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

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ABSTRACT. *Flipped classroom teaching mode was born in the United States. With the development of information technology in our country in recent years, it has been popularized and applied in various disciplines and stages of teaching. It has created conditions for the reform of English teaching and the improvement of information level in colleges and universities in China. However, due to the influence of traditional infusion classroom teaching, as well as the lack of theoretical basis and practical experience, there are still some problems in the application of English Flipped classroom teaching in colleges and universities. Based on the actual implementation process of English Flipped classroom teaching in colleges and universities, this paper puts forward the methods of optimization and improvement to improve the efficiency of English Flipped classroom teaching in colleges and universities.*

KEYWORDS: College English; Flipped classroom; Online; Offline

Flipped classroom teaching, which is based on constructivism and humanism theory, is the product of deepening the development of educational informatization and completely changes the traditional classroom teaching mode of English in colleges and universities. In flipped classroom teaching mode, teachers can record the teaching content as multimedia files through the application of information technology, and upload it to the network teaching platform. Students can use extracurricular time to learn relevant knowledge according to their actual needs, and test their learning effect through self-test or teacher evaluation. The whole teaching process has changed from teacher-centered to student-centered, which has improved students' autonomous learning ability and met the needs of lifelong education in the era of knowledge economy.

1. The basic process of English flipped classroom teaching in colleges and universities

According to the author's investigation, all the flipped classroom teaching

models have the following commonalities: in the time dimension, they can be divided into pre-class, in-class or after-class and in-class; in the spatial dimension, they can be divided into network autonomous learning platform and indoor classroom face-to-face teaching. In the flipped classroom teaching mode, the students carry on the autonomous learning through the network learning platform before the class, the teacher in the class aims at the student autonomous learning question, organizes the student to cooperate the study, the achievement display as well as the evaluation and the feedback.

The teaching mode emphasizes the importance of students' autonomous learning "meaning construction" and the necessity of information technology support in pre-class, that is, students' autonomous learning is a very important link to flipped classroom teaching mode in pre-class, and the degree of students' self-study knowledge and internalized knowledge directly affects the effect of flipped classroom teaching. The way of students' autonomous learning mainly comes from the network information technology platform. The learning resources provided by the platform and the hardware conditions of the information technology have an impact on the degree of students' autonomous learning.

The teaching mode in class is characterized by the process of activity-oriented teaching and learning interaction between teachers and students in the problem situation. Then, on the one hand, the design of classroom learning activities needs to take into account the student-centered role, that is, the purpose of the activities is to internalize and use knowledge in the full participation of students in learning activities, on the other hand, classroom learning activities need to be combined with teaching objectives. Classroom activities must be closely related to the teaching objectives in order to achieve the ideal teaching effect.

In the flipped classroom teaching mode, the teaching process highlights the "flipped" of the roles of teachers and students, that is, teachers are no longer the protagonists of the classroom, but students are the center of the whole classroom. What needs to be explained is that the "flipped" of the roles of teachers and students is not to weaken the role of teachers and exaggerate the role of students, nor does it need the existence of teachers, but to change the focus of teachers' teaching links, that is, teachers complete the teaching of new knowledge by students' autonomous learning, focus on the role of organizing students' learning activities in the classroom, guide students' learning questions and feedback students' learning achievements. In this way, to some extent, the change of the role of teachers and students under the flipped classroom teaching mode puts forward higher requirements for teachers and students respectively. It can be seen that there are the following necessary conditions for flipped classroom teaching model: first, students learn autonomously before class. Second, students learn independently with the help of network information platform. Third, the activity-oriented teacher-student interaction in class, based on the teaching objectives. Fourth, change the roles and functions of teachers and students.

In combination with flipped classroom teaching elements and characteristics, considering the actual situation of college English teaching in our country, at present,

the application of flipped classroom teaching model in college English teaching in China is mainly composed of two parts: online students' autonomous learning and offline teachers' face-to-face teaching.

First of all, students carry out online autonomous learning. The learning materials are arranged according to the schedule of teaching materials and uploaded to the online teaching platform in the form of units. Students need to study independently according to the teaching plan table, and teachers supervise students' autonomous learning. The content of autonomous learning consists of two modules, one is "audio and video", which includes listening and speaking exercises such as video, audio and so on. The other is "comprehensive English", which mainly includes the comprehensive explanation of reading, vocabulary, phrase and so on, as well as the unit quiz. Students complete autonomous learning according to their own learning progress, listening, speaking, reading and writing language skills input. At the same time, the class QQ group, Wetchat group and other network social software as an online question answering auxiliary platform, are convenient for students to communicate with teachers in time, answer doubts.

After online autonomous learning, teachers teach students face to face in the classroom. In classroom teaching, students ask questions about pre-class learning tasks, teachers answer questions and give feedback to students' online knowledge; then teachers detect students' online autonomous learning in the form of group activities, pairing activities, personal presentations, etc., deepen students' autonomous learning content, and test students' learning results. Finally, teachers summarize, evaluate and give feedback to the problems that appear in the classroom. In this process, students are the "protagonists" in the classroom, and they need to "speak" English frequently with teachers and classmates, or output the target language through classroom writing.

Although the above college English flipped teaching model has the basic conditions of flipped teaching, there are still many problems, which are urgent problems to be solved in college English flipped classroom teaching at present.

2. The problems existing in the English flipped classroom teaching in colleges and universities

2.1 Problems in online teaching

(1) The number of learning resources is small, the number of questions scored by exercises in the teaching system is less, and the completion rate of the number of non-scoring questions is low. The reason is that although many students reflect their interest in ungraded questions, because of the limited time, in order to get the score and complete the task, they basically do not have the time and energy to do those non-scoring questions, which leads to the lack of students' learning of non-scoring items, which affects the balanced development of students' English learning. Therefore, schools need to adjust the number of online learning resources, reduce the training of repetitive knowledge points, and appropriately increase the scores of

cross-cultural knowledge topics.

(2) The content of learning resources is difficult, especially the learning section of audiovisual listening and speaking is difficult. The first reason is that the listening of college entrance examination is not included in the total score, many students do not attach importance to listening training, the whole listening foundation of students is weak; secondly, because of the loophole in the hardware setting of network listening resources, students can not freely adjust the playback progress of listening practice, waste learning time, reduce the efficiency of learning, but also increase the difficulty of listening, and dampen students' interest and self-confidence in listening learning. Therefore, the author thinks that it is necessary to design online college English learning resources reasonably and pay attention to their difficulty, especially the hardware setting of audio-visual resources needs to be improved to ensure the rhythm and efficiency of students' autonomous learning.

(3) Although the learning content is more attractive to the students, the students hope to increase the types of questions related to the examination. Many students say that many types of online learning resources are not related to CET-4 and CET-6, and think these resources have little effect on English learning. They hope to delete these resources and increase the types of questions related to CET-4 and CET-6, which is helpful to increase students' attention and motivation to network autonomous learning. Therefore, the author believes that online college English learning content can appropriately increase the exercises related to grade examination on the basis of college English teaching objectives and contents, so as to enhance students' interest and motivation in learning.

(4) The setting of network learning software is to be improved, and the answer set and the scoring standard are too rigid. The answer of the subjective question provided by the network platform is fixed, and the result evaluation in this form directly influences the student's network learning score, limits the students' thinking, and also reduces the enthusiasm of the students to study. In addition, the network learning environment and the way on the provided line are single, and the personalized learning needs of the students at different levels can not be met, which can influence the satisfaction of the students on the network learning resources and the learning effect. Therefore, the online network learning software of the university needs to adjust the function of the answer and the score.

2.2 Problems in offline teaching

Although the offline classroom teacher-student interaction is good, and has produced a good effect. However, there are still the following problems in offline classroom: teachers have a single way of asking questions; teachers' task arrangement requirements are not clear enough; offline classroom hours are less, and the degree of convergence with online autonomous learning is not enough.

First, teachers ask questions in a single way. The author thinks that the root of this problem lies in the lack of teachers' expectations of students. In view of the problem of offline classroom, the author thinks that teachers can realize teachers'

high expectations of students by naming, reasonable and timely feedback, and adjusting the way of task arrangement. Teachers can properly use a variety of roll-call questions, such as by seat or school number, and according to the students' answers, add points as appropriate to encourage their enthusiasm for learning. But it should pay attention to the fairness of each student's opportunity to answer questions.

Second, the requirements for the assignment of teachers are not clear enough. This problem shows that the requirement of flipped classroom teaching mode on teachers' educational and teaching quality is increasing. Teachers need to classify and assign tasks according to the degree of different students, and quantify the learning objectives into each class.

Third, offline class hours are less, and online autonomous learning is not enough cohesion. The school curriculum arrangement under the flipped classroom mode should complement each other and take full account of the time of teachers and students. Because college English flipped classroom teaching mode is not mature, there are many objective restrictions in the process of practice, so whether the offline classroom under the flipped classroom mode needs to be adjusted according to the specific conditions of different schools, but the school needs to pay attention to the students' learning needs, timely, appropriate adjustment of the offline curriculum.

3. The improvement strategy of English flipped classroom teaching in colleges and universities

Based on the above-mentioned problems, the author puts forward the following suggestions for the optimization of the college English flipped class mode.

3.1 Optimizing the resources of network teaching platform

First, adjust the number of online learning resources score proportion. Most students think that the amount of online learning resources is appropriate, but many students say that they only complete the network score items, but do not do the score items, which will lead to the waste of learning resources without score points. In view of this phenomenon, the author thinks that the quantity of online learning resources remains basically the same, but according to the requirements of the syllabus, different items should be given different scores, and Non-scoring items can be properly assigned additional scores and used as the basis for the evaluation of network autonomous learning.

Second, improve the network learning hardware equipment settings. The imperfection of network hardware equipment is the problem that students reflect the most, including that the score setting is not flexible enough, and the listening and audio settings can not be switched freely. This kind of problem needs to be solved urgently, otherwise it will inevitably affect the effect of students' autonomous learning. The author believes that schools need to pay attention to this problem and

increase the financial investment in network technology.

Third, add exercises related to the exam. The attraction of online network resource content mainly affects the learning effect of college English, and students hope that the content of online autonomous learning is related to CET-4 and CET-6, and thinks that this will increase the motivation and interest of online autonomous learning. That is to say, the increase of CET-4 and CET-6 questions will greatly affect the effect of students' online autonomous learning. Therefore, the author thinks that according to the college English teaching goal, the school can appropriately increase the type of CET-4 and CET-6 questions in order to improve the enthusiasm and effect of students' online learning.

3.2 Improve students' autonomous learning ability on line

In order to improve the autonomous learning ability of students online, the author puts forward the following three suggestions.

First, improve the online classroom evaluation mechanism. Most of the students do not have self-evaluation and reflection on the online self-study. The objective reason for this phenomenon lies in the lack of evaluation and reflection part of online network learning software. Therefore, the author thinks that the online class evaluation list should be added to the teaching goal so that the students can self-study the habit of self-study. The evaluation table can include the assessment of the learning skills of the students' knowledge points, listening, speaking, reading, writing, and translation.

Second, effectively supervise and guide students to learn independently. Flipped classroom requires students' autonomous learning very high, but autonomous learning ability is not inherent, it takes a long time to cultivate and exercise. However, the improvement of students' autonomous learning ability can not be separated from the guidance and supervision of teachers. Most students learn their own online autonomous learning without choosing to seek help from others to solve their questions in time. Some students think that online autonomous learning is their own learning and do not need the help of others. This misunderstanding will lead to students' online learning efficiency is not high. Therefore, it is necessary to increase online communication and social software so that students can obtain learning strategies and solve difficult problems with the help and guidance of teachers.

Third, add online classroom learning support tool software. The difficult problems encountered by online students in autonomous learning have not been solved in time, mainly due to the lack of online learning support tools, which leads to the low efficiency of autonomous learning. Therefore, the author believes that it is necessary to increase online learning support tools and software to improve the network teaching platform.

3.3 Enhancing the interaction between teachers and students in offline classes

Offline physical classroom is an important part of college English flipped classroom, and it is also the concentrated embodiment of interactive activities between teachers and students, and the interactive effect plays an important role in flipped the classroom effect.

First, improve teachers' ability to flipped classroom teaching and carry out various forms of classroom activities. Teachers play an important role in the implementation of flipped classroom, which is embodied in teachers' communication guidance to students, learning time arrangement and classroom activity organization, and emphasizes that classroom organization needs teachers to design according to the characteristics of the subject. The practice shows that although the interaction effect between teachers and students in college English offline classroom is good, there are still some problems. The teachers and students in the flipped classroom, the communication between students and students should be a comprehensive, deep-seated inquiry into difficult problems, rather than a small, shallow discussion. In order to do this, it is very important for teachers to guide, organize and participate properly. Therefore, this requires college English teachers to change their roles, establish new teaching concepts, respect students' personality and cognition, emotional needs, design offline classroom activities according to the characteristics of students, fully mobilize the classroom atmosphere, guide and encourage students to think, discuss and speak in time, and integrate themselves into classroom discussions.

In addition, teachers should also pay attention to the way and order of students' speeches in classroom teaching practice, and evaluate and feedback the students' display in time. In a word, the role of teachers in flipped the classroom is still important and arduous, which requires college English teachers to improve their professional teaching, organization, information technology and other abilities. For college English subjects, the classroom content involves a variety of subject knowledge, so teachers should adopt different forms according to their learning goals when designing classroom activities. For example, the study of vocabulary and knowledge points can be carried out by group competition; for the study of reading text can be carried out in the form of role-playing, situational dialogue, keynote speech, research report and so on.

Second, change the classroom evaluation system. The implementation of college English flipped classroom model must change the traditional teaching evaluation system and increase the proportion of formative evaluation. Formative evaluation can be evaluated by stage test, classroom group performance and competitive results display. The test of summation evaluation also needs to change the type of question. The content of the test should not only include listening, speaking, reading, writing, translation and other skills, but also increase the topic of students' thinking ability. In a word, only by changing the evaluation system of flipped classroom can effectively ensure the effect of flipped classroom, otherwise the flipped classroom model will only be formalized and has little effect.

4. Conclusion

The positive effect brought about by the flipped of classroom teaching mode is very obvious, but due to the influence of traditional teaching mode and the limitation of network teaching conditions, there will inevitably be many problems. In order to improve the application efficiency of English flipped classroom teaching mode in colleges and universities, the author puts forward that it is of certain guiding significance to improve the overall application level of English flipped classroom teaching in colleges and universities from the aspects of teaching resources, online teaching and offline teaching.

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