# **常州大学毕业设计（论文）任务书**

外国语 学院 商务英语 专业 商务英语## 班  ## 同学：

现给你下达毕业设计（论文）任务如下，要求你在预定时间内，完成此项任务。

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| 一、毕业设计（论文）题目  Domestic Research on the Flipped Classroom in English Teaching: A Review Assisted by CiteSpace (2014-2020) | | |
| 二、毕业设计（论文）背景  With the wide application of Internet technology in education, more and more blended learning spaces with online and offline integration, real space and virtual space interaction have entered the learning field, changing the form of education (Li & Yu, 2017:47). Blended learning is more of a teaching concept, and the flipped classroom is one of its specific implementation methods (Kang, 2017). In 1996, Maureen J. Lage and Glenn J. Platt proposed the idea of “flipped classroom” for the first time. In 2007, Jonathan Bergmann and Aron Sams began to use video software to record PPT attached with explanation voice and uploaded the video for students who could not attend the classes (Bergmann & Sams, 2012). Gradually, this method has been extended to the whole United States and become a new teaching mode. By the beginning of 2012, more than 30 cities in America had carried out practical exploration of flipped classroom mode (Stansbury, 2012).  As the “first scene” of teaching, the traditional classroom has become a rigid mode characterized by students’ imitation, training and memory in order to make students remember what they have learned (Wu, 2018). This unidirectional teaching mode leads to the reduction of students’ active desire for knowledge and mainly pays attention to information transmission, but ignores the efficiency of understanding (Li, 2018). Business English, as English for specific purposes, covers many aspects of knowledge such as trade, economy, tourism, finance, and etc. Therefore, business English teaching should not be confined to the narrow range of language teaching, but should involve the actual content of the whole business behavior (Chen, 2012). However, there are many problems in business English teaching in China at present, for instance, the backward teaching methods. In the teaching process, the traditional teaching mode only teaches business theory knowledge and language skills, and does not pay attention to cultivating students’ autonomous learning and practical ability, which to a great extent imprisons students’ creative ability and thinking ability. Students have no active learning awareness, and their learning and application have derailed. Secondly, the teaching materials also lack rationality, which involves a large number of new words, scattered content and complicated professional knowledge. Students must read a large amount of materials before they can keep up with the class content, which makes them under great academic pressure. Third, teachers’ ability is limited. At present, business English teachers in the universities generally have strong language ability, but their business skills are weak (Song, 2014).  Compared with the traditional classroom mode, it changes from “teacher centered” to “student-centered”, pays more attention to students’ autonomy and characteristics in learning (Liu, 2014). Secondly, it changes the traditional teaching method of giving priority to lecturing, and comprehensively uses various methods such as videos, reading materials, lecturing, discussion and other methods to improve student’ learning effect (Zhou, 2020). Thirdly, flipped classroom helps to improve the appropriateness of classroom teaching content. In the past, the classroom content was determined by the syllabus and teachers’ experience. However, due to different teaching objects and different acceptance abilities, the same teaching content has different teaching results. Flipped classroom advocates learning before teaching, which can let teachers understand the various confusion according to students’ personality and commonness, and take the right approach to meet the real needs of students and improve the appropriateness of classroom teaching content (Xu & Zheng, 2015). Moreover, because business English is highly specialized, students are more willing to learn terms or common expressions in interesting and diverse ways (Wang, 2019). Flipping classroom urges students to preview in advance by means of audio and video, which can better enable students to use the course network resource sharing platform and provide learners with rich and diverse learning resources and exchange activities (Shao, 2018).  In 2018, the Ministry of Education issued “Education Informatization 2.0 Action Plan”, which is a major judgment made by the 19th National Congress of the Communist Party of China to enter a new era of socialism with Chinese characteristics, and opened a new journey to accelerate the modernization of education (Wu, 2020:73). As a new form of teaching reform, flipped classroom appears to be a new vane of curriculum reform. Especially, in 2020, covid-19 began an unprecedented long holiday, which forced the education industry undergo dramatic changes. Most of the school curriculums have been changed to online courses. Due to the changes of teaching environment and equipment, it is inefficient to still teach according to the traditional teaching mode. It’s so easy for students to be distracted or bored when teachers teach blindly through electronic devices. Therefore, some teachers choose to let students watch relevant teaching videos on the Internet in advance and answer their questions in the classes. Taking this opportunity, the flipped classroom has also been widely used in China. Through literature retrieval, the author finds that the research articles on flipped classroom based on English teaching in China have developed rapidly in recent years. | | |
| 三、毕业设计（论文）目标、研究内容和技术要求  This paper reviews the domestic research on business English teaching based on flipped classroom, analyzes the current situation and trend of the research, and finds out the problems, so as to provide reference for subsequent teaching research.  The main research questions are as follows:   1. Analysis of the amount of the published articles, generate charts according to the database through CiteSpace software, and visually analyze the amount of the domestic research and the development of the increase and decrease of literature. 2. Periodical analysis of the published articles. 3. Analysis of the research hotspots, through the analysis of high frequency vocabulary of database by CiteSpace software. 4. Analysis of the research results, classify the contents of research literature, and summarize its results. 5. Analysis of the research methods, summarizing the research methods of the studied literature, for instance, the empirical research and non-empirical research, etc. 6. The shortcomings of the existing research mentioned in the research literature and the future direction of the research on the flipped classroom in business English teaching in China.   Technical requirements: It is necessary to master the operation of the visual analysis software CiteSpace, and use it to analyze the documents selected from the paper database. | | |
| 四、课题所涉及主要参考资料  [1]Bergmann, J. and A. Sams. *Flip Your Classroom: Reach Every Student in Every Class Every Day* [M]. Washington, D.C.: Int Soc for Tech in Education, 2012.  [2]Lage, M. J., Platt, G. J., and T. Michael. Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment [J]. *Journal of Economic Education*, 2000 (31): 30-43.  [3]Lundin, M. and A. Rensfeldt. Higher Education Dominance and Siloed Knowledge: a Systematic Review of Flipped Classroom Research [J]. *International Journal of Educational Technology in Higher Education*, 2018 (49): 41-71.  [4]Mazur, E. Can We Teach Computers to Teach [J]. *Computer in Physics*, 1991 (1): 31-37.  [5]Stansbury, M. A First-Hand Look Inside a Flipped Classroom [EB/OL]. <http://www.eschoolnews.com>, 01 March 1998.  [6]Zainuddin, Z., Haruna, H., and X. Lee. A systematic review of flipped classroom empirical evidence from different fields: what are the gaps and future trends? [J]. *On the Horizon*, 2019 (27): 72-86.  [7]胡玥，董永权，杨淼. 基于CiteSpace的国内翻转课堂研究现状与趋势研究[J]. 高教探索，2017（11）：50-57.  [8]李葆萍，余胜泉. “互联网+”时代的教育变革——2017年第21届全球华人计算机教育应用大会综述[J]. 现代教育技术，2017（27）：45-51.  [9]李西顺. 翻转课堂的理论局限及功能边界[J]. 现代远程教育研究，2018（4）：20-26.  [10]刘锐，王海燕. 基于“微课”的翻转课堂教学模式设计与实践[J]. 现代教育技术，2014（24）：60-65.  [11]苏晓俐，刘姗姗，马武林. 国内基于翻转课堂的大学英语教学研究评述[J]. 四川外语学院学报，2019（1）：142-148.  [12]吴天慧. 国内高职英语翻转课堂研究述评——基于2010-2019年中国知网数据库文献的可视化分析[J]. 职业技术教育，2020（29）：73-80.  [13]吴正阳. 生物教学中翻转课堂模式的运用探究[J]. 新教育时代，2018（31）：31-40.  [14]徐江，郑莉. 翻转课堂对大学英语教学的积极作用[J]. 海外英语，2015（23）：9-11.  [15]杨春梅. 高等教育翻转课堂研究综述[J]. 江苏高教，2016（1）：59-63. | | |
| 五、进度安排 | | |
| 10.21-12.30 | 资料查阅、选题 | 系部检查 |
| 01.01-01.09 | 进行开题答辩 | 系部检查 |
| 01.10-01.15 | 翻译外文资料 | 指导教师 |
| 01.16-02.24 | 论文初稿完成 | 指导教师 |
| 03.09-05.14 | 论文修改稿件 | 系部检查 |
| 05.15-05.30 | 论文定稿上交 | 系部检查 |
| 六、毕业设计（论文）时间： 2024 年 10 月 21 日 ~ 2023 年 5 月 30 日 | | |
| 七、本毕业设计（论文）必须完成的内容  1．调查研究、查阅文献和搜集资料。  2．阅读和翻译与研究内容有关的外文资料（英文翻译不能少于1500个单词）。  3．撰写开题报告或文献综述，确定设计方案或研究方案。  4．总体设计方案（包括主要开发工具及平台）或研究方案。  5．详细设计方法（包括控制流程图、功能模块、数据流图、程序框图、开发关键技术等）或研究方法。  6．设计或有关计算的源程序（或论点的证明或验证）。  7．撰写毕业设计（论文）。 | | |
| 八、备注  本任务书一式三份，学院、教师、学生各执一份。 | | |

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