

A Study on the New Model of Flipped Classroom Teaching in College English

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Keywords: College English, Flipped classroom teaching mode, Creative task, Personalized guidance, Learning group, Listening and speaking ability.

Abstract. In recent years, flipped classroom teaching mode has been widely used in College English teaching. In view of its disadvantages, this paper attempts to reform the existing flipped classroom teaching mode of College English by using maker education concept, personalized teaching theory and cooperative learning theory and adopting empirical research methods. This study proposes that the flipped classroom should be based on the completion of creative tasks, take personalized teaching guidance for different levels of college students, establish personalized heterogeneous learning groups and use formative evaluation to reflect students' performance. This can not only improve students' comprehensive ability of using English, but also cultivate their innovation ability, self-study ability and cooperation spirit.

1. Introduction

The Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020) points out that it is necessary to improve teachers' application of information technology, update teaching concepts and improve teaching methods and quality. Students are encouraged to use information means to study actively and autonomously and enhance the ability of using information technology to analyze and solve problems. The Ten Year Development Plan of Educational Informatization (2011-2020) issued by the Ministry of Education points out that the development of educational informatization should be guided by the innovation of educational concept, based on the construction of high-quality educational resources and information-based learning environment, and centered on the innovation of learning methods and education modes.

The information-based teaching reform can be carried out from such aspects as teaching materials, environment, concepts, modes, methods and learning methods. Under the background of the information-based foreign language teaching reform, the flipped classroom teaching mode has been introduced into the domestic College English teaching. In view of the problems existing in the flipped classroom teaching of College English, this paper attempts to build a new flipped classroom teaching mode by upgrading the current flipped classroom teaching mode of College English, so as to achieve a more ideal effect of College English teaching.

2. Theoretical basis of the new flipped classroom teaching mode of College English

The theoretical basis of the current flipped classroom teaching mode of College English includes B.S. Bloom's mastery learning theory, J. Piaget's constructivism learning theory and LEV Semenovich Vygotsky's recent development zone theory. These are all built on the condition where students can be highly disciplined and have good independent learning habits. However, quite a number of college students have not yet formed the habit of self-discipline and independent learning, so it is very difficult to adapt to the current flipped classroom teaching mode. In consideration of the above reasons, we will utilize maker education theory, personalized teaching theory and cooperative learning theory to reform and innovate the current college English flipped classroom model, so that it can play a more active role in encouraging independent learning and practical innovation among college students.

2.1 Maker education concept

The Maker is a group that loves technology and practice. They often gathered together to discuss, socialize and carry out innovative and practical activities, so they are called makers. Maker education is a new type of education mode that integrates new information technologies, adheres to the educational concept of innovation and exploration, takes “learning by creating” as the main learning mode and aims at training all kinds of innovative talents.

2.2 Individualized teaching theory

The research and practice of the theory began in the 1970s and the 1980s. The implementation of individualized teaching is the internal requirement of English teaching. Liu Changjiang pointed out that individualized teaching should fully consider the individual differences and characteristics of teachers and students, especially learners. Teachers should take learners as the main body and use individualized and differentiated teaching methods and means to promote learners to construct knowledge, develop ability and forge character in an individualized way, so as to help them finally achieve self realization. In the process of individualized teaching, both teachers' teaching and students' learning are in a very important position. The lack of individuation on either side cannot help construct individuation teaching.

2.3 Cooperative learning theory

Cooperative learning emerged in the United States in the early 1970s. Cooperative learning takes group activities as the main learning form, with clear division of labor and responsibilities among members of the group. At the same time, they cooperate with each other and learn from each other to complete a task together, and finally the team performance is taken as the learning evaluation index. In the process of cooperative learning, students' personal interests and group collective interests are closely combined. Members communicate with each other so as to cultivate students' team spirit, collective cohesion as well as the ability to analyze and solve problems.

3. A new model of flipped classroom teaching of College English

In this study, we introduce maker education theory, personalized teaching theory and cooperative learning theory to upgrade the original flipped classroom teaching, building a new model. According to the development process, the model is divided into four stages: teaching planning stage, pre-class learning and guidance stage, class assessment and discussion stage, and after-class learning summary stage. Each stage is arranged with specific tasks.

3.1 Teaching planning stage

Firstly, teachers should arrange the teaching contents reasonably. At the beginning of each semester, students will be informed of the learning content and knowledge system of this semester in advance, so that they can understand the learning content or knowledge system of this semester, making a good learning plan. Secondly, teachers should have a more comprehensive understanding of their teaching objects, having a clearer understanding of their learning needs, basic English level and learning ability. Thirdly, teachers should implement personalized guidance for different students. According to the results of questionnaire survey and ability test at the beginning of the semester, teachers can divide them into two groups: the control group composed of top students and the experimental group composed of average-achieving students and underachievers. Fourthly, personalized heterogeneous learning groups are set up. In this way, the top English students can exert their creativity and make full use of the knowledge they have learned. Meanwhile, the students with poor English ability can get timely help and guidance from the top English students.

3.2 Pre-class learning and guidance stage

First of all, the teacher assigns a creative task. Each learning group in the class is required to complete the task according to the micro courses and relevant materials of the unit released at the

beginning of the class. Next, teachers give individualized guidance. Teachers should demonstrate more, guide more, encourage more and listen to the students' ideas more. For example, to complete an English drama work, teachers can firstly let students find the micro class of this unit and ask them to read and imitate while watching; in case of students' wrong pronunciation, teachers need to demonstrate more; teachers also need to ask more questions, guiding students to solve problems by themselves; after the key and difficult problems are solved, all members are required to complete the creative task together. Finally, the personalized learning group completes the group task according to the teachers' requirements. Group members can study micro-courses and learning materials collectively or separately, then explain and discuss with each other, and finally complete the task. Encountering problems, students can ask the teacher online or offline.

3.3 Class assessment and discussion stage

Each activity in class will include three steps: micro-class knowledge test, group task display and in-depth discussion, as well as unit knowledge expansion. Among them, the second step, group task display and in-depth discussion, accounts for the majority of class time. The task form will vary according to the unit theme and content, including debate, speech contest, sitcom performance, cooperative dictation, classic film dubbing, etc. For example, taking the job interview as the unit theme, the teacher in the micro-class explained the commonly used words and sentences in the interview, precautions and examples of interview dialogue. The creative task is to ask students to write and perform interview scenes related to their majors. Each group in the class is required to perform on the stage. After each show, the teacher and students in other groups are required to ask questions about the performance content. Then, the teacher makes comments in terms of language usage, plot arrangement and emotional involvement, guiding the students to conduct in-depth discussions. Finally, the teacher shows the knowledge system of this semester to college students again to help them understand the important position of the knowledge points of this unit in the whole knowledge system.

3.4 After-class learning summary stage

To begin with, a comprehensive, fair, objective and individual process evaluation system should be established. Secondly, the quality of creative tasks must be guaranteed. Next, we should add learning attitude, effort, learning methods and strategies into the evaluation system. Finally, the English competition awards will be included in the evaluation system. In addition, after the evaluation, the teacher will give feedback to each student in time, helping and encouraging students to reflect and strive to achieve better results in the next stage of learning.

4. Teaching effect of the new flipped classroom model of College English

After a one-year teaching experiment, this paper analyzes the effectiveness of the new flipped classroom teaching model from three aspects: Students' performance in daily life, final exam results and questionnaire survey. First of all, the performance of the experimental class is better than that of the control class. Compared with the control class, the students from the experimental class downloaded all the micro-classes and related learning materials. Besides, they answer questions more actively and accurately in class and the quality of the creative task completed by the experimental class group is significantly better than that of the control class group. Secondly, the listening and speaking ability of students from the experimental class has been greatly improved. The rate of passing College English Test band 4 in the experimental class is also much higher than that in the control class, which proves that the new model of flipped classroom teaching is effective. Thirdly, the new model of flipped classroom is favored by college students. The two questionnaires of the experimental class show that the new model of flipped classroom is popular among students. Over 90% of the students in the experimental class gradually accepted the flipped classroom teaching method, finding the new mode fresh and interesting. However, according to the questionnaire of the control class, only 60% of the students can adapt to the flipped classroom

teaching well. Some of the students with poor self-control ability just watch micro-class before class once and seldom study seriously. In a word, the new flipped classroom model of College English has more advantages in teaching and greatly promotes college students' academic performance.

Acknowledgement

This research was financially supported by the Teaching Reform Research Project of Shenyang Institute of Technology.

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