

Research on Application of Flip Classroom Teaching Mode in College English Teaching

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Abstract: Under the wave of China's education informatization reform, the flipped classroom originated from the American education community is guided by constructivism theory, relies on modern information technology, and is an innovative teaching model, which is being caused by its unique advantages. The importance and favor of the education community in China. This article is guided by the reform of educational informationization. It begins with the origin and definition analysis of the flipped classroom and starts from the current status of college English teaching. It expounds the feasibility analysis and advantages of flipping the classroom to guide college English teaching, and puts forward relevant countermeasures and suggestions. The classroom practice examples are given in order to provide reference for the implementation of college English flip classroom practice in Chinese universities.

1. Introduction

With the rapid progress of information technology, the education sector is following the pace of informatization and is undergoing a historic and pluralistic transformation. In order to promote quality education to replace the pace of examination-oriented education, promote the application of information technology in the field of education, and subvert the traditional teaching methods of teaching ideas and methods, has increasingly become the focus of reform in the global education community. Although the flipping classroom has been widely promoted and implemented in the United States, and highly praised and widely recognized by the teachers and students in the United States, the research and application of flipping classrooms in China is still at the initial stage. Nowadays, the rapid development of China's information technology, the promotion and application of network technology, and the effective implementation of the Ministry of Education's plans have provided a wide range of platforms and good opportunities for the dissemination and application of overturned classrooms.

2. Flipping the definition and development of the classroom

Most research scholars at home and abroad define the flipping classroom from the perspective of the practice process and the nature of the learning process. Flipped Classroom, also known as Inverted Classroom or Inverted Classroom, or FCM for short, refers to the fact that the class teacher

integrates the key points, difficulties, and some new knowledge on the basis of the lecture content to create related teaching videos; The time under class will be self-learning through the teaching video to learn new courses in advance and realize the process of knowledge transfer.

Tab.1 Research on Application of Flip Classroom Teaching Mode

	Traditional classroom	Flip classroom
Teacher	Knowledge Trainer, Class Manager	Learning Coach, Promoter
Students	Passive recipients	Active researchers
Teaching Forms	Classroom Explained + After Classwork	Pre-Class Learning + Classroom Studies
Classroom Content	Knowledge Presentation	Teaching Problem Study
Technology Application Content	Presentation Self-learning	Communication Reflection, Collaborative Discussion Tools
Evaluation method	Traditional paper test	Multi-angle, multi-mode

Subsequently, students should complete online tests according to the teaching videos, and then absorb and internalize new knowledge, and then bring them into the learning process. The question involves participating in the teacher-student interaction, cooperation, sharing, and discussion in the classroom to realize their complete understanding and mastery of new knowledge, thus completing the learning process.

3. Flipping the classroom to guide the feasibility of college English teaching practice analysis

3.1 The Dilemma of College English Teaching

At present, compared to the English teaching in the junior high schools, although the college English teaching is not bound by the pressure of further education, some local colleges and universities still use the non-English majors to pass the college English exams CET-4, TOEFL, IELTS, and postgraduate English exams. As the main teaching goal, the main line of exam-oriented education has been adopted and urgently needed to be reformed. Because college English teaching is often limited by limited teaching time, fixed teaching venues, and limited content of teaching materials, it is difficult to create a good and perfect English language environment. Therefore, it is difficult to achieve non-English major students from listening, speaking, reading, writing, and translating. Training of orientation skills and comprehensive improvement.

3.2 Flip the classroom to guide the advantages of college English teaching practice

3.2.1 Turning the classroom into a new paradigm of “learning first and teaching later” helps to develop students’ ability to learn independently

According to Eric Mazur’s theory, in general, the process of learning mainly includes knowledge transfer and knowledge internalization. The traditional teaching mode is that the teacher first carries out knowledge transfer in the classroom, and the students finish the internalization of knowledge by completing the tasks reserved by the teachers under the course. The essence of the implementation process of the overturned classroom is the “knowledge transfer” of the traditional teaching mode. The two processes of “knowledge internalization” are reversed, and the process of knowledge transfer is transferred from the classroom to the classroom or home. The process of internalization of knowledge is transferred from the classroom or home to the classroom. Learning

from both dimensions of time and space is achieved. The complete reversal of the process is a new paradigm for teaching after learning first.

3.2.2 Flipping classrooms can effectively realize classroom functions and help to promote the turning and upgrading of teacher-student role

The traditional teaching model is mainly to use the classroom as a place for teachers to impart knowledge to students. It also discusses how teachers can maximize the utility of knowledge transfer within a fixed time and limited space. That is how to transfer the teaching content to the arrangement of teaching process. Optimal effect and high order. This teaching mode focuses on the optimization of the knowledge transfer process in teaching activities, neglecting the fact that students are the real subject of the learning process, and ignoring the differences in the original level of individuality and acceptance ability of the students, and cannot be achieved for each student. Differentiated and hierarchical teaching, classroom functions play a serious shortage, teaching effect is not good.

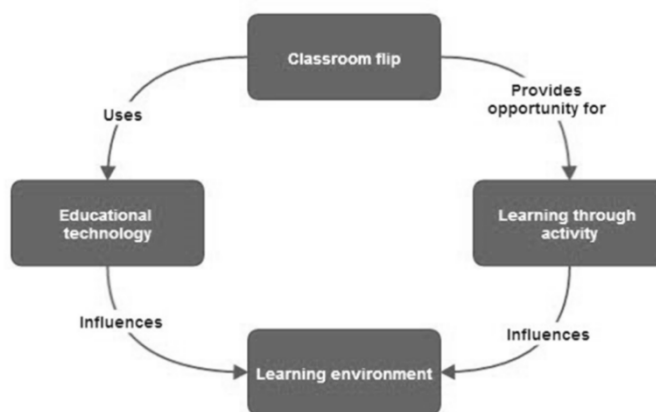


Fig.1 The new teaching model

3.2.3 Flip the classroom to create a diversified and interactive communication mechanism that will help develop new teacher-student relationships

In the traditional classroom teaching model, teachers are the main operators of knowledge transfer and have almost absolute right to speak in class. The “teacher-centered” teaching status allows teachers to occupy absolute dominant position in the originally equal teacher-student relationship. The students are in a subordinate position, which greatly inhibits and constrains the students' ideology and way of thinking about bold innovation, brave questioning and debate.

4. Flip the classroom to guide the specific operation of college English teaching practice

4.1 Clarify the role and positioning of teachers

In the flipping classroom teaching mode, college English teachers must complete the transition from “teacher-centered” to “student-centered” in the entire process of college English teaching. Teachers must first adjust their mentality, change their concepts, and accept the new teacher-student relationship that is equal in the concept of teachers and students in terms of concepts, eliminate hierarchical concepts, and release them from the right to have almost absolute discourse. They are no longer the authoritative instructors of knowledge. It is an instructor who assists students to study independently and dispel doubts.

4.2 Improving Teacher and Student Information Technology Literacy

With the increasing popularity of computers, the widespread use of the Internet, and the rapid development of cloud technologies, our lives have entered the era of big data. Information technology has quietly penetrated into all areas of life, and the education sector has not escaped this baptism. In order to successfully apply the flipping classroom in college English teaching practice, both teachers and students should effectively improve their IT literacy and computer application skills. For example, when a "point of interest" is used to teach complements and modules, it is generally necessary to introduce "models" that are closely related to them. The concept of "modulus" comes from the metering system. It is the amount of "overflow" produced by the meter. Its value cannot be represented on the meter. The meter can only represent the remainder of the module. Any modular meter can be subtracted to add. Therefore, in a measurement system with a specific module "MOD", there are:

$$X-Y \Leftrightarrow \text{MOD}+X-Y=X+(\text{MOD}-Y) \quad (1)$$

The clock is a typical metering system with a count range of 0 to 11 and a module of 12.

First of all, the production of teaching videos puts higher requirements on teachers' information technology. Teachers can only master certain information technology and computer application skills, integrate information elements such as course difficulty points into short and elaborate videos, and design programs that meet the curriculum requirements. Testing and practice can achieve smooth and unobstructed knowledge transfer in micro video, and can track student's autonomous learning progress and knowledge acquisition in real time.

4.3 Improving Students' Autonomous Learning Ability

The effectiveness of self-learning micro video lessons before class is directly affected by the implementation and effectiveness of the "knowledge internalization" process. Flipping the classroom makes the traditional teaching model, the teacher's one-way transfer of knowledge to students to students to watch micro video implementation of the reverse exploration of knowledge, which is a complete transformation of the process of knowledge transfer and a useful complement. This also puts forward higher requirements for students' autonomous learning ability and self-discipline. Before class, students became automatic adjusters of learning paces,

5. Summary

Turning the classroom as a brand-new innovative teaching mode in the information era conforms to the current trend of educational informatization reform. That is, the development of educational informatization should be guided by the innovation of educational concepts and based on the construction of high-quality educational resources and information-based learning environment.

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