

Construction of Flipped Classroom Model for Vocabulary Teaching and Its Effectiveness

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Keywords: Flipped Classroom, Vocabulary Teaching, Effectiveness.

Abstract. This paper puts forward a construction of flipped classroom model for vocabulary teaching. It aims to investigate its effectiveness on learner vocabulary knowledge development. The study finds that vocabulary presentation in flipped classroom model is superior to the traditional teaching model and flipped classroom model vocabulary teaching helps learners to complete the construction of vocabulary knowledge.

Introduction

Vocabulary teaching is an important part of foreign language learning. With the development of information technology, flipped classroom teaching model has become a hot topic in domestic and foreign education information. Flipped classroom model vocabulary teaching is more concerned about "learning" and knowledge within the learner. It helps to overcome the traditional classroom knowledge unidirectional and irreversible pass. Thus, in theory, this model can improve college English vocabulary teaching. Does it work in practice? This paper studies domestic and international practice in flipped classroom model for vocabulary teaching in college English, and takes Shanghai University of Engineering Science as a case study to explore the effectiveness and adaptability of flipped classroom model vocabulary teaching.

Literature Review

With the increased availability of the internet and computer applications over the past 20 years, college and university professors have strengthened their commitment to use computer technology to enhance classroom learning. As with any educational tool, there are many strategies for using computer technology. One such strategy relies on technology to introduce students to course content outside of the classroom so that students can engage that content at a deeper level inside the classroom. Because this way of structuring the classroom turns around the more traditional pattern of introducing students to content inside the classroom and assigning homework to engage content at a deeper level outside the classroom, it is referred to as the inverted classroom. An inverted (or flipped) classroom is a specific type of blended learning design that uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom. (Strayer, 2012: 171)

Flipped Classroom Model for Vocabulary Teaching

This study constructs a flipped classroom model for vocabulary teaching. (Table 1).

Table 1

	Traditional vocabulary teaching model	Flipped Classroom Model for Vocabulary Teaching
Before class	target setting	target setting, learning on mobile phone app "BaiCiZhan"
In class	lecture	achievements exhibition, Interaction and reflection
After class	homework	exercise and revision

In this mode, teachers become learning guide and facilitator and students turn from passive recipients into active researchers. This paper takes Shanghai University of Engineering Science as a case study to explore the effectiveness and adaptability of flipped classroom model vocabulary teaching. The author chose two classes of the same level as one experimental class and one control class for the same content of vocabulary teaching. But the vocabulary presentation form and the classroom teaching model were different. The control class used the traditional vocabulary teaching model in which the teacher's classroom teaching was given priority to, and supplemented by a small amount of questions and after class practice. The experimental class adopted the above mentioned vocabulary teaching model. After a semester of teaching, the author carried out a vocabulary test to students of the experimental class and the control class. The results show that the experimental group and control group students each master 81.26% and 72.85% of the vocabulary. Obviously, the experimental effect is superior to the traditional model of vocabulary and classroom teaching.

Discussion

Vocabulary Presentation in flipped Classroom Model is Superior to the Traditional Teaching Model.

"Experience Tower" theory (Dale, 1946:23) outlines three ways people acquire knowledge, namely: doing, observing and symbolizing (Table 2). Among them, the lowest level of doing is the most specific, most direct and most easily learned and remember, and the higher up, the more abstract, the more difficult to grasp.

Table 2

Ways	Information presentation	Average retention rate
symbolizing	language	5%
	symbol	
	visual symbol	
observing	recording, broadcasting	20%-30%
	movie, TV	
	visit the exhibition	
	travel	
	observe demonstration	
	performance show	
doing	design	50%
	participation and application	75%
		90%

Traditional lecture teaching use the top-level "language symbol" teaching method, and the participation and brain activation level of the learners are extremely low, i.e. the knowledge retention rate is only 5%. With context-based audio-visual and presentation, retention can be increased to 30%. In this study, the experimental group vocabulary teaching is precisely by means of well-designed teaching situation, so various forms of audio-visual presentation and learning materials help learners to enhance understanding and persistent memory.

According to the "Experience Tower" theory, doing includes participation, application and design activities. With this approach to learning, the learner knowledge retention is by up to 50% to 90%.

In this study, the activities of the flipped classroom vocabulary teaching help learners practice what they have just learned vocabulary in the classroom immediately, resulting in the best knowledge retention rate. However, in the traditional teaching mode, the external conditions of learning are mainly verbal and visual symbols. The stimulating form is single and boring, thus affects the vocabulary teaching effects

Flipped Classroom Model Vocabulary Teaching Helps Learners to Complete the Construction of Vocabulary Knowledge.

Constructivists believe that learning process is the dynamic generation process in which learners, with the necessary guidance of teachers and teaching materials, through independent research and collaborative sharing, actively construct internal mental representation.

This study is mainly to help students complete the construction of vocabulary knowledge through learning situations before creating inquiry-based lessons and collaborative classroom learning environment. On the one hand, the before class learning on mobile phone app “BaiCiZhan” is the basis and guarantee vocabulary knowledge construction and can promote driving force for independent learning. On the other hand, in the classroom, vocabulary exhibition provides learners with situational applications to help them by listening, watching, reading, speaking, speech, discussions perception manner to build depth of vocabulary knowledge.

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