

# Practice and Exploration of Flipped Classroom in English Teaching of Higher Vocational Colleges

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**Abstract:** This paper mainly expounded the basic meaning of flipped classroom, starting from three aspects of traditional teaching mode, namely, ingrain negative impact, lack of teaching resources and lack of strong support of information technology, analyzed the issues of flipped classroom in the practice of English teaching in higher vocational colleges, and focusing on this, puts forward the strategy from the three aspects of constructing appropriate teaching process, adjusting curriculum content of higher vocational English and adjusting vocational English evaluation mode for promoting the application of flipped classroom in English teaching in higher vocational education. Hope it can offer some reference to the relevant areas through the elaboration of this article.

## 1. Introduction

Since twenty-first century, higher vocational English Teaching in China has been facing the severe challenges and difficulties, such as old teaching mode, one-sided teaching method and lack of communication in class, these problems have seriously hindered the better development of China's higher vocational English teaching. Therefore, in order to improve the students' overall English level in higher vocational colleges, the present teaching mode has to be reformed. It mainly focuses on that the students can accept the teaching mode in the reform, and then lets students become the subject of teaching. In this background, this paper puts forward to apply flipped classroom into higher vocational colleges' English teaching, for achieving a good teaching effect, and enhancing the overall teaching level of higher vocational colleges.

## 2. Overview of flipped classroom

### 2.1 Basic connotation of flipped classroom.

The so-called flipped classroom is derived from the translation of Classroom Flipped in English, also called "reversed classroom", which is a new mode of teaching. It mainly refers to adjust the teaching time, and convert the teaching initiative from the teachers to students gradually. In other words, it gradually converts the mode of teacher teaching at class in the daytime and the students reviewing at home in the nighttime, to students studying at school in the daytime and previewing new knowledge at home in the nighttime. This new way of teaching, not only adjusts the original teaching structure, but also changes the role and main structure of teachers and students in teaching, the emergence of this new mode, makes the school be where students can ask questions and get answers, and grasp the basic knowledge, the family be where the students can learn new things, new knowledge every day.

### 2.2 Characteristics of flipped classroom. Transformation of teaching structure

During the day, students can learn knowledge, finish homework, and ask teachers the questions they do not understand at school. After school, they can preview new knowledge by extra-curricular reading materials, network and other equipment.

### **2.2.1 Role transformation of teachers.**

Since flipped classroom teaching mode was carried out, the role of teacher also began to change, from missionary before to mentor. The role transformation of teacher also indicates that the teacher should give appropriate guidance when the students encounter problems and become the pathfinder and illuminator. In the process of mentoring student, teachers can fully understand students' learning situation, and according to the learning characteristics of students, adjust the teaching methods, so as to guide the students to complete the learning tasks.

### **2.2.2 Role transformation of students.**

The teaching mode of flipped classroom can help students reasonably arrange the learning time, learning place and learning content, set out learning reasonably according to their own situation, and grasp contents learned, consolidate knowledge learned in the communication of teachers and students.

## **3. Advantages of flipped classroom teaching mode in higher vocational college English application**

### **3.1 Increasing the interactivity of student learning and raising learning interest.**

English teaching in most of higher vocational colleges, is deeply influenced by traditional teaching notion, teachers mainly take English grammar and vocabulary as the teaching theme, which makes the English teaching too boring and bland, and cannot arouse the learning enthusiasm of students. When flipped classroom is applied into English teaching of higher vocational colleges, the host position of classroom is gradually converted from the teachers into students, it pays attention to students' autonomous learning ability and personality development, makes the learning state of students gradually convert from passive into active, and the identity of teachers from the previous educators into facilitators and guides to help students learn, solve problems of students in learning, which also can increase interaction of the students and teachers, students and classmates, and raise the learning interest.

### **3.2 Improving learning autonomy of students and increasing the students' cooperation.**

The so-called flipped classroom teaching mode is mainly with the help of high-tech learning tools and network technologies to teach English. Students can arrange learning time, learning content, learning quantity and etc. reasonably by Internet. Teachers can know the learning situation by Internet. When students have problems in the process of autonomous learning, they can seek help from classmates or teachers, and learn new English knowledge together, so as to create good and relaxed learning atmosphere maximumly.

### **3.3 Transformation from ending-evaluation to processing-evaluation.**

When applying flipped classroom teaching mode, the evaluation standard should be realized together by the professional people, teachers and students. Flipped classroom not only pays attention to the assessment results, but also focuses on evaluation process at the same time, and realized the tight binding between quantitative evaluation and summary evaluation, individual evaluation and team evaluation, one's own evaluation and others' evaluation. The evaluation contents not only focus on learning performance, but also rationality of learning time and learning programs. The evaluation result mainly reflects the students' understanding and application situation for knowledge.

## **4. The main problems of flipped classroom in higher vocational English teaching practice**

### **4.1 Deeply rooted negative influence of traditional teaching mode.**

In traditional English teaching, teachers are the main body of teaching, in the whole teaching process, the main responsibility of teacher is to teach knowledge and assign homework, although students can master the basic knowledge of English in this way, there are still many problems to some extent. In particular, there is a serious fragmentation of teaching and learning, which leads to the lack of learning initiative. Platon once clearly showed that, there should be no force in the process of teaching in the book of "The Republic". Applying flipped classroom into English teaching in higher vocational colleges, can mobilize the students' autonomous learning ability, let them learn knowledge and consolidate knowledge in the active learning mode. In order to effectively play the real role of flipped classroom, we must break through the traditional teaching mode, and integrate the essence of flipped classroom to the present teaching inside out. However, due to the ingrained negative impact of traditional teaching mode, this change cannot be anxious.

### **4.2 Lack of teaching resources, difficulties in using existing resources.**

The main factor that causes the problems of flipped classroom in English teaching practice in higher vocational colleges is the lack of teaching resources, it needs sufficient resources especially the knowledge transfer process in the early stage of trial teaching, Although we have rich network resources and English teaching resources in China, there are very few teaching materials with clear teaching objectives, reasonable difficulty and consistent with teaching content, plus the lack of adequacy and completeness of teaching content, which cannot satisfy the practice requirements of flip classroom in higher vocational English teaching. Therefore, in the process of English teaching in higher vocational colleges, the adequacy of teaching resource directly affects that if application of flipped classroom can be successful or not in higher vocational English teaching, and also directly affects the whole English teaching quality and level of flipped classroom.

### **4.3 Lack of strong support of information technology.**

In order to ensure the flipped classroom can be smoothly carried out in higher vocational English teaching, support of suitable hardware devices are required, whether English teaching video creation or student learning knowledge by Internet, cannot do without the support and cooperation of computer hardware. However, according to the present situation, students in most of the higher vocational colleges are not allowed to carry the computers into the campus, or because of family economic reasons some students are unable to buy computers, which seriously affects the application efforts and implementation of network teaching in higher vocational colleges English teaching, and brings negative effects for flipped classroom practice in higher vocational colleges' English teaching.

## **5. Strategies to promote the application of flipped classroom in higher vocational English teaching**

### **5.1 Building appropriate teaching process.**

In order to smoothly apply the flipped classroom into the English Teaching of higher vocational colleges, we should establish the appropriate teaching process. In the construction of teaching process, the essence of higher vocational English teaching and teaching content should be integrated into the teaching process according to the actual teaching situation. First of all, in the cognitive period of knowledge before teaching, higher vocational colleges should design the teaching process by using information technology efficiently, and make clear the teaching goals. The so-called teaching goal is the key factor to determine the quality of teaching, therefore, only to ensure the rationality of teaching objectives, can achieve a good teaching effect. Secondly, in the period of mastering knowledge in class, teachers can effectively apply information technology to teach, with the help of teaching

materials, ask the students questions, so as to create an exploring, collaborative learning atmosphere for students. At this stage, the teacher can make some teaching PPTs, or collect some relevant information and videos, thus to arouse the students' study interest. In the end, in the period of knowledge consolidation after class, the teacher can consolidate students' learning contents by homework assignment. At this stage, the teacher can sum up students' learning situation and grasping situation of knowledge, and overcome the drawbacks in teaching to improve teaching quality.

## **5.2 Adjusting contents of higher vocational English course.**

In order to apply the flipped classroom teaching mode into the present higher vocational English teaching, the teaching contents should be classified according to the current employment needs. According to the knowledge points, develop the teaching content of English flipped classroom. On basic of this, make the knowledge points and forms showed to students before, in and after class clear. The famous psychologist Anderson had a test, taking the information processing as the foothold, combined with the nature of knowledge, divided the knowledge into two kinds, first of declarative knowledge, the other of procedural knowledge. The former is mostly based on "what is", with faster forgetting speed; the latter is based on "how to do", with slow forgetting speed. Flipped classroom pays more attention on the interactivity between teachers and students, students and students, so from this perspective we focus teaching content on "how to do", rather than "what is", by adjusting the content of higher vocational English curriculum to achieve the ideal teaching effect.

## **5.3 Adjusting evaluation model of higher vocational English.**

The accuracy of the evaluation results can help teachers to understand the problems in teaching, and to take effective correction measures according to different problems. The emergence of flipped classroom, not only enriches the teaching contents, but also adjusts the evaluation mode of higher vocational English showing in three aspects, first, the diversity of evaluation subject, which not only refers to teachers' evaluation but also students' evaluation. Second, the diversity of evaluation types and links, the so-called evaluation type mainly includes diagnostic evaluation, formative evaluation and summary evaluation. Evaluation link mainly refers to the evaluation of various teaching links, not only the evaluation of students after teaching, but also the completion situation of teaching tasks in each class and the completion of homework, etc.. Third, the diversity of the evaluation angles, multiple intelligence theory refers to the diversity of human intelligence, such as linguistic intelligence, spatial intelligence, behavior intelligence and interpersonal communication intelligence. For the teaching evaluation of flipped classroom, we should not only refer to scores, but also should apply diversity intelligent evaluation model, so as to promote the multi-faceted development of students.

## **6. Conclusions**

Flipped classroom is a new teaching mode which is widely used in English teaching of higher vocational colleges. This kind of teaching mode mainly gradually converts teaching subject from the teachers to students, which also puts forward more strict requirements to the traditional teaching mode. The new teaching mode is good, but it cannot be blindly followed and imitated, we should continuously explore and grope according to school's own situation and teaching demands, so as to find the suitable way of teaching, fully play the real role of flipped classroom, and improve the quality of English teaching in higher vocational colleges.

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