Design of Advanced English Teaching Module in Flipped Classroom Mode

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Abstract: The basic process of Flipped Classroom Mode is: Teachers released in videos on teaching content or new knowledge by the information technology and layout related task before class, students completed and submitted before the class; In class,teachers give priority to the internalization of knowledge and skill training . They mainly provide cooperation, exploration and interaction to help students complete real independent learning .Based on the preliminary practice and research, this paper focuses on the teaching mode design of flipped classroom in advanced English course, aiming to provide experience for the flipped teaching of advanced English, a core course for senior English majors.

1. Introduction

In recent years, a teaching mode that stimulates students' independent learning ability -- Flipped Classroom has emerged.This teaching model has brought about a significant technological change in classroom teaching.Bill Gates says the early explorer of flipped classrooms, salman khan (founder of the khan academy), foresaw "the future of education."A large number of front-line teachers try to flip in their own subjects and achieve unexpected results.

Advanced English is the core basic and comprehensive reading course for senior English majors. Its texts are long and difficult, with many words, a large amount of background knowledge, and more emphasis on language skills and rhetorical devices.Within a limited period of time, teachers have little time to pay attention to the training of comprehensive language application ability, appreciation of culture and improvement of critical thinking ability after finishing the teaching of language knowledge points, which makes it more difficult to achieve the course goal.

In 2014, the author studied flipped classroom teaching method, a MOOC course developed by professor Wang Qiong from Peking University, and obtained the certificate of qualification.Since 2015, the author has completed three years of flipped teaching practice in the course of advanced English, and found that flipped classroom has a strong fit with this course.Using the flipped mode, the knowledge points are recorded into video for 5-15 minutes, which is provided for students to watch repeatedly and internalize new knowledge before class.Designing output training and demonstration activities closely related to the tasks before class can effectively improve the classroom efficiency and achieve the training goal of this course.Based on the preliminary practice and research, this paper focuses on the teaching mode design of flipped classroom in advanced English course, aiming to provide experience for the flipped teaching of advanced English, a core course for senior English majors.

2. Teaching module design

Based on the characteristics and requirements of the course, the author designs the flipped teaching mode into two parts: task setting before class and activity design during class.Before class, students learn to teach video (mainly to explain the main idea of the article with the words in the text and difficult sentences) and complete related tasks. In class, comprehensive language skills training and textual, rhetorical and stylistic appreciation activities are the main activities.The teaching activities in class are closely related to the learning tasks before class.That is, teachers should organize teaching in class according to students' watching progress of teaching video, the

completion of tasks before class and the problems they feedback. The teaching process in class should not only realize answering questions and solving doubts, but also have the practical application and extension of skills.After the flipped practice, the author kept reflecting on the design of advanced English in flipped classroom teaching mode as follows.

2.1 Tasks before class

In the course of advanced English, micro video is mainly used to explain difficult words and sentences, and the main content of the article is explained. Micro video is distributed to students through the online teaching platform .In order to ensure that students can effectively watch the new knowledge internalized by video, teachers assigns tasks such as word notes, thinking questions and data access on the teaching platform.For example, for the key and difficult sentence patterns and the understanding of the text, set some general and detailed questions as well as a few rational questions in video to guide and urge the students to learn.Students complete the tasks and submit them directly to the online teaching platform, which is evaluated by teachers or students and encouraged by the corresponding experience value (at the end of the semester, the usual grades are given according to the experience value).

In addition to assigning tasks to watch video, teachers also assign certain tasks such as reading and writing according to the teaching needs of different lesson types.For example, before the last lesson of the unit, students are required to read the assigned reading material (the material is related to the topic of the text), and then write a comment or a short summary or report.

2.2 Teaching activities in class

Design classroom teaching according to students' basic knowledge in video, focus on the level of appreciation reading, such as discourse, rhetoric, and stylistic writing. Through diversified classroom activities, students can apply the vocabulary they have learned, deepen the internalization of knowledge and strengthen communication skills.Activities are rich in forms, such as oral presentation, group discussion, question and answer session, in-class quizzes, journal article review, etc.

The form of group discussion is varied, and the merry-go-round brainstorm that the author tried can maximize the enthusiasm of each student in the class.Teacher's questions for students are sequences of 3 or 4, 3-4 groups of students are a team, complete the discussion of questions.Each group recorded their thoughts on an answer sheet.Each question is sent to the next group in the team on an answer sheet. The next group needs to add new ideas to it.After the discussion, each group took their paper back, reviewed all the ideas, and selected the best answers for presentation.This way of discussion can greatly mobilize the enthusiasm of each student to participate, and improve the previous situation of easy choice of refuge for the group middle school students.

Advanced English has a large vocabulary, and there are about 20 words for each teaching video.Word guessing game is the most popular classroom activity. Students can master new vocabulary and expression before class, which greatly improves the classroom efficiency. The group competition is used to urge and test students to grasp and strengthen their memory of the words, which can not only activate the classroom atmosphere, but also improve students' participation.The specific operations are as follows: in each group, one student explained the words one by one in English, two students guessed, and another student scored on the blackboard, winning by guessing more words in a limited fixed time, teachers reward students according to their performance.

Questions and answers is a required project in almost all flipped units.In the first few minutes of each class, teachers   can answer students' questions before class. This method not only facilitates teachers to understand the learning effect of students' preview, but also enables teachers to understand the difference of students' knowledge acquisition and learning blind area, so that later teaching can be more targeted.

The textbooks of advanced English are long in length and rich in content. Teachers can teach students to use the form of mind mapping to draw the structure and content of the article.It is better for teachers to give students a template so that students have a reference object. The form of mind map can deepen students' understanding and memory of the content.

Different interactive learning activities are designed for different unit topics.Such as unit 3 "The black mail" is adapted from "The Author Halley's novel" The Hotel ", The difficult point of this article is about the main character description and language skills.Because the article is presented in a dialogue form, it is suitable to use role play to help students understand the plot and figure out the character characteristics.In the process of turning over, the author published the language explanation video in advance, and the movie clip of the novel remake, for students to learn the language and rehearsal.It was performed by the students in the last class of this unit,and the response is quite positive.

In addition, the author also tried to arrange tasks by freehand sketching.In unit 1 "face to face with hurricane," the writer describes the Koshaks using mattresses to withstand hurricanes.In order to test students' understanding of the expression "make a learn to against the wind", students were asked to present the meaning of the expression in the form of drawing.Students respond positively, take part in the activities carefully, and reflect that they like to finish homework in flexible form.

In addition to the above activities, various technical means can be combined to promote classroom participation and interaction, such as teaching platforms and voting devices.The choice of activity form matches the objective and content of the course, rather than being merely a novel shelf, and the choice of activity should be classic rather than quantity.
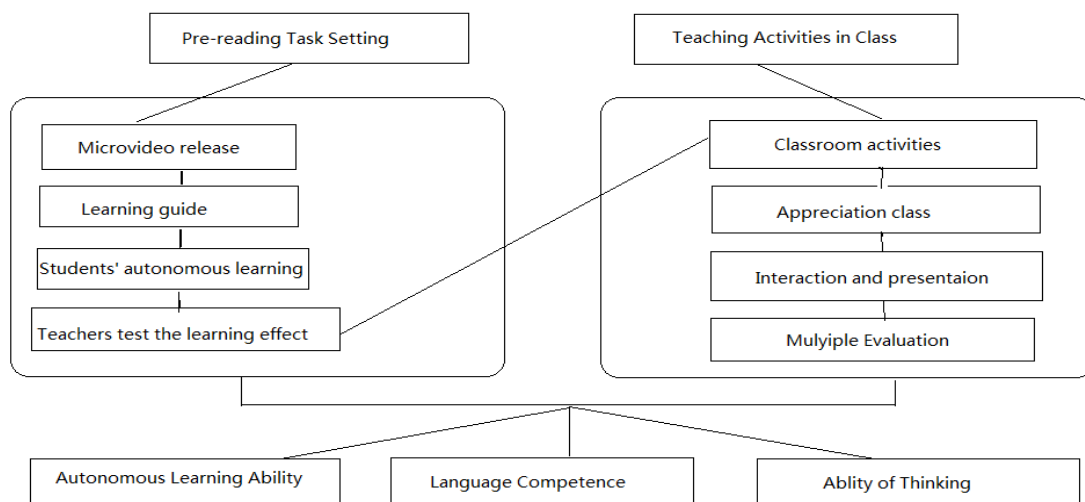
Teaching Flow Chart

3. Conclusion

As shown in the Teaching flow chart,the arrangement of tasks before class and the teaching activities in class are closely combined.The task before class lays a solid foundation for the development of teaching activities in class.The teaching activities in class are set according to students' independent learning before class, which is the consolidation of new knowledge and the output of skills.The ultimate goal of the whole system is to cultivate students' independent learning ability, language expression ability and critical thinking ability.This is also the objective of education English professional training.In order to promote the effective application of flipped classroom in advanced English, a core course for senior English majors, this paper takes flipped classroom teaching design as the starting point, based on teaching practice, and designs a teaching model suitable for advanced English on the basis of previous scientific research.The author constantly reflects and concludes that the design of activities in the flipped classroom of advanced English should focus on the "internalization" of knowledge.The activity design in class is closely related to the pre-class tasks, the class arrangement is compact and highly structured, the activity forms are diverse and consistent with the teaching objectives, and the organization is thorough. After the activity, teachers and students should not forget to give them the opportunity to think and reflect.

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