

# Research on “Flip Classroom” Teaching Mode to Optimize Higher Vocational English Course Teaching

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**Abstract :** With the reform and development of education, education increasingly regards students as the main body of teaching, and students play an increasingly prominent role in teaching. The introduction of the “flipped classroom” teaching model in the teaching of higher vocational English courses makes English teaching can be better carried out in accordance with students’ English learning needs and the actual situation of students’ English learning, effectively helping students to improve their English ability and English level, and promoting students’ development in all aspects and angles, and students’ English level can be more in line with the future. growth and development needs.

**Keywords :** Flipped Classroom; Higher Vocational English; Teaching Method

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The English teaching of higher vocational English teachers needs reform and innovation. The “flipped classroom” is effectively introduced into the teaching, and the teaching method that can better realize the advantages of the “flipped classroom” is designed. Before class, arouse students’ interest in self-study, and urge students to complete self-study tasks seriously; In teaching, let students become more masters in teaching, and effectively help students solve problems encountered by students in learning; after class, promote Students actively participate in other English activities, in the activities to improve students’ English ability, so that students get all-round training. This article will use the “flipped classroom” teaching mode to discuss the strategies for optimizing the teaching of English courses in higher vocational colleges.

## 1. The significance of using the “flipped classroom” to optimize the teaching mode

The flipped classroom teaching mode is effectively used in teaching. On the one hand, it can greatly improve the initiative of students in English learning. Students have more opportunities to participate in the classroom and express themselves, which can motivate students. English students’ sense of achievement. On the other hand, the flipped classroom emphasizes students’ initiative in learning and increases the proportion of students’ self-study in English learning. Through self-study, students can more clearly understand the problems existing in their English learning, and pay more attention to the learning process in class learning, you can also ask teachers more targetedly, effectively improve the efficiency of English learning, and solve problems accurately. For teachers, the application of flipped classroom in teaching can increase teachers’ understanding of students, adopt more diverse methods to carry out teaching, take students as the main body of teaching, appropriately give some lecture opportunities to students, and teachers do a good job of guiding complementary work with evaluation and strengthening the communication and interaction between teachers and students, students and students can make English teaching in higher vocational colleges more vivid and attractive to students.

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## **2. Using the “flipped classroom” teaching mode to optimize the teaching strategies of higher vocational English courses**

### **2.1 Use the flipped classroom to enhance students’ autonomy in learning**

The proposal and application of the flipped classroom teaching mode in higher vocational English classrooms has changed the traditional teaching mode to a large extent, and to a certain extent has improved the dominant position of students in teaching. Through the effective use of the flipped classroom education model in teaching, higher vocational English teachers design teaching methods that are more in line with the needs of students and the current situation of English learning. With the effect of getting twice the result with half the effort, students can better change their learning attitude from “I want to learn” to “I want to learn”, which is conducive to improving the teaching quality of higher vocational English teaching.

For example: in the traditional grammar teaching process, students often just memorize grammar in a conventional manner. This rote teaching method cannot make students learn to learn English, and cannot improve their English learning level. In the process of English teaching, teachers can make good use of grammar teaching auxiliary materials to teach students the English knowledge and principles behind grammar, and strengthen students’ English logical thinking. This teaching method can really help students improve their English proficiency. In the process, part of the content can be given to some students with strong learning ability to explain in the classroom, and the teacher can supplement it according to the students’ explanations. Using the flipped classroom teaching mode to improve the effectiveness of higher vocational English teaching.

### **2.2 Put “mastery learning” at the core of the flipped classroom**

Proficient learning means that teachers provide students with enough time to study and discuss in teaching according to students’ feedback on the content of English learning, clarify the parts that need to be emphasized again, and implement individual guidance for students, so that students can learn English throughout the whole process. The process is interlocking, step by step. The application of “proficient learning” in the flipped classroom teaching mode can allow teachers to have a deeper understanding of students, and can formulate different English learning requirements for students according to the differences of students’ learning, and can also formulate according to students’ self-study before class. Teaching tasks, individualized teaching according to the different performance of students in the course of class, can help students in a targeted manner.

For example: teachers can formulate a learning task for students before class, and provide students with some helpful and guiding materials for students’ self-study before class for students’ reference and study, so that students’ self-study before class is directional, targeted, and can master some basic knowledge through self-study. After students complete self-study, students will find their own shortcomings in English learning and difficulties in this section. Teachers encourage students to give feedback on their learning situation and problems encountered in learning in a timely manner, so that teachers can teach in class. It is more targeted, and the teaching focus and teaching progress can be adjusted in time. For the part that students have mastered better in self-study, teachers should encourage students to explain, let students try to express it in class, and tell it to other students, which is also a kind of consolidation and improvement for students. It will also be clearer, which will help improve the students’ English level.

### **2.3 Change the teaching process and improve the quality of learning**

As the designer and executor of the teaching process, as the organizer and leader of teaching activities, teachers play a very important role in the process and quality of students’ learning. With the introduction of the flipped classroom teaching mode in higher vocational English classrooms, teachers need to adjust the teaching process appropriately according to the teaching objectives. In the flipped classroom, letting students learn first has become the key to teaching. How students can self-study the relevant content without the supervision of teachers has become a very important part of the flipped classroom.

For example, to change the English teaching mode, teachers should start from the design of the curriculum and the change of the teaching process. When designing teaching methods, teachers should try their best to guide and tap students’ interests and potentials. In the flipped classroom teaching mode, teachers should try their best to be good classroom guides rather than leaders. Secondly, in order to let students learn first, teachers should mainly provide students with some refined, effective and research-based learning materials, so that more students can complete the self-study process with as much quality as possible. In addition, in order to ensure that students can complete self-study efficiently, teachers need to create a self-study supervision platform for students in flipped classroom to detect the completion of students’ self-study. Through these changes and innovations, the quality of higher vocational English teaching will be improved, and the application of the flipped classroom teaching mode in teaching will also be more beneficial to the improvement of English teaching quality.

## 2.4 Using “flipped classroom” to improve evaluation methods

The quality of students’ English learning cannot be judged only by a single test paper score. English proficiency can be reflected in all aspects of listening, speaking, reading and writing. The cultivation of English proficiency of higher vocational students should be more comprehensive, from the perspective of language. Learn from all angles to improve and practice. Teachers can use a variety of evaluation methods when examining students’ English proficiency, so that the evaluation criteria for English proficiency are more diverse and comprehensive, and students’ interest in English learning can also be effectively improved in a good evaluation atmosphere. improvement of English proficiency.

For example, when English teachers in higher vocational colleges carry out English teaching, they can conduct regular inspections in listening, speaking, and reading within the class. The object of inspection is all students, and the right to evaluate is also given to students. The way of investigation can be diverse, such as performing English skits, singing English songs, giving English speeches, randomly conducting English conversations, and so on. These can be reasonably integrated into the teacher’s daily teaching, allowing students to conduct self-study and preparation work after class, use five to ten minutes during class, and then be scored and evaluated by other students in the class. Students interact and communicate with each other. You can ask yourself to a higher standard, form a positive learning atmosphere in the class, promote students to learn English actively, develop their abilities in all aspects of English, so that students can get a more comprehensive development in English teaching, so that high school students can learn English. English teaching for vocational education is more efficient.

## 3. Conclusion

All in all, English learning is not an overnight process. Teachers constantly explore and optimize through the adjustment of teaching modes and teaching methods, and timely design for students according to students’ actual situation and English learning needs. It is more conducive to students’ English learning. Helping teaching methods allow students to have more opportunities to show themselves in teaching, and problems in English learning can be solved effectively and in a timely manner, so as to continuously optimize the teaching methods of higher vocational English, improve the teaching effectiveness of higher vocational English, and promote students’ English proficiency can be comprehensively improved.

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