

A Study on the Application of the Flipped Classroom Model in English Teaching in Colleges and Universities

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Abstract. The flipped classroom is a new teaching model proposed recently, and has achieved satisfactory results in teaching. The present paper introduces the concept and teaching characteristics of the flipped classroom model in detail, and points out the existing problems of English teaching in colleges and universities at present, then discusses the role of flipped classroom model in English teaching, and briefly analyzes the factors restricting the application of flipped classroom model and the actual application of flipped classroom model in English teaching, and finally puts forward several issues that need attention for the application of flipped classroom model in English teaching, hoping to provide valuable reference for the practical application of flipped classroom model.

English is one of the most basic subjects in colleges and universities. The quality of English teaching significantly influences on the quality of teaching in colleges and universities. At present, China is fully advocating quality education, and vigorously promoting the educational innovation. In this context, the demand for English teaching in colleges and universities is also increasing, and the English proficiency of students is getting more and more attention. The flipped classroom is a new teaching model proposed recently, and compared with the previous teaching model, the flipped classroom model has its unique advantages. In the flipped classroom model, the principal part of teaching is the students, which can greatly stimulate the enthusiasm of students in learning, thus students can better grasp and understand the knowledge in the teaching process. In recent years, the Internet experiences a rapid development, and the Internet new media provides English teaching with more diversified choices. The flipped classroom model is practiced, to a certain extent, with assistance of new media. The flipped classroom model will inevitably lead English teaching to a new level. Following is a brief analysis on the main contents of flipped classroom model:

Basic Contents of Flipped Classroom Model

Concept. The concept of flipped classroom model is that teachers, with the aid of a variety of teaching resources, allow students to learn the knowledge of lessons in advance independently. Then in classroom teachers are responsible for answering the questions raised by students, and students communicate with each other and fully grasp and absorb the knowledge. In the flipped classroom model, students are the center of teaching, and teaching can break through the limitations of location and time, thus the time in the classroom can be utilized efficiently, so that students can fully grasp and absorb knowledge in the classroom. With the continuous improvement of Internet technology in China, the practice of flipped classroom has a more solid foundation. With the help of the Internet, students can find a wide range of information for learning. In the flipped classroom, the roles of teacher and student were reversed; students learn the knowledge independently, and the teacher is responsible for providing guidance at the appropriate time.

Characteristics. Firstly, the roles of teacher and student in the flipped classroom model are reversed. In the previous teaching model, teachers are the center of teaching and responsible for imparting knowledge to students, and students passively acquire the knowledge. In contrast, the roles of teacher and student have been reversed; in the process of teaching, students can independently learn the knowledge, and teachers are responsible for providing guidance at the appropriate time. We can see that in the flipped classroom, students become the main body of teaching, dominating in the process of learning.

Secondly, flipped classroom model changes the teaching process. In the previous teaching model, students acquire the knowledge imparted by teachers in the classroom, and then digest and master the knowledge after school by themselves. In the flipped classroom model, the students acquire new knowledge before and after class, and communicate with each other to master and absorb knowledge in the classroom.

Thirdly, flipped classroom model is more suitable for English teachers in colleges and universities. At present, more and more English teachers in colleges and universities are both highly educated and young. Young English teachers tend to be more able to accept and apply the emerging things. They can flexibly apply the flipped classroom model in a short period of time and understand the characteristics and methods of this teaching model. Moreover, flipped classroom model is based on the Internet technology to a certain extent. Therefore, the young English teachers in colleges and universities need to have a stronger ability in using the Internet. At present, most of the college English teachers are able to flexibly use the Internet to search learning materials and produce teaching video, etc. These English teachers can apply the Internet and multimedia teaching with high proficiency; hence the flipped classroom model can be well applied in teaching.

Finally, the flipped classroom model induces changes in teaching resources. In the previous teaching process, the main teaching material is only PPT, and the approach to teach is single and monotonous. There are more approaches to teach in the modern teaching. In the flipped classroom, teaching materials include video and network materials, which are various and abundant. Besides, teachers can also communicate with the students online through Internet, realizing the information-based teaching.

The Existing Problems of English Teaching in Colleges and Universities at Present Stage

Compared with junior high school and high school, although the English teaching in colleges and universities can avoid the burden of entrance examination, CET-4 and CET-6 examinations, IELTS test, graduate English competency examination and such are still required in English teaching in the majority of colleges and universities, thus the essence of exam-oriented education has not been changed. In view of the purpose of English teaching, it is a language teaching, and the purpose of learning a language is to use it flexibly; hence, the skill of listening and speaking should be emphasized in English teaching. The comprehensive English proficiency of students should be improved by creating English language environment in which students can better grasp the knowledge such as grammar etc. However, in fact, in the context of exam-oriented education, English teaching in colleges and universities emphasizes on the theoretical knowledge, neglecting the practical use of English by students. Although students can respond well to a variety of exams, their ability and performance are often unsatisfactory once they need to actually use English. From this point of view, the fundamental purpose of English teaching has not been achieved, and the traditional teaching model is putting the cart before the horse.

Moreover, the traditional English teaching in colleges and universities is often confined to the location and time of teaching, and then a good English language environment cannot be created, leading to difficulty in improving the English comprehensive quality of students. Students in the classroom often passively acquire the knowledge and make notes aimlessly, thus cannot better grasp and digest the knowledge. Under the influence of exam-oriented education, teachers do not pay due attention to the students' ability to practice English. At the same time, many college students are not good at expressing themselves, and have difficulty in speaking English, and dumb English can be seen everywhere.

The Role of the Flipped Classroom Model in English Teaching in Colleges and Universities

Motivating Students' Enthusiasm and Initiative in English Learning. In the flipped classroom model, students can acquire knowledge through video. Before and after class, students can take full advantage of their time to watch the video related to the knowledge they learn, and repeat to watch the video or make notes if they have confusion or problems, and then teachers can be responsible

for answering their questions in the classroom. The previous teaching model is quite different from the flipped classroom model. In the flipped classroom model, the students are the center of teaching, and teaching can break through the limitations of location and time, thus the time in the classroom can be utilized efficiently, so that students can fully grasp and absorb knowledge in the classroom, and their enthusiasm and initiative in learning can be greatly mobilized.

Enhancing the Interaction between Teachers and Students. By means of the flipped classroom model, students can have their own learning activities before the class, such as watching videos, so that there will be more interaction between teachers and students. In addition, students can submit their questions found during the learning activities before the class, then teachers can impart knowledge more precisely to solve the problems of students, maximizing the efficient utilization of time in the classroom.

Enhancing the Quality and Effectiveness of Classroom Management. In the previous traditional teaching model, teachers usually have to pay close attention to the student's learning status and maintain the classroom discipline, so that teachers can not be dedicated to teaching. If the flipped classroom model is applied, such similar problems can be solved. Students submit their own problems found before the class to the teacher for solution, which not only allows the teachers to have a better understanding on the students, but also makes classroom discipline better.

The factors restricting the application of flipped classroom model in English teaching

Since the flipped classroom model is a new teaching model, it is still being developed. There are many factors restricting the implementation of this teaching model.

The Self-learning Ability of Students is Poor. The primary requirement for the smooth implementation of the flipped classroom model is that the self-learning ability of students must be strong enough, so that they can learn by themselves by means of watching video. However, in the traditional teaching model, students are usually in a passive position; they are often used to the teaching model that teachers impart knowledge, then as time passes, their self-learning ability has been declined. English is a foreign language, and it is difficult for students to acquire the knowledge of the grammar, culture and such, so there is problem in understanding. This will also reduce the interest of students in learning, thus restricting the application of flipped classroom model.

Teachers are Unable to Change the Approach of Teaching. The flipped classroom is a new teaching model, so it is quite different from the traditional teaching model, which also needs teachers to make adjustments. However, most of the teachers have a high level of proficiency in using the traditional teaching model, so they cannot adapt to the sudden shift of teaching mode in a short time, which is also one of the factors restricting the application of flipped classroom model in English teaching.

Lack of Rationality in the Choice of Teaching Content. If we want to well apply the flipped classroom model, the contents of self-learning suitable for students should be selected scientifically. The self-learning content should be closer to life, so that students can accept it easily. Many teachers in the choice of teaching content usually do not take into account that whether the students can accept it or not; consequently, students cannot understand the teaching content, and lose interest in English, which is disadvantageous for the flipped classroom model. Therefore, in selecting the teaching content, English teachers should choose a wide range of content, instead of choosing contents only limited to the textbooks; the teaching content should be combined with life.

The Issues that Need Attention for the Application of the Flipped Classroom Model in English Teaching

Pay Attention to the Selection of Teaching Content. The key to the flipped classroom is that students are required to learn by themselves before class by watching the video, so the teaching materials need to be adequately prepared. In the selection of teaching materials, three key points must be noticed:

1. The teaching materials must be associated with the teaching content to a certain extent, otherwise the enthusiasm of students in learning will be greatly reduced.

2. The duration of the teaching video cannot be too long; the long duration will make students feel fatigue, which is very detrimental to learning.
3. The duration of teaching video must be controlled well, a long duration will make students disgusted, and a short duration cannot achieve the expected teaching effect.

Ensure the Scientificity of the Teaching Video. A high quality teaching video is a necessary requirement for ensuring the successful implementation of teaching. Therefore, it is important to ensure the scientificity of teaching video. When designing a teaching video, teachers must ensure that the content of the video is accurate enough to give students the correct direction. In addition, the video cannot be too fancy, and neither the frame nor the voice can be too complicated, otherwise the students cannot focus their attention. Finally, although the high quality is required for the video, the video can be accepted as long as it can convey the implications of teaching.

Carry out Various Forms of Classroom Activities. Different forms of classroom activities can make the classroom atmosphere more cheerful, increasing the interest of students in English. The flipped classroom model makes the time in classroom sufficient, so teachers can carry out more classroom activities, such as allowing students to communicate in English, collaborate to complete the task, and play drama, etc., allowing students to learn knowledge in a happy atmosphere. Through a variety of classroom activities, students not only learn the knowledge, but also enhance their level of knowledge of other aspects.

Conclusion

In the nowadays society, information technology is constantly developing, so the approach of education should also be adjusted accordingly. The flipped classroom model in English teaching in colleges and universities is of a great potential. Although there are still some defects in the actual implementation, I believe that with the continuous exploration and optimization, the flipped classroom model can be perfectly applied into college English teaching, which is also conducive to the promotion of college English teaching. Therefore, in the actual English teaching, teachers should fully take advantage of the flipped classroom model to stimulate the students' interest in English learning, and mobilize the initiative of students to actively participate in the English class, further improving the overall English proficiency and overall quality of students, so as to meet the needs of social and economic construction in China for high-quality English professional talents.

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