

Research and Practice of Flipped Classroom Teaching Mode Based on Micro-video in Preparatory English Language Teaching

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Abstract: The study of micro-video-based flipped classroom in PELT not only provides ideas for the implementation, but also plays an active role in promoting the development of the training base in Qinghai Province. This paper first explores some confusing concepts of online teaching resources and clarifies the inner relationship. Next, it constructs a flipped classroom teaching model by building a shared learning ecosystem. Then through the design of teaching cases, we try to practice the flipped classroom, which proves that the teaching model has a positive effect on PELT.

1. Introduction

The era of "Internet+" is not only the mobilization and ubiquity of the network, but also the major change of the network to the human production and life style, which poses challenges and opportunities to the traditional teaching and learning methods. The extensive use of online teaching resources such as MOOC, Micro-courses, Micro-lectures, Micro-videos and the Flipped Classroom teaching mode has triggered a deep change in the concept of foreign language education, the organization of teaching and learning. Contemporary foreign language teachers need to build multiple hybrid teaching modes and multiple interactive learning environments with the support of modern information technology such as the Internet and smart devices. ^[1]

2. Literature Review

2.1 Definition of the online teaching resources

Micro-video refers to 30s~20min video clips recorded by video terminals. The starting point is "learning", helping students solve problems from their perspective. Micro-lecture refers to the whole process of teachers' teaching activities inside and outside the classroom centered on a certain knowledge point or teaching link according to the new curriculum standards and the requirements of teaching practice, which is presented in a video of 5 to 8 minutes long. The starting point is "teaching", presenting the teaching process from the teacher's point of view. ^[2] Micro-lecture and micro-video are not equivalent, but contain the relationship. That is, micro-lecture contains micro-video. Micro-course refers to the solution to the short board of a single knowledge point, from a course of a learning unit/module/theme of a meticulous knowledge system, select the key

points, difficult points, test points, confused points, and hot spots, through the design of a set of relatively separate, but interrelated micro-classroom, plus a variety of small activities related to the combination including reflection, discussion, practice and experiments. It can be seen that micro-course and micro-lecture are not the same thing, they are both related and different. A series of micro-lectures + a series of teaching activities = a micro-course. MOOC consists of a number of units/modules/thematic micro-courses, and their series of teaching activities, etc. It can be seen that micro-lectures are the core learning materials of MOOC. Micro-courses are the core component of MOOC, That is to say MOOC is the "building", micro-lecture is the "bricks and mortar". To sum up, the relationship between the four is shown in Figure 1.

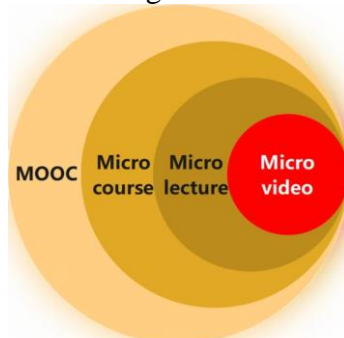


Figure 1: Relationship diagram of online teaching resources

2.2 Research development

The author conducted an advanced search on CNKI with the theme of "Flipped Classroom + English Teaching", and it can be seen that the domestic related research began in 2014, in which two research peaks appeared, the main peak was in 2016, and the second peak was in 2021.

It can be seen that the research has approached the end from the boom. From the analysis of the indexes of 115 articles in the whole development process, the author concluded that: the total number of references is 2457; the total number of citations is 4844; the total number of downloads is 184239; the average number of references is 21.37; the average number of citations is 42.12; the average number of downloads is 1602.08; and the ratio of downloads to citations is 0.03. From this, it can be seen that the papers that have been cited with a high citation frequency in the past ten years, which proves that the topic has high research value. According to the citation frequency, 50 papers are related to the "Application of Flipped Classroom in University English". For example, Cui Yanhui and Wang Yi, they explain the feasibility and advantages of flipped classroom in university English teaching. ^[3] Deng Di in his "Review of Research on the Application of Flipped Classroom Mode in English Teaching" combed the implementation process and task characteristics of flipped classroom in university English teaching in China. ^[4] Zhu Lin, Xu Ying, and Han Jinlong in their "Study on the Path of Deep Integration of FLT and Information Technology-Reform and Practice of Academic English Teaching" indicate that the study is instructive for the reform and practice of academic English teaching in China. ^[5] The rest of the literature specializes in the following directions: Engineering and Construction, Business and Clothing, Chemical and Food, and Medical and Nursing.

3. Flipped Classroom English Teaching Model Construction

Flipped classroom refers to a classroom form in which the teacher first creates a teaching micro-video, the learners complete the learning tasks through online learning before class, and then return to the classroom for face-to-face sharing and communication between teachers and students

to obtain the learning results in order to realize the established teaching goals. It can be seen that the knowledge transfer in the flipped classroom is completed before class through teaching micro-video or other learning materials, and the internalization of knowledge occurs in the class through a series of teaching activities.

Flipped classroom teaching is a model where the knowledge input is transferred to the pre-class by completing learning tasks. Teachers create micro-videos and pre-class exercises, and learners complete the tasks by watching the videos and completing the exercises. Knowledge internalization is accomplished during the classroom activities through Scenario simulation, Individual guidance, feedback and evaluation.

With the in-depth study of flipped classroom in China, English educators combine the research results of scholars at home and abroad to construct the flipped classroom English teaching mode. From the perspective of learning ecology, information technology can help teachers and students create and maintain a shared learning ecosystem. From the digital teaching resource platform, information technology can provide support for instructional designers, learning communities, virtual communities, and real classrooms in the learning ecosystem, thus forming a dynamic ecosystem with a virtuous cycle of online /offline teaching and learning.^[6]

3.1 Foundations and principles

Many studies have proved that constructivism, humanism, and instructional system design are inevitably related to learning achievement and effect, and are also contribute to building flipped classroom model based on micro-videos. The design of micro-video can not only make full use of various digital learning resources such as SPOC, MOOC, APP, etc, but also optimize the effect of resource utilization to the maximum extent.^[7] There are two principles for building the new model: First, focus on language knowledge construction. Students participate in the process of interaction with peers and teachers to share their experience, resources, strategies, insights, discussing topics. In the online interactive communication between you and me, new content, new knowledge can be generated and consolidated to promote in-depth understanding of language knowledge, so that the language knowledge can be constructed in the social application and situational context. Secondly, it satisfies the construction of language application competence. The colorful micro-tasks and scenario simulations based on micro-video themes provide a real application context for language learning. In the process of completing the scenario simulations, students experience to solve problems in real social application contexts; to realize the power of team cooperation; to feel the sense of achievement in comprehensive English application.

3.2 Overall structure

Based on teaching practice and learners' needs, also by drawing on previous research experience in teaching, the author constructed an English Flipped Classroom Teaching Mode Based on Micro-video in PELT (shown in Figure 2). The model for preparatory students makes full use of campus curriculum resources and integrates online and offline teaching and learning, which is divided into online and offline aspects: online teaching includes defining teaching objectives, providing micro-video resources, writing guides, uploading to the sharing platform, and monitoring learning effects. Online learning includes independent learning, completing exercises, giving feedback and peer assessment. Offline teaching is aimed on answering questions and solving problems, setting scenario tasks and giving feedback and evaluation. Offline learning is focused on interaction, scenario simulation, knowledge internalization and learning reflection.

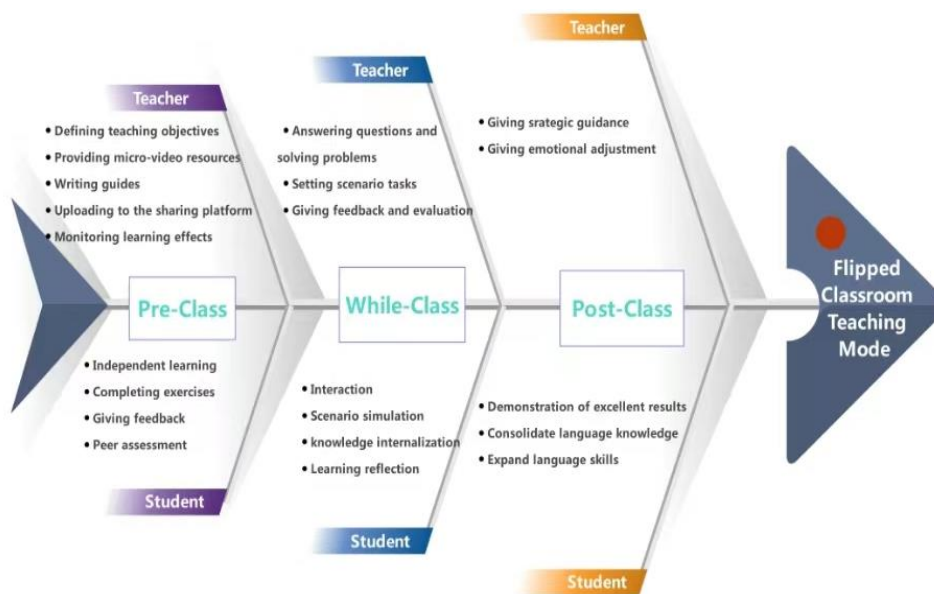


Figure 2: Diagram of the Flipped Classroom Teaching Mode Based on Micro-video in PELT

4. The Case Design of Flipped Classroom Applied to PELT

This study takes the reading article "How to succeed in a job interview" in Unit11 Passage B of the textbook "University Experience English Basic Tutorial" as an example, and practices teaching in Science class one. The number of students is 50, the age of the students is 18-20 years old, and the English course is 5 hours per week, 2 hours and 90 minutes each time, and 1 hour and 45 minutes for the weekly test.

4.1 Pre-Class independent study

4.1.1 Determining teaching objectives

Teaching objectives are the desired outcomes of teaching and learning activities. Only when the objectives are clearly defined before teaching can the teaching be more focused and specific. Analyzing the teaching objectives before implementing the flipped classroom will not only help us to analyze what knowledge will be taught to the students through the video, but also help us to prepare the lesson plans.

The reading material is about interviews. There are three teaching objectives of the course: Knowledge objective: to master the words and correct expressions related to interview. Ability Objectives: To effectively improve reading speed and accuracy in comprehending the material. To be able to express the communicative theme of the job search in this lesson freely. Be able to flexibly use what you have learned and develop a rich imagination to fluently simulate the job hunting scene. Emotional goal: Through learning the knowledge in this section and simulating the job-hunting scene, we can make the necessary preparation for the interview in the future.

4.1.2 Micro-video supplemental learning

The implementation of English flipped classroom needs the support of technology, in order to facilitate the use of teachers and the effective implementation, micro-video was excerpted from Fun Dubbing was carried out. English Dubbing is an intelligent English learning software. By dubbing different types and duration of videos, it makes English learning fun. In this course, five

micro-videos are selected from this program. Set the topic as "The Art of Job Interview", the page will search for the corresponding interview skills, which are Practice and Prepare; Be Memorable; Think about Perspective; Honesty is the Best Policy; and Be Aware of Body Language.

4.1.3 Preparation of guided tutorials

In the teaching mode of flipped classroom, the guided tutorial occupies a very important role. Compared with the traditional classroom, the flipped classroom requires students' self-learning ability to be higher, and the guided tutorial is to help students to complete the self-learning task. Therefore, it affects the implementation of the flipped classroom. (shown in Table 1)

Table 1: Guided Tutorial

Content of Lesson Plan		Design Intent
Task	The Art of Job Interview	
Guided Tutorial	<p>1. Complete the digraphs by listening to the text of the teaching material and watching five videos on interview skills.</p> <p>2. Using the English Fun Dubbing software, divide 50 students into 5 groups of 10 each and complete 50 dubbing works to be submitted in groups.</p> <p>3. The best dubbing material will be selected by each group and rewarded accordingly.</p>	Demonstrate the learning tasks and key points, students have clear objectives
Keys and difficulties	<p>Keys: acceptance of the dubbing results, analysis of the content of the material.</p> <p>Difficulties: vocabulary and sentence patterns needed when digging for words in the text.</p>	
Special Reminders	<p>1. The "Digging and Filling in the Blanks" and "Dubbing Video" are required to be completed before class.</p> <p>2. Marking unfamiliar words and compound sentences.</p> <p>3. List the problems and difficulties.</p>	Demonstrate the use of guided tutorial
Independent Study	<p>Tip1. Practice and Prepare Absolute ___ is Key. You really need to understand what it is you're up for and know your ____. The single best ___ question in job interviews is this, "what do you know about this company?" it's the proxy for conscientiousness and it shows the interviewer that you aren't just trying to find a job, you wanna work for them. So, my best ___ is do your ___ diligence. Many of the questions are going to be ____. They are not going to ask you so much about what did you do at this job, but give me an example when you had a ____, how did you ___ it. So be prepared to answer those questions. Many people will think of answer to questions. But they won't actually practice verbalizing and we really need to practice verbalizing ___.</p> <p>Tip2. Be Memorable When you answer questions you wanna do three key things. You wanna answer the question asked. You wanna give an ___ so people remember the...the answer. And you wanna tell them why your answer is ___ for them and for the job. Because quite ____, the person interviewing you is often not the person who gets the final ___ on if you're ___ or not. So they have to turn around and sell you to ___ it is who makes the final decision.</p> <p>Tip3. Think about Perspective See the job interview from their ____. I've done ___ myself where I'm interviewing somebody for a ___ position. And they talk about how ___ it would be for them to do the work. And I don't really care. Think about it from my perspective. I ___ put all human beings into two ___: people who make my life harder and people who make my life easier. And I think that any job interview where you can go and put yourself in that second category is gonna be very ___.</p> <p>Tip4. Honesty is the Best Policy If you have a kind of ___ past, don't ___ and don't lie. Because in this modern age they can find out about you in a ____. If you've had to ___ your last job or you were ___ at your last job, be prepared to talk about ____. For example, if you were fired from the job, you can't say "well, the boss was an idiot". But you can say that perhaps you had a value ___ with your boss.</p> <p>Tip5. Be Aware of Body Language Non-verbal communication is ___ important and in fact there's a ___ amount of researches that says people believe non-verbals much more than they believe verbals. But people will often do because they're ____, they'll make themselves small, so the hands come up, they cover their face, sometimes they cross their legs. They become very small and that makes them look nervous and in some cases disingenuous. So what we want is we want to project ___ and openness. So we sit forward, our hands are out and up, we make good eye ____. That shows we're ___ and we're interested.</p>	Guiding students' independent learning through exercises
Discussion	<p>1. Reflections on coping with future job interviews.</p> <p>2. Details to keep in mind when interviewing for a job.</p>	Demonstrate the value of learning

4.1.4 Student independent study

After the teacher uploads the learning materials through the class group and notifies the students, the students can download the materials, choose the learning place and learning time according to their own situation to conduct independent learning before class and complete the self-study tasks. Adopting an inter-temporal operation mode, it helps students complete the input and output of English knowledge. At the same time, it is also aimed at alleviating the shortage of teachers and the excessive pressure on class time. Students' independent learning ensures the learning effect of limited classroom time, which is conducive to realizing the seamless connection between online learning and offline courses, and can also help the learning community develop a strong sense of collective belonging.

4.2 Internalization of knowledge in the classroom

The internalization of knowledge in the class revolves around four areas. First, exchange and discussion. For the problems in self-study, teachers first let students to solve the doubts in their group before class. Second, teacher guidance. Students can seek help from the teacher when group discussion cannot solve the problem, the teacher will give the targeted and individual counseling. Third, the scenario simulation. Set up a situational simulation interview for specific job duties. Teachers assess students' ability to adapt to the demands of the job by setting up job-related simulated scenarios and asking them to respond and answer. Scenario simulation interviews provide an immersive and testing environment, which can be a more comprehensive test of the candidate's professionalism and overall attitude. Fourth, evaluation and feedback. The end of the classroom is the evaluation and feedback stage. Evaluation is jointly completed by teachers, peers and learners, including teacher evaluation of students, student-student mutual evaluation, student self-evaluation and so on. The evaluation includes the completion of the independent study guide before class, the raising of questions, the completion of the classroom scenario simulation and the performance in group activities.

5. Analysis of the Effectiveness of Flipped Classroom in PELT

5.1 Facilitating the development of independent learning mentality and behavior

The psychology of self-directed learning refers to the enthusiasm and willingness of students to actively participate in learning activities. Autonomous learning behavior refers to students' active participation in learning and integration of multiple learning strategies for effective learning. Flipped classroom teaching mode has three effects on learners: firstly, it improves the preparatory students' autognosis. The advantages and disadvantages of the learning effect can be seen in the ability level of the learners, such as the grasp of knowledge, the choice of learning methods, the self-control and so on. Secondly, cultivate their active learning consciousness. Through trying personalized learning, stimulating the desire to learn, exploring the self-learning mode, and achieving sustainable independent learning effectiveness. Finally, strengthen the independent learning behavior. Cultivating learners' independent learning behavior is mainly through a series of formative evaluations, including pre-course evaluations, in and post evaluations. That is way to detect and monitor for teachers to verify whether the learned knowledge is internalized.

5.2 Favoring the improvement of classroom teaching efficiency

The advantage of the flipped classroom is that it can break through the time and space limitations

of the traditional teaching mode, maximize students' learning autonomy, enhance the interaction between teachers and students, and comprehensively improve students' comprehensive learning ability.^[8] Flipped classroom teaching mode has three factors to improve teaching efficiency: first, enlarging the unlimited time and space instead of traditional classroom language teaching. The release of offline learning time enables learners to obtain personalized, diversified, dynamic, social and other rich forms of language online learning. Secondly, reducing the capacity of classroom which allows every learner has the opportunity to participate in discussion and simulation. The classroom is no longer the main field of knowledge transfer, but should be handed back to the main body of learning, focusing on the development of comprehensive application and guiding students to establish offline language practice clubs. Finally, improving the monitoring and evaluation of the classroom learning process, so that learning can meet the fairness. Teachers' realization of fairness in the management and supervision of the classroom teaching process can promote a virtuous cycle of learning experience. A procedural, fair and transparent evaluation system plays an important role for preparatory students, which is related to the choice of majors for them.

5.3 Forming an intercultural perspective on Ideological and Political thinking

Cultural values cultivation is a very important cultivation goal in intercultural communication English, values determine how to look at the differences between Chinese and Western cultures, which is essential to cultivate the values of foreign language talents. Therefore, to incorporate cultural values as a civic element in intercultural communication is one of the aspects that the flipped classroom teaching focuses on. First of all, teachers consciously add the ideological and political points in the micro-video before class. The correct cultural values are inputted for the preparatory students step by step. Secondly, during classroom teaching, students can feel the differences and similarities between various cultures in the context through situational simulation, such as role-playing, dialog exercises, interviews and other forms. Finally, in terms of teaching evaluation, teachers can ask them to express their understanding of cultural confidence in English, so that they can improve their English language skills while clarifying cultural differences.

6. Conclusion

In summary, the study of micro-video-based flipped classroom in PELT not only provides ideas for the implementation, but also plays an active role in promoting the development of the training base in Qinghai Province. English flipped classroom model construction abandons the traditional teaching design that focuses on knowledge transfer and adopts an independent learning experience. The shared platform ecosystem provides students some chances for fragmented learning outside the classroom at anytime and anywhere, turning language learning into personalized learning. And scenario simulation, as the classroom organization form of the flipped classroom, can not only increase students' opportunities to experience the language, but also promote the internalization of knowledge absorption. Through the design of teaching cases to try to practice the flipped classroom in the preparatory English classroom, it has been proved that the flipped classroom teaching mode has a positive role in PELT.

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