

# Feasibility Analysis on the Applications of Flipped Classroom in College English Teaching from the Perspective of Second Language Acquisition

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**Abstract.** The flipped classroom is attracting worldwide attention. However, the subject adaptation of the flipped classroom, especially whether it is applicable to the humanities and foreign languages, has always been controversial. This paper believes that flipped classroom can effectively enrich curriculum resources, learning schedule task, provide real feedback and improve interaction degree in college English teaching from the perspective of second language acquisition. Based on the above analysis, the paper gives the design key points of the flipped classroom from the perspective of second language acquisition to provide some references for the relative researchers.

## Introduction

The flipped classroom model meets the needs of modern learning and provides an effective adjustment model. It emphasizes that students should learn to become their own agents, rather than teaching object, so it can help educators will be teacher oriented teaching into student-centered learning, encourage students to master self-regulation of learning. Like other technologies, new teaching technologies have changed dramatically over the past decade, such as the development of lecture video capture and the application of classroom digitization. Initially, the lecture video capture is used to help the students to review the difficult content, to make up for missing courses and assist the online learning, but also promote the application of this new technology, flip the classroom mode of another class mode. In 2007, American country to make up for the part of chemistry teaching students the short courses, the use of screen broadcast software to record lectures, and publish it to the video website for students to watch, the advent of the flipped classroom. Two have mentioned in their book, classroom flip the students' class interaction increase, backward students because teachers can flexibly arrange the time and get more attention, and at the same time does not affect the learning of other students. The teacher through the self-made teaching video provides the possibility of repeated whenever and wherever possible for students to learn, learning will be directly transferred to the personal learning space from the collective learning space, not only save class time, more to encourage students to make adequate preparations before class. Although the video and other elements needed for online learning and blended learning are similar, the flipped classroom has obvious difference. For example, online education only takes place in distance situations, and teachers and students will never face each other. Virtual class meetings, tasks, and lectures are usually performed online asynchronously through a curriculum management website. Mixed classroom also contains online factors, but often occurs in class time, and has direct contact with teachers and students.

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**Enrich Curriculum Resources.** In the flipped classroom, the single video is not enough for the language teaching in the class. It is better to adopt the multimedia teaching resources which are more in line with the characteristics of foreign language learning to organize self-study before class. Multimedia courses create a pure language environment and cultural environment for students through video, animation and pictures. Although the flipped classroom is a new teaching mode, but for the two-language teaching, the universal law, still want to follow the language learning, therefore,

to turn over two language classroom teaching strategy, should be based on the vocabulary, sentence patterns and grammar and pronunciation of these linguistic foundation as the center, gradually deepening the second language acquisition teaching level. Stage before class: first, to provide digital data in the classroom students should include pronunciation, vocabulary and usage based on syntactic knowledge and collocation patterns, text can control practice, make their lessons before repeated training, correct pronunciation. Secondly, the digital data corresponding to when the section knowledge provides some extensions, such as picking fragments or musical excerpts from the film and television influence, intuitive feel for students listening training and give the students two language use in specific contexts, triggered by the enthusiasm of the students. In addition, teachers should provide some reading suggestions, or arrange a certain number of reading tasks before the course. Finally, the teacher should give students a certain number of optional topics, encourage students to spontaneously and classmates group conversation practice, and in the future classroom exercise evaluation. Class: teachers should first accept students' feedback on the digital data, and it is necessary to emphasize again and check the students to master the pronunciation of the new words, to ensure the integrity of the course of study in place, and answer the students for grammatical patterns and digital data in specific context before class and other related issues. Then for the assigned reading, reading can talk questions or invitation to check the students about reading the students, but also helps students from the text of the second language.

**Feedback Learning Schedule.** Rapid feedback in teaching helps teachers and students adjust their learning strategies in time, and information software courses provide effective intelligent testing functions. According to the teaching needs, the teacher can take the test immediately through the information software course, and get the result immediately. Network learning evaluation system platform will be on the students' learning time of record data statistics, analysis and effect of students' learning habits, so that teachers can grasp the learning situation of each student, the actual exchange of flipping the classroom becomes more objective, learning more effectively, classroom arrangement the learning task is also more targeted. Topic is an important basis for teachers and improve the digital data, but also an important means to encourage students' autonomous learning, because of the limitation of classroom time and dialogue drills, should encourage other students in the topic after the exercise on their own do not understand the knowledge point question interaction, give all students the opportunity to participate in the discussion. The teacher should be regarded as the third party on the sidelines record, if necessary, supplement and correct the problem, according to the students' optional topic, estimate the direction of the students' interest, and prepare the teaching materials of the follow-up class accordingly. The whole strategy is the core of students' listening speaking reading and writing as the main means of teaching, teachers and students to supervised induction, to gradually develop students' two language learning interest and learning ability, make the students even out of the classroom, but also can continue to learn independently. One of the biggest challenges and drawbacks of the second language acquisition classroom is the lack of adequate time for practical conversational communication. The two language learners, the most important advantage of the flipped classroom is: two language learners have more opportunities to communicate with the students in the classroom, more opportunities for critical thinking, and more opportunities to use English to really connect with others, to obtain the rapid accumulation of knowledge. For example, teachers will need more materials such as rote learning, vocabulary training, tense, gender, time in class and try to facilitate students to these contents can be used at any time and review, you can save some time in the classroom language on the necessary application session.

**Provide Real Task.** In the classroom, using skills training platform to create the best language learning environment, the use of special system training software for students to provide practical projects, complete listening and speaking, reading, writing, translation skills project training. Today, the flipped classroom is becoming a new hotspot of teaching reform, and the rapid development of information technology, it provides technical support for the new teaching mode, it also shows that the full integration of information technology and curriculum reform. On the other hand, the language learning environment based on information technology makes the flipped classroom of foreign language teaching possible. The courseware characterized by short and fine contraction is different

from the conventional multimedia courseware, and too much content will transfer the attention of the learners. In the design of micro class, many young teachers often fall into the misuse of decorative mistakes, such as a lot of little meaning of the scene animation is not tight enough. Micro class must first be applied to language teaching, but many teachers tend to make them as beautiful and vivid as possible. They download a lot of beautiful pictures and put them all into the courseware without screening, and mistakenly believe that the more complicated the content in the micro class is, the better the effect will be. In fact, too many pictures and sounds distract the attention of the students, especially when they meet new knowledge. In fact, there are some shortcomings in the flipped classroom model, which is related to the learner's self-control ability. For students, classroom turnover makes them forced to face the introduction of many new information, so that the focus of learning is not clear, the focus is not outstanding, student's self-control has become more difficult. Many teachers and students think that different learning content is too loud in the flipped classroom teaching mode, although the convenience and accessibility has increased, but with the aid of English learning students in the process of being distracted. For this problem, I think the teacher reasonable guidance is very important, teachers must tell students how to grasp the focus, rather than allowing students to independently complete the flipped classroom learning.

**Improve Interaction Degree.** The purpose of language learning is to communicate through language, and learning can be promoted through interaction. Classroom teaching, as an important part of language learning, should also be promoted through interaction. Learners' participation can improve the attention of language input and output feedback, gradually form systematic language knowledge, adjust interlanguage knowledge, improve language output, and improve learners' language ability. Classroom interaction should include interactions between teachers and students, as well as between students and students. The most common mode of traditional teaching, namely the teacher assigned the students to answer the teachers to evaluate the model, the interaction between students is close to zero, even the interaction between teachers and students also occurs only in teachers and students. Although many foreign language teacher's clear interaction is a necessary condition for language learning can occur, also know where the model of the problem, but the effect of the reform in the practical teaching is not obvious, worried because the interactive classroom teaching time compression and impact of teaching is one of the main reasons. In the large-scale investigation of the current situation of College English teaching, the Ministry of education's Foreign Language Teaching Guidance Committee of the Ministry of education has the content of teachers' views on the effectiveness of different classroom teaching methods. The result shows that the teachers of students all through the network teaching platform of self-regulated learning "recognition of the lowest, followed by simple classroom teacher talk and classroom teachers in organizing various language time activities, basically do not teach the language knowledge. The flipped classroom can greatly promote the interaction between teachers and students, as well as the students' interaction in the premise of ensuring the amount of teaching information, which conforms to the expectations of foreign language teachers for the ideal classroom teaching methods. In the flipped classroom mode, teachers are still indispensable. Classroom is the place where teachers play a leading role. The classroom teacher to achieve the teaching goal, the organization of students with coherence, and the content of video learning activities, to expand the video answering problem-solving mobilize the enthusiasm of the students, promote independent thinking. The design and implementation of classroom activities can give full play to the personal charm of teachers.

### **Design Key Points of the Flipped Classroom from the Perspective of Second Language Acquisition**

There are many conditions of the second language acquisition theory of the second language learning, J Boesky proposed seventy conditions are divided into some categories, which is part of the necessary conditions, the other part is classified according to the actual situation, is not a necessary condition. If we want to achieve the ideal effect of language learning, these conditions mentioned above must appear in some form in language learning environment to the specific situation is:

learners with each other between the discussion and exchange opportunities for many research theories holds that learning belongs to the social process, the essence is between people communicate with each other, study fruit. For the two language learners, the first is to communicate with other members of the society, so that they have the desire to acquire the second language communicative ability. The second is to discuss the Dun, there is great for exchange activities. The learning process of information source, teachers and other learners, language learning platform, video can become a language learner's knowledge sources, learners and the target language information source of real social communication, this is more conducive to second language acquisition. The learners should use a variety of creative language of real communication researchers believe that the real task is best in such a system allows the execution of task environment to solve the problem, students can have more chances to communicate with each other, this also means for students to create the exchange of information and ideas in science. Simple exercises, ordinary courseware and single software platform in class are not the real communication mentioned above. Research shows that the type and quantity of contact target often determines the learning outcome, and is not affected by the objective attitude, knowledge, ability, the original mechanism of language acquisition or language learning experience of learning. Only the real communicative activities are not enough, also need to carefully design tasks, reinforcement learning information interesting and creative space for individual learner customized learning programs, in accordance with their aptitude, to help learners to acquire language skills in the task. Only by learning to express layout real tasks and thought the chance is not enough, the learner may not capture because of missed practice time, or are likely to give up halfway of the learners should be the correct guidance and feedback time, urge the learning progress. Both teachers and other communicators, to a certain extent, will have a positive effect on learners, stimulate and guide them to pay attention to the opportunities and tasks, and complete the language learning process. Therefore, the learning environment in the flipped classroom should also be a planned guidance for teachers' participation.

## **Conclusion**

Speech acts are connected through stimulus and response and to strengthen and develop the new habit, practicing language habits, emphasizes the second language teaching through a lot of imitation and repeated practice to develop new language habit. Therefore, no matter what kind of teaching model, according to the learners' own learning motivation and language learning ability, to create the best language learning environment, manufacturing scene teaching interaction process. Language teaching in the flipped classroom teaching mode, will form a virtual learning environment and the entity learning environment combined with collaborative personalized learning space.

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