

The Design of Flipped Teaching Mode for College English

Jinling Xia*

School of Foreign Language, Wuhan Technology and Business University, Wuhan 430065, China.

517504104@qq.com

Abstract. This paper analyzes the research background and theoretical basis of the flipped teaching mode. Based on the autonomous learning center and online course of college English as sharing platforms for English learning, the paper constructs the flipped teaching mode which accords with the characteristics of students in non-governmental college, expecting to improve the effect of college English teaching and students' learning efficiency.

Keywords: College English; Flipped classroom; Teaching mode.

1. Research Background

The use of information technology in education has been overwhelming. As a new type of teaching mode, flipped teaching conforms to the trend of the times and accommodates the needs of education informationization in China. In recent years, flipped teaching has become one of the most sought-after research subjects. In order to improve the quality of English teaching in universities, the first-line English teachers have also carried out the reform of college English teaching, hoping to improve the current teaching situation in college English. As an English teacher in a private college, the writer faces embarrassing situations in current English teaching and through the implementation of a small scale English teaching reform, expects earnestly to explore the relatively ideal teaching mode under the concerted effort of teacher members. Based on the autonomous learning center and online course of college English book as sharing platforms for the platform of the flipped teaching mode, this paper mainly discusses how to construct the flipped teaching mode.

2. Design of Flipped Teaching Mode

The flipped teaching reform is catching on like fire throughout the country, thus a variety of teaching models come into being, (Shao Hua, Yu Suisun, 2015; Live Tinting, Wang Na, 2016; Zhao Xinglong, 2014). However, it is important to build operable and practical flipped teaching model. The author works in an ordinary private college where students' English level varies greatly. In a big-class teaching, in order to achieve individualized teaching as well as high-quality teaching, designing the flipped teaching mode on the basis of students' English level is an important premise. Here the genial design flow chart of the flipped teaching mode is given below, according to students' English learning ability and teaching resources available. The principle of flipped teaching mode design is simple, practical and operable.

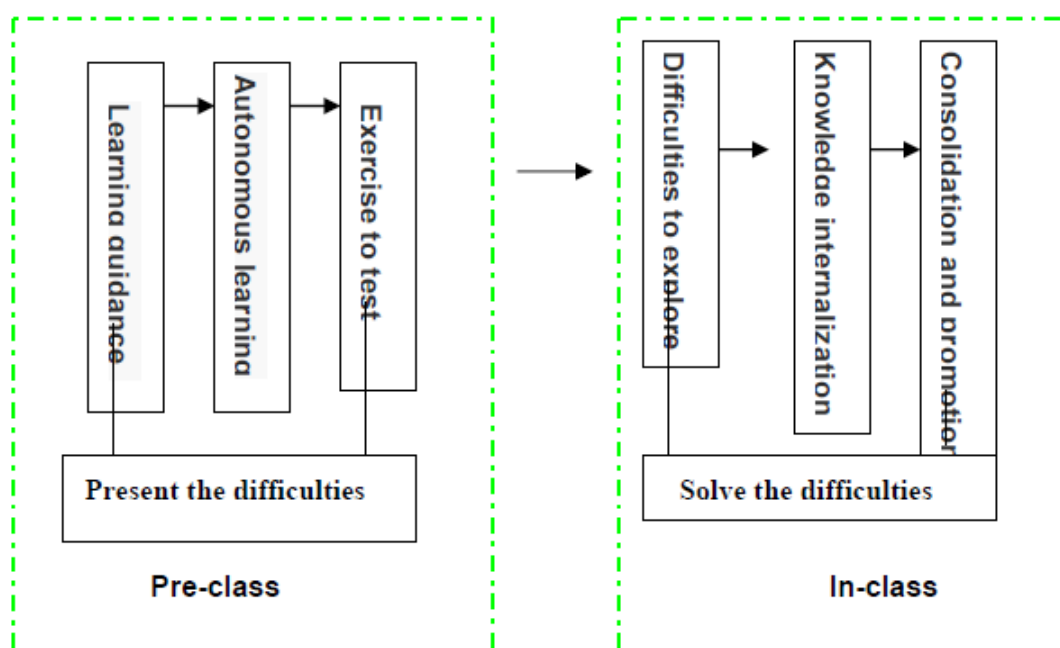


Figure 1. The design flow chart of the flip teaching mode

2.1 Pre-Class Design

2.1.1 Learning Guidance for Preview

Students learn by themselves before class, which requires teachers to provide specific learning methods to guide them. It is indicated that learning guidance has achieved good results in the teaching practice. In flipped teaching, learning guidance is also indispensable. Based on the teaching objectives and the analysis of the students' learning ability, the teacher will make the learning guidance of each lecture in advance and send them to students for guidance. Learning guidance includes learning objectives, difficult points and exercises. The design of the learning guidance should show clearly the learning process of each lecture, so that students know how to learn and what to learn.

2.1.2 Autonomous Learning

The key to implement the flipped teaching is this step. In order to enable students to study effectively before class, they should have a good self-learning platform. This research makes English autonomous learning center as one platform and English online course as another, which enable students to choose freely the learning platform according to their own circumstance. For each lecture, the two platforms will have similar learning resources for students.

Learning resources within the platform will give priority to the existing PPT courseware resources. On the basis of these resources, cutting and complementing some knowledge materials will be done, such as reducing some unnecessary learning steps or inappropriate learning content, as well as adding micro video, audio, and homemade courseware, etc. Then, designing the learning steps for these knowledge resources is carried out. Take The Time-Conscious Americans for example, which appears in unit one of New Vision College English, the main content of design is as follows:

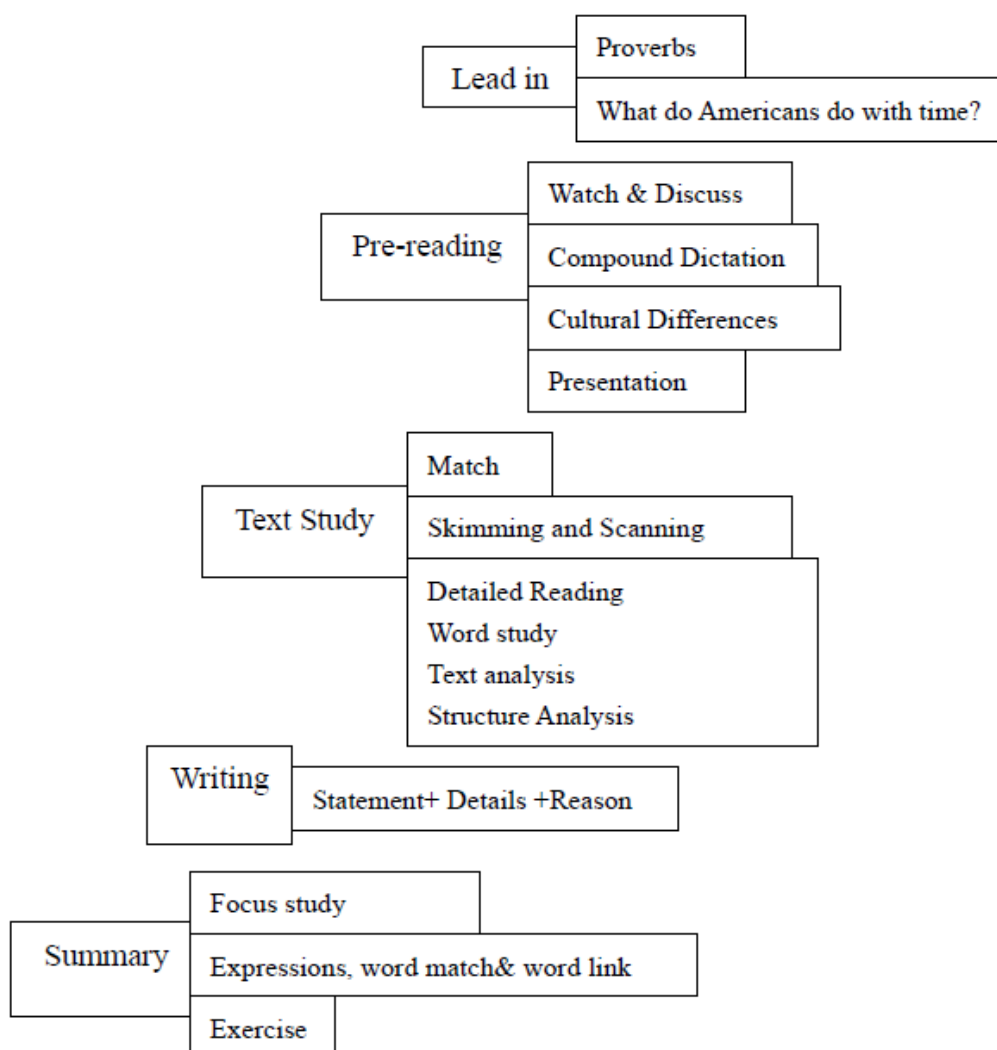


Figure 2. Design of learning steps

From the above picture, we can see that the main contents of each unit include: lead in, pre-reading, text study, writing and summary. These five parts are basically composed of PPT, teaching video and audio, images. Now PPT, audio and images are well equipped, so teachers need to spend extra time making the video, according to the difficult points in the lecture. Because in the private colleges students are quite poor in English and their capacity for learning is not great, in order to make the video suitable for the students' learning, teachers should well prepare the important and difficult knowledge points through collective lesson preparation, presenting each knowledge point fully in micro video.

2.1.3 Exercise to Test

In the process of autonomous learning, students need to finish the teacher's exercises in order to detect the mastery of self-learning, thus realizing the first round of internalization of knowledge. In this period of autonomous learning, students can present the questions or difficulties through the communication or in other forms, trying to find the answers.

2.2 In-Class Design

2.2.1 Difficulties to Explore

After keeping abreast of the students' self-test and their difficult points, the teachers can consider the class activities ahead of schedule. Activities can be in different forms, such as group discussion, questions and answers between teacher and students, teacher's interpretation, etc. Anyway the teacher

should try to involve the students probing into their difficulties, solving various problems faced by them.

2.2.2 Knowledge Internalization

The basic understanding of the flipped teaching model has been to invert the role of teachers and students in the classroom teaching process. In class, the teacher turns from spoon-feeding to organizing and guiding the students, while the student turns from the passive recipient to the study presenter. However, this does not mean that teachers simply guide, not teach. In fact, lecturing for a certain period of time and even for a long time is still essential. Teachers still need to clearly outline or set forth the knowledge points in as much or little detail as possible, according to the feedback of students. This step will promote further internalization of knowledge to the students, and the teaching also has a better effect, which conforms to the actual situation of learning and teaching in English in private colleges.

2.2.3 Consolidation and Promotion

After continuous internalization of the knowledge points before and during class, the next step is to promote students' consolidation and improvement of what they have learned. In this step the teacher should carefully select the exercise and strengthen training the ability of the students through the test. Knowledge test should cover all aspects of knowledge points, and it should be more difficult than preliminary exercise. Knowledge points should be developed and extended in the test, so that students can fully digest all what they have learnt.

3. Summary

Built on English autonomous learning center and college English online course as flipped teaching platform, the research constructs flipped teaching mode, which is a new attempt to reform the English teaching in network era. To build the model of flipped teaching, this research hopes that students with different English learning ability may obtain the resources according to their own needs and initiatively build the knowledge system, promoting their positive internalization of knowledge, so as to improve the effect of college English teaching and learning efficiency.

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