



A Study on the Teaching Model of Application Flipped Teaching in College English

Liang Binbin^{1*}

¹Inner Mongolia Honder College of Arts and Sciences, Huhhot, China.

²Philippine Christian University Center for International, Manila, Philippines.

Email: 254602608@qq.com

Abstract: Driven by the strategy of education power and the integration of Internet, our country pays more and more attention to the high-quality development of education industry. In order to meet the individual learning needs of students, we need to fully mobilize multi-educational resources, explore new educational models, and form a targeted and adaptive education system. In college English teaching, in order to help students improve their English learning results and English application ability, teachers have gradually changed the traditional teaching mode and effectively used the flipped classroom teaching mode, optimizing the links of classroom setting, stressing the students' subjective status in the classroom, actively communicating with students, guiding students to gradually change their passive thinking of English learning, through the adjustment of teaching contents and elements, to provide students with better English learning experience, so that students in English learning more infectious. After the implementation of the flipped classroom teaching model, the college English teaching model has also been increased, and the teachers can effectively use the group cooperative learning method to make students communicate with each other through good interaction, in the mastery of more English knowledge, but also for students to create a good English learning environment.

Keywords: university, English teaching, turn over the classroom, Link design, main body outstanding

Introduction

Under the influence of the flipped teaching mode, English teaching gradually takes students as the main body of teaching, which effectively promotes the enthusiasm and initiative of students in English learning. Based on the analysis of the classroom teaching model of English teaching in colleges and universities, this paper puts forward the corresponding teaching problems on the basis of the teaching model, and analyzes and solves these problems.

Literature Review

In 1996, Maureen J. Lade and Glenn J. Platt, faculty members of the University of Michigan Business School, introduced the idea of "flipped classroom" and put it into practice in a course on "Principles of Microeconomics" for sophomore students^[1]. In 2000, Platt published the paper "The Flipped Classroom: A Pathway to an Inclusive Learning Environment", which formally introduced the concept of the flipped classroom based on the model of the Principles of Microeconomics course at the University of Miami; in the same year, J. Wesley Baker presented a paper at the International Conference on Teaching and Learning, in which he emphasized the significance of web-based tools as instructional aids for classroom teaching and proposed a model of the flipped classroom^[2]. In the autumn of the same year, the University of Wisconsin-Madison adopted E-teach software instruction in lectures in computer courses, and it turned to be quite effective^[3]. In 2007, Bergman and Sams,

[Received 06 Dec 2022; Accepted 22 Dec 2022; Published (online) 31 Dec 2022]



Attribution 4.0 International (CC BY 4.0)

two chemistry teachers, introduced the flipped classroom model from higher education to elementary education, and conducted experiment on "flipped classroom" in high school chemistry classes^[4]. The year 2011 marked a milestone for the flipped classroom. Salman Khan, an teacher in the United States, made the model rapidly popular worldwide^[5]. Salman Khan was inspired to create the Khan Academy, a one-on-one tutoring program using online technology. The flipped classroom has a development period of more than 20 years from its idea to its formation in the United States, while the flipped classroom is a research direction that has emerged in China only in recent years, and it started to attract the attention of Chinese scholars in the past few years^[6].

The construction of flipped classroom teaching model is the focus of flipped practice research. Based on different information platforms and practice results, foreign scholars proposed the following construction models. Based on McCarthy's "4MAT" teaching model, Jackie Gerstein, an American scholar, created a "four-stage" teaching model on how teachers interact with each other in the flipped classroom, which provides a reference through detailed scheme design^[7]. Robert Talbert, a scholar at Franklin College, developed a process and process-based flipped classroom system structure model based on his teaching practice^[8], but this model proved to be inappropriate for liberal arts teaching. The Riverside Unified School District uses digital interactive materials such as pictures, animations, clips, and videos to carry out flipped classroom immersion teaching and increase students' experience. It developed the "Riverside Unified School District Model"^[9]. In his practice of higher education, Eric Mazur of Harvard University proposed the "Harvard Model", which organizes the teaching process of "accumulating knowledge before class, posting questions on social networking sites, collecting and sorting out questions by teachers, designing materials, and collaborating to answer questions", and encourages teachers to adopt the Socratic method (using dialogue to clarify both sides' views)^[10].

The university English teaching turns over the classroom the application superiority

(1) increased interactivity

The application of overturning class in college English teaching can also promote the interaction between teachers and students, fully arouse the enthusiasm of students in the learning process, and grasp the students' learning state in time, to adjust the teaching strategies and methods. College English teaching by using the reversed classroom teaching model, students in the classroom learning has become the real learning and teaching main body, students can learn independently in the classroom, in practical teaching, students can choose their own learning content and communicate with teachers on the platform. At this time, teachers also change from a teacher to a guide, when students encounter learning problems, they can communicate with the teachers, and the teachers can guide the students, help them solve the problems in time, and enhance their enthusiasm and initiative in English learning, in the process of communication, students' thinking ability and judgment ability are also improved, which impels students to perfect their knowledge structure and improve their learning effect.^[11]

(2) more abundant teaching resources

The application of reverse classroom teaching mode can enrich English teaching resources, and students can freely choose English subjects in the process of learning English knowledge, and fully improve the efficiency of English learning. In the traditional college English teaching process, teachers usually only focus on the content of textbooks, and the teaching scope is relatively centralized, which can not effectively improve students' English learning ability. Under the effect of the flipped teaching mode, we can change the problem of insufficient teaching resources, rely on the English learning platform, and enrich the English teaching resources in an all-round way, guide students to choose the appropriate English knowledge content in the platform, enrich their English learning content. In the process of practice teaching, teachers can also make use of advanced teaching methods to improve students' English learning efficiency .

The flipped classroom teaching design in college English teaching

(1) Design and guide the preparation before class

Before teaching, it is very important for the teacher to do well the teaching preparation work, the teacher needs to carry on the analysis to the student's individuality development demand, through the flipped classroom teaching pattern implementation, in order to train the students' ability of self-study, we should sum up the teaching aim and construct the strategy system to realize the teaching aim, and guide the students to participate in the process of self-study and inquiry through the implementation of the targeted strategy, help students achieve their learning goals more quickly.

First of all, in the process of using the flipped teaching mode, teachers can design situational teaching. By using the reversed classroom teaching model, the teacher can make an overall arrangement of the teaching content, the teaching grammar and the English sentence patterns involved, and apply the teaching content to the situational content, students in the context of the English content and related key knowledge points to carry out a comprehensive study.^[2]

Secondly, the teacher can make or actual PPT, through the use of flipped teaching classroom teaching model, the teacher will be teaching knowledge points as the basis for PPT design, students through PPT viewing, we can grasp the key knowledge content in English teaching in watching, and also make students improve their English application ability in watching.

Finally, teachers can make use of micro-teaching. Teachers in the teaching design can use a variety of teaching models, and according to the personal preferences of most students, choose more vivid micro-lesson video teaching. For example, in college English teaching, we use famous Aristotle as the teaching content, and guide the content of English articles comprehensively, including “All the Cabbie Had Was a Letter”, in the process of introducing the English teaching theme, the teacher can give a comprehensive explanation of some new English words, such as shake, urge and estimate.

Of course, in the process of teaching English articles, teachers also need to elaborate on the main tasks and events in the articles. Under the function of micro-lesson videos, the content of the articles can be inserted into the micro-lesson videos, and in the form of animation or animation video and other ways to read the content of the article, students in the process of autonomous learning, can read aloud through video pronunciation, timely correction of their own English pronunciation problems, in the course of course design, we can make use of the combination of situation teaching and flipped class teaching to stimulate students' interest in English learning, to enable students to learn the content of English knowledge to understand, for the promotion of Students' English learning efficiency to lay a good foundation.^[12]

(2) design and optimization of classroom interaction

In the process of English teaching in colleges and universities, students' interest in English learning is a major difficulty, which is also the main goal of implementing classroom interaction. Students have different majors, it is difficult to arouse students' interest in learning English in different majors, students are not willing to communicate in English in their study, and teachers are not willing to communicate in English in their teaching, it is also difficult to use the English teaching resources creatively. In the classroom teaching of flipped teaching, students can communicate with each other by combining the situational teaching mode, guide the students to have interest in the teaching content in the process of communication, in order to stimulate the students' initiative and enthusiasm in learning, so that students can better communicate in class, and together to explore the problem of English.

For example, in the process of college English teaching, because the students know more about a unit, the students also have the learning interest in the process of learning, the teacher can divide the students into study groups, and for the study group to assign different teaching and learning tasks. First of all, the Pre-reading Task: students can learn the process of learning, by using the knowledge of English, it is a comprehensive discussion. To enable students to expand the study of ideas. Secondly, students are required to study the Translation Task independently, in which there are some complex English sentences, and students are required to communicate and translate the text. Finally, in the process of asking the study group to explore the Difficult Point, the students are asked to find out the Difficult Point in the article, and to do research in the study group to solve the related questions. In the process of grouping, teachers need to divide students according to their different learning abilities and their mastery of English. For example, they can ask students to study in groups, drive some ability slightly less able students to study, as much as possible of English content research and talk about. To help students better lay the foundation of English learning.

(3) objective evaluation and improvement of after-school teaching

In college English classroom teaching, after-class teaching evaluation is also an important content, through good classroom evaluation, not only can reflect the real learning situation of students, at the same time, it can also make scientific evaluation to classroom teaching. Therefore, in actual teaching, teachers should not only apply the flipped class to classroom teaching and pre-class preparation, but also apply it reasonably to the evaluation of after-class education, it is helpful to optimize English classroom teaching and promote the teaching effect by making a comprehensive evaluation on the whole teaching process and leading the students to put forward better suggestions.^[13]

For example, in the teaching of college English “Where did you go on vacation?” Reading materials, teachers reserve a certain amount of teaching evaluation time after teaching, and through “Vacation” related videos and extra-curricular materials, play the video for the students, then stimulate their own ideas, guide the students to express their feelings, and encourage students to ask questions about the teaching, and give suggestions for revision.

(4) to clarify teachers' class status and methods

In order to play a better role in the flipped classroom teaching model, teachers should make clear their classroom status and find out the educational role that teachers play. The flipped classroom teaching mainly depends on the means of information technology to complete the teaching, in the actual teaching does not need the teacher to carry out too much oral teaching to teach, the teacher only appears in the classroom as a guide and participant, accompanies the student to complete the study task together. Students should take the lead in the teaching of the whole flipped class. Teachers should know their own position correctly, adjust the teaching idea of the flipped class positively and eliminate the backward thought of the traditional teaching. In practical English teaching, teachers, as the guide of Education, should not monopolize the right of discourse in the classroom. They should stand on an equal level with students to complete the study of knowledge and realize the sharing of resources. In order to achieve good English teaching results, teachers should also go deep into the student groups, maintain good communication relations with students, understand students' learning conditions and actual needs, and respect the individual differences of each student, as far as possible through training and other educational methods to enhance the core literacy of college students.

(5) establish a good bridge and platform for communication between teachers and students

With the continuous development of Internet technology in our country, computer has been popularized in the field of education in our country, which brings a brand-new opportunity to modern education, college English teaching must keep up with the pace of development of the times, actively introduce Internet technology-based flipped classroom teaching model, train the whole school teachers and students of the concept of the Internet, in addition, in actual teaching, teachers should also build a good communication platform between teachers and students through the Internet technology, close the distance between teachers and students, so that they can stand on an equal position to communicate and exchange, to help students better solve problems. Teachers should also constantly strengthen their level of information, more scientific design turn over the classroom teaching content, to ensure that in communication with students, can understand the actual needs of students, so as to better set up teaching content, to explore a new path for the improvement of English classroom teaching level in colleges and universities.^[14]

(6) to improve the ability and ways of autonomous learning of college students

In order to enable college students to learn English on their own in class effectively and improve the effect of autonomous learning, teachers can turn over the classroom teaching mode to stimulate students' subjective learning consciousness, so as to promote students' learning and development. With the continuous reform of college English education model, the development of flipped classroom teaching from the traditional one-way transfer of knowledge to students through video viewing, you want to achieve the problem you want to explore, but students are required to have a good sense of subjectivity and self-discipline. To this end, teachers must continue to guide students to self-study, reasonable planning of learning time, master a good learning schedule and inner-day planning, to promote students' self-learning ability, in order to expand students' knowledge and promote the level of college English teaching, to achieve the all-round development of college students.

Conclusion

After the implementation of the flipped classroom teaching model, the college English teaching model has also been increased, and the teachers can effectively use the group cooperative learning method to make students communicate with each other through good interaction, in the mastery of more English knowledge, but also for students to create a good English learning environment. In the flipped teaching, the students become the main body of teaching, they can know their own shortcomings in self-study, thus learn from each other to better improve their English application ability, improve the overall efficiency of their own English learning to achieve the ultimate goal of teaching and teaching results.

REFERENCES

[1] The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School [J] . Jacqueline E. McLaughlin, Mary T. Roth, Dylan M. Glatt, Nastaran Gharkholonarehe, Christopher A. Davidson, LaToya M. Griffin, Denise A. Esserman, Russell J. Mumper. Academic Medicine . 2014 (2)

-
- [2] Yan Fang. This paper probes into the application of flipped classroom teaching model in college English teaching [J] . China's out-of-school education, 2019, (008) : 96-97.
- [3] Qin Weiwei. Flipped learning: a new paradigm for classroom teaching reform[J]. Research in Electronic Education, 2013, (8): 84-89.
- [4] Xu Xingliang. What has been flipped in the "flipped classroom"? [J]. Contemporary Educational Science 2014,(16):34-35.
- [5] A study on online support environment of flipped classroom by Fang Yuan Yuan - taking Khan Academy online platform as an example [J]. Journal of Distance Education, 2014,(6):41-48.
- [6] Song Yanling, Meng Zhaopeng, Tong Yajuan. Exploring the flipped classroom from the perspective of cognitive load~and the analysis of typical models of flipped classroom[J]. Journal of Distance Education.2014(1):105-111.
- [7] Talbert,R. Inverted classroom[J]Colleagues,2012,9(1):7-12
- [8] Talbert, R. Inverted classroom[J]Colleagues,2012,9(1):7-12
- [9] Aaron Sams. "Flipped classroom" makes learning more natural[J], Shanghai Education, 2015,(13): 46.
- [10] Zhong Xiaoliu, Song Shuqiang, Jiao Lizhen. Research on teaching design based on the concept of flipped classroom in information-based environment[J]. Open Education Research, 2013, (1): 58
- 64.
- [11] Cheung Chung. A study on the application of flipped classroom teaching model in college English teaching [J] . Journal of College of Education, Taiyuan University, 2015,33(001) : 71-74.
- [12] Wang Rui. A study on the application of flipped classroom teaching model in college English teaching [J] . Yangtze River series, 2017, (017) : 52-52.
- [13] Yuan Yuan. A study on the application of flipped classroom teaching model in college English teaching [J] . Campus English, 2016, (010) : 40-40.
- [14] Zhang Xuexin. Split class: A new exploration of teaching reform in the college classroom [J] . Fudan Education Forum. 2014, (05) : 5-10.