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# The Study on the Teaching Mode of Advanced English “Flipped” Classroom

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## Abstract

This paper reflects on the teaching mode of Advanced English “flipped” classroom: Teaching characteristics, teaching mode and challenges posed by Advanced English “flipped” classroom

## Keywords

“flipped” classroom, teaching characteristics, Advanced English, teaching mode, challenges

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## 1. Introduction

With the development of multimedia network technology and popularization, human communication between the frequent beyond any time, it also brought changes to the development of the education opportunity. Classroom teaching can be realized in the true sense of the concept of “student-centered”, finally causes the student to effectively realize the meaning of the current knowledge in building purpose.

The Internet technology to the classroom is a vast extension of English learning. Flipped Classroom arises at the historic moment is one of the results of that technical support. And senior English teaching reform, based on the “flipped” classroom can effectively transform the traditional teaching for students to give priority to the subjective initiative of learning model.

## 2. Teaching Characteristics of “Flipped” Class

“Flipped” class is also called “reverse”, in 2007, is the result of the Colorado rocky mountain forest park high school. Its teaching mode is the traditional classroom teachers imparting knowledge in the process of teaching process with the aid of modern multimedia technology and Internet in extracurricular to complete, and the students' knowledge internalization means such as assignment, and practical operation process is shifted from the original extracurricular implementation to in-class work by teachers, classmates, to discuss cooperation and complete, so as to realize the reverse of the whole process of the traditional teaching. The typical teaching characteristics of “flipped” class are as follows:

### The Transformation of Roles Between Teachers and Students

Teacher's leading role in the traditional classroom teaching, is the center, is the disseminator of knowledge, students just passive receivers, and the pattern of “flipped” classroom teachers quit the stage of the teaching center, knowledge into student learning guide, facilitator, evaluators. Teachers provide students the main science learning scripts, student is the center of the whole learning process. They need to complete its knowledge through actual participation in activities in the process of building, so as to realize the internalization of knowledge.

### The Change of Teaching Program

The "flipped" model is turned upside down the traditional teaching procedure, the teacher as the leading classroom knowledge import into students extracurricular knowledge with the help of multimedia network technology, while after class to review to understand into students' knowledge in the process of building the main link, and transferred to the classroom. The change of the teaching process completely changed the traditional teaching of middle school students to learn the subordinate status.

#### The Reconstruction of the Structured Knowledge

The "flipped" model for the construction of student knowledge provides a more reasonable cognitive way. The traditional teaching mode is to help students to construct knowledge in the form of instilling the cognitive process of learning, rather than the students' awareness of individual real path. "Flipped" class, therefore, to rebuild the students' knowledge of learning, cognitive process, fully respect their cognitive needs, more accord with cognitive law.

### 3. The Traditional Teaching Mode of Advanced English

Advanced English is English majors is the main stage of its teaching to improve the English majors students English comprehensive ability will surely play a crucial role. According to the outline of college English teaching for English majors (2000), advanced English teachers' teaching task is to train students' integrated English skills such as reading comprehension, grammar, rhetoric and writing ability, and to increase students' knowledge, deepen students' understanding of society and life and cultivate its analysis and appreciation of masterpiece, logical thinking and independent thinking. Senior English article genre widely, however, content, rhetoric, class period of limited and it brings to the teachers' teaching and students learning the great challenge. For a long time, in order to complete the heavy teaching task within the limited class hour, traditional teaching methods in class is given priority to with teachers' input, students notes is complementary. Passive teaching model not only the teacher tired for a long time, but also arouses students interest in learning, not to mention improve practical English application ability. This will naturally affect the ability of the students' knowledge learning and improve.

### 4. Attempt on the Teaching Mode of Advanced English "Flipped" Classroom

J. Piaget's cognitive theory of Constructivism (Constructivism) believes that knowledge is only an explanation of the objective world, assumption or hypothesis. But the learners' understanding of this knowledge is not always in agreement. True understanding can only be established based on their background and experience of learners, learning activities process depends on the specific circumstances. And "flipped" class is to provide individual learners based on their own background knowledge building environment. Advanced English traditional teaching mode ignores the individual learners' knowledge construction environment demand. Therefore, the "flipped" class, like a fresh wind, blew away the fog in senior English teaching. In recent years, the author try to introduce a new teaching idea, from design to implementation of the teaching mode on the reconstruction, and beginning to make more gratifying results.

Senior English teaching in class, based on the "flipped" classroom , reconstructs class and after-class learning environment.

#### The Reconstruction of the Class Learning Environment

First of all, by means of advanced multimedia network technology we can provide communication platform to establish communication group of students and teachers. Teachers' learning tasks of each text carefully designed and communicated to the individual, to help students clear study target, content, method, test of learning resources and learning effectiveness, etc. In the quality of open education resources for consistent with this class the teaching content of background knowledge resources, including text, images, video and so on to stimulate students' interest and enthusiasm; Secondly, in view of the understanding of the text design reasonable discussion and practice, help

them to complete the construction of knowledge learning before class preparation, so that the students with their own experience and through the class group discussion background in the process of building knowledge discovery problem, a preliminary complete build individual cognitive process.

#### Construction of Interactive Classroom Teaching Environment

Teachers collect the results of group discussion before class to determine valuable questions as a guide, and by means of exchanges and cooperation through the classroom interaction between teachers and students to help students complete problems which they can't solve themselves.

The construction of the interactive environment to cultivate students' independent learning ability as the guiding ideology, fully respect their independence, use of dialogue, to discuss the way to encourage the development of individual thinking and protect their innovative thinking. Loose interactive classroom teaching environment construction for the individual learner in the unfavorable factors in the process of building the knowledge to eliminate study.

#### Learning Reflection After Class

Finishing the task designed by teachers does not represent the individual learners knowledge building success. So let the learners learn to reflect on what they have learned knowledge is necessary to build a perfect knowledge process. Through reflection, individual learners can find loopholes in their learning, which will be conducive to the building for the next new knowledge study. Reflective learning can make students to think independently, are effective ways to cultivate their ability of introspection literature. Therefore, after each lesson teaching task, teachers should also understand students' reflections, and reflections on the collected problem to solve, help students to improve the construction of knowledge.

Based on the "flipped" classroom of senior English teaching mode reform attempt, in the past two or three semesters of teaching practice more gratifying effect has been made. First of all, the setting up of teaching class network communication platform, exchange students and teachers are no longer confined to the classroom and become very frequent, which inspired their learning enthusiasm and interest; Second, the development of the network resources use has greatly increased the students' learning efficiency, they can not only learn from the information provided by their teachers, can also have a destination for network resources for learning, greatly expand their knowledge, improve the profound understanding of society and life, many students also so stimulated research interest and desire, also laid the foundation for the graduation thesis writing; Again, from the perspective of the class debate and test results of the student, the depth of his thoughts have greater ascension, personalized understanding is also more firmness, overall English skills have greatly improved.

## 5. Challenges Posed by the "Flipped" Mode

"Flipped" class benefits many individual learners, but at the same time we also see that teaching brings great challenges, which mainly display in:

#### A Challenge to the Teaching Media

"Flipped" classroom implementation is the premise of have the support of multimedia network technology. At present, even in the of higher institutions in our country, they do not have conditions to provide the equipments and the support of network technology, or guarantee of this new medium, therefore, " flipped "class cannot achieve.

#### A Challenge to Teachers' Quality

"Flipped" classroom teaching requires teachers to use network resources reasonable design script, as a result, teachers should not only have solid basic skills, for the use of multimedia network technology is skilled, in order to make a vivid and interesting teaching video, in order to keep the network platform and student interaction. The traditional teaching mode (a book, a piece of chalk) teacher is going to be a big challenge, especially for the older teachers.

#### The Challenge of Self-Consciousness of Students

"Flipped" class requiring individual learners in autonomous learning content after thinking and assigned by the teacher into the classroom interaction, which requires the learners to have strong self-consciousness: in front of the computer to watch and learn, in the network group of communicate. It is not a problem for part of studious students, but for poor students self-control sex is its knowledge to build the first thing, teachers need special management.

"Flipped" classroom teaching model is the product of multimedia network technology, but it is more respect for the individual learner, more can stimulate the learners' interest and study enthusiasm. Based on "flipped" classroom of senior English teaching mode reform attempt for senior English majors provides more learning platform, inspire their interest and enthusiasm, not only strengthened their confidence of learning this course.

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