English Language Acquisition and Flipped Classroom

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Abstract : Nowadays, English has been taught in many countries as a second language. One of the major ways to learn this language is through the class teaching. As in the field of second language acquisition, there are many factors to affect its acquisition processes, such as the target language itself, a learner's personality, cognitive factor, language transfer, and the outward factors (teaching method, classroom, environmental factor, teaching policy, social environment and so on). Flipped Classroom as a newly developed classroom model has been widely used in language teaching classroom, which was, to some extent, accepted by teachers and students for its effect. It distinguishes itself from the traditional classroom for its focus on the learner and its great importance attaching to the personal learning process and the application of technology. The class becomes discussion-targeted, and the class order is somewhat inverted since the teaching process is carried out outside the class, while the class is only for knowledge-internalization. This paper will concentrate on the influences of the flipped classroom, as a classroom affecting factor, on the the process of English acquisition by the way of case studies (English teaching class in China), and the analysis of the mechanism of the flipped classroom itself to propose some feasible advice of promoting the the effectiveness of English acquisition.

Keywords : second language acquisition, English, flipped classroom, case
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