

# The Remodeling of College English Teacher's Role in FCM

Sun Yan

*College of Arts & Science, Jiangnan University, Wuhan, China*

**ABSTRACT.** *College English, as an important public compulsory course in the university, is facing tremendous challenges in the fast-developing society, including the reduction in class and the appeal by modern students. Limited class hour and the popularization of internet encourage the teachers to explore the innovation in course design by combining traditional class and Flipped Class Module. Only the breakthrough of fixed thinking pattern and the beyondness in traditional class could make it possible to open a door for practicing the multi-dimensional and highly-efficient English teaching mode.*

**Keywords:** *College English, Traditional class, FCM, Teacher's role*

## 1. Introduction

As one of the most important components of higher education course construction, College English is a basic public compulsory course which possesses an enormous influence and wide scale in Chinese universities[1]. Recently, many universities took a stab in the reduction of College English Course, while FCM is flourishing in Chinese educational circle, including the foreign language teaching. In the 21st century, information has changed every aspect of modern teaching. Therefore, the remodeling of the traditional authoritative role in modern teaching practice well deserves deep reflection by current college English educators.

## 2. Traditional Teaching Mode VS. FCM

College English Curriculum Requirements, published by Ministry of Education in 2007, says "Under the guidance of theories of foreign language teaching, College English has as its main components knowledge and practical skills of the English

language, learning strategies and intercultural communication. It is a systematic whole, incorporating different teaching models and approaches.” Undoubtedly, the shrink in credits and duration of College English pushes forward a higher demand for its teaching practice. As a result, limited time in English class urges the teachers to switch their mindsets and broaden the horizon to go beyond the traditional teacher-centered classroom, by changing the teaching modes as well as applying various teaching methods in extending actual teaching facets and time. Among all the attempts, Flipped Class Module (FCM hereafter) is highly praised and ardently discussed by educational field home and abroad.

It is widely known that teachers focus on face-to-face communication between students and themselves, and dominate every teaching link in traditional class. They carry out most of the course contents within the class while putting the digestion of knowledge after class by leaving students assignments or giving them tests. However, language learning involves a lot in interaction and participation. Students should explore and perceive spontaneously instead of receiving infusion education. Not surprisingly, the teaching effect will not be fully up to expectations if most students keep studying passively.

FCM, originated in America, is drawing more and more attention in recent years. Different from traditional mode, it actualizes most of the teaching practice out of the classroom, including giving lectures and answering questions. The core of this teaching mode focuses on transferring the class into a field for communicating and interacting, by turning the face-to-face instruction into an extracurricular activity. FCM, compared with traditional class, occupies obvious preponderance on the premise that class hour is limited, because it can slip the leash of fixed duration and extend the dimension in studying and teaching, thus leaving sufficient time and space for guidance and enlightenment by teachers, as well as the feedback and evaluation by students.

Beyond question, FCM offers a possibility of creating a diversified teaching mode for College English teaching. Through borrowing and studying from it, together with their students, college English teachers can take this opportunity to probe into an energetic way of teaching and learning, which may present a brand new mode surpassing the original boundary[2].

### **3. New Teaching Mode Inspired by FCM**

Either traditional class or FCM, each owns its unique strengths in corresponding with the law of education. Sticking to convention with objection to any progresses, or abandoning all the traditions only for innovation, neither is the best choice for language teaching and learning in Chinese universities. As the prime practitioners in this field, teachers ought to widen the eyes and give deep thoughts on this issue. Only by combining the superiority of different teaching modes can we keep walking on the right track of constructing more scientific and flexible College English teaching framework.

#### ***3.1 The pre-displacement of partial teaching contents***

Before class, teachers can publish part of the key and difficult points by supplying relevant handouts, PPT or video to students, and list up related questions for them to think and look up information. The increase of lesson preparation urges students to study autonomously, and saves precious time for in-class teaching. It can alter the unidirectional education used to be led by teachers and guarantee a clearer and more efficient interaction between educators and educatees.

#### ***3.2 The building of multidimensional communication***

With the fast development of internet technology, language education in college should follow the lead by integrating the advantages of science into the essence of language teaching[3]. For instance, many aspects in teaching like giving lectures, checking assignments, answering questions and testing can be accomplished through the application of new technologies for college youngsters are enthusiastic about internet and new things. Actually, more and more teachers are using Wechat, QQ, or different mobile software to set up study group, publish study requirements or materials, and explain questions online (by video or voice) regularly. All the above methods can expand the ways of communicating in time and space, thus enhancing the communication efficiency.

#### ***3.3 The reinforcement of teaching management***

For teachers, to reveal partial teaching contents before class makes the inadequate supervision for students possible. At the same time, under the condition of reducing class hours, it is very likely for teachers to cope with many classes alone. Therefore, high efficiency in teaching management deserves a distinct attention. Educators are supposed to construct a scientific and effective administrative mechanism; carry out various teaching means (e.g. web-based language teaching platform or language learning centre) to realize multilevel supervision online and offline. Meanwhile, students are encouraged to join together the autonomous learning, collaborative learning, and in-class learning to form an organic and mutual assistance by self-government, class government and teacher government.

### ***3.4 The construction of comprehensive evaluation mechanism***

During the one-to-many teaching process, it is hard for teachers to completely capture every student's dynamic learning state. To ensure the objectivity and fairness, the evaluation of academic performance should not be dominated by one or two testing results per semester. What's more, teachers must take both the performances in and after class into consideration, and specify the evaluation criteria on the basis of various communication platforms.

Generally speaking, a scientific comprehensive evaluation system ought to be constituted by the following parts: quantitative assessment (the precise and standard assessment based on data), qualitative assessment (the human-based assessment combining a student's uniqueness), formative evaluation (the developing assessment by constant observation, record and introspection of the student's overall study process), and at last the summarized evaluation (the ultimate assessment oriented by tests)

## **4. The Remodeling of College English Teacher's Role in the New Teaching Pattern**

### ***4.1 From protagonist to supporting role***

Being teacher-oriented, traditional College English class is fully manipulated and arranged by the lecturer, not the students. As a result, the latter stays in a passive

position and waits to be selected during the whole process. As the teaching object and target keep changing and adjusting unceasingly, task-based teaching has gradually occupied dominant position in college English education, thus causing a quiet change in terms of class positions (teacher vs. student). In FCM, College English teachers abdicate the role of leader to students in class by making them as the new teaching centre, which helps a lot in exploring their subjective initiatives. From leading role to supporting role, this seeming concession by teachers is an actual commendable progress in education.

#### ***4.2 From unicity to diversity***

In traditional English teaching, tutors usually give fully preparation before class and teach every point without reservation in class, which is rigorous and meticulous, yet easily tiring for students. In fact, with the exchange of leading roles between teacher and student, the former should not confine themselves as a single lecturer. Instead, they could be multifarious roles in education like the combination of the facilitator, cooperator, and supervisor. By getting rid of the dated, self-centered teaching mode which used to hold them back, teachers can participate and design teaching process in a whole new thinking pattern. It is not surprising that they would receive unusual harvest.

#### ***4.3 From in-class to after-class***

Whether the former tradition or the popular FCM, either serves for the same purpose of teaching quality effectively promoting. With limited even reduced class hours, College English teachers should extend their teaching from 3-4 semesters to the whole 4 years' study without stop, not only within the class but also after the class. In short, the prime principle of college English education lies in setting up different English selective courses, teaching from various perspectives by taking the advantages of modern multimedia and internet technology[4].

### **5. Conclusion**

From the above, we can conclude that the core of any teaching mode is to follow

the development of the ever-changing society, and cultivate the truly needed talents. To reduce the class or to expand the teaching contents, both require to take students as the centre of teaching, encourage them to tap their potential in self-directed learning with the help of teachers. Therefore, College English teachers must not limit the attention in the prescribed class duration, but give diligent thoughts on the incorporation of excellent teaching resources and diversified teaching models. In this way, the reduction in class hours can be transferred into the increase in actual teaching, which would help promote the teaching efficiency and cultivate the students' practical English ability.

### References

- [1] Ministry of Education (2007). College English Curriculum Requirements. Shanghai Foreign Language Education Press.
- [2] [2] Chen(2016). English Teaching Reforms under the Viewpoint of Aesthetics. *The Anthropologist*, no. 25, pp.1-2.
- [3] Deyuan Zou(2016). Research on College English Teaching Model Based on Multimedia and Network. *International Journal of Technology Management*, no,11, pp.19-21
- [4] Li Fang(2017). College English teaching in China: opportunities, challenges and directions in the context of educational internationalization. *Journal of Languages*, vol.4, no.3, pp.182-192.