

A Study on the English Teaching Model of Adult Education in The New Era

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Abstract: With the rapid development of educational informationization, flipped classroom, as an innovative teaching organization, is becoming more and more important because of its inherent coupling with adult education. The application in the field of adult education is possible, which provides a new way to improve the teaching effect of adult education. Compared with general English teaching, adult English teaching has a bright future. The obvious particularity is in accordance with the teaching idea of flipped classroom. Therefore, from the perspective of flipped classroom, we should reform adult English teaching methods and improve teaching effect. This has important practical significance.

Key words: Adult Education Flipped Classroom English Language Teaching

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I. INTRODUCTION

Socialism with Chinese characteristics has entered a new era. Adult education in the new era must be based on the new task of education development, focus on the new expectations of the people, grasp the law of their own development, timely promote transformation, and start a new journey of development. At present, our country has entered a new stage of social education demand and development of national learning and lifelong learning. Open, independent, flexible and lifelong learning is becoming a development trend. Adult education plays an important role in the transformation from school education to lifelong education. In such a context, what should adult education turn and how to turn is the focus of relevant research. In many views, the reform of teaching methods is one of the core contents of the transformation and development, which has become a broad consensus among educators, researchers and learners. How adult education can better serve the local economic and social development, how to carry out the innovation of teaching methods, and then cultivate adult English talents who can adapt to the economic and social development, has become an important practical problem.

On March 12, 2012, the Ministry of Education issued the ten year development plan of educational informatization (2011-2020), which clearly requires that the education mode should be optimized and the education reform should be promoted on the basis of the deep integration of information technology and education. Due to the particularity of adult education compared with full-time education, it is necessary to seek a new teaching method which is more in line with the characteristics of adult education, meets the development needs of the educated and improves the teaching effect under the background of the rapid development of information technology. In this context, the introduction of flipped classroom provides a new perspective for the teaching reform of adult English education.

II. THE SCIENTIFIC CONNOTATION OF FLIPPED CLASSROOM TEACHING METHOD

2.1 Basic concepts

Flipped classroom can also be translated into reversed classroom. It can be traced back to the turn of the century in 2000. Professor Maureen lah of the University of Miami published the article "flipped Classroom: the path to create inclusive learning environment", which introduced the "flipped teaching" mode and the teaching achievements, but at that time did not formally put forward the concept of "flipped classroom". [1] Seven years later, Jonathan Berman and Aaron SAMs, chemistry teachers in Colorado, adopted the "flipped classroom" teaching mode in their teaching practice, creating a new teaching mode of listening before class and completing homework in class, and promoting the popularization of this mode in primary and secondary education in the United States. In 2009, Salman Khan, a Bangladeshi American, founded Khan college, an educational non-profit organization, to carry out online education and expand the influence of flipped classroom to the world. Russell L. akev, a professor at Penn State University in the United States, and Daniel Greenberg later co authored "flipped learning: the revolution of learning in the 21st century", which systematically

expounded the educational concept of flipped learning and provided a new theoretical and practical perspective for the academic community. Under the influence of the upsurge of flipped classroom, the field of primary and secondary schools in China has gradually started a practical journey.

Flipped classroom has changed the traditional teaching mode in which teachers upload knowledge and students passively acquire knowledge. Instead, classroom teaching is divided into two parts: pre class learning and in class learning. In the pre class link, the teacher provides the students with necessary teaching materials through video, paper media and other carriers. The students raise questions and puzzles through learning and mastering the relevant carriers. When they return to the classroom teaching, the teacher uses the classroom discussion to consolidate and improve the knowledge learned by the students, so as to achieve the teaching purpose.

2.2 Rural Cognitive key

The theoretical basis of flipped classroom is Benjamin Bloom, a famous American psychologist and educator, who has mastered the learning concept. The process of flipped classroom is composed of "in class" and "out of class". In the classroom, students ask the teacher questions about the puzzles in autonomous learning after class, and the teacher gives targeted explanations and personalized guidance based on the questions. In the context of flipped classroom teaching process, the teacher is no longer the authority standing on the classroom platform, but the guide and guide around the students.

Subversion of traditional teaching process. That is, the concept of "learning before teaching". The traditional teaching process of adult education is divided into two stages: knowledge imparting and internalization. The teaching of knowledge is "teacher's main lecture and student's main listening". The time and place for completion are all teaching classes. The internalization of knowledge is that after the completion of classroom learning, students will apply the knowledge they have learned to practice. That is to say, in the education and teaching system, the classroom is the central link, and the classroom teaching is its basic organizational form. Flipped classroom is different. It changes "teaching first" in the traditional teaching process into "learning first" in flipped classroom. Learning is put in the front, learners become the real subject of teaching activities, the dependent and passive learning state in the traditional teaching mode is changed, and the process of learning knowledge by learners becomes the process of continuous generation, promotion and improvement of human subjective initiative.

Clarify the existing flipped classroom theory and practice of a misunderstanding. Many education and teaching researchers and teachers generally believe that the use of flipped classroom teaching mode, video is the only carrier, the teaching process must be linked with micro class or teaching video, and students' mastery of knowledge in video must be completed after class. In fact, the flipped classroom teaching mode does not have to cooperate with the video, and the teaching video does not have to be watched after class. The purpose of flipped classroom teaching is to transfer the focus from the teacher to the students. Micro class, MOOC class and even written words can be the carrier to complete the flipped task. The key is to develop the appropriate teaching mode according to the teachers' knowledge and teaching level, the characteristics of the course audience, and the appropriate hardware and software facilities.

We should grasp three "unequal". That is to say, flipped classroom is not equal to replacing teachers with videos. Teachers are just the role has changed. They are no longer the teachers under the traditional teaching mode, but the puzzlers in the teaching classroom. Flipped classroom is not equal to online courses, that is to say, students can learn and master teaching Videos more freely even without Internet connection. Flipped classroom The classroom is not equal to the isolation of students' offline learning. The process of watching video after class is a process of mutual discussion and communication between students.

III. THE SIGNIFICANCE OF INTRODUCING FLIPPED CLASSROOM INTO ADULT ENGLISH TEACHING

3.1 The present situation of adult English Teaching

Old teaching methods. Nowadays, most of the forms of adult education follow the traditional way of education, that is, mainly to impart knowledge and training skills, especially in the field of English teaching. There are many limitations, such as outdated curriculum content, convergence of teaching process, single teaching method, unreasonable curriculum structure, etc. in the teaching process, too much emphasis is placed on the authority of teachers and passive acceptance of students, and the teaching mode is flexible It is not in line with the characteristics of adult learners and the objective needs of the transformation and development of adult education.

It is difficult to guarantee the teaching effect of teachers. Compared with full-time English teaching, adult English teaching time is often difficult to meet the needs of teaching. This will lead to two results: on the one hand, the intensive training required by classroom teaching is not in place, which makes it difficult for learners' English literacy and level to be effectively improved; on the other hand, in the face of the

fragmentation and segmentation of classroom learning, especially extra-curricular learning time, the teachers are required to carry out teaching work for a large number of teaching contents in a relatively limited time, and the teaching effect can be imagined Know.

The uncertainty of classroom teaching methods. In full-time English teaching, teachers have enough freedom to choose reasonable classroom teaching methods according to teaching syllabus, teaching objectives and other elements. But the same situation in adult English teaching is not the case. In the process of adult English teaching, due to the particularity of learning groups and the limitation of English teaching resources, the same classroom teaching method will produce different results. In order to achieve the purpose of teaching, teachers need to pay special attention to the innovation of teaching methods. In this context, adult English teaching methods must present obvious uncertainty and selectivity, which objectively requires teachers to update the knowledge of teaching methods in time to ensure the teaching effect.

Individualized and targeted teaching is difficult to carry out. In the context of the transformation and development of adult education, the source of adult English education has expanded from the former on-the-job employees to more complex groups. [2] These learners of adult education English, age, education background, professional energy, learning purpose, learning needs and so on, are bound to be quite different. Correspondingly, the existing adult education includes adult English teaching, emphasizing the "step-by-step" of course teaching and learners' learning, that is to say, learners with large differences above are required to absorb the same knowledge and master the same learning content at the same pace and pace according to the unified arrangement of English teaching syllabus, so as to achieve the synchronous learning purpose and requirements. Obviously, this is the case It is not enough to pay attention to the individual learning needs of learners, so the teaching effect is greatly restricted.

3.2 Characteristics of adult English learning

There are differences in learning motivation. The learners of full-time schools are basically motivated by improving their core competition, with high learning enthusiasm and clear learning purpose; the learners of adult education are different, most of them are passive learning because they encounter bottlenecks such as career access and career development, only motivated by obtaining certification or diploma. In the practice of English learning, I like to take shortcuts, take short cuts, pursue detours and overtake cars, and I can't keep learning. For the complexity and difficulties of language learning, I also lack a reasonable estimation, which leads to the lack of quick success, short-term benefits, confidence and complaints. My interest in learning and teaching effect are greatly restricted.

Lack of language foundation. English Teaching in our country has covered the whole stage from preschool to doctoral education. Ordinary learners have experienced many years of English learning and literacy training. However, even so, for learners in adult education, the weak foundation of English language is still a common problem. The common demand of adult education learners is to improve the basic language skills and skills. Before most of the learners strive to consolidate their English foundation, the differentiated demand for English learning is not obvious. On the contrary, it will always be reflected in various forms of basic problems related to the cultivation of English learning ability. Many learners of adult education prefer the so-called quick and sprint learning mode. They are ambitious and put the cart before the horse. They don't work hard on the basis of a well-organized language, don't pay attention to the accumulation and consolidation of basic knowledge such as grammar and syntax, and don't pay attention to the internalization of knowledge. As a result, they only want to be quick but not reach the goal. The learning effect is not ideal. This requires teachers to effectively guide and carry out targeted training in the teaching process.

3.3 The internal fit between flipped classroom teaching mode and adult English Education

The cultivation mode of adult education creates favorable conditions for ensuring the teaching effect of flipped classroom. As mentioned above, in the teaching method of flipped classroom, the teacher is no longer the teacher under the traditional teaching mode, but the puzzle solver in the teaching classroom, which is very important to the design and grasp of the curriculum. Because most of the learners in adult education have social roles, most of them do not have the pressure of entrance examination. The teaching teachers can be interfered by the relevant factors to the minimum extent, and design the carriers of teaching video and paper media carefully, so as to excavate the learning needs and potential of each student to a greater extent, guide them in a more simple and clear way, and put forward more personality To achieve a better learning effect, we should provide guidance and guidance.

The particularity of adult learners lays a good foundation for the development of flipped classroom teaching activities. As mentioned above, the current situation of adult English teaching and the characteristics of adult English learners reflect many problems, calling for the promotion of English teaching reform and the innovation of teaching mode, but at the same time, adult English learners have their unique learning advantages, which lay the foundation for the implementation and promotion of flipped classroom teaching mode. As we all

know, under the flipped classroom teaching mode, students are the real subject and key of teaching activities.

Under the new situation that adult education is facing the transformation and development, the rapid development of educational information, and the deepening of education and teaching reform, the teaching mode of flipped classroom is not only the reasonable demand of adult education development, but also the coupling with adult English education and the characteristics of learners themselves. Therefore, it is necessary and important to introduce the teaching mode of flipped classroom in adult English teaching.

IV. REFLECTION ON THE PROBLEMS EXISTING IN THE IMPLEMENTATION OF FLIPPED CLASSROOM IN ADULT ENGLISH TEACHING

As an example of education and teaching reform, especially the innovation of teaching methods, flipped classroom teaching mode has become a hot spot in the short years of its introduction into China. It can be seen everywhere from primary and secondary education to undergraduate education and even graduate education, from full-time learning to adult education and Open University. Based on the localization of flipped classroom teaching methods, many experts, scholars and educators have done a lot of research and Practice on "whether to turn" and "how to turn", and achieved fruitful results. In the perspective of adult education English teaching reform, under the premise of seeing its good application prospect, we should also face up to the problems existing in teaching practice, so as to find solutions, and promote its normal and orderly development and play its due role.

4.1 English teachers should be brave in "teaching"

The research group has done a questionnaire survey for adult English teachers and students, and designed several questions carefully. Among them, for teachers, the first question is "do you adapt to the existing adult English teaching mode?" Among the 30 English teachers who participated in the questionnaire, 28 said they had adapted, accounting for 93.3% of the total number of samples, and 23 responded very well, accounting for 76.7%, reflecting the deep-rooted concept of the traditional English teaching mode with teachers and podiums as the main body. The second question is "do you know the flipped classroom teaching method?" As a result, 27 teachers chose "know", accounting for 90% of the total number of participants in the survey, and 17 teachers chose "comparative know", accounting for 56.7%, which objectively reflects that the concept of flipped classroom teaching has been widely accepted in China's education sector. The third question is "are you willing to use flipped classroom teaching mode in daily teaching and learning?" There are only 4 people who choose "tried", accounting for 13.3%; 10 people who choose "will consider trying", accounting for only one third. Why does this result? Is the result of question 2 and question 3 contradictory?

After in-depth analysis and thinking, the reason is that the flipped classroom teaching mode gives English teachers in adult education the following problems:

The challenge of energy leads to the lack of teaching confidence. First of all, the flipped classroom teaching method emphasizes "learning before teaching". In adult education, there are different classes, majors, life experiences and working backgrounds. Therefore, students must have different questions about video before class. Compared with full-time students, the difficulty of solving these questions is relatively high. Teachers' preparation task is quite heavy, individualized teaching and individualized teaching It's more difficult. In addition to the professional quality of the teachers themselves, their curriculum design ability, teaching activity organization ability and other comprehensive quality requirements are also particularly high, so many teachers have a fear of difficulties. Secondly, no matter adult education or full-time education, the majority of English teachers in China are women. Taking the survey object of this questionnaire as an example, the proportion of female teachers is as high as 80%. The contradiction between work and family learning of these teachers is more prominent than that of male teachers. In the reality of flipped classroom system teaching time is far higher than that of traditional teaching, many teachers are reluctant to try to change subjectively.

Lack of technical preparation due to capacity challenges. Compared with other subjects in adult education, English teachers basically belong to the background of liberal arts. It is difficult to absorb, accept and use information technology. Under the condition of flipped classroom, teachers need to make their own videos, manage online teaching platform independently, use technical means to analyze students' learning needs and learning effects, and realize the deep integration of education informatization and teaching, which is not only the driving force but also the pressure for the majority of English teachers.

4.2 For learners of adult education, they should be good at "learning"

Vocational training of rural labor force is not only an educational problem, but also a social problem. In the construction of rural vocational education talent training system, we should always adhere to the principle of government, school and enterprise participation, and vigorously promote the "four in one" rural vocational education development pattern with government as the leading, school as the carrier, enterprise as the driving force and College as the resource. First of all, we should strengthen the macro guidance and support role of the

government, give full play to the comprehensive coordination ability of the local government, coordinate agriculture, finance, social security and other departments, coordinate multiple training projects in rural society, including pre job vocational education, agricultural technology education, vocational skills education, and actively promote the harmonious development of agriculture, science and education; Secondly, we should give full play to the role of vocational schools at or above the county level as the main channel to transfer rural surplus labor force, and increase the training of "off farm" personnel in non-agricultural knowledge and skills such as enterprise market awareness, ecological awareness, business management and professional skills; Finally, we should encourage groups and enterprises to participate in the whole process of rural vocational education personnel training by making training programs, professional personnel delivery plans, and entrusting personnel training.

We should pay special attention to the change of ideas. For most learners, especially adult learners, flipped classroom teaching mode is a new thing. All new things need a process of running in and adapting, and innovation of ideas. For adult English learners, flipped classroom teaching means the change of the meaning of "excellent students". In flipped classroom, it is important for excellent learners to listen carefully and take notes carefully, but more importantly, they have a good grasp of the main position of their teaching activities. They are good at learning, absorbing, experiencing and communicating in class before class. They are good at playing their subjective initiative, observing and discovering problems, solving problems with teachers, so as to improve the learning effect Ability.

We should strive to forge the ability of independent learning. In the traditional adult English teaching mode, except for the final test, the usual learning task is relatively easy. Under the flipped classroom teaching mode, learners should fully realize the main position of learners in the teaching activities, focus on the carrier tasks such as video and text before class, base on the learning purpose and self accumulation, learn new knowledge, put forward good questions, and comprehensively improve their independent learning ability.

V. CONCLUSION

The flipped classroom teaching mode has a strong agreement with adult English education and adult English learners, which can be used as a beneficial attempt for the transformation and development of adult education, especially for the reform of education and teaching. But it is undeniable that it is still in its infancy, facing many practical problems and challenges. It needs researchers and educators to think deeply and study carefully, guide practice through research, enrich and improve relevant theories through practice, so as to make this new thing and "foreign products" truly take root, and play a more active role in promoting the development of adult education and improving teaching effect Use.

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