

# The Application Of Flipped Classroom In College English Teaching

Hong Zhang

School of Foreign Languages, Hubei University of Chinese Medicine, China

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**Abstract:** The continuous development of the Internet has caused changes in college English teaching in our country. From the traditional classroom teaching model to information-based teaching, the focus of college English teaching has also changed, from grammar teaching to listening and speaking teaching, and quality education is vigorously advocated. College English teaching methods and teaching content have undergone great changes. There is an urgent need for changes in college English teaching. Flipped classroom is used in college English teaching to make full use of the advantages of flipped classroom college English teaching to make up for the disadvantages of college English classroom teaching, enhance the teaching effect of English, expand students' knowledge, apply advanced online education concepts, and realize the reform and innovation of college English teaching.

## 1. Introduction

College English classroom teaching time is generally 90 minutes, the entire teaching activities are led by English teachers, flipping the application of the classroom, teachers need to rearrange the 90-minute classroom, redesign the teaching content and teaching ideas. Before the flipped classroom teaching, the teacher broadcasts the teaching video to let the students generally understand the content of this section. In the classroom, the teacher guides the students to learn independently and controls their own learning rhythm. The evaluation of the learning effect in the classroom requires diversified evaluation methods. Make a fair and objective evaluation of students' learning effects. The application of targeted teaching videos in college English classrooms has changed the positioning between teachers and students and established the student-oriented learning status; students' participation in the classroom requires close attention from teachers. Cooperate with students to discuss, correct problems in teaching, and improve students' initiative in learning; to conduct learning assessments on students in a timely manner, using multiple forms and methods of assessment to ensure the scientific nature of assessment and master the flipped classroom teaching model, making it play a key role in college English teaching.

## 2. The Application of Flipped Classroom before College English Teaching

The application of flipped classroom in college English teaching has obvious characteristics of Chinese education. Foreign countries generally only use teaching videos as the medium of teaching content. Some universities in China use tutorial plans to design teaching activities, so teaching videos are both important teaching content in the flipped classroom is also the teaching element that can be missing. In the teaching content design stage, it is necessary to first determine the teaching goals, and then target the production of teaching videos, and integrate the educational goals into the teaching content. In the teaching design stage, we must also consider the applicability of the teaching videos and whether they can meet the actual needs. The need for teaching is not to make teaching videos for the sake of teaching videos. Once colleges and universities decide to use teaching videos in flipped classrooms, English teachers need to face more practical difficulties. First, the information technology level of English teachers is limited. Both media technology and software have a certain application fear; secondly, college English courses have poor logic, so videos must be used in flipped classrooms. In addition to technical problems, teachers must also solve psychological problems. College English courses content structure is complex and there is no

obvious logic, which increases the difficulty of teaching video production.

## **2.1 Make Full use of Existing Teaching Videos**

In the actual teaching design, teachers can adopt two methods, one is to use existing teaching videos, and the other is to make them by themselves. The existing teaching videos only need to be selected and processed to reduce the workload of teachers in flipping the classroom. There are a wealth of college English teaching resources on the Internet. The representative ones are chemistry teaching videos produced by Jonathan Bergman and Aaron Sams, and Salman Khan's math tutoring videos. The videos only take a few minutes, the longest video is only ten minutes, each video only contains a specific question, has a strong pertinence, users only need to submit keywords to find the video, teachers will be very easy on the Internet Searching for the required teaching videos, the online education resources also include the open courses of world-renowned schools, as well as university open courses, micro-classes, etc., which contain a large number of teaching resources, which fully meet the needs of teaching design, and use existing resources, in addition to saving time, it can also ensure the quality of video production. Using existing videos, students will realize another way to acquire knowledge while watching them. They can also obtain the learning content they need from online channels, forming an awareness of autonomous learning, and collecting learning resources is also part of learning way.

## **2.2 Teachers Make Teaching Videos by Themselves**

Self-made teaching videos can fully meet the needs of college English teaching. Teachers design and produce teaching videos according to their teaching goals. The content, structure and details of the video meet the needs of actual teaching. It is one of an effective way to realize flipped classroom teaching. Teachers will face some difficulties in making teaching videos by themselves. The general method is to use a video camera to film the teaching situation. After a one-time recording, post-editing and processing are carried out. However, the hardware requirements are high, and the general universities do not have professional production level, teachers themselves have no experience in recording programs, and there will be tensions, resulting in low quality of teaching videos, so you can use mobile phones to record to make the recording atmosphere easier and improve the quality of video recording. Post-production uses video processing software, recording software, screen recording software, etc., such as Screen Recorder, Power point, VideoStudio, Adobe Premiere, Format Factory, etc., for post-production of teaching videos.

### **2.2.1 Length Requirements for Making Videos**

The teaching videos used in the flipped classroom should be based on the principle of "short, flat, and fast". The simplification of the teaching videos is advocated. The teaching videos can be controlled within 15 minutes to achieve good teaching results. The teaching videos produced by Khan Academy are generally Keep it within 10 minutes. The structure of college English courses is complex and the content is rich. Therefore, the teaching video time should be controlled at 15 minutes. The teaching content should be appropriately increased to ensure the integrity of the knowledge structure. If there are many chapters, teachers need to divide them reasonably and make them separately. Multiple instructional videos form a series of instructional resources. Drawing lessons from the production method of flipped classroom instructional videos, there is only one knowledge point in a video, and the video time must be precisely controlled.

### **2.2.2 Application of Instructional Video Annotation**

College English teaching attaches great importance to the training of students' listening and speaking, so in teaching videos, the use of subtitles and annotations should be accurately controlled. If there are too many subtitles and annotations, students will become dependent. Without brain thinking, they can directly watch the subtitles to understand the content of the video and hinder students' listening training should not be too small. When making video annotations, teachers should consider the students' English level. If the content in the video exceeds the students' cognitive scope or the students' understanding is difficult, the teacher can make subtitle annotations

to reduce the teaching difficulty appropriately of the video, enhances students' confidence in learning.

### **2.3 Precautions for Teaching Video Production**

Flipped classroom has subverted the traditional teaching mode and is a new type of teaching method. The resources for Chinese college English teaching in Flipped classroom are not very rich. There is a certain gap between the existing teaching videos and the actual teaching content. Teachers are collecting teaching After the video, it needs further processing. First, the existing video faces all network users, and its main purpose is to attract people's attention. The content tends to be entertaining, lacking professionalism, and more detailed descriptions. Students can complete the learning of the content through information collection; second, since the time for students to concentrate is only about 10 minutes, the teaching video needs to be controlled within 10 minutes. If the existing video time is too long, after the teacher processes the video, it will disrupt the original logic of the video and cause the content to be fragmented. This type of video is not suitable for flipped classrooms. Third, the subtitle annotations in the video should be set appropriately. College English teaching focuses on listening and speaking, and too many subtitle annotations will affect students' understanding of video content limits the improvement of students' listening and speaking skills.

## **3. The Application of Flipped Classroom in College English Teaching**

The use of teaching videos in flipped courses saves students a lot of classroom time. Students can make full use of this time to digest and absorb knowledge, improve the utilization of classroom time, and achieve the set teaching goals.

### **3.1 Flipped Classroom Teaching Method**

The application of flipped classrooms in college English classrooms requires corresponding implementation. At this stage, it is still difficult to require all students to bring their own equipment into the classroom. Colleges and universities should provide students with multimedia classrooms, equipped with complete computer equipment, and use multimedia classrooms. After watching the instructional video, English is the language of learning. Some students will encounter many problems in the learning process, and there will be some vocabulary and sentences that they don't understand. In flipped classrooms, students use the Internet to communicate and discuss. When you encounter problems, you can use the Internet to access materials at any time to complete self-learning training. Teachers have sufficient classroom time to communicate with each student and assist students in learning English knowledge. Teachers use the method of explanation and guidance to provide targeted guidance to students, promote students' personalized learning, and improve the quality of teaching in flipped classrooms.

### **3.2 Set the Goal of Teaching at Different Levels**

Use hierarchical teaching objectives in flipped classrooms, apply a variety of teaching methods, promote the growth of students step by step, learn with objectives, gain a sense of learning, and provide assistance for the smooth development of flipped classrooms. Set classification goals, divide the knowledge in the English chapters, from the shallower to the deeper, step by step, and increase the difficulty in a stepwise manner. On the basis of ensuring that students master the basic knowledge, they can conduct deeper knowledge learning. First, students memorize knowledge in the classroom and understand the goals of each level; second, conduct group discussions and show the results of learning in the classroom, and apply the knowledge of English they have learned; third, use a variety of Evaluation methods, for example, true and false questions, the teacher gives a message to let students judge right or wrong; multiple-choice questions, give questions, list several options, let students choose; fill in the blank questions, leave out the key parts of the English sentence , To be filled in by students, these are relatively common question types in traditional English classrooms, to deepen students' knowledge and understanding of English knowledge. The

test methods used in flipped classrooms are relatively simple and belong to the implementation of low-level teaching goals; fifth, In the last part of the course, implement high-level teaching goals and evaluate students' comprehensive ability. You can take oral question-and-answer writing, or oral reports, etc. Students are required to understand and learn at multiple levels before they can conduct comprehensive questions evaluation.

### **3.3 Use a new Learning Model**

The use of a combination of individual learning and cooperative learning in flipped classrooms is conducive to the realization of teaching goals. College English is one of the important courses in colleges and universities. The effective use of students' classroom time is the main means to improve the effect of English learning. Teachers set a level-based teaching goal. Students can learn less difficult content on their own. The teaching goal can adopt a group cooperative learning mode. When the students are grouped, the teacher should pay attention to the differences between the individual students, ensure the balance of the English proficiency of each group, communicate and discuss in the group, conduct knowledge debates between the groups, and select group representatives Report on the final learning results, with students as the main body of the classroom, and teachers as the organizers and guides of the flipped classroom. In a relaxed classroom environment, students can relax their bodies and minds, maximize their potential, and achieve individual student progress. Adopt individual and cooperative learning methods, make full use of classroom time, and complete high-quality flipped classroom teaching on the premise of existing goals.

## **4. Evaluation of the Learning Effect of College English Flipped Classroom**

### **4.1 Random Evaluation**

Teachers with rich English teaching experience can use random assessments in the classroom to point out students' problems in English learning in time, such as using simple questions, evaluating students' learning effects, and analyzing whether there is a gap between students and teaching goals, Confirm the students' learning situation, use random evaluation method, according to the students' classroom learning situation, provide targeted guidance to improve the students' learning effect. The evaluation method used by the teacher is set by the teacher based on the teaching experience, but within the scope of the students' cognition, a variety of questions should be asked to grasp the achievement of the students' teaching goals. Effective communication between teachers and students can ensure the accuracy of random assessment.

### **4.2 Achievements Display**

The display of student learning results is a way to evaluate the results of students' classroom learning, improve students' sense of achievement, enhance their self-confidence in learning, and facilitate the smooth implementation of flipped classrooms. The sense of achievement of students stimulates students' interest in participating again, cultivate students' initiative in learning. When students encounter difficulties in English learning, they can explore the Internet to solve problems and achieve learning results. Close cooperation between students can enhance students' sense of accomplishment. In the flipped classroom, teachers provide students with a platform to display learning results, encourage students to use their favorite methods to display the results, which reflects the personalized and humanized teaching methods of flipped classrooms. Teachers should give students more choices. Use the methods that students are good at and display the innovative results to provide teachers with more effective teaching methods while completing their own learning and growth.

## **Conclusion**

With the continuous deepening of college education reform, information teaching has been further developed. Computer-assisted teaching has developed into a new teaching model combining

flipped classrooms with the help of network platforms. The application of flipped classrooms in college English teaching has completely changed the traditional universities' English teaching mode, make full use of online education resources, learn from successful teaching experience abroad, innovate and reform college English teaching methods, make up for the shortcomings of traditional college English classroom teaching, cultivate students' autonomous learning ability, clarify the status of students as the main learning body, and apply individual and cooperative learning method promotes communication and exchanges between students, and uses a variety of evaluation methods to comprehensively improve the teaching quality of flipped classrooms.

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