The Feasibility Analysis of the Flipped Classroom Teaching Mode in College English Teaching Practice

Yongna Xu

Abstract

With the deepening of the reform of College English, the universities in our country have achieved some success, but there are still a lot of problems. The introduction of the flipped classroom teaching model provides a reliable way to improve the English teaching. As the center of the teaching activity, the flipped classroom can change students' learning attitude change, which can improve the students' learning autonomy, and effectively improve the students' learning efficiency. In this paper, we introduce the concept of flipped classroom and its application in College English teaching practice, and we focus on the analysis of the flipped classroom teaching model and the feasibility of College English teaching.

Keywords: College English; teaching practice; flipped classroom; feasibility analysis

1. INTRODUCTION

Under the background of new curriculum, the goal of college English teaching is to cultivate students' comprehensive ability of English in order to meet the needs of the development of modern society and the international exchange of high quality talents. Although, our college English teaching has been in the reform and innovation stage, and has achieved remarkable results, there are still many problems. One of them is the classroom teaching model based on knowledge teaching, while ignoring the cultivation of students' ability, which leads to the weak students' learning interest. Some poor-foundation students even have the psychological of fear and boredom, which makes the students' learning effect is not ideal. Therefore, college English teaching should combine with the advanced information technology and teaching methods, in order to create a good language learning environment for students. With the development of network technology, students' learning is not restricted by time and place, so that the flipped classroom has become a new development way of college English teaching.

2. The meaning of flipped classroom

The teachers integrate the teaching emphasis, difficulty and new knowledge point according to the teaching content, and then make the teaching video for students to watch the teaching video and learn new curriculum knowledge through autonomous learning. The students discuss and communicate with teachers to figure out the questions after they watch the video, in order to consolidate the students' understanding and mastery of new knowledge, and then complete the whole process of learning.

3. The advantages of the application of the flipped classroom teaching mode in college English teaching practice

The application of flip-flop classroom teaching mode in the practice of college English

1 Chifeng University, Chifeng, Inner Mongolia, 024000 China
teaching conforms to the cognitive ability and learning characteristics of college students. It reflects the students' status as classroom masters and enhances the efficiency and quality of classroom teaching, which has theoretical and practical significance.

3.1 Innovation of the traditional teaching mode

Traditional teaching methods focus on the transmission of knowledge, which forget to help students understand the knowledge. The traditional teaching methods are relatively obsolete to use the blackboard to write the content of teaching, and classroom interaction link between teachers and students, group cooperation is very little. Nevertheless, the application of flip-flop classroom teaching mode in college English teaching practice completely reverses and innovates the traditional teaching methods, which greatly improves the efficiency of classroom teaching.

3.2 Promote students' independent learning

In the traditional college English teaching, teachers often adopt the unsatisfactory teaching method, which leads to the students can only passive learn and accept new knowledge. Flipped classroom teaching method transfers the knowledge transfer process to the classroom, and students acquire new knowledge through teaching video. They discuss their questions with teacher, classmates so as to accurately grasp the difficulties and focus of study, and effectively improve the efficiency of learning. At the same time, the flipped classroom teaching mode can allow students to independently adjust the content and progress of learning, and students can watch the teaching video over and over again and teachers through classroom exercises to consolidate students to master new knowledge and understanding, so that fully mobilize the initiative of students to learn and promote their independent learning.

3.3 Conducive to students to arrange a reasonable learning time

In the flip-style classroom teaching mode, classroom teaching of new knowledge has been sent to students through the teaching video, thus students are able to preview their subjects according to their own situation, and discuss the difficult points with the teacher. This greatly reduces the teacher's classroom teaching practice, leaving students more independent learning time, which is also a major advantage of flipped classroom teaching.

3.4 Transformed the role of teachers and students

In the traditional college English teaching, due to the limited classroom time to complete the teaching of knowledge, some teachers speed up the progress of teaching in order to complete teaching tasks and they ignore the students' ideas. Flipped classroom teaching transforms the role and status of teachers and students, teachers are no longer the imparting of knowledge, authority, but the organizers and guides of students' English teaching activities. Teachers help students to solve puzzles and problems in the process of autonomous learning through guiding students to learn, so as to establish a harmonious relationship between teachers and students, and to promote each other and learn from each other. This greatly stimulated students’ interest and initiative, through the way of mutual communication, and effectively improve the efficiency of English learning.

3.5 Increase the interaction between teachers and students

In the flipped classroom teaching mode, a good relationship between teachers and students is required. Teachers should be in-depth understanding of their students' level of learning, learning attitude and learning situation, and then targeted to carry out the appropriate guidance.
For different levels of students, teachers can design different learning content. Teachers observe the students’ homework situation understand the actual learning stage of students, thus they can timely adjust their teaching programs.

4. **Flipped classroom teaching mode**

   Flipped classroom teaching mode, usually can be divided into three teaching links: pre-class preparation, class interaction and after-school practice.

4.1 Preparation before class

   The flipped classroom teaching model requires teachers to provide students with adequate learning materials. Therefore, during preparing lessons, teachers should strengthen communication with students, in order to understand their interests, combined with the content of teaching materials, producing a rich content of the teaching video, PPT, audio and other learning materials to meet the needs of students at different levels. In the actual English teaching process, the teachers design question according to the English teaching materials and let the students take the purpose to carry on the study before the class. In class, the teacher explains the writing technique, the fixed phrases, the collocation, the phrases and the key words of the English text.

4.2 Interaction in class

   When watching pre-class teaching video, students inevitably encounter question they do not understand, then as a teacher, students should timely feedback on the classification of questions, and explain the question in class, which fully embodies the students’ dominant position. After that, the students group discusses and communicates with each other. After the task is completed, each group displays their own discussion of the results, at the same time and teachers should make the appropriate records, and then analyze and comment. Finally, teachers should focus on the weaknesses of students in classroom teaching, and sum up the reflection of the entire teaching process, and recognize the lack of them in order to improve the teaching content.

4.3 After-school practice

   Because English is a linguistic discipline with strong practical application, it needs a lot of practice and training. However, due to the time limit of classroom teaching, students’ classroom practice is relatively small. This requires students to be independent in the after-school English practice.

   For instance, teachers should examine the classroom learning effect of students, the arrangement of different practical tasks, so as to really promote the progress of each student's English level. When learning "jobs and careers", the teacher produced 10-15 minutes of teaching video, teachers let students say what jobs and careers they are familiar with the, which leads to the teaching purpose of this lesson content. Then, by playing a dynamic picture, teachers let the students say their occupation, next explain to students the new words and sentences. At the same time, it can provide the relevant network links to facilitate the students to self-study, and then design comprehensive test questions of the vocabulary, translation, grammar and reading comprehension. After homework is arranged, write a passage on the topic the dream job. A compact curriculum allows students to focus on a high degree of concentration, thereby enhancing learning outcomes. After-school writing training can consolidate the focus of classroom learning, as well as the word, the use of the sentence.
5. The feasibility analysis of the flipped classroom teaching mode in College English teaching practice

At present, the flipped classroom teaching mode has been widely used in college English teaching practice, the main reasons are as follows:

First, at present, college English teachers are young, and the level of education is relatively high, they are more acceptable for the new things. With the deepening of college English classroom reform, college English teachers have mastered a high level of modern information technology, for the Internet, multimedia, computer, resource search operation ability is relatively strong, and can skillfully produce teaching courseware. This has laid a solid technical conditions and teachers for the smooth implementation of flip-flop classroom teaching mode.

Second, the teaching of primary and secondary students and college students are essentially different. College students have strong self-control ability; they are independent of thinking, in order to complete the task of teaching. At the same time, college students have a certain ability to express in English, which is relatively smooth to express their ideas and views. The flip-flop classroom teaching mode is student-centered, and the comprehensive ability level of the university students can ensure the successful implementation of the flip-flop classroom teaching mode in college English teaching.

Third, the flip-style classroom teaching model can be successfully implemented, the construction of the network course is the key. At present, most of our colleges and universities have achieved a relatively complete campus network construction, network independent learning system can upload the teacher's teaching video information on the Internet, in order to facilitate students to download and learn, and to provide a platform for communication between teachers through distance learning of students, counseling and communication, and eventually improve the quality of English classroom teaching.

6. Conclusion

To sum up, the application of the flipped classroom teaching mode in College English teaching practice can not only stimulate students' autonomous learning, increasing the interaction between teachers and students, but also fully reflects the subject position of the students in English teaching. The flipped classroom teaching mode has a very important role in developing students' creative thinking ability and building a harmonious relationship between teachers and students. With the development of network technology and the continuous improvement of multimedia teaching facilities in Colleges and universities, the paper provides a powerful condition for the flipped classroom teaching. Therefore, the application of the flipped classroom teaching mode in College English is practical and feasible.

References


