

Trends in approaches to teaching: Flipped learning

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Abstract: In language learning, educational researchers often mention English skills such as speaking, reading, and writing. However, there are still barriers to learning non-native languages for students. Flipped teaching is a relatively new teaching method in English teaching that changes the order of lectures and homework in the classroom, supplementing it with additional teaching resources in addition to simple classroom instruction. Differentiated teaching in English teaching brings flexibility to the flipped classroom teaching method, which requires the teaching ability of excellent teachers and the popularization of technology to achieve. It is not easy for families with different financial conditions to have multiple learning devices. After the teaching technology is satisfied, the flipped teaching method in English teaching needs to be widely implemented. Therefore, considering the advantages and disadvantages of the flipped teaching method, teachers should integrate various teaching methods to provide different content and different types of English knowledge in a targeted manner to achieve efficient and happy learning results for students.

Keywords: Flipped Learning; Language teaching; Language learning

1. Introduction

With the continuous development of global education, the teaching methods of different countries are being used for reference. All teachers hope that their students can achieve high quality learning and autonomous learning industry happy learning state. English teaching is an educational problem that most countries in the world need to face. In language learning, English skills such as speaking, reading and writing are often mentioned by education researchers. However, there are still obstacles for students to learn their non-mother tongue. Flipped teaching, as a relatively new teaching method in English teaching, reverses the order of lectures and homework in class and supplements additional teaching resources in addition to simple lecture-based teaching. Flipped teaching is regarded as a promising teaching method and learning mode by more and more educators and learners.

2. Overview of flipped learning

In general, the rich language environment in flipped classroom makes more and more learners and educators gradually accept it for English teaching. This teaching method can fully mobilize students' autonomous learning ability, enhance the sense of cooperation between peers, and is a learning method that adapts to the pace and intensity of learners. However, as future teachers, we need to pay attention to the challenges facing the flipped Approach. Teachers have to consider that teaching English using flipped method requires teachers to provide differentiated education for all learners in class through their full preparation before, during and after class. Differentiated teaching also fully reveals students' weakness in English knowledge. Teachers provide students with the help they need in a targeted way. The benefit of this is to promote students' love of English learning and their willingness to continue speaking English and learning foreign cultures.

2.1 High enthusiasm & concentrated attention

English flipped classroom can improve the enthusiasm of learning, and English self-study and video watching before class can highly concentrate students' attention. The approach has led to some variety in how in-class work is managed, and afforded some opportunities for bridging work before, during, and after class to provide a framework for student engagement with the module[1]. In the traditional teaching mode, teachers often distribute printed materials or existing textbooks in class, and carry out listening exercises and vocabulary memorization after formal classes. After reviewing key concepts in-depth, students progressed to the activities, albeit with greater scaffolding, guidance and support than

anticipated[2]. In flipped Teaching English class, a short film is usually reserved for preview before watching the short film to complete vocabulary understanding. A particularly interesting finding in a number of studies was that, although student grades may not have improved, student attitudes, motivation, interest, self-efficacy and overall engagement were nonetheless positively affected as a result of the flipped learning approach[3]. Lively videos and short film clips will draw students' attention to the material in class. The dialogue in the video is consistent. The self-directed learning process by watching video clips not only enables students to better understand the multiple meanings of words, but also enables them to gain a greater understanding of how words are used. As many students in the study noted, by previewing course content at their own pace as many times as they wished and by completing the worksheets before class, they had prepared for the lessons more thoroughly[4]. Therefore, the study of English can be more profound. In particular, the understanding of foreign language is actually the understanding of foreign culture, and autonomous viewing is a very important link.

2.2 Wide participation

The use of classroom task lists in English classes drives students to unknowingly increase their participation in class. Task lists are plans for viewing items and topics to be completed. In a regular class, the teacher teaches in the front of the room, and the students sit in their seats and listen. Although students' bodies are in their seats, their minds may be wandering outside the classroom. In flipped classroom, students' attention is attracted by the interesting classroom materials and the flexible teaching method of the teacher. The students in the class are divided into several groups, and the students in the group can't wait to discuss the problems listed by the teacher with their partners, and their thoughts are always active. Instead of pages of papers or exercise books, students are faced with homework to watch a video and write down their feelings. This shift in assignments and tasks makes it sound like less work for students. On the contrary, students will not actually learn less and will be more impressed. There is no right or wrong way for students to understand the questions. As long as the answer is based on the students' understanding of the video, it is the best answer. Each student has a different understanding of the same thing. Respecting the original intent of the video writer and storyteller captures both the title and the teacher's demands on the student. In addition, in order to achieve the goal of flipped learning, it is necessary to increase the number of English self-learning and perceived times according to their own situation.

2.3 Strong learning initiative

In order to fully understand the video, students have to watch the clips that they are interested in or that are helpful for understanding the topic repeatedly. To fully learn a certain English knowledge point or a certain foreign culture requires learners to watch and understand it repeatedly, and to take the initiative to think about it to achieve the desired learning effect. For example, readers must experience the same novel or turn of events differently after reading it the first time and after reading it many times. Students utilized the videos differently than a lecture. They commented that they were able to follow along with the code on their own, and pause, rewind, and replay as needed[5]. In the aspect of learning psychology, the learning effect of active learning and passive learning is very different. Active learning allows students to keep their knowledge in mind while maintaining an optimistic attitude. However, passive learning puts learners in a state of resistance and makes it difficult to absorb more knowledge. Active watching is much more effective than passive listening in the conventional teaching model.

2.4 Collaborative ability

English flipped classroom can enhance cooperation ability. In the process of reading English articles, students can each take charge of a question and explain how they find the corresponding answer to this question. Students need to force themselves to think about their choice of answer and the process of thinking when communicating with their classmates about how to find the answer. In addition, he formed a complete logical train of thought during the process of doing the problem and presented these ideas to his group of classmates. The majority of the students agreed that flipping English classes provide them with more opportunities to communicate in English[6]. Using a flipped classroom strategy can significantly enhance peer collaborative talk in the EFL classroom. The analysis of data revealed using this method enhances different turns related to peer collaborative dialogue among EFL learners. The findings of this study open up venues for further investigations on the

effectiveness of flipped classroom strategy for improving linguistic and non-linguistic outcomes of language learning[7]. No matter what discipline you study, you need not only independent learning, peer experience and guidance from teachers, but also your own thinking to help you achieve deeper goals. Peer assessment is considered to be a learning activity that can stimulate students' higher order thinking ability no matter whether in the past or now[8].

2.5 Progressive thinking

The process of thinking is the process of their own thinking progress. This process seems simple, but in fact it is very helpful for students to develop their expression ability and thinking habits. Students exchange learning methods with each other, which also leads to faster progress, good grades and a sense of confidence. It is a fact that flipped learning is not only conducted for positive academic outcomes but also to assist students individually and to create more opportunities to practice during class time, and so on[9]. Group discussion and cooperation in flipped teaching method can enhance the ability of collaboration and cooperation with peers. To jointly complete one thing requires not only strong organizational ability, but also close communication and clear expression among teams. All of these are essential factors for logical thinking and expressive ability in English learning. From the perspective of long-term development of students, most of the tasks faced by students after they finish their study and go to work are completed by the whole team or company. It's rare that one person is responsible for all the work. Therefore, the training of cooperation ability and communication ability needs to be fully exercised when students go to school. In this way, students will be able to give full play to their value to the company when they enter the workplace.

2.6 Oral speaking ability

On the other hand, communication between groups and peers can further improve oral English ability. The meaning of practicing oral English is to make students speak English boldly and correctly and willing to use English to communicate with others. If you don't express it, just listening to the teacher speak English in class has little effect on your oral English progress. Regular oral English learning practice is a very difficult thing for students at the initial stage of learning. Many students don't feel confident enough to learn spoken English in front of others or in public, and even feel anxious. In the flipped English teaching class, students will be divided into group discussions to exchange different views, which will open up students' minds and play a positive and beneficial role. Oral English teaching and listening teaching complement each other and are inseparable two major teaching tasks. In work, life, communication and travel and other occasions need to have good listening and speaking skills to be able to communicate with international friends smoothly and error-free. Practice linking between two words when listening to others speak English. If students master English linking skills, they can naturally respond to what they hear when they hear English. Such multi-task exercises will be perfectly integrated in English flipped classroom to help students become practical excellent students in English learning. In English class, students can overcome their fear of expression and have the courage to express their thinking content. Peer English expression can make everyone no longer nervous, so that students in the classroom in a relaxed and happy atmosphere. The pressure of English communication in public place is obviously greater than the psychological pressure of two people communicating in the classroom.

2.7 Correct learning thinking

Not only that, English reading and listening and pronunciation skills of communication can increase the thinking in English learning. Speaking standard and fluent English requires constant practice, effective guidance from a teacher, and peer communication and problem pointing. Especially in the language learning class, students often imitate the pronunciation by guessing which part is the key pronunciation after hearing the teacher's pronunciation state. There was no significant change in tongue position and tone in the lips of the students. The pronunciation of most students is not standard. When learning spoken English in flipped classroom, students will focus their attention on the pronunciation method, which will effectively correct students' English pronunciation problems.

2.8 Learning satisfaction

English flipped teaching method can effectively adapt to the learning rhythm of learners. When it comes to learning time, everyone's brain is active at different times. Some people prefer reading and

memorizing early in the morning, while others prefer thinking and reviewing words and sentences late at night. As a teacher, you cannot force a student to learn at a time when you are not comfortable with it or when you are not comfortable with it. Let students choose a fixed and suitable for their own situation of learning time, students can achieve the maximum learning efficiency. Students can arrange their own English learning time and study at their own satisfaction. Some students are good at English, others are good at math. Students who are good at English will spend less time completing the task, and students who are poor will spend more time completing the task. For students themselves, their time is limited, they need to allocate learning time according to their own actual situation, in their own comfort and acceptance of good state to start learning and complete the assigned task. Rapid advancements in technology have made flipped classrooms possible by making fundamental facts and knowledge available for student review before actual class time[10].

2.9 Appropriate learning progress

The speed, playback speed and stop of the preview video are determined by learners themselves. When English learners are watching movies, they need to stop and watch the wonderful scenes repeatedly if they don't want to be missed. Students are free to choose highlights to watch again. They feel content and happy that they can control everything. In regular English learning classes, the teacher will occasionally play a recording or video of an English conversation in class. However, English teachers usually play the video only once, so that students feel very anxious and anxious when watching the video or listening to the recording, for fear of missing the useful information. This kind of anxiety is not only meaningless, but also makes students feel tired of learning English. The progress of English flipped learning is the most suitable for students. Each student in the class has different learning and receiving abilities.

2.10 Teaching results

English teachers should make full use of the targeted teaching advantages of flipped classroom, and make flexible teaching methods and teaching quantities according to the actual learning content of students. Excessive teaching and knowledge transfer will bring students a sense of learning burden. Think about it. Climbing a mountain with a heavy backpack will make you feel more tired than climbing without one. If students want to learn English in the flipped learning method, they need to flexibly arrange their learning tasks and intensity according to their current English level. As long as they complete the task list designated by the teacher, they will present an excellent pre-class preparation homework. In routine teaching, some students with poor academic performance in flipped classroom learning will also write many thoughts after watching videos, or even associations about a certain theme story on the papers they have never written dissatisfaction with before. Everyone was actively prepared according to their own actual situation before the class began. Students who have done a good job of classroom preparation think that the classroom teaching effect has been a success. Under the powerful effect of flipped teaching method, students often sit on their seats early and quietly wait for the beginning of class with strong curiosity and action motivation. On the other hand, students' own positive psychological suggestion makes the interaction and cooperation between students and teachers in class more tacit. They look forward to receiving feedback on what they have done after the teacher's guidance in class. After all, everyone looks forward to being appreciated.

2.11 Negative thinking

On the other hand, the practice of flipped teaching method in English classroom needs more energy and preparation of teachers, and flipped Teaching method will bring more pressure to teachers. The introduction of any new strategy requires a shift in the minds of both educators and students. Teachers must be willing to experiment with alternative strategies in the classroom. For those instructors who are willing to apply these new methods, it is important that they periodically reflect on their teaching effectiveness [11]. In order to take care of every student in the class, English teachers need to pay full attention to the psychological changes of each group and each student and their understanding of the class content before, during and after class. This kind of teaching result feedback is not as intuitive as that in conventional learning. If students do not get a score of a question, it will not be obvious that learners have not mastered the expression and application of English grammar, or it will not be directly reflected in the test paper score. However, in the flipped learning method, it is difficult to show that he has not mastered the knowledge point. After class, teachers need to fully reflect on their own teaching practices and the practical results of flipped teaching in English teaching. Teachers should also make

notes and summaries of lectures.

In flipped teaching, science and technology software and hardware are needed to support the smooth learning process of students. For English as a subject, audio is needed to help students understand English, which is often referred to as listening skills. In addition, a video is played to test comprehension, which means multimedia equipment, large screens and loudspeakers in the classroom. In students' homes, tablets and even cameras that can be used for real-time communication are needed to communicate with learners and teachers at any time. Not all students have so many electronic devices in their homes, and not all schools have enough money to buy educational equipment.

2.12 The subject limitation of flipped teaching method

It can not be ignored that the flipped teaching method is not suitable for students of every age and learning stage in English teaching. The self-control and cognitive abilities of elementary, junior and high school students still need to be reduced from the goal of independent learning. What's more, excessive use of electronic devices will do harm to students' eyesight. Further experimental studies on the effect of the flipped classroom method on EFL education should be undertaken. In addition, qualitative studies are necessary to provide insight into the use of flipped classroom method in EFL classrooms[12]. According to the existing quantitative research, college students are the high-quality audience of flipped classroom. Educators also want to believe that in the near future, there will be a wider range of students in the world who love learning and become great scholars with rich knowledge with the help of flipped method.

3. Conclusions

3.1 Research conclusions

Based on the whole paper, the following conclusions can be drawn after a comprehensive consideration of the flipped Approach in English teaching. Flipped teaching methods can bring high quality results of English classroom vitality and learning outcomes. Flipped English classroom can improve students' participation, enhance their enthusiasm in Learning English, promote cooperation among peers, and adapt to the situation of learners. Through the experimental results of teaching predecessors, it can be concluded that flipped teaching is superior to traditional classroom teaching method to a certain extent. In flipped teaching method, students are willing to show their pre-class preparation results to the classroom, so that teachers can provide targeted problems to solve. Peer communication also enhances their ability to learn and cooperate. This has a strong guiding effect on the comprehensive development of students. Especially in the training of oral and writing skills, if students are allowed to conduct inquiry-based learning and discuss with each other, their acceptance rate of English knowledge will be enhanced to the maximum extent and their understanding of knowledge will be more profound. As for me, a future English teacher need more abundant teaching experience and empathy for students' autonomous learning.

3.2 Thinking in combination with practice

In flipped teaching, students need to get more thoughtful guidance from teachers. It follows that, for any learning to be effective, care should be taken to ensure that students are properly and gradually guided in the learning process to achieve higher order thinking in an active manner[13]. After the students get used to the flipped teaching method in the English classroom, English learners will gradually use more advanced thinking for the subsequent long-term English learning. Differentiated instruction in English teaching brings flexibility to flipped classroom teaching methods, which needs excellent teaching ability of teachers and popularization of science and technology to achieve. It is not easy for families with different finances to have multiple learning devices. Flipped teaching method in English teaching needs to be widely implemented after the teaching technology is satisfied. Therefore, taking into account the advantages and disadvantages of flipped teaching method, I believe that after I become an English teacher, I will integrate the two teaching methods and deliver different contents and different kinds of English knowledge to students in a targeted way, so as to achieve high efficiency and happy learning results for students.

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