

Exploration of APP-based College English Flip Classroom Teaching Reform

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Abstract: Although the Internet and information technology are of great significance for optimizing teaching models and improving teaching efficiency, they will also have a certain negative impact on teaching work. We should rationally formulate reform plans based on these influences to improve teaching efficiency and quality. The flip classroom teaching mode is a new type of teaching mode. How to give full play to its advantages in college English teaching is a question that many educators should ponder. This article analyzes the reform of APP-based college English flip classroom teaching.

Introduction

In the continuous development of China's economy, China's economic cooperation and cultural exchanges with other countries are increasing, and people's chances of adapting to English in daily life and work are increasing [1]. In this case, China should pay attention to the effectiveness of English teaching. As a base for talent training, universities should face up to the efficiency and effectiveness of teaching, and rationally optimize English classroom teaching in order to improve the quality of talent training based on social development and the level of teaching career development.

1. Analysis Of College English Teaching Goals

The English course is a course that college students must study, and it is an important part of the training of advanced talents. College English teaching involves not only the study of theoretical knowledge, but also the cultivation of students' language and communication abilities. Teachers can use a variety of methods and models for English teaching, so college English teaching is more flexible. The goal of college English teaching is: to improve students' ability to use English (especially to train students' English listening and speaking ability), and to lay a solid foundation for students to work and communicate in the future. At the same time, in the classroom teaching, students should improve their understanding of the culture and national customs of other countries in order to improve their comprehensive quality and ability.

Although the training of students' language ability is emphasized in classroom teaching, it can be found that there are differences in students' English proficiency through actual teaching. China has a large land area, different regions have different economic development speeds, and different industries have different levels of development, so they have different requirements for talents' English proficiency [2]. Different colleges and universities have different requirements for students' English proficiency. Therefore, when teaching students English, they should adhere to the principle of adapting to local conditions and adopt individualized teaching modes to teach students English. At this stage, the English teaching requirements of Chinese universities are divided into general requirements, higher requirements, and much higher requirements. Among them, the general requirements refer to the English knowledge that all non-English major students need to master. Usually colleges and universities will choose higher English teaching requirements based on their positioning and talent training programs. For students with special majors and learning abilities, higher English teaching requirements can be formulated. Different requirements have different requirements for students' English listening level, oral expression level, English reading ability, translation ability and so on. As the level of English teaching requirements increases, so does the

requirement for students' ability in all aspects. In China's economic development, English teaching requirements should be adjusted reasonably in accordance with the needs of each major and talent development.

2. Problems In College English Teaching

2.1 Insufficient Teacher-Student Interaction

In the past, teachers mostly adopted indoctrination teaching mode. Under this mode, teachers are responsible for telling related knowledge. Students only need to receive knowledge, and there is less communication between teachers and students. There are a large number of students in university teaching, and the number of students in some large classes is about a hundred. Some students sitting in the back row cannot hear the teaching content. This teaching mode cannot achieve good teaching results. At the same time, there is less communication between teachers and students, and students cannot communicate with teachers in a timely manner when they encounter problems, and teachers cannot understand the knowledge of students in a timely manner. At the same time, the traditional teaching model has the disadvantages of a single teaching model, limitations in the teaching scope, and is not conducive to improving teaching results.

2.2 The Level of Information Application Is Not High Enough

Informatization of English teaching refers to the integration of English courses with modern information technology to ensure that modern information technology and English teaching are fully integrated [3]. China has entered the information society, and information technology has been widely used in many industries and has been applied in teaching. However, it can be found in practical teaching that the application level of modern information technology in English teaching is still not high enough. The main reason for this is that teachers pay too much attention to the form of teaching and not to the essence of teaching. Some teachers use multimedia technology extensively in English teaching, which leads to the formalization of information communication.

3. Advantages Of App-Based College English Flip Classroom Teaching

In the continuous development of new media technology, mobile learning models have been valued by many educators and are loved by many students. Mobile learning mode refers to a learning mode in which students use mobile devices such as smartphones and tablets for self-study. This learning mode has many advantages such as mobility, infinity, and fragmented learning time. Using mobile learning mode, students can choose appropriate content for learning according to their time and learning situation, in order to give full play to students' subjective initiative and improve student learning results [4]. The APP application platform developed based on mobile learning theory can provide students with a unified entrance and learning navigation map. Teachers can log in to this APP to upload various learning resources, post student learning tasks, set up homework for students, and test students online; students After logging in to the app, you can interact with other students or teachers online, which is helpful to answer their doubts and improve the learning effect of students. APP will provide a communication platform for teachers and students, and provide technical support for interactive learning, which is beneficial to the realization of interactive teaching.

In the past, in English teaching, teachers used the method of learning knowledge in class and arranging students' practice in class, and the flipped classroom teaching model would form the teaching model of learning in class and practice in class. Students can choose a reasonable learning method based on their learning situation and self-learning ability. Students can reasonably determine the study time and focus according to their own learning needs and learning ability to improve the learning effect. The flipped classroom teaching model based on the APP platform enables students to make full use of their spare time to learn knowledge and give full play to their subjective initiative. In addition, teachers can learn about the students' learning situation and mastery of knowledge in real time, and reasonably adjust teaching content and teaching methods.

Under the traditional teaching mode, students must learn at a specific time and place, but the APP-based flip classroom teaching mode will break the constraints of time and space and enable students to learn at anytime and anywhere. Students can log in to the APP platform to communicate with other students and teachers online to solve problems encountered in their studies. Through independent study before class, communication in class, and consolidation after class, students can improve their mastery of knowledge. With this teaching mode, students can establish a knowledge system through active learning, which is very important to improve students' learning levels and ability to use knowledge.

4. Feasibility Of App-Based College English Flip Classroom Teaching

4.1 Technical Feasibility

With the increase of the mobile Internet coverage area, the popularity of terminal devices such as smartphones and tablets, and the development of the APP platform, it is of great significance to promote the APP-based flip classroom teaching model [5]. Teachers can send class notifications to students through the APP client, and push students for various teaching resources such as pictures, videos, audios, and teaching courseware; during and after class, they can use the APP to conduct various teaching activities such as discussions and answer questions; the APP will automatically Collecting students 'learning behaviors and searching records so that teachers can understand students' daily learning situation, which is beneficial to teachers 'scientific assessment of students' learning situation. English teachers and students have the ability to use information technology and can use teaching software proficiently, which will lay the foundation for the promotion of APP-based flip classroom teaching mode.

4.2 Learning Attitude and Learning Ability

In order to analyze whether the APP-based flip classroom teaching model can be applied to college English teaching, in addition to considering technical factors, students' learning attitudes and self-learning abilities should also be considered. Therefore, a questionnaire was used to analyze the learning attitude and learning ability of a university student. The detailed survey results are shown in Table 1.

Dimension	Options	%
Learning attitude	In the classroom teaching mode, willing to conduct pre-class review	53%
	Willing to interact with classmates and teachers	59%
	Willing to adopt a combination of classroom teaching and online learning	51%
	Looking forward to adopting the flip classroom teaching model	75%
Learning ability	Self-learning based on learning goals	58%
	Self-study available on request	78%
	Can use the Internet to search for required information	91%
	Can think independently and seek help from others	76%

Table 1. Students' learning attitude and ability

As can be seen from Table 1, students' learning attitude is more correct and their learning ability is stronger, so the APP-based flip classroom teaching mode can be applied to college English teaching.

5. App-Based College English Flip Classroom Teaching Model Design

5.1 Design Concept

With the development of education, the traditional classroom teaching model can no longer meet the teaching requirements. To ensure the quality of teaching, colleges and universities optimize the teaching model and teaching philosophy. Based on the constructivist theory and the systematic teaching design theory, the APP teaching platform was developed to highlight students' dominant position in teaching. The APP can strengthen the communication and connection between teachers and students, and form a teaching mode that combines self-study before class, interaction during class, and feedback after class.

5.2 Design Content

5.2.1 Self-Study before Class

(1) Teachers push teaching resources to students. Before the lesson preparation, the teacher analyzes the textbook content in detail, and searches for and organizes relevant information according to the textbook content. After finishing, teachers make teaching videos or PPT courseware according to the key points and difficulties of the teaching materials. At the same time, teachers should set up pre-class practice sessions for students to practice on their own. Practice content can involve vocabulary syntax, text comprehension, and other aspects. It promotes these teaching materials and practice resources for students, and students prepare and practice before class.

(2) Students learn by themselves before class. Before studying, students can log in to the APP and search for the required learning resources under the "resources" link, and choose the appropriate time to watch the teaching resources to improve their knowledge level [6]. When students encounter problems in self-study, they can communicate with teachers or other classmates under the "answer questions" link to improve students' understanding of knowledge. Using the APP platform can not only give full play to students' subjective initiative, but also strengthen the communication between teachers and students and students, and help students internalize their knowledge into their own abilities.

5.2.2 Teaching in Class

(1) Students demonstrate their learning results. Teachers analyze the teaching goals and content in detail, and arrange tasks after dividing students into multiple learning groups. Use task-driven teaching method to carry out teaching to stimulate students' enthusiasm for learning and improve teaching effect. For example, before the teacher starts teaching each unit, the students are divided into multiple study groups, tasks are set for the groups, and the team members cooperate to complete them. The task may involve explaining the text background, author style, article theme, etc. The team members cooperate to complete the production of PPT, audio, video, etc., and show their achievements to other students in the classroom. In subsequent classroom teaching, teachers can set up keynote speeches, debate contests and other teaching activities based on the text, textbook content, students' cognitive ability and understanding of knowledge, to stimulate students to participate in teaching and improve teaching effectiveness.

(2) Teachers answer questions for students. Students can not only complete the knowledge preview and review through the APP, but also practice using the APP. Teachers can use the APP's tracking system to learn about students' pre-learning situation and problems encountered. Teachers can summarize the problems and difficulties encountered by students in the pre-class and pre-class exercises, set up teaching tasks reasonably, and discuss common problems in classroom teaching. During the teaching process, teachers should encourage students to actively express their thoughts and opinions, and all students in the class will discuss them. Through group discussions and whole class discussions, students can improve their understanding of knowledge. Teachers should answer the difficult points in teaching, timely comment on whether the students' views and performance are correct, guide students to face the connection of different knowledge points, guide students to establish a complete knowledge system, and finally achieve the goal of improving teaching results.

5.2.3 Feedback after Class

After-school feedback is an extension of classroom teaching, which is the basis for ensuring teaching efficiency and effectiveness, and also the basis for the smooth implementation and promotion of APP-based College English flip classroom teaching mode.

(1) Teacher feedback. Teachers can log in to the APP and arrange homework assignments for students under the "Test" link. Students use the time after class to complete assignments assigned by the teacher and use the APP to feed them back to the teacher. Teachers evaluate typical errors and common problems in student work. Through the teacher's evaluation, students have a higher degree of understanding of knowledge, and can flexibly use the knowledge they have mastered, ensuring that students can internalize knowledge into their own abilities. In order to ensure that the flipped classroom teaching model can be implemented smoothly and stimulate students' enthusiasm for learning, teachers not only need to evaluate students' homework performance, but also conduct comprehensive evaluation of students' self-study situation and group cooperation results.

(2) Student feedback. After completing the learning tasks for each unit, students can write a learning log by themselves, summarize and organize the knowledge points involved in this unit, use the APP to test their own understanding of knowledge, and analyze problems encountered in their own learning. In addition, students can evaluate the teacher's teaching mode and teaching effect from their own perspective and try to make their own suggestions. Through the feedback from students, teachers can understand the actual needs of students, the deficiencies in their own teaching, and rationally optimize the teaching model and teaching philosophy to improve teaching efficiency and effectiveness. The APP-based flip classroom teaching mode can closely link the links of pre-class learning, class interaction, and post-class feedback. The effect of students' learning before class will directly affect the interaction in class, and the effect of teaching in class will have an impact on the feedback link after class. In short, the implementation of the APP-based flip classroom teaching model can make full use of students' extracurricular time.

Conclusion

In the continuous development of information technology, we should apply information technology to teaching to improve teaching efficiency and teaching effect. In this case, the application of the APP-based college English flip classroom teaching mode can effectively improve the English teaching effect and improve the quality of talent training. Adopting this teaching mode can improve students' listening level, communicative ability and self-learning ability, strengthen the interaction between teachers and students, and complete teaching tasks in a pleasant and relaxed classroom atmosphere. When applying the APP-based college English flip classroom teaching mode, teachers should optimize the teaching mode according to the actual learning situation of students, in order to improve teaching efficiency and teaching results, and cultivate outstanding talents for society and the country.

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