

# Construction and Improvement of College English Flipped Classroom Teaching Mode Based on Network Teaching Platform

Chai Xiangju<sup>1</sup>

<sup>1</sup> School of Foreign Languages, Zhaoqing University, Zhaoqing 526061, China

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**Abstract:** With the rapid development of information technology and the reform of information in education, flipped classroom as a new teaching mode has been widely used in College English teaching in our country in recent years. Based on theory of Constructivism, this paper explores the construction and improvement of flipped classroom model in college English teaching from the perspective of producing pre-class videos, conducting in-class activities and building a cooperative informationized learning environment, and at the same time the improvement in network resources are discussed.

**Keywords:** Network teaching platform, College English teaching, Flipped classroom

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## INTRODUCTION

The book "Ten-Year Plan in Education Informatization (2011-2020)" pointed out: "the development of education informatization should take innovation in educational theory as the guideline; take sound educational resources and information learning environment construction as basis; and take innovation in learning and teaching models as the core." Thus, all the colleges and universities have tried new teaching concept and teaching modes based on modern information technology. For a long time, College English teaching in China has taken the form of big classes. Students in such classes vary in their level of English and it is difficult to conduct classes smoothly. Because in recent years the reduction in the credits and the time of study in College English the students in the classroom have less and less time and opportunity in language output. The ability in English improves slowly. Flipped classroom teaching mode can solve this problem effectively. Therefore, in order to adapt to the changes in the information age, teaching mode in College English education must be integrated with the modern information technology and based on multimedia and network. At present, in the combination of College English class and computer network, flipped classroom teaching mode is the most popular. This teaching mode can perfectly integrate teachers, students and the information technology in classroom and deepen the reform of College English teaching. The author puts forward the construction of College English classroom teaching mode based on network teaching platform in this paper, hoping to provide more high-quality educational resources for students, to create personalized and collaborative informationalized learning environment and to improve the learning effect of College English course.

## THE DEFINITION AND DEVELOPMENT OF NETWORK TEACHING PLATFORM AND FLIPPED CLASSROOM

The network teaching platform is a software system which is built on the basis of the network, and provides a comprehensive support service for the remote network through the construction of modern information technology and modern education theory. The network teaching platform provides a virtual environment for teachers to teach online and for students to study online, which enables the teachers and students to have personalized teaching and learning space. The network teaching platform facilitates flipped classroom in the transference of the teaching video, the students' participation in the assessment and the feedback of the results, the interaction between the teachers and students. So the network platform provides technical support for the flipped classroom.

Under the information environment, the computer and the network technology are becoming more and more mature, which provides the necessary objective conditions for the mixed teaching mode of College English class. In September 26, 2007 "College English curriculum standard" revised by the National Ministry of Education proposed to reform English teaching method, which requires colleges and universities to make full use of modern information technology, multimedia and network technology in improving English teaching mode; to change teacher centered traditional mode to students oriented mode; to free from the constraints of time and place in teaching and develop personalized and autonomous learning environment.

The network teaching platform witnessed several stages of development. Until now the popularization of computer network in colleges and universities ensures the implementation of the interactive network teaching platform.

### **The Connotation of Flipped Classroom**

Flipped classroom refers to flip of the teaching process from the "knowledge imparting in classroom + the knowledge absorption after class" to "pre-class knowledge imparting + classroom knowledge absorption". Because the traditional teaching pays more attention to the knowledge imparting process, then it is done in classroom, but knowledge absorption is ignored. So after class it is difficult for the learners to achieve learning objectives because of lack of teacher's help. Eric Mazur, a professor of physics at the Harvard University said: because of the information technology it becomes more simple and convenient for teachers to impart knowledge, then focus should be put on students' absorption of knowledge in the teaching process [Berret 2012]. In the flipped classroom, teachers will make teaching videos, and let the students watch them before class, in this way to achieve the transference of knowledge. And then in the learning process the students with questions brought to the classroom, by means of activities and interaction in classroom, complete the absorption and mastering of new knowledge with the teacher's guidance and help [Zhang 2012].

### **Status Quo of Research and Application of Flipped Classroom**

In 2011, Salman Khan in American recorded a large number of teaching videos and put them on the Internet for public and free use. It was welcomed greatly, and then Khan Academy was established giving free classes in the form of network teaching videos. A large number of learners benefit from these free classes. As a result, many universities both at home and abroad have adopted the flipped classroom teaching mode, and the scholars have studied the flipped classroom teaching mode from then on. In 2012, the research on the flipped classroom started. In recent years, the number of studies has increased and the research has been furthered. Researches in our country on flipped classroom are constantly inviting the attention. However, research on Flipped classroom for specific courses is not enough, and the study of College English flipped classroom is to be further enhanced.

## **THE THEORETICAL BASIS FOR THE FLIPPED CLASSROOM TEACHING MODE**

### **Learning Theory**

In 1960s, American psychologist and educator Benjamin Blum put forward that some students do not have a good result in study because they do not have access to enough help in the process of learning. He believes that as long as with the best teaching conditions and given sufficient learning time, more than 90% of the students will be able to master the learning task and get good results [Bloom 1986]. But traditional classroom teaching focus on group teaching, lacking individualized counseling and

correction. Flipped classroom can solve the problems that appear in traditional teaching by providing students with enough learning time and individualized tutoring and help thus to encourage students to achieve learning goals.

### **Constructivism Theory**

According to learning theory of constructivism, learning is an active and constructive process instead of a passive one in which individuals make meanings through the interactions with each other and with the environment they live in. Constructivism believes that learning is a process in which an individual learner constructs understanding based on their original knowledge and information processing in the context of social and cultural interaction. In the flipped classroom teaching mode, the process to watch the videos before the class has made the students accept the knowledge, and in class the interaction between the teacher and the students can contribute to the generation and construction of knowledge.

## **CONSTRUCTION OF COLLEGE ENGLISH CLASSROOM TEACHING MODE BASED ON NETWORK TEACHING PLATFORM**

### **Making of Teaching Videos Before Class**

The quality of teaching videos determines the effect of knowledge transference, and then influences the design of classroom teaching activities and the final teaching effect. Teaching video production should take into account the overall design of the teaching content, the visual effect of information presentation, the length of time, the interactive strategy of each aspect in teaching and so on.

The content of College English teaching is generally the language materials in each unit in the textbook, which requires the teachers not only consider the teaching content, but also take into account the level of teaching as well as the presentation of materials by multimedia. Modern network technology provides teachers with an extremely rich teaching resources, teachers need to sort out the resources according to the clear teaching objectives, and screen out excellent learning materials. On the completion of the overall and detail design, using Camtasia screen recording software to record the teachers' lectures, powerpoints and related audio and video materials into teaching videos. In the last processing, some operatuin can be inserted into the operation to highlight some key information for students to grasp it easily and improve the efficiency of knowledge mastering. Students can watch the videos through the network teaching platform and self-pace the progress and frequency of watching video according to their own situation, which overcomes the unilateralism of traditional classroom knowledge transference, and contributes to the realization of personalized learning. At the same time, teachers should make use of the online testing

function of the network teaching platform to arrange the pre-class exercises, track the students' learning and testing information feedback, and design the classroom teaching activities according to the feedback results.

#### **The Arrangement of Classroom Teaching Activities**

To complete the classroom teaching videos does not represent a successful "flip". The absorption of knowledge which is represented by interaction between teacher and students in class is the core and key to flip the classroom [Liu 2014]. Therefore, teachers should carefully design the classroom activities on the basis of full understanding of knowledge acceptance of the students. In classroom activities the teacher on the one hand should create a good environment to complete the internalization of new knowledge; on the other hand, to provide sufficient opportunities and occasions for students to practice English, ultimately improve their English ability and flexible use of knowledge.

#### **Establishment of Collaborative Informationalized Learning Environment**

In the information age, "mobile learning", which is unencumbered by time and place, is becoming more and more popular among college students. Therefore, the teacher should create an informationalized learning environment based on the network teaching platform for students' autonomous, inquiry and collaborative learning which is the extension of College English flipped classroom. In the network teaching platform, teachers can add video, audio, text and other excellent teaching resources into their teaching materials to realize the sharing of teaching resources; by interaction, communication and evaluation feedback in teaching, effective management of teaching and tutoring students can be achieved. In such kind of teaching, students can avail themselves of teaching resources whenever and wherever it is convenient to them, and participate in activities in collaboration and presentation of teaching subjects. Thus, it will make learning more active and interesting so as to improve the learning efficiency.

### **OPTIMIZATION AND INTEGRATION OF MULTIMEDIA NETWORK TEACHING RESOURCES**

Multimedia Network Teaching Resources are the basis of the English teaching reform to flipped classroom. How to optimize and make full use of multimedia network teaching resources is essential in the teaching process. In the era of multimedia and network information, teachers should not only learn how to use multimedia and network technology, but also acquire the ability to adapt to changes in teaching strategy. The multimedia network teaching is a new teaching mode for teachers which are a new challenge. Looking at the current multimedia college English teaching quality, the author thinks English

teaching efficiency and teaching quality can be improved to a new level by promoting the multimedia teaching as a remedy for the defect of the traditional one. Multimedia network teaching can be improved from the following three aspects:

#### **Optimization of Technical Resources of Multimedia Network Teaching in College English**

Multimedia network technology used in education means creating a learning environment based on constructivism theory, which is the foundation to improve students' English learning ability. According to the theory of constructivism, language learning is a process that learners construct their understanding of the target language. In this process, students are the main body of teaching practice, whose role is to construct a semantic understanding; and teachers are the organizers of teaching practice, whose role is to help the construction of semantic understanding. Therefore, the students' learning of English based on constructivism theory should have the following characteristics: 1) autonomous learning; 2) exploratory learning; 3) situational learning; 4) cooperative learning. Multimedia network teaching resources are based on these learning modes to develop and integrate teaching courseware and software module, and combine with the characteristics of language teaching, and supported by dynamic heuristic teaching and teaching process, and then we realize the sharing of information resources to optimize the network media in the depth and breadth, as a result a new, diversified, authentic English learning environment can be created. The teachers, according to different personality, different levels of students assign different learning tasks, and through the network service in human-computer interaction, to teach student and help them to develop autonomous learning of teaching resources in the resource library. This learning environment can stimulate students' learning enthusiasm, and change teacher-centered traditional teaching mode to the student-centered mode, which helps to cultivate students' comprehensive language competence and creative thinking to establish a humanized teaching environment and realize flexible personalized teaching. It has a great and far-reaching impact on the transformation from examination oriented education to quality education.

#### **OPTIMIZATION OF CORPUS RESOURCES IN MULTIMEDIA NETWORK TEACHING OF COLLEGE ENGLISH**

Multimedia network technology has not only the advantage of effective integration and timely online update, but also breaking through the time and space constraints, and merging classroom teaching into the community to realize sharing of the resources. In addition, because of the unprecedented development in recent years, such as space technology, satellite TV, synchronization of information, the previous

limitation in English teaching is broken, and the distance with English speaking countries is shortened. At present, we can have access to unprecedented data resources for English language learning and cultural learning. At the same time, software development and production process of multimedia network technology in English teaching courseware has been marketed. Multimedia courseware, as a software product, is in research and development in accordance with a series of standard software engineering. The material resources of College English teaching and learning materials and English learning are diversified, multi-level, networked, and equipped with a variety of supplementary means to present in front of teachers and students. These language materials and resources as a result greatly stimulate students' interest and attract students to study actively. Make full use of this huge resource library to realize the purpose of using multimedia network technology to assist college English teaching and learning.

#### **Fully Exploiting the Potential Resources of Mutual Support Between Teachers and Students**

In the modern information era, wide application of multimedia network technology in English teaching provides a broad space for teachers, but also help students to learn and use English teaching information through various channels and actively explore and learn the knowledge. However, whether can they grasp and make flexible use of the contents they have studied? How much have they grasped what they have studied? This not only requires teachers to provide a variety of teaching information resources, but also to design information resources and to use a variety of means to assess by teachers. Teachers can get the knowledge of the weak points and interests of students through the analysis of the assessment results, so as to renew and update the information resources. In teaching practice, the successful implementation of this process depends largely on the mutual support between teachers and students. If the potential of mutual support between teachers and students can be fully developed, you can maximize the use of multimedia assisted College English teaching. The students will actively cooperate with teachers to support network platform service system, which have the same significance as teachers' master of multimedia network technology to design and develop advanced teaching resources.

Ultimately it plays an important role in cultivating students' autonomous learning ability.

The implementation of multimedia network assisted English teaching demands reforming the teaching ideas, teaching concepts, teaching methods and teaching model. Only through the joint efforts of all parties and taking corresponding measures, the various problems in Multimedia English teaching can be truly solved. And teaching reform can be promoted the quality of teaching can be improved.

#### **CONCLUSIONS**

Flipped classroom, as a new teaching mode under the information age, conforms to the trend of reform of educational informatization in our country. By applying flipped classroom teaching mode to College English teaching, it can improve current college English teaching to a certain extent. However, research on flipped classroom in the field of higher education in China is still in the exploratory stage. Any kind of teaching mode finally established has to go through repeated practice and feedback process. But the key in the flipped classroom learning - "knowledge internalization" has the biggest advantage which is incomparable in the existing teaching mode. With optimization and develop of technical resources and corpus resources of multimedia network teaching in College English, it provides a guarantee to the practice of flipped classroom. We have enough reason to believe that through continuous exploration and practice, with the solid technical support of multimedia network the flipped classroom will play a greater role in College English teaching.

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