Exploration of Flip Classroom Teaching Model of Business English in Higher Vocational Education

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ABSTRACT As China has become the world's second largest economy, the demand for business English talents has become very urgent, and cultivating versatile talents has become the top priority in business English teaching. This paper introduces the concept of flipped classroom by analyzing the existing problems in business English teaching at present, and then discusses the application of flipped classroom in business English. Finally, it finds that the teaching model of flipped classroom in business English has certain enlightening effect on the existing problems in business English teaching at present.

1. INTRODUCTION

With the development of modern new technology, our country has entered the information age. Under the background of "Internet +" strongly advocated by the state, "Internet + traditional education and teaching" has greatly changed the mode of classroom teaching. Flipped classroom teaching model has gradually received the recognition and favor of teachers and students. Under the teaching mode of "flipped classroom", students' "learning" has been transformed from traditional offline classroom learning to online learning in advance. The classroom has also become a place for teachers to interact with students and students to communicate with students [1]. In the interactive communication, teachers are responsible for answering questions and guiding students to summarize and integrate relevant knowledge. This effectively improves the quality of classroom teaching.

2. DILEMMA FACED

2.1. The Course Setting of Business English is Unreasonable

Many courses for business English majors are based on a single design method that is too simple. Business English majors are mostly set up in English schools and departments, following the tradition of "language teaching" in schools and departments. This tendency is reinforced by the competitive pressure of tem-4 and tem-8 pass rates [2]. Therefore, the proportion of business English majors in business English majors is not high, and many students think that business English majors and ordinary English majors are not much different. To a large extent, it only USES the curriculum of professional English teaching for reference and adds some business-related courses on the basis of traditional language knowledge. It does not combine English courses and business well and cannot highlight the key points of teaching [3].

2.2. The Teaching Model Needs to be Improved

Business English mainly teaches basic English and business knowledge. Due to the limited classroom teaching time and various teaching contents, the traditional classroom teaching makes students become passive recipients of learning, resulting in the low quality of business English teaching [4]. Teachers still dominate the classroom, and this teaching model needs to be improved.

2.3. The Level of the Teaching Profession Needs to be Improved

The weakness of business English lies in the shortage of teachers and the low professional quality of business English teachers. Most business English teachers still regard language teaching as the main body of business class, and focus on cultivating students' basic English knowledge in class [5]. However, the teaching of business English courses wants to meet the requirements of far more than this, and most teachers have solid experience in teaching English language knowledge, but they know little about specific business knowledge, which does not meet the needs of The Times. Therefore, it is one of the urgent problems to improve the teaching level of business English in order to cultivate business English talents in line with the needs of The Times.

2.4. Business Knowledge is Separated from English Skills

Business knowledge is separated from English language teaching for a long time, and the contradiction between business knowledge imparting and English skill training is the core problem facing many professional teachers, which is also a major problem existing in current business English teaching [6]. To sum up, in view of the existing problems in business English teaching, this paper believes that the flipped classroom model of business English can solve most of the problems. In particular, this classroom model helps to reconcile the contradiction between teaching both business knowledge and language skills in business English teaching, but insufficient class hours.

3. Flipped Classroom Model Design

3.1. Connotation of Flipped Classroom

Flipped classroom requires students to complete "learning first" before class through micro-class and other independent learning materials. Complete problem discussions with the teacher in class. This method decomposes the difficulty of knowledge internalization, increases the number of times of knowledge internalization, and promotes students' knowledge acquisition. The 21st century is an era of rapid development of the Internet. The combination of Internet technology and classroom teaching has obvious advantages. Chen shanshan thinks that computer multimedia technology can present the teaching content in a multi-dimensional way, making students not easily tired, and greatly improving students' interest in learning and efficiency. Flipped classroom is just taking advantage of the technology of the Internet to convey the contents that cannot be realized in traditional classroom to students through the network platform. The more important responsibility of teachers is to answer questions in class and to let students learn to apply what they have learned [7].

3.2. Flipped Classroom Mode Design

This paper divides business English flipped classroom teaching mode into three parts: before class, after class and after class. It is completed online before and after class, and offline during class. In terms of teaching and learning environment, there are online and offline. Offline refers to the classroom, while online refers to the online teaching platform [8].

3.2.1. Preparation before class

One is to create instructional videos. In this process, teachers should first write a good teaching design, business experts and professors to consult about business problems. If possible, invite them to participate in the courseware production, and then record the video and upload it to the platform. Set up study assignments at the same time. There are two ways to make videos. One is to download business videos directly from quality websites. Second, teachers and other teachers together to make original videos. It is worth noting that the length of the video should not exceed 15 minutes to avoid the students' disgust due to the length of the video. At the same time, the content of the video should not only be closely related to business but also vivid and interesting to stimulate students' interest in learning. This requires teachers to pay more attention to professional video content and have a keen perspective to perfectly integrate them with professional knowledge in video

production [9]. Second, knowledge transfer before class. In this process, students watch the videos uploaded on the teacher's platform, complete the corresponding learning tasks, and mark the questions to discuss with their classmates. Teachers need to keep an eye on students' learning dynamics, screen questions raised on the platform, and design classroom activities accordingly.

3.2.2. Internalization of classroom knowledge

Through the process of knowledge transfer before class, students have a certain understanding of business knowledge. In this way, teachers have enough classroom time to design a variety of teaching activities to help students apply their professional knowledge. In this way, the knowledge in the textbook can be internalized in the classroom and the students' ability to solve problems with knowledge can be cultivated.

Teachers organize teaching activities to answer students' common problems in pre-class learning one by one. Teachers can explain individual problems separately. When the imparting of business knowledge goes on to a certain extent, teachers can integrate the learning of language skills into the learning of business knowledge and design business activities related to this lesson. Activities can take many forms and be presented in small groups. Besides, teachers should always pay attention to the status of students, and ask students to ask questions immediately and solve them immediately [10].

Students take an active part in classroom activities and participate in teachers' teaching activities. In group activities, I dare to express my own opinions, actively cooperate with team members to solve problems, and share my learning experience. During the group discussion, actively brainstorm, express their views, and develop the ability of teamwork and exploratory learning. After the activity, if possible, each group can communicate with each other and share their achievements.

3.2.3. After-class evaluation summary

Students should actively cooperate with teachers to complete the evaluation after class, review the whole learning process, record the learning perception, put forward Suggestions for improvement and earnestly complete the homework. In flipped classroom, students change from the object of evaluation to the owner of evaluation, while teachers change from the only evaluator to one of evaluators and evaluators. Teachers adjust classroom activities according to students' feedback to ensure that the teaching process in the future is more perfect and the teaching efficiency is constantly improved.

3.3. Practical Significance of Business English Flipped Classroom Model Design

It is of great practical significance to discuss the application of flipped classroom in business English. First, flipped classroom helps to solve the problem of unreasonable curriculum setting in the traditional classroom. Teachers can add and delete the textbooks according to the knowledge they teach, and add extra knowledge to one part of the flipped classroom to make up for the shortcomings of the textbooks. Second, flipped classroom itself is an innovation of teaching mode. Thirdly, flipped classroom can help solve the problem of insufficient professional level of teachers. Fourth, flipped classroom helps to solve the problem of insufficient class hours in traditional business English, so that the acquisition of business knowledge and language skills will not be out of line. In flipped classroom, teachers record videos in advance, and students first internalize their knowledge while watching the videos. Problems encountered in the internalization process can be discussed and solved in class, and the rest of the time can be used to acquire language skills and apply professional knowledge in the target context. In this way, there is not only enough time to use the knowledge learned in class, but also to strengthen the communication between teachers and students, to enhance the feelings between teachers and students, is conducive to stimulate the study of students this course.

3.4. Challenges Faced

3.4.1. Teaching philosophy

Flipped classroom is characterized by imparting knowledge after class with the assistance of information technology and internalizing knowledge through discussion in class. Let the students

watch the video in advance, then ask questions and discuss in class, and conduct guidance and supervision. Most teachers are the leaders in the traditional classroom. They are the masters of the classroom and have their own fixed teaching methods and habits. It would be difficult for them to suddenly let students learn to study on their own, and to spend class time talking and discussing among students, teachers and students. Moreover, teachers should have the foresight of what may happen. Students have already known some basic knowledge before class, and the problems they bring are likely to be full of challenges, which undoubtedly requires more time for teachers to prepare for class. Teachers must have a solid knowledge of the subject, a profound reserve of interdisciplinary knowledge, as well as a keen thinking ability and strain capacity, as well as the learning ability to keep pace with The Times to cope with the challenges brought by flipped classroom.

3.4.2. The video quality

Although video production can find a lot of useful information from the Internet, how to effectively combine it with classroom content still requires the exploration and learning of teachers themselves. They make and edit videos themselves, which is a huge challenge for most teachers who only know basic computer operations, not to mention the quality of the videos. And it takes a lot of time and effort to find videos that are relevant to classroom knowledge. Whether the video should be subtitled, what content should be subtitled, and what content should not be subtitled, and when the length of the video should be controlled to be the most suitable, all these need a lot of repeated experiments to finally determine. This series of problems on the quality of the video has brought a huge test.

3.4.3. Student study habits

The "cramming" teaching mode has cultivated groups of students who only know how to passively accept knowledge. The conflict of ideas brought by flipped classroom makes them unable to adapt to the new teaching mode. Flipped classroom requires them to learn relevant knowledge in advance, and they come with questions in class, all of which test the limits of students' independent learning ability. How to change them from traditional passive knowledge recipients to active knowledge explorers needs a long and arduous process, which also needs teachers' reasonable guidance. At the same time, there are still a lot of uncontrollable factors in watching videos after class, such as whether the surrounding environment is suitable for learning, whether students are used to learning through computers, and whether there is the problem of playing mobile phones while watching videos. All these greatly test whether flipped classroom can go on smoothly. Once the pre-class knowledge absorption of students does not achieve the desired effect, it is bound to affect the internalization and expansion of the classroom knowledge sublimation, the flipped classroom will not be able to carry out smoothly. So students are a major factor in the success of flipped classroom.

4. conclusion

To sum up, the flipped classroom model of business English not only helps to solve the contradiction between business knowledge and language skills under the traditional teaching model, but also helps to solve the problem of insufficient business knowledge of business English teachers. But the introduction of flipped classroom into business English teaching is a long process. Only when foreign language teachers take active actions to change their teaching ideas, improve their comprehensive quality and become reflective practitioners can the quality of English education be improved comprehensively.

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