

Exploration of "student-centered" College English Flipped Teaching Model Based on Second Class

Peng Peilan^{1,2} Fang Zewei

1. Foreign Language Department, Beijing Institute of Petrochemical Technology, Beijing 102617, China;

2. National Research Center for Foreign Language and Education, Beijing Foreign Studies University, Beijing 100089, China;

* Email: lansunny@126.com

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Abstract: With the support of college-level teaching reform project funding , students English association is expected to be established within the scope of our college, including the association of English speech, English spoken language, the English corner and other communities, and to carry out various activities related to English based on the English second classroom "student-centered" flipping the classroom teaching mode of exploration practice, cultivate students' autonomous learning ability and the consciousness of lifelong learning. Based on the practice of teaching reform, this paper is to analyzes the achievements and experience gained and the deficiencies in the process of project implementation, so as to make the best of the advantages and avoid the disadvantages in the future teaching practice, and strive to improve the teaching effect and cultivate students' comprehensive English application ability.

Key words: English Second Class; Student Centered; Flipped Teaching Mode

1. Introduction

In recent years, domestic scholars' research on "student-centered" college English classroom teaching focuses on the reform and exploration of teaching mode, while there is little analysis on the problems and challenges in "student-centered" college English teaching. Moreover, few scholars have combined the study of the first class and the second class in English. There is no substantial organic combination in the three key links of students' independent learning before class, "student-centered" activity display in class, inquiry-based learning and after-class leak checking and filling.

The research and practice of "student-centered" college English teaching model based on the second class aims to realize the organic combination of the first class and the second class, and puts forward specific steps of combining practice, implementation guarantee and evaluation rules. Through the practice of the second classroom training link and individualized learning of new college English classroom, student autonomy in English learning, improve self-confidence and enthusiasm will be larger, the teacher can also get through the first class and second class together with students in class and extracurricular exchanges collaboration effectively understand students' individual differences in English learning, targeted teaching in accordance of their aptitude.

After the Ministry of Education put forward "College English Curriculum Requirements" in 2007, the reform of college English teaching in colleges and universities across the country has been actively carried out. Our school has experienced a variety of teaching reform and innovation modes from the ordinary basic college English teaching, to graded teaching, and then to the present. To a large extent, we have realized the exploration of "teacher-led" to "student-centered", which reflects the emphasis on the cultivation of students' independent ability and innovative ability. With the emergence of the "student-centered" teaching concept, in order to further consolidate the achievements of the current reform, teachers began to explore the construction of the second class of college English. Teachers are not only the teachers of the course content, but also the mentors and promoters of the learning process. Students change from passive absorbers to active explorers; The form of teaching organization has changed from "listening to lectures in class + finishing homework after class" to "independent learning before class +" student-centered "cooperative classroom inquiry". The content of the class is changed to the demonstration of students' independent learning achievements before class, coaching and answering questions, discussion and communication, etc. The role of technology is to provide convenient learning resources and interactive tools for autonomous learning and collaborative inquiry. The evaluation method presents multi-level and multi-dimensional.^[1] At least twice as much time as is required before class.^[2] This requires us to establish a standardized and systematic second classroom. The combination of the second class and the first class is of great benefit to students' autonomy, self-confidence, creativity and critical ability. It can realize the effective combination of classroom teacher's guidance, student's leadership and pre-class students' independent learning, realize the close penetration of classroom knowledge absorption and extracurricular knowledge accumulation, and realize the high unity of classroom rehearsal and effective supplement of the second class.^[3]

In recent years, domestic scholars' researches on the "student-centered" college English teaching model based on the second classroom mostly focus on exposition and introduction and exploration of teaching model, but seldom explore from the perspective of practice, and rarely analyze the problems and challenges in the new classroom teaching.^[4] Modern education theory holds that a complete teaching system not only includes the first class, but also the second class, which is a key component, especially for practice-based subjects. The learning situation of the

second class determines the quality and level of the teaching system to a certain extent. In college English teaching, the second class has strong autonomy, and the traditional homework mode can no longer meet the teaching requirements. "Student-centered" college English teaching based on Internet technology has begun to play an increasingly important role, and it can achieve better teaching results with the help of excellent teaching information platforms.^[5] In the process of the close and organic combination of the second class and the "student-centered" college English class, the active use of advanced teaching information means is of great significance for promoting the construction of open education resources, personalized learning of students and the construction of teacher team.^[6]

On the whole, the foundation of students in our school is generally weak, and many students lack interest in English learning and active learning consciousness. Therefore, it is urgent to systematically develop the second class of College English and combine the "student-centered" college English classroom teaching in order to improve students' enthusiasm and initiative in learning English. At present, the second class of College English in our school mainly consists of relevant competitions and English lectures, without the formation of a special second class system and related systematic training and guidance. If only focus on the competition, for students with general and poor foundation, their enthusiasm for participation cannot be better mobilized, and the scope of benefit is relatively narrow. In addition, there is no assessment system for the second classroom, which not only realizes the interconnection of activities in the second classroom and the sharing of resources, but also has no guarantee measures for the effective implementation of the second classroom. Therefore, there is still a lot of work to be done in the construction of the second classroom of college English. The poor implementation of the second class will directly affect the effective practice of "student-centered" college English class.

2. Key problems to be solved in English teaching reform

The reform aims to solve the problem that the second classroom does not have a high degree of integration with the student-centered college English classroom, and to realize the systematization and standardization of the second classroom as well as the effective auxiliary function for the student-centered college English classroom.

The reform is divided into the following four aspects: 1) Standardize and systemize the second English class. All kinds of English associations and associations should be organically linked together to realize the cooperation among them on the basis of the ability to carry out activities independently, forming a resultant force and promoting each other. Teachers and students in charge of different associations should communicate with each other frequently to share resources and complement each other's advantages. 2) Combine the Second English class with the "student-centered" college English class. "Taking students as the center" of the college English classroom self-study before class and after class leak fill a vacancy can test the second classroom and complementary, the second class is "student-centered" in the early period of the college English classroom learning support platform, is also the first class expand learning

platform, but also for the classroom inquiry learning and mutual learning group to provide a collaborative good atmosphere of helping each other mutual overseers. 3) Both the second class and college English class can be combined effectively and conveniently through information technology. As the second classroom in addition to the various clubs or associations as a platform to communicate face to face, also can establish WeChat oral group, for a minute impromptu speech, and to develop mutual, it will make for improving students promote each other, help, and, at the same time in such a relatively easy way to English activities, also can improve the enthusiasm of students, especially for English foundation is weak and lack of self-confidence of students. 4) Develop localized English activities suitable for English proficiency of students in our school. Most of the race in our school activities, such as the national college students English competition, English speech contest, English writing competition, basically is a massive competition, aims to select students English comprehensive application ability is higher to a higher level of competition, and the lack of tailor made for the students in our school can encourage all students participation and the localization of English activities. Is suitable for the English level of the students in our school activities to a great extent, can improve students' enthusiasm and initiative of learning English, such as "Good Memory" recitation competition of our school started in 2008, from the preliminaries, audition, heats to the final, full of more than 1500 students in grade are involved, we recite developed an interest in English, and in the following during the English learning, students are maintained to recite the enthusiasm very high, and formed the good habits of English recitation, English scores have improved significantly.

3. Steps to Implement the teaching reform

1) Conduct in-depth discussion and exchange study to provide effective theoretical support and preparation for the implementation of the reform

First of all, it is clear that the second class, as an effective extension and supplement of the first class, must make up for the shortcomings of the first class and make full use of modern information technology and achievements to enrich the second class. When providing resources, we should pay attention to the timeliness, interestingness, knowledge and practicality of resources. When organizing comprehension output activities, it is necessary to analyze the feasibility of the activities, make them close to students' life, and let the participants apply what they have learned, so as to stimulate students' interest and enthusiasm in learning and be willing to actively participate in the second class activities. Secondly, it respects the individual differences of students, and provides resources that can meet the needs of learners at all levels of English proficiency. It tries to reflect the hierarchy of resources for choice. The provision of resources should take into account the different interests and learning objectives of students and classify all kinds of resources. The diversification of resources can provide more choices and more space for the enhancement of students' English ability. Thirdly, the second class activities should be organized and systematic, and should be planned as a whole. There should be a clear plan from the aspects of specific activity arrangements, incentive measures and implementation

steps, so as to form a complete second class system and guarantee the actual effect of the second class. Secondly, the theoretical knowledge of the person in charge of teaching reform and the participating members should be in place. The main theoretical basis must be deeply understood. For example, Krashen (1982) believes that it is not enough to simply advocate input, and what learners need is "comprehensible input". Krashen described this situation as the "input hypothesis", believing that the input must include "I +1", that is, if the learner's current language ability is I, then the language input needs to be slightly higher than I, namely I +1, and the input of such I +1 must be understandable in a sense. He believes that language use ability is not taught, but acquired naturally through a large amount of comprehensible corpus (I +1 level corpus) slightly higher than the learner's current language ability I. ^[7] Based on the input hypothesis of Krashen, Swain(1986) put forward the output hypothesis after a long time of infiltration teaching practice. In her opinion, input is a necessary condition rather than a sufficient condition. After input, there must be a lot of comprehensible output exercises to help learners verify the appropriateness of the grammatical structure, vocabulary and pragmatic use of the target language. Promote the automation of language use, thus effectively promote second language acquisition. ^[8] In addition, members of the teaching reform need to understand the constructivist learning concept. Constructivist teaching strategy is learner-centered, which is embodied in the following aspects: First, constructivism emphasizes the subject role of students. In the learning process, the teacher's responsibility is not to directly impart knowledge, but to act as a guide to guide the organization and coordination to indicate the direction. New knowledge is constructed and internalized by students through their interaction with the environment or others. Second, "cooperative learning" is of great significance. In the process of learning, interaction and cooperation between students and teachers to discuss and solve problems together, and resource sharing is more conducive to knowledge construction. Third, emphasize the design of learning environment. Students are better able to acquire new knowledge in specific language situations designed. Fourth, advocate with the aid of a variety of information resources. By providing students with abundant learning resources and multiple perception approaches, learners are supported to complete meaning construction and knowledge internalization. ^[9]

2) Establish English network resources and video resources, establish associations, and carry out various English second class activities to assist the "student-centered" college English classroom teaching

Based on the actual situation of our school, on the basis of maintaining the original extracurricular activities, we should explore more effective forms to perfect and standardize the second class of our school. (1) Establish college English network resources. The purpose is to provide the second college English class with abundant reusable resources and "student-centered" college English class knowledge and information channels, expand students' knowledge scope, broaden their horizons, stimulate students' interest in English learning, meet their individual needs, and achieve resource sharing. The English resource base includes both

network resources and book resources. (2) Establish English association and organize students to participate in various English competitions and activities, including oral English activities, English speech contest, English translation contest, etc. Teaching reform in university education and research key project "on the basis of the second classroom" student-centered "college English" teaching model to explore and practice education funding support, within the scope of the whole school established the student's English club, including the association of English speech, English spoken language, the association of oral English, English reading, English translation association of community organizations, etc. All English lovers in the class can sign up. Various English related activities will be held regularly every week. The subject matter of English activities may originate from textbooks or be higher than the content of classes. Students are encouraged to increase their reading while mastering the content of the textbooks, and to further expand their scope of knowledge, improve their critical thinking ability and realize the comprehensive accumulation of materials. The input in reading should neither be far beyond the best that students can do, nor should it be too close to their current level or too confined to textbook knowledge to challenge them at all. (3) Carry out English corner activities. Through the English corner to create a good language environment, simulate the real scene, determine the theme of the activity, to provide students with practical opportunities for oral communication. In addition to the traditional oral English corner on the ground, we can also develop a network English corner. For example, in the form of WeChat group, we invite all interested teachers and students to join the group and announce the topic in advance. Teachers are assigned to be responsible for each period, and timely guidance is provided to ensure the effectiveness and pertinence of communication. If foreign teachers are invited to participate, students' interest in participation will be more stimulated. For students with weak English foundation and lack of confidence, oral English corner is a good communication platform, which can effectively avoid the embarrassment caused by students who are afraid of making mistakes and dare not speak English in traditional English corner, and gradually help them overcome their fear. (4) Give English lectures. English lectures will be maintained. Foreign teachers can be invited to give lectures on cross-cultural knowledge about Chinese and Western culture, introducing social customs, etiquette, outlook on life and values of English-speaking countries, with emphasis on the differences between Chinese and Western cultures. Students can be interested in the issues such as examinations, postgraduate entrance exams for guidance, but also can be related to academic reports.

3) Realize the organic combination of English second class activities and "student-centered" college English class.

Specific steps for the combination of English Second Class activities and student-centered College English class:

The salient feature of this study is the combination of college English class and the second classroom extension training, which is specifically divided into four steps.(1) Students'

training topics in the second English class should be closely related to the classroom teaching content, not limited to and slightly higher than the classroom content. After students internalize knowledge in class through "student-centered" classroom presentation and group collaborative discussion, they can discuss with the teacher the extension topics and presentation methods related to the next course content, such as English speech, debate, role playing, seminar, etc., which are conducive to improving the comprehensive application ability of English.(2) According to the extra-curricular tasks discussed by the students, they work in groups to collect activity materials. Students have to read a lot of relevant materials, summarize the collected materials, and naturally interweave with what they learn in class. The material content is slightly more difficult than what is learned in class.(3) The second classroom activity extension training. Students will practice with each other through various English learning platforms such as speech association, oral English Association and translation Association. In the initial stage of the activity, teachers can have in-depth communication with students on the related materials that students read, the classroom teaching content and the content collected by students themselves, and provide effective and feasible guidance and practical help in writing English activity manuscripts and presenting English activities in the second class. After several times of English activity training in the second class, students can collect activity materials and carry out various second class display activities more independently. Teachers gradually let go in this process and provide real-time guidance when necessary.(4) Classroom presentation. At the beginning of the class, students will present some English activities. As students have already rehearsed in The second English class, their activity presentation in the class will be more natural and fluent, and their confidence will be higher. Each group will have 2 ~ 3 minutes to show the activity according to the course schedule, and then other students can ask questions and evaluate the content of the English activity. The time for asking questions is 1 ~ 2 minutes. Finally, the teacher comments, supplements and improves the students' display activities. This link can improve students' English critical thinking ability and English listening and speaking ability to a great extent. After the English activity exhibition, students can take the form of group cooperation to discuss and internalize knowledge, so as to realize the autonomy and systematicness of English learning.

It is very important to ensure the regularity and continuity of activities as much as possible after the establishment of public speaking associations, oral speaking associations and related activities such as speaking corners. As an activity with students as the main participating group, in the promotion and implementation of the whole teaching reform, we should get the support and help from the school and department leaders. The responsible person of teaching reform should organize teachers to establish a scientific management system and provide corresponding funds, supporting facilities and activity venues. In addition, the organization and guidance of teachers' activities in the second classroom should be given enough attention and corresponding remuneration, so as to improve teachers' work enthusiasm. The participation of students in the second class should be included in the evaluation, which can account for a certain

proportion of the usual scores, and material awards and commendations should be given to ensure the actual effect of the second class and the enthusiasm of students to participate. Providing safeguard measures to ensure the smooth development of the second classroom activities and the effective implementation of the new college English teaching is an important part in the whole process of teaching reform, which needs to be paid enough attention to.

4. Feasibility analysis of teaching reform research

In the past several years, our department leader and a line of teachers have attached great importance to the cultivation of the students' integrated English skills, carrying out the innovation and reform of education mode, such as graded teaching, flipping the implementation of the class, based on the ability to apply the spoken language test mode of college English curriculum reform research and practice and various auxiliary English teaching education informatization technology to explore education teaching reform. At the same time, the foreign language Department also attaches great importance to the second class, and often carries out English corner, oral English association, speech association, English culture festival, English lectures and various kinds of English competitions at all levels, so as to provide a multi-directional access and platform for students to develop and improve English communication ability and enrich English culture.

The teaching reform faculty have carried out relevant teaching practices in the early stage, helping many students to improve their comprehensive application and practical ability of English, such as organizing speech association, oral English association and English corner, etc., benefiting nearly 1,000 students in the university. In recent three years, they have published many papers on "the Second Classroom" and "Flipped classroom" in journals.

5. Expected effects of teaching reform

With the implementation of the expected effect of teaching reform, the students English association is to be established within the scope of the college, including the association of English speech, English spoken language, English corner and other communities, and carry out various activities related to English, improve the students' English comprehensive application ability and cultivate students' autonomous learning ability and the consciousness of lifelong learning. In this study, the subject class (all college English course students who are teachers of the research group) is required to join the English Association, and English lovers of other classes can also sign up for it. More than 600 students are expected to benefit from the class. Based on the practice of the teaching reform, this paper is to analyze the achievements and experience gained, and the shortcomings in the implementation of the teaching reform, so as to make the best of the advantages and avoid the disadvantages in the future teaching practice and to improve the teaching effect of teachers and the academic achievements of students.

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About the Author:

Peng Peilan (1975-), female, associate professor of Beijing Institute of Petrochemical Technology, and Doctoral candidate of Beijing Foreign Studies University, Beijing. **Research Direction:** Foreign Language Education; Language Policy and Cultural Identity.

Fang Zewei, male, student of Beijing Institute of Petrochemical Technology, the corresponding author of the paper.