

The Application of Flipped Classroom Teaching Model in College English Education

Wei Liu

Nanjing University of Finance & Economics, China

ABSTRACT. *With the continuous development of modern network technology, flipped classroom has become a new teaching mode, which has a significant impact on today's teaching methods. In theory, this new teaching mode can enable students to give full play to their learning initiative, thereby effectively improving learning efficiency. But in practice, there are still many problems to be solved in the teaching mode of flipped classroom. On the premise of a brief overview of this teaching model, this paper analyses the advantages and problems of its application in College English education, with a view to providing some reference for further exploration of this issue.*

Keywords: *Flipping Classroom; College English Education; Active Learning*

1. Introduction

The traditional teaching mode is a one-way transmission indoctrination mode, which is dominated by teachers. It strictly limits the content of teaching, the way of expression and the form of communication and interaction. Under this traditional teaching mode, students are in the role of passive receivers, and their initiative and creativity are suppressed to a certain extent. Students' access to knowledge and information is single and limited. Objectively speaking, the ultimate effect of students' learning under this mode depends largely on teachers' personal ability and level. In theory, compared with this traditional closed teaching mode, the continuous development of modern network technology provides the possibility of a new open teaching mode, while the flipped classroom is an important representative of this new open teaching mode. Under the teaching mode of flipped classroom, the classroom has realized the actual flipping, and the dominance of classroom has been shifted from teachers to students. Students can obtain different information through various open channels such as network, media and books, so that students can share high-quality teaching resources through modern media, and ultimately release students' initiative and creativity. It is undeniable that the flipped classroom teaching mode has great advantages over the traditional teaching mode in theory, but whether it can give full play to and highlight its advantages depends on whether this teaching

mode can be implemented in place. Therefore, this paper intends to take the use of the flipped classroom model in College English education as a breakthrough point, to explore the problems and countermeasures of the flipped classroom model.

2. The Origin of Flipped Classroom Teaching Model

The attempt to flipped classroom first appeared in 2007. It is a teaching mode exploration for teachers of Woodland High School in Colorado to help absent students master classroom knowledge. That is, teachers make videos of classroom teaching content and upload them to YouTube for students to learn by themselves. Later, with the continuous prominence of the effectiveness of this teaching mode, they made new innovations in this teaching mode. From the original teaching mode of teacher-centered classroom teaching and student-assisted video self-learning after class to the teaching mode of student-centered video self-learning and teacher-assisted classroom puzzlement-solving. Under this new teaching mode, students learn and expand their knowledge in advance after class, while teachers interpret the difficulties of students' after-class learning in order to explain them pertinently. After this process, students continue to self-test their knowledge after class, and then ask questions in a new round of learning, thus forming a virtuous learning cycle.

3. Advantages of Flipped Classroom Teaching Model

Compared with the traditional college English teaching mode, the application of the flipped classroom teaching mode in College English education has the following advantages.

3.1 Flipped classroom helps stimulate students' learning enthusiasm and cultivate students' autonomous learning ability

Under the traditional teaching mode, teachers are the absolute authority of teaching activities. Students play a more passive role as receivers who do not have much choice and space for teaching content, communication methods in teaching activities. Under the new teaching mode of flipped classroom, the authority of teachers in teaching activities has been correspondingly weakened, and students' autonomous control of learning activities has been greatly enhanced. Students are encouraged to learn knowledge by themselves after class. This relatively relaxed new teaching mode releases students' thirst for knowledge and encourages them to study independently. In the process of autonomous learning, students' emphasis and difficulty on knowledge can be relied on abundant network resources rather than on teachers' explanations in class as before. Through the network, media, books and other channels to solve problems independently can significantly improve students' ability to understand, master and apply knowledge, and constantly exercise and improve students' ability to learn independently.

3.2 Flipped classroom helps strengthen the interaction between teachers and students and also exercise students' thinking ability

College English Education under the traditional teaching mode is teacher-centered. Teachers strictly limit all aspects and topics of teaching. Under this mode, students can only passively follow the teacher's thinking. This situation seriously limits the cultivation and development of students' critical and independent thinking abilities. Therefore, this kind of teaching mode with university teachers as the core is difficult to give full play to students' autonomy, and even more difficult to guide students to actively study and explore. However, unlike the traditional teaching mode, students replace teachers as the main body of classroom and learning under the flipped classroom teaching mode. Before class, students need to complete the task of pre-class learning through various channels. This learning process can effectively stimulate students' enthusiasm for learning and bring students a sense of achievement of mastering learning. In addition, the flipped classroom is a teaching mode in which students ask questions and teachers answer questions. Students have more opportunities to speak and ask questions independently in the classroom, so the focus of teachers' tasks in the classroom has changed from knowledge inculcation to question answering. This two-way interaction not only significantly increases the communication between teachers and students, but also objectively exercises and improves the students' thinking and expression ability.

3.3 Flipped classroom helps integrate high-quality educational resources and improve the quality of education

The distribution of educational resources is naturally unbalanced. There are great differences in educational resources among different regions, nationalities and schools, which seriously restrict the realization of educational equity. "The reversal of classroom teaching mode has broken the monopoly of traditional educational resources, and optimized the educational resources of various countries or regions." [1] In the Internet era, the speed of information circulation in human society has been greatly improved. Sharing of information resources is becoming more and more obvious. Before designing teaching programs and teaching contents, teachers can screen and integrate high-quality teaching resources in other regions and schools by means of network search, and then design them into their own teaching programs, which significantly reduces the imbalance in the distribution of educational resources among regions, thus promoting educational equity. In a word, the flipped classroom teaching mode relying on modern network technology has broken the monopoly of educational resources under the traditional teaching mode to a certain extent, making the utilization efficiency of educational resources in society greatly enhanced, and ultimately improving the educational level of the whole society.

4. Problems in Flipped Classroom Model

Compared with the traditional teaching mode, the new teaching mode of flipped classroom does have many advantages in theory, but in practice, there are still many factors restricting the effective application of flipped classroom mode. In conclusion, there are the following factors.

Firstly, the new teaching mode needs better hardware facilities as its basic support. However, the hardware facilities of the universities are quite different because of the different levels and regions of the universities. The universities in some areas do not have enough teaching mode to use the flipped classroom.

Secondly, the new teaching mode requires students to have strong self-management ability and learning ability, but there is a “gap” between primary education and higher education in China, that is, there is a big gap between the thinking mode and learning mode formed by primary education and the ability to adapt to higher education. Generally speaking, using the new teaching mode of flipped classroom objectively requires students to learn by themselves and master the relevant methods and thinking needed for self-learning. However, in the primary education stage, achievement-oriented and examination-oriented education are the main factors. Teachers indoctrinate the knowledge they need to learn in class, and students can only act as passive receivers. Under the long-term examination-oriented education mode, it is naturally difficult to develop strong self-management and learning ability, which is another important factor restricting the promotion of the flipped classroom mode.

Thirdly, the new teaching mode requires teachers to have higher comprehensive quality and knowledge level. In the traditional teaching mode, teachers are the authority in teaching activities and play a leading role in classroom teaching, which is also the current teaching mode that most teachers are accustomed to. But this new teaching mode requires teachers to change their roles from the classroom dominant player to the classroom leader, which requires teachers to have strong adaptability and high comprehensive quality. In addition, flipping classroom teaching mode does not mean that any learning work should be left to the students themselves. Teachers should still play their role of guidance, even more prominent under the new teaching mode. To some extent, teachers need to screen students' learning content, that is, some educational resources on the Internet, which requires teachers to have a higher level of awareness to identify the advantages and disadvantages of educational resources.

5. Conclusion

Compared with the traditional teaching mode, the introduction of the flipped classroom teaching mode in College English education can effectively stimulate students' learning enthusiasm, strengthen the interaction between teachers and students and integrate high-quality educational resources, thus effectively improving the quality of education. However, “as a new mixed teaching mode, the flipped

classroom mixes and crosses the traditional classroom teaching with the extracurricular activities assisted by modern technological resources.” [1] The application of this new teaching mode effectively compensates for the shortcomings of the traditional teaching mode, but due to its short application time, the teaching mode is still not fully mature, which needs to be constantly improved and revised by the majority of English educators in the process of teaching practice.

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