

# **Research on the Application of Flipped Classroom in College English Teaching in China**

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**Abstract:** Under the wave of education informatization reform in China, the flipped classroom originated in the American education community is guided by constructivism theory and based on modern information technology. As an innovative teaching model, it is educating our country with its unique advantages. This paper is guided by the reform of educational informationization. And it begins with the origin and definition analysis of the flipped classroom and starts from the current status of college English teaching. Then, it expounds the feasibility analysis and advantages of flipping the classroom to guide college English teaching, and puts forward relevant countermeasures and suggestions. The classroom practice examples are given in order to provide reference for the implementation of college English flipped classroom practice in Chinese universities.

## **1. Introduction**

With the rapid progress of information technology, the education sector is following the pace of informatization and is undergoing a historic and pluralistic transformation [1]. In order to promote quality education to accelerate the pace of examination-oriented education and popularize the application of information technology in the field of education, the Chinese Ministry of Education issued the “Development Plan for 10-year Education Informationization (2011-2020)” in March, 2012. The informationization reform provides clear implementation-oriented and policy support. It also creates favorable conditions for China to change its traditional teaching model and boldly try new ideas and teaching models.

College English teaching, as a public foundation course in China's higher education, is the forerunner and founder of the college curriculum reform [2]. The quality of college English teaching and the effect of student learning all affect the teaching of other subjects more or less. Therefore, college English courses have become the key lines for college students in new eras to learn professional knowledge, expand the international perspective and improve the competitiveness of employment. Although the reform of college English teaching in China has been implemented for many years, some colleges and universities still rely on teaching as the traditional teaching model. Teachers upload textbooks in class according to the syllabus, and students are often busy with club activities or part-time work. So they have no time to review and consolidate the lessons learned, which to a certain extent affect the effectiveness of college English teaching.

At present, the flipped classroom originated in the United States, as a new teaching idea and method for subverting traditional teaching methods, has increasingly become a focus of reform in the global education community [3]. Although the flipped classroom has been widely promoted and implemented in the United States, and highly praised and widely recognized by the teachers and students in the United States, the research and application of flipped classrooms in China is still at the initial stage. Nowadays, the rapid development of China's information technology, the promotion and application of network technology, and the effective implementation of the Ministry of Education's plans have provided a wide range of platforms and good opportunities for the dissemination and application of overturned classrooms. It can be said that innovating the

innovative teaching model built by the classroom is the product of education informatization, and it is also the “breaking innovation” of the traditional teaching model. Turning the classroom as an internationalized innovative teaching model has a unique advantage that cannot be matched by traditional teaching [4]. The introduction of flipped classrooms and its application in Chinese college English teaching practice can effectively break through the predicament of the development of college English teaching and make it a good choice for Chinese college students. Introduction of flipped classroom and its application in college English classroom teaching practice, can effectively break through the dilemma of the current college English teaching, provide convenience for college students' English learning in our country, realize the deepening reform of college English teaching from the essence, effectively improve the level of college English teaching in China and college students' integrated English skills [5].

## **2. The Definition of Flipped Classroom**

Most research scholars at home and abroad define the flipped classroom from the perspective of the practice process and the nature of the learning process. Flipped classroom refers to the fact that the teacher integrates the key points, difficulties, and some new knowledge based on the content of the lesson and creates relevant teaching videos [6]. The students use the time under class to learn new lessons autonomously by watching teaching videos. To realize the process of knowledge transfer; students should then complete online tests based on teaching videos, and then absorb and internalize new knowledge. Afterwards, students should complete online tests based on instructional videos, and then absorb and internalize new knowledge. Then, with the questions in the learning process, they should participate in the interaction, cooperation, sharing, and discussion among teachers and students in the classroom.

## **3. Feasibility Analysis of Flipped Classroom in Guiding College English Teaching Practice**

### **3.1 Difficulties in College English Teaching.**

At present, compared to the English teaching in the junior high schools, although the college English teaching is not bound by the pressure of further education, some local colleges and universities still use the non-English majors to pass the college English exams CET-4, TOEFL, IELTS, and postgraduate English exams. As the main teaching goal, the main line of exam-oriented education has been adopted and urgently needed to be reformed. As a language and culture study, English should pay more attention to the cultivation of communication skills such as English listening and speaking, and the improvement of listening and speaking skills is based on the students' solid knowledge of basic vocabulary, grammar, reading comprehension, and writing. And under the comfortable premise, these need to be completed in a good language environment.

Because college English teaching is often limited by limited teaching time, fixed teaching venues, and limited content of teaching materials, it is difficult to create a good and perfect English language environment. Therefore, it is difficult to achieve non-English major students from listening, speaking, reading, writing, and translating. The teachers taught the students the knowledge of textbooks in class within 45 minutes. The students were busy focusing on taking notes and taking notes. They had little chance to speak in English. Even if they had the opportunity to speak English, they were nervous, scared, shy, etc. If they dare not open their mouths, teachers will not be able to give timely guidance on pronunciation correction, language listening and speaking. Some English classes even have stereotyped teaching content, tedious classroom design, and rigid teaching modes. Students will only learn and use it in college English classes. Over time, students will become tired and bored. They will not be able to achieve communion and will seriously affect the effectiveness of college English teaching

### **3.2 The Advantages of Flipped Classroom in Guiding College English Teaching Practice.**

The specific content is shown in Figure 1.

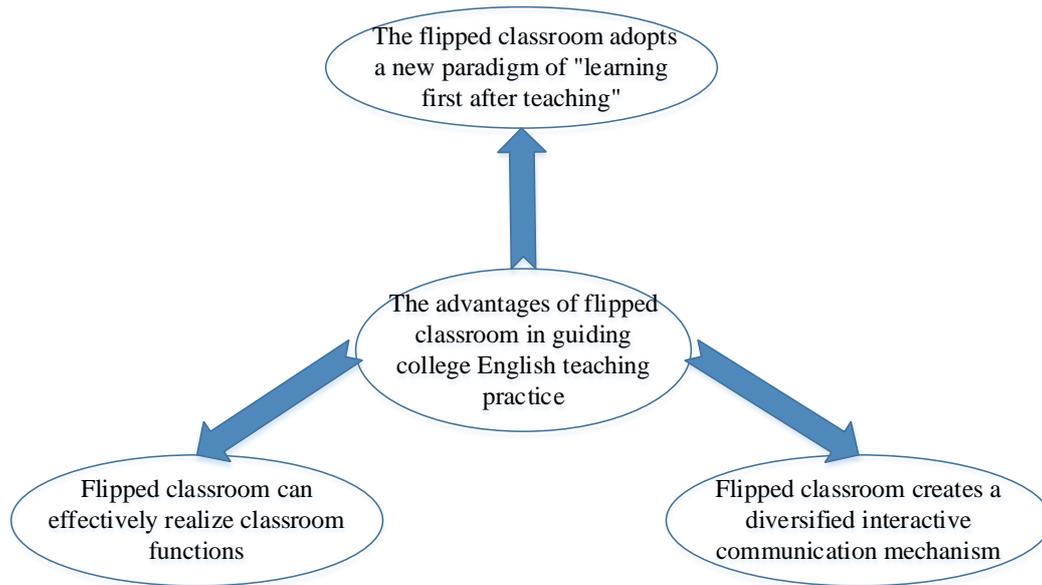


Figure 1. The advantages of flipped classroom in guiding college English teaching practice

### 3.2.1 The Flipped Classroom Adopts a New Paradigm of "learning first after teaching", which Helps to Cultivate Students' ability of Independent Learning.

The traditional teaching model is that the teacher conducts knowledge transfer in the classroom first, and the students finish the knowledge internalization by completing the tasks reserved by the teachers under the class. Once the students encounter problems in the process of internalizing the knowledge, the teachers are not there, which failure to provide timely help affects the effectiveness of knowledge internalization. The essence of flipping the classroom implementation process is to reverse the traditional process of "knowledge transfer" and "knowledge internalization." The complete turning of the learning process from the two dimensions of time and space is a new paradigm for teaching first and second.

In the flipped classroom teaching mode, college English teachers should first concentrate on the difficult points of the teaching materials into 15-20 minutes of micro-video. The teacher does not appear in the video. There are only clear explanations for the knowledge points. It avoids the students being distracted by the teachers' different information in the dress and other classes when watching the video. Teachers can integrate animation, storytelling, interesting questions and other elements into the production of micro-video, so that students get rid of the tedious textbook learning, is no longer limited by dull textbook content, but also stimulate students to learn college English interest.

It is worth noting that after flipped classroom is successfully "flipped", to ensure the quality of teaching activities in the classroom, students must be able to effectively and autonomously learn as a prerequisite. Students can only accomplish the knowledge internalization in the interaction with teachers and classmates in the classroom after they have learned independently and complete the knowledge absorption. Students can gradually get rid of their dependence on teachers, consciously explore new knowledge, and bid farewell to the era of "dumb English".

### 3.2.2 Flipped Classroom can Effectively Realize Classroom Functions and Help Promote the Turning and Upgrading of the Teacher-student Role.

The traditional teaching model is mainly to use the classroom as a place for teachers to impart knowledge for students, and to explore how teachers can maximize the utility of knowledge transfer within a fixed time and limited space. This teaching mode focuses on the optimization of the knowledge transfer process in teaching activities, neglecting the fact that students are the real subject of the learning process, and ignoring the differences in the original level of individuality and

acceptance ability of the students, and cannot be achieved for each student. However, the flipped classroom uses a combination of online learning and differentiated instruction to help students complete the absorption and internalization of knowledge, give full play to the main role of students in the learning process, and effectively achieve the individualized and differentiated development of students. Furthermore, the function of the classroom has also been effectively implemented and improved in this process, which has made up for the lack of play in the traditional teaching mode and realized the value appeal of an efficient classroom.

It is worth mentioning that flipped classroom is not synonymous with "video teaching." The interaction between teachers and students in the classroom is the process of "knowledge internalization" in the form of external expressions, which is the core and key to flipped classroom. . On the surface, flipped classroom seems to replace teachers with video teaching, and the role of teachers is weakened. However, to analyze its essence, flipped classroom in the implementation process, teachers and students have undergone double changes in their roles. The classroom is turned over so that the teacher is transformed from the "sacred man on the podium" to the "director around him"; the students are liberated from the original mechanical teaching process, and the students are transformed from the original "passive recipient of knowledge" to "knowledge". "The active inquirer" really returned to the original origin of "the master of learning."

### **3.2.3 Flipped Classroom Creates a Diversified Interactive Communication Mechanism, which is Conducive to Cultivating a New Type of Teacher-student Relationship.**

In the traditional classroom teaching model, teachers are the main operators of knowledge transfer and have almost absolute right to speak in class. The "teacher-centered" teaching status allows teachers to occupy absolute dominant position in the originally equal teacher-student relationship. The students are in a subordinate position, which greatly inhibits and constrains the students' ideology and way of thinking about bold innovation, brave questioning and debate. In contrast, classroom activities in the flipped classroom were changed from teachers' one-way single lectures to two-way interactions between teachers and students, creating a multi-faceted interactive communication mechanism between teachers and students, students and students, forming a multidimensional three-dimensional structure. The exchange mechanism has increased the interaction and emotional communication between teachers and students, helping teachers to help students improve their internalization of knowledge and effectively cultivating students' creative thinking, divergent thinking, logical thinking, and independent inquiry and debate capabilities. The comprehensive qualities of communication skills, problem solving skills, and collaborative cooperation capabilities have enhanced learning outcomes.

In addition, this teaching model eliminates the concept of teacher-student hierarchy, accelerates the equalization of teacher-students' teaching and learning status, and helps to reshape the originally equal teacher-student relationship. In the process of teacher-student interaction, students get a good emotional experience. Teachers are no longer "power supremacy" in the minds of students, but evolve into tutors and friends in life. This increasingly strong teacher-student relationship can become a spiritual motivation for students to overcome setbacks in their learning process. It can reduce students' fears and fears when confronted with difficult problems. Students will be mentally and spiritually confused when faced with confusion and confusion. The dual support and encouragement will help develop students' anti-stress, anti-frustration and inquiry spirits, and form the best teaching status of the "comprehensive teaching" virtuous circle.

## **4. The Specific Operation of Flipped Classroom in Guiding College English Teaching Practice**

### **4.1 Clear the Role and Orientation of Teachers.**

In the flipped classroom teaching mode, college English teachers should complete the transformation from "teacher centered" to "student centered" in the whole process of college English teaching. Teachers should first adjust their mentality, change their ideas, identify the new teacher-student relationship of "equal status of teachers and students" in concept, eliminate the

concept of rank, release from the near absolute right of discourse, no longer be the authority of knowledge, but help the students to learn and dissolve the interpretation of the guidance.

As a guide, teachers need to understand the intrinsic potential and superiority intelligence of each student, grasp the difference in the learning progress and the difference of understanding, and grasp how to provide the students with differential "one to one" guidance. In the limited time and space in the classroom, it can effectively solve the puzzles of each student and promote its personality. They should discard the original stereotyped mass teaching. These changes have brought great challenges to teachers, requiring teachers to improve their ability to be proficient in business and have a full range of excellent guidance capabilities (including integration of resources, judgment, professionalism, business, communication, collaboration and communication).

#### **4.2 Improve the Information Technology Literacy of Teachers and Students.**

Nowadays, the increasing popularity of computer, the wide application of the Internet and the rapid development of cloud technology have made our life into the era of big data. The information technology has penetrated into every field of life quietly, and the educational circles have not escaped this baptism. In order to successfully apply flipped classroom in college English teaching, both teachers and students should improve their own information technology literacy and computer application skills. First of all, the production of teaching video has put forward higher requirements for the level of information technology of teachers. Teachers can only master certain information technology and computer application skills, integrate information elements such as the difficult and difficult courses into the short and small video, and design the test exercises that conform to the course, in order to achieve the smooth transmission of micro video. Unimpeded, and can track students' self-learning progress and knowledge in real time. In the same way, only on the basis of a certain level of computer application, students can use computer terminals, tablet computers or mobile phones to effectively complete the self-study before class and the pertinent exercises before class, and find the crux of the difficult problems. Therefore, the level of information technology should not become an obstacle to the new model of College English teaching. Both teachers and students should strengthen their own information technology literacy and computer application level, which is the basis and prerequisite for effective interaction and interaction in the classroom, as well as the effective guarantee for their concrete practice.

#### **4.3 Improve Students' self-learning Ability.**

The effect of self-learning micro video courses before class directly affects the implementation and effect of "internalization of knowledge" in flipped classroom. In the flipped class, the traditional teaching mode has changed the teacher's one-way transmission of knowledge to the students into the reverse inquiry of the students' knowledge of micro video. This is a complete transformation and beneficial supplement to the process of knowledge transfer. It also puts forward higher requirements for students' autonomous learning ability and self-discipline. Before class, students become an automatic regulator of learning pace, that is to choose learning time and space according to their own learning conditions, and master the progress and pace of learning content and amount of learning. In class, they are highly involved in communication and interaction with teachers and students, and continue to expand and create new knowledge in breadth and depth in the discussion. The improvement of students' self-learning ability and the development of individualized learning make the students benefit all their lives. It is the fundamental way to improve the actual effect of college English teaching and the only choice to realize the students' sublimation from school education to lifelong self-education.

### **5. Conclusion**

As a new and innovative teaching mode in the information age, the flipped classroom conforms to the current trend of the reform of education information in our country. It is in line with the aim of the ten year development plan of education information issued by the Ministry of education. That is, the development of educational information should take the innovation of education as the guide,

and the quality of education resources and information. In view of the current situation of reform in college English Teaching in China, the introduction and practice of the flipped classroom can make up for the defects of college English teaching to a certain extent, accurately grasp the objective regularity of its development, steadily break through its development bottleneck, and maximize the students' subjective initiative and improve the students' learning efficiency. And the effect is designed for the reform and development of the current college English teaching in china. A set of successful and feasible plans is designed. It has also injected new vitality into the reform of education information in China.

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