



Application of the Flipped Classroom in Secondary Vocational English Teaching

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Abstract: In recent years, the flipped classroom has been widely used in front-line teaching. It changes the roles of teachers and students, and especially makes students' learning be transformed into active learning based on video resources. A large number of teaching practices have proved that the flipped classroom has very significant effects in promoting students' independent learning and improving teaching quality. Based on English teaching in secondary vocational schools, this article discusses some insights about the flipped classroom.

Keywords: flipped classroom, secondary vocational English, dominant position

1. Introduction

With the continuous advancement of the curriculum reform, the teaching model and methods have been fully reformed, and the flipped classroom is an important product formed under this background. Different from the arrangement of traditional learning in terms of time sequence, the flipped classroom makes students' learning no longer confined to the classroom completely. This change can be called a disruptive change in the history of education. For secondary vocational English teaching, the practice of the flipped classroom is also a very valuable exploration.

2. The role of the flipped classroom in secondary vocational English teaching

Different from conventional teaching, the flipped classroom has the title of "flipped" because its most notable feature is the reversal of the teaching order. Specifically, the learning process that occupied the main body of the classroom in the past is given up. The content in the classroom teaching is replaced with the evaluation and monitoring of the effect of pre-class learning, and the learning process after class is further consolidated. This novel teaching model can promote the development of secondary vocational English teaching in the following aspects.

2.1 More effectively promote students to develop independent learning ability

"Independence, cooperation, and inquiry" are important new requirements put forward by the new curriculum standard in the cultivation of students' learning ability. The flipped classroom puts more emphasis on students' autonomous learning, which is a new model that conforms to this requirement. In the flipped classroom mode, students need to use the teaching materials and videos provided on the teaching platform before class, plus relevant materials collected by themselves, to learn the teaching content by themselves. For secondary vocational English teaching, the focus is to learn new words from platform videos, follow up new readings, and try new English writing. In this process, students can arrange their own learning time according to their own situation, master the learning rhythm by themselves, and even find a more suitable learning method. Because in classroom teaching, the learning effect of each student needs to be tested^[1], there is a kind of pressure in the independent teaching under the flipped classroom mode, which is actually the driving force to improve the effect of independent teaching. This kind of normalized training of self-learning, which is promoted with pressure and motivation, is almost uninterrupted, and it is bound to effectively promote the continuous and rapid development of students' self-learning ability.

2.2 Better highlight students' dominant position in the teaching process

In secondary vocational schools, the teaching of a series of subjects, including English teaching, in the past basically regarded students as seedlings waiting to instill knowledge, and believed that what students need to do is to listen to the lectures carefully and complete the homework assigned by the teachers with quality and quantity. In this kind of teaching thinking, students are machines that actively digest the knowledge imparted by the teacher, and they almost have no initiative. In the flipped classroom mode, students can master and control the entire learning process, and their dominant position in the teaching process has been restored and respected. Even in a flipped classroom, the teacher cannot talk about and check the homework as mechanically as in the past. Instead, the students should be given the leadership. For example, when testing students' translation ability, teachers should avoid directly asking individual students questions. Instead,

teachers should set up questions and scenes first, and let students tell their classmates through group questions and scene dramas. The teacher's role is only to give corrections and intersperse necessary reminders. That is, whether after class or in class, the main body of the flipped teaching model is undoubtedly the students.

2.3 Be conducive to the construction of democratic and harmonious teacher-student relationship

In the flipped classroom mode, classroom teaching is based on discussions organized by teachers and participated by teachers and students. In the course of the discussion, the teacher is actually a member of the students, rather than an instructor with obvious dignity. In flipped teaching, the teacher's guidance to the student group is also hidden in the flexible communication with the students. For example, when learning English translation skills, teachers should not directly tell students the answers, but use their own supportive views and their own model translations in the discussion to make students feel what should be corrected and the direction that needs to be improved. Therefore, in this case, the flipped classroom model is conducive to the construction of a new type of teacher-student relationship that is truly democratic and harmonious.

3. Steps and main points of developing flipped classroom in secondary vocational English teaching

3.1 Sufficient and flexible pre-class learning

The management of secondary vocational colleges is relatively loose than that of other types of schools. In fact, this is a natural advantage for the implementation of flipped teaching, especially for pre-class learning. It means that there is no obvious obstacle to adaptation. In the pre-class learning stage, teachers need to do three main things. One is to record video and picture materials such as micro-classes according to the teaching content, and save them in a teaching platform that every student can share without barriers. In order to make it more convenient for students to use them, you can also consider publishing them synchronously in the class WeChat group and the QQ group. The second is to clarify the teaching goals of students' pre-class learning according to the teaching content and curriculum standards. Finally, if conditions permit, conduct remote supervision, such as asking students to record their recitation of English words for a few minutes and transmit it to the teaching platform. However, remote supervision should be kept moderate to avoid excessive interference affecting students' autonomous learning.

3.2 Flexible and efficient classroom activities

Through comparatively systematic pre-class study, students basically have a relatively good grasp of teaching content. In this case, the main content of the teaching classroom is to flexibly and efficiently carry out activities to complete the established learning tasks. Specifically, the class teacher sets up a single or several teaching templates according to the teaching content, flexibly uses various forms to complete it with the students, and provides appropriate guidance in the process of deep participation. For example, after the students have systematically studied "Let's Join Fashion Show 1" before class, the teacher can ask the students to describe the school's youth festival activities using the pattern of attributive clauses. Write down the sentences they spoke in turn on the board, and then let everyone discuss it together to determine the top three or top five honor lists. At this time, the teacher tells everyone why they are on the list. Then, invite them to the podium and narrate their learning experience before class. This way tests the effect of their pre-class learning while it further consolidates the knowledge they have learned.

3.3 Profound and necessary after-school reflection

Although for the student group, the end of the flipped classroom in classroom teaching basically means the end of a class. However, for class teachers, they also need to reflect. Specifically, the teacher in charge should reflect on the problems in pre-class teaching design, content arrangement, task description, and choice of classroom teaching methods through the whole process, so as to provide better guidance for the improvement of the subsequent teaching design level. In fact, for students, a certain degree of reflection can also be conducted. And students' reflection should start during the classroom teaching process, not after the classroom teaching is over.

4. Matters needing attention in the development of flipped classroom in secondary vocational English teaching

4.1 Face up to the differences between Chinese and foreign teaching systems

Although the flipped classroom teaching model has been successful in Western developed countries and has been

confirmed by some practices in China, this does not mean that it is applicable to all types of schools in China. Some large-scale secondary vocational schools have relatively complete supporting facilities in terms of information technology and related equipment. Teachers in charge have no quality barriers in recording videos, and they have the basic conditions to practice flipped classrooms. However, in some small-scale secondary vocational schools, due to the lack of various aspects of conditions, it is easy for students to lose control of their pre-learning, and the implementation of flipped teaching is difficult. Therefore, to promote the practice of the flipped classroom, secondary vocational schools should consider all aspects carefully. The best option at the beginning is to pilot the flipped classroom model on a small scale, and then gradually try to popularize it.

4.2 Actively change teachers' teaching concepts

The flipped classroom not only reverses the learning and teaching procedures, but also presents a subversive challenge to the teacher's teaching philosophy. In the flipped classroom, they almost stepped off the traditional teaching altar of teaching and solving puzzles. Instead, they need to be student-centered, focusing on how to help students learn better. In layman's terms, their focus is no longer how to teach students better, but how to make students learn better, and how to evaluate and further improve their teaching effects. Specifically, in the past, the central task of the teacher was to grasp the pulse of the teaching content, implement the design of the teaching plan, and then teach the students solidly in the classroom^[2]. In the flipped classroom model, they not only need to grasp the pulse of the teaching content, but also need to grasp the pulse of the student's learning process, and then think about how to better improve the students' learning ability in terms of making videos and optimizing classroom teaching methods. This kind of transformation is undoubtedly an unprecedented challenge for the class teachers, and it is necessary for them to change their ideas with the times.

4.3 Pay attention to the cooperation of students in conscious learning

The main feature of flipped classroom is that the leadership of learning and classroom is given to students, and students become the main body of learning. If they actively take advantage of the good opportunities provided by the flipped classroom, the teaching effect will be very good. However, a considerable number of students in secondary vocational schools lack sufficient learning motivation, and the implementation of flipped classrooms is more likely to bring opportunities for them to neglect learning^[3]. Therefore, in the process of exploring the development of the flipped classroom, teachers should pay attention to the specific situation of the students in the class. Follow up and supervise the problematic students in the pre-class learning process, focus on asking questions in the classroom, and pay attention to encouraging passive and introverted students to actively participate in class discussions, so as to stimulate the initiative and consciousness of all students in learning, and avoid the situation that the superior are better and the inferior are worse.

5. Conclusion

In short, the flipped classroom model attaches great importance to the status of students as the main body of learning, which helps to improve the teaching effect in theory, and has a very profound impact on English teaching in secondary vocational schools. In the process of exploring flipped teaching, the key to the problem lies in whether secondary vocational schools have sufficient basic conditions and whether they can stimulate each student's learning initiative and active learning potential. At present, for English teachers in secondary vocational schools, the practice of the flipped classroom still has a long way to go.

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