carry on the entrance test to the student, according to the student foundation, carry on the revision to the course content: retain the reading part in the event, change the "viewpoint expounding" in the original skill contest to "picture description", reduce the difficulty of the content, Ensure the universality of the teaching content to the students. Oral contest can help and promote students' logical thinking ability, oral expression ability, problem analysis and problem solving ability. However, in the actual training, only students have a certain language foundation to implement, so, start with the picture description, from easy to difficult.

Select a representative reading material as a learning sample to train the students with all the pronunciation of the voice and the reading of the knowledge-level skills, which can reflect the few and learn more, so that the students can make the "Learn a little. It'll be a little bit. It's a little bit". The teaching content focuses on the training of the individual phonemes and the formation of the overall voice tone. In this process, the student is allowed to apply to the reading skills as much as possible, such as continuous reading, loss of blasting, changes of the sound, and the like.

Secondly, take into account the level of students, try differentiation, personalized learning guidance.

This paper tries to transfer the learning behavior from class to class, which is mainly based on skill training, and emphasizes the guidance and correction of students' individualized problems.

Reduce the class competition organization, ensure the time is maximized, and improve the class efficiency.

Thirdly, we should make full use of the concentrated practice teaching week, strengthen the students' speech skills, combine the practice assessment with the student's professional club

activities, and increase the standard of the competition and the enthusiasm of the students' participation.

Through the teaching practice, the overall thinking of the teaching design can be implemented in the classroom, the interest of the class is enhanced, the students' learning enthusiasm and the actual effect are improved, The main content of the contest is difficult to realize, especially, it is suggested that the teaching content should be further improved according to the student's learning force.

Fourth, implement open-label course assessment. The course evaluation is composed of the performance of the class, the completion of the operation and the three parts of the competition.

Fifth, carry out the resources construction of the English language network course.

4. Analysis and results

From the perspective of students, we have confidence in English learning, understand English speech courses more or less, and can recognize the importance of good voice tone to English learning.

From the teacher's point of view, the non-English-major students' English base is generally poor and can't be changed. The college English teaching must start from the students' practical point of view, and start with the sound of the pronunciation level of the standard students.

From the point of view of the professional development, the non-English major and the English-class professional setting have obvious differences in the target, limited by the practical problems such as the vocabulary, etc., and the non-English major should pay attention to the students' listening and listening skills and develop the professional skills, which is the direction of the development of the college English teaching; From the application and application, it is important to strengthen the students' voice and to improve the students' voice.

4.1 The teaching structure changes

Grasp the teaching concept of "teaching，as auxiliary". From "teacher-led-student subject" to "teachers and students form a learning community" teaching structure, teachers are no longer the leader, 20 students' learning partners. As a partner teacher, the difficulty of preparing lessons is not lower, but increased; At the same time, teachers pay more attention to students, not only pay attention to 45 minutes of class participation, but also pay attention to one or more 45 minutes of autonomous learning after class.

4.2 The changing way of student learning

Create a culture and atmosphere centered on learning. Students' subjective initiative can be brought into full play, and students can actively participate in all kinds of classroom practice activities in which the knowledge they have learned can be used effectively. For students as the main body of learning, when the learning behavior is no longer passive, filled, but active, absorbing, this not only means the initiative of learning behavior, the freedom of learning time. It also means that students themselves should be responsible for their actions.

The turn-over classroom teaching mode has promoted the two-way transformation of the teacher's teaching and the students' learning, and changed the traditional concept of the teacher and student's role, and defined the partnership between the teacher and the students. The implementation of the turn-over class enables the teacher to pay attention to the difference of individual learning force of the students and to carry out the evaluation of the differentiation target due to the teaching of the materials.

Students must be used to autonomous learning. In the homework assigned by the teacher before class, students should take the initiative to study and practice through various forms, such as making full use of digital teaching resources, watching the microclass video of knowledge points before class and taking the initiative to carry out related exercises, be diligent in thinking and be good at summing up. Can bring questions and viewpoints into the classroom, make full use of classroom display, teachers answer questions and tutoring time, get twice the result with half the effort, and really improve the learning efficiency.

5. Conclusions

In English phonetic classroom, through the reform of the teaching mode of "flipping classroom", the learning behavior is moved to the class, and the practical behavior is mentioned to the class. First, it solves the problem that teachers speak more and students practice less in English phonetic classroom teaching caused by the lack of class hours. The second is to make up for the problem of interest and individualization in English phonetic classroom teaching. Innovation has been realized in both teaching mode and individualized teaching, which not only enriches the theoretical exploration of English pronunciation course teaching reform, but also provides a good practical experience for the construction of college English pronunciation course for non-English majors.

Acknowledgement

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