The College English Classroom Teaching Design Based on Flipped Classroom

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Abstract: As an international and innovative teaching mode, flipped classroom has unique advantages that conventional teaching cannot match. The introduction of flipped classroom and its application in college English teaching practice in China can effectively break through the dilemma in current college English teaching development and therefore provide convenience for Chinese college students' English learning. Accordingly, this study first analyzes the concept of flipped classroom and its implementation stages, then discusses the matters needing attention in the guidance of flipped classroom in college English teaching, and finally puts forward the specific practical countermeasures for flipped classroom in college English teaching. The research results of this study is of great significance to the improvement of college English teaching and is expected to offer references for the reform of college English teaching.

1. Introduction

In the context of the educational informatization age, the static and unitary traditional college English teaching model has been unable to meet the information-based teaching needs of modern colleges and universities, nor can it meet the learning needs of modern students, so teaching reform is extremely urgent. Flipped classroom is a new teaching mode, which is based on modern information technology and makes use of network technology to break through time and space and provide intelligent, personalized and diversified service and management for college English teaching and learning. Teachers will be ready to make and provide teaching videos, teachers' podcasts, classroom e-books and other college English resources online before class [1]. And students use teaching materials to complete autonomous learning before class. After class, students watch videos, check materials, listen to interpretation; in class content, teachers and students exchange ideas, answer questions and solve doubts and conduct other interactive teaching. Compared with other college English teaching methods, flipped classroom pays more attention to the nature and law of language acquisition.

2. The Concept of Flipped Classroom and Its Implementation Stage

The Internet concept teaching of flipped classroom conforms to the trend of educational informatization in China, and mobile terminal lays the foundation for flipped classroom. In the era of rapid development of network media, the information products with micro era as the mainstream are rapidly popularized, which has been manifested in the wide use of, for example, WeChat, microblog, micro lecture, and micro film on mobile terminals. Especially, the WeChat network platform can be used as an auxiliary means of information-based teaching for teachers and students to communicate. With the support of various teaching platforms such as WeChat platform, campus communication and cloud class, it is not only convenient to solve students' difficult problems, but also can improve students' autonomous and cooperative learning ability. Although the English scores of college students are uneven, they are active in thinking, have strong sense of autonomy, tend to improve their communication skills, and pay attention to team cooperation, which will increase the enthusiasm of college students to participate in flipped classroom learning [2].

The first stage of flipped classroom implementation is the stage of students' self-study before class. This process requires students to give full play to their initiative in autonomous learning and

complete the preliminary learning and internalization of knowledge base and basic key and difficult points. The learning effect of the first stage will directly affect the classroom learning effect of the second stage, and the second stage of learning must be based on the first stage. It can be seen that how to ensure that students can successfully complete the first stage of learning is extremely essential. Teachers can group students according to their level, and then use the combination of students' independent learning and collective learning supervised by each other in the group to gradually improve targeted supervision and learning promotion measures. The video materials provided by flipped classroom to students before class require teachers to pay sufficient energy and time. Producers are expected to classify and record according to the difficulties and key points of learning content. Therefore, teachers should collectively discuss the most valuable and acceptable video content for students. Only when the quality and content of video are strict, can the sharing of high-quality resources be achieved.

3. Matters Needing Attention of Flipped Classroom for Guiding College English Teaching Practice

3.1. Clarifying the role and orientation of teachers

In the flipped classroom teaching model, 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 mentality, change their ideas, identify with the new type of teacher-student relationship of "equal status between teachers and students", eliminate the concept of hierarchy, and be released from the almost absolute right to speak. They are no longer the authoritative imparters of knowledge, but the guides to help students learn independently and solve puzzles.

3.2. Improving the information technology literacy of teachers and students

Nowadays, 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. Information technology has quietly penetrated into all areas of life, and the educational community has not been able to escape this baptism. In order to successfully apply flipped classroom in college English teaching practice, both teachers and students are expected to improve their information technology literacy and computer application skills. First of all, the production of teaching video puts forward higher requirements for teachers' level of information technology. Only by mastering certain information technology and computer application skills, integrating the information elements such as key and difficult points of the course into the short and concise video, and designing the detection exercises in line with the course, can the micro video transfer knowledge unimpeded and track the students' autonomous learning progress and knowledge acquisition in real time.

3.3. Improving students' ability of autonomous learning

The effect of students' self-learning of micro-video course before class has a direct impact on the implementation and effect of "knowledge internalization" in flipped classroom. The flipped classroom makes the one-way transfer of knowledge from teachers to students in the traditional teaching mode transformed into the reverse exploration of knowledge by students watching micro-video, which is a complete transformation and beneficial supplement to the process of knowledge transfer [3]. This puts forward higher requirements for students' autonomous learning ability and self-discipline. Before class, students become automatic regulators of learning pace (i.e., they choose learning time and space according to their own learning situation, and master the progress and pace of learning content and learning volume). In the class, students highly participate in the communication and interaction with teachers and classmates, and continue to expand and create a certain breadth and depth of new knowledge in the discussion.

4. The Practice of Flipped Classroom in College English Teaching

4.1. Design teaching carefully before class

4.1.1. Detailed self-study plan

Compared with the pre-class preview in traditional teaching, the self-study in flipped classroom needs more guidance from teachers. Teachers are expected to set clear learning tasks for students, make students clear learning direction and learning content, help students improve learning efficiency, enhance learning interest and cultivate self-study ability.

4.1.2. The terse and forceful micro video

Teaching video is an extremely essential teaching content in flipped classroom. Teachers can use network resources to select appropriate teaching videos or make relevant teaching videos according to students and teaching situation. These teaching videos are terse and forceful; therefore, they are also called micro videos. Micro videos are different from traditional recordings. The recorded lesson is a recording of a class and a reproduction of a class. In the recorded lesson, what students see is not only the classroom content, but also the teaching environment and the cooperation between teachers and students. The teaching goal of the micro video is clearer, terser and more forceful, and the duration is usually 5-10 minutes, which is in line with the characteristics of students' physical and mental development and is conducive to concentration.

4.2. Carry out various activities in the classroom

4.2.1. Question checking

"Flipped classroom" reverses the traditional way of knowledge imparting and knowledge internalization in the traditional classroom. It puts knowledge transfer outside the classroom, which is completed by students independently, and knowledge internalization is realized in class. At the beginning of the class, teachers need to know whether the students have mastered the relevant knowledge after class. They can check the students' mastery of the relevant knowledge points in the micro video by asking questions. The setting of questions should be few and precise, and the key and difficult points should be checked comprehensively as far as possible.

4.2.2. Group discussion

In classroom teaching, group discussion is an essential part of flipped classroom. Through group discussion, students express their views on knowledge points, actively explore the answers to the questions, fully participate in teaching activities, and complete the internalization and absorption of knowledge. Students can also find solutions to the problems they can't understand through group discussion. In the process of group discussion, teachers fully mobilize the enthusiasm of students, make students participate in teaching activities, and play the main role of students. Through the discussion and interaction between teachers and students and between students in class, students' understanding of problems is deepened and teaching quality is improved.

4.2.3. Performance

English is a language course, so we are expected to not only learn various language points, but also learn to use language comprehensively. As an essential part of the four skills of listening, speaking, reading and writing, the importance of listening and speaking should not be ignored. However, due to the limited class hours and heavy teaching tasks, the traditional teaching mode often emphasizes reading and writing rather than listening and speaking [4]. Flipped classroom reverses the teaching process and puts the learning process in front of class, which saves a lot of classroom time, and students can use more time to practice. Therefore, in addition to discussion, teachers can design specific situations according to the specific content of the course, in the listening and speaking training part or the chapters suitable for performance, and guide the students to carry out language practice.

5. Conclusion

As a new innovative teaching mode in the information age, flipped classroom conforms to the current trend of the educational informatization reform in China (i.e., the development of educational informatization should be guided by the innovation of educational ideas based on the construction of high-quality educational resources and information-based learning environment, and centered on the innovation of learning methods and educational models.) In view of the urgent need for reform of college English teaching in China, the introduction and practice of flipped classroom can, to a certain extent, make up for the defects of college English teaching, accurately grasp the objective law of its development, steadily break the bottleneck of its development, and give full play to students' subjective initiative, thus improving students' learning efficiency. Flipped classroom has presented a set of practical and feasible successful plans for the current college English teaching reform and development, and it also has injected new vitality into the current educational informatization reform.

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