

Study on the Application of Flipped Class Teaching Model Based on WeChat Public Platform in College English Learning

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Abstract: The purpose of this paper is to study the application of flipped classroom teaching model based on WeChat public platform in college English learning. By analyzing the problems of the flipped classroom teaching model based on WeChat public platform, and combining the actual situation of the current education, we give some reasonable suggestions. The result shows that the teaching model can arouse students' learning initiative and improve their learning efficiency. Therefore, we conclude that it is feasible and applicable to apply WeChat public platform to flipped classroom.

Keywords: Flipped classroom, college English, teaching model, WeChat platform

1. INTRODUCTION

In recent years, flipped classrooms have become popular in the field of teaching in china. There is no exception in the field of college English teaching [3]. Many teachers try to use flip teaching methods in teaching. In view of the English proficiency of students, they analyze the effect of teaching, which laid the foundation for further research [5]. With the rapid development of the network, a variety of multimedia teaching methods are widely used in the teaching process [1]. The whole teaching activities have achieved good results. However, the traditional teaching philosophy has not changed. The initiative and consciousness of the students were not improved [2]. The teacher's concern is the teaching of knowledge, thus easily ignoring the emotional factors of students. This kind of traditional teaching model does not accord with the goal of innovative talents training [4]. In order to train talents, a variety of teaching methods continue to emerge. Among them, the flipped class teaching method has achieved good results [6]. Domestic educational researchers and teaching practitioners regard the flipped classroom model as a means to reform the disadvantages of the traditional classroom [8].

The flipped class started in a high school in Colorado, the United States. The school teacher was upset because his students were unable to attend class on time. Many students were unable to keep up with their normal studies because of their absence from class [7]. In 2007, two chemical teachers, Jon Bergmann and Aaron Sams, used screen recording software to record the course as a presentation. Then, they uploaded it to the network to help students make up missed lessons. Teachers focus on solving some difficult knowledge in class. This new type of learning model is called the flip classroom, which is widely welcomed by students. This teaching model is a major technological change that affects classroom teaching in 2011 [9]. In recent years, the flipped classroom has been popularized and developed both at home and abroad. By studying the main features of the classroom, and combining with the micro-public platform, this paper explores the application of modern means of communication in the flip classroom, with a view to building a mixed teaching mode. This provides some reference for our teaching reform.

2. STATE OF THE ART

The research of flipped classroom teaching mode is relatively mature abroad. In April 2000, Wesley J. Baker put forward a "flipped classroom model", that is, teachers use online curriculum management tools for online teaching. In class, teachers interact and collaborate with students. At the same time, Baker expounded the nature of flip learning for the first time. In the flip classroom, the teacher is no longer the sage on the stage, but the guide on the side. This statement has been widely recognized by academia. flipped classroom model has taken an important step in theory. After a long period of practice, some scholars summed up the system structure of the flipped classroom. However, the model is too simple and only applies to part of the science curriculum. It has some limitations in practical science or liberal arts courses. In order to help teachers to implement the flip class, the American scholar Jackie Gerstein created a ring flip teaching mode. She designed the whole course of the flipped class thoroughly and in detail, which provides a reference for the teacher's class activities. In addition, on the basis of practice, the American Forest Park High School, Khan Academy, Riverside School District and Harvard University have built their own teaching model. With the introduction of the concept of flipped classroom, researchers have broadened and deepened the study of flipped classrooms. The concept of "flipped classroom" has been accepted by more and more schools in North America, and has gradually developed into a new wave of global educational reform [10].

Before flipped classroom teaching mode, our country has similar educational thoughts. In the 80s of last century, Chinese scholars created a task driven self-directed learning and educational reform model. This reform pattern is concentrated on students, which has the charm of flipped classroom. In 2011, Salman Khan's speech on the TED gave our educators a new understanding of the flipped classroom teaching model, and began a comprehensive study of the theory and practice of this method. Through searching on retrieval system of CNKI and

other related literature in China, the author found that the volume of papers on "flipped classrooms" or "reversed classrooms" was 0 before 2012. The number of papers is 1673 from 2012 to 2014. The tendency chart is shown in Figure 1.

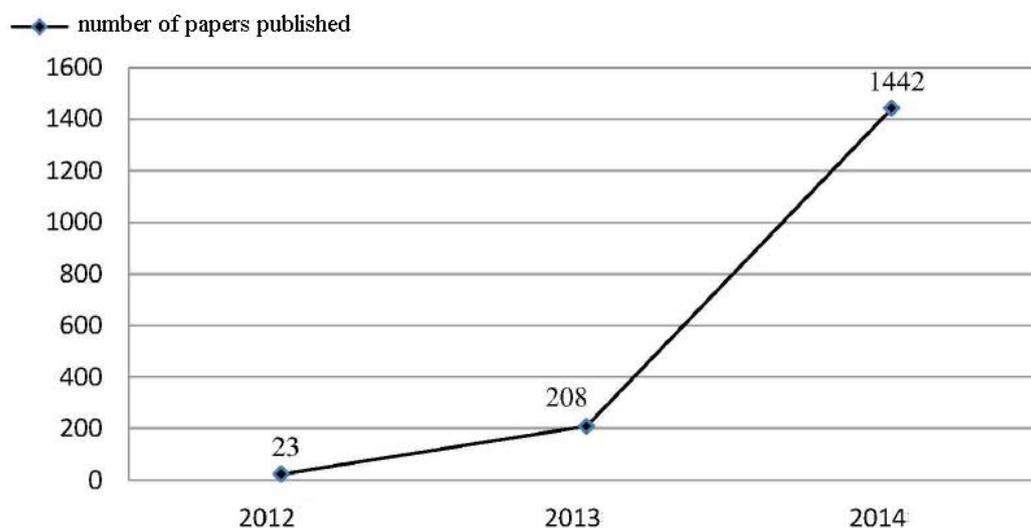


Figure 1 The research trend of "flipped classroom"

As can be seen from Figure 1, since 2012, there has been a marked increase in the volume of "flipped classrooms" or "reverse classrooms". This shows that the research of flipped classroom has aroused great attention and concern of domestic scholars. It is becoming a new research field and research focus.

At present, China's flipped classroom teaching practice is still in its infancy. More and more schools and teachers are beginning to realize the value of the flipped class teaching method and trying to localize it. Although there are many discussions and researches on flipped classroom model in China, the practical applications are very little. Most of the papers are about the basic problems and concepts of teaching mode. Whether it is the traditional teaching model, or the emerging teaching model, they have their own advantages and disadvantages. Today, educators begin to combine the two, and they can complement each other. Based on this consideration, the network teaching is put forward. The theoretical basis of the network teaching is not the something else, but the combination of the two most influential theories of "learning and teaching". After entering the twenty-first Century, with the rapid development of information technology, human beings have entered the information age, and network teaching has increasingly become an important mode of teaching. Based on network teaching, knowledge transfer is accomplished through WeChat platform. Knowledge internalization is accomplished in the classroom by the guidance and assistance of teachers, and by the cooperation and mutual aid among students. It will fully reflect the leading role of teachers and the role of students as the main body.

3. METHODOLOGY

3.1 Theoretical basis

Teaching model is a certain teaching ideas or teaching theory. It is a kind of theory under the guidance of the formation of teaching behavior norms. Different educational theories or educational ideas tend to produce different teaching models. The teaching model of flip teaching is based on the design of constructivist learning theory and system theory. Under the student-centered premise, it emphasizes the teacher's leading role. The flipped classroom is quite different from the traditional classroom. It is mainly reflected in the transformation of teacher and student role and the order of teaching activities. The traditional classroom teaching process consists of two stages. The first is the knowledge transfer phase, and the second is knowledge internalization stage. The transfer of knowledge is accomplished through the lectures of teachers in class. Knowledge internalization requires students to finish their homework, practice or practice activities after class. In the flipped classroom, this traditional model has been reversed. Knowledge transfer is done by teaching micro video or other learning materials before class. Knowledge internalization takes place in class. The main form is a few columns of teaching activities. Teachers act as mentors, counselors and questioners. The teaching process is reversed. The teaching process has changed. We call it the flipped classroom.

The flipped classroom teaching model turns the teacher from the knowledge teacher into the learning director. This means that teachers are no longer the center of teaching activities, but teachers are still the guides for students to learn. When students have problems, teachers can provide guidance and help on an online or offline basis. Since then, teachers have become the three roles of providing class learning resources, designing instructional activities and organizing the examination and examination. In the flipped class, students are not learning independently. Flipping classes requires a high degree of student involvement, such as group collaboration, group discussions, and interaction between teachers and students. Therefore, the flipped class is a teacher organization activity. It is a classroom to internalize and absorb knowledge, and students are the main body of this class. The flipped class greatly reduced the teacher's time in the classroom. The time for students to discuss and communicate greatly increased. The teacher designed the teaching activities carefully. These teaching activities can not only stimulate students' interest in learning, but also enable students to master knowledge and complete their tasks in the process of participating in teaching activities. The concept of flip classroom is shown in Figure 2.

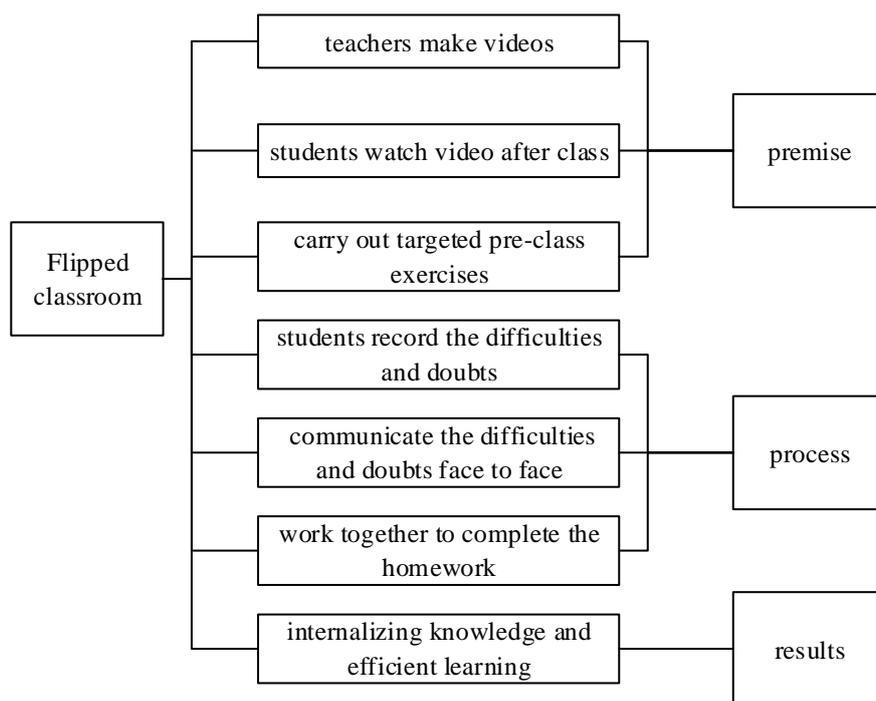


Figure 2 The concept of flip classroom

3.2 Implementation procedures

The teaching model mainly stipulates the steps of teachers and students in teaching activities. The implementation process of the flipped class mainly includes refined teaching materials, reversing the traditional teaching process and students' autonomous learning. It can enhance the interaction between students and students as well as teachers and students. The flipped class has changed the role of the teacher. The teacher is the instructor. Students become the protagonist of the learning process. They need to construct knowledge in their learning activities by completing relevant tasks. In the classroom, teacher pay more labor and occupy more important position than traditional teaching. The quality of teaching materials, the arrangement of students' learning progress, the support of information means and the design of classroom modules have direct influence on the teaching effect. In order to effectively improve the quality of the flipped classroom teaching model and stimulate students' interest in learning, teachers need to apply new teaching strategies to achieve this goal. For example, teachers can make use of modern multimedia means. The author finds that the application of WeChat and WeChat public platform in the flipped classroom is beneficial to the cultivation of students' autonomous learning consciousness, and it can improve the creative ability and make students become the leading role in the class. Through the use of modern information technology, it can overcome the difficulty of knowledge internalization, increase the number of knowledge internalization, save valuable classroom time, and ultimately improve learning efficiency.

In the traditional classroom teaching mode, the transfer of knowledge takes place in the class. The teacher passes the knowledge to students through teaching, demonstration and other means,

and this process occupies almost all the time in class. In the flipped classroom teaching mode, knowledge transfer takes place before class. The teacher will send videos, learning materials and task lists to the students the day before the formal class. By watching the video, the students learn the relevant materials to study autonomously and finish the task of self-study before class. Finally, students mark doubts and feedback questions. The application of knowledge in the traditional classroom teaching mode has not received enough attention. At the end of each unit, the teacher will organize unit testing to check the student's knowledge of the unit. They did not apply knowledge to practice. In the flipped classroom teaching model, the application of knowledge takes place after class. When the teaching activity is over, the teacher should organize unit testing. Students make their knowledge into works and apply knowledge to practice. The teacher will evaluate the students' works, and the students will share and evaluate each other. The contrast between the traditional classroom teaching model and the flipped classroom teaching model is as shown in Table 1.

Table 1 The contrast between the traditional class teaching model and the flipped class teaching model

Teaching model	Before class	In class	After class
Traditional class teaching model	Understand and preview. No guidance and no purpose of the preview.	The transmission of knowledge. The new course is introduced, the teacher explains the knowledge, the homework is arranged, the student attend a lecture and practice.	The internalization of knowledge. To complete the homework independently, review, understand and preview.
Flipped class teaching model	The transmission of knowledge. Watch videos, learn from oneself, customize progress, organize harvests, and ask questions.	The internalization of knowledge. Communicate, interact, answer questions, collaborate, explore, complete assignments, and teachers provide personalized tutoring.	Learning new knowledge. Self-learning, self-made progress, finishing harvest, ask questions.

As can be seen from Table 1, for the teaching form, the flipped classroom teaching model is the reverse of before class and after class in the traditional classroom teaching model. It reverses the process of knowledge transfer in class and the process of internalizing knowledge after class. The transmission of knowledge is achieved before class, and the internalization of knowledge is achieved in class.

4. RESULT ANALYSIS AND DISCUSSION

As a language course, college English learning focuses on the accumulation and application. Its knowledge cannot be achieved overnight. Classroom time is far from enough to allow students to fully grasp and flexible use of the knowledge. Under the support of multimedia, the online video course designed and recorded for teaching knowledge points came into being. The flipped class originated in the United states. It reconstructs the teaching process, emphasizes the autonomous learning of students before class, the internalization of knowledge in class and the reinforcement of knowledge after class. Therefore, according to the dependence of college students on mobile phones, the convenience of WeChat platform and the typical features of classroom reversal, college English teaching applies the flipped class teaching method with the help of WeChat platform. It can be divided into three steps: before class, in class and after class.

4.1 The teaching module before class

Under the guidance of constructivism theory, according to the needs of each link of flipping the classroom teaching mode, and combined with the main function of WeChat interactive module, we put forward the flipped classroom teaching mode based on the WeChat public platform. It emphasizes student-centered, teacher-led, and gives full play to students' learning autonomy. In the process of teaching, the communication between teachers and students is very important. The purpose is to create a teaching environment with resource sharing, multiple interaction and independent inquiry. Teachers need to fully understand the students' learning situation before the class, and the main forms of the students' preferred knowledge (video, text, etc.). The teacher pushes the learning materials to the WeChat public platform. Students can study autonomously before class. When making teaching videos, teachers need to take into account the visual effects and time length of teaching materials, so as to build a content rich learning platform. Students understand and grasp the knowledge points, and they can test themselves through exercises to consolidate the content of the study and give feedback to the teachers. Teachers are summarized according to different problems encountered by different students before class, and fully prepared for the digestion of knowledge in class.

Teachers can also set keyword feedback functions that bind keywords to relevant learning data. Students can obtain learning resources through simple replies, which improves the students' interest and initiative in the process of self-study. In the learning model based on WeChat and WeChat's public platform, teachers can realize people-oriented and teach students in accordance with their aptitude. In the traditional teaching model, different students get the same knowledge. This seemingly fair form of education actually cannot reach the expected teaching effect of teachers. Through the use of flipped classrooms, one to one teaching can be achieved. For students of different English proficiency, it can push different forms of teaching content. The WeChat public platform enables resource sharing. Teachers share teaching

resources on the platform. When students get it, they can share it with their WeChat friends, so as to realize the sharing of teaching resources. Before class, the teacher must study the teaching materials, judge the teaching difficulties, determine the teaching objectives and make micro classes carefully. This module includes the interpretation of teaching objectives, the main points of knowledge and application and the arrangement of tasks.

4.2 The process of WeChat platform curriculum design

Before developing a microsecond course, we should design a complete script in advance. According to its contents, each knowledge point is divided into detail on the design. In this way, the entire design process is clear, logical and smooth. In addition, we should pay attention to concrete analysis of specific issues. It is not possible to design the content in full accordance with the script content. In the teaching process, a lot of things are changing. The teacher should develop the content and form of the student's individual according to the student's situation. The design process of WeChat public platform course is shown in Figure 3.

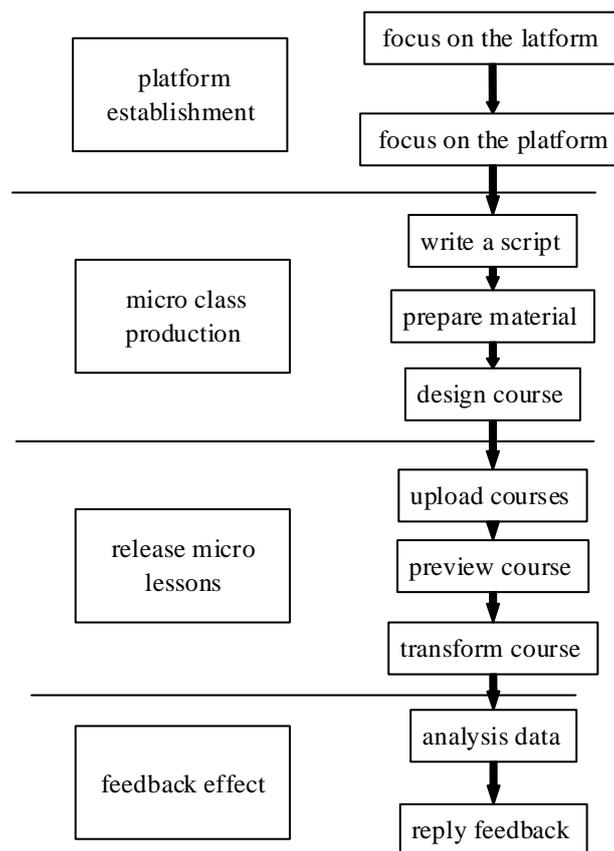


Figure 3 The design process of WeChat public platform course

5. CONCLUSION

By analyzing the current situation of college English teaching and the characteristics of

WeChat platform, and combining the advantages of the flipped classroom teaching method, this paper proposes a college English flipped teaching model based on WeChat public platform. It takes full advantage of Internet resources and modern information technology to innovate teaching methods. However, in the process of using WeChat platform for teaching, teachers should pay attention to the following three aspects: (1) WeChat platform is only auxiliary teaching, and it cannot replace the classroom teaching; (2) the students should preview before class so that the flipped class can be carried out smoothly; (3) the teacher should make proper restraint and timely guidance to students, and supervise students to use WeChat platform properly, so as to improve the teaching quality and learning efficiency.

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