A Flipped Classroom Teaching Model of College English Based on Self-Media Platform

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Abstract: The emergence of the flipped classroom, a more participatory, flexible and active teaching method, has greatly transformed conventional teaching systems, expanded teaching content, and enabled students to choose learning venues and resources through their own circumstances, facilitating the absorption of knowledge. However, in terms of the practical application of the flipped classroom, there are still problems such as the teaching system needs to be improved and the course assessment mechanism needs to be completed. English teachers need to consider various aspects to fully support the implementation of the flipped classroom teaching model and create an efficient English classroom.

Keywords: Self-media platform; College English; Flipped classroom; Teaching mode

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In the flipped classroom model, students are free to choose their own learning time in and out of class, focusing on deep project learning and task learning, which invariably promotes students’ English proficiency. The flipped classroom based on self-media platforms relies on online platforms such as headlines, microblogs, and live weibo, which have strong applicability and meet the application standards of contemporary college students, and are of great significance in stimulating students’ sense of independent learning. Thus, English teachers should take an active English self-media platform to build a modern curriculum teaching system that integrates online and offline, and fully promote the improvement of students’ English proficiency.

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1. Advantages of the Flipped Classroom Teaching Mode Based on Self-Media Platform in College English Teaching

(1) Innovative Teaching Mode

At present, students’ desire to learn in English teaching classrooms in China is relatively weak, and the boring nature of English itself makes students lose their interest in learning extremely easily. The emergence of flipped classroom under the self-media platform has transformed the teaching mode and expanded the teaching contents, which can give students more new learning contents and more innovative teaching methods and promote their effective learning.

(2) Reversing the Status of Teachers and Students

The application of the flipped classroom teaching mode based on the self-media platform is an all-round innovation in teaching content, teachers’ and students’ roles, curriculum model and management model. The flipped classroom is different from the traditional teaching model in that the teacher is no longer the dominator of teaching, but the supporter and guide. The relationship between students and teachers will also be transformed, and classroom interaction will be more frequent. Students will be able to give feedback on their problems and reflect on them, thus making future teaching more relevant.

(3) Extended English Classroom

Since the flipped classroom is implemented based on a self-media platform with information interaction, resource provision, review and feedback functions, the learning style is more flexible. Students can make full use of the self-media platform for independent learning and use it as an after-class extension stage of the flipped classroom to better understand the learning content and expand their knowledge. Teachers can also use the self-media platform to extend students’ learning content. For example, they can use self-media network platforms such as QQ and WeChat public number to establish communication groups so that students can learn English even after class.

2. Shortcomings of the Flipped Classroom Teaching Mode Based on Self-Media Platform in College English Teaching

(1) Insufficient Independent Learning Ability of Students

The application of flipped classroom opens a variety of learning modes such as WeChat, QQ, live streaming and top of the day, but this kind of learning is more flexible and more variable, which requires students to learn independently according to their own learning level and needs, and puts forward high requirements for students’ independent learning. In addition, students are often left alone when...
studying online, and some students with a strong sense of self-discipline will constantly motivate themselves to achieve better grades. However, some students with less initiative to learn are not interested in learning and thus achieve poorer grades, which eventually creates a polarization. Finally, in the times of high-speed development of the Internet, the flipped classroom relies more on the Internet, and there are many tempting factors in the Internet, which lead to students not being able to concentrate on their studies and are very easily disturbed by some things not related to their studies, thus affecting students’ learning grades, and the learning effect cannot be guaranteed, which affects students’ development, as well as the efficiency of English learning.

(2) Flipped Classroom Teaching System Needs to be perfected

The flipped classroom model is a learning mode born under the Internet, and its application puts forward higher requirements for online learning courses and Internet teaching methods. For example, teachers pay too much attention to the application of self-media platform in English classroom, and pay too much attention to the knowledge transfer, but neglect the change and innovation, too single teaching method, which will make students lose interest in learning and fail to stimulate students’ learning motivation. The so-called flipped classroom teaching based on the self-media platform is just a formality, which has caused a big obstacle to the promotion and application of the flipped classroom teaching mode.

3. Teaching Strategies of Flipped Classroom of College English Based on Self-Media Platform

(1) Focus on Pre-course Pre-learning and Cultivate Students’ Awareness of Independent Learning

Teachers should organize teaching resources and encourage students to carry out pre-course pre-study on their own by logging onto the self-media platform. In the pre-course pre-study, they should set detailed learning objectives and determine the important and difficult knowledge of the textbook according to the textbook and the syllabus. Specifically, teachers can mark the key knowledge in the courseware to help students clarify their learning priorities. At the same time, teachers should encourage students to record important and difficult points and questionable knowledge so that they can carry out classroom learning with questions and thoroughly check the results of their pre-study.

(2) Changing Teaching Direction and Highlighting Students’ Main Position

The flipped classroom provides students with the opportunity to learn independently and to carry out online learning through themselves, with the teacher merely acting as a supervisory or evaluative role. Students can make use of the
The instantaneous nature of the network of the self-media platform to obtain more learning resources and greatly enhance their learning efficiency. Next, to better achieve the effect of flipped classroom teaching, teachers can teach in groups. For example, students can be grouped voluntarily or instructed to group according to their interests, gender, or seating. The number of students should not be too large, so that students can conduct independent cooperative learning and increase the space for dialogue and learning interaction. Finally, teachers should pay attention to the way of teaching guidance in instruction. After the completion of classroom teaching, teachers must assign after-school assignments, which can take various forms, such as observation, practice, and writing, so that students can log on to the self-media platform to complete them on their own.

(4) Improve the Evaluation System of Flipped Classroom

The flipped classroom teaching mode needs to be improved in terms of curriculum setting and evaluation system construction. The flipped classroom is a mixture of online and offline courses, to ensure that online teaching serves offline teaching, which requires online teaching and offline teaching hours to be consistent, so that students’ learning time is reasonably allocated and their independent learning ability, self-management ability and thinking ability are improved through offline learning. Besides, in terms of evaluation system, a more reasonable evaluation method should be carried out by combining the two, which refers to “online” and “offline”. Then, teachers can test students’ online learning effect with the help of students’ learning length and frequency, and test students’ classroom learning effect with the help of traditional exams or classroom spot checks.

(5) Improving Teachers’ Teaching Standards

The emergence of the flipped classroom has largely saved the traditional teaching model, allowing new developments for both students and teachers. For teachers, they must be innovative in the classroom, apply more relevant network devices, understand the network operation of computers, and be able to use their practical experience to give positive guidance to students, so that when students encounter problems in practice, teachers can give relevant guidance to promote the improvement of students’ practical ability. Therefore, universities can regularly train teachers to enhance their application level of Internet technology and teachers’ teaching ability, and set corresponding criteria as evaluation standards, so that teachers’ flipped classroom instruction level and professional teaching level can reach this standard and lay the foundation for building out an efficient English classroom.
4. Conclusion

For the flipped classroom, first of all, students should be guided to use the online self-media platform for pre-course pre-study, so that students can be better guided into the key teaching contents. In the middle of the class, teachers need to integrate the traditional teaching mode with the self-media platform to realize the complementarity of the two. And at the end of the lesson, teachers should appropriately assign corresponding after-class homework to achieve knowledge consolidation and promote the improvement of English teaching quality through the triple application of pre, during and post lessons.

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