

## **A Study on the Application of Pragmatic Function-based Flip Classroom in Higher Vocational English Teaching**

**Jianning Zhou, Weiwei Huang**

Department of College Basic Education Department, Jiangsu Maritime Institute, Nanjing, China

Email: 125485625@qq.com

**Keywords:** Flipped Classroom; English Teaching in Higher Vocational Colleges; Application

**Abstract:** The rapid development of modern information technology requires more and more talents. The teaching mode in higher vocational colleges is also continuously reforming and innovating, and the English teaching mode in higher vocational colleges has also undergone great changes. Flipping class is a brand-new teaching mode under the new situation. The application of flipping class in English teaching in higher vocational colleges is conducive to stimulating students' self-study ability, promoting students' communication and interaction, and enhancing students' understanding of English subjects. Compared with the traditional classroom, it can be found that it can effectively promote students' learning autonomy. This paper will analyze the teaching advantages of flipped classroom based on pragmatic function, and discuss its application strategies in Higher Vocational English teaching from the aspects of micro-course resource development, students' self-study before class, classroom teaching, construction of mixed teaching mode and after-class summary and evaluation, hoping to provide guidance and reference for Higher Vocational English teaching.

### **1. Introduction**

With the rapid development of society and the rapid development of high technology, it is even more necessary to have high-level and high-quality talents. With the network entering thousands of households, the reforms brought about by high-tech products such as computers and mobile phones are becoming more and more obvious [1]. Flipping the classroom is a reconstruction of the traditional classroom. By adjusting the learning time in and out of the class, the role between teachers and students is changed, thus highlighting students' educational subject status [2]. One of the goals of the new curriculum reform is to improve the standard and effectiveness of classroom teaching. The new curriculum reform requires that the traditional cramming teaching methods of mechanical training, cramming and rote memorization must be abandoned, the cultivation of students' autonomous learning ability should be advocated, the students' participation awareness in classroom teaching should be improved, and the active exploration of new knowledge should be carried out. At present, the general English foundation of vocational students is poor and the level is uneven. While improving the basic level of students' English, teachers should also highlight their ability to apply language, so as to meet the needs of occupational language applications [3]. Therefore, in view of the predicament faced by English teaching in higher vocational colleges in China, a vocational English flipping classroom teaching mode based on pragmatic function is proposed, in order to enhance students' interest and motivation in learning, and to reduce teachers' skills in oral teaching. Difficulty, effectively improve the effectiveness of English teaching in higher vocational colleges.

### **2. The Connotation of Flipping Classroom**

Flipping classroom is a new form of classroom teaching organization. It is a new teaching mode in which curriculum teachers provide watching and learning with learning resources such as videos, and teachers and students complete activities such as homework answering, collaborative inquiry

and interactive communication together in the classroom [4]. As one of the teaching strategies, turning over the classroom can effectively extend the personalized contact and interaction time between teachers and students. It is a mixture of direct explanation and constructivist learning. It is an environment for students to be responsible for their own study. Flipping classroom is regarded as one of the most commonly used mixed teaching modes. New Media Alliance has listed the wide application of mixed learning design as a short-term key trend to promote the application of higher education technology. At its core is the subversion and reconstruction of traditional teaching and learning models [5]. It is the micro-video that the students carefully crafted before the class to learn and control the rhythm of learning. Under the “flip classroom teaching mode”, students' new knowledge learning is mainly done at home, including the use of knowledge, answering questions and other teachers and students, and the interaction between students and students is mainly realized in the classroom, thus achieving the improvement of teaching effect. The essence of flip teaching is to arrange teaching resources centered on “study”, which can make each student learn according to their own needs. This feature makes flipping classrooms very suitable for vocational English teaching.

### **3. Teaching Characteristics of English Flip Classroom in Higher Vocational Colleges**

#### **3.1. A fundamental shift in the role between teachers and students**

In the traditional English teaching, the teacher is the imparter of knowledge, which dominates everything in the classroom teaching activities, which is not conducive to the students' individual ability. In the teaching mode of flipping the classroom, the teacher is no longer the main body of the teaching activities. It is the leader and facilitator of student learning [6]. Under this teaching method, the teacher in the classroom no longer explains the language points and knowledge points of the text. The recorded video includes the teaching content of the traditional teaching for the students to learn and digest themselves, and the classroom time is used to detect the students' self-learning. Teachers do not need to explain this part of the content in detail in the classroom. They can focus on the difficult and difficult aspects of classroom teaching, extend the depth of teaching, expand the breadth of teaching, and help build an efficient classroom. When students encounter difficult problems in their study, teachers can provide necessary help. The real subject of teaching activities is the students, and the students mainly carry out autonomous learning under class, and carry out mutual exploration and communication in class [7]. The students do not need to listen to the standard knowledge through the classroom again in the reversed classroom mode, and can make the student's mode, venue and time arrangement based on their own reality, thus realizing the free learning at any time and according to the situation. Realize diversified learning methods such as mobile learning, autonomous learning, cooperative learning, inquiry learning and personalized learning, thus forming an effective turnover of English classroom teaching in higher vocational colleges.

#### **3.2. Redistribution of English teaching process**

In English flip class teaching in higher vocational colleges, the time for teachers to teach in class is greatly shortened, and the form of teachers' teaching is mainly changed into the form of students' autonomous learning. Teachers leave more time for students in class to promote communication and interaction among students [8]. Students complete the input of language points and cultural knowledge needed to master the topic of the unit through video explanation and auxiliary learning materials provided by the massive open online course platform, draw out difficult points, and teachers provide listening and reading practice tests around the topic content of the unit. English teachers in higher vocational colleges combine problem-oriented teaching methods and adopt group cooperative learning to guide students to carry out discussions, do a good job in classroom inspection and guidance, and solve the problems encountered by students in the learning process. Modernization of teaching means is more reflected by the process of information-based learning, which is the transformation from preview to video viewing. It is not only the reform of teaching

means, but also the transformation of classroom teaching to extracurricular teaching. In essence, it changes the classroom location so that everywhere can become a classroom. It subverts the traditional teaching concept and mode of teacher-centered, constructs a new relationship between teachers and students, and highlights the main position of higher vocational students as learners. Exchange the roles of students and teachers, students play a leading role in learning, giving full play to students' subjective initiative in learning. And the time and place for students to learn is no longer limited to the classroom.

### **3.3. The English Flip Classroom has changed the organizational form of teaching**

The traditional English teaching mode is mainly carried out in the form of class teaching, which enables students to learn knowledge through class teaching. Turning over the classroom will completely change the mode of class teaching, focusing on creating a good atmosphere for students' autonomous and cooperative learning. Students need to use listening, speaking, reading and writing skills to complete various tasks. Through such practical opportunities, students can explore, collaborate and evaluate the effect of self-learning. Grasp the basic knowledge in advance, record the difficult points or confused contents, and discuss with teachers and other students in class. Teachers need to arrange the tasks of the students, and the cooperation, discussion, analysis, etc. are decided by the students themselves. Therefore, the problem-solving methods and methods are found, the explorers, the performers or the researchers are students, and the teachers are the arrangers. Students use the way of group learning and inquiry to explain doubts. The teacher makes the focus into a small video in advance and sends it to the students. Students need to learn, find problems, solve problems, and complete homework. It is conducive to improving the quality of higher vocational faculty, updating the teaching philosophy of higher vocational English teachers, improving teaching literacy and digital literacy, realizing the sharing of English teaching resources, and then creating a high-quality scientific research faculty team with strong innovation ability.

## **4. The Application of Flip Classroom Based on Pragmatic Function in English Teaching in Higher Vocational Colleges**

### **4.1. Material preparation**

Pragmatic competence of English should be trained in real life communication situations. Whether it is the understanding of language or the expression of language, it is inseparable from certain language situations. Only when students understand the importance of context can they cultivate their pragmatic competence. Teaching materials obtained through the Internet. There are various types of online teaching resources. Higher vocational English teachers should adhere to the basic principle of student-centered, combine the actual learning situation of students, and make micro-lesson videos to meet the actual learning needs of students and highlight their dominant position. In the development of modern science and technology, making the network multimedia share resources can enable students to learn at any time and anywhere. Through the resource sharing function, learners can search a large number of different types of English materials (such as text, pictures, videos, etc.) for autonomous learning. In the process of video learning, students can arrange the learning content and progress according to their actual situation, which to some extent eliminates the students' nervousness about English learning. Flipping classes have different requirements for materials. Video or audio requirements are short and concise, which can not only meet the teaching content but also suit the interaction between teaching and learning. In the process of classroom activities, students can also evaluate each other and teachers can evaluate the whole class in a diversified way, instead of relying on a single evaluation of the exam. Diversified evaluation methods are more popular with students, more scientific and reasonable, and can also increase students' interest in learning and improve learning efficiency.

### **4.2. Organize students to learn independently according to teaching objectives**

The essence of flip class is that students can make use of some learning materials (learning

guides, network content and videos, etc.) to choose learning methods based on their personal conditions, so that students can make more autonomous decision-making arrangements for learning methods (mainly including location, time and learning content). In order to help students understand semantics in teaching, certain contexts familiar to students can be created. In the familiar contexts, students can better understand semantics, and students can communicate freely in such contexts. Therefore, in English teaching, teachers should first encourage students to search relevant background knowledge for cultural points appearing in the text before class, and guide students to pay attention to cultural background through language, which is helpful for students to better understand the connotation of the text. The use of video to complete classroom knowledge learning, understanding and grasp, to obtain problems, and through communication between students, teachers to guide to deal with learning problems. When using the reversed classroom teaching mode based on pragmatic function, students should first make clear the specific learning objectives, and master the use of subjunctive mood skillfully on the basis of mastering the concept and usage of subjunctive mood. Therefore, when making video teaching, teachers must combine the actual situation of students and teach around students' personality characteristics in order to promote the development of students' abilities.

#### **4.3. Organize and guide students' learning outcomes report and class discussion**

Based on after-school and other free time, students can complete the video viewing, complete the learning confusion, experience or feeling record on the basis of self-learning. The teacher organizes and summarizes the students' online feedback difficulties or problems, and uses the approximate 15min time to explain in the classroom. Through the culture behind the language to generate interest in a language, and then through a deeper understanding of the language carried by the language learning, this is a state of ideal language learning. It is necessary to carry out project learning and colorful classroom teaching activities based on English listening, speaking, reading and writing activities, and promote the orderly learning tasks by task-driven method, and then obtain a deep learning experience and significantly construct a knowledge system. Only when students understand the importance of context can they cultivate their pragmatic competence. Because context influences and restricts the choice of language forms and the semantics of discourse, students can understand the semantics through visual and auditory through multimedia projection of a large number of images and speeches, so as to improve their pragmatic competence. Organize students to review and consolidate knowledge points. Based on classroom exercises and the help and guidance of classmates and teachers, some students can watch teaching videos again if they still fail to understand some knowledge points. English teachers can evaluate students' preview results, understand the actual situation of their autonomous learning, make adjustments to classroom teaching plans, and formulate more scientific and targeted teaching programs.

#### **5. Conclusions**

Under the trend of international integration, English is more and more widely used, and it is more important to strengthen the training of English talents. The research shows that the application of the flipped classroom model is not limited to the limited classroom time, but leaves the limited class time and learning space to the students, which extends the classroom teaching, and the students have the initiative to learn. It plays an important role in stimulating the enthusiasm of higher vocational students in English learning and improving their English ability and level. The application of reversed classroom mode in English teaching in higher vocational colleges is of practical significance for improving the quality of English teaching in higher vocational colleges by cultivating and stimulating students' autonomous learning ability and improving their weariness in English learning. This paper uses the reversed classroom teaching mode based on pragmatic function to promote the reform of the traditional English teaching mode in higher vocational colleges. With the help of network and information technology, it can improve the English teaching level and teaching quality in higher vocational colleges, promote the improvement of students' comprehensive English literacy, and further cultivate more excellent English talents.

## References

- [1] KJ. Flipping Math in a Secondary Classroom.. *Journal of Computers in Mathematics & Science Teaching*, 2017, 36.
- [2] Rivera, Eduardo. Flipping the Classroom in Freshman English Library Instruction: A Comparison Study of a Flipped Class Versus a Traditional Lecture Method. *New Review of Academic Librarianship*, 2017, 23(1):18-27.
- [3] Lan [1] Y. A Study of Story Teaching Method in Junior High School English Classroom. *Campus English*, 2017:145.
- [4] Gan Ping, Hong Wang Yuan. Research on the Application of Micro-class-based Flip Classroom in Higher Vocational English Teaching . *Vocational Education Forum*, 2017(11):71-75.
- [5] Li Zuo. “Output-oriented Method” in Higher Vocational College English Flip Classroom Practice Research. *China Vocational and Technical Education*, 2017(31):89-93.
- [6] Che Yingjun. “internet plus” context of vocational English mixed teaching research . *Liaoning Higher Vocational Journal*, 2018, v.20; No.183(06):69-71.
- [7] Zhou Hong. Inversion Classroom Research on Construction of Business English Tacit Knowledge. *Journal of Shenyang Agricultural University (Social Science Edition)*, 2018, 20(04):87-91.
- [8] Jiao Lixia, Ren Chunlei, Lv Cuijun. Feasibility Study of “Flip Class” Mode in College English Writing Teaching Based on ICLASS Platform. *Journal of Beijing University of Posts and Telecommunications (Social Science Edition)*, 2017(01):91-97.