

Three Teaching Modes of Flipping Classroom Applications Inquiry —— Take Chinese English Teaching as an Example

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Abstract: In the era of rapid Internet development, the flipped classroom is different from the traditional classroom teaching in the past. It thoroughly relies on Internet technology to promote the combination of high-quality resources and education. At the same time, it has three teaching modes: Training Master -Style Flip Class, Problem Inquiry Flip Class, and Research Construction Flip Class. Many well-known foreign institutions have used these teaching models to achieve good results. Some English courses in China have also begun to integrate with flipping classrooms. So, are these teaching models suitable for Chinese English classroom teaching? How do we use these teaching models to improve English teaching? Therefore, this article will study the characteristics of flipping classrooms, analyze their advantages and disadvantages, and use the literature research and case analysis methods to explore how it achieves good results in Chinese English classrooms.

Keywords: Flipped classroom, English teaching, Chinese English teaching, problem inquiry, information technology

1. Introduction

English learning has attracted much attention in the new era of rapid development today. Chinese English teaching is an essential window for learning foreign cultures, and it is a critical way to understand national historical geography, traditional customs, lifestyle, literary and artistic art. However, with continuous education reform, many problems have also been exposed: insufficient motivation to learn from students, lack of an oral practice environment, and weak cooperation ability. This is also the disadvantage of traditional English classrooms. That is, teachers, dominate students, and students are challenged to innovate [1]. Following the classroom with the booming technology information, it breaks the traditional classroom teaching model. It combines high-quality online teaching resources with classrooms, providing a new idea for education reform. The flipped classroom and English teaching combination are important means to improve students' English learning. In response to the application of flipping classrooms in domestic English classrooms, this article innovatively raises questions: the three teaching modes of the flipped classroom can be used in Chinese English classrooms. The following paragraph will first explain the meaning of the flip class and its three modes, explore its purpose, and analyze the flipping through critical analysis. Can the classroom be used in our future language classroom?

2. The Basic Principles and Purpose of Research

Based on the current English teaching situation, this article discusses the advantages and disadvantages of flipped classroom teaching and tries to conduct research on flipped classroom teaching. First, this article explores the classroom teaching design and implementation strategies of English flipping classrooms and discusses the impact of three flipped classroom teaching models on the current English courses. Then, by combining and summing up the concept of flipping classrooms and related theoretical foundations, this article discovered the core connotation and characteristics of the flipping classroom teaching mode and explored and analyzed a relatively new classroom teaching model.

The purpose of this article is as follows: Is the flipped class enriched the English teaching method? What are the disadvantages and advantages of flipping the classroom mode? Can the new teaching concept of improving the classroom be combined with social development? How to create a practical English teaching course? After studying the literature review, I hope to find scientific applications in English teaching in this model and check whether it will be essential in optimizing and improving problems in the current English classroom.

3. The Source and Meaning of the Flipped Classroom

Flipped class in 2007 originated from the "Forest Park" high school in Rocky Mount, Colorado, USA. At that time, the school's two chemical teachers Jonathan Burman and Aaron Same were tuned to help students who were missing. The students watched the video at home and then brought the problems they encountered back to the teachers and students to solve them together. Later, the teaching methods of the two teachers were generally praised by students. Therefore, the teaching method and procedures are the opposite of the traditional student learning content.

Flipped classrooms subverted the traditional teaching in the past. Students are dominant, and teachers have assisted. Intel Global Education Director Braun Gonzalez believes that the "upside-down classroom" (that is, the flip class) refers to the process of giving students more freedom to students. Accept new knowledge in your way; internalize the process of knowledge in the classroom, so there is more communication and exchanges between students, classmates and teachers. The turning class has realized the significant reversal of time and space in the process of knowledge teaching and knowledge internalization. Students' knowledge teaching is mainly through the auxiliary role of modern information technology. Relying on the video materials made by teachers, the video materials require that they are short, clear, and clear to ensure that students have targeted solid learning within the adequate study time of more concentrated attention. Help students' self-control and self-learning abilities continuously improve. The internalization process of students' knowledge mainly depends on the intervention assistance of teachers in the classroom and mutual assistance to study in the classroom, promoting the student group's collaborative learning ability and ultimately making students become masters of learning.

4. Three Teaching Modes in the Classroom

4.1. Training Master -Style Flip Class

Training Master -Style Flip Class is a combination of autonomous learning, practice consolidation, and compliance testing so that students can solidly grasp and flexibly use the knowledge learned and form a rolling classroom teaching model with related skills.

4.2. Problem Inquiry Flip Class

Problem Inquiry Flip Class is a flipping classroom teaching mode in the form of inquiry learning. Inquiry learning is the problem or task of students under the guidance of teachers, and through various disciplines or tasks, through various forms of inquiry activities, to obtain knowledge and skills, cultivate inquiry ability and application ability, and obtain emotional experience. Purposeful way of learning

4.3. Research Construction Flip Class

Research Construction Flip Class is a flip class teaching mode that promotes the construction of students in the form of discussion and exchanges

5. The Theoretical Foundation of the Flipped Classroom

5.1. Constructionist Theory

Constructionist learning theory believes that knowledge is not a pure reflection of objective reality, and any form of knowledge carrying symbols is not a correct manifestation; knowledge is the explanation and assumption of the world under the existing conditions, and this kind of understanding and assumption will meet with the changes of the times and the deepening of human cognition, it has changed and re-interpreted; knowledge cannot exist outside the individual, and the real knowledge should be integrated with the learners. Cognition of the question. In a word, knowledge does not exist outside of Learners. Instead, it is actively constructed by learners. Piaget believes the result of learning is not just knowing a specific response to a specific stimulus but the reconstruction of cognitive graphics in mind. The factors determining learning are neither external factors (such as individual physiological maturity) nor the interaction between individuals and the environment. In his opinion, the description of the evolution of children's thinking luck constitutes an interpretation of learning. This is also why the turning class has become a learning mode for learners to accept [2].

5.2. Cognitivism Theory

Emphasizing the individual's understanding is not directly given by external stimuli but the result of external stimulus and internal psychological activities of the subject. Behavioral mechanical, highlighting the subjectivity of human consciousness and psychology. I believe that the monitoring of a wide variety of cognitive enterprises occurs through the actions of and interactions among four classes of phenomena:(a) metacognitive knowledge, (b) metacognitive experiences, (c) goals (or tasks), and (d) actions (or strategies). Metacognitive knowledge is that segment of your (a child's, an adult's) stored world knowledge that involves people as cognitive creatures and their diverse cognitive tasks, goals, actions, and experiences.

6. The Advantages of Flipping the Classroom into Three Teaching Modes

6.1. Teachers and Students are Swapped; Students' Independent Learning Ability Enhances

Whether in Training Master-Style Flip Class, Problem Inquiry Flip Class, or Research Construction Flip Class, the teacher is no longer the traditional leader and knows knowledge. For students, provide learning resources and answer doubts: such as recording learning videos in advance, selecting high-quality learning resources, etc. Teachers should also be able to organize activities in the overturning class, such as group learning and group discussions. Students are no longer passive

receivers in traditional classrooms. They are active participants in classroom learning. They need to digest and transform their memory for external knowledge.

6.2. Effective Use of Classroom Time

The flipped class reduces the lecture time of the teacher's show in the traditional classroom, and it is more for students to learn independently. Taking the training and mastering the classroom as an example, after the student completes the study of related teaching videos before the class, he returns to the classroom to pass the autonomous learning, practice consolidation, and meet the standards. Related skills greatly use the classroom time to consolidate what they have learned.

6.3. Interaction and Cooperation in Learning Increase

Taking the Problem Inquiry Flip Class and Research Construction Flip Class as an example, students have become the leaders of the classroom. They discuss each other and communicate with each other. Teachers will answer doubts in time as assistants. Teamwork ability. Because one of the most prominent features of turning the classroom is that students can fully prepare their knowledge in the classroom and use classroom time to exchange knowledge and share their ideas, thereby improving learning efficiency [3].

7. The Limitations and Problems of the Flipped Classroom in Three Teaching Modes

7.1. Insufficient Class Interaction

Students in traditional classrooms generally abide by class discipline and have fewer opportunities to communicate with students. In the turning class, much time is used to discuss student groups. At the same time, it is not a good thing for some students. They may float on the surface, and you are chatting with your classmates or not interested in talking. These are all problems in the classroom. Insufficient classroom interaction even directly affects learning efficiency.

7.2. Teacher's Network Technology Application Knowledge and Ability Insufficient Ability

Everyone is susceptible to technical alienation. Although children may feel uncomfortable on the computer, the teacher may also feel the same [4]. Flipped classroom requires teachers to have a lot of information application technology. Teachers lack corresponding computer skills to prepare for teaching videos. It is undoubtedly a challenge. In addition, a large number of materials collections, investigations, and arrangements are not well done by every teacher, which will affect the quality of teaching.

8. Conclusion

"Flipped Classroom," as a new teaching model, has attracted the attention of educators. It integrates information technology into teaching and provides teachers with new ideas for classroom teaching. With the gradual improvement of teaching facilities and network technologies, flipping classroom teaching under the support of multimedia has been applied to English disciplines. The teaching of the three models is supported by the theory of constructivism and cognitivism, which further illustrates the favorable influence of turning the classroom on students' autonomous learning and accepting knowledge. Essence, However, there are many different voices among the researchers. Milman believes that the time management of this model is difficult for teachers [5]. Delozier and Rhodes believe these teaching videos cannot directly improve students' learning ability [6]. Therefore, the flipped classroom still needs further research.

9. Research Question

Combine the advantages and disadvantages of the flipped classroom and clarify the research question: how to properly apply the three flipped classroom models to English classroom teaching.

10. Alternatives and Suggestions for Flipped Classroom

10.1. Blending Learning

Blended teaching is a kind of "online" + "offline" teaching that combines the advantages of online teaching and traditional teaching [7]. The organic combination of the two forms of teaching organization can lead learners' learning from shallow to deep-to-deep learning. Blended teaching and flipped classroom have not only overlapping parts, but also complementary relationships. Teachers should have the appropriate online technology for teaching, record rich and innovative online lessons, and develop good lesson plans. In cognitivism theory argues that it is best to have four basic elements. 1) What is the intended educational goal of school instruction? 2) What content should be selected to achieve this goal? 3) What are the instructional strategies and media used to organize instruction? 4) How do you determine if your goal has been achieved [8]? Thus, the instructional design of a flipped classroom can be developed in sequence with the four basic elements mentioned above.

10.2. Cooperative Learning (Group Discussion)

Cooperative learning is based primarily on social interaction theory, which emphasizes the mutual influence and social connection between teachers and students, students and students. In socioculturalism, Lev Vygotsky thinks Children acquire cultural values, beliefs, & problem-solving strategies through collaborative dialogues with more knowledgeable members of society. You cannot study an individual's mind in isolation from the community or culture that that individual is a part of. So, in a flipped classroom, to check the learners' mastery level before the class, the instructor can administer a standardized quiz to the learners at the beginning of the class through a 10-20 minute test. This could be in the form of exercises or questions. The teacher needs to summarize the valuable questions based on the course content and the questions raised by the students through the learning platform and determine the teaching strategies, such as lecture, self-study, discussion, inquiry, etc. If you encounter problems that students generally do not understand, you can conduct targeted lectures. In specific teaching, students can also be grouped according to the selected problems, and the group size can be determined according to specific teaching conditions. If the problem is single, brainstorming and a knowledge quiz can be used; if the problem is complex, the problem can be divided into several sub-problems, and different groups can be asked to be responsible for different sub-problems. Then, the learning task is completed by using the puzzle learning method. Finally, each group conducts a collaborative, inquiry-based learning plan to form the final answer [9].

10.3. Appropriate Course Evaluation

The teacher's evaluation is particularly important in the learning process. The teacher's evaluation should be reasonable and fair. It should combine scoring, graded forms, and textual evaluation, pointing out students' strengths and weaknesses in a targeted manner and giving constructive advice, to motivate students to actively participate in class and make continuous progress. The power of such processes to influence development is presumed, and shown, to vary substantially as a function

of the characteristics of the developing person, the immediate and more remote environmental contexts, and the periods, in which the proximal processes take place.

11. Conclusion

The development of science and technology has triggered a wave of turning the classroom. However, flipping classroom teaching models should not only follow the mainstream how to design and produce Chinese English flip courses and how to combine online courses with physical classrooms to be further explored in practice [10]. The fundamental advantage of turning the classroom is not the application of technology but the improvement of the overall teaching model. Only by conducting more in-depth research on the goals, content, and evaluation of English courses can we better solve the problems in English classrooms and find English teaching methods suitable for our country.

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