

ENHANCING FLIPPED ENGLISH LEARNING WITH CLOUD CLASS PLATFORM
IN CHINESE VOCATIONAL COLLEGES

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Abstract

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Na Huo

Under the Supervision of Katie Kalish, PhD

This library research paper mainly explored how to apply the Cloud Class platform to enhance flipped teaching. The author searched for some literatures about the Flipped foreign language teaching strategies, benefits of a flipped language classroom, the flipped foreign language teaching in China and the implementation of a platform in flipped teaching. After the literature research, the author concluded how to utilize the Cloud Class platform in the three stages of flipped teaching and list out some considerations need to be noted during the practical implementation.

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Chapter I Introduction

The flipped classroom changes the teacher's subjective role in the classroom teaching process, emphasizes the student-centered teaching model, and strengthens the communication and interaction among teachers and students. Students learn by themselves by watching videos before class. In class, teachers and students communicate with each other to solve difficulties and apply what learners learnt into practice. After class, teachers can provide students with targeted guidance, deepen students' knowledge and understanding to improve students' independent learning ability and classroom teaching efficiency. In English as a foreign language (EFL) teaching in vocational college in China, the class scope is very large, about 100 per class. So, to ensure the effectiveness of a flipped classroom in such a huge class is a very serious issue and the students are required to have a good learning and management system or software to ensure the pre-class resources learning and after-class test and learning.

With the development of information technology, China's education system is continuously advancing, and computers, tablets, and mobile phones have been applied in the classroom as teaching tools. Cloud Class platform is a free management software by which the teachers and students can upload resources, carry out classroom activities, give feedback, and make evaluations. The research project just tries to apply Cloud Class Platform to flipped classroom to provide the guarantee for the practical implementation of flipped classroom and achieves a deep integration of information technology and teaching.

Statement of the Problem

In (EFL)teaching in Chinese Vocational college, because of the lack of teachers, each class has a huge scope. It is difficult to test whether the students have mastered the required learning material before class and prepare well for in-class activities. In addition, there is

difficulty in carrying out the in-class activity due to the large amount of the students. What is more, the student-teacher interaction outside class is inconvenient to conduct. So, to apply a suitable smart class management system is very essential. The research aims to integrate Cloud Class platform with a flipped classroom to ensure the effectiveness of pre-class learning, motivating students' intellectual curiosity, improve the interactions and communications, thus enhancing the flipped classroom teaching. But how to use the specific properly in the flipped classroom especially for EFL teaching in China is the most important issue.

So more specifically, the paper aims to research the following questions: How can the Cloud Class platform be applied in Chinese Vocational to enhance flipped English Learning? What is the specific application mode in pre-class, in-class and after-class phase? What are the special considerations of the application of Cloud Class platform in the three phases?

Definition of Terms

Flipped classrooms: a teaching model with an integration of offline communication between teachers and students and computer-mediated communication in which teachers create online lectures, students watch the lectures and take tests before class, students propose questions as pre-class activities, and teachers and students conduct face-to-face communication and homework questions as in-class activities (Bluiue et al, 2007).

Cloud Class platform: an intelligent teaching assistant and learning software in China which can both be used in mobile phone and computer. The teacher can create course classes, upload teaching materials, assign learning tasks, conduct tests, complete questionnaires, pose questions and answers to achieve interactive teaching and real-time evaluation. The students can carry out the resource learning, complete tasks and tests with the app installed on the phone or a website on a computer (Lin, 2022).

Self-customization of learning: a learning mode that the learners can make plans and adjustment by their own learning intelligence and conditions (Wood & Bailey, 2021).

Autonomous learning: a learning mode in which learners achieve specific learning objectives by setting their own learning plans, learning strategies with the teacher's guidance (Lemmetty & Collin, 2020).

Purpose of the Study

This research adopted Cloud Class in college vocational college English class in which teachers and students can carry out classroom activities, give feedback, and make evaluations. Particularly, the study has the following objectives: This research aims to explore the application of Cloud Class platform in Chinese Vocational to enhance flipped English Learning. The research will research the specific application mode in pre-class, in-class and after-class phase. The study will explore the special considerations of the application of Cloud Class platform to flipped English Learning.

Significance of the Study

The research aims to integrate flipped classroom with Cloud Class platform to motivate students' learning interest, promote interactions between teachers and students, and internalize the knowledge learnt deeply. This model, combined with learning platform, provides students with more opportunities to learn autonomously at their own pace, and has certain practical significance for improving teachers' teaching abilities. The integration of mobile learning and flipped classroom instruction on English course can inspire and stimulate the educators in China to provide more effective EFL teaching instructions in Chinese vocational colleges. This study, therefore, strives to construct a model for flipped classroom in vocational college English course

based on a platform and to verify the effectiveness of the new instruction mode mixed with the advanced information technology.

Delimitation of the Study

The result of the study is applied to the vocational college students in China because Cloud Class platform is only used in China.

Methodology

The primary research method for this study is literature review. This study first reviewed the flipped foreign language teaching strategies and the benefits of a flipped language classroom to prove it is practicable to integrate of Cloud Class platform with flipped English Learning in Chinese vocational English class. And then the literature home and abroad about flipped foreign language teaching in China and the implementation of a platform in flipped teaching were reviewed to explore the specific application mode in the three teaching phases and the special considerations of the application of Cloud Class platform to flipped English learning. This study was conducted between February 2023 and May 2023.

Chapter II Review of Literature

Flipped foreign language teaching strategies

Flipped classrooms referred to handing over knowledge and skills to students in the form of video lectures before class while conducting other activities in class instead of traditional lecture teaching, further internalizing the knowledge under the guidance of teachers. (Morgan, 2014). Flipped teaching has been applied in many educational fields as well as language teaching. Handan et al. (2013) introduced four pillars-flexible environments(F), learning culture(L), intentional content(I), and professional educator (P)into the teaching approach. The author also elaborated on the importance of the role of these four pillars in flipped classroom teaching and the need to reduce emotional anxiety in language acquisition.

The teachers were encouraged to develop new classroom skills in flipped classroom teaching to better meet the needs of language learners. Some major principles were proposed associated with flipped classroom approach in language teaching. Iyer (2019) asserted that flipped classrooms should be in accordance with scaffolding and language acquisition supporting systems which assisted the lower learner to learn from peers and through interactions. It is also consistent with Zone of Proximal Development which means the lower learners can achieve some language skills through peer guidance during the interaction. The author also added that flipped teaching follows Community Language Learning Principle, that is, the learner can receive a scaffold at an early stage to cultivate a deeper self-learning.

In actual practice, Su (2020) emphasized the importance of pre-class videos. The video should be within 8-16 minutes to ensure the students' motivation and patience to finish learning before class. The videos were uploaded to a platform for the students to review before class and were accompanied by some related exercises and tasks to be finished. Moreno (2022) not only

considered the video as a learning resource for a more individualized learning process but also mentioned that teachers should pay attention to the changing teacher-student roles and students' engagement. Teachers should respond to students' emotional and learning needs, and through feedback from teachers or peers, students can improve their knowledge under the principle of complementarity. Moreno (2022) added in the pre-class phase, due to the lack of teachers and peers present, online learning in flipped classrooms requires more self-discipline and self-learning ability.

Tests and quizzes throughout the whole process are very essential elements. Bergmann and Sams (2012) considered evaluation to be a test of process and not an end of class. Assessment will run through the whole learning process; teachers can know immediately whether students understand the material, and then adjust teaching methods and activities accordingly. Learning with assessment can help students further consolidate knowledge, effectively attract students to participate in the learning process, stimulate the learners' enthusiasm for independent learning, and enhance their awareness of innovation. Besides the in-class face-to-face activity, the online activity is also an essential interaction part. The teachers are required to create a friendly online environment for interactions pre and after class with the development of e-learning technology (Marsh, 2012).

Based on traditional flipped teaching, some other teaching strategies are mixed to ensure teaching efficiency. 5E framework, consisting of five phases- engage, explore, explain, elaborate, and evaluate, is applied in flipped teaching. The mixture can especially be applied to online teaching in the epidemic era and is effective in traditional flipped teaching (Hew, Gonda & Bai, 2022). Sailer (2021) suggested a gamified flipped classrooms approach to utilize some gamified activities and quizzes to cultivate the students' learning motivation. Quizalize, a

gamified platform, is introduced to make the implementation easy. The mixed approach meets the students' satisfaction with the need for social relatedness and improves activity participation. Hao (2016) studied learners' individual differences in the flipped classrooms, including network application ability, autonomous learning ability, learning motivation, communicative ability, etc., which are all factors affecting flipped classroom practice. Even learners' language beliefs and attitudes toward teachers can affect teaching efficiency. Therefore, teachers should design more personalized teaching plans according to students' differences, ensuring flipped classrooms plays their role to the maximum extent to improve students' language skills.

The development of network technology provides technical support for flipped teaching mode, and much research focused on the application of informative tools to be embedded into flipped teaching. Aprianto et al. (2020) proposed the flipped classrooms “have been introduced through technological techniques or commonly called multimedia-assisted learning such as video, online books, websites, and learning management systems (LMS) in today's teaching and learning practices which can be reached through electronic devices or media” (p.114). Andujar et al. (2020) pointed out that flipped classrooms and multimedia assistance are closely related and help to develop more advanced blended learning models. Flipped foreign language learning through mobile devices is becoming more and more popular, which is convenient for students to use the fragmented time to study. Mobile devices help to better implement language flipped classrooms, providing rich teaching resources and more interactive forms for flipped classrooms.

Benefits of a flipped language classroom

According to some search, flipped teaching can help improve learning motivation and engagement. Sadia et al. (2019) pointed out that in the video learning step before class, the students can obtain a general understanding of the learning content which will enhance the

learning effect in "face-to-face" activities in class. The discussion with peers in class can complement each other's shortcomings and make sure students focus on academic group activities in class, making the class more creative and greatly boosting student motivation. Carvalho et al. (2011) also considered that the flipped teaching is consistent with independent learning, and flipped teaching is conducive to improving self-directed learning ability. Before class, students are required to study independently. In class, students have face-to-face discussions with classmates to finish the assignment. Students can achieve self-customization of learning by managing their learning process through establishing learning objectives, making learning plans and choosing learning strategies. Abdullah et al. (2019) studied the effect of flipped classrooms on EFL learners' motivational levels. It was proposed flipped classrooms help to cultivate a creative, participatory, and stimulating atmosphere in oral English classrooms which inspires the students to show a strong willingness to participate in oral English activities. Compared with traditional classroom students' reluctance to express themselves in a language class, flipped classrooms shows the motivation improvement of students' language oral performance.

Some research focused on the improvement of some students' self-regulation. The learning environment under flipped classrooms requires the combination of autonomous learning and collaborative learning activities so learners have more choices to learn. When students encounter obstacles in learning, they realize that they need external help, so that they will further seek guidance and feedback from teachers and peers, and then cultivate the learners to have a high degree of autonomy to promote self-regulation (Sun, Wu, & Lee, 2017). Elmaadaway (2018) also believed that the video watching phase before class removes the mystery of the course teaching material and helps them understand the content before class. In class, more time

is allocated to students for interaction and discussion. Students are more enthusiastic about flipped classroom teaching methods which actively improve engagement in class and develop language proficiency.

Further research indicated that flipped teaching is conducive to critical thinking cultivation and deep learning. The information exchanged in a traditional classroom is less, and the communication is generally about superficial information processing. However, in flipped classrooms, students exchange more information, and the content mostly refers to in-depth information processing, such as in-depth exploration, reasoning, and strategy application (Kim et al., 2017). Bhagat (2016) discussed the effect of flipped classroom teaching on students' deep learning. The author asserted that memorizing and understanding are at the bottom of the teaching goal pyramid, while the application, analysis, evaluation, creation, and other levels require higher thinking skills as deep learning. The students can complete memorizing and understanding process before class, so that teachers have enough time to realize the application, analysis, evaluation, and even creation of high-level goals in class, to realize the in-depth learning of students. Danker (2015) explored how to use flipped classroom teaching model to realize deep learning in large class classes in universities. It was proposed that the use of guided activities for students to conduct inquiry learning is an important way to improve students' participation. Teachers need to design the activities according to students' characteristics and modify and improve in the process of implementation.

Some other advantages were discovered such as stress relief and memorial strength. The interaction of students in flipped classrooms is cooperation rather than competition which creates a more relaxed learning environment and relieves students' psychological pressure. Students can share their learning gains, which helps them to deeply understand the learning content. (Atwa et

al., 2022). Soltanabadi et al. (2021) considered that flipped classrooms influence vocabulary learning for primary EFL Learners. In traditional teaching methods, word memorization is just repetition which is boring and ineffective. But in flipped classrooms, the method of word memory is flexible to increase learning interest and vocabulary retention effect, improving vocabulary memorial ability.

The flipped foreign language teaching in China

The flipped language classrooms in China started late. In the beginning, most researchers focused the theoretical research and the teaching practice mainly focused on the scientific subject. Later, flipped teaching is introduced to foreign language teaching (Yu & Li, 2016). Luo (2014) focused on language flipped classrooms, pointing out that the purpose is to help students who are not confident or have not prepared well to answer questions given by teachers in English class. With the input from in-depth learning pre-class, the students' language output ability is improved. In practical practice, Zhao (2015) divided the teaching process of each unit of college English into four stages. Step 1, contact with teaching content initially. Step 2, get interested in learning. Step 3, state some disagreement in a discussion. Step 4, basically master the learning content. In the learning process of each unit, teachers can learn about students' learning progress from these four stages, adjust and design more flipped classroom teaching strategies, and help students successfully realize the transfer and internalization of knowledge.

With the rapid development of technology, many educational platforms and tools have been introduced in the implementation of flipped classrooms. Students can complete a series of learning processes through MOOCs which provide many online course resources for flipped classroom teaching, then the students can find their personalized learning materials (Li, 2022). Lin (2022) studied the effectiveness of the flipped classroom teaching model based on SPOC

(Small Private Online Course). Based on SPOC, the pre-class preparation, internalization of knowledge in class, in-depth reflection after class, and diversification of evaluation mechanism can better promote the improvement of English teaching quality in vocational schools. During the COVID-19 pandemic, Wang et al. (2021) proposed that some online teaching tools can be introduced into flipped English teaching to better manage the teaching regardless of time and space constraints which are conducive to realizing course teaching during the block up. A teaching mode of "management platform + online teaching tool + flipped classrooms" is proposed as an advancement of the traditional flipped classrooms teaching approach.

Some researchers also combined flipped classrooms with other teaching methods to make the teaching more effective. Dou (2022) combined the output-oriented method with the flipped teaching. The author explained the feasibility of implementation and pointed out that the output-oriented method considered the output ability required by the workplace as the assessment goal. The combination of output-oriented method and flipped classrooms can promote authentic teaching and the students' critical thought, stimulating students' desire to learn new language skills. Li (2016) firstly carried out teaching practice on the task-based flipped teaching model. In this process, the teacher designed the language teaching content into four sections including listening, speaking, reading, and writing, guided students to solve problems in real working conditions and develop language proficiency. In flipped teaching mode, the class is more student-centered. Therefore, college English teachers need to carefully analyze students' characteristics, knowledge base, interests, cognitive structure, and other factors, to tailor teaching resources, teaching processes, and teaching evaluation methods accordingly. Zhang and Zhang (2013) analyzed the origin, concept, and characteristics of flipped classrooms and built a flipped teaching model based on the concept of gamified learning. It is concluded that the interaction of

flipped teaching and gamified learning can enhance the students' learning motivation because gamified learning can set a relaxing and pleasant atmosphere to study especially for the youth who is keen on the online games. Xu (2021) combined BOPPPS model with flipped reaching in college English class. BOPPPS model emphasizes the generalization and summarizing of knowledge by students themselves. The summarizing process is more students-centered, and teachers mainly play a guiding role. Most students can make summaries and analyses, and then teachers will emphasize the key points and give some supplements. This is consistent with the goals of flipped classrooms. In this way, it strengthens students' independent learning ability and helps college students develop exploratory habit.

The implementation of a platform in flipped teaching

With the in-depth integration of information technology and education, educators are searching for more information-based teaching or learning scaffolds to make the flipped teaching more effective. Morgan (2014) said that this flipped teaching model is an integration of teaching methods and technology, and technology is used to provide teaching and learning materials and make room for the students' active learning. So, many platforms are applied in flipped class teaching. Because pre-class video is an essential element in this teaching process, a flexible environment that is not limited by time and space is the key to the successful operation of flipped classrooms. Then, some platforms are introduced to provide a flexible learning environment for flipped teaching.

Some video websites and communication tools are first introduced into flipped teaching. According to Seo (2018), the class videos are uploaded to YouTube before class. To keep students' concentration, the micro-class videos will last for no more than 20 minutes. Meanwhile, the extra electronic materials about the videos are also uploaded to the platform. Su and Lai

(2021) introduced Facebook into flipped teaching and concluded Facebook is an effective tool to help students complete the task of pre-class learning materials. The user interface of Facebook is the most intuitive which can reduce the operating burden for students, and then they can easily get access to the learning materials online. Jiang (2021) used Automatic Speech Recognition to enhance EFL teaching. The students are provided with more training opportunities and accurate and timely feedback on individual oral English practice activities while the teachers are liberated from heavy work to comment on the students' oral practices. With the platform, students' anxiety about oral expression in class is also alleviated, and their language ability, vocabulary complexity, and grammatical accuracy are significantly improved.

As the time goes, the disadvantages of common website or communication tool emerged. Bingen et al (2020) utilized Adobe Connect, Wordle, YouTube and a student response system in the research. The survey result showed the students question the excessive use of digital platforms and they point out that too many digital tools used in class can distract students and increase the learning burden. Bingen et al. (2020) believed that it is not enough to blindly pursue the use of innovative platforms, and it is necessary to choose a platform based on the actual situation of students. Nouri (2016) also pointed out that ordinary social tools provide convenience for network interaction, which is very suitable for real-time communication. But for student tests, curriculum managements and learning outcomes management, an integrated and systematic management platform is very essential.

There are a variety of different learning management systems (LMS) and tools used in teaching, and the common functions can be roughly classified as teaching content display, assessment, interaction, and management. The platforms support the teaching resources in formats such as videos, documents, and PPT which facilitates a good online learning experience.

The teaching and learning activities are supported by dynamic network information technology. In terms of monitoring and data collection, it can support the students' learning progress, real-time access, performance analysis, and so on (Anand & Eswaran, 2018). In Wang's (2017) research, Moodle, a learning management platform, is utilized in flipped classrooms. The pre-class video is released on the platform, and pre-discussions and quizzes are also available. In class, when students internalize knowledge by participating in activities, they can display the answers to the assignments through the platform which can be accessible to everyone in real time. After class, students can continue asynchronous activities through Moodle to consolidate what they have learned. All the activities and learning data of students are saved in Moodle, which is a complete student archive. Wahyuningrum et al (2017) applied Doodle in flipped classrooms, and the procedure is divided into learning, monitoring, overview, reflection, and summary sections. Learning refers learners' resources study before class. Monitoring means that teachers can see the students' learning situation. Overview refers to a comprehensive description of the course, containing the course outline and teaching objectives. The reflection part refers to the practical application of what have been into collective or individual assigned tasks in class. The last part includes the summary and supplement of the knowledge. Wahyuningrum et al (2017) emphasized the function Doodle plays in self-monitoring of students' learning in flipped classrooms in the section of video watching, tests, homework collection, online discussion, etc. Both teachers and students can obtain data of students' overall performance, which plays a certain role in urging students to participate more. For teachers, "monitoring is the key factor for the lecturers to see the student's level of participation as an ingredient to provide feedback or. The key factor for the lecturers to see the student's level of participation as an ingredient to provide feedback or make scaffolding in face-to-face sessions" (2017, p. 74). Onodipe et al.

(2020) also utilized LMS and in the research students can choose the most suitable personal learning resources from pre-class resources, such as PPT slides and teaching videos. All videos made by lecturers have been uploaded to the platform in advance, and YouTube links can also be embedded here. Onodipe et al. (2020) emphasized the data collection and monitoring function of LMS, asserting that professors can easily use data analysis collected from the platform to monitor students' learning in class and remind students who lag. Teachers can intervene by sending emails in the platform and propose learning strategies according to students' learning status. The research also discussed the effect of regular use of LMS announcement function. Announcements can remind students of what has been completed in class and what needs to be completed after class. It can also include some encouraging comments to promote their motivation for learning. Sanprasert_(2020) utilized Desire to Learn (D2L) platform in the research and focused on the function of the students' log, an interdisciplinary form of reflective writing. The students post their responses on the platform and teachers provide specific feedback to students' log, which is used to guide students' learning activities, help them make plans, adjust strategies, and internalize difficult knowledge. The research showed that the data from the students' log data is quite reliable and indicative, and the students' log promotes the asynchronous teaching of flipped classrooms and enhances students' self-regulation. Elfeky et al. (2020) utilized Blackboard platform to carry out flipped classrooms. Aside from the traditional practice, the author introduced advance organizers, a teaching process to help the learner combine the learnt and incoming now knowledge. Students in the pre-class activities in flipped classroom are required to learn independently so that the advance organizer process can help them connect new knowledge with old knowledge, which makes learning and memorizing knowledge easier. This step can activate learners' prior knowledge, provide students with

background knowledge and a conceptual framework, establish a clear connection between past learning and new knowledge, and help learners make unfamiliar information more reasonable. It was concluded that advance organizers have a profound impact on the effectiveness of practical flipped teaching based on LMS.

Some researchers offered recommendations for the interaction of flipped teaching and LMS. Moreno & Martínez (2022) asserted that flipped classrooms require teachers to change their teaching philosophy from teacher-centered into student-centered. In flipped classrooms, students are explorers of knowledge through educational activities. They must learn and solve problems by themselves. In teaching, teachers should focus on students' autonomous and creative learning cultivation, so that students can truly become the master of learning. Teachers should dare to break the traditional teaching materials and strategies, actively exploring the information teaching methods. Onodipe et al. (2020) suggested that teachers should participate in more information-based teaching training in the teaching practice, because many functions of LMS are very varied and powerful. Teachers need to explore their full functions through practice, such as assigning task, obtaining student learning data and dealing with student scores, etc., so that it can be used effectively and save time. Nouri (2016) summarized the factors affecting students' learning effect in the integration of flipped teaching and LMS through research. Firstly, students' appreciation of flipped classroom experience plays a significant role in increasing their learning motivation and effect. Good videos can provide students with rich knowledge, inspire them to reflect more and improve their learning initiative. Therefore, teachers should improve their skills in making videos and searching for related videos online. Secondly, more meaningful practice-oriented classroom activities with teachers' participation and supervision should be set up in the classroom to apply the knowledge learned to authentic usage. Elmaadaway (2018) insisted the

platform and flipped teaching require the teachers to devote more in the preparation of classes. Through the platform, teachers can better know whether students master the knowledge, then they can supplement corresponding knowledge materials and adjust teaching methods and contents in class. The instructor should monitor the students' learning pace and effect through the data collected in the management platform and inform them in due course. Talan & Gulsecen (2019) suggested apart from Moodle platform, WhatsApp mobile messaging application is also added as an instant messaging tool to inform students timely. Students can communicate with teachers and peers with WhatsApp or ask technicians for technical support. The learning videos will be sent to students a week before and notified in WhatsApp. Students' learning pace can also be posted in WhatsApp to urge students who lag. The length of the video should be between 10 and 25 minutes, and the total learning time should not exceed two hours to maintain students' enthusiasm for learning and not cause too much burden. Talan & Gulsecen (2019) also suggests that flipped classroom be used to mix different teaching methods, such as project-based teaching, cooperative learning, etc., to improve teaching efficiency.

Summary

The literature review focuses on the application of platforms in flipped language teaching. It referred to the flipped foreign language teaching strategies, the effect of flipped teaching, the flipped language teaching in China, and the application of the teaching platform. The flipped English classroom based on the teaching platform is an attempt to integrate educational technology with the college English curriculum. The teaching platform is very suitable for organizing a course framework based on English course units, combining with multimedia teaching system, which can well complete the important links of flipped teaching. Compared with traditional teaching mode, the teaching platform has a strong data analysis system, which

can track students' learning process and provide convenience for students' individuation and intelligence, providing an efficient and practical auxiliary tool for the implementation of flipped teaching.

Chapter III Conclusions and Recommendations

The Cloud Class platform provides a scaffold for flipped classroom teaching. On the platform, teachers upload learning resources in advance, and let students complete independent learning online before class. And then in class, students propose questions, and teachers help to solve key problems, combining offline learning and online learning to achieve classroom flipping. The Cloud Class platform can be applied through the three stages of the entire flipped English classroom: pre-class preparation, in-class teaching, and after-class evaluation and reflection.

In the pre-class stage, teachers should focus on how to give full play to the advantages of the Cloud Class platform to improve flipped pre-class learning effect, to promote students' deep and autonomous learning and. Teachers should investigate students' language foundation, learning interests and objectives, and then prepare the pre-class learning materials according to students' actual learning needs. Then, teachers make micro-lesson videos with moderate length which helps promote students to maintain their learning interest. According to the specific requirements of different topics, teachers should also set up pre-class interactive exchanges on the Cloud Class platform to effectively complete the pre-class knowledge transfer. Finally, teachers design tasks with the aim of making connections between old and new knowledge and testing students' mastery condition.

In the classroom teaching stage, the teacher first summarizes the knowledge points with high frequency of errors in pre-class exercises and designs questions or topics for students to discuss in class so that students can communicate with each other on relevant issues. The teacher guides the students to discuss and comment, so that the students can revise the original knowledge structure and gain a further understanding of knowledge. In the knowledge

application stage, teachers should guide students to transform language knowledge into practical skills and improve their English proficiency by practicing and applying language skills in authentic communication situations. In the process of students' discussion and interaction, teachers should pay attention to the performance of students, give personalized guidance, and help in time, to ensure that most students can successfully complete the task. In this way, by creating a real and meaningful language communication situation for students, students are guided to apply their mastered language knowledge, communication strategies and skills to solve problems, to improve their ability to discover, analyze and solve problems and realize deep learning. In addition, teachers should be good at using the various functions of the Cloud Class platform to put forward enlightening activities about vocabulary, phrases, grammar, rhetoric, text content understanding and writing to stimulate students' enthusiasm for exploratory learning and improve the comprehensive application of the English language.

In the evaluation and reflection stage after class, the core task is to cultivate students' evaluation and critical thinking abilities. The students who have not performed in class are required to upload their task recordings to the Cloud Class platform. Teachers should require students to analyze, discuss and evaluate the learning achievements such as speeches, dialogue recordings, and writings uploaded to the Cloud Class platform. While conducting self-evaluation and mutual evaluation, teachers should guide students to reflect on their learning achievements and the shortcomings in their learning process. At the same time, teachers should reflect on the whole teaching process to improve the flipped classroom teaching effect.

There are also many aspects to be paid attention to the application of Cloud Class platform to English classes in Chinese vocational colleges. Firstly, the teachers should master the Cloud Class platform and flipped classroom teaching process very well. To make a perfect

integration of the platform and flipped classrooms in the whole teaching process, it is also necessary for teachers to constantly strengthen their own educational information technology skills in teaching practice. Apart from the information-based teaching literacy, it also requires English teachers to have excellent teaching design and classroom control ability. The Vocational College English teaching period is reduced, so it is necessary to promote integration of flipped classroom and the Cloud Class platform to break the boundaries between online and offline learning, in other words, filling the learning gap during in class and out class period. Secondly, teachers should pay special attention to students' knowledge base and learning situation, fully mobilize students' learning initiative, cultivate students' cooperative consciousness and ability, and add game teaching elements into classroom teaching to improve students' learning motivation. Thirdly, teachers should guide students to abandon the traditional teacher-centered learning concept and actively participate in the "student-centered" flipped classroom teaching activities. Students are the core element of flipped classroom teaching model, and therefore, students should develop the habit of autonomous learning by setting their own goals, making plans and self-reflecting under the guidance of instructor. The instructor also needs strengthen learning management by reviewing the data on the Cloud Class platform and posting notice to warn the students to finish tasks before class.

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