

# Research on the Application of Flipped Classroom Teaching Model in College English Teaching

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**Abstract:** As educational technology continues to progress and innovate, the flipped classroom, as an emerging teaching model, has received widespread attention in the field of university English teaching and has been widely applied. The main purpose of this article is to delve into the current application status of the flipped classroom in university English teaching, evaluate its effectiveness, and analyze the potential problems that may be encountered during the actual operation process. In addition, this article will propose a series of practical solutions. By comprehensively using various research methods such as literature review, case analysis, and empirical research, this article reveals the significant advantages of the flipped classroom in enhancing students' autonomous learning ability, increasing classroom interactivity, and improving overall teaching effectiveness. At the same time, the article also points out the challenges faced during the implementation of the flipped classroom, such as resource constraints, student adaptability issues, etc., and proposes corresponding solutions to these problems. In the current educational environment, the introduction of the flipped classroom model has brought revolutionary changes to traditional teaching methods. This model encourages students to play a greater initiative and participation in the learning process, thereby fostering critical thinking and communication skills in university English teaching.

**Keywords:** Flipped classroom; College English teaching; Autonomous learning; Teaching model

## 1. Introduction

### 1.1 Background of Research

With the rapid development of information technology, the field of education is undergoing a profound transformation. Flipped classroom, as an innovative teaching model, inverts the traditional sequence of "teaching" and "learning". Students independently learn new knowledge before class through watching videos, reading materials, and other methods, while classroom time is used for discussion, practice, and deepening understanding. This model not only changes the roles of teachers and students in the teaching process but also greatly enhances the interactivity of the classroom and the engagement of students. In university English teaching, the flipped classroom model helps improve students' language application and autonomous learning abilities. In this way, students can master English knowledge in a more flexible and personalized learning environment according to their own learning pace and interests, thereby more effectively enhancing their language skills.

The implementation of the flipped classroom allows for a more rational distribution and utilization of teaching resources. Teachers are no longer just knowledge transmitters but become guides and assistants. They are more involved in the students' learning process, helping them solve problems encountered in learning and guiding them to engage in deep thinking and exploration. At the same time, students also shift from passive recipients of knowledge to active explorers of knowledge. They need to prepare thoroughly before class so that they can actively participate in discussions and activities in the classroom. This shift in the model not only stimulates students' interest in learning but also cultivates their critical thinking and problem-solving abilities<sup>[1]</sup>.

### 1.2 Significance of Research

The main goal of this study is to deeply analyze and explore the practical application of the flipped classroom model in the field of university English teaching. By evaluating the teaching effectiveness of this model, the study aims to determine its actual value in improving students' learning efficiency and

the quality of teaching by educators. The research will focus on understanding how the flipped classroom affects students' motivation, engagement, and the extent of knowledge acquisition, as well as assessing the challenges faced by teachers in preparing and implementing the flipped classroom. In addition, the study will also analyze various problems and challenges that may arise during the implementation of the flipped classroom, such as technological barriers, student adaptability issues, and the complexity of course design. Through these analyses, the study aims to provide practical guidance and suggestions for university English teachers for future teaching practices, helping them to better integrate the flipped classroom model into their teaching strategies. At the same time, this study also hopes to provide strong empirical support for the improvement and development of related educational theories, thereby promoting innovation and progress in university English teaching methods.

## **2. The theoretical basis of flipped classroom**

### ***2.1 Definition of Flipped Classroom***

Flipped classroom, as an innovative teaching model, has completely overturned the traditional teaching process. It ingeniously reverses the teaching content and homework tasks of the traditional classroom, thus creating a brand new learning experience. In this model, students are no longer passively receiving knowledge in the classroom but actively mastering new knowledge through preparation work before class, such as watching video lectures, reading textbooks, or other self-study materials. Classroom time is then fully utilized for discussions, practice, and deepening understanding, which allows students to participate more actively in the learning process under the guidance of teachers. The flipped classroom emphasizes student self-directed learning and the guiding role of teachers. It not only increases classroom interactivity but also greatly enhances the effectiveness of learning, making it more efficient and enjoyable. This model encourages students to preview the content they will learn before class, allowing for better interaction and discussion with teachers and classmates during class. In this way, students can gain a deeper understanding of the course content and combine theoretical knowledge with practical operations, achieving better learning outcomes.

### ***2.2 Theoretical Support for Flipped Classroom***

The flipped classroom is an educational concept that subverts traditional teaching models, with its core lying in the redistribution of learning activities inside and outside the classroom. In the flipped classroom model, students independently learn new knowledge before class by watching video lectures and reading materials, while class time is mainly used for discussion, practice, and deepening understanding. The theoretical support for this model comes mainly from the following aspects:

Firstly, the flipped classroom emphasizes the initiative and autonomy of students in the learning process, encouraging them to engage in self-exploration and learning through various resources before class, which aligns with the constructivist learning theory. Constructivism holds that knowledge is constructed through the interaction of individuals with their environment, and therefore, students need to actively participate in the learning process, building personal understanding through practice and reflection<sup>[2]</sup>.

Secondly, the flipped classroom model also resonates with Bruner's discovery learning theory. Bruner believes that learning is a process of discovery, and students acquire knowledge through exploration and discovery, rather than passively receiving information. In the flipped classroom, students lay the groundwork for in-depth discussion and problem-solving in class through pre-class self-study, and thus, under the guidance of the teacher, achieve knowledge discovery and understanding through cooperative and inquiry-based learning.

Furthermore, the flipped classroom is also related to Vygotsky's sociocultural theory. Vygotsky emphasizes the importance of social interaction in cognitive development, considering learning as a social process. In the flipped classroom, class time is used for group discussions and collaborative tasks, and students promote cognitive development and internalization of knowledge through social interaction with peers.

Lastly, the flipped classroom also embodies the concept of personalized learning. Since students have already encountered new knowledge before class, teachers can provide personalized guidance and support in class based on the different needs and levels of understanding of each student. This model helps to meet the learning needs of different students and promote the maximum development of each

student.

Constructivist learning theory posits that knowledge is actively constructed by learners through interaction with their environment and integration with prior experiences. The flipped classroom model encourages students to engage in self-directed learning of new content before class, laying the groundwork for in-depth discussion and application during class time, aligning with constructivism's emphasis on active learning and meaning construction.

Cognitive load theory focuses on how to effectively allocate cognitive resources during the learning process. The flipped classroom shifts the task of knowledge transmission from the classroom to outside of class, reducing cognitive load during class time and allowing students to engage in higher-order thinking activities, such as analysis, evaluation, and creation.

Blended learning theory combines the strengths of both online and face-to-face instruction, and the flipped classroom is a practical application of blended learning. Through pre-class preparation with online learning materials, students can make better use of classroom time for interactive and collaborative learning, enhancing learning outcomes.

Differentiated instruction theory emphasizes personalized teaching based on students' diverse needs and abilities. The flipped classroom allows students to learn at their own pace and level of understanding before class, enabling teachers to provide individualized guidance and support during class to meet the needs of different students.

Situated learning theory suggests that learning occurs within specific social and cultural contexts, emphasizing the connection between knowledge and context. The flipped classroom designs classroom activities that allow students to apply knowledge in real or simulated situations, promoting the internalization and transfer of knowledge.

Metacognitive theory focuses on learners' self-monitoring and self-regulation abilities. The flipped classroom requires students to engage in self-directed learning before class, fostering their skills in planning, monitoring, and evaluating the learning process, thereby improving learning outcomes.

Supported by these theories, the flipped classroom not only changes the traditional timing and spatial arrangements of teaching but also promotes active learning, deep thinking, and collaborative communication among students, thus enhancing teaching effectiveness and the learning experience.

### ***2.3 Comparison of Flipped Classroom and Traditional Teaching Models***

Flipped classroom and traditional teaching models differ significantly in various aspects, mainly reflected in teaching philosophy, classroom structure, student roles, and teacher roles.

Firstly, from the perspective of teaching philosophy, traditional teaching models are usually teacher-centered, emphasizing the transmission of knowledge and classroom explanations, whereas the flipped classroom is student-centered, focusing on active student learning and the internalization of knowledge. In traditional models, teachers are the authorities and transmitters of knowledge, while students are passive recipients; in the flipped classroom, teachers take on more of a guiding and tutoring role, and students become the main body of learning, mastering knowledge through independent study and collaborative inquiry.

Secondly, in terms of classroom structure, traditional teaching models typically follow the sequence of "instruction—practice," meaning that teachers deliver new knowledge in the classroom, and students complete homework and exercises after class. The flipped classroom, however, reverses this order, with students independently learning new knowledge before class through watching videos, reading materials, etc., and classroom time is used for discussion, practice, and deepening understanding. This structure makes the classroom more interactive and efficient, allowing students to solve difficult problems with the help of teachers and classmates, deepening their understanding of knowledge<sup>[3]</sup>.

Regarding the student role, students in traditional teaching models are often passive recipients, relying on teachers' explanations and guidance; in the flipped classroom, students need to possess stronger independent learning and self-management skills, actively participating in classroom activities, and seeking help and solving problems on their own. This role shift helps to cultivate students' independent learning and critical thinking skills.

Lastly, in terms of the teacher role, teachers in traditional teaching models are mainly knowledge transmitters and explainers; in the flipped classroom, teachers take on more of a guiding, tutoring, and

promoting role. Teachers need to design and prepare pre-class learning materials, organize and guide classroom discussions, provide personalized tutoring and support, and help students deepen and apply knowledge in the classroom.

In summary, the flipped classroom and traditional teaching models have significant differences in teaching philosophy, classroom structure, student roles, and teacher roles. The flipped classroom emphasizes active student learning and the internalization of knowledge, fostering students' independent learning and critical thinking skills through pre-class independent learning and in-class interactive discussions, while also placing higher demands on teachers, requiring them to play more diverse roles in the teaching process.

### **3. The current application of flipped classroom in college English teaching**

#### ***3.1 Current Research Status at Home and Abroad***

##### ***3.1.1 Current research situation abroad***

In foreign countries, the flipped classroom was first applied in fields such as medicine and engineering, but in recent years, it has also been widely researched and applied in language teaching. University English teachers in the United States, Canada, and other countries have begun to experiment with applying the flipped classroom to the cultivation of language skills, such as reading, writing, listening, and speaking.

Theoretical research: Foreign scholars have conducted in-depth discussions on the theoretical foundations of the flipped classroom, emphasizing the importance of student self-directed learning and the guiding role of teachers in the classroom. Studies have found that the flipped classroom can increase student engagement and motivation.

Empirical research: Multiple empirical studies have shown that the flipped classroom can effectively improve students' language scores and comprehensive application abilities in university English teaching. For example, some research has found that students' writing and speaking skills have significantly improved through the flipped classroom.

Technology application: Research on the flipped classroom in university English teaching abroad also involves the application of information technology, such as online videos, learning management systems (LMS), and social media. These technological tools provide rich resources and interactive platforms for the flipped classroom <sup>[4]</sup>.

##### ***3.1.2 Current State of Research in China***

In China, research on flipped classroom in university English teaching started late but has developed rapidly in recent years, gaining attention from educational departments and universities.

Theoretical Discussion: Chinese scholars have explored the theoretical foundations of flipped classroom and analyzed its feasibility and advantages in university English teaching. Studies indicate that flipped classroom helps address some issues in traditional English teaching, such as insufficient classroom time and low student engagement.

Empirical Research: Many universities in China have conducted empirical studies on flipped classroom, exploring its application effects in different English courses. The results show that flipped classroom can improve students' English grades and autonomous learning abilities, and enhance classroom interaction and interest in learning.

Teaching Practice: University English teachers in China continuously explore specific implementation strategies for flipped classroom in practice, such as the design of pre-class learning materials, the organization of classroom activities, and the reform of evaluation methods. Some universities have also developed online learning platforms and resource libraries suitable for flipped classroom.

Overall, research and practice of flipped classroom in university English teaching both domestically and internationally have shown positive trends. Foreign studies tend to focus more on the integration of theory and technology, whereas domestic studies place greater emphasis on teaching practice and outcome evaluation. In the future, the flipped classroom is expected to be more widely applied in university English teaching and continuously optimized and improved.

### ***3.2 Implementation Models of Flipped Classroom in College English Teaching***

The implementation model of the flipped classroom in university English teaching mainly includes the following key steps:

#### ***3.2.1 Pre-class preparation phase***

Preparation of learning materials: Teachers need to prepare a wealth of learning materials, including video lectures, reading materials, online tests, and discussion questions. These materials should cover the topics and knowledge points to be discussed in class.

Student self-directed learning: Students learn the content to be discussed before class through watching video lectures and reading materials. This requires students to have a certain level of self-discipline and learning ability.

#### ***3.2.2 Classroom interaction phase***

Group discussions: Based on the content learned before class, students discuss in groups and share their understanding and perspectives. The teacher circulates among the groups, providing guidance and answering students' questions.

Practical activities: Through role-playing, scenario simulations, debates, and other activities, students apply what they have learned in real-life contexts, improving their practical English skills.

Teacher commentary and summary: The teacher reviews the students' discussions and practical activities in class, summarizing key points and difficulties to ensure that students have a profound understanding of the knowledge points.

#### ***3.2.3 Post-class consolidation phase***

Homework and practice: Students complete homework and practice related to the classroom content to consolidate their knowledge. The form of homework can be diverse, such as writing, translation, and speaking exercises.

Online interaction: Using online platforms (such as learning management systems, social media, etc.), students can continue to discuss class content, ask questions, and share resources. Teachers can also provide online answers and feedback.

## **4. The application effect of the flipped classroom in college English teaching**

### ***4.1 Enhancing Students' Autonomous Learning Ability***

By actively encouraging students to explore unknown fields and learn new knowledge and skills in their spare time outside of class, we can effectively cultivate their ability to think independently and solve problems. This educational approach not only stimulates students' interest in learning but also makes them more proactive throughout the learning process, thereby enhancing their creativity and innovative spirit.

### ***4.2 Promoting Classroom Interaction and Student Engagement***

By carefully designing more highly interactive classroom activities, such as organizing group discussions and role-playing, among various teaching methods, students' interest in learning can be effectively stimulated. These activities encourage students to participate more actively in the classroom. Through this participation, students not only gain a deeper understanding of the course content but also improve their communication skills and teamwork spirit. Ultimately, this positive engagement will help improve overall learning efficiency, making the learning process more lively and enjoyable <sup>[5]</sup>.

### ***4.3 Enhancing Teaching Effectiveness and Student Satisfaction***

By employing a variety of teaching strategies and techniques, such as using multimedia teaching tools and conducting case analyses in interactive ways, we can make the teaching content more vivid and interesting. Such teaching methods not only stimulate students' interest in learning but also significantly enhance their learning experience. Students in such a learning environment often have higher satisfaction with the course content, thus participating more actively in the learning process.

## **5. Problems and Challenges in Implementing Flipped Classroom**

### ***5.1 Resource Limitations***

In the current educational environment, the lack of high-quality teaching videos and materials is a significant issue. This shortage of resources limits the depth and breadth of teaching, making it difficult for students to access richer and more diverse learning content.

### ***5.2 Student Adaptability Issues***

Students exhibit different learning habits and motivations during the learning process, leading to adaptability issues. Some students may be accustomed to traditional classroom learning methods and feel uncomfortable with online learning or self-directed learning. At the same time, differences in learning motivation also affect students' learning outcomes and progress.

### ***5.3 Challenges of the Changing Teacher Role***

With the development of educational technology, the role of teachers is undergoing a transformation. From traditional knowledge transmitters to guides and facilitators, this shift poses new demands and challenges for teachers, requiring them to continuously learn and adapt to new teaching methods and tools.

### ***5.4 Inadequacy of the Assessment System***

The existing assessment system often struggles to adapt to new teaching models and learning methods. Traditional exams and grading criteria may not be able to comprehensively evaluate students' learning outcomes and skill development in new environments, thus necessitating reforms to the assessment system to better adapt to changes in education.

## **6. Solving strategy**

Strengthen the construction and sharing of teaching resources to ensure the richness and diversity of educational resources, thereby providing students with more comprehensive and in-depth learning materials. By establishing a shared platform, teachers and students can easily access and contribute high-quality educational content, promoting the exchange and dissemination of knowledge.

Enhance students' awareness and ability for autonomous learning, which is crucial for students to be proactive and creative in the learning process. By providing personalized learning plans and tools, encourage students to self-motivate, cultivate their ability to independently solve problems, and lay the foundation for lifelong learning.

Train teachers to promote the transformation of their roles, from traditional knowledge transmitters to learning guides and facilitators. Through professional development courses and workshops, help teachers master new teaching methods and technologies to adapt to the transformation of educational models.

Reform the evaluation system to meet the needs of the flipped classroom, ensuring that the evaluation methods can accurately reflect students' learning outcomes and ability improvement. Develop diversified evaluation tools and standards, focusing not only on students' knowledge mastery but also on their critical thinking, innovation ability, and teamwork spirit.

## **Conclusion**

In this study, we delve into the application of the flipped classroom model in university English teaching and through a series of empirical analyses, we find that the flipped classroom not only significantly enhances students' autonomous learning abilities but also greatly increases their engagement in the classroom, thereby enhancing the overall teaching effectiveness. However, successfully implementing the flipped classroom is not easy; it faces a series of challenges and issues. To effectively apply the flipped classroom in university English teaching, we must address multiple aspects, including but not limited to the construction of teaching resources, fostering students'

autonomous learning abilities, providing professional training for teachers, and reforming the existing evaluation system. The implementation of these measures will help overcome the obstacles in the process of flipping the classroom and ensure that it plays its due role in improving teaching quality and student learning outcomes.

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