

Research on the Application Value and Strategy of Flipped Classroom in Teaching English Education in Colleges and Universities

Ren,Yuhong Yang,Chenjie

Hebei Normal University, Shijiazhuang, Hebei, 050020, China

Abstract: In order to explore the application value of flipped classroom in college English education and teaching, and to find the most effective teaching strategy, the article analyzes the main problems existing in the current college English teaching, and points out that the current college English teaching is unified with the weak points such as single mode, limited learning resources, and insufficient interaction between teachers and students, and based on which, it puts forward an effective solution for flipped classroom. It is found that the application of flipped classroom in English education and teaching in colleges and universities can strengthen students' independent learning ability, increase classroom interaction, optimize the use of resources, and significantly improve the teaching effect, at the same time, this method also provides teachers with a more flexible and efficient way of teaching, and it is an important way to improve the quality of English teaching in colleges and universities.

Keywords: Flipped classroom; College English; Data-driven

DOI: 10.62639/sspjess08.20240103

1. Introduction

In recent years, with the rapid development of information technology and the continuous innovation of education concepts, in order to further improve the quality of teaching and learning effects, the education field has begun to gradually explore and apply new teaching modes. Flipped Classroom, as an emerging teaching mode, has gradually gained widespread attention and application worldwide. Flipped classroom can front-load the knowledge transfer in traditional classroom to outside the classroom, and utilize multimedia technology and online resources to enable students to complete the initial learning of knowledge before class, while the classroom time is mainly used for teacher-student interactions, discussions and application practices. This teaching mode not only breaks the time and space limitations of traditional teaching, but also greatly stimulates students' learning interest and initiative, and improves the teaching effect^[1]. The "Guiding Opinions on Promoting Classroom Teaching Reform in Higher Education and Improving Teaching Quality" issued by the Ministry of Education of China clearly pointed out that colleges and universities should actively explore and promote the new teaching mode based on information technology, promote classroom teaching from "teaching-oriented" to "learning-oriented", and emphasize the importance of students' learning. It emphasizes the students' main position and the cultivation of independent

(Manuscript NO.: JIESS-24-3-2701)

About the Author

Ren,Yuhong (1981-10), female, Han nationality, born in Cangzhou, Hebei, Master of Arts from Hebei Normal University, associate professor, engaged in foreign language teaching theory and practice, international compound talent training research.

Yang,Chenjie (2000-11), female, Han nationality, born in Jingmen, Hubei, is pursuing a Master of Education at Hebei Normal University, with a focus on theoretical and practical research in English education.

Funding

Hebei Normal University's new liberal arts education reform project: "the cultivation and practice of high-level international talents based on the characteristics of "foreign language + international and regional studies";

Hebei Normal University postgraduate education and teaching reform research project: "Research on the construction of practical innovation ability training system for full-time education masters" (XYJG202402).

learning ability. In this context, the research on the application of flipped classroom in the teaching of English education in colleges and universities is particularly important and urgent.

2. Main Problems in English Education and Teaching in Colleges and Universities

(1) Single teaching mode and low student participation

In many college English classrooms, the traditional teaching mode still occupies a dominant position. This mode is usually centered on the teacher's lecture and the students' passive acceptance of knowledge, resulting in a dull classroom atmosphere and low student participation. Teachers speak incessantly on the podium, while students passively absorb information like sponges. This "one-word" mode of teaching ignores the students' subjective position and makes it difficult to stimulate their interest and initiative in learning. As the proverb says, "one bite does not make a fat man", a single teaching method can not meet the diverse learning needs of students, limiting the development of their thinking and innovation. Modern educational theories emphasize that students are the main body of learning and teachers should be guides and facilitators rather than instillers of knowledge. However, in actual teaching, this concept has not yet been fully realized, resulting in a lack of students' participation and sense of achievement in the classroom.

(2) Limited learning resources and difficulty in meeting individualized needs

The lack of learning resources is also an urgent problem in English teaching in colleges and universities. Although the development of modern technology has facilitated the acquisition of educational resources, in actual teaching, the allocation of resources in many schools is still insufficient and difficult to meet students' individualized learning needs. Different students have different learning styles and interests, and a single textbook and teaching resources cannot meet their diversified needs. A single flower does not make spring, while one hundred flowers in full blossom bring spring to the garden. Only a rich variety of learning resources can stimulate students' interest in learning and meet their personalized needs^[2]. However, many colleges and universities have deficiencies in resource allocation, limited teaching resources, and slow updating speeds, making it difficult to keep up with the changes in students' learning needs. This not only affects the teaching effect, but also frustrates students' learning enthusiasm, making it difficult for them to find their points of interest and areas of strength in learning.

(3) Insufficient teacher-student interaction and dull classroom atmosphere

Insufficient teacher-student interaction is another prominent contradiction in English teaching in colleges and universities. The ideal classroom should be a place full of interactions and exchanges, and teachers and students should be equal interlocutors. However, in actual teaching, many teachers are still accustomed to the traditional indoctrination teaching, and there is a lack of effective interaction and communication between teachers and students. This situation leads to a dull atmosphere in the classroom and makes it difficult for students to find pleasure and a sense of achievement in learning. As the proverb says, "a single tree does not make a forest", and a good teaching effect cannot be formed by the teacher's one-man show alone. It is difficult for students to take the initiative to participate in discussions, ask questions or express their opinions in class, which makes it difficult for them to exercise and improve their thinking and expression skills. The lack of interaction in the classroom not only makes students feel bored and uninterested, but also makes it difficult for teachers to understand the real needs and confusion of students, so that they can't make targeted teaching adjustments and improvements.

3. The Application Value of Flipped Classroom Teaching Mode in College English Teaching

(1) Strengthening independent learning and stimulating students' exploratory power

The flipped classroom teaching mode greatly strengthens students' independent learning ability by advancing

the traditional knowledge transmission. Students learn the course content independently by watching teaching videos and consulting related materials before class, which not only increases the flexibility of learning, but also stimulates students' exploratory spirit. Under the traditional teaching mode, students passively accept knowledge and lack the opportunity and motivation to learn independently, while the flipped classroom gives the initiative of learning to students, enabling them to personalize their learning according to their own learning progress and needs. As the proverb says, "It is better to teach a man to fish than to teach him to fish", the flipped classroom cultivates students' independent thinking and problem-solving ability by allowing them to explore and discover knowledge independently^[3]. This independent learning process not only improves students' understanding and mastery of knowledge, but also enhances their interest in learning and intrinsic motivation to explore and innovate in their learning.

(2) Rich classroom interaction and multiplying the fun of cooperative learning

Under the flipped classroom model, the classroom time is mainly used for interaction and cooperative learning between teachers and students, and this transformation significantly improves the interactivity and fun of the classroom. In the traditional classroom, teachers speak while students listen, with limited opportunities for interaction and a relatively dull classroom atmosphere. In the flipped classroom, the teacher promotes cooperation and communication among students by designing a variety of interactive sessions, such as group discussions, role-playing, and case studies. As the saying goes, "All hands make light work", through teamwork, students can learn from each other, help each other and make progress together. Cooperative learning not only increases the fun of learning, but also develops students' teamwork spirit and communication skills. In this classroom atmosphere of frequent interaction and close cooperation, students' motivation and participation in learning are significantly increased, and the classroom is no longer a monotonous place for knowledge transfer, but becomes a vibrant and creative learning community.

(3) Optimization of resource utilization and comprehensive improvement of teaching effect

The flipped classroom teaching mode realizes the comprehensive improvement of teaching effect by optimizing the utilization of resources. In the traditional teaching mode, classroom time is mainly used for teachers to explain, students passively listen to lectures, and the utilization of learning resources after class is not high. While the flipped classroom puts the knowledge transmission link in front, students can learn independently through videos and materials before class, and get personalized guidance and feedback through the online platform and big data analysis after class. This optimization of resource utilization not only improves students' learning efficiency, but also makes the teaching process more efficient and targeted. As "killing two birds with one stone" suggests, the flipped classroom enables students to fully grasp basic knowledge before class and deepen their understanding and application through interaction and practice in class by reasonably allocating resources before and after class. Teachers can utilize the classroom time to provide more targeted guidance, solve the problems encountered by students in the process of independent learning, and enhance the teaching effect. This optimization of resource utilization and improvement of teaching methods comprehensively enhances the effectiveness of English teaching in colleges and universities, enabling students to grow and develop in a more open, flexible and efficient learning environment.

4. Strategies for Applying Flipped Classroom Teaching Mode in English Teaching in Colleges and Universities

(1) Multimedia resources integration, lively and interesting pre-course learning

When implementing the flipped classroom teaching mode, teachers are recommended to make full use of multimedia resources to enhance the vividness and interest of pre-course learning^[4]. Video, audio, animation

and virtual reality (VR) technology are integrated together to allow students to learn independently in a rich and diverse way before class. This way breaks the monotony of traditional teaching, and also greatly enhances students' learning interest and initiative. The intuitive and interactive nature of multimedia resources is better than seeing it, which fully prepares the classroom for in-depth discussion and practice.

For example, when teachers explain *Pride and Prejudice*, they can first record several short videos, respectively introducing the background, main characters and plot development of the novel, and with animation and classic movie clips, and upload these videos to the learning platform for students to watch before class. In order to increase the interest, some interactive elements can also be designed, such as inserting some quizzes into the videos and asking students to answer questions during the viewing process, so as to maintain attention and participation. In this way, students can form a basic understanding of the novel before the formal class, and the class discussion will become more in-depth and full of meaning.

In college English listening courses, teachers can also use multimedia resources to design a virtual "Around the World" listening program, in which students enter the virtual travel interface set up by the online platform before class, and each country and city has its own different listening materials, including local news reports, travel guides and cultural introductions. Students can choose the destinations they are interested in to learn and improve their listening skills. To increase interactivity, teachers can also design online discussion forums in which students each share their feelings and insights after listening to the materials and communicate with their classmates in depth. This kind of virtual travel makes listening practice more vivid and interesting, helps students understand different cultural backgrounds, and improves their cross-cultural communication skills.

(2) Innovative interactive activities for a colorful classroom experience

The innovation of interactive activities is one of the keys to the success of the flipped classroom, in order to make the classroom experience colorful, teachers can design diversified interactive activities to promote communication and cooperation between students as well as between teachers and students, to break the monotony and dreariness of the traditional classroom, and to stimulate the students' enthusiasm for learning and participation^[5]. "Learning alone without friends is lonely and often overlooked.", in the interaction, students gained a wealth of knowledge, and also drew different insights from the exchange of peers, and their horizons were broadened.

For example, teachers can design a series of innovative interactive activities to make the classroom full of vitality, such as carrying out a "Model United Nations" debate, so that students represent different countries, around the global hot issues to debate. Before the class, students need to consult the information and prepare their own speech materials, and then debate in the classroom. This process effectively exercises students' oral expression and logical thinking skills and enhances their understanding of international affairs.

Teachers can also introduce a "Literature Salon" to enrich the classroom experience, dividing students into groups, each group is responsible for researching a literary author or a literary genre. Students are required to research a large amount of material before class and prepare a short presentation and discussion outline. In class, each group takes turns presenting while other students participate in discussions and ask questions. This multi-dimensional interactive format is used to enhance students' research and presentation skills, and to cultivate their critical thinking and cooperative spirit. In addition, teachers can encourage the creation of short stories or poems on their own, sharing and discussing their works in class to inspire students' creativity and make them feel the joy of literary creation.

In this kind of diversified interactive activities, the interest and participation of the classroom have been comprehensively improved, and students can learn and grow in interaction and cooperation. As the saying goes, "there is a method for teaching, but there is no fixed method for teaching", continuous innovation in the form of interaction can create a colorful learning environment for students and realize the teaching goal of the flipped

classroom.

(3) Data-driven teaching, personalized guidance is accurate and effective

Collecting and analyzing students' learning data, teachers can accurately understand each student's learning situation, knowledge mastery and difficulties, so as to implement targeted guidance and assistance. This approach not only improves the relevance and effectiveness of teaching, but also provides students with customized learning support to help them better master their knowledge and skills, and truly "tailor-made".

For example, teachers can use the e-learning platform to collect data on students' performance in the pre-course independent study phase, including video viewing time, completion of exercises and test scores, etc., which can help teachers identify students who have difficulties in certain knowledge points and those who have already mastered the course content. Based on this data, teachers can target lectures and tutorials in the classroom and provide personalized guidance to students who need help. For example, teachers found that some students had problems using complex sentence patterns, so they arranged special exercises and group discussions in class to help these students improve their writing. At the same time, data analysis also showed that some students excelled in certain areas, and teachers could provide these students with more challenging tasks to stimulate their learning potential.

In English listening courses, teachers can also use data analysis to provide personalized instruction, using a learning management system (LMS) to track students' performance in listening exercises, to grasp students' correct rates, answer speeds, and types of errors, and after an in-depth analysis of these data, they can accurately understand each student's listening comprehension and weaknesses^[6]. For example, some students have difficulties in comprehending fast speech and complex dialogues, for this type of students, teachers can arrange special listening training in class and recommend more suitable learning resources such as slow English news and graded listening materials to students. Teachers can also use the online platform to communicate with students on a regular basis and adjust their teaching strategies based on student feedback, so that each student can receive the most appropriate learning support. This kind of data-driven personalized instruction improves students' listening.

5. Conclusion

To summarize, in the discussion of the value and strategy of the application of flipped classroom in the teaching of English education in colleges and universities, we can clearly see the many positive impacts of this innovative teaching mode. Flipped classroom not only strengthens students' independent learning ability and stimulates their spirit of exploration, but also greatly enhances the interest and teaching effect of the classroom with rich interactive activities and optimized use of resources. As the saying goes, "Good rain knows its time right, it will fall when comes spring.", the flipped classroom was born in the spring of education reform, which has completely changed the traditional teaching method, and truly realized the teaching according to the students' abilities, so that the students can grow up in independent learning and interaction. In the future, we should continue to explore and improve the application strategy of the flipped classroom, so that it can better adapt to the learning needs of students and the trend of educational development, and inject new vitality and momentum into English education in colleges and universities. In this way, not only the learning effect of students will be significantly improved, but also the teaching experience of teachers will be richer and more fulfilling. In conclusion, the promotion and application of flipped classroom is an important way to improve the quality of English teaching in colleges and universities, and it is worthwhile for us to keep exploring and practicing.

References

- [1] Huang Xiaomei. Research on the Innovation of Teaching Mode of English Majors in Colleges and Universities--A Review of Contemporary English Teaching in Colleges and Universities and Exploration of Blended Learning Mode [J]. Social Scientist, 2021, (09): 165.
- [2] Wang Yaning, Gao Danyang. Research on the Cultivation of English Teachers' Flipped Classroom Teaching Ability in Colleges and Universities under the TPACK Framework--Taking University H as an Example[J]. Journal of Adult Education College of Hebei University, 2023, 25 (03): 88-95.
- [3] Liu Mingmei. The application value and strategy of flipped classroom in junior high school English education and teaching[J]. English Teacher, 2023, 23 (16): 188-191.
- [4] Yao J. Practical Research on Project-based Teaching Mode Based on Flipped Classroom in Public English Teaching in Colleges and Universities[J]. Campus English, 2023, (07): 61-63.
- [5] Lu Li. Application of Flipped Classroom Teaching Mode in Reading Teaching of English Majors in Applied Private Colleges and Universities[J]. Foreign Language Education and Application, 2022, (00): 148-154.
- [6] Zhu Yingying. Reform Countermeasures for English Teaching in Colleges and Universities Based on Flipped Classroom--A Review of Exploring English Teaching and Development in Colleges and Universities under the New Situation[J]. Educational Development Research, 2022, 42 (Z1): 126.