

Research on the Design and Innovation of *Basic English* Flipping Classroom Based on Micro-lecture

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Abstract: The flipping classroom is a new teaching mode that emerged with the support of modern information technology. In the flipping classroom, the students become the main body of the teaching activities, the transfer of knowledge is completed by the students before the class, and the classroom becomes the link of knowledge internalization. The teaching mode of flipping classroom makes up for the shortcomings of the traditional teaching mode and provides a new opportunity and direction for the reform of college English teaching. This study was guided by learning theory, and then got an understanding of the actual situation of the Basic English flipping classroom teaching based on the micro-lecture through observation and research, after which experience was summed up and problems were founded from the perspective of effective teaching. Finally, this research would build a teaching design of Basic English flipping classroom based on micro-lecture, aiming to provide targeted strategies for the effective teaching of English major Basic English flipping classroom. At the same time, this study hopes to provide theoretical reference and practical guidance for English major teaching reform and the improvement of teaching quality in China.

1. Introduction

Basic English is a compulsory course for English majors.[1] The teaching quality of it and the learning effect of students affect the level of professionalism of students. The English curriculum reform in colleges and universities has been implemented for many years, but the traditional teaching mode is still the main one, in which the students' participation and enthusiasm are not ideal. At present, many colleges and universities have introduced flipping classrooms into teaching.[2] What is the effect of this model in the teaching of *Basic English* in English major? Is it possible to improve the quality of the *Basic English* course? That is to say, can the *Basic English* teaching adopt the flipping classroom teaching mode to achieve effective teaching? This is an important issue worth investigating.[3] This study is based on the experimental micro-lecture teaching of flipping classroom, comparing the difference between flipping classroom and traditional classroom teaching mode, analyzing the influencing factors of effective teaching of *Basic English* flipping classroom based on micro-lecture, and proposing targeted teaching design of *Basic English* flipping classroom based on micro-lecture.

2. Key Concepts

2.1 Micro-lecture

Micro-lecture is the abbreviation of "Micro Video Network Lecture". It was first seen in the 60-second course proposed by Professor LeRoy A. Mc Grew of the University of North Iowa and the one-minute speech by T.P. Kee of Napier University. The first to apply this concept to teaching is Professor David Penrose of the San Juan College in Mexico, USA. He called the micro-lecture "knowledge pulse", and he believes that micro-lecture can achieve the same teaching effect as traditional long-term lectures. The core idea is to closely link the content of teaching with the teaching objectives, so that students can produce a "more focused learning experience".

2.2 Flipping Classroom

Foreign scholars Maureen J. Lage and Glenn J. Platt believe that flipping classroom is about moving things that happen in traditional classrooms outside the classroom, and vice versa. This is the earliest definition of flipping classe by foreign scholars. [4] This definition simply describes the transition of flipping classroom and is not defined from the perspective of the teaching mode. Brian Gonzalez, the global education director of Intel, pointed out that flipping classroom means that the process of imparting knowledge by educators will be taken place outside the classroom, giving students more freedom, and students can choose new ways of learning to suit their own learning style. [5] The internalization process of knowledge is completed in the classroom, which helps the interaction between teachers and students. Since the concept of flipping classroom was introduced to China in 2011, domestic scholars have begun to study the mode of flipping classroom. Zhang Jinlei and others have perfected the structure diagram of Robert Talbert to form a more detailed and clear mode. The teaching mode consists of two parts: pre-course learning and classroom learning. Information technology and activity learning are two powerful levers for learning environment creation, which ensures the construction and generation of a personalized collaborative learning environment.

Although domestic and foreign scholars have carried out valuable explorations on flipping classroom and effective teaching, their research still has certain limitations: little in-depth research on a certain course, combined with the characteristics of the course. For example, there is little research on the design of English curriculum under the flipping classroom. However, with the effective teaching of college English arousing the attention of English teachers and teaching staff, through the understanding of the research results, we can correctly comprehend the current situation and existing problems of English majors, and provide basis for teachers to adopt targeted and effective teaching strategies, with the intention of improving the teaching effect. The author believes that in the research, it is necessary not only to study the relevant theoretical knowledge of flipping classroom and teaching, but also to carry out innovative research in combination with the characteristics of English majors, the current situation of teachers and students, influencing factors and effective teaching mode design.

3. Teaching Design of Basic English Flipping Classroom Based on Micro-lecture

3.1 Teaching Process of Flipping Classroom

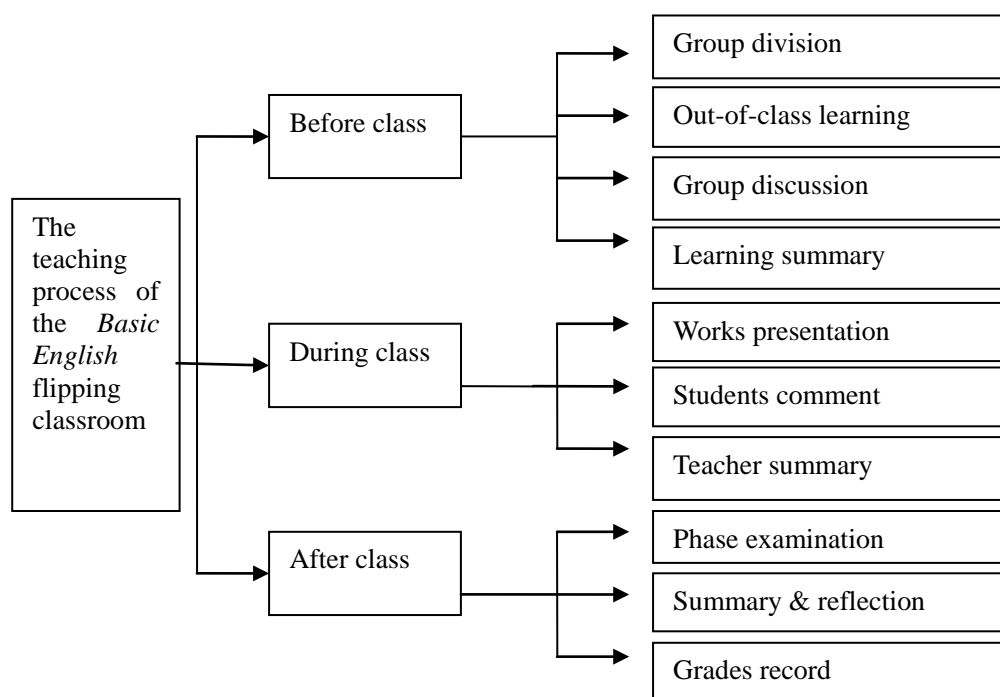


Figure 1 The teaching process of the Basic English flipping classroom

The flipping classroom uses the concept of “student-oriented learning, teacher-oriented leading”, flipping the traditional teaching process, repositioning the roles of teachers and students, fully improving the autonomy of students, and getting rid of the current dilemma of “teachers pay 100%, students earn 1%.” In addition to the innovation of teaching concepts, teaching resources are more closely integrated with modern information technology, greatly increasing the flexibility of teaching. The use of flipping classroom teaching is undoubtedly a new experience for English majors, and is more conducive to students’ professional learning and self-reflective ability. According to the actual situation of English major students, the instructor has built a flipping classroom teaching process. The main process is “self-learning before class + classroom representation + after-class test”. The teaching process of the *Basic English* flipping classroom is shown in the figure 1

3.2 Micro-lecture Design

3.2.1 Tool

Course Maker software is used by instructors to produce micro-lectures. The software is fully functional and simple to operate, and can meet the needs of micro-lecture production, uploading, publishing, sharing, browsing, podcasting, student answering and teacher correction.

3.2.2 Design Principles

The micro-lecture is made to promote the autonomy of students’ learning. In order to better serve students, its biggest feature is “micro”: short time and fine content. The production of micro-lecture follows three principles: ① fragmented. The time of each micro-lecture video is less than ten minutes, the key content of the micro-lecture is highlighted, and the knowledge points are decomposed; ② targeted. The teaching design of the micro-lecture video is simple. The video starts with the problems that need to be solved, and then guides the students to solve the problem by means of teaching; ③ integrated. Each piece of micro-lecture video is an independent knowledge module, but at the same time it is also connected to each other into a complete knowledge system. Teachers integrate students into each piece of micro-video to help students continue to build new knowledge systems.

3.3 Classroom Presentation Design

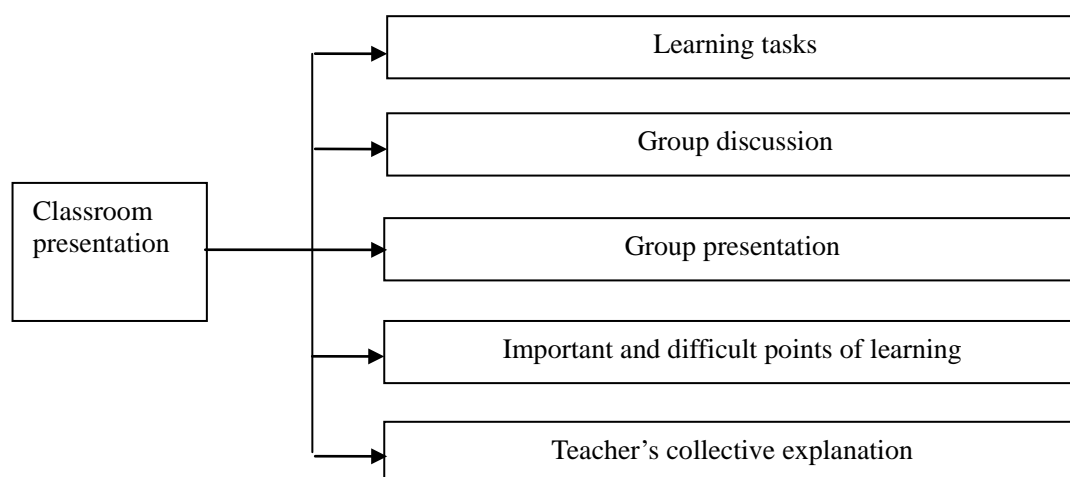


Figure 2 The basic process of “classroom presentation”

“Classroom presentation” is a very important part of flipping classroom. The learning contents that they have mastered and learning difficulties they encountered during the self-learning stage can be displayed, discussed and summarized through this session. In this session, the teacher acts as a guide to organize classroom activities and adjust classroom atmosphere, so that the “classroom presentation” session can be lively and meaningful. Firstly, the teacher organizes each study group to show the completion of the group’s learning tasks; after each group’s presentation, the teachers organize evaluations and recommendations between the groups. Finally, the teacher conducts

collective questions and answers based on the common problem of difficult learning parts, and summarizes the important points and difficulties of the unit contents. In the “classroom presentation” session, teachers should encourage themselves to discover problems, ask questions, discuss problems, and minimize the behavior of learning by others. The basic process of “classroom presentation” is shown in fig.2:

3.4 “After-class Test” Design

The after-school test in traditional teaching is mainly based on the stage examination questions, which can not only test the learning effect of the student in this stage, but also reflect the teacher’s teaching effect. The flipping classroom has changed the subjective position of the teacher, while the teacher spends more energy and time on the teaching design, and guides the students to learn independently through the tutorial and the micro-lecture video. However, “after-school test” is still an important method to test the guidance of teachers and the effectiveness of student learning. *Basic English* is a combination of theory and practice. Therefore, the “after-school test” of this course is divided into two parts: 1) Test questions of the learning platform; 2) Writing a composition in combination with practice. Most of the test questions are multiple-choice questions. In terms of design, the test questions of the learning platform strive to achieve a small amount of questions, closely combined with the unit learning content, with strong representativeness, which can help students master new vocabulary and grammar points. The teacher will correct the test questions after the students complete the test questions within the specified time. After the students log in to the learning system, they can correct the wrong answers.

4. Conclusion

The flipping classroom is a new teaching mode that emerged with the support of modern information technology. In the traditional classroom, the teacher is the center of the teaching activities, while the teacher transmits the knowledge to the students in the classroom, and the students independently complete the absorption and digestion of the knowledge after the class. In the flipping classroom, the students become the main body of the teaching activities, the transfer of knowledge is completed by the students before the class, and the classroom becomes the link of knowledge internalization. Flipping classroom teaching mode makes up for the shortcomings of the traditional teaching mode, and provides a new opportunity and direction for the reform of college English teaching. This study believes that the content of micro-lecture is short and succinct, and can be used for students to watch repeatedly before class, in line with the fragmented learning in the network age. The *Basic English* flipping classroom teaching mode based on micro-lecture constructed in this paper will help to improve students’ enthusiasm and interest in learning, promote students’ self-learning ability and individualized learning, and increase teacher-student interaction in classroom teaching, improving the teaching effect of the course.

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