

# Exploration on the Application Status of Flipped Classroom in High School English Teaching in the Era of "Internet +"

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**Abstract:** With the development of social science and technology, the combination of education and science has become inevitable. The Internet and big data, as the leading technology of information science, provide technical support for innovative teaching mode. We are in an era when everything is connected and everything senses. Under the Internet +, the new teaching model represented by the flipped classroom is playing a more prominent role in the field of education. The traditional teaching mode is no longer able to meet the learning needs of students, and the teaching mode led by the flipped classroom has aroused students' great interest in learning. Based on this, the writer take literature analysis method, questionnaire survey method to explores the application of flipped classroom teaching mode in high school English teaching, and puts forward specific application countermeasures. The final conclusion is: the application of flipped classroom in high school English teaching can combine theory with practice, improve students' English learning enthusiasm, promote students' English communication ability, and improve their English teaching level. The application of flipped classroom teaching mode is of great significance to the cultivation of high school learners' independent ability and the overall improvement of English teaching level.

**Keywords:** Flipped class, Modern technology, High school English.

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## 1. An Overview of Flipped Class

Flipped classroom originally originated in the United States from the 1980s to the 1990s, and gradually received widespread attention from the educators concerned. The outstanding teaching concept is to return most of the content of classroom education and teaching activities to students for daily discussion, and summarize the experience and methods in the discussion, teachers play the role of guidance and answer in the classroom, and belong to the role of guide in the whole teaching link. Flipped classroom teaching mode is a teaching mode adapted to the modern information network era. It uses multimedia teaching video as the medium to teach relevant teaching content to students. The teacher arranges the time before class reasonably, uses the time before class to play the teaching videos for the students, and then lets the students to discuss and learn together in class.

## 2. The Process and Benefits of Flipped Class Teaching

Flipped Classroom or inverted Classroom first creates teaching videos, where students watch videos at home or after class, and then return to the classroom to share face to face between teachers, students and students, exchange learning results and experiences, for the purpose of achieving teaching objectives. It is mainly guided by constructivism and master learning theory, and is based on modern educational technology. It is a subversion of traditional teaching from teaching design to teaching video recording, network self-study, collaborative learning, personalized guidance, teaching evaluation and other aspects(Zhu Hongjie, 2103).

### 2.1. Break through the space and time limit, be more convenient and fast.

Traditional classroom teaching is not a bad teaching form,

it is still a good form of imparting knowledge concepts. However, the biggest limitation of a traditional classroom is that teaching and learning must take place at a specific time (40-50 minutes in class) and at a specific place (in the classroom). If a student happens to be very busy at this time, he must participate in the training. In competitions, performances or volunteer work, he can't listen to the teacher on time. There are also "poor students", which refer to those who are inconvenient to and from school and poor ability due to special physical reasons. The flipped classroom lets them sit at home and study independently until they learn it. Therefore, the flipped classroom breaks through the limitation of time and space, and can support the busy and difficult word learning of students.

### 2.2. Change the traditional teaching mode and highlight the principal status of students.

With the gradual improvement of students' reading and writing ability in the college entrance examination, the flipped classroom teaching mode can improve students' reading ability in independent learning and efficient exploration, which is conducive to students to communicate with each other in the classroom and play their due main role. However, the traditional English classroom reading is excessively teacher-centered, paying attention to explaining the corresponding reading skills and reading concepts, transmitting the corresponding reading methods for students, explaining the unfamiliar words in the reading process, and does not pay attention to the cultivation of students' independent exploration ability. The flipped classroom teaching mode can enable students to independently find and understand the corresponding unfamiliar words when reading in English, which greatly improves their independent learning initiative.

### 2.3. Meet students' individual needs and stimulate students' interest in learning.

The implementation of flipped classroom is a new cultivation and creation of the comprehensive English quality of high school students, which meets the needs of students' objective development. Flipped classroom allows students to control their learning progress and choose learning progress according to their own needs. Teachers can explain the key points and difficult knowledge in detail according to the students' learning situation. At the same time, most of the time is for students to study independent thinking, in order to promote the digestion of knowledge, easy to understand and master knowledge. Flipped classroom extends the classroom from inside class to extracurricular, increases students' learning time, optimizes the classroom teaching time, enables students to actively communicate in class on the basis of preview, and improves the classroom teaching effect on the basis of stimulating students' initiative.

## 3. Investigation on the Application of Flipped Class in High School English Teaching

In order to understand the current situation of the integration or application of flipped classroom teaching mode in high school English classroom, this study is selected Chengdu, Nanchong, a middle school students, English teachers as the main survey object, using questionnaire method to the teachers and students in school high school English teaching application of flipped classroom teaching. The main interview questions are as follows:

1.Do you know anything about the flipped classroom teaching model?
2.Do you use the flipped classroom teaching mode in the teaching process?
3.What do you think are the advantages of flipped classroom teaching?
4.How did you overcome these obstacles?
5.Will you use flipped classroom teaching for a long time?
6.In the actual teaching, students cooperate degree, high enthusiasm?
7.Is flipped classroom teaching so difficult for you?
8.Do you think the flipped classroom can replace the traditional classroom?
9.Do you have any good suggestions for the current situation?

Based on the topic of this study, the author analyzed the final results and found that: A small number of schools have been using the traditional teaching mode to teach knowledge, believing that the traditional teaching mode is more direct and time-saving, although there is a certain mechanical, but the requirements for teachers are not high. And most schools in high school English teaching, has adopted the flipped classroom mode, visible in the Internet era, the application of flipped classroom gradually received attention, but in the process of traditional teaching mode and modern teaching mode alternating, there are certain problems:

### 3.1. 3.1 Lack of teaching preparation before class.

In the flipped classroom design of high school English, teachers need to make teaching videos for students to watch and learn before class. Meanwhile, in order to ensure that the teaching process achieves the expected purpose, teachers should also design supporting evaluation schemes to test the students' learning effect. However, the workload of recording the video is huge, which requires a variety of production techniques. Some teachers' lack of professionalism makes it difficult to provide students with high-quality teaching videos, which affects the students' pre-class learning effect. In addition, students lack a sense of participation in pre-class preparation, lack of identity for teaching videos and materials provided by teachers, are unwilling to participate in online interaction, and are perfunctory to the tasks that need to be completed independently before class, and it is difficult to achieve the ideal teaching effect(Zhang Yu,2021).

### 3.2. The effect of students is not good during class.

In the flipped classroom, students are still the main body of teaching, and teachers need to rely on the students' strength to complete various practical activities. However, judging from the practical effect of the high school English flipped classroom, most students do not have enough awareness of the leading role, and some students do not know what to do and how to do in the flipped classroom. For example, in the "Do Advertisements Play a Positive or Negative Role in Our Society?" In this theme class, teachers use the micro-lessons to provide students with several reference points, and give the students the initiative in learning. However, the situation of the students was not optimistic, and the learning content was too thin to fully show their views. Such a teaching situation cannot highlight the subject status of students and affect the teaching effect.

### 3.3. Lack of after-school teaching feedback link.

In the flipped classroom of high school English, teachers' innovation in teaching evaluation is very limited. In the teaching evaluation, teachers do not investigate the differences of students' classroom performance in time, it is difficult to stimulate students' initiative in classroom teaching activities; teachers ignore students' learning process, ignore the learning method and process, emotion and value of teachers; moreover, the single evaluation method cannot meet the needs for individuality and individualization in the flipped classroom, students' language expression ability, cooperation spirit and self-confidence are not fully reflected in the evaluation, affecting the further development of students' ability.

## 4. The Method of Flipped Class Implementation in Senior High English Classroom Teaching

### 4.1. Preview before class

Teachers can take different channels such as self-production and Internet resource collection to obtain resources and support students' pre-class learning. Teachers should apply flipped classroom to high school English teaching with micro-classes to conduct pre-class teaching to

help students develop the good habit of preview new content before class. Thus, teachers can write writing background and intention into micro lesson, guide students to watch and understand, micro class content is consistent with the teaching material content as well, which is a supplement to the teaching material so as to resolve students' cultural differences between east and west, thinking habits, improve the effect of English classroom teaching(Jiang Yong,2017).

#### 4.2. Participate and study in class

In class, the teacher can ask the students to share their thoughts after watching the video, and then let the students to comb their knowledge. Teachers can let students express their own different views, so that students have a more profound views on knowledge. After that, the teachers can discuss and study intensively according to the students' different learning degrees and learning views. Teachers should reserve time for students to study according to their own plans, and then organize students to communicate within the group to learn from each other. Finally, teachers randomly select team members from each group to show their works, and make collective comments, so as to achieve a wider range of achievement communication.

#### 4.3. Consolidate after class

Students will have certain problems in the process of English reading. If these problems are not timely discussed and solved in the consolidation process after class, the improvement of students' reading level may be greatly reduced(Zhang Ziyang,2017). Therefore, teachers can use the flipped classroom teaching mode to promote students' classroom consolidation and corresponding problem solving. Additionally, the teacher can use self-evaluation and teacher evaluation in the process of perfect classroom evaluation. Through various evaluation, we can be more objective and true to understand the students' learning situation, and facilitate the future teaching mode between teachers and students.

### 5. Conclusion

It can be seen that the “flipped classroom” teaching mode is very important in the use of senior high school English, which can effectively improve students' learning effect and

classroom teaching efficiency. But in the process of flipped classroom teaching mode, there are also some problems, therefore, we should conduct more research for flipped classroom teaching mode, make it for English education teaching activities and related change to provide more help, conform to the trend of the times.

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