

Analysis of College English Flipped Classroom Teaching and Innovation

Lifang Cai

Guangxi Vocational College of Science and Technology, Chongzuo 532100, Guangxi, China.

Abstract : Today's network technology is becoming more and more mature. In the process of its rapid development, online learning platforms are springing up. Students are attracted by its unique educational methods and sufficient teaching resources. At this time, people engaged in teaching at home and abroad began to focus on the innovative teaching method of flipped classroom. The skills contained in this teaching method can affect the effectiveness of classroom teaching. Therefore, an empirical study is carried out to explore the possibility of innovative teaching in college English flipped classroom. The teaching experiment process is explained through teaching cases, and the effectiveness and innovation of this teaching mode are analyzed. We should promote the reform of teaching design, further improve classroom teaching methods, and carry out innovative research, in order to finally achieve the purpose of improving the English level and ability of Chinese college students.

Keywords : College English; Flipped Classroom; Teaching Innovation

1. Introduction

English is also a major subject in universities. It aims to improve students' language ability and can greatly promote students' development. Therefore, it is necessary to apply the flipped classroom teaching model in college English education. It can promote the reform of college English teaching, innovate the concept of modern education and effectively cultivate students' English literacy. It is the duty of today's teachers to have a sufficient understanding of the content of flipped classroom education model, which is of great significance to promote the reform of college English teaching methods.

2. Research background

Compared with the English teaching in primary and secondary schools, the teaching content of college English has increased, but the class time has been reduced. At present, the silence in the classroom is more obvious, because it is difficult for teachers to manage only one student in the classroom, which will reduce the ability of students to absorb knowledge and their enthusiasm for active learning. How to effectively implement teaching methods has become a dilemma faced by most teachers.

Flipped classroom is a revolution and innovation of college English education. Flipped classroom allows teachers to use various channels to give students sufficient learning resources in an information driven situation, and use many means such as group discussion, communication and cooperation to stimulate students' learning initiative and promote their absorption of knowledge. This new teaching method reprogrammes the inherent teaching concept of "teaching first" into the teaching concept of "students first". According to the research, flipped classroom can greatly promote the communication and interaction between teachers and students, enhance the learning subject, that is, students' sense of existence, and better stimulate students' interest in learning.

3. Instructional design

Taking "New Horizon College English Reading and Writing Course 3" as an example, we give students a task of flipping the classroom-write an article integrating the chronological writing in unit 3 and the knowledge of Chinese and Western tea culture in unit 5, which is required to cover the main process of making tea. The actual teaching design includes two parts: pre class homework

Copyright © 2021 Lifang Cai

doi: 10.18686/ah.e.v5i11.4222

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

and in class discussion.

3.1 Pre class task

(1) Make and share micro class videos. The acquisition of relevant knowledge is particularly important for the efficient completion of learning tasks. Therefore, teachers can record or obtain excellent public teaching materials from the Internet before class, and play micro class videos related to today's teaching content to let students know the background knowledge. Taking tea culture as an example, when it comes to tea culture, teachers can provide a micro class video. The video content explains the origin, classification, tea sets and the main process of making tea to students, and then carry out flipping class.

(2) Design and complete target training. In addition to watching micro class videos before class, teachers can also let students complete a set of exercises and ask them to complete these two tasks before class. The exercises cover two categories: blank filling questions and short answer questions. The blank filling questions mainly examine the basic vocabulary related to the teaching content, such as asking students to write a set of English for designated tea sets. The short answer assessment video and the core outline of the article. Students can use the online communication platform to discuss with other students as long as they don't understand, whether they are watching the micro class video or completing the exercises. If there is any confusion, they can record it first and ask the teacher for advice when answering questions in class.

3.2 Class discussion

3.2.1 Micro class review and Q & A

After reading the micro class, students should have a preliminary understanding of tea culture at this time, but at the same time, they have some doubts. Therefore, teachers can look back at each student's exercises to further deepen the students' memory of the knowledge learned this time. According to the review of the micro class video, students can also understand more clearly that the Chinese people are very strict in choosing tea sets. The main tea sets include tea clip, teaspoon, tea drain, teapot and teacup. The English words are: Tea clip, tea spoon, tea trainer, tea pot and tea cup. The six main processes of making tea in English are: warming cup, adding tea leaves, washing tea, brewing tea, serving tea and tasting tea. At the same time, in the process of explaining these six processes, the narrator uses the expressions of "the first step", "after", "the second step", "the third step", "and then", "the fourth step" and "the last step" as connectives to emphasize the chronological order. In order to better serve the compilation of the content and structure of the article, teachers can guide students to recall the relevant knowledge of tea culture and good sentences and sentence patterns they have encountered before. In addition, students may encounter some unusual words during self preview before class. Meanwhile, teachers can provide appropriate help or let other students answer questions.

3.2.2 Integrating flipped classroom tasks

We take new horizon college English reading and course 3 as an example, and set up a flipped classroom. For example, after learning the conjunctions with chronological order in units 3 and 5 and the tea culture at home and abroad, the flipped task is to let students write a chapter covering the main process of making tea. The core outline of the article is as follows: making tea series of actions: oil water, take out teapot, prepare tea leaves, pour boiled water into teapot, step a moment before drinking combined with the video of the micro class and this outline, a relatively complete process of making tea is summarized:

(1) Boil water, soak the teapot and other tea sets in boiling water, and wash the tea sets with the aid of tea clips. This is a warm cup.

(2) Spoon an appropriate amount of tea into the teapot.

(3) Pour in boiling water and sift out the washed tea with a tea leak; Pour boiling water into tea for the last time.

(4) Close the tea cover and keep it stuffy for about 5 seconds; Finally, pour the tea into the cup, and then you can smell the tea and taste it.

After sorting out the tea making process, the teacher needs to lead the students to recall the words that can be used to connect the process and the process, such as "while", "after" and "when", so as to accumulate vocabulary for the writing of the article.

3.2.3 Individual exploration + collaborative cooperation

In order to build a collaborative learning environment, teachers can sort out the composition outline and ask students to write an article in groups according to the outline. In this process, the students first discuss in the group, and sort out the sentence structure, paragraph assignment and vocabulary that the group will use, dividing an article into frames, dividing the corresponding people to complete the frames independently, and finally build all the frames together to make the members of the group work together to polish them. In the flipped classroom, teachers no longer play the role of knowledge injector in the traditional classroom, but encourage students to speak enthusiastically and ask questions actively, so as to promote in-depth communication between

students and teachers and play a guiding role. Therefore, in the process of discussion, teachers need to reasonably regulate time, answer questions at an appropriate time and give necessary assistance.

3.2.4 Article presentation and evaluation

Each group has finally completed the task of writing the article through personal exploration or collaborative cooperation. The teacher can let the students show the final article of the group. The group not shown will work with the teacher to evaluate the group's articles from the perspectives of sentence structure, paragraph assignment, vocabulary and the use of learned knowledge, and finally select the best article to publish on the online platform for encouragement.

3.2.5 Design deepening exercises

In order to speed up the pace of students' integration and absorption of knowledge learned in class, teachers can arrange an additional shooting homework to let students visualize the articles they write and show the main process of making tea. In this way, students can not only remember conjunctions vividly, but also have a better understanding of Chinese culture. Teachers can also continue to assign other tasks related to Chinese culture, such as calligraphy, making Kongming lantern, etc.

4. Conclusion

In today's era, with the continuous development and progress of network technology, intelligent voice, mobile learning device technology and other functions and software emerge in endlessly. Rich learning forms and information provide a powerful self-study environment and resources. Learning English will become more and more convenient not only for students but also for everyone. College English curriculum is at the juncture of reform, and the road is blocked and long. Educators must think and explore innovative teaching methods, so as to seek a more effective education model and improve the efficiency of college English education.

References

1. Cheng H. A comparative study of traditional classroom and flipped classroom in college English teaching. *Technology Information* 2015; 13(23): 170-171.
2. Li H, Li H. On the innovation of college English teaching model from the perspective of flipped classroom. *School Weekly* 2020; (13): 3-4.