

## Teaching Design of English Reading Class Based on Flipped Classroom

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**Abstract:** By analyzing the English Reading Course for college English majors, teachers should choose a more effective method to cope with the trend of globalization. Students are required to read Chinese literary works and shared what they have read in flipped Classroom mode in the extensive reading class. Students were more active and positive because they were interested in learning English in this way.

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### I. Introduction

According to reading syllabus requirements for English majors in China, English reading class aims to develop students' English reading comprehension ability and improve students' reading speed, cultivate students' ability to observe language carefully and logical thinking ability such as hypothesis judgment, analysis induction and reasoning test as well as Improve students' reading skills, including reading, skimming, and reviewing skills and help students expand their vocabulary, language and cultural background through reading training.

With the rapid development of English education in China, the long-term implementation of the "skill-oriented" curriculum construction concept and teaching concept of English majors has been difficult to meet the needs of society. Therefore, it is necessary to update the teaching concept and reform the teaching methods. Gradually, Teacher-centered class will be replaced by students centered class which will improve students' interests while having classes. Just as Einstein said: "Interest is the best teacher." Students have great interest in telling their own culture in their own classrooms.

### II. Current Problems in English Reading Class

The English reading class based on the traditional purpose of passing examination is too boring. The teacher aims to complete the teaching task. Some students only deal with the reading course once a week, others do not even prepare for the lesson. They seldom read which are not required by the teacher. One week one article is not enough for a college student. If students do lack of enthusiasm, and sometimes even resist how can they learn well. At the same time, due to limited time, teachers have to increase their teaching speed, streamline contents, and even seldom interact with students. The contents of the previous reading class is singled and due to the limitations of the textbooks and courses, the reading class is not welcomed. Take the English major of Inner Mongolia University as an example, the English reading materials of the Higher Education Press are selected. Each textbook has 15 units. Each unit consists of four parts, that include text and reading skills, testing your reading comprehension, fast reading as well as home reading. Each part is similar in content, and it is helpful for students to grasp the information and clues of the materials, understand the background and main information of the article, and improve the predictability of the materials. However, the selection of materials is not comprehensive enough. For the extensive reading class, it cannot meet the needs of students who need a lot of reading. Therefore, teachers are required to change teaching methods and improve teaching quality. What materials should be chosen? What could arouse students' interests? What class mode should be used?

### III. Ways for Improvements

Based on the above problems, teachers in the English reading class should choose diversified reading materials in the teaching process, adopting the new teaching mode based on textbooks and supplemented by other materials, because no book is perfect and comprehensive enough. During the class, the contents of the required textbooks are mainly explained by the teacher, and the auxiliary content is arranged by the teacher. Students read, discussed in groups after class and make powerpoint for presentation and discussion, including current affairs news, English translations of Chinese culture, and foreign elements in Chinese literary works as teaching materials for supporting textbooks.

First, students are required to read related to the textbooks. In this module students are asked to read or listen to news every day and write down news related to the texts. For example, unit one is *The Art of Creative Thinking*. This unit showed readers what practical creative thinkers should do. So during the following week, students will listen to or read the news about creativity. That is about how to use your imagination, how to use the power of your imagination to create what you want in your life. Unit three is *Bursting the Magic Bubble*, students are required to read the news related to brain nerves and discuss how are you perceived by your eyes. Unit four is *the Commencement Address at Stanford* by Steve Jobs. Students are required to read the news about Macintosh computer or about animated feature film and then discuss about that. Each group selects the fine news and makes powerpoint for presentation, sharing it with classmates when having class, and asking questions. Students will express their opinions, inspire each other, learn from each other, and promote exchanges between classmates.

Then, students are required to read English translation of Chinese culture. Teacher chooses materials about English translation of Chinese Culture. According to the students' cognitive psychology and reading preferences, the materials are close to life, advancing with the times and practical. It can enhance students' reading interests and broaden their horizons, for example, Chinese mythology, Chinese Dietary Culture, Chinese Tea and Wine Culture, Chinese Festivals and Folk Customs, etc.. From these articles, students can know and be able to tell about the important figures in Chinese mythology and be familiar with the brief history of tea and wine. They can introduce to foreigners the features of traditional Chinese architecture and the differences from traditional Chinese architecture to Western architecture. From reading articles about folk customs, students will know about the cultural background of the origins and customs of traditional festivals, learn useful words and expressions about customs and improve English language skills. From reading Chinese classics, students will know how to discuss Confucianism, Taoism or Shi Jing with foreign friends. It can show the profound cultural heritage and independent cultural personality that scholars from Eastern cultural powers should have. Therefore, incorporating Chinese culture into the reading class will not change the nature of the English curriculum, but will not only improve the interests of learning but also cultivate students' English language ability and intercultural communication ability, and also enhance the national pride.

Thirdly, the teacher asked students to find out the foreign elements in Chinese literary works, and use the flipped classroom to let students explain and display, and conduct classroom discussions so that most students can participate. For example, all college students in China like reading Lu Yao's masterpiece *World of Plainness*. It contains a large amount of foreign literary works reigning from the Old English period to the 20th century. Protagonists of *World of Plainness* read many foreign works such as *Jane Eyre*, *Hard Times*, *Le Rouge et le Noir*, *Eugenie Grandet*, *A Doll's House* and *How the Steel was Tempered*. Students would like to choose to read these relevant English originals, find out the main characters of the original English books and the connections between the characters in the book, and do a comparative study. In *Fortress Besieged* the author mentioned *Republic of Plato*. In Ji Xianlin's *Ten Years in Germany* the author compared the prominent Chinese poet of the Tang Dynasty with Shakespeare. The British sinologist Arther Waley translated poems of Tang Dynasty which were included in the New Oxford Book of English Verse. From these literary works, students would like to know who is Jane Eyre, what is English Verse. So students would read more books and they would like to make comparison and contrast on English and Chinese literary works. The more research they do, they more books will they read.

#### IV. Conclusion

The teacher has made a questionnaire survey on the new methods. According to the statistics students showed a strong interest in new materials and increased interests in the curriculum. At the beginning of the semester they dare not to choose an original English book to read and don't know what to read. But now with a background introduction by teacher and after discussion with classmates students began to read English novels consciously. They began to read news in English everyday, and had made a reading list of novels as well as a timetable for reading schedules. Therefore, it is necessary to establish an evaluation system. After class, the teacher check the progress of students' reading progress rate, and urges students to expand their reading scale. So it is important for students to read more, because the more you read the higher English level you would be. And the most important is good reading materials and methods will not only improve reading interests but teaching quality.

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