

A Study on the Application of Flipped Classroom in College English Teaching in Application-Oriented Colleges

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Abstract

The new construction of flipped classroom theory and the rise of micro-course, the new teaching forms under the background of information networking are overwhelming the higher education of our country, and the universities are facing new opportunities and challenges. As an emerging educational model, the extensive application of flipped classroom teaching model in college English teaching promotes the continuous reform of college English courses, improves the quality of college English teaching, conforms to the training objectives of application-oriented undergraduate colleges for students, and improves students' comprehensive ability to use English.

Keywords

Flipped Classroom; Undergraduate College; College English.

1. Introduction

Compared with research and academic universities, application-oriented universities refer to general teaching colleges and universities, which pay attention to students' practical ability and cultivate application-oriented talents. Students in application-oriented colleges are generally admitted in the second and third batches, with a weak student foundation and uneven English learning performance. Through classroom observation, it is found that students generally lack interest and motivation in English learning. Most students learn English only to pass the final examination and College English CET-4 and CET-6, which is highly utilitarian. In addition, students have poor learning habits and independent learning abilities. They will not take the initiative to preview texts, read English articles, or consciously train and improve their English level after class. Most students remain silent in class and do not work cooperatively with peer groups.

The flipped classroom is mainly to flip the classroom teaching form, the process of knowledge imparting is placed before class and completed by students independently, and the digestion of knowledge is transferred to the classroom. That is, before class, teachers require students to complete the online learning of relevant English knowledge content combined with the application of information technology, and record the problems encountered in the process of independent learning.[1]

In class, students deal with related problems by communicating with other students and accepting teachers' guidance, so as to deepen their understanding and mastery of English knowledge, realize the internalization of English knowledge, and then ensure the obvious improvement of students' comprehensive learning effect. In college English teaching in application-oriented colleges, it is of certain practical significance for teachers to reasonably apply flipped classroom teaching model to organize and carry out teaching activities, which can provide corresponding guidance for students to learn and explore English knowledge.

Specifically, in English teaching activities in application-oriented colleges and universities, the application value of flipped classroom can be properly reflected from the following aspects:

Firstly, it can promote the improvement of classroom teaching effect. After the application of flipped classroom teaching mode, problems encountered by students in the learning process can be effectively dealt with by the application of learn-before-teach teaching mode. The interaction between teachers and students is frequent, the classroom teaching atmosphere is more harmonious, and the teaching effect is significantly improved. In addition, in the process of classroom discussion and communication, students can achieve the purpose of mutual help and mutual inspiration, and students will surely have a deeper understanding of knowledge content. Secondly, it can effectively highlight the subject status of students. After application to flip the classroom teaching mode, students through online learning and online interaction to complete the active learning for knowledge, and to absorb, can promote the students' personal growth, and in the organization of classroom teaching activities, will further strengthen student's main body status, to improve the student's knowledge and ability, promote the cultivation of the students' cross-cultural communication ability played a role in promoting. Third, it can promote the improvement of teacher-student relationship. In traditional teaching activities, there is no effective interaction between teachers and students, and the relationship between teachers and students is not harmonious enough. Flipped classroom pays more attention to the handling of students' learning problems in class, so the communication between teachers and students is more frequent, which can promote the construction of harmonious teacher-student relationship and create a good teaching organization atmosphere. It can be seen that the reasonable application of flipped classroom teaching model in the talent training of application-oriented undergraduate colleges can realize the cultivation of students' English learning ability and play a corresponding role in promoting students to complete the high-quality English knowledge learning task.[2]

2. Analysis of the Current Situation of College English Teaching

College English is the public required course of colleges and universities. From the current view, college English is generally the impact of examination-oriented education, most colleges and universities still in CET test scores as the important measure of college students' English ability. Teachers' teaching is affected by this standard, so that the quality of college English teaching mode and teaching has a significant impact. In addition, English classroom teaching should be an interactive process between teachers' teaching and students' learning. However, from the current situation, teachers do not teach seriously and students learn perfunctorily. There is no substantive interaction between teachers and students in the classroom, which is just a form. For example, the teacher asks a question casually in the class, and the student answers it perfunctorily below, which is the communication between teachers and students in the class. Such "communication" fact is, the teacher neither asks the necessity, also does not exist the substantive content, cannot stimulate the student high-level thinking activity more. College English is English teaching for non-English major students, the students' English foundation is uneven, some basic English good students in class feel "do not have enough to eat," and those English foundation is weak students feel don't understand, don't understand, gradually lost interest in learning English, it is also in the teaching of college English teachers are faced with the biggest problem. If this problem is not solved effectively, it will be impossible to cultivate students' English application ability.

3. The Application and Implementation of Flipped Classroom in College English Teaching in Application-Oriented Universities

3.1. Design of Flipped Classroom

3.1.1. Design of Classroom Preparation

In application to flip the classroom teaching mode for English teaching activities in the process of reform, teachers must be clearly aware of the importance of class preparation, in actual teaching activities, teachers and students need to common to classroom learning content is analyzed, and guide students in the class according to the online teaching resources to strengthen the learning of knowledge content, to ensure that students can find video materials accurately, they can learn and explore relevant English knowledge under the guidance of teachers' questions, and effectively improve the practical effect of teaching organization activities.[3]

In the process of students' actual participation in flipped classroom English learning activities, teachers should also consciously guide students to summarize the problems encountered in the learning process and the insights gained, so as to create convenience for class group discussion and lay the foundation for high-quality flipped classroom teaching activities.

3.1.2. Teaching Organization and Planning of Classroom Links

Classroom mode, the transition to scientific and reasonable teaching link of classroom organization planning will also be able to have a positive impact, effectively promote the teaching effect to promote comprehensive, so the applied undergraduate colleges and universities teachers in the teaching activities to the correct understanding to flip the classroom teaching mode of classroom teaching the importance of organizational planning, and combining the specific situation analysis of classroom teaching organization form: First of all, teachers should divide students into multiple study groups, guide students to discuss the problems encountered in the process of self-directed learning before class, solve some problems based on the exchange of opinions among group members, summarize the learning results, and display the group learning results in class.[4]

Secondly, after effective evaluation of students' learning results, teachers summarize the problems encountered by students in the process of independent learning and group learning, and provide targeted teaching guidance to help students solve the difficulties encountered in the process of learning, and effectively promote the improvement of learning effect. Finally, the teacher summarized the teaching content of the course, and put forward reasonable suggestions for students' learning, guiding students how to carry out more effective autonomous learning, and completing the next teaching task arrangement. In this way, the important role of classroom teaching organization activities can be fully played, and the quality of English teaching in application-oriented undergraduate colleges will be significantly improved.

3.2. Flipped Classroom Teaching Process

The teaching of flipped classroom can be roughly divided into four steps, namely experience integration, discussion and application, concept exploration and meaning construction. By combining it with college English teaching in application-oriented colleges, we can apply it from three stages: pre-class learning stage, in-class application stage and after-class summary stage.[5]The basic mode is as follows:

3.2.1. Pre-class Learning Stage

Regardless of the type of course, teaching begins with "experience integration", that is, using problems, phenomena or games to integrate students' current experience into a certain teaching topic. College English teaching, it requires teachers before class the teaching task and

teaching content set a very clear and specific goal, according to the characteristics of the students and the degree of design learning material before class, teachers in-depth study of the specific conditions of the teaching materials and students, with teachers curriculum group collective learning materials before class, in the form of learning resource is sent to the students. Such resources generally include text, audio, video, etc. Teachers collect or record teaching videos. Teachers collect relevant materials and videos according to the teaching objectives of each part and the final content of the video to be presented to students. Videos can be collected by teachers or recorded by themselves. Its purpose is to enable students to prepare for the content of the course and the required goals. Students learn before class, download the materials and videos provided by teachers, learn relevant content independently before class, cooperate with group members to discuss, complete the tasks assigned by teachers, and facilitate students to preview and prepare before class. The internal capacity of this kind of resources must be short, small and delicate, and about 10 minutes, so that students can concentrate on understanding and digestion. Teachers can collect or record resources through the network according to their learning situation.

3.2.2. Application Stage in Lesson

Concepts are the foundation of students' course learning and the most important part of the whole knowledge system. In the traditional teaching process, students' concept learning mostly depends on teachers' explanation. Although teachers will answer students' questions, it is impossible for teachers to take care of every student due to limited time. However, in a flipped classroom, students learn independently through videos in advance, and they can watch and think about complex content repeatedly. Can't really understand the content can be brought to class, to display and review, students in the form of group shows the tasks assigned by the teacher's teaching in class, the show is finished, the teacher and the other group to carry on the review, in this paper using phase and classmates or teachers to discuss communication, so as to make the problem to obtain the very good solution, so that the teacher-student communication from the simple knowledge teaching into teacher-student interaction exchange of "teaching and learning" process. In college English class, teachers can use flexible ways to help students learn, such as watching videos, organizing discussion courses, and conducting situational teaching, so that students can maximize the internalization of knowledge in class. Finally, questions can be answered and expanded. Teachers can answer and supplement the problems encountered by students in pre-class learning and presentation, and appropriately expand the relevant content.

3.2.3. Summary Stage After Class

The goal of English training in application-oriented colleges is to equip students with the ability to use English in the real context. Therefore, how to promote students to internalize knowledge and apply it to the actual context has become the primary issue. In the flipped classroom mode, teachers can give online tests to students, and both teachers and students reflect on and summarize the problems encountered in pre-class learning and classroom presentation. To evaluate the learning effect of students, help students analyze the learning results, supervise students' after-class learning, and timely guide and comment on students' completion to help students solidify the course content. At the same time, teachers can further arrange extended exercises to deepen students' understanding of this part of the content.[6]

4. Practical Research of Flipped Classroom in College English Teaching

4.1. Flipped Classroom Teaching Cases

According to the specific content of college English teaching in application-oriented colleges, actively exploring the application of flipped classroom teaching model can provide

corresponding guidance for teachers to carry out teaching activities in a scientific and reasonable way. The following is a systematic analysis of the rational application of flipped classroom in English teaching activities based on the teaching case of "Tell Me About Yourself" in "Interview English" in applied college English teaching.

Firstly, in the preparation stage of classroom teaching activities, teachers should guide students to define the teaching objectives, that is, make students understand how to effectively answer "What are your strengths?" According to their own situation in the interview process. "And" "What are your weaknesses?" And so on, put forward their original opinions, enhance the competitive advantage in the interview activities. In this process, on the one hand, teachers should organize students to independently watch and learn the teaching videos related to "Tell Me about Yourself" before class. On the other hand, they can also share some videos of English interview scenes with students to assist students to independently learn this part of content before class. To deepen students' knowledge and understanding of interview English in specific situations.[7]

Secondly, in the stage of classroom teaching activities, students can form a relatively clear understanding of part of English knowledge of "Tell me about yourself" combined with relevant videos, but they will also encounter certain problems in learning activities, such as "What shouldn't you say?". And the question "So why do you want to work here?" How should be dealt with etc. In this process, the teacher can according to students' classroom discussion results provide corresponding teaching for students, help students solve all kinds of problems in the process of autonomous learning, can also provide students with the corresponding reference answer, let the students answer to different types. This paper compares and analyzes, in turn, deepens the students' memory, and promote students to improve the application effect of this part of English knowledge.[8]

To the question "So why do you want to work here? To which students can answer: "I have heard that this job is very challenging and your company has invested a lot in employee training and personal development. ", you can also answer: "I understand that your company's team is excellent and the company culture is very positive." In this way, the effectiveness of classroom teaching can be enhanced, and the role of the flipped classroom teaching model will be further highlighted.

Finally, the simulation practice is designed to highlight the characteristics of application-oriented college English teaching. Aimed at the specialties of the applied university English teaching, the teachers in the application of reverse the process of classroom teaching mode, organize students to participate in classroom teaching content should also be combined with the flip simulation practice, to apply knowledge to solve practical problems in the process of, effectively promote the cultivation of the students' ability to apply knowledge, to promote English teaching comprehensively improve the organization's effectiveness.[9]

4.2. Teaching Effect of Flipped Classroom

As a subversive teaching model, whether flipped classroom can be recognized and accepted by learners is the first issue we should pay attention to. Therefore, after the end of the course, the author conducted a questionnaire survey among students to collect their opinions on the flipped classroom teaching. A total of 132 questionnaires were distributed and 129 valid questionnaires were recovered. The results of the questionnaires are shown in Table 1

Table 1. Questionnaire Survey Results of This Course

| Survey Questions | Totally agree | Comparative identification | General recognition | Don't quite agree | Completely disagree |
|--|---------------|----------------------------|---------------------|-------------------|---------------------|
| Flipped classroom is conducive to understanding and mastering knowledge | 48% | 55% | 7% | 0% | 0% |
| Flipped classroom is conducive to the cultivation of autonomous learning ability | 48% | 41% | 10% | 1% | 0% |
| Flipped classroom is conducive to the improvement of teaching efficiency | 45% | 42% | 9% | 4% | 0% |
| Like the current teaching model of flipped classroom | 46% | 30% | 18% | 6% | 0% |
| Willing to continue to carry out the flipped classroom teaching model in college English classes | 41% | 39% | 12% | 8% | 0% |

The above questionnaire results show that 76% of students are very fond of or prefer the teaching and learning model of turning classes before their eyes, and 80% of the students are very willing or relatively willing to continue to carry out the flipped classroom teaching model in college English classes. 93% of students agree that flipped classroom is conducive to understanding and mastering knowledge; 90% of the students fully agree or relatively agree that flipped classroom is conducive to the cultivation of their autonomous learning ability, while only 4% of the students do not agree that flipped classroom is conducive to the improvement of teaching efficiency. It can be seen that most students are not only willing to accept the teaching model of flipped classroom, but also agree with the role of flipped classroom in improving their comprehensive English application ability and autonomous learning ability.

5. Conclusion

To sum up, in the teaching reform of applied undergraduate colleges, turning into classroom teaching mode, teachers can simplify the process of classroom teaching, improve the efficiency of classroom teaching, and the students' English learning enthusiasm and the initiative will also get the corresponding training, of high quality to complete the teaching mission and task of training with a corresponding positive influence. In previous teaching, the teacher and students are all can appear, should also do encourage response to students in the classroom, let the students can actively participate in class, this way of teaching is face-to-face teaching, the students of various reaction can be observed, and evaluate students' understanding, to their own teaching progress and adjust the teaching content, so that students can get timely and effective feedback. The teacher's role is not only to pass on the teaching content, but also to encourage students' learning behavior and attitude. The previous teaching model focused on the presence of the teacher, now the presence of the teacher virtualized will not be very effective. However, the existence of teachers can be realized only by designing online courses so that teachers and students can have certain interaction links. Need to understand is to flip the notion of class is not for the previous face-to-face teaching mode is a kind of desalination, virtual course did not reduce, the interaction of classroom teachers and students, instead of online course a lot of links to have more communication between teachers and students and interaction, and turn in the way of classroom teaching can make classroom teaching more interactive, You can also incorporate online delivery. The center of flipped classroom is the student, but to marginalize the role of the teacher and unilaterally emphasize the subject role

of the student will definitely ignore the teacher's subjectivity and creativity. So, in the classroom teaching can let teachers and students effectively play the principal role of both, make learning effectiveness as the guidance, let the teacher play a guiding role, can effectively enhance the students' initiative and enthusiasm, make effective teaching and learning to promote, and let teachers and students develop together. Therefore, in the new era, college English teachers must realize the importance of flipped classroom teaching model, optimize and adjust teaching activities in combination with the practical needs of innovative development of talent training, so as to ensure that the important role of English teaching is fully played and students can get better development in the future.

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