

A Study on the Model of College English Self-managed Learning Based on the Flipped Classroom

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Abstract

With the rapid development of the information society, the traditional college English teaching model has become inadequate to meet the needs of social development. A new teaching model, the flipped classroom, has emerged. Based on blended learning theory and humanistic theory, this study focuses on the college English teaching model within the context of the flipped classroom, outlines the relationship between the flipped classroom and self-managed learning, analyzes the current situation of college students' self-managed learning, and explores the construction of college English self-managed learning model. The experimental results indicate that the model of college English self-managed learning based on flipped classroom not only improves the quality of college English teaching and students' self-managed learning abilities, but also has a positive impact on students' attitudes toward study, which benefits the improvement of college students' comprehensive abilities.

Keywords: Flipped classroom; College English; Self-managed learning model

1. Introduction

With the rapid development of information technology, College English teaching model has undergone a transformation. The traditional teaching model for College English can no longer meet the demands of talents training in our modern society. A new teaching model, the flipped classroom, has emerged. The flipped classroom teaching model has provided a new perspective for the reform of college English education. This model overturns the traditional classroom teaching process, challenges the authoritative role of teachers, and emphasizes internalizing knowledge, which represents a fresh, student-centered blended learning approach. Meanwhile, both the “National Medium and Long-term Educational Reform and Development Plan (2010-2020)” and “The College English Teaching Guide (2020 Edition)” issued by the Ministry of Education of the People’s Republic of China have explicitly

emphasized the use of modern information technology to serve education and promote the development of college students' self-managed learning abilities. Therefore, in the context of information technology, the key question is how to cultivate students' self-managed learning abilities, which is also crucial for the effective implementation of the flipped classroom.

2. Flipped Classroom and Self-managed Learning

Flipped Classroom first began in 2007, but its impact became increasingly significant after 2010 and has gradually become a hot topic of global education with the rapid development of information technology. Flipped classroom refers to a teaching form in which students use digital materials (audio, video, PPT, electronic textbooks, etc.) produced by teachers to learn independently before class so as to get familiar with the content to be taught in class, and then participate in some interactive activities with peers and teachers in the classroom to get deeper understanding of the learned content. The practice and research of “flipped teaching” was carried out in some universities in the United States in the early stages, characterized by highlighting the interaction between teachers and students. Compared with traditional teaching methods, the flipped classroom, based on modern information technology, transforms the core of education from being teacher and textbook centered to modern students' self-managed learning centered approach. In the flipped classroom model, the mastery of class shifts from teachers to students, and learning time is also rearranged, with collaborative discussions and activities that were traditionally assigned as homework mainly conducted in class now. Teachers try to minimize lecture time in the classroom and encourage students to independently study the basic knowledge before class, either online or offline. For example, they can review materials provided by teachers, read books, discuss questions with their peers online, and search for other relevant materials. Since students have undertaken enough preview work before class, teachers can have more time in class to interact with each student and address specific issues they encountered during their pre-class self-study. After class, students independently plan their learning content, study pace and study style. Teachers apply lecturing and collaborative methods to meet students' needs and facilitate personalized learning, with the ultimate goal of helping students acquire a more authentic learning experience.

Self-managed learning plays an important role in second language acquisition. Scholars both in China and abroad have diverse perspectives on the concept of self-managed learning. In foreign research on self-managed learning, Holec (1981) was the first to combine self-managed learning with English teaching. He believes that self-managed learning refers to the learner's ability to set learning goals, choose suitable learning methods and forms, and engage in self-monitoring and reflection. In China, Professor Lianzhen (2003) proposed that self-managed learning depends on individual characteristics or traits and is not a form of learning without teachers. Self-managed learning requires a conducive learning environment, a positive attitude, and certain learning abilities. It has redefined the roles of teachers and students in the traditional classroom, teachers are no longer the dominating power, while students have become the masters of the classroom and should have the ability to be responsible for their own study. Additionally, self-managed learning is a long-term, dynamic process. How to cultivate learners' self-managed learning abilities is a key issue for the

effective implementation of the flipped classroom. Currently, the student-centered flipped classroom model is still in the experimental stage and requires continuous and further research. So, this study aims to provide a solution to the development of college students' self-managed learning abilities based on the flipped classroom by constructing an English self-managed learning model.

3. The Current Situation of College Students' English Self-managed Learning Abilities

With the rapid development of modern Internet technology, English language learning based on mobile information technology, which requires higher demands on college students' self-managed learning abilities, has gained greater popularity in China. However, there are still some problems regarding college students' English self-managed learning, especially in the era of widespread use of mobile smart devices, some problems being typical and needing to be solved.

3.1 Limited Awareness of Self-managed Learning and Lack of Motivation

In a traditional college English classroom, both teachers and students are accustomed to conventional teaching methods. Teachers arrange learning content, activities, and assignments, while students passively follow the designed teaching plan. For teachers, the purpose of teaching is to help students get high scores and some proficiency test certificates. For students, the purpose of study is to complete assignments and pass the examination, which leads them to follow an externally driven learning mechanism that neglects the cultivation and stimulation of students' intrinsic motivation for learning. Driven by these external factors, without aiming to enhance their own capabilities, students cannot study initiatively, and the consequence is not ideal. What's more, these factors also result in students' low self-managed learning abilities, especially weak awareness of self-managed learning. They tend to rely on teachers and studying the assigned textbooks and lack the motivation for self-managed learning.

3.2 Abundance of Learning Materials But Ineffective Utilization

In traditional teaching models, college students' English learning material is often constrained by textbooks. Except these textbooks, it is not easy for students to find other learning materials. "Learn whatever is in the textbook and Learn what is in the exam " is a vivid description of most students' learning strategy. This passive learning approach keeps students in a state of passivity and does not encourage proactive learning. Nowadays, with the advancement of the mobile internet and the popularity of smart devices, there is an abundance of English learning materials from students to choose. They can easily get the resource they need from some English study Apps or some Websites. However, a new problem emerges, in that when faced with a vast diversity of learning resources, students are confused and struggle to choose the proper materials for their study. Aimless and unconscious browsing leads to the waste of time and less-than-ideal learning outcomes. They should learn how to choose suitable learning materials and take better advantage of the abundant English resources.

3.3 Weak Self-managed Learning Atmosphere and Lack of Guidance on Learning Strategies

In the process of college English learning, the atmosphere of self-managed learning can also impact the effectiveness of their students' learning. In traditional college English classrooms, teachers and students often do not pay sufficient attention to the application of learning strategies in English learning process. The absence of necessary guidance on learning methods and strategies often results in a weak self-managed learning atmosphere. Self-managed learning requires not only self-management but also students to interact and communicate with peers and teachers during the learning process. Moreover, teachers need to create an active language learning atmosphere in classroom activities to stimulate students' intrinsic motivation for their study. However, there are certain inadequacies in these aspects. Teachers may not give adequate emphasis to these.

3.4 Insufficient Self-managed Learning Evaluation System and Lack of Monitoring and Assessment in the Learning Process

The successful implementation of students' self-managed learning relies on teachers' guidance and assistance. Students' selection of learning materials, the formulation of learning steps, and the monitoring and evaluation of learning outcomes require teachers' guidance. However, in many current college English teaching practices, some teachers often focus solely on explaining and assessing the language knowledge in the textbooks, failing to spark students' interest in self-managed learning, which leads to suboptimal outcomes for students' self-managed English learning. Therefore, it is essential for college English teachers to focus on and take action to deal with these issues.

In summary, issues related to college students' awareness, resources, atmosphere, and support for self-managed English learning need to be addressed. Teachers should analyze the current teaching situation and difficulties so as to seek solutions and breakthroughs by making teaching model reforms. The flipped classroom teaching model, as a new teaching approach, sets higher demands for students' self-managed learning abilities, and the effectiveness of implementing the flipped classroom directly depends on the level of students' self-managed learning abilities. Therefore, nurturing college students' awareness and abilities for self-managed learning and addressing the challenges in their self-managed learning processes are essential to ensure the successful implementation of the flipped classroom teaching model.

4. The Construction of College English Self-managed Learning Model Based on the Flipped Classroom

4.1 Updating and Transforming Traditional Concepts of Teaching and Learning

Concepts guide behavior, and the establishment of college English self-managed learning model based on the flipped classroom first requires an advanced concept of knowledge learning, especially in the era of rapid information technology development, whether as educators (teachers) or learners (college students), it's essential to recognize that knowledge is constantly updated and innovated. Individuals must take the significant responsibility of knowledge innovation and adapt to the requirement of modern education development. This

transformation primarily involves the acceptance and transformation both teachers and students of ideas and concepts related to the new emerging classroom education methods by.

First, training and lectures can be used to reshape teachers' teaching concepts. This involves shifting away from traditional teacher-centered teaching philosophies. In the updated view, teachers are no longer just knowledge providers but also guides and organizers of classroom activities. Teachers actively engage in communication and interaction with students, address individual students' self-managed learning situations, and tailor solutions to their specific issues. They also design teaching plans and objectives that enable students to achieve deep learning. Students in this model are no longer passive recipients of knowledge but are active participants, and they can communicate with teachers equally, thus becoming the real master of learning in class. In summary, the flipped classroom fundamentally overturns traditional English teaching methods, transforming the roles of teachers and students. It shifts the initial acquisition of new course content and knowledge from the classroom to independent, systematic learning before the class. In the classroom, the focus is primarily on reinforcing and internalizing knowledge.

Second, teachers should consciously pay attention to and cultivate college students' self-managed learning abilities based on the flipped classroom teaching model. The successful implementation of the flipped classroom relies on students having a certain level of self-managed learning capability. The impact of students' self-managed learning abilities on the teaching effectiveness of the flipped classroom is significant.

4.2 Building Diverse English Learning Platforms with Modern Information Technology

The flipped classroom teaching model breaks away from the limitations of traditional didactic teaching. College English instruction can now take place not only in the classroom but may also extend beyond the classroom by taking advantages of the internet. One of the key features of the flipped classroom is its extensive utilization of modern information technology. It incorporates various learning materials and resources, including intelligent resource platforms, cloud-based resources, and teacher-created micro-lessons, into a massive English learning resource library. This extensive resource library provides students with abundant learning materials, enabling them to engage in self-managed learning at anytime and anywhere. What's more, it creates favorable conditions for self-managed learning in college English and disrupts the traditional English teaching models.

In such studies, we utilize the Cloud Class platform to provide students with English learning resources. Through dynamic monitoring and guidance by teachers, students' self-managed learning abilities are enhanced. Teachers create cloud classroom on the platform, and students enroll in the respective classes. Teachers upload audio, video, lesson plans, and other course-related materials in the cloud classroom. They establish question banks, organize online tests, assign all kinds of homework, and track students' learning progress. Students, on the other hand, devise their own study plans based on their needs, conduct pre-class previews online, submit assignments, take part in online tests, participate in learning activities, and evaluate the result of their study and the experience points they have gained through learning.

Apart from the Cloud Class platform, teachers commonly use other tools in their teaching, such as U Campus app, We Learn app, and study groups in WeChat. The use of diverse English learning platforms breaks through the constraints of textbook content and format. It allows to design the learning resources effectively, taking into account the learning progress and styles of learners with different abilities. Furthermore, it creates an authentic, natural, and immersive language learning environment for students, which motivates their sense of responsibility and enthusiasm for learning.

4.3 Role Transformation of Teachers and Students and Providing Guidance on Self-managed Learning Methods and Strategies

In traditional classrooms, the emphasis is on a “teacher-centered” approach, where teachers play the leading role in the classroom, serving as the knowledge transmitters, directing and controlling teaching activities. Teachers deliver knowledge, and students memorize and understand it. Teachers assign exercises and homework, and students finish them on time. Students simply passively follow the teachers’ instructions for receptive learning and practice, without the need for active thinking, let alone self-managed learning. In this process, students receive knowledge passively.

In contrast to traditional classrooms, the flipped classroom advocates a “student-centered” approach. Students take the lead in the classroom, while teachers become organizers and guides of classroom activities. Students can arrange their pre-class learning pace based on their actual situation. During the class, they collaborate in small groups and, with the guidance of the teacher, achieve understanding and internalization of the learning content. The masters of both pre-class and in-class are the students themselves, which stimulates students’ initiative in learning. Students are responsible for their own learning, and teachers simply assist students in achieving their learning goals. However, during this process, teachers need to provide students with the freedom to arrange their own learning within an overall framework. At the same time, teachers guide and motivate students, instructing them on self-managed learning methods and strategies. Teachers also assess students’ English learning situations and classify them into corresponding levels. Based on students’ individual circumstances, teachers provide tailored English learning advice, create suitable learning plans and objectives for students with different English levels, and offer supervision as needed. This approach maximizes the effectiveness of students’ self-study and cultivates their ability for self-managed learning.

4.4 Creating Learning Contexts and Establishing a Diverse Assessment and Feedback Mechanism

The flipped classroom is a blended teaching model that integrates both online and offline learning, and the assessment for self-managed learning based on the flipped classroom combines both offline and online methods, with a focus on formative assessment. By utilizing the rich online learning resources, problem-based group cooperation and classroom discussions conducted offline, it creates authentic and natural learning contexts that better support students’ deep learning and enhance their learning outcomes.

Feedback and assessment in the flipped classroom are not just limited to the teacher's actions or confined to the classroom. They involve a diverse feedback and peer-assessment system with interactions between teachers and students, among students, in class, and out of class, which are influenced by each other. The content of feedback and assessment includes evaluating the result of tests or exercises, identifying English language problems during the learning process, and presenting learning achievement. Learners can engage in self-managed learning based on continuous feedback and assessment from teachers and peers. Teachers can tailor their teaching plans based on students' feedback and further cultivate students' abilities for self-inquiry and critical thinking. In studies based on the Cloud class platform, teachers record students' learning processes dynamically, grasp students' learning situations promptly, and thus provide targeted teaching guidance and feedback to the students. With the help of online platform, both teachers and students can break away from spatial and temporal constraints to participate in diverse assessment processes.

4.5 Emphasizing Knowledge Internalization for Effective Learning

Knowledge internalization refers to the process in which individual learners use their existing knowledge and experience to transform external new knowledge inputs into internal knowledge. In the self-managed learning model based on the flipped classroom for College English, the emphasis lies in students' familiarity with knowledge before class, the consolidation of that knowledge during class, and the integration of pre-class and in-class knowledge to achieve effective learning.

Firstly, students engage in pre-class learning with the rich and diverse resources on the learning platform provided by teachers before class. During this process, their existing cognitive structures are continuously disrupted, and they gradually construct new knowledge structures.

Secondly, students can conduct real-time communication, discussions, and feedback by means of intelligent network platforms. Through peer collaboration, online guidance from teachers, and supervision, students deepen their understanding and comprehension of the learning content, facilitating knowledge internalization.

Finally, teachers design classroom activities based on feedback from self-managed learning. Through face-to-face communication, situational creation, inspiration, and encouragement, teachers help learners solve problems, achieve a leap from superficial knowledge to deep knowledge, and complete the consolidation and deepening of knowledge. This process ensures that the knowledge that students have learned is effectively internalized and retained.

5. Conclusion

In conclusion, the self-managed learning model for College English based on the flipped classroom is a developmental trend in modern education and a necessity to meet the needs of teaching reform in the new era. Based on modern information technology, this model addresses the limitations of traditional classrooms, diversifies teaching methods, and integrates mobile learning, ubiquitous learning, online learning, and traditional learning to optimize and promote self-managed learning. It cultivates inquiry-based learning and deep

learning abilities, and thus significantly enhances college students' English proficiency and self-managed learning capabilities. However, the application and implementation of this model in China are still in the early stage. Further research should be explored to help students with different learning styles and habits adapt to this new approach and thus enhance their self-managed learning abilities.

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Notes

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