The Design of Flipped Classroom Teaching Mode of College Students’ Oral English

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Abstract. With the deepening of the reform of college English teaching, the flipped teaching model has been widely concerned and aroused people’s discussion. The characteristics of Oral English Classroom are in accordance with this teaching model. The author puts forward some suggestions on the design of teaching process in order to improve the teaching of Oral English Teaching.

Introduction

With the deepening of the reform of college English teaching and development, and in order to meet the new era of after 90’s the needs of college English learning, many colleges and universities to implement the teaching mode of college English autonomous learning. College English autonomous teaching model changes the contents of teaching in class into the contents of students’ independent study outside the classroom, with classroom discussions and teachers’ help, to improve the efficiency of learning [1]. In addition, because the students have a good foundation, college English self-learning model includes college English oral courses. How to improve oral English learning efficiency and improve the spoken language level of the students has become a concern of many teaching staff. The experience shows that the teaching model can provide new theories and methods of improving the teaching efficiency and promoting the students’ oral English teaching ability. The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

1. Design of the Teaching Mode of Oral English Flipped Classroom

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. The five typical models of the flipped classroom include the Woodland Park High School model (teacher video-assisted extracurricular learning), the Khan Academy model (mixed learning based on instructional video and classroom practice system), the Riverside School District model (digital interactive teaching materials), Harvard University model (collaborative learning within and outside the classroom), and Stanford University model (micro-video and the test to assist extra-curricular learning) [4]. While flipped classroom has proven to be effective in secondary schools for quite some time, recent work has shown that flipped methods could be equally effective in improving student learning at the community college level as well. The flipped classroom model allows faculty to engage students in innovative ways, both inside and outside the classroom, and to employ a range of modern teaching tools and approaches. Thus, the classroom teaching model has been widely concerned by the domestic education community. Many teachers have developed their own teaching model which is suitable for their own curriculum.

This paper, which combines the actual teaching practice of the author, shows the characteristics of college English oral class and the characteristics of “90” college students’ oral English classroom. On the basis of the definition of flip-flop classroom and the teaching model of flipped classroom, the
author puts forward the teaching mode of the Oral English flipped classroom: the design of the micro-lesson video—the production of the micro-video course—the uploading of the micro-lesson video in the independent learning website—the micro-video course of extra-curricular self-study—the examination outside the classroom—student discussion—colloquial expression data after class.

The model is more consistent with the general teaching model, but it is also different. The productions of micro-video and independent learning materials have their own characteristics [2]. The whole process makes use of the exquisite design of video and auxiliary teaching materials. Students in the class after the independent study, through the class presentation and communication to further solve the learning problems, and finally summarize and assess the lessons. However, as the characteristics of college English oral teaching, this process has different characteristics, which form the obvious features of college English spoken classes flipped classroom.

2. Suggestions on Classroom Teaching Design of Oral Flipped in College English

The teaching material of the Oral English flipped classroom needs to be elaborated, which is very important for the successful production of video materials, including the production of micro-video and auxiliary learning materials. How to design the courseware has a key role in the classroom. Teaching video quality directly determines the flipped classroom teaching effect [3]. The author combined with teaching practice, put forward the following aspects should pay attention to.

2.1 Figurativeness of the flipped classroom design

The figurativeness of flipped classroom design includes not only the visualization of micro-video, but also the vivid and interesting organization of auxiliary learning. “After 90” students in college English learning have more personal feelings. They have certain preferences, such as some cartoon characters. They like vivid contemporary things. The vivid pictures and videos can arouse their interest. These things can be some cartoon pictures, cartoon characters pictures and figures which can be modern and vivid, or film and television works. Image can also be reflected in the language of the expression. The way of the language of expression should be full of life emotion and close to life. Mechanical, non-vitality of the expression can not evoke their attention. We should enrich image contents from the perspective of thinking to improve their interest in learning.

2.2 Dimension of the flipped classroom design

Flipped classroom is a communicative classroom. Students in the interactive interaction develop oral skills. “90 after” college students have a strong sense of community, and the strong sense of the group among peers or classmates. They like to show personal talent and gain recognition and respect of peers. In the micro-video design and materials, the teacher’s discourse perspective should be able to try to attract students to participate in learning.

Micro-video design can be colorful and fascinating. It can make full use of micro-class. The micro-video and auxiliary learning materials for students could provide a three-dimensional language learning environment. These forms include sound, images, videos and other multimedia tools, through appropriate means to closely combine with these contents, so that students fully experience the multimedia teaching effect.

2.3 Scaffolding method for flipped classroom teaching materials

Scaffolding method comes from scaffolding theory. Scaffolding theory was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist [5]. He used the term to describe young children's oral language acquisition. Helped by their parents when they first start learning to speak, young children are provided with informal instructional formats within which their learning is facilitated. Scaffolding theory is that when a problem is confused or uninterested in the inquiry, divide the task into units through a certain method and give each unit some tips or help, and then step by step to solve the problem. When the problem is solved, we can work towards to the teaching objectives. In
the event of problems, you can offer help to each step until solve the problem completely. In the oral
expression of college English, some students do not know how to express when they encounter
difficulties. At this time, they can disassemble the problem into several small problems. After
discussion, they will solve the small problem first, and then combine these small problems to form a
complete and accurate answer to a question or topic.

In the process of teaching, all the teaching links are closely linked with the students’ spoken
language. However, if only blindly focus on practice and discussion, after a period of time, the
students spoken language expression may be caught in a boring state. As a result, the author tries to
make the classroom material more layered in the teaching process. Scaffolding theory provides an
important work to improve the oral ability. The support is flexible which can be simple or more
difficult. If we combine good supporting materials and use flexible methods, we can give students a
great help to learn spoken language, and promote language output.

Conclusion

In summary, the design of Oral English flipped classroom can be found in many ways. In the
teaching practice, according to the characteristics of each part of “90” college students’ English
learning, the design of flipped classroom will inspire students’ learning enthusiasm, improve
efficiency, promote knowledge integration and language output, so that the student’s learning
initiative can be improved effectively. It is helpful to strengthen the effect of college English teaching
reform.

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