

# A Study on College English Flipped Classroom Education Mode under the Background of Educational Information

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## Abstract

With the continuous growth of social economy and productivity, information technology and network platform have become popular in people's lives, and college students, in particular, have become its main users. Making it an inevitable trend to innovate and reform college English teaching. The emergence of many new educational platforms in the field of information technology, such as VKO, MOOC and flipped classroom, has injected new vitality into the reform and development of college English education. This paper is an empirical research on college English flipped classroom education under education information, including a comprehensive observation and investigation on the English learning and application ability of college students to obtain objective data and conclusions, thus promoting the reform and innovation of college English education and effectively improving college students' English proficiency and application ability.

**Keywords:** Education Information, College English, Flipped Classroom, Education Mode, Applied Research.

## 1. OVERVIEW

### 1.1 Research background

With the development of information technology and the continuous growth of the internet platform, the Internet has penetrated into people's lives, and in particular, the study life of college students. Under the background of informationization, former college English teaching model in China is obsolete and it is an inevitable requirement of colleges and universities to reform their English education. In the era of Internet information, college students can conduct diverse online course learning through the Internet platform as long as wireless network and mobile terminal equipment are available. It breaks the time and space restrictions on College students' English learning, and the campus and classroom are no longer the only places for them to learn (Chen, 2013). In the Internet era, especially with the development of mobile Internet, there comes a new model of education, namely "flipped classroom", an inevitable trend of education reform in our country, which can also meet the demand of the society for talents and the needs of self-development of students themselves. In flipped classroom, blended learning, inquiry-based learning, and the modernized and scientific use of teaching methods and tools all facilitate students' learning and enhance their active involvement in it. Flipped classroom is an innovative development and subversion of traditional higher education English teaching structure and methods that will lead to a series of changes in teachers' roles, curriculum model and management style, etc. (Wang, 2015).

### 1.2 Literature review

Flipped classroom, also known as inverted classroom, refers to the readjustment of classroom time and the transfer of decision-making power of teachers to students. Under such mode, students can study more conscientiously and proactively in class, discussing and solving key and difficult problems with teachers and obtaining a deep understanding and the ability to apply what they've learned (Li and Cao, 2015). Moreover, teachers do not need to spend too much time in the classroom to teach basic knowledge, as students can learn by themselves simple knowledge points and practices. Flipped classroom mainly adopts such methods as video lectures, online learning platform, online reading, etc. It enables students to discuss via social networking software and look up materials they need at any time and place. Flipped classroom also allows teachers to spend more time interacting with students, so that they can learn about how the latter learn and problems they encounter. After the class, students can make their own plans for the learning content, and teachers can also help students learn English and teach

them personalized and autonomous learning via teaching and collaboration. The main purpose of flipped classroom is to enhance students' understanding and application of English (Liu, 2015).

**2. ABOUT EDUCATION INFORMATION**

Education information is a comprehensive and in-depth informationization reform of education management, teaching and education scientific research. It promotes the reform and development of education by applying modern information technology. The main feature of education information is to enrich the content of education and conduct innovation through the use of digital information, networked intelligence and multimedia technology, and its basic feature is openness, sharing, communication and cooperation. The information reform in education is an important way for the modernization of information technology in China's social development (Qin and Wang, 2015). It can change the traditional education and teaching mode, bring a new impetus to English teaching in colleges and universities, and improve the efficiency and level of English education in higher learning institutions. Education information has a huge impact on traditional English education concept, teaching mode, teaching content and is a new opportunity for development. Education information is an important part of China's national informatization. It can change the ideas and concepts of higher education, deepen the reform and development, and therefore improve the quality and efficiency of education, cultivate comprehensive talents with innovative ideas for the society. Also, it is a significant way for the great-leap-forward development of English teaching. It will be displayed on the education cloud platform in the near future, and realize the subversive change in English teaching. According to the 12<sup>th</sup> Five-Year Plan of the Ministry of Education, the existing education network and campus network in China will soon undergo an all-round upgrade of education informationization, and modernization and informatization networks have become the major trends in education in the future (Cai, 2016). Through education cloud platform, there will be technical support for the transformation of English teaching in higher education to achieve flipped classroom, thus truly accomplishing the application of information technology and network platform in college English teaching.

**Table 1** The Main Features and Contents of Education Information

Main features	Openness	Sharing	Communication
Major areas	Educational idea	Educational content	Mode of Education

**3. RESEARCH ON COLLEGE ENGLISH FLIPPED CLASSROOM EDUCATION MODEL UNDER THE BACKGROUND OF EDUCATION INFORMATION**

**3.1 Research theory**

Scientific and effective research on college English flipped classroom education mode under the background of education information can contribute to the reform and development of English curriculum teaching in China. The basic principle and concept of positivism is to establish the model of empirical facts of observation and experiment with the objectivity and universality of scientific conclusion, and to reveal the general conclusion through the elaboration on specific issues in the model. The conclusion thus obtained should be proved (Zhou, 2016). The paper mainly adopts the empirical research method to examine college English flipped classroom education in the background of education information, studies the educational philosophy and informationized teaching mode, and discusses how to realize English flipped classroom in higher learning.

**3.2 Research process**

**3.2.1 Study on the concept of flipped classroom**

The survey among college teachers shows that most of them can accept the new changes brought about by flipped classroom, though some still find it hard to change their educational philosophy and method (Wang, 2016). To look at the flipped classroom, we must first clarify the concept of flipped classroom and how to bring this concept of education to concrete implementation. Thought determines consciousness, educational concepts have a great impact on the specific mode of education. English teachers in colleges and universities should reduce their attention to test scores of the students, and change their established teaching methods and habits (Ceng, 2016). They should understand the concept of flipped classroom, create a new learning environment, and boost student interest and initiative in learning with flipped classroom techniques.

### 3.2.2 Study on information teaching

Flipped classroom English teaching requires information technology as a support, and colleges and universities need to strengthen the modernization and information construction of their network environment and hardware equipment. Multimedia technology is adopted in classroom teaching and videos created by teachers will help students deepen their understanding of English knowledge. Teachers can also prepare videos, such as MOOC and VKO, after class to help students preview and review. Besides Word, Excel, and PPT, they should also learn and use other software and platforms (Zhang, 2016). Though teachers should be equipped with skills to prepare teaching videos and the ability to judge the quality of video content, colleges and universities should hire professional personnel to produce difficult ones, so as to effectively promote the implementation of flipped classroom teaching.

### 3.2.3 Implementation of flipped classroom teaching

To realize flipped classroom teaching, the key is to create good teaching atmosphere and for teachers to change their roles and teaching methods. It is wrong for most teachers to merely focus on the preparation of videos, as classroom teaching will make up a larger part (Ye, 2016). For instance, teachers may ask students to engage in dialogue exercises and group discussions in the classroom, and through meticulous preparation and observation, teachers can understand the real needs of students and their problems, and teach according to their aptitude, so as to improve students' understanding and use of English.

### 3.3 Findings of the research

It is found that in flipped classroom, English teachers should convert their role as the dominant in the traditional mode of teaching to the leading one. Moreover, they should highlight students' subjectivity and initiative of learning in the learning process (Lu, 2014). Besides, propaganda is needed for parents to accept this new mode of learning, so as to create a good learning environment and atmosphere for flipped classroom (Zhao, 2016).

## 4. CONCLUSION

With its constant development of social productivity and information technology, China has posed higher requirements for talents. Meanwhile, the uncoordinated problems between traditional education and modern social development begin to emerge and it is an inevitable trend for the innovation and development of college English teaching. Under the background of education information, the transformation and development of teaching should be integrated with information technology and network platform. Through the application of education cloud platform, flipped classroom English teaching in higher education will be supported by technology, so that information technology and web platform will be fully adopted in English teaching (Han and Yin, 2017). Online media is an important channel for modern college students to learn and interact with each other, and some online learning education platforms emerge as the times require, such as MOOC and VKO. The reform and development of English education in colleges and universities has become the key content of the reform in China's education sector, and flipped classroom emerges with application of new media technology in English education. It is an innovative development of English teaching, which can effectively enhance the enthusiasm and subjective initiative of college students to learn English as well as the efficiency and level of college English teaching (Tan, 2017). Flipped classroom requires the proper change of teachers' teaching philosophy and methods for the effective implementation of this new mode of education.

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