

A practical study of blended classroom teaching based on "Divided + Flipped" in college English classroom teaching

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Abstract: This study explores the application of "Divided + Flipped" hybrid rotating classroom in college English teaching. By combining traditional teaching methods with modern teaching techniques, this study aims to improve students' English learning efficiency and interest. We conducted a semester-long experiment on a group of college students, using a hybrid model of split points and flipped classrooms. The results showed that this teaching mode effectively improved the students' English listening, speaking, reading and writing skills, while enhancing their independent learning ability and critical thinking.

Keywords: divided teaching method; Flipped classroom; Blended teaching; College English; Teaching practice

1. Introduction

With the development of educational technology, the traditional teaching mode can no longer fully meet the needs of contemporary college English education, prompting educators to explore more effective teaching methods. This study proposes a hybrid rotating classroom model of "Divided + Flipped", which combines the accuracy of split teaching method and the interaction of flipped classroom, with the aim of improving the efficiency and interest of college students in English learning. Through the practical exploration of this teaching mode, the purpose of this study is to analyze its effect on improving students' English listening, speaking, reading and writing ability, and to explore how to effectively integrate traditional teaching with modern educational technology, in order to provide a new perspective and method for contemporary college English teaching.

2. Theoretical Framework

2.1 Overview of divided teaching methods

The divided method, also known as stratified teaching, is a teaching method that groups students according to ability or level. In college English teaching, the divided teaching method is particularly important because it can provide suitable teaching content and difficulty for students at different levels. The core of this method lies in identifying individual differences of students and then teaching groups according to these differences.

In practice, teachers first assess students' language abilities, including listening, speaking, reading and writing, through diagnostic tests. Based on the test results, students are divided into different levels, with targeted lesson plans and materials for each level^[1]. Upper-level students may be exposed to more complex grammatical structures and a richer vocabulary, while lower-level students focus on basic grammar and basic vocabulary learning.

The advantage of the split method^[2] is that it can meet the needs of students at different levels and help them make progress at their own level. At the same time, this method can also improve students' learning motivation, because students can learn in an environment suitable for their own level and avoid the frustration caused by too high or too low learning difficulty.

2.2 The principle and practice of flipped classroom

Flipped classroom is a new teaching mode, which "flips" the teaching content and the concept of homework in the traditional classroom. Under the flipped classroom model, students learn new knowledge outside of class through video lectures, online materials, etc., while class time is spent discussing, practicing, and understanding the knowledge in depth.

Flipped classroom in college English teaching usually involves the following steps: First, the teacher provides video lectures or other self-study materials to the students, and the students learn on their own before class. Then, in class, teachers organize activities such as discussions, role plays, project work, etc., to help students deepen and consolidate what they have already learned. The key to this model is to shift class time from "teaching" to "guiding", promoting students' active learning and critical thinking.

The advantage of the flipped classroom is its ability to maximize the utility of class time. By moving traditional teaching activities outside the classroom, teachers can interact more with students in class, better solve students' questions, and promote cooperation and communication among students^[3].

2.3 Advantages of blended teaching

Blended teaching is a teaching model that combines face-to-face teaching and online learning. This model, which blends the interactivity of traditional teaching with the flexibility of technology support, is particularly suited to today's diverse and technology-driven educational environment.

In college English teaching, the advantages of blended teaching^[5] are mainly reflected in the following aspects: First, it provides flexibility, where students can arrange their studies according to their own schedule and pace of learning. Secondly, blended teaching combines the richness of online resources with the effectiveness of face-to-face communication, enabling students to master knowledge more comprehensively. In addition, this mode of teaching promotes students' autonomous learning ability, which requires students to study on their own outside of class and conduct in-depth discussions and practices in class.

Another important advantage of blended teaching is its ability to personalize the learning experience. Through the online platform, teachers can provide customized learning materials and activities to meet the needs of different students. This will not only help improve learning efficiency, but also stimulate students' interest and engagement in learning.

To sum up, blended teaching is an efficient, flexible and personalized teaching method in college English teaching. By combining the concept of split teaching method and flipped classroom, blended teaching can better adapt to the learning needs and habits of contemporary students^[4], and provide them with a richer and more effective learning experience.

3. Design and implement the experiment

3.1 Experimental subjects and grouping

This study selected college English course students from a university as the experimental subjects, whose English proficiency ranged from beginner to advanced, covering different grades and majors. In order to ensure the fairness and validity of the experiment, before the experiment, all the participating students took a comprehensive English ability test, which covered the four major aspects of listening, reading, writing and speaking, in order to accurately assess the students' English level, so as to facilitate the subsequent grouping.

According to the results of the ability test, the students were divided into two main groups: the experimental group and the control group. The students in the experimental group will learn using the mixed rotating classroom mode of "Divided + Flipped" proposed in this study. In order to implement this teaching mode more accurately, the students in the experimental group are further subdivided into several groups according to their ability level, and the students in each group have roughly the same level of English. The meticulous grouping strategy aims to maximize each student's learning efficiency and ensure that the teaching content can meet the individual needs of students at different levels. In this way, higher-level students can challenge more difficult material and activities, while lower-level students can steadily improve their English skills without feeling frustrated.

Meanwhile, students in the control group continued to receive traditional college English instruction.

This included teacher lectures, class discussions and regular assignments. This traditional teaching mode is still the mainstream way in most college English classes today. It is teacher-centered and focuses on the transfer of knowledge and the reception of students. The existence of the control group not only provides us with a standard to evaluate the effectiveness of the "Divided + Flipped" teaching model, but also helps us understand the place and value of traditional teaching methods in the current educational context.

In order to ensure the validity of the experiment and the reliability of the data, all the students participating in the experiment signed a consent form before the experiment began, indicating that they were willing to participate in the whole research process and had a full understanding of the purpose and method of the study as well as the possible impact. This step is not only for ethical considerations, but also to ensure the authenticity and reliability of the data during the study. In this way, the study aims to obtain valid data and conclusions on the application of the "Divided + Flipped" teaching model in college English teaching while respecting the rights of the participants.

3.2 Teaching contents and methods

The teaching mode of "Divided + Flipped" adopted by the experimental group is an innovative teaching method, which combines the advantages of online self-study and hierarchical teaching activities to improve students' English learning efficiency and participation. The model mainly consists of three key components: online self-study materials, layered teaching activities and classroom interaction.

First, the use of online self-study materials is the foundation of this model. Teachers provide students with a series of rich learning resources including video lectures, online reading materials and interactive exercises. The materials cover all aspects of college English courses, from basic grammar to advanced reading comprehension, and are designed to help students learn independently outside of class time. In this way, students can study at their own pace and point of interest, preparing them for in-depth discussions in class.

Secondly, stratified teaching activities are the core of the experimental group teaching model. The design of this part takes into account the differences in students' ability levels, and teachers design teaching activities of different difficulties according to these differences. For example, for those students with a high level of English, teachers will arrange more in-depth text analysis and complex oral communication activities, which can challenge and motivate them; For students with a relatively weak English foundation, emphasis will be placed on basic grammar and vocabulary to ensure that they can build a solid foundation and gradually improve. The implementation of this layered teaching method not only takes into account the individual differences of students, but also ensures the comprehensiveness and depth of the teaching content.

Finally, classroom interaction is the key link to achieve the teaching goal. In class, students do not passively receive knowledge, but actively participate in the learning process through group discussion, role play, project production and other forms. Teachers act as facilitators in this process, helping students deepen their understanding of the self-study material outside of class and providing opportunities to practice and apply what they have learned. The implementation of this teaching model has not only enhanced students' motivation to learn, but also enhanced their critical thinking and teamwork skills^[6].

Meanwhile, students in the control group continued to receive the traditional teaching mode. This included lectures by the teacher, note-taking by the students and standardized tests in class. This teaching method focuses on the transfer of knowledge and students' memory ability, which is a more traditional and conservative teaching method. By comparing the two teaching methods side by side, we can gain a clearer understanding of the advantages and potential of the "Divided + Flipped" teaching model in college English teaching, and how to promote students' English learning more effectively.

3.3 Experimental process and data collection

The experimental period of this study is set to be one semester, about four months. During this period, students in the experimental group will learn according to the "Divided + Flipped" model, while students in the control group will receive traditional teaching methods. This setup aims to directly compare the effects of the two different teaching methods in college English teaching.

In order to comprehensively evaluate the effects of the "Divided + Flipped" teaching model, a variety of data collection methods were used in the study. The first is periodic testing, including midterm and final exams. These tests cover the four main areas of listening, reading, writing and speaking, and are

designed to quantify how well students are doing in learning English. By comparing the test scores of students in the experimental group and the control group, we can objectively assess the impact of the two teaching methods on the improvement of students' English ability.

Secondly, the study also includes a survey of learning attitudes. This was conducted in the form of a questionnaire to collect students' opinions and feelings about the adopted teaching model. The questionnaire covered aspects such as motivation, engagement and improvement in self-directed learning. These subjective data help to understand students' acceptance and personal feelings towards the "Divided + Flipped" teaching model, which is an important aspect to evaluate the teaching effect.

In addition, teacher observation records are also an important part of data collection. Teachers regularly record students' performance in class throughout the semester, including how motivated they are in discussions, their ability to learn collaboratively and how well they understand new knowledge. These records provide direct evidence of observation from the teacher's point of view, reflecting the application of the "Divided + Flipped" teaching model in the actual teaching process.

Finally, through the analysis of learning outcomes, the study compared the learning progress of students in the experimental group and the control group to evaluate the effectiveness of the "Divided + Flipped" teaching model. This analysis will cover the overall performance and progress of the students, not limited to test scores, but also the improvement in their learning attitudes and skills.

All collected data will be anonymized to protect students' privacy. After the experiment, the data will be statistically analyzed with the aim of determining the effect and potential value of the "Divided + Flipped" blended teaching method in college English teaching. Through this comprehensive data collection and analysis, this study aims to provide strong evidence on the application of this innovative teaching model in a modern educational environment.

4. Experimental results and analysis

4.1 Analysis of students' learning effect

In this study, a comprehensive assessment of the learning effectiveness of the "Divided + Flipped" teaching model was carried out, mainly by comparing the performance of the experimental group and the control group in a series of periodic tests. The tests covered the four key areas of listening, reading, writing and speaking, and were designed to comprehensively assess students' ability in all aspects of English learning.

The results of the data analysis showed that the experimental group of students generally outperformed the control group in all test areas. In particular, students in the experimental group showed significant improvement in speaking and writing, two areas that are often considered difficult to improve. Specifically, in listening and reading tests, students in the experimental group scored on average about 10 percent higher than those in the control group. This result underscores the effectiveness of online self-study materials and classroom interactions in improving students' listening and reading comprehension. Through these materials, students gain a deeper understanding and absorption of English knowledge, which results in better performance on tests.

In writing, the experimental group also performed significantly better than the control group. This may be attributed to the layered teaching activities and classroom interaction sessions in the "Divided + Flipped" model, which provide more opportunities for students to actually apply what they have learned to writing. Students not only learn writing skills, but also deepen their understanding of these skills and their ability to apply them through practice.

The results of the speaking test were particularly outstanding. The experimental group showed significant improvements in verbal fluency, accuracy and complexity. This improvement may have stemmed from group discussions and role playing activities in class, which not only enhanced the students' verbal skills, but also increased their confidence in using English in practical communication.

On the whole, the experimental results clearly show that the teaching mode of "Divided + Flipped" effectively improves students' comprehensive English ability, especially in improving students' speaking and writing skills. This finding provides strong supporting evidence for the application of this teaching mode in college English teaching, and also points out the special advantages of this mode in improving specific language skills.

4.2 Students' learning attitudes and feedback

In this study, questionnaire survey and teacher observation record were used to analyze students' learning attitude and feedback in order to deeply understand students' views and feelings on the teaching mode of "Divided + Flipped". Through these methods, we were able to gain a direct understanding of students' learning experience, thus assessing the popularity and effectiveness of this teaching model.

The results of the questionnaire survey show that the vast majority of students in the experimental group hold a positive attitude towards the teaching mode of "Divided + Flipped". They generally believe that this mode of teaching improves their interest and motivation in learning, and enables them to learn at their own pace. In particular, the richness and flexibility of the online self-study materials were highly appreciated by the students, who said that the materials not only made learning more convenient, but also improved their learning efficiency.

In addition to online materials, layered teaching activities and classroom interactions were also identified as important factors in enhancing the learning experience. Students mentioned that these activities not only helped them better understand and absorb course content, but also facilitated the development of their critical thinking and teamwork skills. Through group discussions and project production, students were able to apply what they learned in practice and further consolidate their learning outcomes.

However, the questionnaire also revealed some areas for improvement. Although the majority of students responded positively to the "Divided + Flipped" model, a small number of students expressed stress over the need for online self-study, especially those with weak self-learning ability. This group of students believed that they needed more guidance and support to effectively utilize online resources and complete learning tasks.

Overall, feedback from students indicated that the "Divided + Flipped" teaching model was successful in enhancing students' learning motivation and engagement. This model provides students with a richer and more flexible learning environment by combining online learning and classroom interaction. However, for students who are less capable of self-directed learning, the model still needs more support and guidance in its implementation to ensure that all students can benefit from it.

4.3 Advantages and limitations of the teaching model

The advantages of the teaching mode of "Divided + Flipped" are mainly reflected in that it can provide personalized learning experience, promote students' active learning, and improve students' comprehensive English ability. By combining online learning and classroom interaction, this model makes full use of the advantages of technology and teacher guidance to create a more dynamic and interactive learning environment. In addition, layered teaching activities ensure that each student can learn at a level appropriate to his or her own, which greatly improves the effectiveness of teaching.

However, there are some limitations to this model. First, for those students who are weak in independent learning or lack motivation, the "Divided + Flipped" model may pose additional challenges. These students may need more guidance and support to effectively benefit from this model. Second, this mode of teaching puts higher demands on teachers, who are required to have good skills in using technology and innovative teaching methods. Finally, implementing this model requires sufficient technical support and resources, which may pose a challenge to some educational environments with limited resources.

To sum up, although the "Divided + Flipped" teaching model shows significant advantages in college English teaching, its limitations and challenges still need to be considered in the promotion and implementation process. Future research and practice should aim to address these limitations so that this model can be applied more widely.

5. Conclusion

This study is a comprehensive exploration of the application of the "Divided + Flipped" hybrid rotating classroom in college English teaching. The results show that this mode significantly improves students' English language skills, especially their performance in listening, speaking, reading and writing. By combining the goal clarity of the split teaching method and the flexible interaction of flipped classroom, the teaching model effectively promotes students' active learning and critical thinking skills.

This finding provides a new perspective for college English teaching and proves the importance and effectiveness of combining traditional teaching methods with modern educational technology. In the future, further research and practice can explore how to optimize this model and make it more widely used in different teaching environments.

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