
Implementation Obstacles and Countermeasures of Flipped Classroom in College English

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Abstract

This article analyzes connotation, development and theoretical basis of Flipped Classroom. It explores three implementation obstacles and countermeasures in College English flipped classroom practice, including professional skills, class activities and teaching pressure, to improve the study of flipped classroom.

Keywords

Flipped classroom; Implementation Obstacles; Countermeasures; College English.

1. Introduction

Flipped Classroom is a blended learning and teaching model that combines online teaching and traditional face-to-face teaching, which inverts the teaching and learning process.

In recent years, flipped classroom, as a new teaching model, has become more and more popular in the educational world. A lot of instructors and scholars are trying to put it into practical teaching and research it. Flipped classroom is originated from foreign countries and has gradually been introduced into China as a new teaching model.

2. Flipped Classroom

Flipped classroom is a new teaching model which inverts the teaching and learning process. In flipped class, students learn teaching materials before the class by watching the teaching videos. In the class, students can solve the problems that they meet in the learning under the help from teachers or discuss the topic with other classmates.

With the rapid development and popularization of network technique, American scholars begin to lay emphasis on the application of information technology to teaching model reform. The origin of flipped classroom should be attributed to the two Chemistry teachers of Rocky Mountain Forest Park High School in Colorado -Jonathan Bergmann and Aaron Sams. They helped students to study by putting recorded videos to the website and practiced the flipped learning.

Flipped classroom has been a popular research issue. There are some theories supporting the flipped classroom model, Mastery Learning Theory, Constructivism and Autonomous Learning Theory are the most influenced theories on flipped classroom.

3. Implementation Obstacles and Countermeasures of Flipped Classroom in College English

In the teaching practice of flipped classroom in college English, the implementation obstacles and countermeasures of flipped classroom are summarized as follows:.

3.1 Professional Skills

In flipped classroom, teachers should be able to make high-quality micro teaching video, but it is not easy to make it. For teachers, it is full of challenge. On the one hand, the hardware facilities are not enough. Many colleges could not provide with the teaching and learning platform for English teachers, lacking of hardware facilities. Furthermore, they intend to give little opportunity for teachers to have the video-making training. Therefore, if the teachers want to have the flipped classroom, they need to organize the class all by themselves. The colleges should make the policy to improve the hardware facilities. They should employ some experts to make the information platform for teachers and students and organize English teachers to have the video-making training, even other training. On the other hand, teachers' professional skills should be improved by self-access learning.

3.2 Class Activities

Zaid Ali Msagoft has pointed out that the biggest challenge for teachers is not how to make teaching video, also does not lie in how to carry out effective online communication, but how to conduct face-to-face classroom learning. Design and implementation of class activities is the key to help students complete knowledge internalization in the flipped classroom.

Class learning activities can use group discussion, role playing, speech, study report, game, cooperation exploration and other forms. English Flipped classroom belongs to the practical activity-oriented study, so it should put the traditional learning goals of language knowledge on the students' autonomous learning before class. Class task should be transferred to the application of language. English teachers should discuss and communicate more with students in the class, providing them with more opportunities for language exchange and expression, to promote students' internalization and construction of language knowledge through mutual cooperation, and improve the ability of using language.

3.3 Teaching Pressure

Because flipped classroom is a new teaching model, college English teachers are required to understand the process of the class, master the teaching skills and control the class dynamically and effectively. Therefore, it is normal for English teachers to have the pressure in the flipped class. When English teachers have pressure, not only the teachers themselves, but also colleges should take some actions to solve the problems and reduce the pressure. In the light of colleges, they should give teachers a good environment and more encouragement, and minimum the pressure. For the teachers, they need improve themselves both in professional knowledge and skills.

It is hoped that more and more scholars and educators participate in the flipped classroom study, make exotic "flipped classroom" localization as soon as possible in China, and constantly enrich, develop and improve the study of flipped classroom.

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