# An Optimized Study on Chinese and American Flipped Classroom Mode: from the Cultural Perspective

[1]WEI Li,  [2]LIU Chengcheng
*[1]Liaoning Police Academy, Dalian, China.*
*[2]Dalian Yuming Senior High School, Dalian, China*

**ABSTRACT :** *The Flipped classroom mode is the most popular teaching mode at the moment in western courtiers, in particular, in America. With the introduction of FCM into Chinese educational realm, the Chinese experts and teachers began to make tentative research into this new teaching mode. The paper is one of these tentative explorations, which firstly reviews the developing FCM and makes comparative study between American and Chinese FCM from cultural perspective. American culture belongs to western culture, while Chinese culture is typical oriental culture, so they must exhibit many different and even contradictory cultural characteristics. The author puts forward unique Chinese EGP FCM, designing progressive and holistic course plan involving macro and micro blueprint for Chinese college English teaching with Chinese cultural peculiarity and backgrounds.*
**Keywords –**FCM, comparative study, optimized study, cultural perspective, macro blueprint, micro blueprint

## I.     Introduction

The rapid development of multi-media, computer science, internet and information technology declares that the human being have stepped into the information era. In March of 2012, the Ministry of Education issued Decade Development of Education Informatization from 2011 to 2020 defined the clear directions and goals of education informatization, stressing that it is necessary to promote the combination of information and teaching. The teachers can apply information technology to develop heuristic education, inquiry-based teaching and participative teaching in order to build student-centered teaching mode. Flipped Classroom Mode is just a brand-new teaching mode to correspond to the combination of educational informatization with the realistic purpose of individual learning and individualized quality education. The education equality and advantages of student-to-student and teacher-to-student interactions actually attract the attention from worldwide educators.

Flipped Classroom Mode heads from an assumption of two American college teachers in the fall of 1996. Model of Classroom Flipping was established in April of 2000 by Wesley J. Baker. And in 2007, two American chemistry teachers in high school recorded their classroom instruction and uploaded it on internet for students to watch before or after class. This flipped classroom attempt prompted an education revolution which emphasizes the active functions of students in acquiring knowledge and changes the routine procedures of teaching and learning. As a result, FCM is the teaching product created by American teachers and educators to adapt to American students and teaching atmosphere.  But is this new mode also adapt to Chinese students or Chinese education circumstance? How to optimize this typical American teaching mode to improve its teaching effect in Chinese classroom is the main purpose of this paper.

## II. The Developing Practice Of Fcm And Comparative Study Of American And Chinese Flipped Classroom From Cultural Perspective

2.1 The developing practice of FCM in America and other western countries

The western experts have obtained abundant fruit from FCM research and practice, finding that the flipped classrooms have favorable teaching effects and are accepted by most of teachers and students, but there are also some doubtful voices that this mode cannot help students comprehend the knowledge. In 2010, 140 students' performances in Clinton Dell Senior High School were greatly improved after one-term flipped classroom teaching and learning, and failure rates decreased from 50% to 35%. [1] A survey in 2012 from an American education consulting company indicated that among 453 teachers adopting flipped classroom, 67% of students expressed their scores increased and learning attitudes of 80% of students were improved. [2] Grandgenett found in the research into algebra flipped classroom that most of participants regarded it helpful to their learning, 90% of participants (148

students) reported that they finished pre-class tasks providing necessary information for later research, 86% of participants thought they acquired knowledge from flipped classroom. [3] Recently, with the rapid spreading of FCM in America and other western countries, Chinese educators and teachers began to make tentative research into the elements and procedures of FCM. The domestic flipped classroom also abides by the American FCM fulfilling in-class knowledge internalization and after-class knowledge self-study. The teaching procedures are the copies of western flipped classroom without creation and breakthrough. As is known to all, educational activities can be survived and developed under the specific cultural backgrounds. If a new educational technology or teaching mode goes from one cultural and educational context to another fresh educational realm, the designers and practitioners have to re-evaluate and re-judge the users, technology and environment in order to adapt to the new cultural context. FCM, as a pure western import, has to be tailored and reconsidered to build Chinese FCM with Chinese cultural specialty and teaching style.

2.2 The comparative study of American and Chinese cultural concept and specialty

According to cultural genre and trait, we can draw a table to list the details of difference of these two cultures. The following table 1 can make us see clearly about Chinese and American cultural features.

| Cultural genre / Cultural items | Oriental culture (Chinese culture) | Western culture (American culture) |
|---|---|---|
| 1. cultural genre and the way of thinking | Collectivism culture and holistic thinking | Individualism culture and analytical thinking |
| 2. cognitive style | Field-depedent cognition | Field-independence cognition |
| 3. cultural orientation | Relation orientation emphasizing the focus of others' feelings and psychology | Task orientation emphasizing individual efficiency and task and ignoring social clues |
| 4. self-study learning ability | Poor independence, excessive dependence on teachers and parents, teachers' hints and guidance on learning objectives and contents | Emphasis on self-reliance and freedom, encouraging self-study and innovation, independent choice of learning objectives and contents |
| 5. evaluation method | To make comparison with reference group to form self-perception | To have self-standard and to evaluate oneself through whether or not understand certain knowledge points |
| 6. power distance | High power distance, respect teachers and their teaching, attend to lectures with lower learning initiative and enthusiasm | Low power distance, equality between teachers and students, active classroom, students' active participation into the teaching process |
| 7. context culture | High-context culture, only to a point, understand tacitly | Low-context culture, straightforward communication, come straight to the point |
| 8. assessment criteria | To follow unitary assessment criteria, the summative assessment oriented by scores | To follow plural and differentiated assessment criteria, giving the comprehensive assessment for students' independence, innovation, cooperation and critical thinking |

Table 1: The comparative study of Chinese and American cultural genre [4]

## III. The Optimized Study and Standardized Design of Chinese Egp Flipped Classroom with Chinese Cultural Peculiarity

3.1 The macro design for Chinese college English FCM based on Chinese cultural peculiarity

According to teaching experience of American FCM and Chinese college English teaching practice, the author designed the macro principle and detailed content for Chinese college English FCM in Table 2.

| Main contents / Macro principle | College English FCM based on Chinese cultural peculiarity |
|---|---|

| | |
|---|---|
| 1. Learning center: Students as the learning center of EGP | To watch online video of micro-lesson and file documents of PDF or Windows before the class; to conduct face-to-face discussion between teacher and students in class; to finish test, reflection, seif-assessment and peer-assessment after class |
| 2. Learning community: Establishment of EGP learning community of interacademic teacher-to-student, and student-to-student interaction | English teachers strengthen instant learning directions and assessment feedbacks for group cooperative learning through establishing QQ group and We-Chat group to make students feel the power of collective learning and highly effective individual learning with teachers' momentary directions. |
| 3. Learning assisted platform: Dependence on MOOCs platform to provide online EGP learning resources, assisting FCM teaching and self-study | Teachers share course outline and teaching schedule plan on MOOCs platform or network self-study platform to make detailed arrangement for teaching content and assignment. Students can plan online learning time and pace according to outline and teaching plan, which breaks through the limitation of traditional teaching time and space. |
| 4. Learning objectives: teachers provide structural directions for students, giving clarified EGP teaching and learning tasks | Teachers serve as the director and promoter in students' learning and constructing knowledge. Teachers provide multi-support for students' self-study in and after class, offering instant feedback and direction, managing various learning flows carefully. The long-term training objectives lie in motivating students' creative and critical thinking abilities, broadening their horizon. |
| 5. Learning assessment: teachers provide diversified EGP learning assessment mechanism | In-class and after-class online study include tests to fulfill peer assessment, which compose the multiple and formative assessment mechanism, combining with summative assessment. |

Table 2: the macro blueprint for Chinese standardized college English FCM [5]

3.2 The micro design for Chinese college English FCM based on Chinese cultural peculiarity

The English teachers design three progressive course plans for realizing Chinese college English FCM, which includes pre-class EGP self-study on the basis of micro-lesson, in-class EGP interactive, cooperative and explorative study on the basis of question-driven, and after-class EGP knowledge consolidation and expansion on the basis of network interaction. In each course plan there are standardized micro principles and design basis to follow, as displayed in detail on Table 3.

| Course plans | Standardized micro principles | Design basis in cultural elements |
|---|---|---|
| Pre-class: EGP self-study on the basis of micro-lesson | Video time: less than 20 min. | Attention time span and survey results |
| | Video contents: 1. Global analysis of the whole text; 2. Explanation by different level; 3. Emphasis of connection and natural transition of language points; 4. Broadened explanation of relevant materials | 1. Collectivism culture, holistic way of thinking, to explore the question beginning from the global analysis; 2.field-dependence cognitive style suitable for memorizing the environment and relevant information in view |
| | Video display and learning mode: to provide the similar teaching environment to classroom which is familiar to the students; to provide PPT and record teacher's image; independent study, cooperative study, and collective study | Oriental culture belongs to relation orientation stressing individual feelings and psychology. The individuals are more sensitive to the social clues, so the Chinese students tend to prefer video display in the background similar to the traditional classroom with PPT and teacher's image which can motivate their learning enthusiasm. |
| In-class: EGP interactive, cooperative and explorative study on the basis of question-driven | Design of progressive questions: remembering, understanding, applying, analyzing, evaluating, and creating. | The central element in FCM is to design in-depth English learning. English teachers must be equipped with logical thinking ability to enhance in-class teaching intelligence and questioning skills. |
| | Teacher's structural service: to provide appropriate support for students' learning; to fulfill guidance | The students' successful learning a subject is highly correlated with their affective characteristics. Those with higher learning |

| | on learning; to help students master effective learning methods; to manage learning rhythm and pace, and to build active interactive mechanism | motivation, learning interests and active learning attitudes can learn better than other students. |
|---|---|---|
| | Assessment and feedback mechanism: instant test and feedback in the classroom | Instant feedback has direct influence on subsequent conduct. Instant feedback can make teachers learn about the students' study before and in class to resolve the teaching problems immediately in order to prevent teaching randomness and blindness. |
| After-class: EGP knowledge consolidation and expansion on the basis of network interaction | Knowledge consolidation: after-class review and test on network self-study platform to finish self-assessment and peer assessment; consolidation of text focus through cooperative and collective study on QQ group and We-Chat group; progressive study of micro-lesson for poor students | |
| | Knowledge expansion: to realize the deepening and expansion of the text language points through network learning and interactive platform; to realize deep understanding of the text theme and cultural connotation by means of internet | |

Table3: the micro blueprint for Chinese standardized college English FCM [4]

## IV. Conclusion

Both education and educational technology embody the higher cultural sensitivity, possessing the native cultural characteristics. Education is rooted in culture, and any educational concept, teaching method and educational technology should contain the cultural and social features that they carry. FCM, as a western successful teaching mode, had to be localized and optimized when it entered the Chinese educational realm. The Chinese experts and teachers should fully consider educational technology, network learning platform, teaching procedures and principles on the basis of Chinese cultural peculiarity acculturation. Chinese college English FCM is a developing epitome of Chinese FCM, demonstrating English teachers' creative spirits and serious teaching attitudes. We are reasonably confident of the best results of the optimized study of Chinese and American FCM.

### REFERENCES

[1]    Liu Jianzhi, Wang Dan, Review of flipped classroom research and practice in foreign countries, *Theory and Practice of Contemporary Education, (2),* 2014, 68-71.
[2]    Classrooms, Flipped. "Improved Test Scores and Teacher Satisfaction."(EB/OL).
[3]    http://class-roomwindow.com/flipped-classrooms-improved-test-scores-and-teacher-satisfaction, June 27, 2012.
[4]    Love B, Hoge A, Grandgenett N. Student learning and perceptions in a flipped linear algebra course. *International Journal of Mathematical Education in Science and Technology, 45(3),* 2014, 317-324.
[5]    Lu Yu, Xu Bibo, Jiao Yu, Rethink the application of flipping classroom in Chinese schools from the perspective of cultural difference, *China Educational Technology, (8),* 2015, 110-116.
[6]    Rong Mei, Peng Xuehong, A study on the history, current situation and application of "flipped classroom", *China Educational Technology, (7),* 2015, 108-115.