



The Teaching Model of College English from the Perspective of Flipped Classroom

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Abstract: With the rapid development of technology, teaching methods are changing constantly, especially in the English teaching of college students in a more diverse way. The flipped classroom teaching is a product of the modern teaching era, which not only can improve the efficiency of classroom teaching, but also can enhance students' reading and writing ability. In this regard, this paper introduces the concept of the flipped classroom teaching mode, and conducts an in-depth investigation into the application strategy of flipped classroom in college English teaching.

Keywords: Flipped Classroom; College English; Teaching Model

1. Introduction

Under the current reform of higher education, the innovation of college English teaching is critical and pressing. English teachers must take effective methods to improve the quality of classroom teaching for the purpose of stimulating students' interest in learning English and improving students' comprehensive literacy. In this regard, teachers in university teaching can apply the flipped classroom mode in teaching design and classroom activities, which can fully focus students' attention on classroom teaching and at the same time reduce the learning anxiety and reinforcing students' English skills.

2. Overview of the flipped classroom model

Flipped classroom is more about giving the initiative of learning to students, by adjusting the time inside and outside the classroom, leaving as much time as possible to students themselves, so that they can discover problems and find solutions to them by themselves in their own exploration and practice. In order to make college English classes more flexible and vivid, so as to stimulate students' learning enthusiasm and make them take the initiative to participate in learning, the application of flipped classroom is extremely necessary. By using micro-video for teaching, teachers can reverse the arrangement of in-class knowledge transfer and off-class knowledge internalization, and can also achieve flipped teaching by transforming the roles of teachers and students, enabling students to master the learning rhythm independently and fully adapt to the new curriculum reform Claim. It is highly relevant for improving the efficiency of English classroom teaching^[1].

3. The construction of the flipped classroom

3.1 Pre-class tasks

The flipped classroom teaching model attaches great importance to students' subjective initiative, so teachers have to guide students' independent learning while applying shared resources, which in turn lays a good foundation for subsequent teaching activities. There is a wide variety of ways to share resources, usually in the form of videos, text, and PPT templates, which are important for improving students' independent learning.

For example, when learning about teaching content related to TV, the lesson is closely related to the students' daily life and also includes a lot of dialogue. In this regard, when conducting after-school reading, teachers must make use of the information system shared resource platform so that students can access a large number of information resources in the platform by logging into the client and mobile. Then, teachers can upload multiple sets of pictures depicted in the reading instruction to the system and apply multimedia devices to show students the rare words, at which point students can download resources from the platform to help them successfully complete their reading pre-reading after class. It is important to note that while sharing teaching resources, students must be guided to develop good independent learning habits, thus motivating them to learn as a way to improve their English reading skills.

3.2 Instructional video design

Instructional video plays a very important role in flipped classroom. Therefore, if English teachers want to fully implement

and carry out the teaching mode of flipped classroom, they should attach importance to the application of teaching video, integrate teaching content into the teaching video, and create highly targeted teaching video for students. Teachers need to pay attention to the process of creating teaching videos should be based on the actual situation of students, but also take into account the learning situation of students, so as to ensure that teaching videos are more relevant, so as to effectively stimulate students' enthusiasm and interest in learning. When the video design is completed, teachers should use the corresponding platform to transmit the video and ask students to watch and learn from the video content. Since the time of the teaching video is very limited, the teacher must incorporate the important and difficult content so as to ensure that the students' attention remains highly focused. Teachers should ask some questions in the video, and according to the actual situation of students, design targeted teaching exercises for students to carry out inquiry and communication. In addition, teachers design learning tasks with concise language, comprehensive knowledge, clear focus and video images to ensure teaching effectiveness^[2].

3.3 In-class teaching

The flipped classroom teaching model is a student-themed teaching model in which the teacher only acts as a classroom guide, helping students to internalize the knowledge they have organized, collected, and prepped through different teaching methods, thus improving their understanding of the knowledge. Situational teaching method is most common in the flipped classroom model of teaching and learning, and exists primarily in the form of dialogue situations and problem situations. In actual teaching, teachers can apply the problem-situation teaching method to carry out teaching, guiding students to explore, think and solve problems, and then encouraging students to think about the content in conjunction with their pre-reading, record the teacher's questions in their books, and carry out in-depth reading with the questions to realize the extension of their thinking, so as to find the answers in the text.

3.4 Classroom interaction

The teaching objectives should be combined with a comprehensive check of students' pre-study, and then the problems encountered in the pre-study will be brought to the class for discussion and exchange, so as to help students solve various problems arising from the pre-study. In addition to solving the problems arising from pre-study, teachers should also integrate the corresponding teaching contents into the teaching and discussion, after which they should use modern multimedia equipment to show the relevant teaching videos and courseware, and then ask students to use tools such as Wechat and QQ to study and watch the relevant teaching videos, which can not only enrich students' vision, but also strengthen their memory and understanding of the relevant knowledge. In daily teaching, teachers also need to carry out differentiated teaching and questioning according to students' characteristics and learning situation, that is, to carry out targeted teaching according to students' problems in the learning process, in which the process can not only revolve around one knowledge and problem, but to carry out discussion and communication on common and multiple problems, so that all students' problems can be solved, which is important to improve students' comprehensive English literacy.

3.5 Post-class exercises

For English learning apart from learning in class, consolidation and revision after class is also important. Therefore, teachers should focus on the extension of the classroom in the teaching process and reasonably apply the flipped classroom teaching mode for post-class consolidation exercises. The content of college English learning is varied and complex, which requires more vocabulary to be mastered and is more difficult. The classroom teaching capacity is large, and there are more important and difficult points, which is very difficult to finish all the lectures in one class. Therefore, teachers can take advantage of the short and concise characteristics of micro-lessons to specially teach important and difficult knowledge, control the class time well, and ensure that the video content is brief and concise. Pay attention to prepare relevant micro-lesson videos in advance, organize students to download and watch them after class, and further consolidate and strengthen their understanding and mastery of text content and grammar knowledge through after-class review.

For example, teachers can upload the main points and requirements of the lesson to the micro-course PPT, so that students can study it independently in class, and then follow the requirements given by the teachers, and submit their assignment after it is completed. Through such an after-class practice, students consolidate what they have learned in class, break the limits of the classroom, mobilize students' participation through a very open teaching method, and at the same time, it also reduces the teaching pressure of teachers to a certain extent.

4. Conclusion

To sum up, if teachers want to improve the efficiency of English classroom teaching, they must take students as the main body of the classroom. Applying flipped classroom in English teaching can effectively prompt students to cooperate, interact and communicate in the classroom, which will help students improve their learning efficiency, inquiry ability and critical thinking.

References

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