

# Research on the Application of Flipped Classroom Teaching Model in College English Teaching

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**Abstract:** under the tide of educational informationization reform in China, the flipped classroom originated from American education circle, guided by constructivism theory and supported by modern information technology, as an innovative teaching mode, is attracting the attention and favor of Chinese education circle with its unique advantages. In this paper, with the orientation of reform of education informatization, turn around the origin and definition of class analysis, from the current status of the college English teaching, this paper expounds the flip the feasibility analysis of classroom instruction of college English teaching and its advantages, and puts forward relevant countermeasures and Suggestions, so as to turn implementation of college English classroom practice in colleges and universities.

## 1. Introduction

### 1.1 Analysis of Flipped Classroom Model

Flip the main patterns of teaching process is divided into three parts, namely the three stages: before, class and after class stage before class, teachers for students to present contains new knowledge of video audio materials, such as students in the class through computer terminal watch online study related material, control learning process based on their actual situation to understand relevant knowledge, and make a confused don't know the place. In the middle stage of the class, students come into the class with the difficult contents encountered in the self-study before class. Under the guidance of teachers<sup>[1-5]</sup>, they solve the difficult problems through independent exploration or group cooperation and mutual learning, so as to internalize the new knowledge they learned before class. In the stage after class, students can make a summative evaluation of learning results from various perspectives, and apply what they have learned to the above mentioned. The author summarizes the process of activity content in the three stages of flipped classroom before class, during class and after class, as shown in figure 1 below:

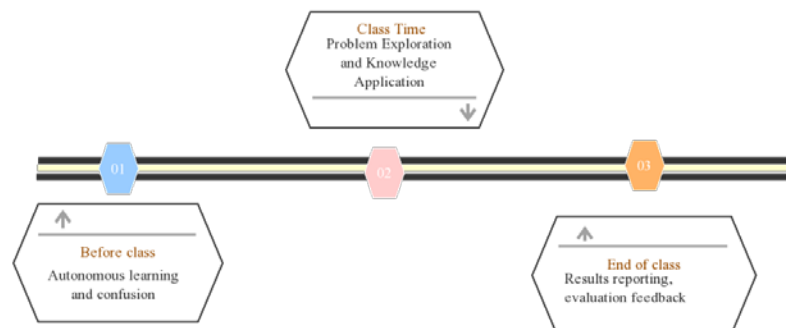


Fig.1 Connotation Diagram of Flipped Classroom Process

### 1.2 Comments on the Connotation of Flipped Classroom

Flipped classroom completes the teaching of knowledge originally taught in class through micro-video. Through figure 2, teachers help students complete concept exploration through micro-video, visual video, content-rich website and online communication. Under the flipped

classroom teaching mode, the role of teachers has been greatly changed, truly realizing the transformation from content carrier to classroom organizer. Teachers do not do simple and difficult imparting work, but help students complete conceptual and knowledge learning in various ways. Under the flipped classroom teaching mode, the internalization of students' knowledge takes place in the classroom. Then the classroom activities organized by teachers organize the ecosystem of interaction between students and students and between students and teachers. At this stage, teachers help students internalize knowledge through diversified activities such as games, interactive simulation, experiments, synchronic projects and artistic activities, so as to develop students' subject consciousness, problem consciousness and exploration ability<sup>[6-8]</sup>.

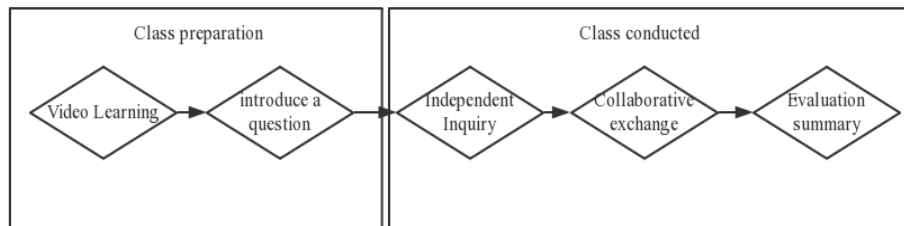


Fig.2 Flipping the Pattern of Classroom Learning

### 1.2.1 Differences from Traditional Education

As shown in table 1, the main difference between traditional classroom and flipped classroom is reflected in the status of students and teachers and their roles in learning. As shown in figure 3, since the emergence of schools, the traditional classroom teaching of teachers speaking and students listening has dominated today's classroom teaching. To some extent, it has exerted a profound influence on today's education, but it stifles students' curiosity of active exploration of knowledge. Students become “listeners” in class, and teachers dominate knowledge and classes. However, in the flipped classroom, students become the real masters of learning, actively explore knowledge, and study problems in learning with classmates and teachers. Teachers become the guidance of students' thinking and the promoter of learning, no longer the authority and owner of knowledge but the cooperater of students' learning<sup>[9-10]</sup>.

Table 1 Comparison between Traditional Classroom and Flipped Classroom

	Traditional classroom	Flipping class
teacher role	a person of imparting knowledge	Learning instructor
Student Role	Knowledge recipients	Active learning researchers
Classroom teaching	Lectures, class assignments	Study before class, explore in class.
Class time allocation	Lectures	Joint Research by Teachers and Students
Classroom teaching content	Knowledge transfer	Question Inquiry Learning
Application of teaching means.	Presentation	Autonomous learning, cooperative learning
Teaching evaluation	paper detection	Multidimensional assessment

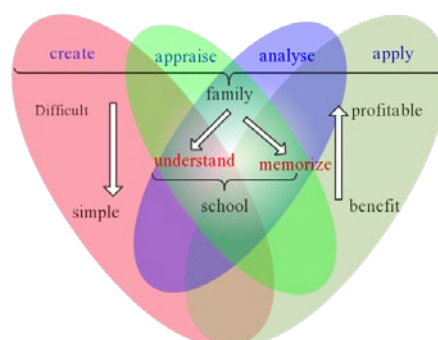


Fig.3 Traditional Classroom Education

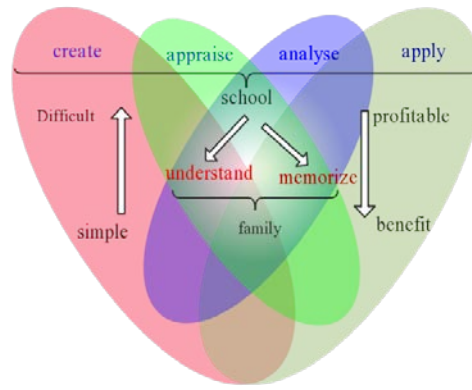


Fig.4 Analysis on the Mode of Flipping Classroom Education

## 2. College English Flipping Classroom Learning Model

### 2.1 Define the Role and Orientation of Teachers

In the flipped classroom teaching mode, college English teachers should complete the transformation from “teacher-centered” to “student-centered” in the whole process of college English teaching. Teachers should first adjust their attitude, change their ideas, recognize the new teacher-student relationship of “equal status of teachers and students” in concept, eliminate the concept of hierarchy, release themselves from having almost absolute power of discourse, and no longer be an authoritative teacher of knowledge, but a guide to help students learn independently and solve doubts. Teachers as a guide, it is necessary to understand the potential of each student and advantage intelligence, grasp their learning process and understand the difference of the degree of differentiation, grasp how to provide students with differentiation of the “one to one” tutoring, valid for limited time in class of complicated confusion of each student, promote the development of his personality, instead of the original the same popular teaching. These changes have presented great challenges to teachers, which require teachers to improve their professional proficiency, possess all-round excellent guidance ability, and integrate resource ability, judgment ability, professional quality, professional ability, communication ability, collaboration ability and communication ability.

### 2.2 Improve the Information Technology Literacy of Teachers and Students

With the increasing popularity of computers, the wide application of the Internet and the rapid development of cloud technology, our life has entered the era of big data. If flipped classroom is successfully applied in college English teaching practice, both teachers and students should improve their information technology literacy and computer application skills. First of all, the video teaching to teacher's information technology level put forward higher request, the teacher only master certain information technology and computer application ability, information such as the difficulty heavy elements into the short video, and design in accordance with the course of testing practice, to achieve video transfer knowledge flow unimpeded, real-time and can follow up the progress of students' autonomous learning and knowledge. Only when students have a certain level of computer application, they can use computer terminals, tablet computers or smart phones and other mobile terminals to effectively complete the self-study and targeted pre-class exercises, and find out the crux of the problem. As shown in figure 5, information technology level should not be an obstacle to the new flipped classroom model in college English teaching. Both teachers and students should strengthen their information technology literacy and computer application level, which is the basis and premise for effective interactive communication of flipped classroom and an effective guarantee for its specific practice.

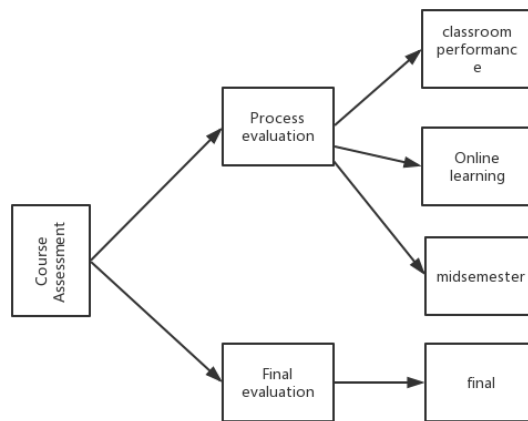


Fig.5 Role of Improving Information Literacy

### 2.3 To Improve Students' Autonomous Learning Ability

The effect of students' self-study before class directly affects the implementation and effect of the process of “knowledge internalization” in flipped classroom. In flipped classroom teaching mode, the one-way transfer of knowledge from teachers to students is transformed into the reverse exploration of knowledge when students watch videos, which is a complete transformation and beneficial supplement to the process of knowledge transfer. This also puts forward higher requirements for students' autonomous learning ability and self-discipline. Before class, students become the automatic regulator of learning preview, that is, they choose learning time and space according to their own learning situation, and master the progress and pace of learning content and learning quantity. As shown in figure 6, I am highly involved in the communication and interaction with teachers and classmates in class, and continue to expand and create new knowledge of a certain breadth and depth in the discussion. The improvement of students' independent learning ability and the development of personalized learning benefit students all their lives, which is the fundamental way to truly improve the effectiveness of college English teaching, and the only choice to realize students' sublimation from school education to lifelong self-education.

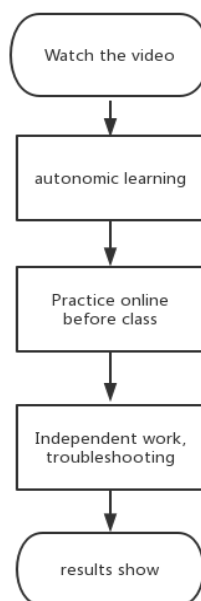


Fig.6 Process Diagram of Student Autonomy

### 3. Examples of Flipped Classroom College English Application

In college English teaching, it is necessary to analyze the objectives, contents and key points. According to the content system of the textbook and the arrangement of teaching tasks, the part of textA is generally vocabulary and word collocation teaching, and necessary oral communication should be carried out at the same time. The core task of this course is to let students know and remember the relevant words. Let's take a passage about module 4 of new horizons college English (3) as an example. The content of this article is a famous symbol of American culture. As shown in figure 7, through the understanding of the video created, students can have a basic understanding of the symbols of American culture and understand the social development process and current situation of the United States. Respect the cultural customs of different peoples; Strengthen unity and mutual assistance among different ethnic groups, develop thinking presets together, so that students can understand the overall framework of knowledge, so as to master all the learning content. In this way, if teachers find that students do not have background knowledge related to the topic, they should make appropriate supplements and construct guidance diagrams, which can help students form concepts on the topic, identify different sources of information and understand knowledge related to the topic. However, it should be noted that the hierarchy of guiding schema should not be too much, so as not to confuse students.

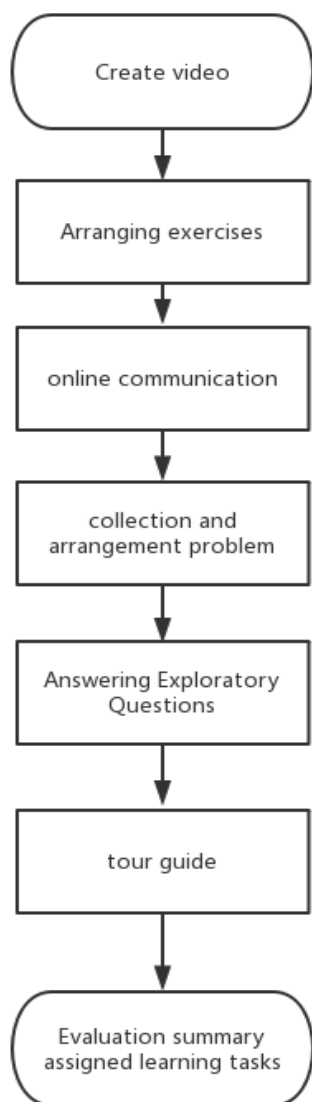


Fig.7 Flow Chart of College English Flipping Class

Conclusion: the introduction and practice of flipping classroom can make up the defects of college English teaching to a certain extent, grasp the objective regularity of its development, break through the bottleneck of its development steadily, give full play to the students' subjective initiative, improve the students' learning efficiency and effect, design a set of successful scheme in accordance with the development and practicality for the reform and development of college English teaching in our country, and inject new vitality into the educational information reform at present.

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