On Flipped Classroom Teaching of College English Listening under the "Internet Plus" Model

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Abstract: *With the progress of science and technology, the integration of education, science and technology is becoming more and more profound. Using the "Internet plus" model in college English learning, on the one hand, can reduce the teaching burden of teachers, so that English knowledge can be more vividly displayed in front of students; On the other hand, students' knowledge can be expanded, and they can have more opportunities to extend training by using the Internet. Based on the "Internet" model, this paper discusses how to use flipped classroom to teach college English listening, with a view to improving students' English listening, and on this basis, to enhance students' comprehensive English literacy.*

Keywords: *"Internet Plus"; College English; English Listening; Flipped Classroom*

1. Introduction

In the context of informatization, "Internet plus" gradually permeates people's life and learning, and college classes are no exception. Using the "Internet plus" model can improve the traditional classroom learning, mobilize the enthusiasm of students to learn English, and thus complete the teacher's teaching plan. Flipped classroom is a new type of classroom that integrates the advantages of the Internet and has gradually become an important form of college listening learning. With the use of flipped classroom, preview, learning and review can be combined to achieve resource sharing between teachers and students, so that teachers can carry out targeted teaching and ultimately improve the comprehensive quality of students.

2. Problems in traditional English listening teaching

2.1 Neglecting students' dominant position

In the traditional college English classroom listening teaching, teachers can also use multimedia and other equipment for teaching, but the way they use is often the way teachers teach and students listen and absorb. Under such a teaching mode, students receive knowledge passively and cannot improve their listening practice ability, which often leads to students feel powerless when using listening knowledge, and their learning efficiency is relatively low.

2.2 Lack of targeted teaching

In terms of English learning, there are differences in learning habits and learning abilities due to different foundations of students in senior high school. Therefore, teachers must carry out targeted and layered teaching when teaching to help different students learn according to their own conditions. However, under the traditional teaching mode, teachers can only design English listening courses according to the average level of the class, which leads to the fact that the students with good foundation find the listening courses boring while the students with poor foundation find the courses more difficult. Both of them will eventually lose interest in English listening learning in the classroom.

3. The Necessity of Constructing College English Listening Flipped Classroom under the "Internet plus" Model

3.1 Realizing the transformation of teachers' roles in the classroom

In the past college English listening class, teachers have always been the main body of transmitting knowledge for theoretical explanation, and students are in a passive receiving position. [1] In the long run, students' interest in learning is suppressed and they lack interest in English listening. In addition, with the development of science and technology, students can use search engines to expand their knowledge, and knowledge accumulation is no longer a teacher's patent. Therefore, in the classroom, teachers must adapt to the role change of guiding students rather than dominating the classroom. Flipped classroom can help teachers and students complete the role transformation, and help to regulate the roles of teachers and students in the classroom.

3.2 Reforming the Traditional English Listening Education Model

The emergence of flipped classroom can help change the educational model in which teachers focus on textbooks in the past classroom. In addition to piling up knowledge, English learning is more important to let students develop a good sense of language in practical training. Under the flipped classroom, students can take advantage of the flipped classroom and use fragmented time to train their English practical ability after learning knowledge. [2] Reforming the traditional English listening education and learning mode will enable students to learn English more autonomously. Students can combine learning with practice in the learning process to enhance their own application ability.

3.3 Emphasizing the position of students in classroom learning

In the instruction of the new curriculum reform, the main position of students in educational activities is clarified. Therefore, teachers should not only pay attention to the realization of teaching objectives and the promotion of teaching plans when teaching. More importantly, teachers should cultivate students' autonomous learning ability, so that students can form a good habit of independent thinking and learning when using the flipped classroom to learn college English listening. In addition to absorbing knowledge, we should also digest and make use of it to exercise our English thinking. Under the "Internet plus" model, we should improve our own English knowledge structure system, use various network platforms to obtain English learning resources, expand the amount of knowledge, form our own thinking mode. Furthermore, taking English listening learning as the basic point, we should promote the learning of English listening, speaking, reading and writing to improve the comprehensive quality. [3]

4. The Impact of "Internet plus" on College English Listening Education

4.1 Impact on teachers

Teachers' comprehensive quality is closely related to their teaching level. In the context of "Internet plus", teachers use network technology to create flipped classrooms, which has brought changes to traditional teaching methods and processes. Under such changes, first of all, teachers are required to have excellent professional knowledge and higher education level, and be able to show their English professional knowledge in a variety of teaching forms. [4] Secondly, teachers are required to have good information technology ability, be familiar with various online education platforms, know about video production and release related technologies, timely understand students' opinions and suggestions through the education platform, and give feedback. In addition, teachers should be able to combine the teaching of professional knowledge with the use of information technology, and show it in a way that students like to see and hear. [5] Teachers should also abandon traditional education concepts and demand themselves with modern education models and methods. The lack of teachers' awareness of the new education model will limit the development of flipped classroom in college English listening education, making it useless.

4.2 Impact on students

Under the flipped classroom, students can actually use multiple functions to achieve better learning.

However, students also face many problems in the process of learning. First of all, like teachers, students may lack information technology knowledge and practical ability when learning, and cannot effectively use flipped classroom, resulting in low learning efficiency. Secondly, many students are also used to the traditional passive reception mode when learning, and they still need a certain space to adapt to the learning mode that they actively explore. [6]

5. Specific Measures to Improve College English Listening Flipped Classroom Teaching under the "Internet plus" Model

5.1 Changing teaching concept and improving teaching quality

In the new era of English teaching, teachers should adjust their educational ideas according to the development of the times and teaching progress. [7] First of all, teachers should pay attention to the comprehensive learning of professional knowledge, teaching ability and information technology knowledge. Teachers cannot lay particular stress on the three. If they only focus on the promotion of professional knowledge that cannot be presented in a scientific way of teaching, the teaching effect is still poor. Teachers can use the preparation time to comprehensively learn professional knowledge, teaching skills and information technology, and integrate the three into the classroom teaching of English listening. Through the change of teachers' teaching philosophy, they realize that the impact of "Internet plus" on students in the new era can make teachers' teaching ability improve qualitatively, so as to improve the quality of English listening classroom teaching. Secondly, teachers should change their position in the classroom and retreat to the role of guides. Teachers need to guide students in listening learning, but they cannot completely control the process of students' learning. [8] For example, when training students' listening ability, teachers can arrange the learning process of students' listening courses, and then give guidance to students during training, but teachers cannot directly tell students the training results. Teachers should make students understand that in the process of English listening training, learning and thinking training is the most important. Through the return of roles between teachers and students, we can promote students to realize that they are the main body in the classroom and correct students' learning habits and ways.

5.2 Understanding the concept of flipped classroom and exploring relevant functions

Compared with traditional teaching methods, flipped classroom education pays more attention to the use of information technology and is more comprehensive. Its teaching mode is to take English listening teaching as the basis and main body, introduce Internet related education platforms and equipment, and then build an effective flipped classroom. Therefore, teachers should pay attention to the development of flipped classroom functions. First of all, in the preview stage, teachers can use the flipped classroom to transmit preview materials, so that students can grab listening materials in the flipped classroom. For example, when learning occurs, teachers can transmit relevant English listening materials before class, so that students can complete the corresponding questions within the specified time according to the listening materials. Then the teacher will understand the preview effect of the students according to the questions answered by the students. By making rational use of the preview function, teachers can roughly know where students' learning difficulties are under the English listening learning theme, and then carry out targeted teaching. Secondly, in the classroom, teachers can carry out targeted hierarchical teaching according to the specific situation of students' learning. Hierarchical teaching is not to treat students differently; on the contrary, it is an efficient teaching method for students on the basis of respecting students' individual differences. In the teaching process, for students with good English listening foundation and strong learning ability, teachers can carry out appropriate improvement training according to the students' learning situation, so that students can find the fun of English learning in flipped classroom teaching, and develop the learning content according to their own interests; for students with relatively poor English listening foundation and weak learning ability, teachers can focus on improving their basic listening ability. Teachers can let students make repeated contact for many times during listening training, gradually break away from the listening text, so that students can feel the gradual improvement of their own listening ability. Through hierarchical teaching, students can find their own position in targeted teaching, so that they can learn listening more efficiently. Finally, teachers should pay attention to the combination of listening learning and other learning, and link the learning of various parts of English. English listening, speaking, reading and writing play a role in the whole body. Therefore, teachers should not only pay attention to the training of English listening, but also contact relevant skills. For example, when training the listening materials

related to "culture", teachers can ask students to divide into groups to evaluate the definition and introduction of culture in the listening materials orally. The overall level of English can be improved by allowing students to use listening training as a basis to train their abilities in other parts of English.

5.3 Paying attention to teaching feedback, constructing and perfecting teaching evaluation system

Teaching evaluation is a timely reflection of teachers' teaching achievements and students' learning achievements. Through teaching evaluation, teachers can have a clearer grasp of students' learning and adjust their own teaching objectives and plans. On the basis of teaching evaluation, students can also understand what their weaknesses are and make targeted improvements, so as to play the role of teaching evaluation as a back stepping. First of all, teachers should build a perfect teaching evaluation system. Teachers should examine all indicators of listening. In addition to the speed of listening materials and the ability to extract information, they also need to examine the accuracy of students' listening materials. Through an all-round investigation of students' listening ability, students can develop their listening ability in an all-round way. Secondly, teachers should pay attention to hierarchical evaluation when evaluating. As mentioned in the previous teaching, teachers should carry out hierarchical teaching. Similarly, they should pay attention to hierarchical evaluation when evaluating. For students with good foundation, teachers can improve their requirements and evaluate them with high standards; for students with poor foundation, teachers can put more emphasis on mastering basic knowledge when evaluating. Through multi-level, focused and diversified teaching evaluation, teachers can timely grasp students' learning situation.

6. Conclusion

Flipped classroom plays an irreplaceable role in college English listening teaching. Under the "Internet plus" model, flipped classroom reconstructs college students' English learning, making students' learning more convenient and efficient. Therefore, teachers should pay attention to the function of flipped classroom and improve the efficiency of college English listening teaching. First of all, teachers should change their educational concepts and realize that information technology learning and professional knowledge improvement are equally important. Secondly, when making use of flipped classroom, we should fully tap its functions and make full use of it in the process of preview, classroom learning and review. Finally, teachers should focus on setting up an evaluation system for college English listening courses, so that students can arrange their next learning plans according to the evaluation system, and teachers can adjust their own education plans according to the evaluation results.

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