Research on the Characteristics and Countermeasures of College English Teaching in China Based on Flip Classroom

Zhao Yunxia

Dalian Polytechnic University, College of Arts and Information engineering, Dalian City, Liaoning Province, 116400, China

Keywords: Flip classroom, English teaching, Personalization, Autonomous learning

Abstract: With the deepening of college English teaching reform, the "Flip Classroom" teaching mode has been tried in the classroom. Flip Classroom, as a brand-new teaching mode, accomplishes troubleshooting and knowledge construction through interactive communication between teachers and students. The application of this teaching mode in college English teaching can make students use their time flexibly to study, facilitate students to think and discuss problems, and help to cultivate students' autonomous learning ability. Flip classroom has been widely concerned by the educational community, and has become a model of College English classroom teaching mode reform. The personalized autonomous learning, diversified collaborative exploration and open communication and interaction emphasized by flip classroom point out a new direction for the deepening reform of English teaching. This paper mainly introduces the characteristics and challenges of "flip classroom" in College English teaching, and then analyzes the solutions.

1. Introduction

In the 21st century, the information level is unprecedented, and information technology is everywhere. Multimedia technology and network resources have long been used in daily teaching. The mode of English teaching in China is basically the same from primary school to university. The thinking of students in learning English is the same. Teachers form the same teaching concept from generation to generation [1]. Under the background of this era, education is undergoing major changes. Flip Classroom teaching mode based on information technology support came into being. It is worth noting that experts and scholars at home and abroad have paid great attention to the concept of Flip Classroom [2]. Flip Classroom refers to the teaching mode in which the teacher guides the students to carry out self-learning through the recorded teaching video. Flip Classroom, as a brand-new teaching mode, accomplishes troubleshooting and knowledge construction through interactive communication between teachers and students in class [3]. As a public basic course for college students, college English education has been first implemented in Chinese colleges and universities, and constantly explores the point of convergence with new technologies and new concepts under the new situation [4]. Flip Classroom emphasizes individualized autonomous learning, diverse collaborative exploration and open communication and interaction, which points out a new direction for deepening the reform of English teaching.

Flip Classroom, as a new type of teaching in the information technology era, essentially reverses the traditional learning process [5]. Let learners complete self-directed learning of knowledge points and concepts in extracurricular time. Network technology is developed, students can easily obtain massive information, and the knowledge points and information provided by teachers under the traditional teaching mode cannot meet the needs of students [6]. Even when the state puts forward quality education, education reform and other policies, English teaching has not been able to jump out of the traditional teaching mode because it cannot change the reality of examination-oriented education and the existing teaching achievement assessment system. The teaching workload of English teachers has further increased, and the scale of English classrooms has also increased [7]. The existence of multiple learning methods has increased the learning content of students, but the amount of teachers' lessons has decreased. Teachers 'inability to take care of each student's learning style in the teaching process, coupled with the lack of students' self-efficacy, has made classroom

silence in college English classrooms more prominent at this stage [8]. Flip Classroom teaching mode greatly improves the disadvantage of limited class time. Teachers do not need to occupy class time to explain book knowledge, but instead leave more time and opportunities for students to practice. [9] This article mainly introduces the features and challenges faced by "Flip Classroom" in college English teaching, and then analyzes and resolves strategies.

2. The Current Situation of Flip Classroom in College English Classroom Teaching

From the aspect of designing "Flip Classroom" information technology, a considerable part of the designed teaching aid software is too rigid and inflexible. At present, the college English teaching in our country is gradually transforming to the "Flip Classroom" teaching method, so overall, students' interest in learning is relatively low. Due to the students' in-depth study of the courses to be learned through teaching videos, the classroom mainly includes students' questions, teachers' answers and discussions and exchanges between students. Students are the leading role in the whole learning process, and are no longer passive recipients of knowledge in the traditional classroom. They complete the understanding and absorption of the learned knowledge through group learning and cooperative learning in the classroom [10]. Students also hope to further consolidate and improve their interpretation skills through the Internet, and hope to receive personalized guidance from teachers through online communication. Flip classroom can give full play to the main role of students' learning, and significantly enhance the interaction between teachers and students as well as between students. In the personalized learning of flip classroom teaching mode, students become self paced learners. They can control the choice of learning time and place, as well as the amount of learning content and amount.

In flip classroom mode, the content of the original classroom teaching is completed before the class through network technology. On the basis of not reducing the transmission of basic knowledge, enhance the interaction between teachers and students in the classroom. The implementation of flip classroom not only needs the support of information technology, but also needs micro courses as the carrier. Flip classroom reverses the process of knowledge transfer and internalization in traditional teaching. The internalization of knowledge is put into the class and completed in the guidance of teachers and the cooperation and exchange of students. In class, teachers can save more time to discuss with students face-to-face and focus on solving students' difficult problems. So as to help students to study in depth, focus on problem solving, and cultivate high-level thinking ability. Teachers should draw the learning path map according to the actual needs of students and the requirements of the syllabus, and make a series of high-quality micro courses based on the path map. In the classroom, teachers should carefully design classroom activities in various teaching forms to mobilize students' participation. Due to the large class teaching mode and the weak relevance with the major courses of students, it is difficult for a single English teaching mode to arouse the interest of students from different majors. In the design of flip classroom teaching, teachers should focus on students as much as possible, help learners understand and internalize knowledge through various effective teaching activities, and improve classroom learning effect.

3. Countermeasures for Improving College English Flip Classroom Teaching

3.1 The Change of Teachers' Teaching Ideas

.In Flip Classroom teaching, teachers should improve their teaching comprehensive ability and information technology application ability, and become the guide and helper of learning activities. Flip Classroom reverses the structure of traditional classroom teaching to a certain extent. It is a way for students to learn knowledge by watching micro-class or other ways before class. In the process of designing the Flip Classroom teaching mode, both in the knowledge transfer stage before class and in the knowledge internalization stage in class. All should take the student as the main body, let the student become the master of the learning process [11]. Compared with primary and secondary school teachers engaged in basic education, college English teachers have relatively high

academic qualifications and the ability to accept new things quickly [12]. All the learning tasks in the class should be completed by students independently or in collaboration with students. Teachers only need to give help and guidance when necessary. After the implementation of the first stage of English listening, speaking and learning in flip classroom mode, a stage test is required. As oral test takes a long time, only written test is used. The main content of the test is the three modules learned in this stage. The results of the test are not only the basis of evaluating the learning effect of students in this stage, but also the basis of the second stage strategy adjustment. The test results are shown in Figure 1.
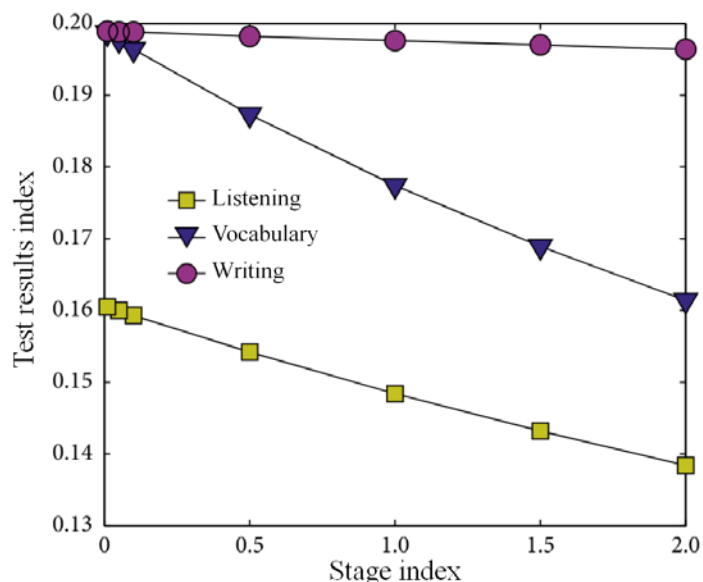

Fig.1 Comparison of Written Test Listening, Vocabulary, and Writing Performance Data

Most college English teachers with a certain language and teaching knowledge system are able to combine their language learning experience to a large extent to realize innovative teaching of college English. The equal and interactive teaching between students and teachers requires teachers to abandon the traditional teaching mode of instilling knowledge and use the modern education mode represented by video capture and production and the design of online learning platform.

3.2 The Change of Students' Learning Concept

Teachers need to help students adjust their mentality to adapt to the new learning environment of the university while changing their ideas and improving their abilities. Learning environment refers to students' perception of learning physical environment, social environment and psychological atmosphere, which lies between teachers' behavior and learning effect and becomes an important potential factor that determines learning effect and affects students' cognitive and emotional development. The teaching practice of Flip Classroom helps students to change their learning habits and explore the potential of autonomous learning, changing from a simple knowledge receiver to a knowledge explorer. Individual explanatory data from three dimensions of effective learning environment show that learning behavior and situational support have significant explanatory power on learning effect. However, the data show that the interpersonal support coefficient is not significant. As shown in Table 1.

Table 1 Estimated Results Of Learning Effect of Flip Classroom Teaching Mode

Constant	Standard error	Standard coefficient
Learning behavior	1.39	0.461
Interpersonal support	0.81	0.058
Scenario support	0.26	0.141
Learning effect	0.23	0.062

Flip Classroom is not just a reversal of the teaching process, nor is it simply watching videos before class and doing exercises in class. Flip Classroom, as a new teaching method, its core is the

internalization of knowledge in class. The application of Flip Classroom concept in English teaching can break through various disadvantages of traditional English teaching and greatly promote the interaction and cooperation between teachers and students, thus improving the quality of English teaching. The real meaning of Flip Classroom lies in the collective discussion, cooperation and communication in class.

4. Conclusion

With the development of educational information technology and the reform of College English Teaching in China, the perfect hardware configuration of colleges and universities can well meet the requirements of the implementation of flip classroom teaching mode based on micro courses. By establishing students as the master of classroom learning, students can really master the classroom, effectively promote students to actively solve problems, and maximize the enthusiasm of students to learn English. Teachers should not only have the ability to master modern educational technology, but also scientifically and reasonably allocate the relevant modules of each teaching. The enhancement of students' autonomous learning ability and expression and communication ability also makes the flip classroom teaching mode easier to promote and accept among students. The success of flip classroom is to make use of rich information resources to highlight the leading role of students. The majority of teachers and educators need to constantly accumulate the experience of flip classroom in practice, so as to gradually improve the flip classroom teaching mode suitable for College English. Flip classroom has made up for the shortcomings of the traditional teaching mode to a great extent, but in the face of the problems and difficulties in the practical application, we still need to consider our own teaching practice and can not blindly believe in foreign teaching methods.

References

[1] Yan Hua. The Application of Flip Classes in English Teaching [J]. Xue Weekly, 2016, 20 (20): 113-114.

[2] Huang Liu. The advantages and problems of flipped classroom in English teaching [J]. Overseas English, 2015 (11): 55-56.

[3] Liu Jin, Li Xiaochen, Fan Di. Research on the application of flipped classroom in English teaching [J]. China Information Technology Education, 2015 (24): 55-58.

[4] Liu Jinfeng. Exploration and Practice of Flip Classes in English Teaching [J]. Teaching Management and Educational Research, 2016, 1 (19): 23-24.

[5] Li Hui. Application of flipped classroom in English teaching [J]. Film Review, 2015 (7): 97-98.

[6] Mu Xiaoqing. Using flipped classroom to promote English teaching [J]. Modern Communication, 2015 (2): 186-187.

[7] Zhang Yingxue. Turning the classroom into English teaching [J]. Xue Weekly, 2017, 10 (10): 42-43.

[8] Zhou Yan. Application of flipped classroom model in English teaching in higher vocational colleges [J]. English Plaza: Academic Research, 2016 (4): 97-98.

[9] Liu Haizhou, Li Taoan. A Study of College English Flip Classroom Teaching Mode Based on MO Course [J]. Examination Weekly, 2014 (69): 93-94.

[10] Mu Zhengfang. Application of flipped classroom model in English teaching in higher vocational colleges [J]. Journal of Hubei Correspondence University, 2016, 29 (14): 145-146.

[11] Wang Honglin. Enlightenment of the concept of flipped classroom on English teaching [J]. Journal of Shandong Normal University: Basic English Education, 2014 (3): 9-15.

[12] Xiao Linghe. Application of "Flip Classroom" Model in College English Teaching [J]. Journal of Shenyang Normal University (Social Science Edition), 2016, 40 (1): 35-37.