

Study on the “Flipped Class Model” of Teaching College English Based on Cloud Class in Private College—A Case Study of East University of Heilongjiang*

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Abstract—This paper analyzes the definitions and application advantages of the flipped class model and the Cloud Class, and summarizes the practical application of the Cloud Class in the college English teaching of private colleges. It is concluded that it is feasible to apply the flipped classroom teaching model to college English classes in private college.

Keywords—*flipped class model; cloud class; college English teaching; private college*

I. INTRODUCTION

With the rapid development of mobile technology and Internet technology, the ways and means of obtaining information and knowledge are also changing with each passing day. Similarly, the concept of Internet plus also poses influence on college English teaching. Mobile phones have become a must-have for life. Then, letting the mobile phones go straight into the classrooms and become an auxiliary means of teaching, rather than a hindrance to teaching has become a problem worthy of discussion in the new era of college English teaching.

II. DEFINITION AND ADVANTAGES OF APPLICATION FLIPPED CLASS MODEL AND CLOUD CLASS

The "Flipped Class Model", was originally initiated from Peer Instruction by Professor Eric Mazur of Harvard University. The concept of Flipped class model was first proposed in 2007 by two chemistry teachers, Jonathan Bergmann and Aaron Sams of Colorado Woodland Park High School in the United States. Flipped class model, as a kind of teaching mode, Salman Khan is the first one that attracts people's attention. Different from the traditional classroom teaching mode, under the "Flipped classroom teaching mode", the classroom has become a place for interaction between teachers and students and between students and students, including answering questions and using knowledge, subverting the tradition. The "one-

speaking" style of teaching-oriented teaching mode. The popularity of the Internet and the application of computer technology in the field of education have made the "Flipped classroom teaching mode" practical. In China, due to the particularity of college English teaching, the implementation of Flipped classrooms is more difficult than other courses. There are mainly the following problems:

- It is difficult to mobilize students' learning initiative.
- There is less experience in classroom activity design.
- It is difficult to change the traditional evaluation model.

Cloud class is a new mode of real-time interactive teaching in the mobile environment. It is a client app based on the mobile network environment, which satisfies the real-time feedback of teaching interaction between teachers and students during and after class. Cloud class aims to help teachers improve the efficiency of interaction with students and stimulate students to learn on mobile devices, so as to realize teaching interaction, resource sending and feedback evaluation between teachers and students. With the help of cloud class, teachers can improve the communication and interaction efficiency with students, and carry out Microlecture, JITT (Just-in-time Teaching) teaching or Flipped Class Model. Teachers can send relevant resources before class through cloud class, carry out activities in class, arrange assignments or group tasks after class, carry out Q&A discussion, etc., and promote in-depth communication between teachers and students, students and students. The roles of teachers and students have changed. Teachers are more responsible for understanding students' problems and guiding students to use knowledge.

III. THE DILEMMA OF COLLEGE ENGLISH TEACHING IN PRIVATE COLLEGES

At present, colleges and universities are reducing college English class hours. In most of the private colleges and universities, the average score of non-English major students is generally low. Taking the Department of food and environmental engineering in East University of

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Heilongjiang as an example, there are 430 freshmen in grade 2017, of whom only 146 have passed in the subject of English in College Entrance Examination, accounting for 34%. There are some common problems among students, such as weak basic English knowledge, unclear learning motivation and lack of initiative. It is still quite difficult to go through the two-year and four-semester 248-class-hour college English study and make a good foundation for students' future high-end employment or Postgraduate entrance examination for English.

IV. PRACTICAL APPLICATION OF CLOUD CLASS IN THE TEACHING OF FLIPPED CLASS MODE: TAKING CLASS-6 IN GRADE 2017 DEPARTMENT OF FOOD SCIENCE AND ENGINEERING IN EAST UNIVERSITY OF HEILONGJIANG AS AN EXAMPLE

Since the fall semester of 2017, relying on the cloud class platform, the author and five other teachers have taken a total of 430 students from the grade2017 of the Faculty of Food and Science of East University of Heilongjiang as the research object, and conducted a preliminary attempt of the Flipped class mode in college English teaching. Through the detailed statistics of the link data of pre-class resource review, classroom performance, in class test, brainstorming, voting questionnaire, Q&A discussion, homework and group task, the horizontal comparison was conducted among the 430 students in the study. Through the detailed statistics of the link data of pre class resource review, classroom performance, in class test, brainstorming, voting questionnaire, Q & a discussion, homework and group task, the horizontal comparison was conducted among the 430 students in the study. After comparison, it is found that students' viewing rate of video resources and non-video resources increased from 97.85% and 98.87% to 100%, participation in Q&A discussion increased by 14.39%, completion rate of assignments and group tasks increased by 13.61%, and participation in brainstorming and voting questionnaire is kept at 100%. There are also varying degrees of positive change in the participation of other activities. Every semester and activity, students' participation will be directly converted into corresponding experience value. Experience value changes in real time, which is convenient for students to master their learning situation in time. Students pay more attention to their own process performance, understand it more clearly, and study more purposefully.

V. PRACTICE SUMMARY OF THE FLIPPED CLASS MODE BASED ON THE CLOUD CLASS PLATFORM

A. *The Enthusiasm of the Students Has Been Aroused to the Maximum Extent*

Before class, the resources are distributed in a variety of ways. You can upload from the computer, record the high-quality video resources from the teacher's mobile phone, and directly link the web pages of related resources. The release time of resources is selected by the teacher, and the resources can be released at a specified time according to the situation of the class. After the students view the resources, the teacher can monitor the learning situation of the students and

even the progress of the video viewing from the platform. Since students have checked the relevant resources in the cloud class before class and completed the relevant exercises or tests, the questions to be taught and discussed in this unit have been well prepared in advance, so there will be strong pertinence when they listen to the class, and there will be some output during the question discussion section. The cloud class created such a convenient condition and was able to win the "wall-sitting party" among some students. About 70% of the 430 students in grade 2017 of the Department of Food and Science of in our college belong to this category. The majority of them have a good desire to learn English well, but lack the awareness of active learning. The cloud class has inspired the interest of this part of the students. In this era of reading pictures, intuitive access to indirect knowledge is better than passive ducking. Among all the students, 15% of them have a relatively good English foundation, and also have certain learning ability and methods. These students are relatively more likely to accept new ways of learning English. The remaining 15% have been learning English for many years, with poor grades and a poorer learning attitude. The cloud class can provide an opportunity to learn English from a new perspective. It provides an easy entry point for students who are accustomed to playing mobile phones. They use their fingers to start an English learning journey and witness their own experience.

In the class, the way students participate in classroom interactions has become diverse. Voting questionnaires, brainstorming, Q&A discussions, tests, group tasks, etc. enriched classroom activities. The bar chart or percentage generated in the voting questionnaire, the real-time expression of the scores in the test, the answer time, and the class ranking, cater to the students' fast food culture psychology, and instantly grasp their own learning dynamics. Activities such as brainstorming and Q&A discussion will help to eliminate students' anxiety and increase their participation in class. In the two-semester Flipped class model teaching practice, the students' classroom participation increased significantly, especially in the Q&A and discussion section. The setting of group activities can cultivate students' teamwork spirit and complement each other. Classroom questions are flexible, and Students can raise their hands on their own, rush to answer questions, teachers can randomly select or designate candidates, group evaluation and other ways. While participating in the above activities, the roles of teachers and students are quietly changing. Teachers are no longer the narrators of the class. Students are not only listeners in the classroom. Teachers use the cloud class to try to mobilize each. The enthusiasm of the students has enabled everyone to participate in the classroom. Although the degree of participation in the classroom is different, it has changed a lot compared to the previous "one-word" cramming teaching model.

After class, timely review can also be achieved through the cloud class. Teachers can assign homework in class, and students can upload homework in the form of pictures, words, audio, etc. by individuals or groups. Teachers' corrections can give corresponding scores and comments, and students

can discuss with teachers in the comments section to ensure privacy and ensure effective communication. Students can know their own advantages and disadvantages in time through the teacher's grades and comments on the assignments, and further communicate with the teacher on the issues they don't understand. This is also a positive extension of the Flipped classroom. Teaching happens not only in the classroom, after class, students can still actively think and ask questions, contact the teacher to answer questions, and the cloud class provides a convenient communication platform for both teachers and students.

B. Through the Cloud Class, It Changes the Evaluation Method That a Final Examination Paper Determines Students' Learning Performance

The cloud class can form a detailed, objective and comprehensive evaluation of the students' actual learning effects in a fair and open manner. The number of times each student participates in each activity, the experience value added or deducted, the number of times the teacher or classmate likes it and the attendance situation are all well documented. The teacher sets the experience value according to the actual situation of the class, that is, the proportion of each activity in the total experience value is converted into the actual score. At the end of each term, combined with the final exam results, it has a comprehensive and authoritative record of each student's learning process and results.

VI. REFLECTIONS ON THE FLIPPED CLASSROOM TEACHING MODEL BASED ON THE CLOUD CLASS PLATFORM

It is not advisable to rely too much on the cloud class. Cloud class is nothing but a teaching method. The purpose of it is to enable students to better participate in the study of college English and get better teaching effects. We must not overemphasize the teaching methods themselves, the one-sided pursuit of the maximization of experience values, and the diversity of resources. Although the role of the teacher has changed, it is no longer in the dominant position of the classroom, but the teacher's screening of resources, the design of classroom activities, and the arrangement of assignments is still the soul of this course. Without the guidance of the teacher, even the best teaching methods are ineffective.

At the same time of applying the modern teaching mode, we should keep pace with the times in the aspects of curriculum system and content research, teaching material construction, etc., so as to promote the improvement and improvement of teaching effect in an all-round way.

VII. CONCLUSION

This paper analyzes the application of the flipped classroom teaching model based on cloud class in the specific teaching process of college English Course. Through the teaching practice, it is proved that this teaching method is suitable for the specific application of non-English majors in private English teaching.

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