

Study on English Teaching Reform in Higher Vocational Colleges based on “Flipped Classroom”

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Abstract

The flipped classroom teaching model has sparked heated discussions at home and abroad. This teaching mode is different from the traditional classroom teaching mode, on the one hand, it is conducive to promoting the overall improvement of teachers' teaching ability and teaching level. On the other hand, it can cultivate students' initiative in learning, exercise students' critical thinking ability, and ultimately realize the cultivation of English talents in the higher vocational education stage. Through interviews and questionnaire surveys of Class 3 and Class 4 students of Grade 20 Business English major in Tangshan Maritime Institute, this paper introduces the concept of flipped classroom and compares and analyzes it with the traditional model of higher vocational English teaching in Tangshan Maritime Institute. In view of the advantages and disadvantages of the two, this paper proposes the reform strategy of higher vocational English teaching based on flipped classroom, and puts forward its own insights on future career development.

Keywords

Flipped Classroom; English Teaching Reform; Higher Vocational Colleges.

1. Introduction

1.1. Research Background

Higher vocational education requires teachers to pay attention to the all-round development of students' quality, gradually change the traditional teaching model and apply flipped classroom to inject fresh blood into quality-oriented education reform. Under the model of higher vocational education, higher vocational English teaching is also an indispensable part. In the traditional vocational English classroom, teachers mainly focus on explaining and imparting knowledge. Therefore, the teaching process is fixed and stylized, students lack participation in the learning of higher vocational English, and the teaching effect of teachers is greatly reduced. In the information age, such problems have ushered in a new turning point. Through the use of Internet technology, it can effectively make up for the problems in traditional university English teaching (Zheng Ziyuan, 2020). With the continuous reform and deepening of the education system, the traditional higher vocational English teaching mode of Tangshan Maritime Vocational College can no longer meet the requirements of the times, which restricts the overall improvement of students' learning ability. The flipped classroom model puts forward new requirements and challenges for English teaching in vocational colleges, and is extremely innovative. It has also become a key research object of many international and domestic pedagogical experts. The flipped classroom model integrates the English teaching process into multimedia and other resources, emphasizes the importance of online learning in teaching, and breaks the original fixed teaching process. The flipped classroom into the higher vocational

English classroom is a major innovation in the reform of English education, which is of milestone significance for cultivating teachers' teaching ability.

1.2. Research Status

Flipped Classroom (also known as Inverted classroom) is an organizational form of classroom instruction. In 2000, Maureen J. Lage, Glenn J. Platt and Michael Treglia in the United States published their paper "Inverting the Classroom: A Gateway to Create an Inclusive Learning Environment" which describes the success of "flipped teaching" in the "Introduction to Economics" at the University of Miami (Maureen J. Lage, Glenn J. Platt & Michael Treglia, 2000). But they didn't come up with the terms "flipped classroom" or "flipped teaching". In 2007, Jonathan Bergmann and Aaron Sams, two chemistry teachers at Rocky Mountain Park High School in Colorado, United States, gained attention when they posted videos online combining live lectures and PowerPoint presentations. By 2011, thanks to a landmark push by Salman Khan and the Khan academy he founded, flipped classrooms had become familiar to many teachers and the focus of the global teaching community. In some parts of foreign countries, flipped classroom teaching experiments have been carried out for several years, which are relatively mature, and some fixed models have been formed, and some research and practical experience have been accumulated. However, the research on flipped classrooms is still not systematic enough, showing fragmentation and other characteristics. With the deepening of teaching reform, flipped classrooms have received more and more attention from scholars. Foreign research on flipped classroom teaching mode mainly focuses on the application of flipped classroom to teaching practice, comparative research with traditional teaching mode, and exploration of the application effect of flipped classroom combined with other teaching methods or skills (Tucker, Bill, 2012).

In China, there used to be a similar teaching method, but it was called efficient classroom. Typical examples include the Dulangkou teaching model tried by Dulangkou Middle School in Shandong province in 1998. Unlike the current flipped classroom, in these models, students do not use micro-videos and work online. Instead, they use guidebooks, textbooks and problem sets. The use of flipped classrooms by Chinese scholars is still in its infancy, and there is no systematic theoretical model to guide teaching reform. Only a few schools have carried out teaching experiments of flipped classroom, such as Jukui Middle School in Chongqing and No. 5 Middle School in Haizhu District, Guangzhou. At the same time, domestic educators have made preliminary explorations on the flipped classroom teaching mode, and studied the application of flipped classroom teaching mode in the multimedia era. On the whole, there are more introduction than research, more theoretical analysis than practical application in the literature of flipped classroom in China. Most of the research is limited to primary and secondary education, ignoring teaching reform at the higher vocational level. Due to the limitations of higher vocational education, the teaching process focuses more on professional practice than theory. Higher vocational English teaching is only one tool to support the all-round development of students. Therefore, the teaching of higher vocational English based on flipped classrooms provides new ideas for teachers to teach and injects new vitality into students' learning.

1.3. Research Signification

The flipped classroom has experienced three stages of development in the United States: exploration and rise, practice running-in, and expansion and innovation. From the perspective of its development process, it is not achieved overnight, but a process of continuous development and expansion (HengNgeeMok, 2014). At present, due to the lack of forward-looking teaching concepts and methods, the overall teaching efficiency and quality are not optimistic, and the emphasis on knowledge explanation. To a certain extent, this is not conducive to the development of English reading and writing skills among vocational college

students. Therefore, it is urgent to introduce a flipped classroom teaching model to reform higher vocational English teaching. Since English teaching in vocational colleges has its own advantages such as short class hours, the use of flipped classroom teaching mode is appropriate. The flipped classroom subverts the traditional model of teaching English to higher vocational English. Emphasizing that students are the masters of the classroom, it aims to break through students' English practice ability and promote the steady progress of teaching reform. The flipped classroom teaching mode came into being, which cultivates students' comprehensive English application ability on the basis of improving students' subjective initiative, and lays a solid foundation for the comprehensive development of students in vocational colleges.

2. A Study on English Teaching Reform in Higher Vocational Colleges based on “Flipped Classroom”

2.1. A Comparative Study of the Flipped Classroom and the Traditional Classroom

“Flipped classroom” refers to rebalancing time inside and outside the classroom, shifting learning decisions from teachers to students. Teachers leave class time to students, and students independently carry out after-class exercises and practices. They can watch the micro-lesson video before the class, then consult the learning materials through books and the Internet, and finally summarize their doubts and discuss them with the group members. Teachers have more time to communicate with everyone. After class, students plan their own learning progress and formulate their own learning methods according to their own learning characteristics, and teachers need to use multimedia and other network resources to enrich students' learning content and give students diversified teaching assistance.

“Traditional classroom” refers to a teaching idea and model founded by the German educator Herbart in the early 19th century and later developed by the Soviet educator Kerov. In terms of form, it mainly refers to the “five-stage teaching method” (organizing teaching, reviewing old lessons, explaining new lessons, consolidating new lessons, assigning homework) and its variations. In traditional classroom teaching, the teacher leads the classroom to summarize and organize and pass on the knowledge to the students, and the students only need to listen carefully and take notes to passively accept the knowledge. The second is “absorption internalization”, where students combine the new knowledge, they have learned into their own knowledge system through application and analysis.

2.1.1. Comparison of Teaching Concepts

As shown in Table 1, although the teaching concept of the traditional classroom in vocational colleges puts students at the center, in the actual classroom teaching process, teachers have the initiative. A good teaching philosophy usually attaches importance to the student’s main position in teaching activities.

Table 1. Comparison of traditional classroom and flipped classroom teaching theory

	Teaching philosophy
Traditional classroom	Student-centered, teaching-oriented
Flipped classroom	Student-centered, learning-based teaching, and emphasis on students' subjectivity

As is shown in Table 1, the teaching philosophy of traditional classrooms in colleges and universities is student-centered, emphasizing the development of students of subjectivity. But in the actual classroom, the teacher is still the master of the classroom. In this teaching mode, teachers control the teaching progress and teaching content according to their own experience

and teaching characteristics, and they also control the rhythm of the course and make periodic evaluations to students through homework marking. This model places more emphasis on the “teaching” of teachers and ignores the “learning” of students, which to a certain extent reflects a thinking mode of “learning by teaching”. In classroom practice, students’ self-directed learning is not actually played effectively. The teaching concept of flipped classrooms in vocational colleges is to strengthen students’ subjective initiative. Teachers no longer simply pass on textbook knowledge in classroom teaching work, but pay more attention to students’ learning process and learning effect.

2.1.2. Comparison of Teaching Processes

The following table compares the flipped classroom in English teaching with the traditional classroom from four aspects: before class, during class, after class and learning effects.

Table 2. Comparison between flipped classroom and traditional classroom in higher vocational English teaching

	Traditional classroom	Flipped classroom
Before class	Prepare the vocabulary phrases and sentences for this unit by yourself	Study groups are divided to study the paper version and audio-visual materials related to the text content
During class	Teachers take the initiative to explain the knowledge points of the textbook and ask questions of the students	The study group summarized and reported the thinking problems proposed by the teacher before class, and discussed and communicated with each other based on the content of the report. Teachers guide students to combine extracurricular learning content with textbook knowledge through questioning and probing methods; Let the students do the master of the class, master the initiative of learning
After class	Complete after-school exercises that match the class assignments	Make full use of multimedia equipment, students upload their homework to the network platform and discuss
Learning Effects	Students passively accept knowledge, lack of subjective initiative, grasp knowledge is not solid enough	Students master the initiative of learning, from various aspects of comprehensive training to cultivate students’ English learning ability, broaden the English learning ideas, the mastery of knowledge is more solid

The teaching method is uncertain, and the two teaching modes of flipped classroom and traditional classroom have their own characteristics, and you cannot subjectively say which is good and which is bad. At the same time, the two methods are complementary. Teachers should carefully study according to the specific conditions of the student group, pay attention to teaching according to their aptitude, and give full play to the advantages of the two teaching modes, constantly improve the teaching reform mode, and realize the all-round development of teachers.

3. Vocational English Teaching Reform Strategies based on “Flipped Classroom”

3.1. Improve the Comprehensive Quality of Teachers

The key to improving the quality of professional English teaching lies in teachers. Teachers are an important part of the classroom teaching process, and teachers organize and guide the process of classroom teaching. English teachers must have solid professional knowledge and knowledge of interdisciplinary fields, as well as strong adaptability and thinking skills. Only in this way can we effectively meet the challenges posed by English flipped classroom teaching

(Sha Lihua, Meng Zhaojun, Wang Yanping, Liu Qian, 2019). When introducing the flipped classroom teaching mode, higher vocational English teachers need to weaken the teaching process in traditional classroom teaching that is not suitable for contemporary students' independent learning. Teachers are not just classroom organizers; teachers should use their multiple identities to motivate students to achieve comprehensive improvement in English skills. The transformation of English teachers' traditional thinking is the basis and premise of promoting teaching reform, and constantly summarizing teaching deficiencies and solving measures is an important guarantee for improving teaching effect. The flipped classroom model requires teachers to play a guiding role. English teachers need to provide rich and interesting learning resources before class to meet students' active learning needs. In addition, English teachers need to divide classes into groups according to students' abilities to maximize students' learning ability.

3.2. Change Students' Learning Concept

In the flipped classroom teaching mode, the teaching process revolves around the students, and students need to abandon the traditional teaching concept of passive acceptance of knowledge, improve their initiative in learning English, and be the master of the classroom themselves in order to achieve the desired teaching effect. Students in vocational colleges have a weak English foundation, lack enthusiasm for English learning, and some students are even tired of learning. Therefore, teachers should consider them comprehensively when designing classroom activities. The teaching links should attract students' interest in learning, and the teaching content should also be progressive and in-depth, so as to dispel students' learning concerns from subtle points and guide students to study happily and independently. The cultivation of students' autonomous learning ability is a standard to test the effect of flipped classroom teaching. Pre-class preparation is an important part of flipped classroom mode. Students need to take the initiative to learn and watch the rich teaching resources prepared by the teacher, and then trigger thinking and ask their own questions. Interest is the natural learning power, and the cultivation of independent learning ability is the key to lifelong learning. At the same time, we should help students establish confidence in English learning, gradually break through themselves, and realize the complete change of Learning Concept.

3.3. Reasonable Design of Teaching Resources

English occupies an important place at all stages of education. In the university curriculum, English is also a compulsory subject for students, which is necessary to enhance students' abilities and comprehensive literacy plays an important role (Hong Wenjing, 2022). In the reform of English teaching in higher vocational colleges under the flipped classroom teaching model, the reasonable allocation of teaching resources is a key step of teachers' classroom design. Teaching resources are not simple integration of resources, but should highlight the characteristics of the course itself, both to achieve a clear theme and to be short and attractive. Traditional teaching resources may be fixed and stylized. The introduction of flipped classroom requires teachers to get rid of the shackles of textbooks, weaken the traditional learning of vocabulary, grammar and sentence patterns, combine with the actual needs and integrate a variety of high-quality micro-class videos to imbue English knowledge to students and improve their interest in learning.

3.4. Optimize the Classroom Teaching Process

Flipped classroom has an important position in the reform of English teaching in higher vocational colleges. First of all, independent learning should be based on inquiry. Students can facilitate students to participate in the discussion of classroom problems with teaching questions before class, and finally work in groups to get the optimal solution to the problem. Although video teaching can stimulate students' enthusiasm for learning to a certain extent, in

the long run, students will also have visual fatigue and cannot focus on teaching. Students will gradually lose interest if they are faced with a single teaching video for a long time. Therefore, teachers should pay attention to the differences in students' learning ability when designing the teaching process, so as to ensure that students can maximize their learning effects, and realize the sustainable interest teaching. In addition, teachers can organize diversified teaching activities. In the context of the flipped classroom teaching model, English teaching reform can enrich teachers' teaching methods. In order to improve the overall participation of students, the English teaching process can give full play to students' enthusiasm and interpret the content of the article in a role-playing way, which can not only help students control the details of the article, but also exercise students' English application and expression skills.

4. Conclusion

Combined with the development needs of the times, the introduction of flipped classroom teaching mode can promote the reform and development of higher vocational English teaching. Various studies have shown that the characteristics and advantages of the flipped classroom teaching mode have cross-era significance for promoting teaching reform. Teachers use their multiple roles and identities to enrich classroom teaching content, improve teaching processes, and contribute to the teaching reform of higher vocational English in the new era. In the process of applying flipped classroom teaching model, it is necessary to improve teachers' comprehensive literacy, change students' learning concepts, rationally design teaching resources, optimize classroom teaching process, improve students' self-study ability, critical thinking ability, communication, discussion, expression and other comprehensive abilities from the actual situation, comprehensively improve students' comprehensive English literacy, and finally effectively promote the reform of English teaching in higher vocational colleges.

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