

Apply Flipped Classroom Teaching Model in College English Teaching

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Abstract: The choice of teaching mode is related to students' learning effect and degree of interest in class. There are various teaching modes in college English teaching, but flipped classroom can mobilize students' enthusiasm and initiative in learning. The application of this constantly developed teaching mode is of great significance, and it should also further improve the flipped classroom teaching mode in college English teaching and continuously improve its efficiency.

Keywords: Flipped classroom; Teaching model; Efficiency

1. Introduction

Flipped classroom is different from the traditional teaching mode in both form and content. The characteristics is: it is a teaching modes in which students prepare the teaching content, and student masters the classroom and teach by themselves, and teachers comment and guide. The purpose is to enable students to learn from teaching, perceive and gain from teaching. However, as it is a teaching mode which has been continuously developed in recent years, it is still in the early stage of development and in the process of improvement, so it still has some unavoidable disadvantages and needs to be further improved. The development is endless, and the improvement of teaching model is also long, but it is of great significance.

2. The Significance of Applying flipped Classroom Teaching Model in College English Teaching

College English teaching is faced with a special teaching group. Most of the students have some understanding ability of knowledge in book, and they can basically form their own relatively complete way of thinking. From the perspective of students or teachers, this teaching model is of great significance [1]. The following is a specific analysis of this significance:

First of all, the application of flipped classroom teaching model in college English teaching is conducive to mobilizing students' initiative and creativity in learning. With the continuous development of network and electronic equipment and the rapid development of information today, college students' resistance ability to electronic equipment is getting worse and worse. Therefore, in the limited campus time, their study time is getting shorter and shorter. If students only rely on their own self-conscious learning, many students will be particularly

inefficient. As four years of college campus time flash by, leaving only infinite regret. Whether the heart is active or passive to accept learning, compared with the previous teaching model, it has greatly improved.

Secondly, it is of great significance that the application of flipped classroom in teaching mode enhances the emotion between teachers and students as well as that of students. Flipped classroom in universities not only involves each individual, but also requires students to communicate and cooperate with each other in most cases, which is a kind of exploratory learning. In this process of mutual learning and exploration, only when each student gives full play to their wisdom, the whole group will become more outstanding. Since the majority of college students are adults, they pay much more attention and tolerance to honor than that of primary and middle school students.

Therefore, it is not difficult to find that this way of interpersonal emotional training and promotion is self-evident. Therefore, in order to make themselves and the group better, they will work harder, and everyone's efforts will become an indispensable part of the group. Through the platform of flipped classroom, the communication between students will be relatively frequent, and the feelings between students and the cohesion between groups will be more strengthened than before.

Finally, the application of this teaching mode is a good medicine to train students' thinking ability and expression ability in public. In the growing stage, not everyone has multiple opportunities to exercise. In college, compared with primary and secondary schools, the platform for exercise is more extensive. However, no amount of platforms can cover all college students, and flipped classroom can provide every student with opportunities to exercise. This training ability is firstly reflected in the enhancement of students' thinking ability. In the traditional classroom, students are mostly listeners, and the explanation of knowledge is completed by the teacher,

which is more reflected the teacher's thinking. Under the guidance of teachers' thinking, students just understand and absorb teachers' thinking mode, and few students are willing to develop new ideas. However, through the flipped classroom model, students are bound to think while preparing for class content. In the process of thinking, thinking patterns will naturally form. This training ability is then reflected in the enhancement of language expression ability. Each normal person can speak, but expression is an art. The ability of language expression has a direct impact on a person's speech and temperament [2]. For some students who are usually shy, cannot express their ideas correctly in public, and are easily nervous and lack of exercise opportunities, they usually show less in public, and are not good at expression, resulting in incoherent. However, language ability is a must for everyone. Because when communicating with others and working in the future, the first thing they see is the power of language expression, while the other things come second. People's abilities can be embodied in various ways as well as that of accumulation ability. Through flipped classroom, students have more opportunities to express themselves. In the first few expressions, students will be inevitably some unfamiliar or make small mistakes. But with the increase of the number of language expression, language expression ability is gradually enhanced. There will be a big leap in students' language expression after a semester or an academic year of training.

This model has so great significance, therefore, it is necessary to further improve this teaching model, so that it can better serve the classroom and give full play to its greater value.

3. Improvement of flipped Classroom Teaching Mode in College English Teaching

The difference between flipped classroom mode and traditional teaching mode is obvious. Under this mode, flipped classroom mode in college English teaching should be improved from the following aspects:

Firstly, English listening, speaking, reading and writing skills should be fully integrated. English is a language, which needs strong language perception ability. At present, flipped classroom in colleges and universities mainly focuses on reading and writing, while listening and speaking are automatically weakened, the same is true for English flipped classroom. Therefore, the four abilities including listening, speaking, reading and writing should go hand in hand in English flipped classroom. The specific strategies are as follows: First, summarize all the time of the course. Then, divide the course into four sections including listening, speaking, reading and writing according to the time, and try to make each section take one quarter of time. Of course, the specific situation can be slightly adjusted. Then according to the student's situ-

ation, for English class, students' weak points mainly focus on listening, and students can be trained after class. Therefore, it is difficult and challenging to arrange the four sections reasonably in flipped classroom of college English teaching.

Secondly, create situation effectively. Since flipped classroom is student-centered and dominated, it is easier to create specific situations. As a foreign language, English is unfamiliar in nature. Learning itself lacks context, so it is necessary to create specific situations. Of course, there are many ways to create this specific situation. Students can find and search for some specific classic films or cases, and combine them with other types of specific explanations in the course of classroom teaching [3]. In this way, we gradually enter into its atmosphere with a subtle influence, so that our language perception ability is constantly enhanced, and our language sense is gradually improved over time, which makes English expression in flipped classroom more proficiency than before. Students can also make their own plays. At present, universities emphasize and advocate innovation. The so-called innovation is not just the innovation of thinking and form, but also the innovation of content. Of course, the play has specific requirements. First of all, from the perspective of emotion, attitude and values, the content should be positive, and the content should be healthy and the method should be scientific. Secondly, the schedule of play should be arranged in line with the aesthetic standards and requirements of college students, and it should improve its quality. Plays that don't mean much should not take up valuable teaching time. In order to achieve this effect, when setting up the script, you can take the initiative to communicate with the teacher. Even though the flipped classroom is dominated by students, teachers are still the guiders, and their mastery of knowledge and cases is much higher than that of students. Of course, student can also ask for professional help, because scripts are different from other genres. Finally, after the script is formed, it is necessary to rehearse and summarize in advance. Because the classroom time is precious and limited, if there is no systematic script, it is easy to have some emergencies in the classroom. This makes the whole class lose its due vigor and vitality, difficult to achieve the desired effect, and even cause embarrassment. It not only wastes time, but also influences the development of other links after the course.

Thirdly, cooperate with other disciplines. At present, flipped classroom in colleges and universities is only aimed at students whose major are English. In fact, it can design across disciplines. However, this design may be relatively difficult. College students have strong curiosity and feel fresh in outward things. College students may be more willing to contact with some new things than students of their own majors in each class. So interdisciplinary also has more possible stage. Of course, this inter-

disciplinary is not aimless, but it takes improving learning efficiency and classroom efficiency as the standard and purpose. Therefore, try to choose the major closely related to this major when interdisciplinary, for example, Japanese, Russian and some other language majors. Student can also choose Chinese, because Chinese major seems to be the native language and everyone is familiar with it, but there is a big difference between the study and research of professionals and the understanding of outsiders. This exchange of languages not only enables students from different classes to learn different languages. It can also foster feelings among students and contact students of different majors. In flipped classroom, we can analyze and compare the students' mastery of other languages with their mastery of English in other majors. This is the most basic and simple method, but there are other ways.

4. Methods to Improve the Efficiency of flipped Classroom Teaching Model in Colleges and Universities

Compared with the previous teaching mode, flipped classroom teaching mode in colleges and universities has mobilized students' initiative and creativity in learning to a large extent. However, this class is still not very efficient to some extent. Even though the flipped classroom is mainly taught by students, it is not guaranteed that every student has the opportunity to participate in every class. Therefore, some students still have the idea and attitude of being irrelevant and not really participate in it. Firstly, establish classroom incentive mechanism. In the flipped classroom teaching model which the students are as center, multiple incentive mechanism should be established. Of course, this incentive mechanism can be a word of encouragement, a small commemorative gift, or a minute of applause, which are good rewarding method. Through this incentive mechanism, students can be further mobilized the confidence and enthusiasm to participate. Because most college students have grown up, they pay more attention to others' encouragement and affirmation.

Secondly, assess irregularly. Non-regular assessment is a great pressure for students, but it can effectively improve

the efficiency. As students, we should give priority to study. College students have a stronger pursuit of their own achievements and they are more determined to achieve good results.

Thirdly, establish a mutual evaluation model. Students are no longer stranger to anonymous mutual assessment. On the one hand, anonymous student mutual evaluation mode can make students learn better in effective time, and on the other hand, it can also strengthen students' sense of responsibility. In contrast to the old anonymous system, this one involves everyone and the subject of evaluation is each student. There may have been no pressure to participate in the past anonymous evaluation, but this time it comes to other people's evaluation of themselves, so students are more aware of the importance of responsibility. In this way, the overall classroom efficiency will also be improved than before.

5. Conclusions

Flipped classroom applying in college English teaching has many advantages, and in the future teaching, this classroom model will be more widely used in the classroom, through the continuous practice and improvement of teachers and students, this classroom model will benefit more for the majority of colleges and universities, and its extraordinary value will glow wider charm. As a widely used teaching mode at present, flipped classroom has a strong universality and promotion. It will carry English, a popular foreign language subject, and lay a good foundation for other subjects, promoting the transformation and continuous development of the overall classroom mode in colleges and universities.

References

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