

Original Paper

Practice and Effectiveness Evaluation of Flipped Classroom Teaching Model in Practical English Courses

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Received: January 12, 2025 Accepted: February 21, 2025 Online Published: March 01, 2025

doi:10.22158/wjer.v11n1p80 URL: <http://dx.doi.org/10.22158/wjer.v11n1p80>

Abstract

With the rapid development of network technology and the continuous development of educational concepts, the flipped classroom teaching mode has gradually received widespread attention in the education sector. As an important part of Practical English course to cultivate students' practical application ability of English, the innovation of its teaching mode is particularly important. The purpose of this paper is to explore the practical application of the flipped classroom teaching mode in practical English courses and its effect evaluation, so as to provide reference and reference for practical English teaching courses. Analyzing the characteristics of flipped classroom, implementation process, effect evaluation and other aspects, this paper aims to optimize the teaching mode of Practical English, improve the quality of teaching, and cultivate excellent talents with practical application ability of English.

Keywords

Practical English course, flipped classroom, teaching mode

Introduction

Flipped Classroom (Flipped Classroom) originated in the United States and was proposed by two teachers, Jon Bergmann and Aaron Sams, aiming at helping students who miss classes to make up for their homework by watching teaching videos. With the continuous progress of modern technology and the updating of educational concepts, the flipped classroom has developed into a brand new teaching mode, which is widely used in various subject areas.

In the teaching of practical English courses, the traditional teaching mode is often teacher-centered, in which the teacher explains the knowledge points in the classroom, the students passively accept them, and complete the homework for consolidation after class. However, this model has many drawbacks, such as single teaching content and method, difficult to meet students' individual needs, and difficult

for teachers to pay attention to each student's learning situation. The emergence of flipped classroom provides new ideas and methods for the reform of practical English teaching.

1. Theoretical Basis of Flipped Classroom Teaching Mode

1.1 Flipped Classroom from the Perspective of Constructivist Learning Theory

Constructivist learning theory deeply reveals the nature of knowledge acquisition, emphasizing that knowledge is not simply the result of teachers' direct teaching to students, but the process of learners' active construction of meaning in a specific social and cultural context, through interaction and collaboration with others (especially teachers and learning peers), as well as the use of diverse learning resources. As a vivid embodiment of this theory in teaching practice, the flipped classroom model has completely overturned the traditional teaching process. In the flipped classroom, students are given more autonomy, and they utilize online platforms, textbooks, video tutorials, and other resources outside of class to carry out preliminary exploration and construction of knowledge independently, forming their personal knowledge framework. While classroom time is used to deepen understanding, solve problems and carry out practical applications, further consolidating and expanding what they have learned through in-depth dialogues between teachers and students, peer-to-peer cooperative learning, project-based learning and other interactive methods, to achieve the internalization and transfer of knowledge.

1.2 Flipped Classroom Model under the Framework of Blended Learning Theory

Blended learning theory, as a teaching mode that integrates the advantages of traditional face-to-face teaching and online learning, is gradually becoming a mainstream trend in the field of education. As a model of blended learning, the flipped classroom model skillfully combines the flexibility and autonomy of online learning and the interactivity and relevance of traditional classroom teaching to form a new teaching ecology. On the one hand, the flipped classroom makes full use of the rich resources and convenience of the online learning platform, so that students can independently choose the learning content and carry out personalized learning according to their own learning pace and interests; on the other hand, the flipped classroom retains the valuable elements of teacher-student and student-student interaction in the traditional classroom teaching, and enhances the learning through face-to-face discussion, group cooperation, and instant feedback from the teacher. participation and effectiveness, and promotes in-depth processing and creative application of knowledge.

1.3 Support and Promotion of Independent Learning Theory for Flipped Classroom

Autonomous learning theory emphasizes that learners, under the guidance of teachers, actively choose their own learning contents, methods and rhythms according to their own cognitive styles, learning interests and learning goals, so as to realize the learning process of self-driven, self-monitoring and self-assessment. The flipped classroom model is highly compatible with the theory of self-directed learning, which not only provides students with a broad space for self-directed learning and encourages them to explore and construct knowledge on their own initiative outside the classroom, but also further

stimulates students' interest and intrinsic motivation through interactive learning activities in the classroom, such as discussions, debates, and project presentations, to cultivate their critical thinking, problem solving ability and teamwork ability. At the same time, the flipped classroom also focuses on cultivating students' independent learning ability and lifelong learning ability, so that they can continuously update their knowledge, improve themselves and adapt to the fast-changing social needs in their future study and work.

2. Practical Application of Flipped Classroom Teaching Mode in Practical English Courses

2.1 Pre-course Preparation Stage

2.1.1 Teaching Video Production

Teaching video is one of the core resources of the flipped classroom teaching mode. Teachers should make short, concise and targeted teaching videos according to the teaching objectives and contents of the Practical English course. The content of the video should cover the key points and difficulties of the course, while focusing on the systematic and coherent nature of knowledge. In the production process, teachers can use a variety of teaching means and methods, such as animation demonstration, case study, physical display, etc., to improve the attractiveness of the video and the teaching effect.

For example, when writing business English correspondence, teachers can make a series of teaching videos about business letter format, writing skills, common sentence patterns and so on. The length of each video is controlled to be between 5-10 minutes to ensure that the students can finish their learning within the time of concentration. At the same time, teachers can intersperse some practical cases and practice questions in the videos to help students better understand and master what they have learned.

2.1.2 Assignment of Learning Tasks

In the pre-course preparation stage, teachers also need to assign appropriate learning tasks to students. Learning tasks should be relevant and challenging, aiming at guiding students' independent learning and in-depth thinking. Tasks can include watching teaching videos, reading textbooks, and completing pre-study assignments. In order to ensure that students complete the learning tasks on time, teachers can use online learning platforms or social media tools for task release and tracking management.

For example, when speaking practical English, teachers can ask students to watch a teaching video about daily conversations before class and practice by imitating the dialogues in the video. At the same time, teachers can also assign some prep work related to the content of the video, such as writing a similar dialogue and summarizing the common sentence patterns in the video. Through these assignments, students' learning interest and enthusiasm can be stimulated, laying the foundation for classroom discussion and practice.

2.2 Classroom Implementation Stage

2.2.1 Knowledge Internalization and Discussion

In the classroom, teachers should guide students to internalize and discuss the knowledge they have learned before class. First of all, teachers can check students' learning by asking questions and taking

tests to find out how well they have mastered the new knowledge. Then, teachers can organize students to have group discussions or cooperative learning, encourage them to share their learning experience and insights, and discuss and solve difficult problems together.

For example, in practical English listening, teachers can first play a piece of listening material and then ask students to answer relevant questions or retell it. Then the teacher can divide the students into groups and let them discuss and communicate with each other about the contents of the listening materials. Through group discussion, students can learn from each other, inspire each other and further deepen their understanding and mastery of the listening materials.

2.2.2 Practice and Application

The flipped classroom model emphasizes the practice and application of knowledge. In the classroom, teachers should design a series of practical activities related to the course content, so that students can consolidate what they have learned and improve their practical application ability in practice. Practical activities can include role-playing, case analysis, project production and so on. Through these practical activities, students can apply what they have learned to practical situations, so as to improve their language application ability and comprehensive quality.

For example, when writing in practical English, teachers can design a writing project that requires students to write an English composition according to the given topic and requirements. During the writing process, teachers can provide guidance and help, they can provide framework writing, revise drafts and so on. After completing the writing, students can be organized to evaluate each other's assessment and display, so that students can learn from each other and further improve their writing level.

2.2.3 After-class Consolidation Stage

The post-course consolidation stage is one of the important links in the flipped classroom teaching mode. In this stage, teachers should assign corresponding after-class homework and review tasks to help students consolidate what they have learned and improve the learning effect. At the same time, teachers can also use online learning platforms or social media tools to keep in touch with students, answer their questions and confusions in time, and provide them with necessary support and help.

For example, in practical English translation, teachers can assign some translation exercises as after-class homework, asking students to translate Chinese sentences into English or English sentences into Chinese. In order to improve students' translation skills, teachers can also provide some translation techniques and strategies for students' reference and learning. In addition, teachers can encourage students to upload their translations to online learning platforms or social media for sharing and exchanging so that they can learn and improve each other.

3. Assessment of the Effectiveness of the Flipped Classroom Teaching Model in Practical English Courses

3.1 Assessment of Students' Learning Effect

3.1.1 Degree of Knowledge Mastery

Students' mastery of practical English knowledge can be assessed through tests, assignments and projects. Tests can include multiple-choice questions, fill-in-the-blanks questions, short-answer questions and other forms; homework can include pre-study homework, after-class homework, practical homework and so on; projects can include writing projects, translation projects, speaking projects and so on. Through these assessment methods, teachers can understand students' mastery of new knowledge and application ability.

For example, in Practical English Grammar, teachers can test students' mastery of grammatical rules through multiple-choice and fill-in-the-blank questions; and assess students' language application ability and comprehensive quality through writing projects and translation projects. Through comprehensive assessment, teachers can find out the problems and deficiencies of students in the learning process and give them timely guidance and help.

3.1.2 Independent Learning Ability

Independent learning ability is one of the important cultivation goals of the flipped classroom teaching mode. Students' independent learning ability can be assessed by observing their performance in the independent learning process before class and analyzing their learning logs and reflection reports. Students with strong independent learning ability are able to take the initiative to seek learning resources, make learning plans, monitor the learning process and adjust learning strategies; while students with weak independent learning ability need more guidance and help.

For example, in Practical English Vocabulary, teachers can ask students to record their own learning logs and reflection reports, recording their daily learning time, learning content, learning methods and learning effects. By analyzing these logs and reports, teachers can learn about students' learning habits and independent learning abilities and provide them with personalized guidance and assistance.

3.1.3 Cooperation and Communication Skills

Cooperation and communication ability is one of the important cultivation goals in Practical English courses. Students' cooperation and communication skills can be assessed by observing their performance in group discussions, cooperative learning and other activities in the classroom. Students with strong cooperation and communication skills are able to actively participate in group discussions, share their own learning experiences, and respect the views and opinions of others; while students with weak cooperation and communication skills need more encouragement and guidance.

For example, when speaking practical English, teachers can organize group discussions or cooperative learning activities for students to communicate and discuss a certain topic. By observing students' performance during the discussion, teachers can understand their cooperation and communication skills and provide them with necessary guidance and assistance. At the same time, teachers can also

encourage students to report and present the results of the discussion so that they can better exercise their expression and communication skills.

3.2 Teachers' Teaching Effectiveness Assessment

3.2.1 Ability to Adjust Teaching Strategies

When reading in Practical English, teachers can adjust the difficulty of reading materials and reading strategies in time according to students' reading level and feedback. If students struggle to read difficult materials, teachers can reduce the difficulty of the materials or provide necessary reading guidance; if students have mastered basic reading strategies and methods, teachers can guide them to try higher-level reading tasks and challenges.

3.2.2 Classroom Management Skills

When listening to practical English, teachers can stimulate students' interest and motivation by designing interesting listening tasks and activities; promote students' participation and interaction by organizing group discussions and cooperative learning; and encourage students to continue to work hard and improve their listening skills by giving them timely feedback and evaluation. At the same time, teachers can also use online learning platforms or social media tools to manage classroom order and students' learning progress to ensure the smooth progress of teaching activities.

3.2.3 Information Technology Application Skills

When writing practical English, teachers can use online writing platforms and tools to assist students in writing and revising; help students master writing skills and strategies by providing writing templates and model essays; and give students timely guidance and help through online corrections and feedback. At the same time, teachers can also use social media tools to keep in touch and communicate with students, understand their learning situation and needs in time, and provide them with personalized support and help.

4. Advantages and Challenges of Flipped Classroom Teaching Model in Practical English Courses

4.1 Advantages

Improving students' learning initiative and motivation: the flipped classroom teaching model completely subverts the traditional teaching process by moving the knowledge transfer to outside the classroom, where students master the basic knowledge before class through independent study videos and reading materials. In the classroom, it is transformed into an activity center focusing on discussion, practice and problem solving. This teaching mode greatly stimulates students' interest and initiative in learning, transforming them from passive recipients to active explorers. Students can personalize their learning according to their own learning pace and points of interest, which improves the flexibility and engagement of learning. In addition, interactive discussions and practical sessions in the classroom further deepen students' understanding and memory of knowledge and promote the process of knowledge internalization.

Promoting students' knowledge internalization and application, in the flipped classroom teaching model, classroom time is utilized more effectively for knowledge internalization and practical application. Through diverse teaching activities such as group discussions, case studies, and role plays, students are able to apply what they have learned in practice and solve real-world problems. This seamless transition from theory to practice not only deepens students' understanding and mastery of knowledge, but also improves their language application skills and comprehensive quality. At the same time, students' feedback and interaction in practice also provide teachers with valuable teaching feedback, which helps teachers adjust their teaching strategies in time to optimize the teaching effect.

Cultivating Students' Independent Learning Ability and Lifelong Learning Ability The flipped classroom teaching model emphasizes students' independent learning and personalized learning, which has far-reaching significance for the cultivation of students' independent learning ability and lifelong learning ability. In the process of independent learning, students need to learn key skills such as how to sift through information, how to make a learning plan, and how to conduct self-monitoring and assessment. The mastery of these skills not only helps students achieve better results in their current studies, but also lays a solid foundation for their future career development and lifelong learning. Through the flipped classroom teaching mode, students gradually form the habit and ability of independent learning, and are able to better adapt to the rapidly changing social and career development needs.

4.2 Challenges

Higher requirements for teachers' information technology ability, the implementation of the flipped classroom teaching mode cannot be separated from the support of information technology, teachers need to be skilled in a variety of network information tools and means to assist teaching. However, in actual teaching, some teachers' information technology ability is relatively weak and difficult to fulfill this task. This requires teachers not only to have solid professional knowledge, but also to continuously learn and improve their IT skills. At the same time, schools and educational institutions need to provide teachers with the necessary training and support to help them master the technological tools and teaching methods required for flipped classrooms.

Higher Requirements for Students' Independent Learning Ability The flipped classroom teaching model emphasizes students' independent learning and personalized learning, which requires students to have strong independent learning ability and self-monitoring ability. However, in actual teaching, some students' independent learning ability is relatively weak, and it is difficult to adapt to the requirements of this teaching mode. This may result in students not being able to effectively master the basic knowledge before class, which in turn affects the discussion and practical activities in class. Teachers therefore need to take a variety of measures to enhance students' independent learning ability, such as providing detailed study guides, regularly checking and giving feedback on students' learning progress, and organizing study groups. At the same time, schools and educational institutions also need to create favorable learning environments and conditions for students, such as providing abundant learning

resources and establishing learning support systems, in order to help students better adapt to the flipped classroom teaching mode.

5. Conclusion

The application of flipped classroom teaching mode in practical English courses has significant advantages and effects. By readjusting the time allocation and teaching methods and approaches both inside and outside the classroom, the model can stimulate students' interest and motivation in learning, promote their internalization and application of knowledge, and cultivate their independent and lifelong learning abilities. However, the implementation of this model also faces some challenges and difficulties, such as the higher requirements of teachers' information technology ability, the higher requirements of students' independent learning ability, and the increased difficulty of classroom management. In future teaching, it is necessary to further explore and improve the teaching application methods and strategies of the flipped classroom teaching mode to give full play to the advantages and effects.

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