Research on the Practice of Flipping Teaching Reform of EAP Curriculum Based on Register Theory

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Keywords: Register theory, EAP courses, Turn over the classroom, Reform.

Abstract: Due to the improvement of students' English level and the development of academic internationalization, students' foreign language teaching has shifted from the emphasis on language itself to the practical application of language. The curriculum of academic communication English is the requirement of the development direction of academic internationalization. Constructing EAP-oriented curriculum system has become the important content and development direction of promoting the new round of college English teaching reform in Chinese colleges and universities. Register is a semantic concept. It is a meaning configuration that is usually related to the situational configuration composed of discourse scope, discourse tone and discourse style. Based on the register theory, this paper applies the mixed flip teaching mode to EAP subject teaching, so that students can experience the new teaching mode, cultivate students' autonomous learning ability, problem solving ability and cooperative learning ability. Through the research of this subject, it hopes to provide new ideas for the reform of college English teaching in our country.

1. Introduction

With the continuous development of information technology, the education sector has been following the pace of informatization. At the same time, the education sector is also experiencing a historic and diversified change. The importance in our country is becoming more and more obvious. Therefore, our society requires more and more English talents to be able to use the language. The society's demand for talents' English ability shows a trend of diversification, academic and specialization [1]. At present, the academic circles have conducted various explorations and researches on EAP teaching, mainly focusing on the four skills in English learning (listening, speaking, reading and writing), and specifically on EAP reading teaching, EAP writing teaching, EAP oral teaching and EAP listening teaching [2]. The mode of turning over the classroom arises at the historic moment, which is completely opposite to the traditional teaching mode: it requires students to watch teaching videos outside class, digest, consolidate and digest in school, and consult and discuss with teachers and classmates in case of problems [3]. For example, many academic articles published in international academic journals have been rejected or rewritten by many students because their writing does not conform to academic standards and requirements. In order to reduce the occurrence of similar situations, in the college English learning stage, we should strive to improve students' EAP writing level, so that students' academic papers conform to the standards and better conform to international standards [4]. The specific teaching content of EAP course, the teaching resources supporting this course, and the design of teaching activities are issues of common concern to teachers and colleagues, and are also a very meaningful educational exploration.

2. The Concept of Register

Different registers make different meanings of texts. Systemic functional linguistics emphasizes the idea of aggregation and choice, attaches importance to the relationship between language and context, and regards language as a huge network of choices. As we all know, English writing is a

difficult course for both teachers and students, because, like Chinese writing, English writing emphasizes not only the piling up of words, correct grammar and smooth sentences, but also the cohesion between sentences and the coherence of the whole text. The concept of register includes three contextual categories of field, tenor and mode, and is used to study the relationship between language and situational context [5]. These three context categories are related to the conceptual meaning, interpersonal meaning and textual meaning of language. According to people's actual use of language in real life, it can be summarized into a small number of scene types. In fact, discourse coherence seems simple, but there are many factors involved, and any one of them may cause damage to coherence [6]. It is for this reason that linguists of various schools have begun to pay serious attention to the issue of coherence. Conceptual meaning is usually realized in the transitive system of a sentence, the lexical meaning of words and the hierarchical logical relationship of various language structures. Communicative meaning is usually realized in the mood and modality system of a sentence and the attitude meaning of words. Register consistency makes the text have continuous meaning for a certain situational context, which brings guiding significance to the teaching of English writing course, because the coherence of the text has specific standards and operational modes.

3. Traditional Classroom and Reversed Classroom Teaching Mode

In the traditional classroom, teachers transmit information and impart knowledge to learners. In this process, teachers only attach importance to the teaching of knowledge and ignore the attention and guidance on whether students master knowledge. The school hopes to train non-English major master's students to have barrier-free and accurate reading of English literature in this major through EAP course teaching, and to improve students' ability to write English abstracts and translate literature. The education goal of students in higher comprehensive colleges is to train high-level research talents. Most of the students have certain self-study ability and scientific research background. Many on-the-job students are the backbone of the unit in their prime. Students do not have real learning experience, more is the recitation of knowledge, unable to exercise the ability of independent thinking, is not conducive to the long-term development of students' personality.

Through the development and implementation of the flip classroom teaching mode, this research designs the teaching mode for the flip classroom teaching of public classes, and conducts teaching activities such as learning, feedback, submission of homework, theme discussion, etc. with the aid of Sakai network teaching platform already owned by the school. EAP needs analysis is all-round. It is necessary to understand the students' existing level as human beings, language learners and applicators and their expectation for English learning, as well as their learning strategies and emotional cognition. It is also necessary to understand their learning environment and future career development [7]. Each class of students has different needs. In terms of teaching content, teaching methods and teaching evaluation, differences and levels are fully reflected to help students learn from different starting points. This curriculum orientation is based on the educational concept of unity of knowing and doing, combining learning with application. Chinese college English teaching needs transformation, which is not only reflected in teaching methods, such as extensive use of modern media education technology; it is not only reflected in the teaching mode. For non-English major students who have just entered domestic universities, it is difficult to learn specialized courses in English. Therefore, in order to improve students' academic learning ability in English, it is necessary to set up EAP teaching.

4. The EAP Course Adopts a Mixed Flip Teaching Mode

This reversed teaching mode divides the whole teaching process into three levels: before, during and after class. At this stage before the class, teachers pay attention to cultivating autonomous learning ability and self-control in class hours, and enable students to fully internalize knowledge through online communication before the class. At this stage, teachers have always been the guides

and helpers of students' learning and the providers of learning resources. In this environment, students have learned how to expound and prove their views, how to treat different views, and how to propose and respond to questioning methods. It needs to include the author's writing purpose and writing method. Clear expression and the author's sense of responsibility are the two most basic principles in academic English writing. The so-called clarity refers to direct expression. The content setting of each module will include the topics already explained in the previous traditional class and the topics to be discussed in the next traditional class. While students have enough time to understand and digest the contents of the previous class, they can also preview the new contents of the next class. Therefore, our English teaching should change from the reform of simple structure and teaching mode to the reform of curriculum content design. As the leader and controller of the topic, teachers should make great efforts to explore the deep thinking development of students, so as to fully tap the learning potential of students and develop their initiative in autonomous learning within the limited classroom time. The reflection and summary of teaching after class [8].

5. The Specific Teaching Design of EAP Flip Teaching Based on Register Theory

5.1 Early analysis

In order to better carry out the flip class teaching, we conducted interviews and questionnaires to the students before the implementation. "EAP Academic English" course has 4 credits and 64 hours. We reasonably arrange entity teaching and online guidance according to the specific content of the course and students' learning situation. The class was divided into several groups to collect papers for the international conference, organize the conference and conduct the simulation of the international conference. Students are very interested in simulation and the results are very good. Through in-depth analysis of EAP's teaching theory, needs analysis, curriculum outline, curriculum setting and evaluation system, the author found that EAP teaching purpose is very clear, not only directly facing the special needs of learners, but also meeting the objective requirements of social development for market-oriented and international talent training. Only a few students rely too much on other team members, such as the team leader. Many tasks are completed by other members of the team, so they don't like this cooperative learning method very much. More than half of the students think that the supplementary materials sent by the teachers are too much to finish. In order to enable students to be competent for their English major courses in the second grade, it is urgent to find an EAP teaching mode that can improve the teaching efficiency. However, turning the efficiency and pertinence of the lecture hall can alleviate the current difficulties in EAP teaching to a certain extent.

5.2 The principles of specific teaching design for EAP flip teaching

After we made a specific investigation on the learning status of undergraduates, we analyzed the overall teaching situation. And then to reflect on the advantages and disadvantages of hybrid flip teaching. In order to better carry out the teaching practice and improve the teaching effect, the author believes that the specific teaching design principle of EAP flip teaching is: teachers must be asked to lead and students must be the main body so as to carry out. To facilitate understanding, the working language is a combination of English and Chinese. Register is the meaning suitable for a specific language function, which is expressed by a certain vocabulary and grammar structure. This requires us to grasp the changes of any element of the discourse scope, tone and mode that make up the register and make corresponding changes in vocabulary and grammar when using the language.

To improve the ability of reading and understanding long and difficult sentences, analyzing text structure and writing complex sentences. Master the basic content and language features of professional documents, and cultivate and improve students' ability to read and translate professional documents. To teach and train the arguments and arguments, structure, language, expression, writing and format of English academic papers. Master basic English conversation skills. The teaching contents of ordinary classes are shown in Table 1:

Table.1. Teaching contents of ordinary classes

Course module	Class hours	Semester
Comprehensive English	35	I
Literature Reading and Translation	34	III
Spoken language	38	II
Writing academic papers	65	VI

After discussion, everyone shared with each other and learned the software that they might use in their future thesis writing. For example, compulsory courses such as oral English courses based on academic listening and writing courses based on academic reading are mainly aimed at cultivating students' interdisciplinary academic English ability, and courses such as academic listening, academic presentation, academic reading and academic writing can be offered to pave the way for future students to carry out professional-related academic English. Students are required to watch teaching videos of relevant topics before class, with the video time being about 10 minutes. In this way, members of the group can discuss academic articles in the same field for a long time, and students should finish the group discussion and homework strictly within the specified time. Otherwise, students will not be able to complete the learning task because the forum's homework submission function is closed.

5.3 Analysis of the learning content of EAP flip teaching

The teaching of the course is based on Quest's self-compiled teaching materials. Generally speaking, the course requires teachers to rely on new learning environment, adopt new learning methods, develop new teaching resources, implement new teaching process and carry out new teaching evaluation under the guidance of scientific theories. Using various teaching methods in EAP teaching is conducive to simulating real academic communication situations, giving full play to students' subjective initiative and creativity, and at the same time exercising their English communication ability. In order to generate a coherent text, language users must make choices at all levels of language according to the needs of discourse content, discourse environment, discourse style and purpose, so as to form coherence in discourse scope, discourse tone and discourse style.

To improve the ability to read and translate professional documents and materials, to master the structural features and language specifications of English academic journal papers, to have certain ability to write professional academic papers in English, to be able to carry out daily life conversations in English basically without obstacles, and to carry out basic oral academic exchanges. The teaching contents of the advanced classes are shown in Table 2:

Table.2. Teaching contents of advanced classes

Course module	Class hours	Semester
Literature Reading and Translation	35	II
Spoken language	70	I
Writing academic papers	65	III

EAP teaching curriculum system in college English advocates the comprehensive cross-use of diagnostic assessment, formative assessment, summative assessment and remedial assessment to make maximum use of the validity and reliability of the comprehensive evaluation system. Before starting a new class every week, the teacher will provide the students with a mind map of the knowledge of this class, clearly telling the students the difficulties and key points of each class so that the students can have a clear learning direction. In the process of operation, teachers give support and answer questions to each group. According to the situation of each group in the process of answering questions, teachers will focus on the important and difficult points, sort them out systematically, and give a summary of the course and feedback evaluation. Teachers encourage students to apply the learned academic English knowledge to practice through the assignment of learning tasks before class. Students can demonstrate their works through groups, so as to train students' team cooperation and language expression ability.

5.4 Presentation of the whole learning process

Before class activities, teachers should prepare some teaching resources and also provide some related journal articles, electronic courseware or lesson plans to prepare for different learners. The new teaching mode changes the previous full-hall teaching method, changes the current situation that students lack the opportunity to apply language, and greatly improves students' English communication ability. Secondly, according to the personalized guidance of each student, answering questions and teaching students in accordance with their aptitude. Through the personalized guidance of the teachers, they can share their problems with others. Then the teachers will focus on the important and difficult points in order to sort out all kinds of problems for each group. And carry on the course summary and feedback evaluation. Attention should be paid to the connection between the field and knowledge construction, the connection between register and genre, and the connection between register and vocabulary grammar, especially the register and genre characteristics due to the difference of the field. How to select appropriate and appropriate information is an important way to form a good article. After the author has established an argument in his mind, the author should draw up an outline for the next step. The outline usually has two forms, formal and informal. After selecting the details that interest the students, they will collect and sort out the materials, screen the materials, make multimedia courseware, and prepare speeches. Finally, they will give a presentation in the class, and then answer the questions from the students and teachers.

6. Application and Evaluation of EAP Flip Teaching Mode

Before class, teachers upload relevant materials and videos to Sakai platform. Some teachers can also assemble QQ group platform to discuss in advance. Everyone separately looked for materials, made multimedia courseware, shared their different understandings and summaries of cross-cultural communication, and expressed their opinions freely. After discussion and summary, the etiquette and courtesy of cross-cultural communication were transferred to academic communication occasions. According to the actual situation of each school's professional needs and students' level, it constructs its own college English academic curriculum system, determines the corresponding English skills training direction, and organically combines general English curriculum, general academic English curriculum and professional academic English curriculum. At the same time, the author also interviewed 5 teachers who participated in the study to find out the feedback of teachers on the effect of flip EAP teaching. Among them, four teachers all think that the teaching mode of turning over the classroom has overturned the traditional teacher-centered teaching mode. Teachers should pay attention to the classroom introduction of online learning courses, knowledge teaching, online group discussion and reporting. In face-to-face teaching, teachers should focus on explaining the important and difficult points of knowledge, report individually by individual groups, and summarize and evaluate the results after the group shows.

The teaching goal of this course is to enable students to master the ability of academic communication English through this course. Making students the main body of learning is the key to the good results of this course. In general, flip EAP teaching has promoted students' interest in EAP learning. Aiming at the weak links of EAP, it has effectively improved students' three basic abilities in EAP. The classroom atmosphere is lively, and teachers and students have good interaction in homework answering, interactive communication and cooperative inquiry. Genre is equivalent to cultural context and register is equivalent to situational context. Genre affects register, but genre does not have its own phonology. It creates meaning by affecting register. Since the students in each class come from different majors, the topics are also different, so the students must complete all kinds of work independently, such as consulting literature, extracting the essence, and quoting it into their own papers. These processes can greatly improve the students' autonomous ability.

7. Conclusion

At present, EAP teaching and flip class in China are both new things under exploration. Therefore, while achieving certain results, there are also certain problems and limitations. The research results show that EAP teaching can promote students to learn foreign specialized courses of Sino-foreign cooperation in running schools. The EAP teaching in flip class can stimulate students' interest in EAP. Context is regarded as a sign system and a social process system, field is regarded as the most important register variable, and the relationship between register and genre is regarded as a kind of hierarchical relationship, and register embodies genre. Therefore, in order to better cultivate talents and achieve the effect of foreign language teaching, we have implemented EAP teaching reform in our school's students' English teaching to cultivate their oral communication, autonomous learning and proficiency in foreign languages, promote the practical application of various English language skills, and hope to provide reference for college English curriculum. At the same time, it is necessary to deeply discuss and scientifically balance the multiple factors that affect the success of the curriculum in order to ensure the scientificity and feasibility of the curriculum design and achieve the best teaching effect.

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