

Research on the Application of Flipped Classroom Teaching Mode in English Reading Teaching

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Abstract: Reading, as the foundation of a language, plays a very important role in English learning. Improving English reading ability of senior high school students is the common requirement of quality education reform and College Entrance Examination English reform. The application of flipped classroom in high school English reading teaching can cultivate students' learning autonomy and innovation ability. Besides, it can also facilitate home-school cooperation and promote educational equity.

1. Introduction

With the advancement of education reform, flipped classroom has been widely used in teaching. It has been applied from primary school to university. English reading teaching has very important practical significance, because it is the basis of training students' listening, speaking and writing ability. Furthermore, English reading teaching can enlarge students' English vocabulary and improve their ability of expression. Flipped classroom teaching mode plays a very important role in high school English reading teaching. It can not only stimulate students' interest in English learning, improve the study efficiency and the cooperation ability, but also further enhance the interaction between teachers and students as well as teachers' teaching efficiency.

2. The Origin and Concept of Flipped Classroom Teaching Mode

2.1 The Origin of Flipped Classroom Teaching Mode

Flipped classroom teaching mode originated from a teaching experiment. Jonathan Bergmann and Aaron Sam are chemistry teachers at Woodland Park High School in Colorado, USA. They uploaded PPT with real-time explanations to the Internet to help students who were absent from class make up missed lessons. Later, they called the teaching mode that students watch teaching videos to learn before class and discuss problems with classmates and complete homework during class to internalize knowledge as flipped classroom teaching mode.

2.2 The Concept of Flipped Classroom Teaching Mode

Flipped classroom teaching mode refers to adjusting the time inside and outside the classroom and transferring the decision-making power of learning from teachers to students. A lot of class time is not carried out in the traditional teaching mode that teachers dominate class all the time. Under the flipped classroom teaching mode, teachers send the teaching video to students in advance. Students can study independently and complete targeted exercises before class. They can communicate with students and teachers on the network communication platform if they have any questions. During the class, students complete the internalization of knowledge through classroom activities and peer cooperation under the guidance of teachers. Flipped classroom teaching mode improves the situation that traditional classroom mode ignores students' individual differences.

3. Theoretical Bases of Flipped Classroom Teaching Mode

3.1 Constructivism Theory

Constructivism theory is the basic theory of flipped classroom teaching mode. Constructivism theory is a learner-centered learning theory that emphasizes the subjectivity of learners without neglecting the guiding of teachers. Flipped classroom teaching mode embodies constructivism theory. In flipped classroom teaching mode, teachers upload micro-videos to the network platform before class. Students learn independently and discuss problems with their classmates and give feedback. According to the feedback of students, teachers can give personalized guidance and help them solve problems. The teaching mode is a significant step in the concrete practice of constructivism related theories.

3.2 Cooperative Learning Theory

Cooperative learning theory is an important theoretical support for flipped classroom. The teaching activity form of cooperative learning theory is mainly group learning. Students complete the tasks assigned by teachers in groups, and teachers reward and punish them in groups. The flipped classroom teaching mode is applied to the English reading teaching in senior high school. Teachers upload the micro video made before class to the network platform. The students preview before class and carry out group cooperative learning in class. Under the guidance of teachers, students solve the learning problems and complete the learning objectives through group cooperative discussion. High school English reading flipped classroom is carried out in the form of cooperative learning. Cooperative learning theory is an important theoretical basis for high school English flipped classroom.

3.3 Autonomous Learning Theory

Autonomous learning theory is also an important theoretical basis for flipped classroom. The whole implementation process of flipped classroom runs through autonomous learning.

Autonomous learning is a critical factor to evaluate whether the teaching goal is achieved. Flipped classroom lays stress on independent learning by watching micro videos or other materials before class. Teachers should create a self-regulated learning situation for students, so that they can learn actively and become the master of learning. The core objective of flipped classroom teaching mode is to let students have the ability of autonomous learning. Teachers should pay attention to students' mastery of relevant theoretical knowledge and the initiative of autonomous learning. Teachers should always keep in mind that students are not passive absorbers of information. Instead, they are active learners and main participants in class.

4. The Implementation Process of Flipped Classroom Teaching Mode in High School English Reading Teaching

4.1 Teachers Prepare Pre-Class Learning Materials

Pre-class learning materials are the basis for implementing flipped classroom. Pre-class learning materials include micro-videos, PPT and exercises recorded in advance by teachers. The duration of the micro video is about 10 minutes, so that students can focus on studying before they get tired. Micro video is made into a learning mode of passing barriers which ensures the continuity of students' learning process and helps students find the knowledge that they have not mastered well and need consolidating. Pre-class learning materials should be prominent, comprehensive and concise to stimulate students' interest in learning and improve their independent learning ability.

4.2 Students Study Independently and Complete Targeted Exercises Before Class

Teachers will send the prepared learning materials to the network platform before class. Students can complete the autonomous learning task before class by watching micro videos, reading materials and completing exercises. Students can discuss with their classmates on the network platform or wait for the teacher to answer in class if they encounter difficulties in the learning process. The content of the task which teachers set for students should mainly focus on mastering the key vocabulary of the text and understanding the main idea of the article. It should not be too difficult, otherwise it will hit students' learning enthusiasm. Students will complete the tasks or exercises assigned by the teacher on time, so as to lay a solid foundation for knowledge learning and internalization in class.

4.3 Teachers Determine the Inquiry Questions in Class

Teachers can design the inquiry questions from two aspects. First, according to the requirements of curriculum standards and the teaching experience, teachers can put forward important and difficult questions to students in the micro video before class. Second, teachers summarize the valuable questions according to the doubts of students while watching videos and doing tasks before class. The inquiry questions should be operable to ensure that students of different levels can take part in the discussion.

4.4 Teachers Organize Class Activities

Teachers distribute the paper-based teaching materials to every students in class. Students read the material quickly and have a group discussion. During the group discussion, teachers should patrol and give students hints to solve problems. Every student should be encouraged to actively participate in group discussions. Each group has a leader who is responsible for assigning learning

tasks and recording the process and results of discussion. At the end of discussion, one student from each group will report the result of discussion to the whole class. After the discussion, students do the exercises prepared by the teacher in advance for practice and consolidation. The exercises are mainly grammatical blank filling questions set around the reading articles and multiple-choice questions using key words and phrases. After finishing the exercises, students need to read the article again and correct the mistakes by themselves. Only in this way can they reflect on the reasons for making mistakes and further master language knowledge. At the end of class, teachers lead the class to further summarize the key points of the article and help students internalize knowledge.

4.5 Organizing and Carrying out a Variety of Teaching Evaluation

In the flipped classroom teaching mode, students' independent learning before class is the main way to learn and they internalize knowledge in class. Therefore, the evaluation should include pre-class learning evaluation and class learning evaluation. When teachers evaluate the performances of students, they can praise students for their merits and point out their shortcomings and give suggestions according to knowledge, learning attitude and cooperation among group members. The subjects of evaluation are multiple that include teachers, peers and students themselves. The multi-dimensional evaluation method can stimulate students' learning motivation and increase their learning interest. At the end of class, teachers make a comprehensive summary and evaluation of this lesson. Meanwhile, teacher should also make record to guide the future teaching.

5. Advantages of Flipped Classroom Teaching Mode in High School English Reading Teaching

5.1 Stimulating Students' Interest in Learning

Flipped classroom teaching mode can stimulate students' interest in learning. When preparing students' independent learning materials before class, teachers can select reading materials according to students' characteristics and preferences, such as English movies and novels. The interesting learning content can attract students' attention and increase their study efficiency. At the same time, reading materials should adapt to students' ability level, therefore they will be more willing to learn. The diversified teaching activities designed by teachers and the way of group discussion and cooperative learning promote the learning and internalization of students' knowledge. Various forms of information presentation and multi-sensory stimulation can increase students' interest in learning greatly.

5.2 Cultivating Students' Learning Autonomy and Improving Learning Efficiency

In flipped classroom teaching mode, students should learn by themselves before class. If students encounter any problems before class, they can solve problems through active participation in group discussion and cooperative learning in class. Students should be responsible for their study during the whole process of learning. In the process of autonomous learning, students can effectively communicate with teachers and classmates to solve problems and gain a sense of achievement. Therefore, students' learning behavior will be strengthened. Flipped classroom teaching mode can further cultivate students' autonomous learning and change passive learning situation in the past.

5.3 Improving Students' Enthusiasm in Class

The flipped classroom teaching mode can not only ensure the efficiency of classroom teaching, but also improve students' participation in teaching process. In traditional teaching, teachers teach knowledge in one direction while students only accept knowledge passively. The traditional teaching mode ignores students' ability of autonomous learning and cooperation. The flipped classroom teaching mode promotes the change of roles between teachers and students, and strengthens the communication and interaction between them. The positive learning atmosphere strengthens the cooperation and affection between teachers and students, thus greatly improving students' enthusiasm in class.

5.4 Alleviating the Contradiction of Insufficient Classroom Time in High School

In the traditional classroom, the class time is very tight. During the class, teachers have to deal with a lot of things within 45 minutes. They are required to review old knowledge, teach new course and interact with students. Besides, they also try their best to save time to deal with in-class exercises. It is not realistic to complete all the tasks in class. Through the adjustment of teaching process, learning new knowledge is completed by students before class, which can promote the efficiency of class time and help them internalize knowledge in class.

5.5 Improving Students' Innovative Ability

Flipping classroom teaching mode can cultivate students' innovative ability. It creates an environment for students to question and think boldly. Teachers design classroom activities for group cooperation and communication according to the characteristics of English course and students' existing knowledge and ability. In the process of discussion and report, the discussion includes discussion among group members and between groups, which can cultivate students' ability of expression, cooperation, independent thinking and divergent thinking. In a word, flipped classroom teaching mode can maximize students' innovation ability.

5.6 Promoting Home-School Cooperation

In the flipped classroom teaching mode, students can turn to their parents for help when they have problems in pre-class learning. This can not only help students solve problems, but also strengthen the communication between students and parents. In the process of helping children, parents can also ask teachers for help if they have any doubts. The teaching mode promotes the interaction between parents and teachers and helps teachers know students' learning situation at home. In this way teachers can choose proper methods to help students. Home-school cooperation can promote the development of students.

5.7 Promoting Education Equity

Flipped classroom teaching mode promotes the sharing of educational resources. Under the traditional teaching mode, educational unfairness is mainly manifested in the inequity of teachers and teaching resources. In flipped classroom teaching mode, the micro videos sent by teachers can be shared and watched by students in different regions. Students in ordinary schools can also obtain the high-quality teaching resources of key schools. In addition, teachers can also improve their teaching ability and promote their professional growth by studying other teachers' high-quality micro videos.

6. Conclusion

As a newly emerging teaching mode, flipped classroom teaching mode improves students' learning efficiency and teachers' teaching efficiency. But it also has some shortcomings and problems in the process of application. However, with the deepening of flipped classroom research, practical experience will become rich that makes it more operable. What's more, teachers should improve their comprehensive and professional ability constantly. Only in this way can teacher make the flipped classroom teaching mode effectively improve the overall quality of high school English reading teaching and promote the development of students' English core literacy.

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