

Analysis of the Application and Practice of Flipped Classroom Concept in College English Teaching

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Abstract. The application of flipped classroom as a kind of teaching mode can make students become the real subjects in the normal study life, so as to achieve the purpose of using the classroom time to let the students and teachers communicate and interact with each other, and to improve the learning efficiency and academic performance. In this article, I firstly elaborate on the concept of flipped classroom, then I analyze the key factors in flipped classroom teaching mode, and finally analyze the application and practice of flipped classroom concept in college English teaching.

The Concept and Features of Flipped Classroom

The Concept of Flipped Classroom. Flipped classroom mainly refers to that students themselves complete the knowledge learning at home, and classroom time is applied to Q&A and interaction between students and teachers in order to obtain better teaching achievements. The basic processes of flipped classroom teaching can be summarized as: Students watch their own teaching videos at home and take targeted pre-practice exercises based on what they have learned. Teachers conduct quick tests in the classroom to make clear what students do not understand and help them to solve these problems. The purpose of flipped classroom teaching is to improve students' mastery of what they have learned and to help students to summarize their knowledge.

The Features of Flipped Classroom Teaching Mode. 1.2.1 The content of teaching video is short and pithy and targeted. Analyzing Salman Khan's math tutorial videos, Jonathan Berman and Aaron Sams's chemistry teaching videos, one of the common features they all have is "short and pithy". We can find that most of these teaching videos are only a few minutes, the longest has only a dozen minutes, and each video explains a specific problem and has strong pertinence. This also helps students to search and review after studying. The video is often short and this can ensure that students will do their utmost in learning input. Videos can be played repeatedly and paused at any time, these functions are conducive to students' autonomous learning.

The teaching information conveyed by the teaching videos is clear and definite. By watching Salman Khan's teaching video, we will find that one of the most striking features is that we can only see his hand in the video. His hand slowly fills the entire screen by writing some mathematical symbols and mathematical formulas. Apart from that, we can only hear the voiceover given by Salman Khan. This is the difference between the teaching video in the flipped classroom teaching mode and the normal teaching video. Anything that appears in the video that has nothing to do with the lesson, such as the teacher's avatar or the placement of classroom objects, can affect the concentration of students' attention and this can be enhanced when the student learns independently.

Flipped classroom teaching mode break the traditional learning process and rebuild a new learning process. The traditional teaching mode divides learning process into two stages. The first stage is the transfer of teaching information which is mainly through the interaction between teachers and students, students and students. The second stage is called "absorption and internalization", this stage is achieved through the students' after-class review. Due to the lack of help between teachers and students, the traditional teaching mode makes students lack of motivation to learn and can not achieve the expected learning effect. Flipped classroom teaching mode breaks the traditional learning process. In the new learning process, students need to complete the process of teaching information transfer before class, that is, to obtain teaching information through

teaching videos before class. The "absorption and internalization" process is accomplished through the ways in which students and teachers discuss and communicate doubts and inadequacies in the classroom. This not only stimulates the students' motivation but also improves their learning efficiency.

Flipped classroom teaching mode makes the review work easier for students. In order to test whether students really understand the teaching information which is conveyed, there will be some questions after the video to quickly test the students so that students can make accurate judgments about their learning. If the results of quick test feedback are not satisfactory, students can once again learn the teaching content by repeatedly watching the video and rethink their own problems. The test results can be summarized through the technology platform to teachers, this can help teachers grasp the learning dynamics of students. At the same time, teaching video is also easy for students to review and consolidate after a period of time, and help improve students' knowledge acquisition ability.

The Use of the Concept of Flipped Classroom in College English Teaching

Analysis of Key Factors in Flipped Classroom Teaching Mode in College English Teaching. In college English teaching, flipped classroom teaching mode should pay attention to the teaching video production. Flipped classroom teaching mode requires students to watch teaching videos before class for self-learning, therefore, teachers should carefully prepare teaching videos.

In college English teaching, flipped classroom teaching mode should organize flipped classroom activities well. For flipped classroom teaching mode, teacher is no longer the main body in flipped classroom activities. Students complete learning activities through self-learning and class discussion. Therefore, teachers should well organize the activities of flipped classroom so that students can gain some valuable information in classroom discussions.

In college English teaching, flipped classroom teaching mode should have an accurate positioning of the role of teachers. Teachers in flipped classroom teaching mode should position their role as teaching video maker, the leader of students in the learning process, the supervisor of students in the learning life, and the solver of problems in the learning process.

Flipped Classroom Concepts in College English Teaching. In the traditional mode of college English teaching, students are completely passive to accept knowledge, teachers are often the main body of the teaching process and students play the role of passive recipients, which makes students lack of enthusiasm in the learning process, and can not tap students' self-learning and problem solving potentials. According to change the role, rebuild the learning process and make many other changes, flipped classroom helps students improve their self-learning ability and improve their learning efficiency, so as to help students master the knowledge and improve their overall quality. The use of flipped classroom in college English teaching has the following steps:

For flipped classroom in college English teaching, the first thing a teacher should do is to prepare a teaching video of ten to fifteen minutes. The video should mainly focus on grammar, words and writing in the textbook in order to prepare for flipped classroom teaching.

In the process of college English flipped classroom teaching, after the students watch the teaching videos, the teachers should organize corresponding interaction and discussion based on the progress of the teaching videos and make detailed discussion on the questions asked by the students during the interaction and discussion activities. Teachers should play well the role of question solver and learning leader.

In the process of college English flipped classroom teaching, the last thing the teacher needs to do is to arrange corresponding learning tasks according to the students' current learning situation, so as to make the students better grasp the knowledge of grammatical knowledge, word phrases and writing essays.

The Practice and Exploration on the Concept of Flipped Classroom in College English Teaching

College English teachers use flipped classroom teaching mode in daily teaching activities. After practice and exploration, the main experience can be summarized as the following:

The Process of English Classroom Teaching. Self-Learning to Find out the Problems. In the flipped classroom teaching process, according to the actual situation of students, teachers arrange the video teaching content into the classroom. In colleges, one class is divided into two sections. In the process of classroom teaching's content arrangement, the first section mainly arranges the student to watch the video, finish the exercise, find out questions, to give students enough time to think dependently, to establish their own knowledge system. Teachers should also summarize the various types of problems of students .

Interaction and Discussion to Solve the Problems. In the second section, the main teaching content is to interact and discuss between teachers and students. Teachers should encourage students to discuss and solve problems in groups. If there is still no result after the discussion, the teacher will answer the question. In the process, teachers can help students improve their learning initiative and stimulate their interest in learning.

After-Class Reflection to Check the Leakage and Fill the Vacancy. When classroom teaching activities are over, teachers should also guide students to review and summarize the teaching information and the problems appearing in the process of their own learning, so as to help students check the leakage and fill the vacancy. Teachers should also analyze and summarize according to the performance of students, and teaching plans should be varied from person to person.

The After-School Survey. For college English teaching, the use of the concept of flipped classroom breaks the traditional teaching mode. Teachers should confirm the teaching effect and compare with the teaching effect of the traditional teaching mode. After a series of questionnaires, it was found that students' English scores have been improved after using flipped classroom teaching mode in college English teaching. This shows that the new teaching mode can indeed help students better master English knowledge.

Conclusion

In the process of college English classroom teaching, using the concept of flipped classroom can improve students' enthusiasm for learning and participation in class and stimulate students' interest in English. Teachers should also pay attention to the details of the problems in flipped classroom teaching mode, improve students' English learning performance in an all-round way.

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