

The Application of Flipped Classroom Teaching Model in High School Class

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Abstract

The English Curriculum Standards for General High School (2017) has made clear that the specific goal of general high school English curriculum is to "cultivate and develop the core qualities of subjects such as language ability, cultural awareness, thinking quality and learning ability that students should have after receiving high school English education." With the deepening of middle school English curriculum reform, high school English teaching faces new opportunities and challenges. Flipped classroom is a new teaching model, which realigns the inside and outside time of the classroom, reverses the order of teaching and learning, and transfers the decision of learning from teachers to students. In flipped classroom teaching model, students watch teaching videos before class, analyze learning content according to their own understanding and take notes. Back in class, through face-to-face communication and discussion between teachers, students and students as well as group cooperation, problems existed when watching videos before class were solved and related homework tasks were completed. This way of teaching before learning makes students become the main body of learning, focusing on the cultivation of students' autonomous learning ability and cooperative learning ability.

Keywords

Flipped Classroom Model; Information Technology; Teaching Model; High School English Teaching.

1. Introduction

According to the English Curriculum Standards for Senior High Schools (2017 Edition), teachers need to make use of modern information technology to broaden the channels of learning and using English. Under such a background, flipped classroom teaching model emerges. Under the flipped classroom teaching model, students study alone before class. In this stage, the teacher's task is to judge students' initial ability, clarify students' learning objectives and prepare teaching videos. In the classroom, students need to go through four learning stages, which are cooperative learning stage, achievement presentation stage, feedback stage and summary stage. In these processes, teachers need to timely check the completion of students, statistics of students' problems, let students based on group cooperation learning, explore problems. In addition, the problems are classified and statistically analyzed, the same type of topics are explained in groups, and individual problems are provided with individual guidance, which reflects the advantages of flipped classroom teaching mode in the utilization of classroom time. The flipped classroom teaching model based on information technology is not only meet the requirements of the new curriculum standards, but also meet the cognitive characteristics of high school students.

2. Literature Review

Flipped classroom model is a student-oriented teaching model, which is more conducive to improving the quality and efficiency of English teaching. Therefore, under the new curriculum reform, teachers should apply flipped classroom to English teaching according to the objective laws of students' physical and mental development, so as to cultivate students' learning ability and promote new development and breakthrough in English teaching.

2.1. The Meaning of Flipped Classroom Teaching Model

Flipped classroom, also known as "upside down classroom", is a concept first researched and proposed by two high school teachers in the United States. It refers to the redistribution of classroom and class under the condition of continuous development of information technology. The teacher will record the learning video in advance outside class and send it to the students. The students will ask questions about what they need to master in independent learning before class, and then the teacher will answer questions in class. In the process of online learning, students can learn knowledge in advance and discuss with classmates online. Teachers can also answer students' questions one-on-one online. After class, students can replay the content of the class, watch and learn repeatedly, and constantly consolidate the knowledge. Flipped classroom improves students' participation in class to a certain extent, and enables students to learn voluntarily and consciously.

2.2. The Features of Flipped Classroom Teaching Model

First, the roles of teachers and learners have changed. Due to the rise of flipped classroom teaching model, the traditional English teaching model centered on teachers' "teaching" has changed. The role of teachers has changed from the teacher of classroom knowledge to the provider of learning videos and materials for students. Teachers need to provide students with study videos or guide plans related to the class before the class. In class, teachers need to play the role of mentor, guide learners to explore problems, and "preach and enlighten" them. Under this teaching model, learners no longer "enter the class with an empty head", but "enter the class with a question".

Second, learners' learning attitude has changed. Flipped classroom teaching model requires students to be highly involved in teaching activities. When learners and their peers explore problems, they can learn from each other and solve problems through their own efforts. Therefore, students will be more active in learning. Students will experience the fun and sense of success in learning, and their attitude towards learning will naturally change. In addition, when students learn teaching videos at home, many parents will participate in them. Learning together allows parents and students to discuss knowledge together, which is conducive to building a family education atmosphere.

Third, the way of teaching evaluation has changed. Flipped classroom teaching mode has completely changed the teaching stage, teaching method and teaching structure of traditional classroom, and embodies the teaching concept of "determining teaching according to learning" proposed by the new curriculum standard. Traditional classroom teaching evaluation is mainly paper-and-pencil examination, which is difficult to measure the students' ability. Therefore, the teaching evaluation method needs to be changed. Teaching evaluation should not only evaluate the learning effect of students, but also evaluate the learning process of students. In other words, it is to integrate the process evaluation and the final evaluation.

2.3. The Problems of Traditional High School English Class

First, from the perspective of students, students have no interest in English learning, many students want to sleep as soon as they see English words, there are many students no matter how to recite, but can not recite the words, phrases and texts; The gap between students and

students is too large, interested students are getting better and better, not interested students are getting worse and worse, polarization phenomenon is more serious; In addition, due to the current exam-oriented education, the "score determines life and death" makes many students study under great pressure, students study for the sake of scores, completely become to "the machine of exams".

Second, from the perspective of teachers, teachers' role positioning is not accurate. Han Yu discusses the role of teachers in his book Teachers: "Teachers are responsible for teaching and solving puzzles." However, current teachers only play the role of "preaching" in class, completely ignoring students' subjective initiative. If students do not think, they will naturally have no problems, and teachers will have no "confusion" to "solve". Therefore, in order to improve the effect of English teaching, it is necessary to improve students' learning initiative and let students enter the class with problems.

3. The Application of Flipped Classroom Teaching Model in High School English Class

In the flipped classroom model, the classroom is the place where students learn knowledge, discuss problems, solve problems and digest knowledge. English teaching under the flipped classroom mode requires teachers to free themselves from the traditional teaching mode, allow students to bring problems to the classroom, allow students to boldly express their feelings after watching the micro-class video, encourage students to say what they don't understand and find problems, and then close to the students' recent development zone to teach, give students guidance and inspiration, and let students easily overcome difficulties, doubts, and mistakes.

3.1. The Significance of Application

With the continuous advancement of the new curriculum reform, the traditional education model has been unable to adapt to the new way of personnel training. Traditional education mode has great limitations, which limits the development of students' thinking. The singleness of the traditional education model makes the classroom atmosphere not active enough, students' enthusiasm to participate is not high, and interaction is less. In the long run, it is easy for students to lack the ability of independent learning, unable to think independently, and can only blindly accept the knowledge taught by teachers. Flipped classroom for English learning can supervise students' independent learning to a certain extent, help students develop the habit of independent learning, cultivate students' ability to think independently, create a good classroom atmosphere, and effectively improve students' participation and enthusiasm in class.

3.2. The Advantages of the Flipped Classroom Teaching Model

In the application of flipped classroom, most teaching videos are very short, usually only a few minutes, and the longest is only a dozen minutes.

Although the video is short, each video explains the problem pertinently, so that students can focus on the key content of each lesson in a limited time. In addition, online video has the functions of playback and playback at multiple speeds. Students can learn according to their own needs, which improves students' ability to learn independently. The study has a certain depth and breadth, at the same time, it saves class time, enlivens the classroom atmosphere, and makes some dull knowledge lively and interesting. Teachers can also conduct online tutoring at any time to understand the problems that arise in the learning process of students, and students can also communicate with each other to promote the mastery of knowledge.

After watching the video, the corresponding consolidation exercises can help students to recognize the problems they have in the learning process in a timely manner. If they have not fully mastered the knowledge, they can also review the video. The application of flipped

classroom has improved students' interest in English learning to a certain extent and created a good classroom teaching atmosphere. It arouses the enthusiasm of students to learn English, provides new teaching methods for English teaching in the new era, facilitates students to study and consolidate their knowledge after class, and is easier to stimulate students' enthusiasm for English learning. The application of flipped classroom meets the needs of talent cultivation in the new era, injects fresh blood into the reform of the new curriculum, improves the efficiency of English teaching to a certain extent, and plays a positive role in promoting teaching reform.

3.3. The Stages of Using

Taking Unit 3 Alex around the world as an example, the author divides the teaching process of this reading course into three stages: the preparation stage before reading, the teaching activity stage during reading and the summary stage after reading.

3.3.1. Pre-reading

In this stage, teachers need to clarify teaching objectives, such as after the end of this class. Students need to master the text type of travel log and know how to write travel log; Students need to understand Indian wedding customs and the grand occasion of Rio Carnival. Determine the key and difficult points of teaching according to the determined teaching objectives, and complete the production of teaching videos. The teaching video can be shot and produced by the teacher in person, or it can be selected from the relatively good teaching video available on the network. When explaining knowledge points, such as dress, custom, impression, and occasion, you can use pictures or small videos form, let students better understand the meaning of words and know how to use in different contexts. In addition, the teacher also needs to provide a text recording so that students can read the text fluently by listening and reading repeatedly. To do so, to some extent, students can speak English, which can change the disadvantages of traditional classroom, students can only spell words, but can not read words according to phonetic symbols, and can also improve students' enthusiasm for learning.

3.3.2. While-reading

At this stage, the teacher's role is as a guide, responsible for answering questions and solving doubts for students. And learners become the main body of learning. In this stage, the teacher only puts forward some targeted suggestions for some key and difficult contents. The learners carry out group discussion and study with their different learning tasks and exchange views. Therefore, the following three steps are adopted in teaching.

Before the formal class, learners use electronic platforms, such as Nails, MOOC, QQ group, WeChat group, etc., watch the teaching video prepared by the teacher, so the learners have their own understanding of the articles that need to be studied to different degrees. Therefore, the teacher can let the learners discuss in groups in class, cooperate in learning, and explore the difficulties they encounter in pre-class learning. During the learners' discussion, the teacher's task is to observe the learners' learning behavior, and give appropriate guidance and suggestions, so that learners can understand the article more thoroughly. This link is mainly through the interaction between learners and learners, and the cooperative learning between teachers and learners, which can well cultivate learners' cooperative inquiry ability and improve learners' autonomous learning ability, And it can stimulate learners' learning motivation, and the flipped classroom teaching mode conforms to John to a certain extent ARCS motivation model proposed by M. Keller.

3.3.3. Post-reading

According to the grouping, each group will display the results, which can well exercise the learners' English expression ability. The text group selected the group representative to explain the text type of the article to the class as the travel log, and introduced how to write a travel log

and what to pay attention to, and used the projector to show the class a copy of the log written by the students in the same group. The group members of the theme group summarize the main idea of the paragraph, sort out the structure of the article, grasp the details of the article, and summarize the main idea of the article. The group members of the promotion group selected excellent representatives to show the selected pictures, and introduced the festival or custom to other students, and compared it with Chinese festivals and customs to enhance the students' sense of cultural identity.

Finally, the teacher summarizes the key and difficult points of this lesson, and issues a self-assessment form and a mutual evaluation form to let learners fill in their satisfaction with their performance in class and conduct peer evaluation. At this stage, learners also need to express to teachers what they did not understand in class. Through the above links, the teacher summarizes the after-class feedback and the learning content of the next class, and assigns learning tasks and after-class assignments.

The teacher takes back the pre-class task assignments and checks them in order to solve the personalized problems encountered by learners before class. Teachers also need to evaluate the learning effect after class, and timely answer questions and doubts of learners through the information exchange platform.

4. Conclusion

With the development of science and technology, the connection between information technology and education is becoming closer and closer. Learning to use modern technology for teaching is the need of lifelong learning and the need of the development of the times. This paper aims to investigate the current situation of flipped classroom teaching mode used in senior high school English classes, find out the problems that teachers have in the process of applying theory to practice based on core literacy, and put forward suggestions for improvement. Based on this, a new teaching model of flipped classroom in senior high school is constructed to improve the teaching effect of flipped classroom and promote students' better development. Flipped classroom teaching is an important part of English teaching reform in senior high schools in China.

Therefore, senior high school English teachers should recognize the direction of teaching development, actively change teaching concepts, attach importance to the application of micro-class technology, actively carry out flipped classroom teaching, promote English flipped classroom to play a better role in teaching, so that students can continuously improve their own ability to explore and learn, and realize the overall improvement of students' English learning ability. Under the current teaching needs, flipping teaching can effectively improve the efficiency of classroom teaching for students in senior high school English teaching, so that students can continuously optimize their classroom learning through new teaching methods, so that students can improve their English learning efficiency. The learning process of English as a language discipline needs long-term accumulation, which can not be improved overnight.

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