

Research on College English Flipped Classroom Teaching Model Based on Micro-class

Jing Zhang

School of Foreign Languages, Linyi University, Shandong 276000, China

nihadream@163.com

Abstract. The teaching model of flipped classroom based on micro-class is the focus of global education in recent years. It realizes the reversal of teaching process between knowledge imparting and knowledge internalizing. It also transforms the roles of classroom and teachers and students. This new teaching model has the characteristics of flexibility, timeliness, openness, modularity and multimodal input. It is helpful to realize students' personalized learning and create a good language learning environment for students. This paper analyzes the feasibility of applying flipped classroom model based on micro-class in college English teaching by studying the concepts and features of micro-class and flipped classroom, the features of college English teachers and students, the current English teaching model, as well as the teaching environment. It also explores the flipped classroom teaching in theory and practice.

Keywords: micro-class; flipped classroom; college English teaching; feasibility; practice strategies

With the development of modern educational technology and its extensive and in-depth application in the field of teaching, the teaching model of flipped classroom based on micro-class comes into being. After a period of teaching practice, its diversified teaching methods and good teaching effects have been highlighted, which has been recognized and valued by teachers and scholars at home and abroad.

1. Definition of Related Concepts

1.1 Micro-class

The full name of "micro-class" is "micro video network course". To be specific, it is a situational and contextualized online course resource designed for the knowledge points (such as key points, difficult points, doubts, test points, etc.) or teaching links (such as learning activities, themes, experiments, tasks, etc.) of a certain subject or course, basing on a series of miniature teaching videos as the main carrier (Guan, 2011:14). The first to apply the concept to teaching was a senior instructional designer at SAN Juan College in New Mexico, who called micro course "Knowledge Burst." Its core idea is to combine teaching contents and teaching objectives perfectly, closely and organically in the course, so as to produce a "more focused learning experience" (Hu and Zhan, 2012:65-69). As a new type of teaching resource, micro-class is an important supplement and resource expansion of traditional classroom learning.

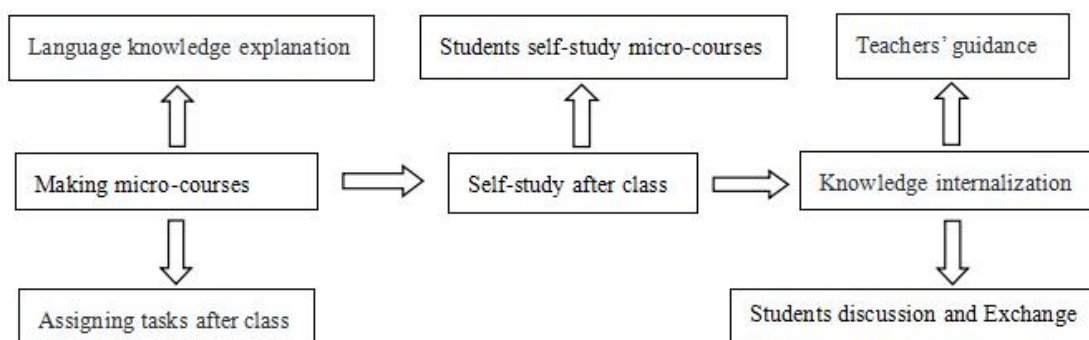
1.2 Flipped Classroom

Flipped classroom, also known as "inverted classroom", refers to a new teaching model that changes the roles of teachers and students in traditional teaching and replans the use of classroom time through the inversion of knowledge imparts and knowledge internalization.. The core of "flipped classroom" is "learn before teach", which subverts the traditional teaching model of "teach before learn". Students take the initiative to learn relevant learning points, and bring the problems found in learning and their personal learning experience to the class for discussion and sharing. This process of active learning is more consistent with the psychological law of "information acceptance, encoding, storage and exchange". It changes the traditional "teaching-centered" teaching model and adopts "student-centered" personalized teaching, which greatly improves students' enthusiasm for learning and teachers' enthusiasm for work (Wan, 2015:181).

2. The New Model of Flipped Classroom Teaching Based on Micro-class

2.1 The Concept of Flipped Classroom Teaching Model Based on Micro-class

The flipped classroom teaching model is a teaching model that completes the process of knowledge externalization and knowledge internalization. In order to achieve certain teaching tasks and teaching objectives, teachers or teaching team on the basis of overall analysis and design of the course, use various information technologies to develop and make micro-video courseware, students use the network platform to learn and watch video courseware before class to complete the process of knowledge transfer (externalization). In class, the process of knowledge internalization is completed through the interactive activities between teachers and students, students and students. The concept is shown in the figure below:



2.2 Basic Process of Flipped Classroom Teaching Model Based on Micro-class

It can be seen from the existing research on flipped classroom that the basic teaching process of flipped classroom is “students look at materials in advance--do exercises--teacher’s guidance--summarize and improve”. It can be roughly divided into two parts: first, before class, it mainly includes the production and release of teaching micro-video, and students’ self-paced autonomous learning; Second, in the classroom teaching process, teachers and students face to face, including testing, feedback and cooperative learning. In the practice of flipped classroom, some schools refine it into four steps before class and five steps in class. The four steps before the class are making the learning guide plan, creating teaching videos, students preview and study independently, and teachers understanding the preview and learning situation. The five steps are cooperative inquiry, doubt resolution and expansion, practice and consolidation, independent error correction and reflection summary in the classroom teaching process (Zhang and Li, 2012:82-83).

2.3 Characteristics of Flipped Classroom Teaching Model Based on Micro-class

2.3.1 The Changing Role of Teachers

In the flipped classroom, students complete their studies with the help of micro-videos. Teachers have changed from traditional classroom knowledge teachers into learning facilitators and instructor. Classroom is no longer exclusive to the teacher, the teacher is no longer the master of the classroom. In this process, English teachers are mainly responsible for the production of micro-videos, which requires teachers to understand the needs of students and make targeted teaching contents. In addition, in the process of students’ learning, teachers should answer their doubts at any time. In order to improve the teaching efficiency, teachers should also explain the video content before class, so that students can understand how to make reasonable use of micro-video. Therefore, teachers become the “scaffolding” for students to conveniently obtain resources, utilize resources, process information and apply knowledge to actual situations (Zuo and Zhang , 2014: 56).

2.3.2 The Changing Role of Students

Under the new teaching model of flipped classroom, students become the learning subjects and can freely allocate their learning time. Students can control not only the time and place of study, but

also the content and amount of study. In this process, the students have made a splendid turn from the passive receivers in the traditional classroom to the knowledge seekers. From another perspective, students are transformed from knowledge consumers to knowledge producers, and some excellent students can even help teachers to take on the role of teaching.

2.3.3 The Redistribution of Classroom Time

In flipped classroom, the original content taught by teachers is completed before class through network technology, leaving students more time for learning activities. On the basis of not reducing the transfer of basic knowledge, the flipped classroom can enhance the interaction between teachers and students in the classroom, can extend the teaching and learning time by maximizing the “preview time”, can realize the deep internalization of knowledge, and thus can improve the learning efficiency (Zhang and Li, 2020: 65).

2.3.4 Increasing Interaction in Learning

The flipped classroom greatly enhances the interaction between teachers and students and between students in the classroom. Through the connection of micro-video, the classroom teaching model is transformed from traditional to interactive. For a certain question, teachers and students can discuss, and teachers can evaluate the students, so that the teaching progress can be better controlled. For students, learning interest and learning efficiency can be improved.

3. Feasibility of the New Flipped Classroom Teaching Model Applied to College English Teaching

3.1 Analysis of College English Teachers

Compared with primary and secondary school teachers engaged in basic education, college English teachers have a relatively high degree and faster ability to accept new things. Most college English teachers have a certain language and teaching knowledge system, and can combine their own language learning experience to realize the innovation and development of college English teaching, which lays a solid human resource foundation for the development of college English micro-course teaching resources. College English teachers have good information technology application ability. They have a solid foundation in such aspects as the making of media courseware, the search and download of teaching resources, and the acquisition and processing of multimedia resources, which provides a good technical foundation for the implementation of flipped classroom teaching method.

3.2 Analysis of College Students' Learning Characteristics

College students have strong autonomous learning ability and can complete the study of micro courses. Modern rich teaching resources also provide students with the conditions of independent learning. The flipped classroom based on micro-video not only provides conditions for students, but also stimulates their interest in learning. College students have certain English expression ability and can basically realize classroom communication. Colleges and universities provide foreign teachers and English corners for students, so that students' English communication ability has been improved to a certain extent. Therefore, they are more likely to accept the flipped classroom model of micro-class. Therefore, taking college students as the object of flipped classroom conforms to the characteristics of college students and is feasible.

3.3 Analysis of Teaching Environment

The main teaching model of English courses in Chinese universities is the model of multimedia centralized teaching and students' self-learning using the network. The advantage of this multimedia teaching method lies in the organic integration of pictures, words, sounds and images, so as to achieve multi-modal language input, combining knowledge learning, skill training and

intellectual development in a lively image, so as to maximize the stimulation of students' interest in learning.

With the rapid development of information technology, the college English teaching model based on multimedia and network autonomous learning platform has been basically established in colleges and universities all over the country, and the popularization rate of college teachers and students using computers, electronic reading rooms and autonomous learning platforms has been quite high. All these provide an essential hardware foundation for the realization of the flipped classroom model based on micro-class for basic English teaching.

4. Application Design of Flipped Classroom Based on Micro-class in College English Teaching

Taking the lesson "Charlie Chaplin" from the New Vision Course of College English Reading and Writing published by Foreign Language Teaching and Research Press as an example, the teaching model of flipped classroom is integrated into it, so as to witness the practical effect of flipped classroom in college English teaching.

4.1 Collection and Production of Micro-videos

Teachers should make careful and detailed design of micro-video, clarify the teaching content and objectives, and summarize the key and difficult points. The teacher should make a 15-minute micro-video about "Charlie Chaplin", which can be presented in video, animation, explanation and other ways. The teaching content should be vivid, comprehensive and clear. It is best to use professional video making software such as Adobe Captivate. In addition to the function of screen recording, this software can also realize interactivity. It can insert some autonomous exercises in the process of video viewing, which can test students' mastery of the learning content on the one hand and stimulate students' thinking on the other hand. In the process of recording the micro-class, both the language of the teacher and the text in the micro-lesson should be used in English as far as possible, and rare words can be accompanied by Chinese interpretation. This is conducive to training students' English listening and speaking ability and creating a good English learning atmosphere.

4.2 Video Release Before Class

After making the micro-video, the teacher will upload materials to the network learning platform. Students can combine specific conditions to carry out mobile learning, network learning and other learning methods to learn the micro-video. Students watch the micro-video before class, learn independently under the guidance of the learning task list, and control the progress and time of learning independently. They timely find the problems in the learning process through relevant exercises, take the initiative to record the difficulties or doubts, and then communicate and solve them in class.

Flipped classroom imparts knowledge outside the classroom, teachers can send messages to each student to remind them to finish their study tasks on time through mobile phones or computers. Teachers should actively communicate with students online, give students timely guidance and understand their learning progress. Teachers should record the questions raised by students and summarize them. For the common questions raised by most students, teachers should arrange time to answer them in class.

4.3 Classroom Teaching

In the classroom teaching, teachers and students are no longer passive roles, teachers can supplement board writing, electronic documents, flash and other forms of learning resources to meet students' learning needs in many aspects. In class, the first task for teachers to complete is to answer the questions encountered by students in the process of learning before class, so as to ensure

the smooth completion of other learning tasks. But teachers should not focus on teaching time too long, only need to use 10-15 minutes for concise explanation.

After the lecture, the teacher can assign learning tasks. As mentioned above, according to the feedback of students and the characteristics of teaching content, teachers have designed classroom activities before class. The class tasks in turn were: Solve the difficult problems in the pre-class learning process; Review the new words and phrases in the text, such as applause, revolt, lest, etc. Read the text, listen to the tape, analyze the structure of the text, better understand Charlie Chaplin this comedy master; Complete the exercises after class.

After announcing the task requirement, the teacher is about to give the initiative of learning to the students, so that the students rely on their abilities to complete the task. In the process of students' collaborative learning, teachers need to control the overall situation and pay close attention to the learning dynamics of each group. Teachers should correct problems, guide the students in time when they need help, and ensure that each group can complete the learning tasks efficiently and smoothly. After solving problems independently and learning collaboratively in groups, students should communicate and show their work results in class. Each group communicates, comments and shares. The flipped classroom improves students' interest in learning and conveys knowledge smoothly and efficiently.

4.4 Reflection and Interaction After-class

Teachers should summarize after class, mainly including the learning situation of students and the whole teaching process. If any deficiencies are found in the summary process, teachers should correct them in time to ensure that the future teaching process is more perfect and the teaching efficiency is constantly improved.

Students should use the time after class to have a deep reflection on the basis of fully digesting the materials supplemented by classroom teachers and the online and offline interactive discussions between teachers and students. After reflection, students continue their online discussions about the problems in class, fully express their views, and deeply interact with teachers.

5. Development Strategies of Flipped Classroom Model Based on Micro-class

5.1 Making Appropriate Adjustments to the Flipped Classroom Model

As a foreign product, the flipped classroom was developed and applied abroad. We can't directly copy it, but should adjust it according to the actual situation in China to adapt to the teaching reality in China.

5.2 Paying Attention to the Integration and Connection Between Micro-course and Traditional English Classroom Teaching

As the innovation and breakthrough of traditional teaching methods, micro-courses must emphasize the dominant position of students from knowledge segmentation, topic selection and production to use, so that teaching and learning activities are organically integrated and seamless. A complete micro-course is not only "teaching micro-video", but also a variety of teaching materials and teaching resources, namely "micro-teaching resources": lesson plans, lecture notes, courseware, exercises, teaching reflections, classroom feedback, etc.

5.3 College English Teachers Must Improve Skills and Techniques of Multimedia Network Operation

The production of micro-class requires teachers to master the corresponding information technology and improve the comprehensive ability of integrating subject teaching and information technology. In addition, it is necessary to properly dabble in related technical fields, and learn and

accumulate in certain aspects such as video shooting and editing, shot switching, real scene shooting, and acting in nature.

6. Conclusion

The flipped classroom teaching model based on micro-class is an innovative teaching model based on information technology. It is easy to integrate the flipped classroom into the teaching of college English, which pays great attention to mutual communication and interaction. Personalized teaching can be realized, so that individualized teaching becomes a reality. It can enhance the communication between teachers and students, make teachers get teaching feedback in time, constantly improve the teaching process, improve the teaching efficiency. In a word, the flipped classroom teaching model based on micro-class will completely subvert the traditional English teaching and open up a new way for the reform of English teaching.

References

- [1] Guan Zhongke. Microlecture [J]. China Information Technology Education, Vol.17(2011), p.14
- [2] Hu Tiesheng, Zhan Chunqing. Regional Practice and Enlightenment of High Quality “Micro-course” Resource Development in Primary and Secondary Schools[J]. China Education Informationization, Vol.11(2012), p. 65-69.
- [3] Wan Min. Application of Flipped Classroom Model Based on Micro-class in College English Teaching [J]. Discussion and Practice of Educational Teaching Method, Vol.6(2015), p.181.
- [4] Zhang Xiaoyao, Li Na. Exploring the Application of the “Flipped Classroom” Model of Micro-class in College English Teaching [J]. Curriculum Education Research, Vol.2(2020), p.65.
- [5] Zhang Yueguo, Li Jingchuan. “Three Four Five Six” : The Operation Practice of Flipped Classroom[J]. Information Technology Education for Primary and Secondary Schools, Vol.11(2012), p.82-83.