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TÍTULO TRABAJO FIN DE MÁSTER: Investigación sobre la Clase Inversa: implementación y propuestas del inglés como segunda lengua en China

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Declaro que he redactado el Trabajo de Fin de Máster “Investigación sobre la Clase Inversa: implementación y propuestas del inglés como segunda lengua en China” para obtener el título de Máster en Lenguas y Tecnología en el curso académico 2019-2020 de forma autónoma, y con la ayuda de las fuentes consultadas y citadas en la bibliografía (libros, artículos, tesis, etc.). Además, declaro que he indicado claramente la procedencia de todas las partes tomadas de las fuentes mencionadas.

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Abstract:

The purpose of this Master's Thesis is to study the current implementation of the Flipped Classroom in China and make some recommendations on this teaching method. First, the definition of the Flipped Classroom and its implementation in China are introduced, and then a questionnaire is used to find out the views and opinions of Chinese students and teachers on the Flipped Classrooms. After that, and based on the results of the questionnaire and the English learning situation of Chinese primary school students, a teaching unit is formulated and the implementation work is completed. Finally, the comments from students and teachers are analysed, and final recommendations are made.

Keywords: Flipped Classroom; English as a Foreign Language; Chinese learners; teaching unit; classroom feedback

Resumen:

El propósito de este Trabajo Fin de Máster es estudiar la implementación actual de la Clase Inversa (CI) en China y hacer algunas recomendaciones sobre este método de enseñanza. Primero, se presenta la definición de CI y su implementación en China, a continuación se utiliza un cuestionario para conocer los puntos de vista y opiniones de los estudiantes y profesores chinos sobre la CI. Posteriormente, y en base a los resultados del cuestionario y la situación de aprendizaje del inglés de los estudiantes chinos de primaria, se formula una unidad didáctica y se completa el trabajo de implementación. Finalmente, se analizan los comentarios de estudiantes y profesores y se hacen las recomendaciones finales.

Palabras clave: clase inversa; Inglés como lengua extranjera; estudiantes chinos; unidad didáctica; feedback

Resum:

El propòsit d'aquest Treball Fi de Màster és estudiar la implementació actual de la Classe Inversa (CI) a la Xina i fer algunes recomanacions sobre aquest mètode d'ensenyament. Primer, es presenta la definició de CI i la seua implementació a la Xina, a continuació s'utilitza un qüestionari per a conèixer els punts de vista i opinions dels estudiants i professors xinesos sobre la CI. Posteriorment, i sobre la base dels resultats del qüestionari i la situació d'aprenentatge de l'anglès dels estudiants xinesos de primària, es formula una unitat didàctica i es completa el treball d'implementació. Finalment, s'analitzen els comentaris d'estudiants i professors i es fan les recomanacions finals.

Paraules clau: classe inversa; Anglès com a llengua estrangera; estudiants xinesos; unitat didàctica; feedback

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1. INTRODUCTION

Since the 1990s, with the development of multimedia and network technology, the modernization of education has been promoted, and the networked teaching model emerged. Traditional teaching methods could no longer meet the needs of social development and education for talents. With a large population in China, both educators and parents attach great importance to the education of students. The competition is fierce, and students are under great pressure. All scholars hope to find a better teaching method to reduce the burden on students and improve learning efficiency. Therefore, new teaching methods continue to appear. Driven by teaching reform and online teaching, the Flipped Classroom (FC) teaching model has received widespread attention in China (Zheng, 2020).

According to the theory of Bergman and Sams (2014), the FC intentionally shifts instruction to a learner-centered model. In this model, students first complete the internalization of learning content outside the classroom. Teachers use multimedia material to deliver learning contents to learners, including digital research and text reading, and the most commonly used: video courses prepared by teachers or third parties. Afterwards, they explore topics more deeply in the classroom and create meaningful learning opportunities.

It seems that the FC will allow students to have a more active role in the classroom, improve students' participation and concentration, and consequently, improve the efficiency of the learning process. According to Zhang (2018), this teaching mode can inspire students' thinking ability, stimulate their interest, and promote students to learn independently. At the same time, it can reduce the burden on teachers, allowing them to have time to talk with students, answer students' questions, participate in study groups, and provide individual guidance to each student. The FC is a complete subversion of the traditional classroom teaching structure and teaching process. It is one of the biggest and best changes instructional strategy since multimedia teaching has been implemented. In the future teaching environment, this model is supposed to be constantly adjusted and improved, and it will be implemented more and more in daily teaching.

Nowadays, the biggest problem of Chinese education is the "big classroom", that is, one teacher gives lectures to 50-60 students at the same time (some classrooms even exceed 80 students). Teachers can only teach unilaterally and will not be able to consider the progress of all students. There are many students with lower levels who cannot keep up with the teacher's progress, and because of the time limit, students with higher levels cannot learn more advanced problems. If a teacher uses the FC methodology, students will be able to learn the most basic knowledge at home, they would be able to review the contents they do not understand repeatedly and so adjust the progress according to their own level. At the same time, students with advanced levels might ask more in-depth questions in the classroom, so that ordinary students can understand their ideas, and eventually learn more things.

Nevertheless, there are still some problems and misunderstandings in this teaching method with Chinese students, parents, and teachers. For example, students cannot actively complete the learning content at home, teachers cannot use multimedia resources flexibly, and parents do not allow students to use social media. But after further studying the FC, according to China's national conditions, it seems very promising to develop an adaptive teaching model that could be more suitable for Chinese students, which would likely to greatly promote the development of English as a Second Language teaching (ESL) in China.

The goals of this Master's Thesis are :

1. To study the development of the FC in China and the implementation status of the FC in ESL teaching in China.
2. To analyze common misunderstandings, problems and the acceptance of the FC methodology by ESL teachers, learners and parents in China.
3. To propose reasonable suggestions for using the FC in Chinese ESL Teaching.

To achieve these goals, this study will design two questionnaires for students and teachers through theoretical research and analyze the results. After that,

an English FC teaching unit will be designed according to the analyzed results, and then the final conclusion will be drawn based on the results of the teaching unit implementation.

I worked as a primary school English teacher at China AngLe Education Center in 2017, so I have a certain understanding of primary school English teaching. During my tenure, I have adjusted my teaching methods many times to improve students' performance in the class. The three points I value most are student's self-learning learning ability, the participation in the classroom, and the communication between parents. During my studies at the UPV, Dr Daniela Gil raised awareness of the teaching methodology of the FC for the first time. In the future, I want to be a ESL teacher after I return to China. I think studying the FC strategy will be helpful for my future career as it can help me improve my classes and my teaching ability. I want to optimize the teaching process by implementing the FC methodology.

2.CURRENT SITUATION OF THE IMPLEMENTATION OF THE FLIPPED CLASSROOM (FC) METHODOLOGY FOR ENGLISH AS A SECOND LANGUAGE (ESL) IN CHINA

This chapter will be divided into 6 parts, including the introduction and origin of the FC, its development in China and the difficulties encountered, the research of ESL teaching based on teachers and students, and the difference between using the FC teaching methodology in China and other countries.

2.1 The introduction and origin of the Flipped Classroom (FC)

The FC was first conceptualized in a small private university in Ohio in 1995 (Baker, 2000). J. Wesley Baker tested the “Flipped Classroom” idea at Cedarville University, and later in April 2000, published a paper at an educational conference, discussing what he called "Classroom Flip", which is the first public release of the term “flip”. When this idea was born, most American homes did not have the Internet, but Baker’s students were still able

to view his PowerPoint slides on a unique university-wide Internet site, allowing them to visit content outside the classroom under normal circumstances. Soon, other American university professors with similar technology access rights also began to adopt this idea (Lage et al., 2000).

However, according to He (2014) , because this teaching model has not been discussed on a large scale and the current name “ Flipped Classroom” was not officially used in 2000, most scholars in China believe that the FC originated from the two chemistry teachers of the "Woodland Park" high school in Rocky Mountain, Colorado, USA, Jon Bergmann and Aaron Sams. Around 2007, students could not come to class due to various reasons and could not keep up with the teaching progress. In order to solve this problem, they made online teaching videos for them. After a period of time, the traditional teaching mode of "listening to the teacher in class and going home to do homework after class" has “flipped”, It becomes “watching the teacher's video explanation at home before class, do homework and discuss under the teacher's guidance in class”.After this, the attempt to flip the classroom triggered an educational revolution, which emphasized the positive role of students in acquiring knowledge, and changed the conventional teaching procedures.

The significant development of the FC in the world came after 2010. For many people, the Khan Academy has become synonymous with the FC. However, these videos are only a form of classroom teaching strategy. The Khan Academy established in 2010 and the “MOOCs” in 2011 brought the FC into the eyes of global educators, and attracted widespread attention and heated discussion in China. (He, 2014)

The FC is an educational technology that includes active learning activities in the classroom, mainly group activities aimed at knowledge construction, and self-regulated learning that is clearly defined outside the classroom, focusing on the acquisition of basic knowledge (Blau & Shamir-Inbal, 2017) .This

means that the FC combines Constructivism, Connectivism and Student-based Learning.

a) Constructivism

The constructivist method is a learning approach in which the educator uses strategically placed prompts, cues, questions, direct explanations, and modeling to guide student thinking and facilitate an increased responsibility for the completion of a task (Wikipedia, 2020). In this approach, the individual is consciously engaged in the construction of a product. The utilization of constructionism in educational settings has been shown to promote higher-order thinking skills such as problem-solving and critical thinking (Liu et al., 2013).

The constructivist method is composed of at least five stages: inviting ideas, exploration, proposition, explanation and solution, and taking action (Pelech & Pieper, 2010), which is different from a traditional classroom where students primarily work alone, learning through repetition and lecture.

According to Blau and Shamir-Inbal (2017), from the perspective of educators, the FC is a strategy to improve students' knowledge construction and internalization of knowledge. It explains, improves and supplements the knowledge acquired by students in the classroom, and the actions they take to improve their problem-solving skills and critical thinking skills.

The FC based on constructivism has 3 characteristics:

- (1) The FC pays more attention to the internalization process of knowledge. Knowledge is not completely passed on by teachers, students become active learners, this is also constructivism advocates, emphasizing the construction of students' overall knowledge (Bergmann & Sams, 2014)

(2) Constructivism advocates the all-round development of students, which is also the content advocated by China's quality education. However, in the practice of traditional classrooms, some emphasis is placed on the intellectual development of students, and the cultivation of personality and other aspects are placed Later, it has proved by the combination of the FC with constructivism.

(3) The FC no longer pursues formalization. This teaching method allows students to independently develop multiple methods to find and solve problems.

b) Connectivism

Connectivism is a theoretical framework for understanding and learning in a digital age. It emphasizes how internet technologies such as web browsers, search engines, wikis, online discussion forums, and social networks contributed to new avenues of learning. Technologies have enabled people to learn and share information across the World Wide Web and among themselves in ways that were not possible before the digital age (Siemens & Downes. 2005). Connectivism gives technology's effect on how people live, communicate, and learn. Connectivism is an integration of principles related to chaos, network, complexity, and self-organization theories(Siemens,2005).

Connectivism sees knowledge as a network and learning as a process of pattern recognition (AIDahdouh et al., 2015). According to the theory of He and Huang (2019), in the "Internet" era, the purpose and destination of teaching is to achieve sustainable learning and lifelong learning. With the accelerated advancement and use of 5G communication technology, online classrooms is promising to be rapidly popularized on a large scale.The FC teaching model has a certain degree of difficulty in the process of implementation, and students' autonomous learning and inquiry consciousness need to be further enhanced.Connectivity believes that "learning begins with connection and interaction". Learning is the process of creating new knowledge. The continuous progress of learning requires good

maintenance and connection, and the integration of online and offline learning. The FC teaching model based on connectivity can improve teaching effects and enhance students' sense of acquisition.

c) Student-centered Learning

Student-centered Learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In its original usage, Student-centered Learning aims to develop learner autonomy and independence (Jones, 2007). Student-centered Learning puts students' interests first, acknowledging the student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will pace their learning (Crumly et al., 2014) , and how they will assess their own learning.



Figure 1: Student - centered teaching and learning (Education Reform Glossary, 2014) .Translated by Fengze Sun

The title of Figure 1 :“student-centered teaching and learning”, shows the three steps of the FC, pre-class preview, in-class discussion, and after-class summary. It can be seen from the picture that these three steps are student-

centered and occupy the most important part. Autonomy is reflected in the first part of pre-class preparation, and the part of discussion and summary after-class reflects the cooperation and positivity. The role of the teacher appears in-class discussion time, is used as a bridge, connecting the three parts, guiding students to study, discuss, and evaluate.

It is important to notice that in FC instructors are not replaced by technology. On the contrary, the role of professional instructors becomes even more crucial in the FC model than in the traditional teaching model (Chen et al., 2014) .In the FC model, the instructor functions as a guide whose role is to meet different needs of individual learners. Thus, during in-class activities, instructors can increase communication with students, answer their questions, differentiate the level and the amount of practice, monitor and scaffold individual progress, and provide immediate feedbacks (Moffett, 2015) . Hence, according to Student-Centered Learning (2014), the usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners. In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

The FC teaching method combines these doctrines and improves the learning efficiency compared with traditional education methods. Therefore, the FC has received more and more attention in the study of current teaching models. According to the theory of Moran and Young(2015), after many experiments and investigations in Western countries, the FC has been carried out for several years. Foreign researchers already have some relatively mature education systems. This teaching method has been widely used all over the world and is called a panacea by American advocates. American television news programs, various magazines, countless blogs and websites have promoted this idea as a breakthrough method to change the way students learn and teach.

2.2 The development of the FC in China's education sector

Due to the rapid development of multimedia, computer science, the Internet and information technology, together with the emergence of Internet interaction, cloud platforms, online public courses, and micro-courses, the transformation of traditional teaching methods has been promoted in China. The future of education development clearly points to education informatization, emphasizing the need to promote the integration of information and teaching. As a result, teachers can use information technology to develop heuristic teaching, inquiry teaching and participatory teaching (Wei & Liu, 2016).

Affected by China's traditional education model and China's national conditions, the form of education in China has been very severe in recent years. Teachers are unable to adjust the learning progress adequately in the classroom, resulting in poor learning efficiency for many students. Lakmal and Phillip (2015) believe that the FC learning method can provide teachers with more opportunities to adjust teaching according to the knowledge learned by students, so as to more appropriately manage the cognitive load of the students.

According to China's most authoritative information collection platform-Baidu library (2015), by the year 2011, in order to break through the restrictions of geographical location, school conditions and attract high-quality students, Chongqing Jukui Middle School was the first to implement the FC in China. Jukui Middle School reformed the FC model of American Woodland Park High School in accordance with its own situation and formed the FC teaching mode into "four steps before class" and "five steps in class". The four steps before class are :

First step, the teacher makes a tutorial plan;

Second step, the teacher records the teaching video;

Third step, the students watch the teaching video and do test questions;

Fourth step, the teacher makes an individual guidance plan.

The five steps in the class are:

First step, the students do their homework independently;

Second step, the group discusses and solves the problems in a collaborative way;

Third step, the teacher guides individually;

Fourth step, the students complete the relevant exercises;

Fifth step, self-correction and reflection.

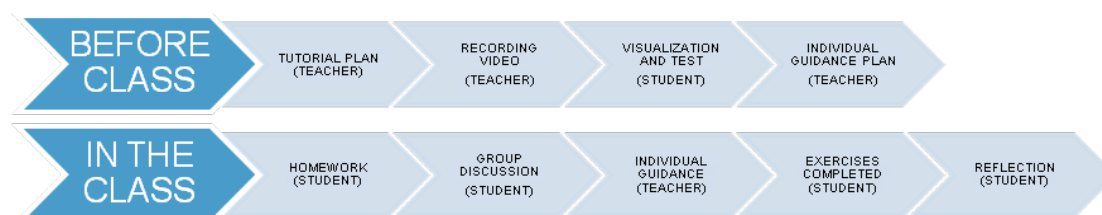


Figure 2: The FC model reformed by Jukui Middle School

The results of the survey conducted on the FC by Jukui Middle School showed that 82.9% of students liked or liked the FC very much. The curriculum reform of Jukui Middle School is in the leading position in China and has become a model in China.

At present, many schools in Chongqing, such as Chongqing Ju Kui Middle School, Shenzhen Nan Shan Experimental School, Nanjing Jiu Long Middle School, Guangzhou Fifth Middle School, etc. have implemented the FC, but overall, FC is still in the experimental exploration stage in China. (Baidu library, 2015)

In order to reduce the resistance of the FC in the implementation of the education in China and promote the use of high-quality educational resources, on August 12, 2013, East China Normal University (华东师范大学), the leading university in China's education major, guided the East China Normal University Examination and Evaluation Institute, the prestigious school research center and more than 20 famous domestic high schools jointly initiated the preparation of the C20 MOOC Alliance (East China Normal

University News Center, 2013). The content of the MOOCs (Massive Open Online Course) Union teaching platform covers Chinese, mathematics, foreign language and other courses at all stages of elementary, junior high and high school. MOOCs is one of the most important teaching resources in Chinese education, a large number of studies of the FC in China are based on MOOCs.

After the successful implementation of the MOOCs education platform, the Chinese education community has established a number of online education platforms, including the Academy Excellent Courses Network (学院精品课程网), China Elementary and Secondary Education Teaching Network (中国中小学教学网), Chaoxing Video Teaching Network (超星视频教学网), NetEase Open Courses Network(网易公开课程网), Micro Course Network(微课网), etc. These platforms have accumulated abundant teaching video resources. The opening of high-quality educational resources has accelerated the development of the FC and the transformation of classroom teaching in China.

2.3 Difficulties encountered

Despite the rapid development of China's online education platforms and high-quality video resources that have greatly promoted the development of China's education, many difficulties are still encountered in the process of implementation. They can be grouped together in the following four reasons:

(1) Chinese traditional teaching mode influence

In China's traditional teaching model, the main component of classroom teaching activities is entirely the teacher's teaching, while the students are in a state of passive acceptance, which leads to students' great dependence on teachers. Such a classroom teaching model is not conducive to the cultivation of students. The FC puts forward higher requirements for students' learning ability, learning consciousness, learning habits and other non intellectual factors. However, under the influence of the general direction of

Chinese education, it is difficult to monitor during the entire implementation process. (Chang, 2018)

The Chinese FC structure is shown in Figure 3:

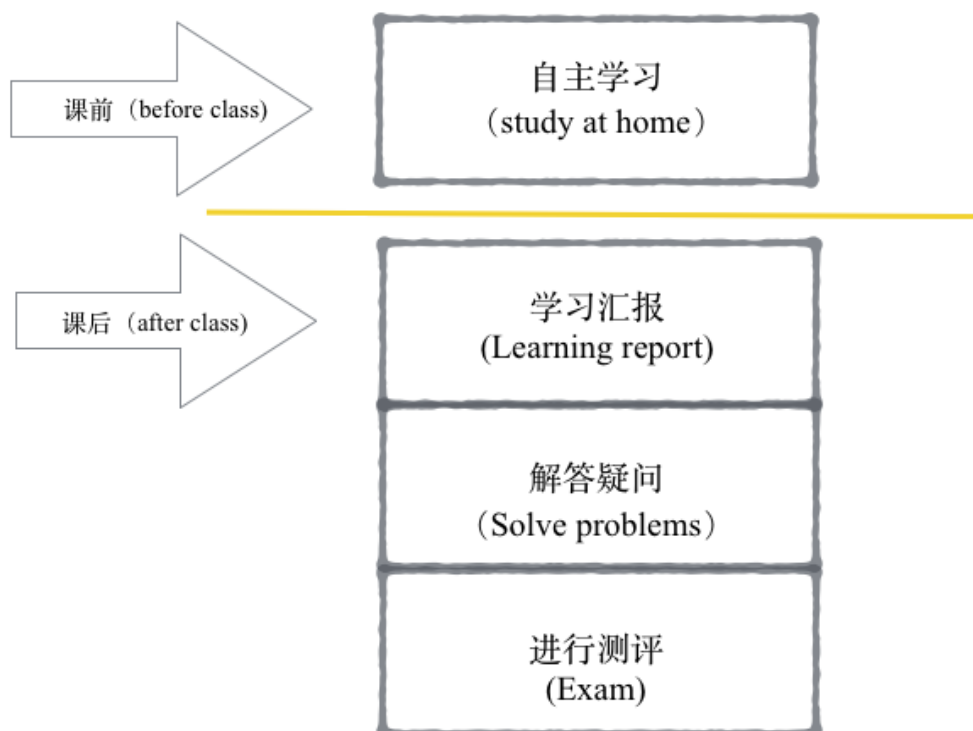


Figure 3: Chinese FC model (H.Y. Zheng, 2020)

It is not very different from the traditional FC, but in China, it overemphasizes the students' "autonomous learning" ability and fundamentally ignores the role of teachers. Therefore, learners will deviate from the established teaching tasks and goals due to excessive learning freedom of the educated. (H.Y. Zheng, 2020) .

(2) Unbalanced teacher level and lack of knowledge of the FC

In China, the primary task of implementing the FC is to improve teachers' ability and their attitudes and views towards FC.

First of all, it is difficult for teachers to change their educational concept from "the content taught by the teacher determines the content learned by the students" to "the content of learning is determined by learning". Many teachers are still skeptical about the teaching method of pre-class teaching and they solve problems in class.

Second, the FC is based on information technology. Teachers should not only master the basic computer skills, but also learn to record and edit teaching videos. This is a test of teachers' information technology literacy. According to China's specific national conditions, the quality of teachers varies greatly. Generally speaking, teachers who are older and have many years of teaching experience have poor ability to master information technology, while young teachers have mastered computer skills, but they have too little educational experience to make effective, high-quality teaching videos.

Finally, many teachers' knowledge of the FC is very limited, and they do not understand this teaching model very well. Teachers put the focus of the FC entirely on video and students' self-study, making the FC less effective than expected, and wasted the energy and time of the students and teachers.

(3) Economic constraints

The FC is based on the networked teaching environment. At present, it seems that only some schools in developed regions in eastern China and some large and medium cities have such teaching environments and conditions, and in the vast rural areas of the Midwest, it is difficult to have such teaching conditions. (He, 2014)

For primary and middle school students, not every Chinese student has a mobile phone, and many rural households do not even have computers. Most Chinese universities do not require students to bring computers to class; therefore, many college students who live in the campus do not have computers. Nowadays, many universities have built computer rooms, and some students can use them to complete video learning content. However,

due to the large number of Chinese students and the high cost of electronic equipment, they often cannot meet the needs of all students. And China has a very special national condition, many college dormitories have no Internet access. Without WiFi, students can only use 3G networks, which is not enough to support students to watch instructional videos.

(4)Parents' opposition

For the new teaching model of the FC, there are various responses and attitudes in various aspects in China. The development and application of the FC is closely related to the attitude of parents. Most Chinese parents have a negative attitude towards the FC. Their opposition is mainly reflected in four aspects:

A.The FC teaching method adds a lot of burden to parents

Chinese parents generally believe that it is difficult for children to learn consciously and complete the tasks assigned by the teacher when they study at home. Therefore, for most families of primary and middle school students, parents must play an important role in this process, i.e., they have to supervise the children's learning throughout the whole process.Unlike some countries, such as the United States or South Korea, both of the parents of most Chinese families have jobs, and Chinese working-classes' working hours are very long. Hence, it is very difficult and hard for parents if they increase their tasks in the students' learning process at home.

B.The FC has higher requirements for objective conditions

The FC requires parents to provide their children with basic learning equipment and environment, smart phones or computers, and these must also be of certain quality so as to deliver learning content , which adds the financial burden of parents.

C.Parents think the effect of the FC is too poor.

This is the part parents are most worried about, but this part is mostly due to parents' insufficient understanding of the FC and some teachers' wrong implementation of the FC.Some parents think that the FC is equivalent to self-study and totally depends on students themselves, so

they think that the teaching effect of the FC is not as good as that of students studying in school.

2.4 Teacher-based research of ESL teaching in the FC in China

The research of using the FC methodology in Chinese ESL teaching based teachers will be divided into 4 parts, including the common misunderstandings of teachers, the problems encountered, ESL teaching methods and ESL teaching platforms and resources they often used.

2.4.1 Teachers' common misunderstandings

Chinese teachers have many misconceptions about FC, which have caused many bad effects, including the inability to use FC for teaching, poor teaching effect, and students' excessive use of the Internet. According to the results of the seminar meeting of the School of Educational Information Technology of South China Normal University (2014) and Kelly Walsh (2014), common misunderstandings include the following:

- Teachers' role

Some teachers believe that the FC will increase the burden on students, and that the FC is equivalent to letting students learn by themselves, that after delivering the teaching contents to the students, the teacher's task is over, this is the biggest misunderstanding of the FC in China. Self-study at home only accounts for a small part of the entire FC teaching process. The FC requires teachers to complete three steps of work: 1) . Preparation of teaching resources, which is a task that takes up more time, since teachers need to find or make suitable teaching contents according to the level of students. 2) . Teachers need to answer students' questions. This is an indispensable part of the FC teaching process. Teachers need to motivate students to ask questions and monitor the learning progress of students at different levels in the class. 3) . Guidance. The aim of the FC learning method is not only let students watching videos and do exercises, but more importantly is to guide students to complete learning tasks. After the students watched the video, in the classroom, according to the learning

objectives and students' feedback, teachers need to arrange reasonable and suitable tasks, such as group discussions or lectures.

- Adaptability

In the cognition of many teachers in China, they believe that they should adapt all courses to the FC teaching method or none at all. But according to Western teaching experience, this is not necessary, teachers can use the FC mode on a limited and small scale at the beginning, such as one teaching session, one week or one unit, and then based on students' acceptance and feedbacks, to determine the number and frequency of use of the teaching method. If teachers want to use this teaching mode on a large scale, they can make high-level and coherent teaching videos according to the specific situation of the classmates and their own level, but the use of this teaching mode is completely spontaneous, and it does not specify the number and frequency of use.

- Applicability

Some Chinese teachers also believe that using the FC teaching method is only beneficial for some certain subjects. For example, using the FC teaching in the field of mathematics and science, students can easily see the teaching content of video guidance to learn, and use classroom time to actively practice and ask questions, which is easy and effective. Students can also use their free time to personalize and strengthen their learning in these subject areas based on the video content. However, according to the theory of C.Y.Mao (2018), in the context of comprehensive educational reform, any subject can be "flipped", and as for teaching English as a Second (Foreign) Language, the FC teaching model has great benefits and development prospects.

- Use of external videos

Some teachers in China think that to carry out FC teaching, they have to record the teaching content by themselves, which is understandable and commendable. However, from the perspective of the level of Chinese

teachers, it is very difficult, challenging and unnecessary. With the development of information technology and network education platform in China, teachers can use many tools and many high-quality free resources to create the learning materials needed by the FC. According to specific classroom needs and teaching goals, teachers can use Ted videos, courses from teaching platform, free lectures videos from top universities in China, etc.

- Overuse of videos

Some teachers mistakenly believe that the learning contents of the FC must be in the format of video , but digital teaching contents can be in many forms, including video content, listening content, reading content, etc. Although video is still the most popular method for creating learning contents of the FC, there are countless ways to create contents that students can access online. Teachers can use Powerpoint presentation slide narration, use PAN. Baidu (百度网盘) to create a network resource selection, use Coolsite360(意派) to set up a website, collect various digital learning resources, or increase forums or exams.

2.4.2 Problems of teaching ESL in the FC approach

The Outline of the National Medium and Long-term Educational Reform and Development Plan (2010) requires teachers to improve the level of application of information technology, update teaching concepts, improve teaching methods and teaching effects, and students should use information means to learn actively and independently (Liu, 2018). The requirements for education are constantly changing, but for most teachers and students in China, regardless of any kind of knowledge, the only way to become proficient is to practice constantly. Therefore, in China, from elementary school to university , most teachers use “Question Sea Tactics”, and the premise of doing a lot of practice is to master the correct learning content, especially for the language subject of English. At present, under the general education environment in China, Chinese students and parents attach great importance

to English scores (Wang & Wang, 2014). Students are very active in learning English, but Chinese-style English teaching has become a bad pattern. In English teaching courses, teachers usually pay more attention to the grammar, while ignoring the language sense, pronunciation, etc. This is a serious problem currently faced by ESL teachers, and the teaching method of the FC will change the existing state and help teachers to teach better.

Every new teaching model often requires a long time of running-in and adjustment. As mentioned above, due to China's special national conditions and educational environment, the FC has not been widely used and accepted in China. With a small number of applications, there have also been several problems in the use of the FC in China's ESL teaching, which can be summarized as follows:

a) Arrangement of teaching progress and students' feedbacks

In traditional teaching, teachers understand students' learning situation through their facial expressions and body movements, and adjust the teaching progress in time. However, in a FC, it is difficult for teachers to keep abreast of students' learning feedback if students lie or hide about their progress, or when some students are reluctant to interact with the teacher. In fact, only few students are willing to actively contact the teacher and give feedbacks on their learning situation. Therefore, online teaching makes students' feedbacks have a serious lag. It is difficult for teachers to judge their learning progress, and it is difficult for teachers to arrange their own courses according to the progress of students.

b) Emotional communication in teaching

Internationally, learners are usually divided into seven different learning styles: visual, auditory, language, physical, logical, social and solitary (Chou, 2020). Teachers' emotion is an important part of classroom teaching. Through the transmission of body language, lecture tone and expression, students can understand the content more intuitively, while the electronic screen weakens this kind of teaching emotion. In the implementation of the

FC, teachers deliver videos as teaching content, and students watch videos and learn at home, which reduced part of the teacher-student interaction..

c) Use of network platforms

The FC requires teachers to use network platforms to a certain extent. For example, sometimes, teachers use network platforms to prepare lessons and prepare textbooks. In the history of Chinese teaching, there has never been a large-scale use of network platforms, and the compatibility and stability of network software still need to be adjusted. In practice, some teachers and students have reported that software and network platforms have technical problems such as freezes and crashes, which affect the teaching effect.

(Wei & Liu, 2020) In addition, teachers also need time to learn and adapt to new teaching equipment. Teachers are unfamiliar with modern technology and the quality of network platform resources is uneven, thus affecting the development of teachers' teaching progress.

2.4.3 ESL teaching methods

The purpose of learning English is to help students strengthen their own language skills, and at the same time enhance their ability to communicate with others. The relevant departments of the Ministry of Education have made relevant policies and regulations for the current English teaching process in schools, and also added many other requirements and norms. The goal of the school's English teaching is to improve the students' English learning ability and communication skills, especially the comprehensive ability of students' listening, speaking, reading, writing, etc., which is conducive to their future English learning and life. (Zhu, 2008) Faced with this goal, English teachers in China should create a more suitable environment for students to learn, enhance the applicability of English, improve students' learning enthusiasm and motivation, and ultimately achieve the teaching goals.

Traditional Chinese-style English teaching has great drawbacks. Therefore, in China's English teaching, many teachers will use a variety of teaching methods to update their own teaching mode, especially under the new education reform. The teaching requirements are more stringent, as teachers

should update teaching concepts, create a harmonious relationship between teachers and students, and enable students to better and faster adapt to the requirements of ESL teaching in the new era. (Wei & Liu 2020). However, China's English test papers have hardly changed, whether they are primary school English test papers or college English test papers. They are always divided into: 1) listening questions, 2) multiple choice questions for grammar, 3) reading comprehension questions and 4) text writing (Zhu, 2008).

Therefore, the changes of traditional English teaching in China over the years are only superficial changes, but do not improve the actual problems. They only focus on the key points of the test and do not care whether the students really master it or not. Due to the deep-rooted influence of this teaching method in China, students' English learning foundation is also uneven, leading to an unsatisfactory learning process and a final effect of students, and, as a result, the reform goal has not been achieved.

The two most prominent teaching methods of English in China, these two teaching methods are used in different stages of teaching, so under normal circumstances, they use both methods when the teaching, the two methods are "The Cracking Duck" and "Question Sea Tactics":

- "The Cracking Duck" 填鸭式学习

According to Yang and Dang (2014), most teachers in China use the "cracking duck" method. In traditional teaching, it means that the teacher is constantly teaching the content to the students in the class, without caring about how well the students have mastered it. English teaching is a teacher-centered teaching model that simply teaches vocabulary, grammar and test skills. Teachers pay little attention to cultivating students' ability to develop and explore knowledge, but pay too much attention to grammar and examination. For example, some teachers teach grammar in any type of English class, including reading classes, speaking classes and listening classes. In grammar classes, some teachers tend to spend all their time on grammar teaching and almost no time on cultivating students' sense of

English language. As a result, students generally find English boring. Such teaching method cannot pay attention to the individual differences between students, not only cannot attract students' attention, but also students cannot make good use of what they have learned.

- "Question Sea Tactics" 题海战术

Teachers use the "Question Sea Tactics" method after they finished deliver the contents , which means that teachers make students to spend a lot of time doing exercises and exams. The purpose of the "Question Sea Tactics" method is only to get great scores in the exam. But the important thing about English teaching in China today is to improve students' mathematical quality. Any learning includes knowledge and ability. For English learning, ability is more important than just mastering some knowledge. (Chang, 2018,) Therefore, in English teaching, teachers should allocate more time for students to communicate and interact, instead of just doing questions.

Each teaching model is used differently in different countries. Although FC has been used in China for a short time and its scope is not wide enough, this teaching method has been integrated with Chinese elements by Chinese teachers, and there are some significant focuses in the Chinese-style FC teaching methods. Using the FC to teach English is generally divided into three steps :

I. The main work before the flip is the following: the teacher draws up the syllabus, makes a clear division of knowledge points, and determines the knowledge points and teaching materials that students need to learn (Wei, Liu 2020). In this part, teachers will do a lot of work. For example , teachers must be familiar with the key knowledge points and the teaching material system and contents in the preparation stage before the class,. They choose appropriate knowledge points for production, and record videos by themselves or find suitable teaching contents on the Internet. According to Liu (2018), in the online learning stage before class, teachers are mainly

developers and constructors of learning resources, responsible for the construction, integration and release of resources.

II. The work during the flipping is first to deliver the content. After that, students learn independently and complete the corresponding tasks. Then the teacher also needs to guide and supervise the students' independent learning, and choose a perfect online platform to publish the learning content of the FC, such as MOOCs, China Elementary School Student Teaching Network, etc... These platforms are convenient for teachers for supervising the downloading and learning progress of students.

III. The main task of the class is for students to give feedbacks on what they have learned. Most of the problems of Chinese students are that they do not speak actively in class, they are too shy to interact well with teachers and ask questions. So, the communication between teachers and students in class is very convenient. Teachers need to check students' self-directed learning through discussion and interaction in class, and then conduct in-depth teaching through feedback, including classroom questions and exams. Therefore, for the feedback part of the FC, Chinese English teachers will prepare the feedback content, feedback form and feedback evaluation in advance. The content of the feedback is often the key point of the FC. Feedback can be in the form of discussions, presentations, interactions, etc. Chinese teachers usually evaluate and grade students' feedbacks in a timely manner to improve students' enthusiasm. Chinese ESL teachers usually use four steps:

- 1) Teachers review the difficulties and explain again the main problems that teachers think students will encounter when watching videos. This is the adjustment step of the FC teaching methods made by Chinese teachers to take care of some students who are not good at asking questions.
- 2) After the teacher's summary, the teacher will guide the students according to individual and unique questions.

- 3) Students complete tasks in groups. Student group cooperation is an effective form of classroom activities, and it is also an advantage of the FC. One of the characteristics of the English class in China is that the normal state of classroom discussion is for two persons to discuss. Students in couple will not be shy, thus allowing them to express more courageously. This can help each other and make progress together, so as to better exercise the ability to use oral English and knowledge points, and the learning effect will be significantly improved.
- 4) Students summarize the learning results and give feedbacks to the teacher, use different strategies to show the learning effect, such as group speeches, performances for a certain scene, exams, etc. The teacher will make a summary and evaluation based on the feedbacks in a timely manner. In many cases, the feedback will be included in the final score.

The Chinese-style FC teaching mode has raised students' interest to a certain extent and stimulated learning autonomy; for students with strong ability, it has stimulated students' thinking ability and promoted teaching interaction. To some extent, this mode can improve the problems of Chinese students, such as lack of oral practice, inaccurate pronunciation, and inadequate use of English grammar.

2.4.4 ESL teaching platforms and resources often used

The most important part of teachers' preparation for the FC is the teaching contents. Whether teachers record videos or find suitable resources on the Internet, they need a qualified online education platform. However, even though the China's online education platform has been developed for a long time, and there are many Chinese education platforms related to ESL teaching, the quality of some resources is not good enough. The most famous and often used ones are Hujiang, MOOC, NetEase Open Courses Network, China Elementary and Secondary School Teaching Network, Micro-Class Network, etc. The compatibility and stability of the software still needs to be adjusted. In practice, there are also teachers and students who report

that the software has technical problems such as freezing and crashing, which affect the teaching effect. (Wei & Liu, 2020)

Based on the introduction of these educational platforms on *Baidu Baike*, the most authoritative website in China, I have compiled their characteristics into a table:

Educational Network	founding time	free or need to pay	Feedbacks
China Elementary and Secondary School Teaching Network	2000	free	<ul style="list-style-type: none"> • High reputation • High quality of teacher resources • Wide audience
Hujiang	2001	need to pay	<ul style="list-style-type: none"> • High quality resources • Rich subject resources • Good effect • Wide audience • Highest acceptance by students • Easy interaction between students and teachers
Micro-Class Network	2011	need to pay	<ul style="list-style-type: none"> • The earliest established in China • top school resources • Abundant exercise resources
MOOC (Chinese)	2013	free	<ul style="list-style-type: none"> • Global resources • Abundant subject resources
NetEase Open Courses Network,	2010	free	<ul style="list-style-type: none"> • High quality resources • Video HD • High quality web design • Good use effect

Table 1.Characteristics of the 5 authoritative educational platforms in China

As can be seen from Table 1, there are three free platforms, they have high-quality, rich subject resources, high quality web design, etc. For the two have to be paid, combine all the elements: top school resources, high-quality exercise resources, channels for students and teachers to interact and highest acceptance by students. In order to create a platform suitable for all

teachers and students, the elements must be combined: free or affordable fees, high-quality teaching and exercise resources, and channels for students and teachers to interact.

2.5 ESL through the FC: Student-based research

2.5.1 Problems often encountered

When using the FC to teach English, students change from passive learners to the main body of learning activities, which has higher requirements for students' autonomous learning ability. In the online learning stage before class, students can use fragmented time for independent learning, complete the learning requirements issued by the teacher, and complete the corresponding exercises. In the classroom, through inquiry and collaborative classroom activities, students can further understand, consolidate and apply pre-class knowledge, complete the internalization of knowledge through group discussions, interactions with teachers and presentations on stage.

When students learn English through the FC mode, there are still a series of problems:

➤ Students are unable to use the Internet freely

Chinese primary and middle school students are not completely free to use computers, mobile phones and other communication tools. Many parents do not allow their children to bring mobile phones to class, nor do they allow students to use computers freely for a long time at home. Due to some misunderstandings about the FC, or unsuccessful teachers' communication with parents, some parents are unwilling to allow students to use computers or mobile phones to study the learning contents at home. When it is necessary to complete learning tasks alone at home, many parents will be nearby to supervise.

➤ Students are unable to adapt to the new teaching platform

Due to China's special education environment, there are many tutoring classes. When students need to study outside school, most students

are more accustomed to going to extracurricular tutoring classes, and most students have no experience of learning through online platforms. Therefore, when teachers use online resources for learning content, students cannot adapt well.

- Students with poor foundations cannot digest the teaching content by themselves.

When teachers formulate the teaching content, they need to consider the level of all students. Therefore, some knowledge points in the published teaching content are presented in the form of simple explanations rather than step-by-step operations. The survey results show that 91.07% of the learners prefer videos with specific steps (Y. Zhang, 2015). When the knowledge points of some videos are difficult, students may not be able to digest them at home.

- Poor home learning environment

Under normal circumstances, the teaching content used in the FC is short , usually about 5-10 minutes. It has various forms and is easy for learners to use fragmented time to learn. It adapts to the short duration of learners' attention (Y. Zhang, 2015) However, in the case of a poor learning environment, this feature is likely to cause the opposite result. Students cannot invest in short-term teaching videos, resulting in poor learning effects. There are some families in China that do not pay enough attention to the education of students, and since most parents have to work late, they often take students to their workplace after picking up students from school and let them do their homework in the working environment of their parents, such as crowded markets, restaurants, shops, etc. Under these environments, students cannot watch short instructional videos seriously, thus failing to meet the teaching requirements.

➤ Students' resistance

In the FC mode, the passive role of parents in student learning has been changed. It requires parents to intervene in students' learning under certain circumstances, such as laziness and playfulness of students in learning. At this time, parents are required to participate in the learning progress of students (Wang & Wang ,2014) Under the traditional education model, students just do their homework at home. Parents will not supervise the whole process and the learning environment is relaxed. When using the FC model to learn, some parents are not rest assured about the students using mobile phones and computers to study. They will supervise the students throughout the whole process, which makes the students' study environment at home tense, thus creating resistance.

2.5.2 Students' common misunderstandings

The FC is still in the exploratory stage in the field of English teaching in China. There are inevitably many problems in the practice process, which need to be continuously improved through reflection and summary (H.Y. Zheng , 2020). During the whole implementation process, two kinds of misunderstandings of students can be identified :

➤ The role of teachers and students

Many students believe that the FC is students' self-study. Without the help of teachers, students need to solve problems and complete teaching requirements. Practically, the purpose of the FC teaching model is to enhance students' autonomy in learning, increase their enthusiasm for learning, and achieve the purpose of training while improving students' practical ability. However, the role of teachers in learning has not been weakened. According to H.Y. Zheng (2020), teachers will appropriately guide students in the use of language knowledge to ensure that students can find potential problems in the

learning process, strengthen the dominant position of students in the classroom, and enable students to better find and solve problems well. In the classroom teaching process, teachers will appropriately set aside time for students to think, and through in-depth and efficient communication to understand and grasp the real-time status of students, and ultimately achieve further improvement of classroom teaching quality.

➤Teaching form

Many students and their parents believe that the FC is entirely home learning or online classes, and they do not have a correct understanding of the progress of the FC. In fact, the FC is not just self-study of students at home, nor is it a completely online classroom. From the perspective of the FC teaching format, these both activities are only parts of the FC progress. Students can control the pace of their learning in the FC. It reduces the proportion of after-class review homework in the teaching arrangement, and takes pre-class preview and classroom inquiry as the core of teaching (Li & Liu, 2018). On the contrary, the traditional ESL classroom overemphasizes the transmission of teaching information from teachers to students and uses a large number of homework to require students to absorb knowledge. Under the the FC mode, students can bring their own questions to the classroom by watching the video in advance to share and think with everyone, thereby completing the internalization of learning knowledge.

2.6 The difference between using the FC teaching in China and in the West

The FC is a teaching model created by American teachers and educators to adapt to the American students and teaching atmosphere. As Chinese educators and

teachers begin to study and implement the elements and procedures of the FC, the use of the FC in China also complies with the rules of the FC in the United States, that is pre-class knowledge, self-study and in-class feedback. But to adapt this new model to Chinese students and the Chinese educational environment, some adjustments and improvements are needed.

As we all know, educational activities can survive and develop under a specific cultural background. According to the theory of Wei and Liu (2016), if it is a new educational technology or teaching model from one cultural and educational environment to another brand-new educational field, Designers and practitioners must re-evaluate and re-evaluate users, technologies and environments to adapt to the new cultural background. The FC as a pure western import teaching method and has to be tailored and reconsidered to build Chinese FC model with Chinese cultural distinctive features and teaching style.

2.6.1 The differences between Chinese and Western learning cultures

The following Figure 4 shows the characteristics of Chinese and American education culture and their differences.

Cultural genre Cultural items	Oriental culture (Chinese culture)	Western culture (American culture)
1. cultural genre and the way of thinking	Collectivism culture and holistic thinking	Individualism culture and analytical thinking
2. cognitive style	Field-depedent cognition	Field-independence cognition
3. cultural orientation	Relation orientation emphasizing the focus of others' feelings and psychology	Task orientation emphasizing individual efficiency and task and ignoring social clues
4. self-study learning ability	Poor independence, excessive dependence on teachers and parents, teachers' hints and guidance on learning objectives and contents	Emphasis on self-reliance and freedom, encouraging self-study and innovation, independent choice of learning objectives and contents
5. evaluation method	To make comparison with reference group to form self-perception	To have self-standard and to evaluate oneself through whether or not understand certain knowledge points
6. power distance	High power distance, respect teachers and their teaching, attend to lectures with lower learning initiative and enthusiasm	Low power distance, equality between teachers and students, active classroom, students' active participation into the teaching process

Figure 4: The comparative study of Chinese and American cultural genre (Chang, 2018)

Under the influence of Western culture, Western students pay attention to the task orientation of each individual, have strong independent learning ability, and the relationship between teachers and students is equal, so students can perfectly adapt to the teaching mode of the FC.

It can be concluded from Figure 4 that Chinese students pay great attention to collectivist thinking, they always concern other people's opinions, and value other people's feelings and psychology. When learning independently, they have poor independence and rely excessively on teachers and parents. They need to learn from teachers' tips and guidance to achieve the purpose and complete the learning tasks. Therefore, when Chinese students accept a new teaching model to learn, they need a lot of communication between teachers and students, as well as constant adjustment to the teaching model. These are the key points that Chinese teachers and learners need to pay attention to, since the Chinese-style FC needs to be adjusted according to these cultural characteristics of China.

2.6.2 Attitudes of students' parents to the FC

According to Wei and Liu (2016) , in 2012, the American Educational Research and Consulting Company stated that among 453 teachers who adopted the FC, 67% of students said their scores increased, and 80% of students' learning attitudes improved. Western students have high autonomy , parents have a low degree of participation in the learning process of students. They believe that the FC model can help move many traditional "homework" out of the family.

2.6.3 Student parents' attitude

On the contrary, many Chinese parents are resistant to the FC. There are three reasons for this resistance:

- a)The current implementation of the FC in China is only at an experimental stage and is not mature enough. Therefore, it lacks a large amount of

data support. Many parents cannot accurately understand the model of the FC and its effects from literature materials.

b)With the emergence of the new teaching model of the FC, teaching is mainly done through network technology. Most Chinese parents believe that students should not use the network too much. They think that the use of multimedia technology for education is not the correct way for education and will cause students to waste time and lower their grades.

c)When using the FC teaching method, students have more time for independent learning, and family education plays a particularly important role in it. The implementation of the FC requires parents to provide mobile phones or computers, as well as a certain degree of supervision. For example, some teachers require parents to have a certain understanding of students by observing their performance or habits in watching instructional videos, and after that, through communication, parents can better cooperate with teachers to take certain measures to promote students to improve their learning effects. But due to the busy work of parents, many parents refuse to take on more educational responsibilities.

Therefore, in order to better implement the FC in China, Chinese educators and teachers need to better publicize the FC teaching mode, so that parents of students can better participate, thereby promoting learning effects.

3.METHODOLOGY

This study uses two research methods, a questionnaire survey and a teaching unit design to analyze the views of learners and teachers who use the FC in ESL teaching. So far, there are few empirical studies on the effectiveness of the FC method in China, especially in terms of specific operations. There are also very few empirical studies on this pedagogy published on the

considerations inherent in designing the FC instructions in any area (Moran, 2014). Therefore, this study will first analyze the data results of the questionnaires to study the specific steps that are more suitable for Chinese-style FC courses during the entire implementation process, and then design a 5-courses teaching unit, based on the inherent factors of Chinese ESL teaching.

3.1 Learners' Questionnaire

The whole process of the questionnaire survey is divided into three phases, preparation, implementation and analysis.

The preparation phase includes the theoretical background investigation and collation, the design of the questionnaire, revision and finalization. The theoretical background survey is based on papers found through Google Scholar, CNKI and other websites. The survey questionnaire is designed using two media, Google drive and Tencent questionnaire. The original Questionnaire for both teachers and learners have been attached as independent files on the UPV Ebrón academic platform.

The implementation phase includes contact with the target population, field observation and data collection. Since the target population and location of the survey are in China, the local survey cannot be conducted, so the two schools are selected as the data collection sources. In this study, Xinxiang College and the AngLe Education Center Xinxiang Branch were taken as the samples to collect relevant data of students and teachers. The analysis phase includes data collection, tabulation, and analysis. And the use of Excel and Word to summarize data and make tables..

3.1.1. Questions for learners

Through this questionnaire survey, we expect to find out the current status of using the FC to learn English in China, and the learners' perception of this methodology. The subjects of the questionnaire are ESL learners in China.

There are 13 questions in this questionnaire, the questions include the age of the learner, the teaching situation of the FC, and the learner's interest in the FC, etc. The complete questionnaire is attached to Appendix I.

3.1.2 The questionnaire's theoretical background

This questionnaire for learners is based on the implementation of the FC, students' autonomous learning, students' performance in the classroom, student s' satisfaction, and the role of parents in students' learning.

(1)The implementation of the FC

It has been claimed that the ideal length for the video lesson is eight to twelve minutes.(Greg, 2011) .Learners pay attention to the characteristics of short duration, which is conducive to the sharing of knowledge content, and integrates new courses through the reconstruction of knowledge points.(Y. Zhang, 2015)

The combination of micro-video courses and the FC can allow learners to solve the shortcomings of improving traditional experimental teaching, and help to incorporate cutting-edge information and knowledge of the subject into experimental teaching, improve students' learning initiative, enthusiasm and creativity, and improve students' practical ability and innovative consciousness (H.Y. Zheng, 2020).

The advantages of the "flipped class" applied to English teaching can be reflected in several aspects, It helps to cultivate students' initiative and enthusiasm in learning. Students can control the pace of learning by themselves. The application of the "flipped class" will help students in their reading and learning in the future. Junior high school students can use a variety of learning strategies to understand the content of the article (Y. Zhang, 2015).

(2) Students' autonomous learning

H.Y. Zheng (2020) stated “ the micro-video course is short, usually about 5-10 minutes, and has various forms.” It is easy for learners to use fragmented time to learn and adapt to learning. And according to Wei & Liu (2020), students change from passive learners to active learners , and their independent learning ability is improved, students can further understand, consolidate and apply pre-class knowledge, and complete the internalization of knowledge.

(3) Students' performance in class

In the classroom, there will always be students who like to ask questions and who like to think. This group of students tend to have better academic performance. Of course, there are also lazy students who are reluctant to think. This type of classmates often have poor grades. Moreover, in the teaching mode of the FC, due to the expansion of class time and class location, teachers cannot communicate with every student in time. Therefore, if they set the same goals and arrange the same content for students, it will be difficult for students with poor foundations to get the teacher's guidance in time, and then it will be difficult to keep up (Zheng H.Y. 2020).

(5) Students' satisfaction

The results of the questionnaire show that 90.6% of students think the FC is pleasant, 72.5% of the students think that their interest in English has been improved, and 90.6% of the students think that self-directed learning before class is very important and helpful to learn (Liu R.J.2018). Therefore, I set up a question to investigate which one students think can improve most after learning through the FC methodology. As a new way of teaching, students like the FC teaching model, to a certain extent, this teaching model has a certain sense of freshness for students(Zheng H.Y. 2020).

(6) The role of parents in student learning

Wei & Liu (2020) state that teachers should strictly control the quality of students' homework, communicate with parents and let them supervise their children to complete their homework and cooperate with teachers.

In the process of students' extracurricular learning, parents not only need to supervise the students' learning, but also need parents to give some help when students encounter some problems that cannot be solved.(Wang & Wang, 2014).

The above is the theoretical background of the questionnaire designed for students. The next part will introduce the theoretical background of the questionnaire designed for teachers.

3.2. Teachers' Questionnaire

3.2.1 Questions for teachers

Through this questionnaire survey, we want to find out how teachers implement the FC to teach English in China, and the teachers' perceptions of this methodology. The subjects of the questionnaire are Chinese ESL Teachers. There are 10 questions in this questionnaire, the questions include teachers' teaching experience, the implementation of the FC, the preparation of teaching resources, the teaching evaluation system, the acceptance of students, and the communication with students' parents, etc. The complete questionnaire is attached to Appendix II.

3.2.2 The questionnaire's theoretical background

(1)The implementation of the FC

The FC as a teaching mode that subverts traditional classroom teaching and learning, brings not only changes in teaching concepts and teaching methods, but also changes the role of teachers. In this

new era of education, college teachers must change their educational concepts, update educational methods, change teaching methods, and re-understand their own positioning.

According to Mao (2018) , only by actively promoting the transformation of roles with the help of a variety of ways and means, the new tasks and roles given to teachers in the information technology era can be completed. The FC can improve students' ability of independent learning and thinking which is weakened under the influence of traditional exam-oriented education. Imparting knowledge and demonstration teaching are only the basic tasks of teaching. More importantly, they promote students' learning, reduce their dependence on teachers, and greatly improve their innovation ability.

(2)The preparation of teaching resources

There are many online education platforms in China with a variety of multimedia teaching resources, including *The college boutique course network*, the *Chinese elementary and middle school education and teaching network*, the *Chaoxing video teaching network*, the *Netease open course network*, and the *micro-course network* (高校精品课程网、中国中小学教育教学网、超星视频教学网、网易公开课程网、微课网等) . They have also accumulated a wealth of teaching video resources (Good Course Flipped Classroom, 2018) .

(3)The teaching evaluation system

Classroom assessment and evaluation is an important part of teaching, and the same is true in the FC education. (Mao , 2018) But this teaching mode has high requirements for classroom communication and evaluation.The curriculum should adopt a formative evaluation system to detect and supervise the students' self-learning process and integrate the evaluation process into the teaching process so as to promote the occurrence of students' autonomous learning behavior (R.J. Liu , 2018) .

(4) The acceptance of students

In some FC implementations, students pay little attention to the video learning tasks assigned by teachers, thus failing to complete the learning tasks remaining in a passive state in class.

According to Li and Liu (2018) , if the students do not preview in advance, they will not be clear about the general content of the teacher's next lecture and will not be able to clearly understand what the teacher is talking about when they are studying. They will set the exercises in the textbook with the teacher's solutions during after-school training, which seriously affects the efficiency of the learning process. On the other hand, there will always be students who like to ask questions and who like to think. This group of students tend to have better academic performance. Of course, there are also lazy students who are reluctant to think. This type of classmates often have poor grades.

Moreover, in the teaching mode of the FC, due to the expansion of class time and class location, teachers cannot communicate with students in time; and set the same goals and arrange the same content for students in teaching. This will make it difficult for students with poor foundations to get the teacher's guidance in time, making it difficult to keep up with the progress (Mao, 2018) .

(5) The communication with students' parents

Many parents still have doubts about the FC model, which requires a certain amount of time to let them understand. Therefore, when trying the F C teaching model, the school needs to strengthen communication with parents. The FC can be more successful only with the support of the parents' role (Wang & Wang,2014).

After introducing the theoretical background of the teacher-based questionnaire, the following will present in detail the background of the two questionnaires and the respective participants.

3.3 Survey background and participants

In an English classroom that uses the FC as a teaching method, the roles of teachers and students have changed, the focus of the teacher's in the classroom has changed, and the learning methods of students have also changed. Traditional English classroom teaching has been widely criticized for failing to provide personalized teaching and a lack of practicality of English.

Although teachers in traditional classrooms have tried to change courses and abilities for learners with different interests, it is still difficult to provide customized guidance to help each learner find their own way. The FC is considered a potential solution for many problems. It is designed as a true learner-centered model, not a learning or teaching-centered model(Nie, 2015).

In order to better analyze the operation of the FC in China, students' cognition and acceptance of the FC, as well as different problems faced by teachers when using the FC, the questionnaire of this study is divided into two parts, one for learners and one for teachers.

3.3.1 Questionnaire for learners

In order to better understand the views of Chinese learners of all ages on the FC, the target population of this questionnaire includes learners from 7 to 23 years old. A total of 50 students completed the questionnaire survey, the data source includes students from 2 schools.

A. The students majoring in English Education at Xinxiang College.

The students of this major have received oral English classes with the FC teaching mode in their freshman year, they are familiar with the FC teaching mode, which meets the criteria for completing the questionnaire.

B. Learners of AngLe Education Center in Xinxiang City.

AngLe Education is one kind of unique educational institution of China, which means that parents entrust students to the tutoring institution, every

day after school or on weekends, students stay in the education center, 6 hours per day from Monday to Friday, and many students stay in the education center all day on weekends. Students write homework and study during this time period. The courses they learn include writing, Mathematics, English, Calligraphy, and other different subjects, and are equipped with a full set of teaching materials. There are two reasons for the popularity of such educational centers in China: (1) The first reason is because of the busy work, it makes Chinese parents have no time to send students to school, pick them up after school and supervise them to do homework at home. (2) The second reason is that Chinese parents attach great importance to the education of students and believe that the knowledge learned at school is far from enough, and students need to study different subjects in tutoring classes outside the school in order to meet the requirements of students' learning goals in China's educational environment.

Actually, this kind of educational center is the second family of the students. The students of the Xixiang AngLe Educational Center have received courses with the FC as the teaching mode in the English classes. Therefore, they have a certain understanding of the FC teaching model, and meet the criteria for completing the questionnaire.

3.3.2 Questionnaire for teachers

In order to better understand the views of Chinese teachers with different teaching experiences on the FC teaching model, the target group of this questionnaire includes teachers with 2 to 25 years and more of education experience. A total of 16 teachers completed the questionnaire survey, the data source consists of two parts:

A. Students who graduated from the English education major of Xixiang University in 2018.

The students who graduated from this major have devoted themselves to teaching English in elementary and junior high schools. They have learned

the teaching model of the FC during their college years, but because the FC is not widely applicable in China, therefore, only 3 teachers have used the FC as a teaching mode to teach English, and completed the questionnaire for the study as required. The three teachers are from Xinxiang Railway No. 1 Primary School, Renmin Road Primary School, and Zhengzhou No. 2 Primary School.

B. Teachers from Angle Education Center in Xinxiang City.

The AngLe Education Center has 5 branch schools in Xinxiang City, which are located in Muye District, Xinhua District and Zhongyuan District. Two of them are located in Weibin District. Xinxiang City is a small third-tier city in China. The level of education development is not high. Weibin District is in the center of Xinxiang City, most of the students' families have better financial conditions. On the other hand, Zhongyuan District and Xinhua District are suburbs of Xinxiang City, the family situation of most students is relatively poor. Parents of students from these different schools received different levels of education, and they place different emphasis on their children's education and have different views on the use of new media for teaching. Therefore, the teachers of these five tutoring centers are in contact with students and parents of different levels. Based on the survey of these teachers, it can be shown a more comprehensive understanding of the implementation of the FC in China.

Some of the teaching materials used by teachers in the ESL class are supplemented by the teaching materials sent by the AngLe Education Headquarters. Therefore, they use roughly the same teaching model, and because of the special educational institution of the educational center, the students spend most of the time in the center, so most teachers have used the FC as the teaching mode of ESL teaching, and 13 teachers of the 5 educational centers have completed the questionnaire.

3.4 Implementation of the questionnaire

Since the written work of this research was conducted in Spain, Google drive was used to compile and modify the questionnaire in the initial preparation stage. Later, due to the fact that Google drive could not be used to fill out the questionnaire in China, the two questionnaires were rewritten on the Tencent questionnaire. Moreover, since most of the survey targets are students in elementary and middle schools, the original English version of the questionnaire is saved on Google drive, and then the Chinese version is sent to the target population. The survey is completely anonymous and voluntary, and the target data set is 50 ESL students and 15 ESL teachers.

3.4.1 Implementation of the questionnaire for students

- Elementary school students

First, after contacting the principal of AngLe Education Xinxiang Branch school, it seems that many primary and secondary school students are not allowed to use mobile phones due to their young age. Through the principal, the link of the questionnaire was sent to the WeChat parents' group , and then the principal communicated with the parents, and explained the objectives of the investigation. After that, parents were asked to act as an intermediary, and 31 students completed the questionnaire.

- College students

The English education major of the Foreign Languages Department of Xinxiang University has a total of 13 compulsory courses. Among them, the three courses of oral English, English reading and English-Chinese translation have used the FC as the teaching mode. Then after contacting a student from the class of 2019 in this major, he posted the link of the questionnaire to the WeChat group in his class as an intermediary, and 19 college students completed the questionnaire.

3.4.2 Implementation of the questionnaire for teachers

– English teachers who graduated from Xinxiang College in 2018

During the implementation phase of the survey, current English teachers who graduated from the School of Foreign Languages major contacted over Wechat. According to the survey, there are 3 teachers who have 2 years of education experience and have used the FC teaching mode to teach English. The link to the questionnaire was sent to them via WeChat and all answers were completed.

– English teachers of AngLe Education Center

Firstly, through the information provided by the principal of the Xinxiang branch school of education, it is assured that there are 5 branch schools in Xinxiang at present, most of their teachers have used the FC as a teaching mode. After that, the link to the questionnaire was sent to the teacher group through WeChat group, 13 of them completed the content of the questionnaire.

The implementation of this questionnaire began on August 17, including sending links to target groups, communicating with students, parents and teachers. Chinese schools officially started classes on September 1st after summer vacation, and the response to all target data completed on September 3.

4.RESULTS

In this section the questionnaires' results are presented. The original data have been attached as independent files on the UPV Ebrón academic platform.

4.1. Student's questionnaire results

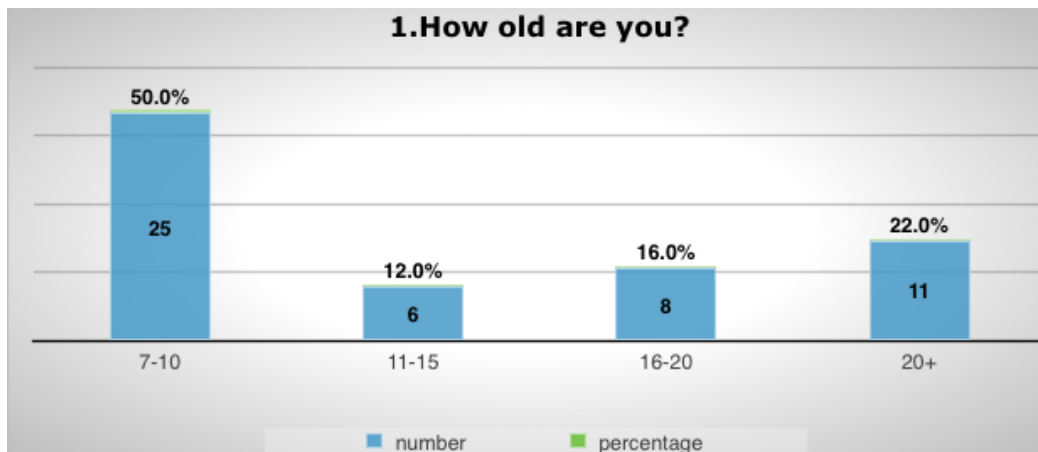


Figure 5. (Q1): Age of the students

There are 13 questions in the questionnaire for students, 11 of which are multiple-choice questions and 2 are short-answer questions. All questions are mandatory. In total, 50 students completed the questionnaire.

The selected students are from different schools, and the grade span is large, which ensures the randomness of the research objectives in this study, in this way we can better understand the perceptions of Chinese ELS students on the FC methodology. As can be seen from the data in the histogram of Figure 5, there are twenty five students aged 7-10, accounting for 50% of the total number, six students aged 11-15, accounting for 12%, eight students aged 16-20, accounting for 16%, and there are eleven students over 20, accounting for 22%.

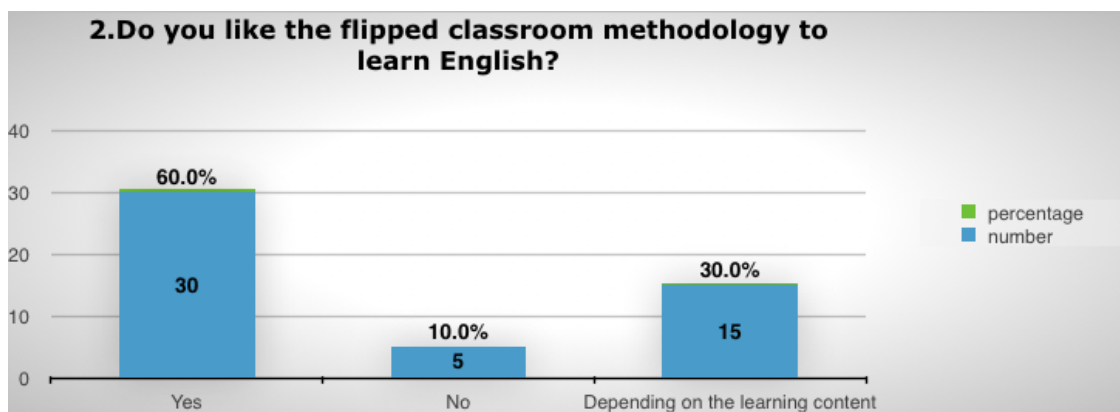


Figure 6. (Q2): Acceptance of the students

From the data of the second question (Figure 6), thirty students like to use the FC to learn English, accounting for 60%, five students do not like to use the FC to learn English, accounting for 10%, fifteen students think it might be considered whether to use this learning method according to the content of learning, which accounts for 30%.

It can be seen from these data that the implementation of the FC in China has a great prospect. For those students who like this learning method, they indicate that they accept this more active learning method-, it is very helpful and implies a positive meaning for both learners and educators. For students who think that this way of learning should be based on the content of learning, there are two explanations:

- a) It is due to the misunderstanding of Chinese students, for whom only some highly theoretical content can be used as the teaching content of the FC.
- b) Some students think that the content they need to learn at home is relatively difficult and cannot be mastered well.

These aspects will be analyzed in the implementation and conclusions of the following teaching units.

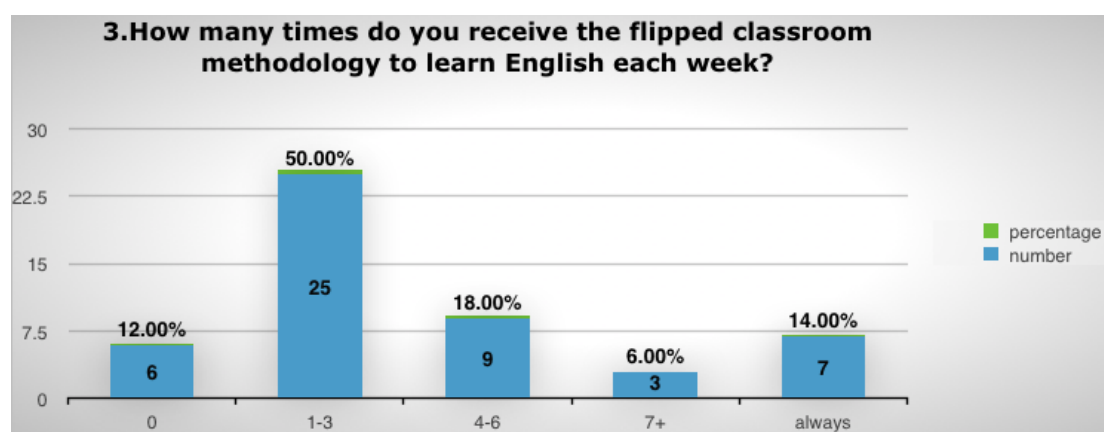


Figure 7. (Q3) :Frequency of the FC

In the preliminary preparation stage of the questionnaire, it has been determined that all the learners who participated in the questionnaire have used the FC learning methodology to learn English.

From the data of the third question (Figure 7), it can be seen that 6 students use the FC learning methodology every week; 6 students who have 0 lessons means that they only use this model to learn English occasionally, accounting for 12%; and there are 25 students taking 1-3 lessons per week, accounting for 50%, which indicates that this is the most common frequency for the English class. There are 9 students who take 4-6 classes per week, accounting for 18%, and the number of students who take more than 7 classes per week is 3, accounting for 6%. There are 7 students who have been always using the FC to learn English, accounting for 14%.

We can draw conclusions from the data that the FC is currently in the trial stage in most courses in China, this teaching method is only used occasionally for teaching. Therefore, students' opinions are relatively limited and subjective. Nor can we find out the benefits of implementing the FC for ESL learning in detail, or some of the problems that arise. Therefore, in the following stage of the teaching unit, a proper FC teaching unit for 5 consecutive classes of English courses will be designed, to better summarize the feedbacks.

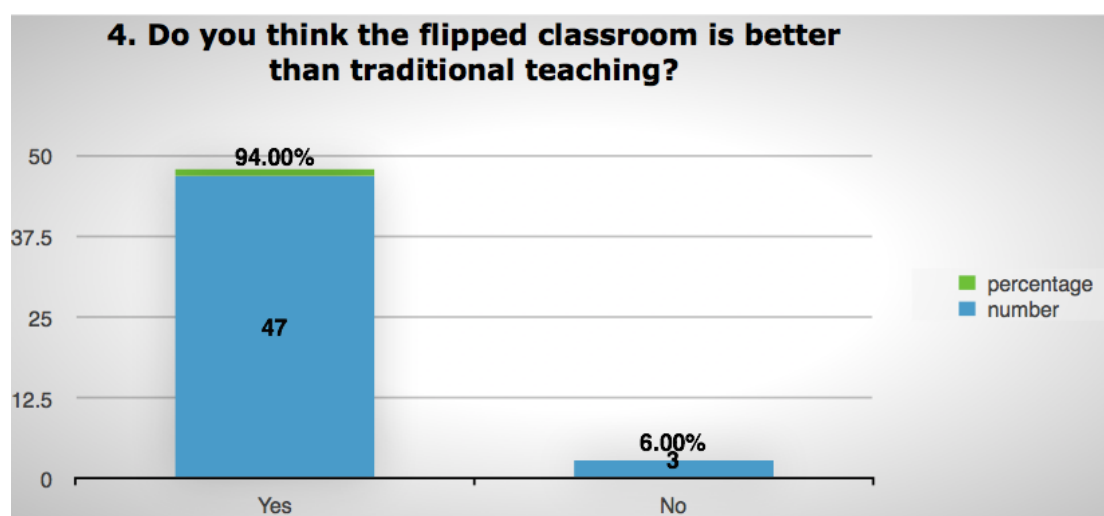


Figure 8. (Q4): Students' opinions on the FC and traditional classrooms

It can be seen from the data of the fourth question (Figure 8) that 47 students believe that using the FC to learn English is better than traditional classrooms, accounting for 94% of the total. Three students consider that the FC is not so good, but worse than traditional classrooms, accounting for 6%. This data is very positive, as it shows that Chinese students are satisfied with the FC teaching model. The traditional teaching model does not cover their needs and preferences. The student's mentality is very important in learning. In the following research, this data will be verified in more detail through feedback during the implementation of the teaching unit.

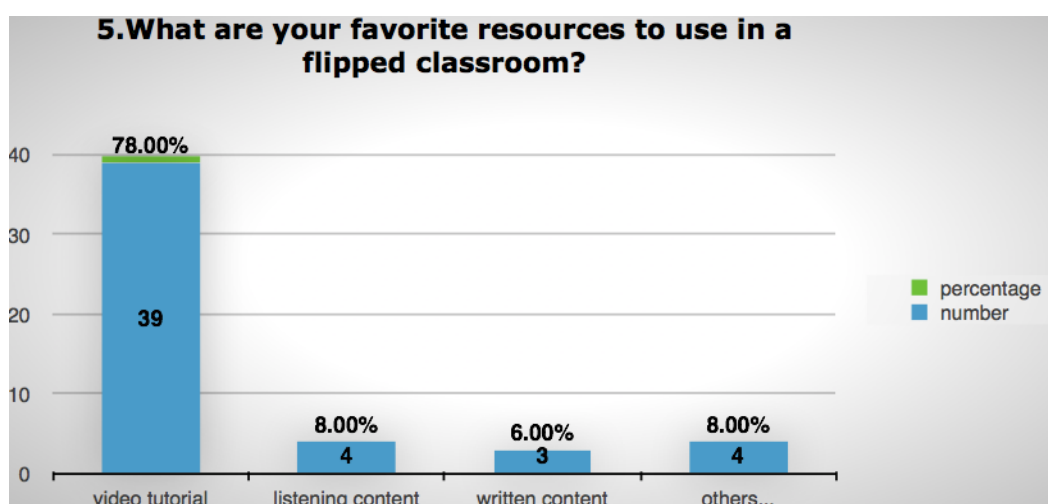


Figure 9. (Q5) : Students' favorite resources to use in the FC

The purpose of question 5 is to find out which teaching materials students like most when using the FC to learn English.

From the data of the fifth question (Figure 9), it can be seen that 39 students like video content the most, accounting for 78% of the total. Four students like listening content the most, accounting for 8%, 3 students like writing content the most, accounting for 6%, and 4 students like other contents, accounting for 4%.

Using the video as a medium is the most popular learning tool for students, and therefore it is also the most commonly used medium in the FC teaching model. Teachers can prepare high-quality materials that can be better accepted in the preliminary preparations for the FC according to students' preferences. Also, the length of the video, the design of the pictures, and the clarity are all important factors that teachers need to consider, to better improve the learning efficiency of learners.

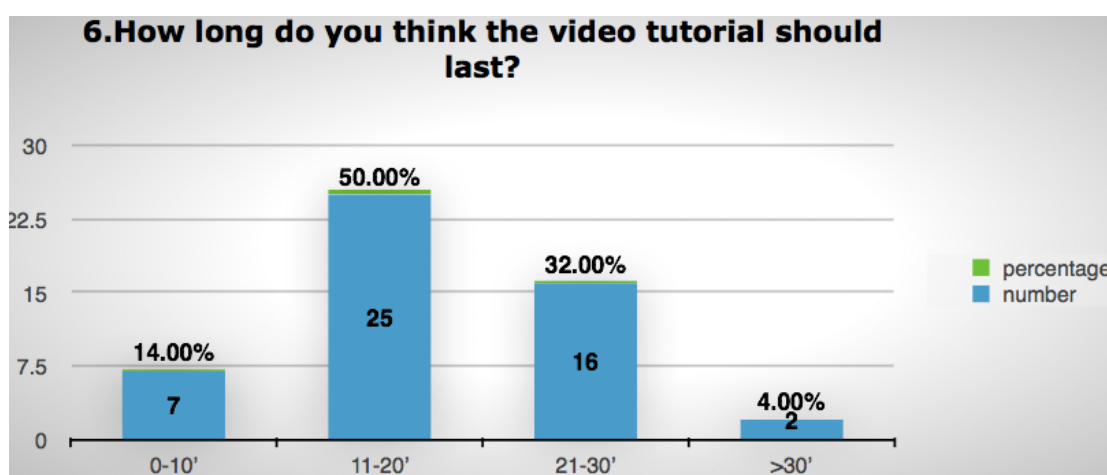


Figure 10. (Q6): Students' opinions on video length

The purpose of the sixth question is to find out the length of the videos that students like most in the implementation of the FC.

According to the data of the sixth question (Figure 10), we can see that 7 students like 0-10 minutes videos most, accounting for 14% of the total number of students, 25 students like 11-20 minutes videos, accounting for 50%, and 16 students like 21 -30 minutes videos, accounting for 32%, 2 students like longer videos, accounting for 4%.

This set of data illustrates the orientation of Chinese students to the length of the video. Unlike Chinese learners, the video content used in the FC in the Western countries is often about 5 minutes long, while Chinese learners normally think that this length is too short to include all the knowledge points,

and it is not easy for Chinese students to devote and concentrate on the learning content. In the design of the following learning unit, videos of different lengths are used throughout the course, and so more detailed feedback from both learners and teachers is gathered.

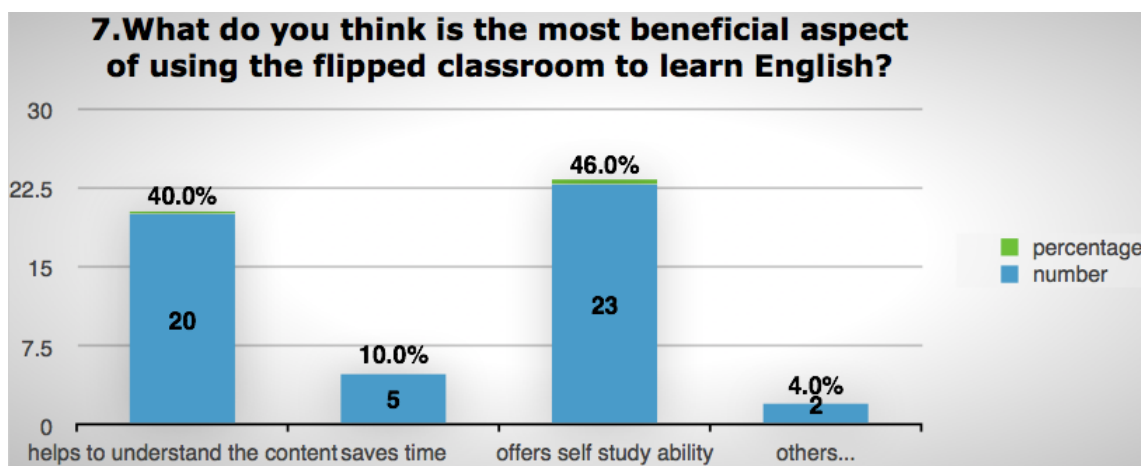


Figure 11. (Q7): Students' opinions on the most beneficial aspect of using the FC to learn English

The purpose of the seventh question is to find out what is the biggest advantage of using the FC to learn English in students' cognition.

According to the data of the seventh question (Figure 11), 20 students believe that the FC teaching model can better help learners understand the content of learning, accounting for 40% of the total. Five students think this way of learning can save time, accounting for 10%. Twenty-three students consider it provided learners with independent learning ability, accounting for 46%. Two students think other aspects also benefit, accounting for 4%.

In the opinions of the learners, providing independent learning ability is the most beneficial aspect they think the FC contributes to learn English, and under the influence of traditional education, it is also the learning ability that Chinese students lack most.

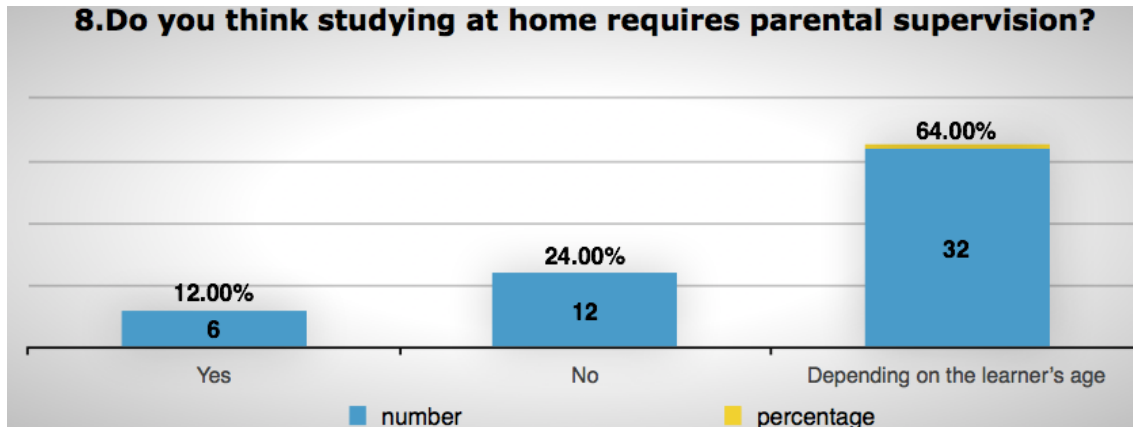


Figure 12. (Q8): Students' opinions on self-control

The purpose of the eighth question is to find out whether the part of self-learning at home needs parental supervision in the implementation of the FC from the perspective of the learner.

The data of the eighth question (Figure 12), shows that 6 students think they need parental supervision, accounting for 12%. Twelve students thought that they did not need parental supervision, accounting for 24%. Thirty-two students believe that it is necessary to determine whether parental supervision is required, based on the age of the learner.

This shows that most students believe that young students need parental supervision, because many young students have poor self-learning ability, insufficient self-discipline, and poor control of electronic devices. Older students do not need parental supervision, because older students are more capable of self-discipline and can more autonomously control their learning progress. And since a small percentage of learners consider that parental supervision is not needed, this might be implying this type of learners will not accept parental supervision during the learning process.

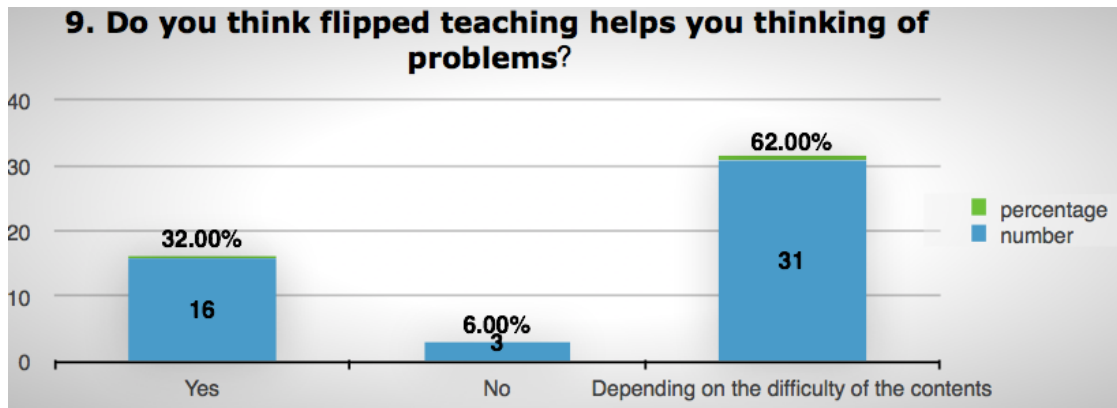


Figure 13. (Q9): Students' opinions on whether the FC helps them thinking of problems

The purpose of Question 9 is to find out whether students think the FC teaching model can help students think about problems.

As Chart 13 shows, 16 students consider this learning method can help them think better, accounting for 32% of the total number. For three students this way of learning cannot help them think about problems, accounting for 6%. Thirty-one students consider that to think about problems depends on the difficulty of the content they have learned, accounting for 62%.

Since Chinese teaching has always been known for "Cracking Duck" teaching, the content taught by teachers cannot be equated with what students really learn. Therefore, one of the most critical issues of the FC teaching model is how to improve the learning efficiency of students and make them think more about the content taught by the teacher.

It can be inferred from the data on this question that although a small percentage of the students have a positive opinion, more than half think that it can be only judged considering the difficulty of the course.

There are two reasons for this result:

- The teaching content delivered by the teacher before class is inappropriate, for example, the teaching video is too complicated, too simple, or does not highlight the teaching focus, so that students cannot reflect on their learning process at home.

- Teachers did not interact with students in the pre-class stage, so they could not correctly guide students' learning ideas, and could not solve the students' problems in time, thereby improving the learning efficiency.

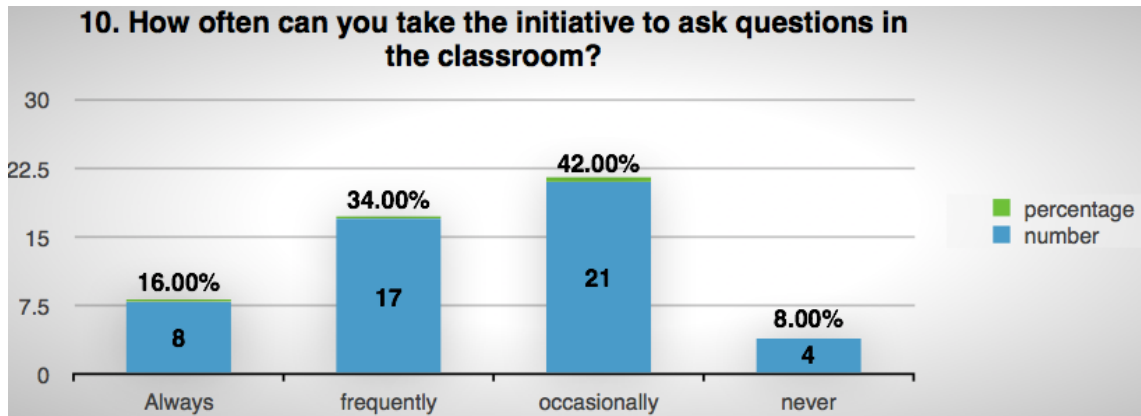


Figure 14. (Q10) : Frequency of students asking questions (with initiative) in class

The purpose of the tenth question is to understand whether or not students can take the initiative to ask questions in class under normal circumstances.

According to the data of the tenth question (Figure 14), we can see that eight students think they have been able to actively ask questions in class, accounting for 16%. Seventeen students thought they were often able to ask questions, accounting for 34%. Twenty-one students thought they were able to ask questions occasionally, accounting for 42%. And finally, four students thought they would never ask questions, accounting for 4%.

This data is not very optimistic. Most students can only ask questions occasionally in class. There are even 4 students who have never asked questions in class. Taking the initiative to ask questions is a very important aspect in the implementation of the FC. Before class, students need to think independently and summarize the problems encountered in learning, communicate with classmates and teachers in class, and get answers through group discussions and questions to teachers. The problems that can be solved in group discussions among students are limited. Some difficult and in-depth problems need to be asked to the teacher to get a conclusion.

The reason for the result of this data is that there are two very important points in China's educational environment.

A. The students are too shy or lack the courage to ask questions in class to get answers.

B. China's population is too large. As a result, in the vast majority of classes, there are often 50-70 students in a class. Teachers cannot cover everyone in class and take care of the learning progress of each student. There are very active students and less active students, and each student may have different questions. If the students cannot actively answer the questions in class, they may not have the opportunity to communicate with the teacher. This is an aspect that needs to be addressed in the implementation of the FC in China.

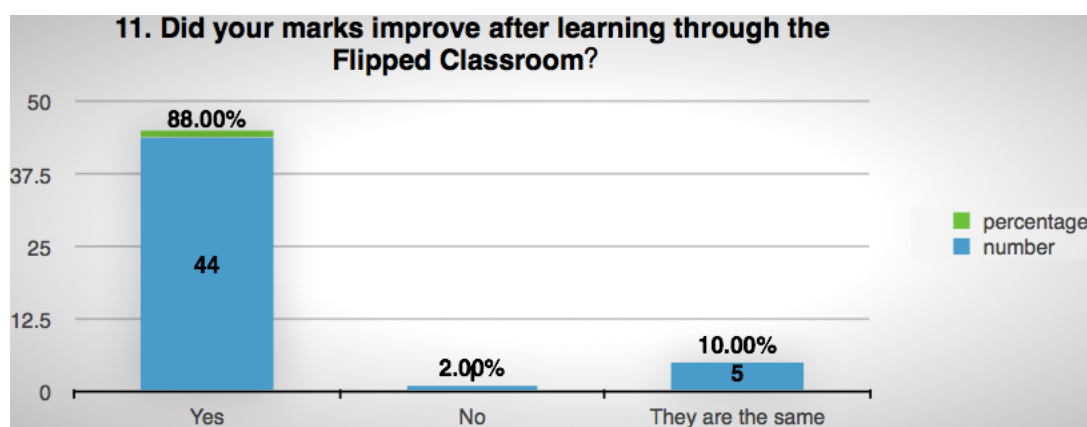


Figure 15. (Q11) : Students' opinions on the effect of the FC

The goal of Question 11 is to find out whether students think they have improved by using the FC in the process of learning English.

The data of the eleventh question (Figure 15) reveals that 44 learners believe they have improved, accounting for 88%. One student thinks that there is no improvement, and has a decline, accounting for 2%. Five students think it makes no difference whether or not to use the FC to learn English, accounting for 10%.

This data is very optimistic. The vast majority of students recognize the FC teaching model. The improvement of students' academic performance is the ultimate goal of trying different teaching models. This data proves that the implementation of the FC in China is very promising.

The purpose of question 12 is to find out what students consider is the biggest advantage of using the FC to learn English. This is a short answer question, the answers are attached in Appendix III. Some students did not think about this item deeply, they directly entered the answer simply with a word like "good", and other used the multiple choice answers given in Question 7 (for example: helps to understand the content). In addition, students gave the same answer but in different words expressing the same idea, so they have been classified under categories or concepts. These concepts have been marked in bold font and that is the reason why they are more valuable after filtering.

Learners consider that the advantages of the FC include the ability to watch the teaching videos repeatedly and master the learning progress by themselves, which is more interesting than traditional classrooms. This methodology can improve English listening skills and it is more convenient, efficient, flexible, etc., in the learners' opinions.

Among those answers, improving self-learning ability is the most filled-in answer. Students have realized that they are more autonomous and active in the learning process than before using the FC to learn English, which is undoubtedly very beneficial. In the long run, it can essentially improve students' learning attitude and academic performance.

The purpose of question 13 is to find out what students think is the biggest disadvantage of using the FC to learn English. This is also a short answer question, and the answers are attached in Appendix IV. Learners believe that the disadvantage of the FC is consists in the fact that they cannot communicate with teachers in a timely manner. Other issues are mentioned,

for example: parents do not allow them to work with the computer; some teaching content is too complicated to understand; impairs eyesight; limited thinking; insufficient self-discipline after class; the FC cannot get timely correction of English pronunciation; inconvenient use of multimedia resources; etc. Among all the answers, “No” is the most answered one. This may indicate that the students have not thought about different disadvantages of the FC, or it might imply that the students think that compared with traditional classrooms, there is no disadvantage with this teaching method and they can perfectly accept it.

After analyzing the entire questionnaire, it can be concluded that most students like this teaching methodology. They believe that the FC can help them improve their academic performance and enhance their learning ability. At the same time, we also found some problems and difficulties encountered by some students in the learning process, including adaptation to the teaching methodology, appliance of teaching resources and self-consciousness of learning, etc. These points will be noticed and adjusted reasonably in the following teaching units, in order to allow students to have a better learning experience.

4.2 Teachers’ questionnaire results

There are 10 questions in the questionnaire for teachers, All of them are mandatory. In total, 16 ELS teachers completed the questionnaire.

The sample of teachers selected in this study comprises different schools, teachers with different teaching experience and different ages, which ensures the randomness of the research objectives in this study. In order to get a good understanding of Chinese English teachers’ views on the FC, a total of 16 teachers participated in the questionnaire responses.

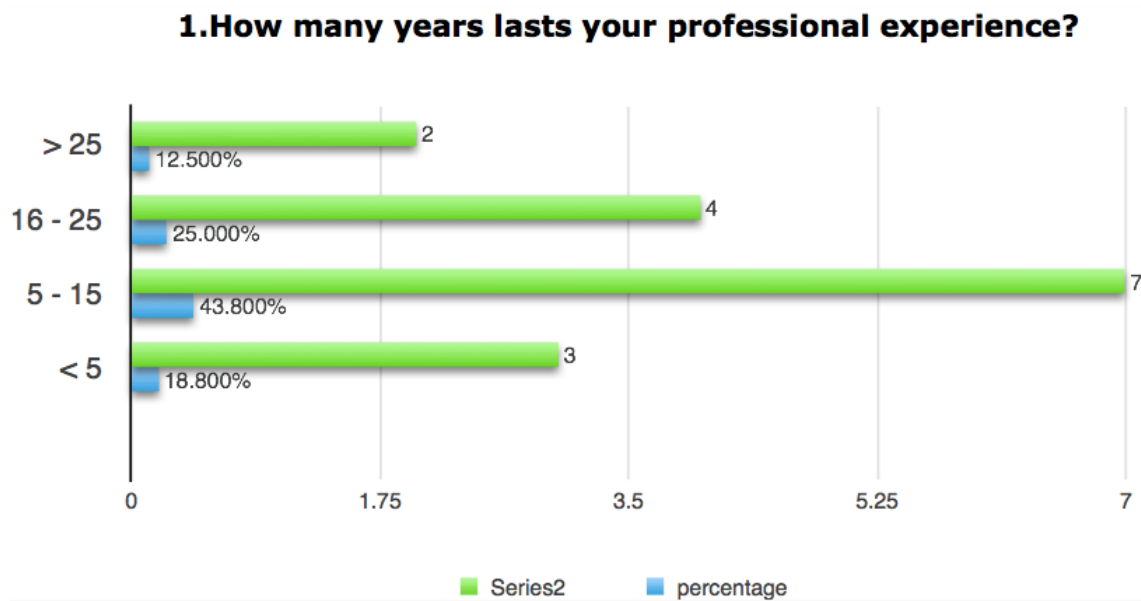


Figure 16 (Q1): Years of teacher's teaching experience

As Chart 16 shows, only a minority, 3 teachers, have less than 5 years teaching experience, accounting for 18.8%; 7 teachers with 5-15 years of teaching experience, accounting for 43.8%; 4 teachers with 16-25 years of teaching experience, accounting for 25%, and 2 teachers with more than 25 years of teaching experience, accounting for 12.5%.

The FC methodology is very different from the Chinese traditional teaching method, the role of teachers changes and the use of multimedia is particularly high. Therefore, it is necessary to understand the teachers' perception of the FC, including different ages and teaching experience. In this way, more comprehensive adjustments to the implementation of the FC in China could be made.

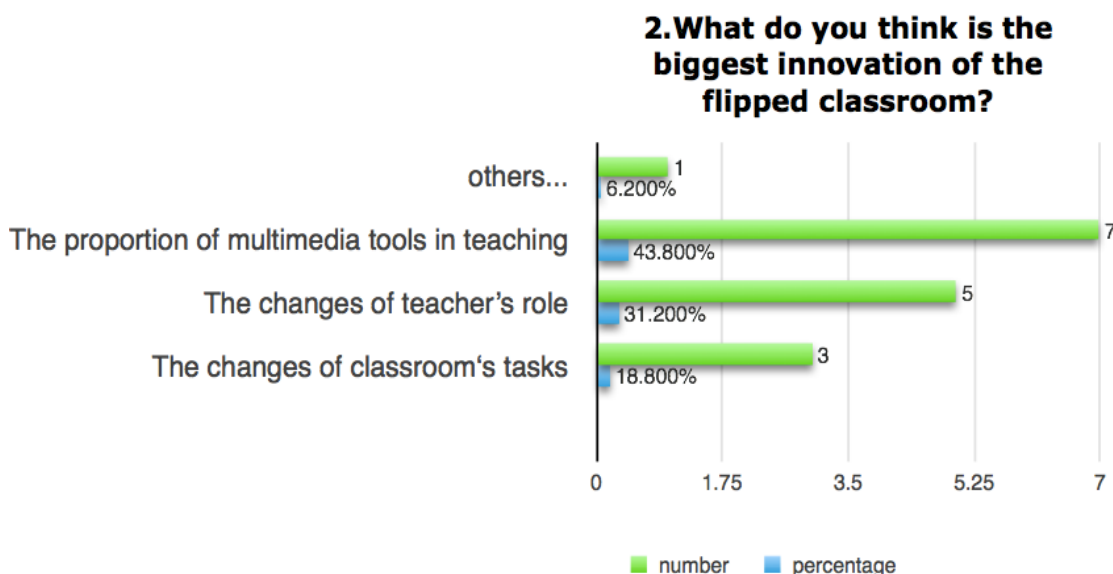


Figure 17 (Q2): Teachers opinion on the biggest innovation of the FC

The purpose of the second question is to find out what teachers think is the biggest innovation of the FC teaching method compared to the traditional teaching method.

Figure 17 shows that 3 teachers consider that the greatest innovation is the task of teachers, accounting for 18.8%. Five teachers believe that the role of teachers has changed, accounting for 31.2%. Seven teachers believe that multimedia tools are used in teaching, accounting for 43.8%. One teacher believes it is other (but he/she did not offer a specific answer) , accounting for 6.2%.

The proportion of multimedia tools used in the FC has greatly increased. This is a very big innovation for ESL teachers. Most teachers who participated in this questionnaire have great teaching experience, for them, multimedia tools are new and they were quite unfamiliar with them, they rarely use multimedia tools in their previous teaching.

From the teacher's point of view, this new teaching method has its advantages and disadvantages. On one hand, one of the advantages is that in the teaching process, teachers can find very high-quality teaching resources from the Internet. By learning and using those resources, they can achieve their own progress and improve the quality of teaching. On the other hand, the disadvantage is that some teachers are not good at using multimedia tools, therefore they cannot use this new teaching method well. In the future, this problem is likely to be solved through the research of network teaching platforms.

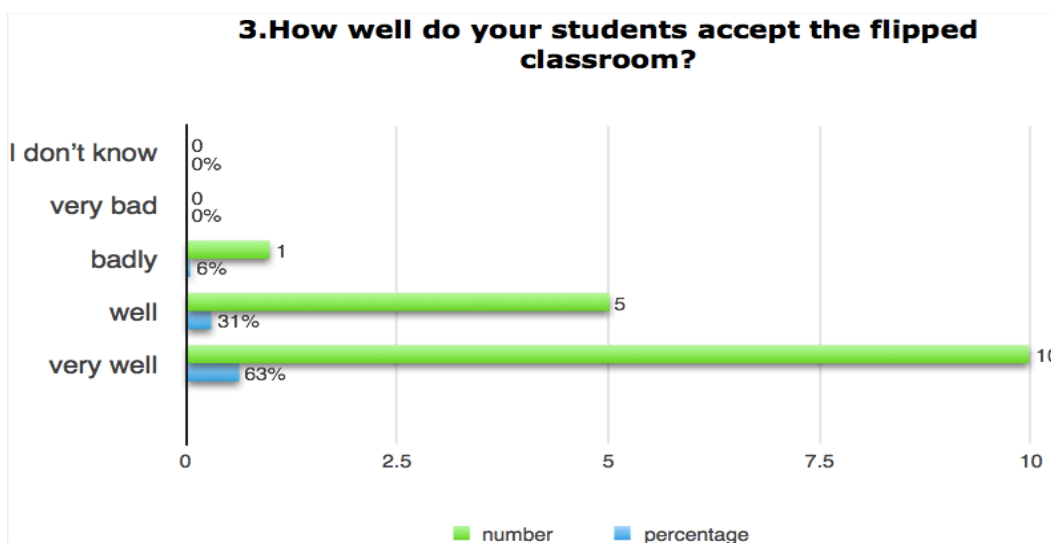


Figure 18 (Q3): Teachers opinion on students' acceptance of the FC

The purpose of the Question 3 is to understand how teachers think Chinese students accept the FC.

According to the data of the third question (Figure 18), 10 teachers believe that the students' acceptance of the FC is very positive, accounting for 63%. Five teachers thought the students' acceptance was good, accounting for 31%. One teacher thought the students' acceptance was not good, accounting for 6%.

The data is very positive, as it indicates that the acceptance of the FC among Chinese students is very high. ESL teachers believe that students can accept this new teaching method. On this basis, the research on the FC can be carried out better, as teachers will have more confidence, and students will better support the implementation of the FC.

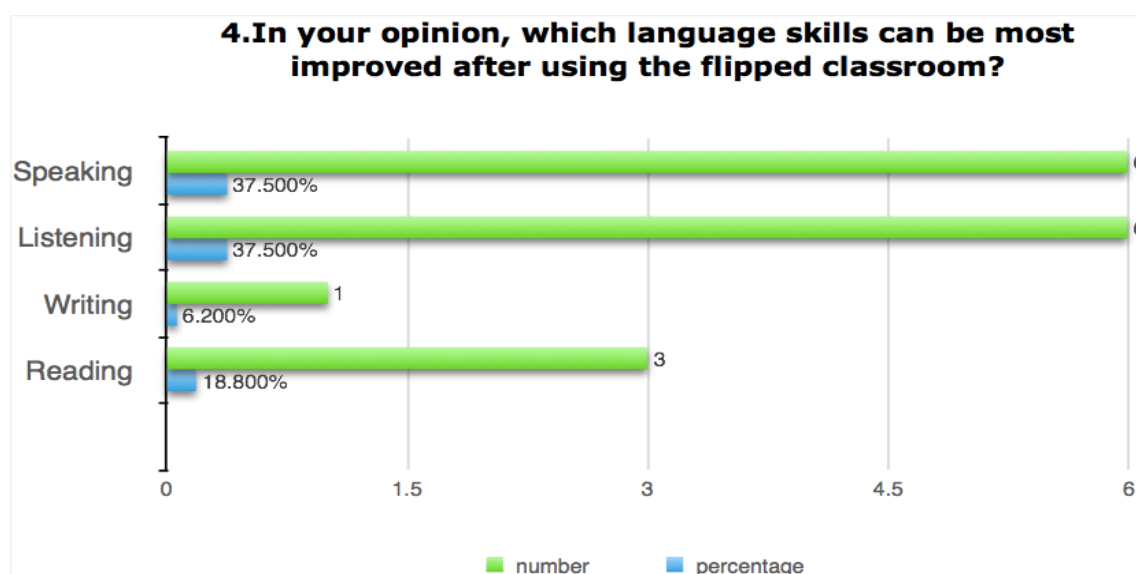


Figure 19 (Q4): Skills that teachers consider can be more improved through the FC

The purpose of the fourth question is to understand what kind of English skills have been improved the most by learners after using the FC teaching methodology to teach English.

As Figure 19 shows, six teachers think listening skill may be more improved through FC, accounting for 37.5%. One teachers consider are reading skill, accounting for 18.8%. One teacher thinks is writing skills, accounting for 6.2%. Six teachers think are speaking skill, accounting for 37.5%.

Listening skills and speaking skills are the two areas that teachers think can be mostly improved. At the same time, these are also areas that Chinese students are relatively poor at. In the traditional English classrooms in the past, i.e. an exam-oriented educational model, teachers focused on the

explanation of grammar. If students' listening ability and speaking ability are not improved, they will not be able to develop a language sense of English and learn English well. Therefore, during the design of the following teaching units, the training of listening and speaking skills will be emphasized.

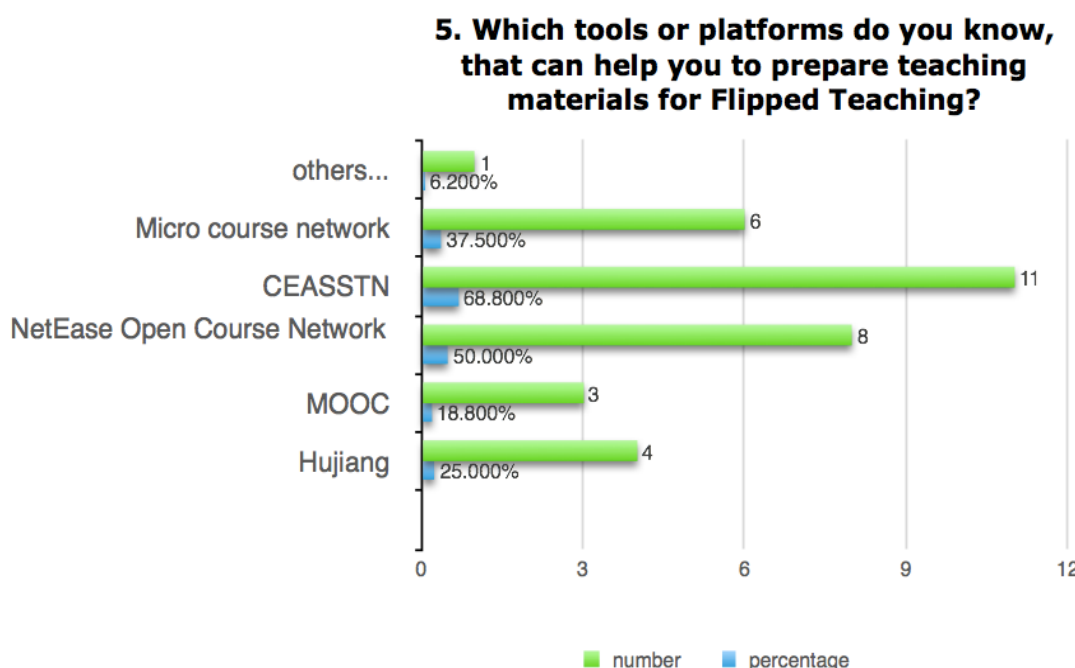


Figure 20 (Q5): Education platform used by teachers

The purpose of the fifth question is to find out what kind of teaching platform teachers think can help students prepare teaching materials.

Since the FC teaching method requires the support of multimedia platforms and resources, it is very crucial to understand the teaching platforms most commonly used by ESL teachers. In this way, a suitable platform could be used in the implementation of a subsequent teaching unit, in order to help teachers who are not familiar with this teaching model to better operate.

This question is a multiple-choice question. According to the data (Figure20), four teachers chose *HuJiang*, three teachers chose *MOOC*, eight teachers chose *NetEase Open Course Network*, and eleven teachers chose *China*

Elementary and Secondary School Teaching Network, six teachers chose *Micro-class* network, 1 teacher chose others.

CEASSTN, also known as China Elementary and Secondary School Teaching Network (中国中小学教学网) is currently the most commonly used teaching platform for English teachers in China. The reputation and quality of this education platform is substantial, with a large number of users, not only primary and junior high school students, but also primary and junior high school teachers, and many university teachers also use the resources of this education platform.

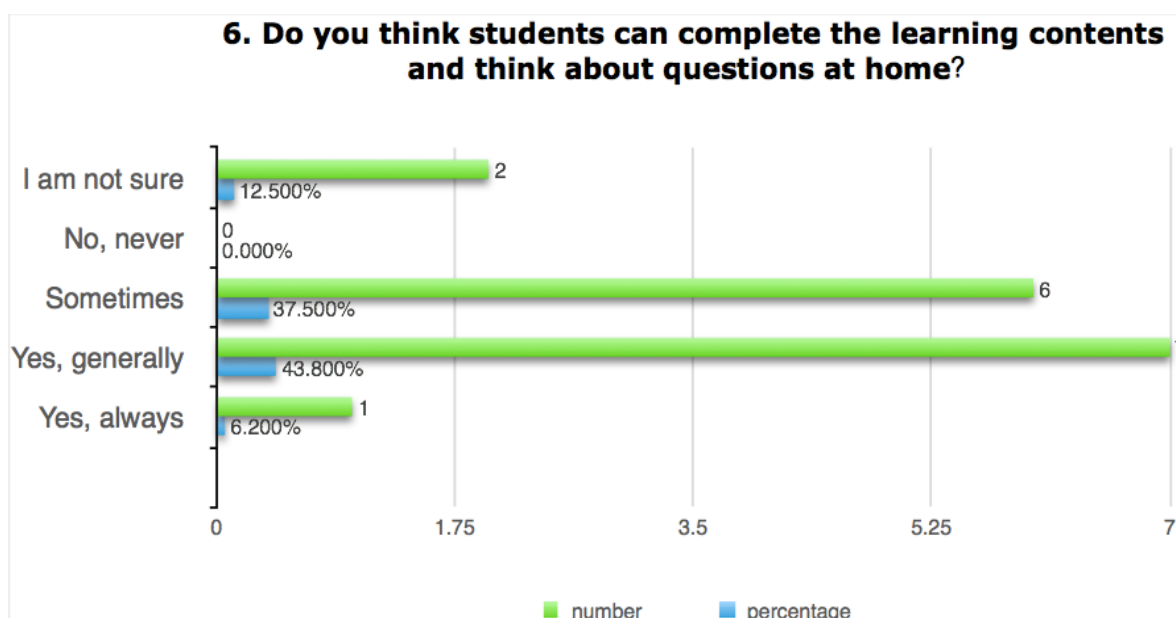


Figure 21 (Q6): Teacher's opinion on students' self-discipline

The purpose of the Question 6 is to find out whether teachers believe that students can complete the tasks assigned by the teacher at home, complete the learning content, and independently think about some of the problems encountered in the learning content.

According to the data of the sixth question (Figure 21), only one teacher chooses “always”, accounting for 6.2%. Seven teachers think that students can do it generally, accounting for 43.8%. Six teachers think it is sometimes

possible, accounting for 37.5%. Two teachers think they are not sure, accounting for 12.5%.

The results of this data reflect the learning status of most Chinese students, and at the same time the teachers' concerns about this teaching model. This is the most important point for Chinese students' ESL teaching. First, students' self-discipline abilities are different. Some students are very lazy. When the teacher asks them to complete the learning content at home, such as watching a video, and discuss with the teacher in class afterwards, the students may not have enough self-discipline to prompt them to complete the learning requirements. Second, the learning content of the FC requires students to think while watching videos, rather than simply browsing. Since English is not the native language of Chinese students, students need to invest more energy in learning, some students may only complete "seeing" but not "learning", therefore, it requires teachers to exercise more supervision and pay more attention to students' feedback during the implementation of the FC, which will be reflected in the design of subsequent teaching units.

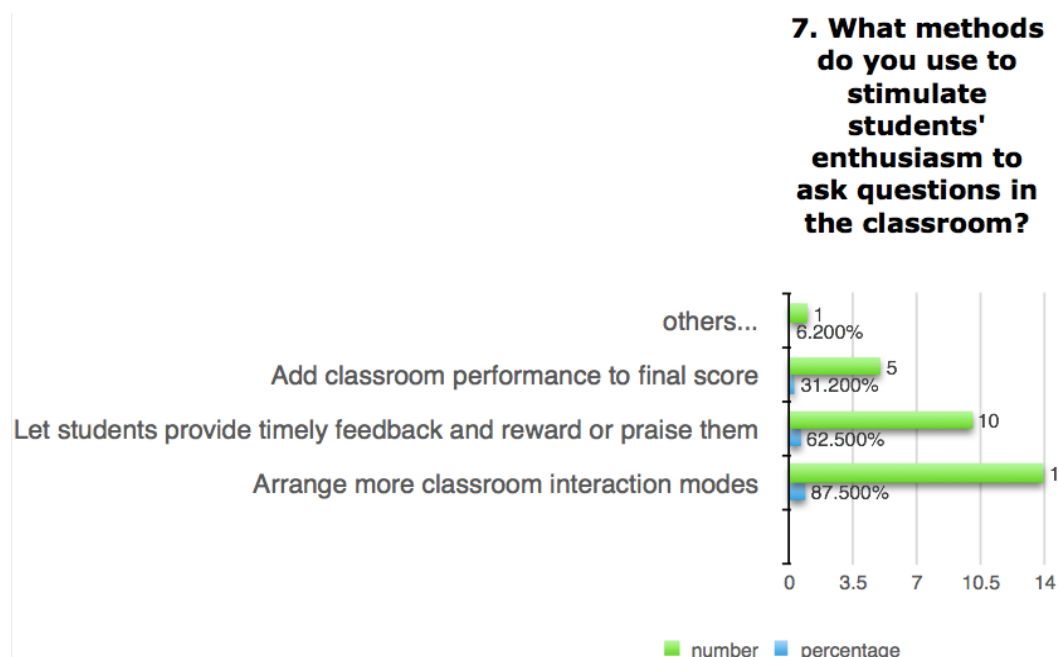


Figure 22 (Q7): Methods to stimulate students enthusiasm

The purpose of Question 7 is to find out which technique ESL teachers use to promote students' enthusiasm in the classroom. This is also asked as a multiple-choice question.

According to the data of the seventh question (Figure 22), fourteen teachers chose "to arrange more classroom interaction modes, such as devoting more time to group discussion time", ten teachers chose "to let students provide timely feedback and reward or praise them", and five teachers chose "to add classroom performance to final score", one teacher chose "others".

The vast majority of teachers use arrangements for more interaction, as well as timely supervision, feedback and design better reward and punishment systems. The timely reward and punishment system is a special and common teaching method used by teachers with the highest usage rate in China. For example, during a traditional primary school English class, if a student answers questions in class, the teacher will reward that student with a little red flower sticker when his/her pronunciation is correct and fluent, and then the students collect these accumulated little flower stickers monthly or weekly, and exchange them into corresponding scores which are reflected in the final scores of each semester.

These methods are also applicable to the FC. With this methodology, students can have more sense of participation and some competitive psychology, which can promote students to express themselves more actively in the classroom, thereby improving learning efficiency and enabling teachers to obtain better feedback.

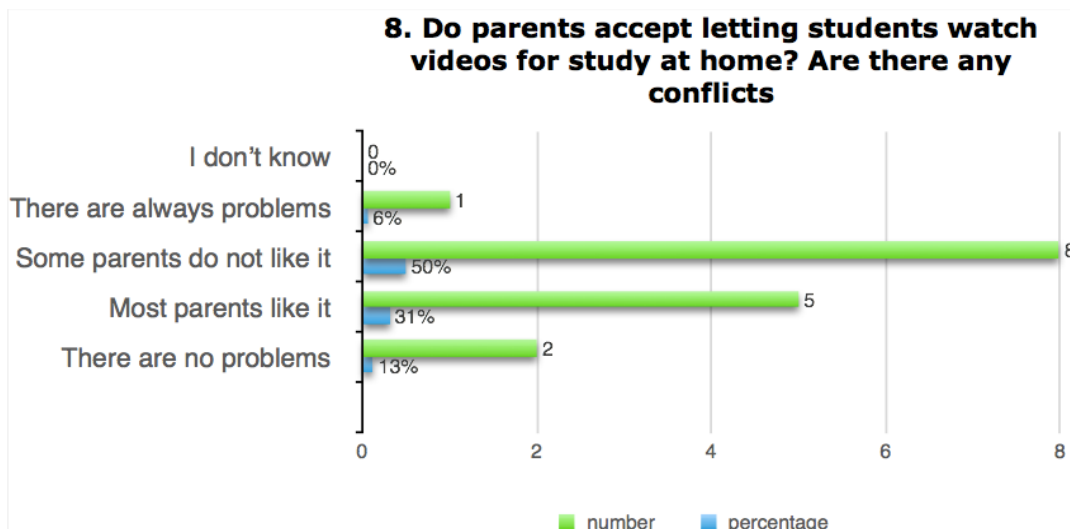


Figure 23 (Q8): Teachers' views on parents' attitudes about the FC

The purpose of Question 8 is to find out whether parents can accept to let students learn by watching videos at home from the perspective of teachers.

According to the data of the eighth question (Figure 23), only two teachers think there is no problem, which is acceptable to parents, accounting for 13% of the total number. Five teachers think that most parents like this teaching method, accounting for 31%. Eight teachers think some parents dislike this teaching method, which accounts for 6%. One parent thinks that there will always be problems in this area.

Half of the teachers think that some parents do not like this teaching model. The attitude of parents is one significantly important factor for a better implementation of this teaching model, therefore this result insinuate that this result reveals the fact that teachers have encountered some obstacles from parents in the implementation of this teaching model. Chinese parents have strong control over their children's education. Only through communication with parents and explaining the advantages of this teaching method and its implementation to parents correctly, parents could really accept this teaching method, and better cooperate with the teachers' work.

9. What is the biggest advantage of the flipped classroom for learning English?



Figure 24 (Q9): Teachers opinion on the biggest advantage of FC

The purpose of Question 9 is to find out what is the biggest advantage of the FC from the perspective of ESL teachers.

According to the data of the ninth question (Figure 24), four teachers believe that the FC has improved the learning efficiency, accounting for 25% of the total number, and 5 teachers believe that it has improved the students' ability to think independently, accounting for 69%. One teacher thinks that there is less teacher pressure, accounting for 6%.

Chinese teachers believe that the biggest advantage of this teaching model is that it improves students' ability to think independently, which is also the learning ability of students that teachers most willing to improve. Teachers need to improve the shortcomings of traditional teaching, and no longer allow students to only listen to lectures and not think about In addition, teachers believe that this teaching model enables students to become active participants in the learning process, rather than being forced to accept it.

At the same time, only one teacher chose to reduce the pressure on teachers. Although this teaching model has changed the roles of students and teachers,

ESL teachers understand that this does not mean that the role of teachers has been weakened. The teaching model is not to reduce the pressure of teaching. During the whole process, the teacher's work has not been reduced. Instead, it has changed from only being a professor in the classroom to get more pre-class preparation and interaction in the classroom. However, teachers understand that using this teaching method is to better improve the learning ability and efficiency of students.

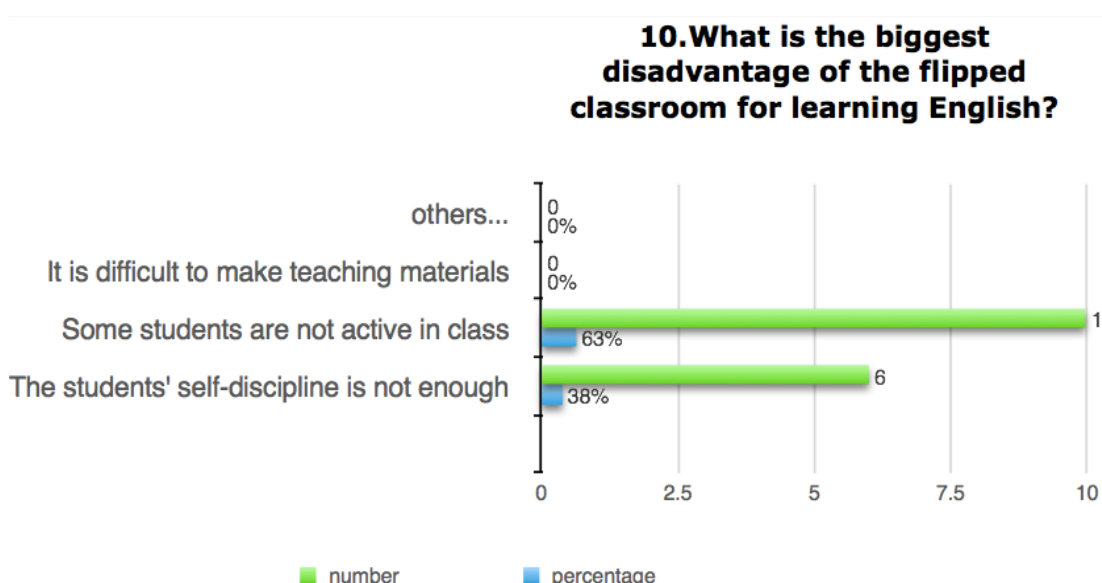


Figure 25 (Q10): Teachers' opinion on the biggest disadvantage of FC

The purpose of the Question 10 is to understand the biggest shortcoming of the FC from the perspective of teachers.

According to the data of tenth question (Figure 25), six teachers believe that the students' self-discipline ability is not enough to complete the learning content assigned by the teacher, accounting for 38% of the total number. Ten teachers think that some students are not active in class, so the teacher cannot get feedback from all students on the learning content, accounting for 63%. No one thinks that it is difficult to make teaching materials (video) that can cover all students' levels. The data indicate that the most worrying part for teachers is students' classroom performance, followed by students' self-

discipline ability, and the fact that teachers are not worried about classroom preparation.

It is interesting to note that the class performance of Chinese students is not good enough, which is also significantly important in traditional classrooms. In the implementation of the FC, this point becomes even more important. Because only when teachers get feedback from students in a timely manner, it is possible to arrange the class schedule better, and the foundation of this is the students' self-discipline ability. When students complete their teaching tasks well and think independently before class, they can have more confidence and perform better in class. Therefore, in order to deal with this situation, teachers need to develop monitoring systems and feedback systems better.

In most classrooms in China, students' feedback in class is mandatory, which is a powerful measure. After giving students enough time to internalization, independent thinking, and group discussions, students must compulsorily proceed feedback: class assignments, oral reports, exams, etc. These are conducted in almost every class, and will enable teachers to grasp the learning progress of students in a more timely and comprehensive manner, so as to better adjust the teaching progress.

5. TEACHING UNIT

The two objectives of this unit are:

1. To design a specific English teaching unit according to the results of the questionnaire, so as to maximize the effect of the FC methodology.
2. To provide exploratory experimental data, which are indirectly derived from the students' responses to different teaching resources and teaching methods, as well as teachers' adjustments and feedbacks to various teaching environments.

The design and implementation of this teaching unit is based on the Xinxiang Branch of the AngLe Education Center described in section 3.3.1 It will be designed for students of grade 5, a total of 12 students. The teacher of this class is an English teacher with 18 years of teaching experience, whose name is Wang Yanhong. The teacher verifies that these students have great differences in performance and different abilities, so the design of the teaching unit will cover multiple levels. This teaching unit consists of five classes. Since the implementation effect of one teaching unit cannot be evaluated entirely according to the test results, we will collect the implementation results and feedback of the teaching unit from various aspects, including interviews with teachers, tests on students and classroom performance of students.

Since the unit is implemented in China, the whole process is developed through contact with the teacher, the implementation of the whole teaching unit would be processed by her. The video and audio included in the teaching materials are provided by both of us, and the textbooks and test papers are provided by her. We will have a video chat with her before and after each class to understand the process of the experiment and record the feedback of the teacher. I acknowledge the process of the experiment through the video chat with her on WeChat before and after each class, and record the feedback from the teacher and students.

The course design of this unit is based on six aspects: listening, speaking, reading, writing, grammar and vocabulary. The design emphasis of the teaching unit will cover:

- A. The design of teaching resources;
- B. The different types of teaching resources and their popularity;
- C. Participation and performance of students before and during class;
- D. Interaction between teachers and students,;
- E. Communication between teachers and parents;
- F. Teaching methods.

The time schedule of this unit is based on the English class schedule of AngLe Education Center, which is from 6 p.m. to 9 p.m. on Tuesdays and 9 a.m. to 12 a.m. on Saturdays. Table 2 below summarizes the detailed schedule of the implementation:

Date	Schedule
10.13 Course1: What's s/he like?	From 18: 00 to 21: 00 The first lesson: 18: 00-18: 55 break time: 10 minutes The second lesson: 19: 05-19: 55 break time: 10 minutes The third lesson: 20: 05-21: 00
10.17 Course2: My week	From 09: 00 to 12: 00 The first lesson: 09: 00 to 09: 55 The first lesson: break time: 10 minutes The second lesson10: 05 to 10: 55 break time: 10 minutes The third lesson: 11: 05 to 12: 00
10.20 Course3: What would you like?	From 18: 00 to 21: 00 The first lesson: 18: 00-18: 55 break time: 10 minutes The second lesson: 19: 05-19: 55 break time: 10 minutes The third lesson: 20: 05-21: 00
10.24 Course4: What can you do?	From 09: 00 to 12: 00 The first lesson: 09: 00 to 09: 55 The first lesson: break time: 10 minutes The second lesson10: 05 to 10: 55 break time: 10 minutes The third lesson: 11: 05 to 12: 00
10.27 Course5: There is a big bed.	From 18: 00 to 21: 00 The first lesson: 18: 00-18: 55 break time: 10 minutes The second lesson: 19: 05-19: 55 break time: 10 minutes The third lesson: 20: 05-21: 00

Table 2: Schedule of the implementation

Topic	Subject
<p>Course1: What's s/he like?</p>	<ol style="list-style-type: none"> 1. Students listen, say, read and write the words: "old," "young," "kind," "funny" and "strict. 2. Students can flexibly use sentence patterns: "Who's your art/English/maths/science/music /..." in practical situations. The teacher?" "Is he/she young/old/funny/kind/strict /... ?" Stimulate students to further understand the desire of teachers of various subjects, harmonious relationship between teachers and students. 3. Students are able to complete the dialogue tasks.
<p>Course2: My week</p>	<ol style="list-style-type: none"> 1. Students can briefly describe the study and life situation of a week. 2. Students can give a brief introduction to the school curriculum and personal weekend schedule, e.g. : "What do we have on Mondays? Let me see. We have Chinese, English, Math and music on Mondays." "What do you do on Saturdays? I often do homework, read books and watch TV." 3. Students are able to understand simple listening questions and complete the grammar exercises. 4. Students can understand and sing "My Days of the Week".

<p>Course3:</p> <p>What would you like?</p>	<ol style="list-style-type: none"> 1. Important words in listening, speaking, reading and writing: tomato, tofu, green beans, fish, potato, eggplant. 2. Students are able to read: cabbage, mutton, pork. 3. Students are able to replace sentence patterns: "What would you like for lunch? I 'd like..." . 4. Students are able use word cards to complete group activities and practice new words.
<p>Course4:</p> <p>What can you do?</p>	<ol style="list-style-type: none"> 1. Can listen, speak and read the words: party, next, wonderful 2. Students are able to listen, speak, read and write verb phrases: sing English songs, do some Kung Fu and sentences 3. Students can understand and sing : "What can you do?" And have a preliminary grasp of the sentence pattern: "What can you do? I can..."
<p>Course5:</p> <p>There is a big bed.</p>	<ol style="list-style-type: none"> 1. Students can master the position preposition: in front of, beside, behind, between, above. 2. Students can describe the relative position of things using the preposition and the "there be" sentence pattern.

Table 3: Subjects of the courses

5.1 Preliminary preparation for implementation

1. Preparation of teaching resources of the FC

This teaching unit includes 5 courses in total, among which, the teaching resources for two courses of the FC are videos recorded by the teacher, and the teaching resources of the other three courses are used network teaching resources. Since the teaching center does not have an independent online edu-

cation platform, all multimedia resources are released through WeChat to the group of students' parents.

The recorded teaching video is made by the teacher, according to the knowledge points of the first class and the third class, recording them into a video through the mobile phone.

A.The teaching videos of the second, fourth and fifth classes are found through the Internet. The videos are found in the website of *BILIBILI* and *Youku* and provided by two platforms, *Education Network* for primary and secondary school students, and *Moocs*.

B.The audio was found from the *Youku* website and *QQ music*.

2. Informing the students

Since these students have used the FC teaching methodology in their previous studies, these students have a certain understanding of the FC, the teacher informs students about the teaching unit of five classes, and expecting the students to cooperate, adjusts their mentality, so that they would be able to complete the teaching task.Among the 12 students in this class, 9 students usually carry mobile phones in class, and 3 students do not. Therefore, after communicating with students before class, the materials or links of the learning resources will be sent to the *WeChat* group of parents uniformly, so that all students can watch the video, and then they can ask parents to forward the video to their mobile phones or watch it on the computer.

3.Communication with parents

The parents of students in this class and the teacher formed a common *WeChat* group, and any news is notified through this *WeChat* group at ordinary times.In the implementation of the above mentioned questionnaire, the concept and intention of the FC have been introduced to parents in general. Therefore, parents are not unfamiliar with the concept of this teaching method. After determining the implementation time of the teaching unit, the teacher sent the general situation of the implementation of the teaching unit to the parents' group no *WeChat* on October 9th, and told them that in the process of the implementation of the class, their support is needed as well as a certain

degree of assistance. The teacher also informed the parents that if they had any questions about the FC teaching methodology, they could consult her after the English class on the second day in school, and the teacher would give a unified explanation to the parents.

5.2 Specific curriculum implementation

5 tables of specific teaching units have been designed and added to Appendix V, all the tables include the topic of each course, the key teaching points of each course, the pre-class tasks assigned by the teacher to the students and the detailed classroom processing.

The teaching materials delivered to students in this class are prepared by the teacher, for example, the video contents. The process includes the following steps: 1. In the video, the teacher writes all new words on the blackboard, reads the words, and then tells the meaning and usage of the words 2. The teacher analyzes and explains the key sentence patterns and grammatical points of the course, and then the teacher plays two roles to create 3 dialogues. The video lasts 16 minutes and 23 seconds in total. Figure 26 shows a screenshot of the first learning content:

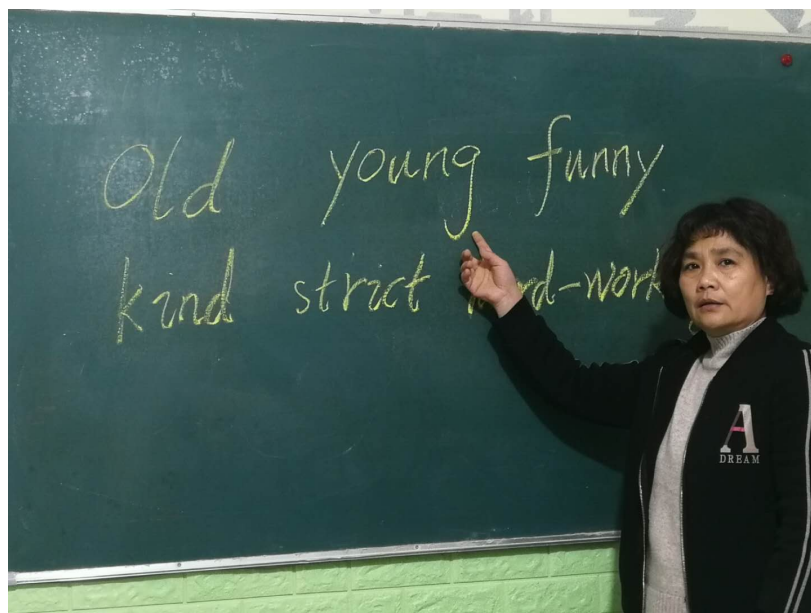


Figure 26. Screenshot of the first video

Since there are only 12 students in this class, it is mandatory to arrange for each student to publish in class, but in a large class, teachers may not be able to make each student actively publish their practice results. At the same time, some students are not conscious enough, they cannot actively speak and express themselves. This is a problem in which both teachers and students (mentioned in the results of the questionnaire survey above) are concerned. The competition model and reward model are used in the following three courses to enable students to actively participate in the classroom.

This is the first course in this teaching unit. Therefore, the teacher needs to point out and consolidate the characteristics of the teaching method of transforming the classroom to the students again at the beginning and the end of the course, so that students can better listen to the teacher's instructions.

Throughout the implementation of this teaching unit, there will always be dictation, reading and classroom exams. Among them, the dictation of words is corrected by each other, and is not scored. The purpose of dictation is to check the completion of the students' learning tasks at home, and at the same time, to activate the classroom atmosphere at the beginning of the class and increase the intimacy between students, to prepare for the following class exercises. The teacher's reading of words contains two purposes. The first is to allow students to discover and correct their oral English errors that may occur during the pre-class study. The second purpose relates to the fact that Chinese students, especially elementary students, have a strong sense of group, when they read together, they will compete with each other for their voice density. Entering students at the beginning of the class to read words and sentence patterns will stimulate students' motivation. At the same time, the class exam will be scored. The teacher will check the student's papers after each class, and grade them, and then return the papers to the students and correct them by themselves.

Figure 27 below shows a screenshot of the second learning content.

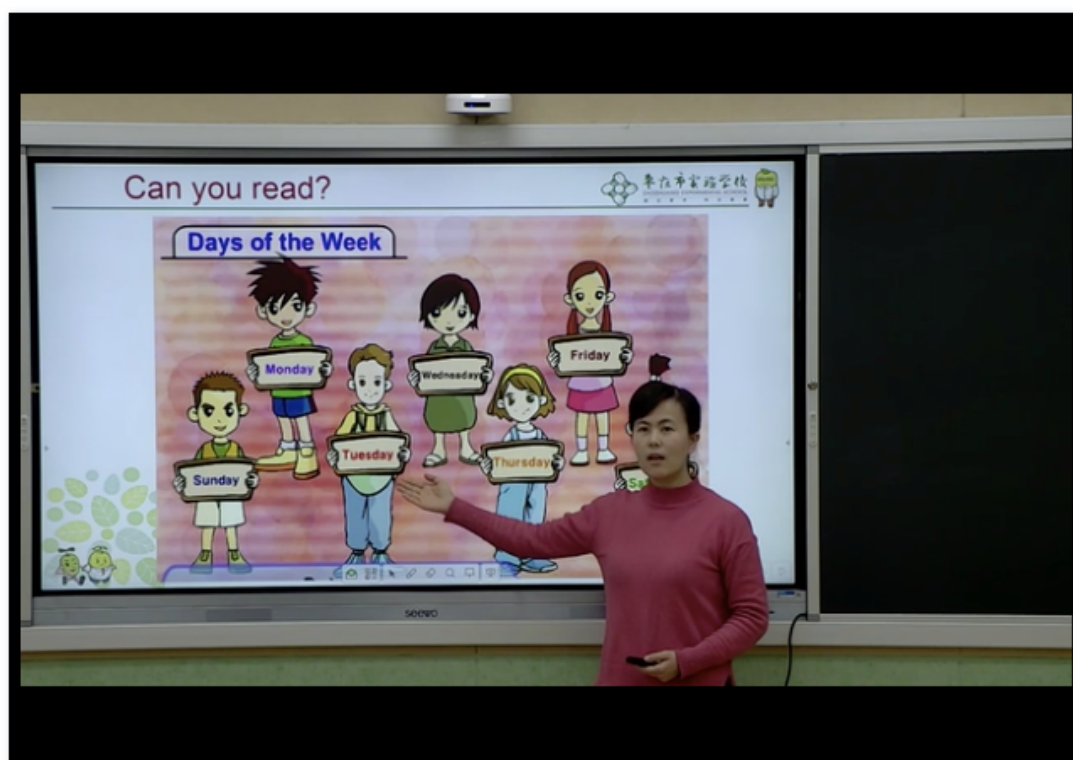


Figure 27. Screenshot of the second video

The teaching material sent to students in this class is a video. The video was searched from *Youku*. The source is the *Education Network of Primary and Middle School Students*. The video lasts 27 minutes and 12 seconds. In this video, the knowledge points are explained step by step, the teacher interacts with the students in each section and leave time for students to answer and think, so that students do not need to pause the video by themselves.

The choice of this video aims to deepen the students' feedback on the length of the video resources. According to the results of the questionnaire above, most students like long videos, so this teaching unit will use videos of different lengths to convey teaching to students content, so as to get feedback, conduct comparative analysis, and make conclusions and suggestions.

In the results of the previous questionnaire survey, the teachers attached great importance to the problem of timely grasping of the students' personal progress. In the design of this class, a link to ask questions to designate inactive students was added. Students can not only ask questions in class, but also need to answer some questions formulated by the teacher. Thus, teachers can find out whether students really mastered the knowledge points. Furthermore, for inactive students, this can also stimulate them, increase their participation in the classroom, and be more involved in the classroom process. The more frequent of answering questions will enable them to form a conditioned reflex, and even actively interact with the teacher.

This class presents more games, designed to get students more involved in classroom activities and because these games are based on knowledge points, students need to complete the class well when playing games. The pre-arranged learning tasks can be incorporated in the game well, otherwise there will be no sense of participation in group games and large group games, which can stimulate students to take the initiative and actively complete the learning tasks before class. Moreover, in the FC, students have a lot of time to interact and communicate. The students are in a relaxed environment and will start to practice speaking naturally without being too shy or afraid to open their mouths.

Figure 28 is a screenshot of the third learning content:



Figure 28. Screenshot of the third video

The difficulty of this class is to remember many new words and distinguish words with similar pronunciation or letters. Therefore, when designing the classroom process, we attach great importance to the accuracy of students' oral expression and the exact understanding of words.

The teaching materials sent to students in this class is a video. The video is searched from *BILIBILI*. The source is the education network of primary and middle school students. The video is 10 minutes and 53 seconds long. In this video, the teacher explains each in detail: the pronunciation, meaning of words, and how to use them correctly in sentences. This video also contains a nursery rhyme, so that students will not be too boring when watching the video at home, which adds fun.

Figure 29 is a screenshot of the fourth learning content:

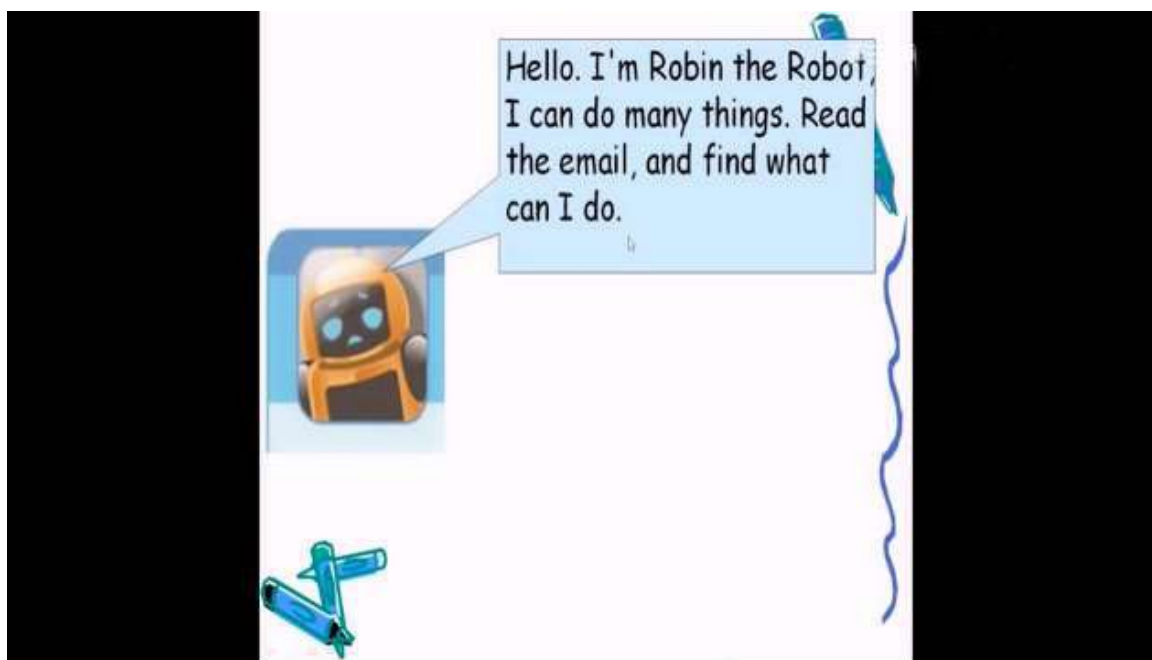


Figure 29. Screenshot of the fourth video

The teaching materials delivered to the students in this class are video and audio. The video is made by the teacher. In this video, the teacher explains the knowledge points in this article.

There are relatively few teaching tasks in this course. Therefore, in the design of this course, more attention is paid to the cooperation between students, the atmosphere of the class, and the mentality of the students. First of all, in the pre-class tasks, the teacher asks the students to follow the audio and learn to sing “What can you do?”. The practice of this song allows students to practice new words and vocabulary, and due to the feature of fragmented learning in the flipped classroom, students can practice this song anytime, anywhere. Practicing a second foreign language on their own can also be more open, and you do not need to crawl to speak wrong, and the effect is better. There is no spot check of this song in the classroom, but the chorus at the beginning and the personal singing in the game are designed. Every student who cannot answer the teacher’s question will have the opportunity to sing, which also indirectly checks the student's completion of the learning tasks assigned by the teacher before class. Secondly, this arrangement is also to improve the students’ sense of personal honor. The competition in the game is interesting. In the case of not stimulating the self-esteem of the students, it is expected to improve the learning motivation of the students who are poorly individual and not active enough. Finding their own way of learning, developing a good habit of independent learning and thinking is also a focus of the design of this teaching unit.

Figure 30 is a screenshot of the fifth learning content:



Figure 30. Screenshot of the fifth video

In this class, the teaching materials sent to students are videos. The video was searched from *BILIBILI*. The source is *Moocs*. The video is 11 minutes and 5 second long. In this video, the teacher explains each word in detail. Pronunciation, meaning, sentence pattern and grammar.

This is the last lesson of this teaching unit. The focus of this lesson is to memorize and learn how to use localizers flexibly, so this one can be more practical. The game part of this lesson is designed to be a rally mode. Although three people are in a group, the single-rental game cannot help each other after the start of the game, but the other party's operations will directly affect their own results. Minutes of preparation time will allow students to understand each other. Those with good levels will take the initiative to help students with poor levels. The teacher will supervise them to prevent jokes and slapsticks. Students can make full use of the ten minutes of preparation time, making the game more efficient.

Later in this class, the teacher asked the students their views on the teaching unit of this flipped classroom. All the students were very excited. They said that this is very good. There is a lot of interactive time in the class and it is also very interesting, no matter the previous level is good. Both of the students and the poor students gave very positive feedback. However, China is a country that pays great attention to etiquette and face. It is almost impossible for students to have a negative attitude when evaluating the new teaching methods implemented by teachers. Almost all of them were positive. In the next section we will summarize the students' test paper scores, classroom performance scores, and teacher's feedback.

5.3 Test results

1.The students of the Education Center will take a test in every English class, so the test results before the implementation of the FC are also recorded in the table, hoping to see more objective changes. A total of 12 students were targeted for the implementation of the teaching unit, and a total of 5 tests were

conducted during the implementation of the teaching unit. The total score of the test paper is 100 points. In the last column of the table, points are added for classroom performance. The standard for additional points is: (1) In classroom interaction, 5 points will be added for proactively asking questions, 5 points will be added for correct answering questions from classmates, 5 points will be lost if the teacher fails to answer the questions by name. (2) Add 10 points for all games or classwork in class

This picture below is a test paper of one of the students as a reference:



Figure 31. Test paper

Name	Previous test score	lesson 1	lesson 2	lesson 3	lesson 4	lesson 5	Classroom performance bonus
沈奥杰 Shen Aojie	89	90	82	88	93	98	35
李术宇 Li Shuyu	76	73	75	82	80	83	50
刘思佳 Liu Sijia	98	99	99	96	100	98	35
孙一丁 Sun Yiding	82	86	90	89	92	90	55
王诺与 Wang Nuoyu	91	85	95	92	90	96	10
韩天翼 Han Tianyi	63	70	52	59	60	42	-20
张曼尼 Zhang Mani	76	82	79	90	81	86	25
李一鸣 Li Yiming	89	95	97	92	87	93	65
王树彬 Wang Shubin	69	68	60	49	70	63	5
郭立伟 Guo Liwei	83	89	90	90	96	92	50
王一丰 Wang Yifeng	92	91	89	93	86	90	30
吴扬帆 Wu Yangfan	99	97	100	96	100	97	60

Table 4 : Student grades during the implementation of the teaching unit

Table 9 shows the test results. Compared with the test scores obtained before the teaching unit, all scores that have risen are marked in purple. Although the scores of the previous exam do not fully represent the true level of the students, looking at the data from the overall data, there are 8 students whose test scores have risen much more than they have fallen, and four students have dropped more in their scores, but one of them has a score of 99 in the last test, so his data cannot represent his/her performance in the entire teaching unit. To sum up, most of the results have shown an upward trend.

In particular, 3 students showed an upward trend all 5 times, and two of them got 55 and 50 points for their classroom performance respectively. This shows that the increase in grades is closely related to their classroom performance. Among them, a classmate who showed a negative 20 in class performance was because he did not hand in homework 3 times in these 5 classes, so it was offset by his other class performance scores, and the final score was -20.

In addition, through the exchanges with the teacher, we found out that the whole class has hardly obtained so many class performance points in 5 classes. This data greatly exceeds the previous class performance scores of traditional classrooms.

5.4 Feedback of students

In the last class, the teacher asked the students about their opinions on the FC. According to Teacher Wang's record, although all the students expressed their great enthusiasm for the teaching method, their opinions were not entirely positive. A selection of the students' opinions are the following:

1. *"I was very happy in the whole teaching unit. I had a lot of interaction with teachers and students in class, and the class was not boring at all."*—Wang Shubin

2. *"I play more games in class than before. I am looking forward to coming to the class."*—Zhang Mani

3. *“I am a little tired in class and feel it takes a lot of energy. I am always worried that I will need to discuss some problems.”—Shen Aojie*

4. *“Some teaching videos were recorded by other teachers, and sometimes they were a little novel and awkward to watch.”—Wu Yangfan*

5. *“I feel my listening is much better than before. Listening to videos is different from attending classes in person, just like I don't have to spend much time listening to recordings.”—Guo Liwei*

6. *“Parents do not allow me to take my mobile phone to school, but they listened to Teacher Wang and allowed me take my mobile phone to class.”—Wang Nuoyu*

These few opinions cover the students' real thoughts on the teaching unit of the FC. According to the feedback from students, the implementation of this teaching unit successfully mobilized their enthusiasm in the classroom. Moreover, due to the various game links and interactive links set up in the classroom and the arrangement before class, the tasks are closely related. Therefore, the students' consciousness is stimulated in a certain process, so that they can better complete the tasks assigned before class.

In the second opinion, the student mentioned that the class is more tiring, which means that it consumes more energy than the traditional class. This seems to be a very positive aspect. Originally in ESL teaching, students listened to the second foreign language for a long time, and some lazy or low leveled students will automatically reduce brain consumption. Although sitting in the classroom does not have any learning efficiency, all students have participated in the teaching process during the implementation of this FC

teaching unit. Therefore, it consumes more students' energy, the experience also entails more efficiency.

In the feedback of these students, the difficulty of the teaching resources was not mentioned. After contacting the teacher again, we find out the students did not think the teaching resources were difficult, but rather simple and easy to understand, especially when they had some problems with the words' pronunciation while watching the video at home, they could listen to it repeatedly and get them clearly. The use or conversion of sentence patterns and words is also very simple and clear. After excluding the two teaching videos of the teacher, most of them think that the 11 minutes and 05 seconds of the video of the fifth class is the most suitable, and the length is moderate. The teacher also appears on the screen to attract their attention.

5.5 Feedback of teachers

During the implementation of this teaching unit, I had continuous contact with the teacher. During this period, we adjusted some teaching plans based on the feedback of students and the opinions of the teacher, and finally I successfully completed the implementation of this teaching unit.

After the implementation of the entire teaching unit, through communication with Teacher Wang, the following feedback was obtained:

1. The FC methodology makes a better use of classroom time than traditional classrooms. In the previous three hours, teachers accounted for half of the lectures. Students often started to feel bored in the second class and could not concentrate well. In the teaching unit of the FC the game and the interaction time with the classmates are placed in the second class, and the students can concentrate more.
2. The FC teaching methodology allows most students to compete in the classroom.

3. The FC teaching methodology can promote the initiative of students, and can improve students' autonomous learning ability.
4. The length of teaching resources is not important, it is important to find a speed of explanation suitable for students.
5. In classroom interaction, a scoring system is needed to supervise and manage students. Teachers need to be vigilant during group discussions or playing games.
6. The FC teaching methodology can improve students' speaking and listening skills.

Parents did not particularly support this teaching model at the beginning, but the implementation of the FC requires parental supervision. Therefore, it is necessary to work with parents to allow parents to correctly recognize the FC methodology and inform parents that they only need their supervision.

6. CONCLUSIONS

At the end of this research, below are my conclusions and recommendations on the implementation of the FC in ESL teaching in China.

The first goal was to study the development of the FC in China and the implementation status of the FC in ESL teaching in China. According to He (2014) , since 2011, China has officially implemented the teaching methodology of the FC. Chinese educators integrated Chinese educational elements into the FC during the implementation process, so that learners could adapt better. Although there have been some problems in the implementation process, in general, the FC has improved some deep-rooted problems.

The second goal was to identify common misunderstandings, problems and acceptance of the FC methodology by ESL teachers, learners and parents. In order to respond to this question, two questionnaires and a teaching unit have been designed and implemented. It can be concluded from the results that most students have given very positive feedback on using the FC for ESL teaching, they actively participated in the classroom, and expressed expectations for the future use of this teaching method. Some problems in the implementation of the FC can be found from the teachers' feedback, but they stated that this teaching methodology can better improve students' learning attitudes and improve their own teaching quality.

The third and the last goal was to propose reasonable suggestions for the implementation of using the FC in ESL teaching in the Chinese context, regarding the following five topics:

1. English learning ability

Combining the results of the questionnaire and the implementation of the teaching unit, it can be concluded that the FC teaching methodology has different impacts on oral English, listening, and grammar in ESL teaching. During the implementation process, the original teacher's lesson in the large classroom has been transformed so that every student learn the content separately, similar to one-on-one classroom. Therefore, when they listen to a video or audio, this teaching methodology not only attracts students' attention, but also provide them a quieter and concentrated environment, therefore will eventually improves students' listening skills.

In addition, since the FC gives students themselves a lot of time in the classroom, they get more interaction and opportunities to express themselves. From the feedback on the implementation of the teaching unit, it can be concluded that students' reactions to games are better than group activities or presentations. Therefore, teachers can associate classroom games with pre-class tasks to a greater extent, which can be better improve

the enthusiasm of the students, and their oral English ability can also be significantly improved.

2. Impact on teachers

Online videos are selected as teaching resources in the design of three lessons in the teaching unit described in section 5. This is a key point in the implementation of the entire teaching unit, due to the teacher expressed her concerns about her pronunciation in the preparation phase of the teaching unit. This is one of the problems of Chinese ESL English teachers mentioned in section 2.4, and the FC can improve this problem to a certain extent. Generally speaking, ESL teachers with many years of teaching experience have strong control skills in the classroom, but most of them have not received systematic pronunciation training, resulting their grammar explanation is very good, but their pronunciation are not up to standard. It can be concluded from the conversations with the teachers of AngLe Education Center that most of them do not mind using videos of better teachers as their own teaching resources. After the implementation of the unit, the teacher informed me that she thinks her oral English has also improved. The videos of the two websites of *Moocs* and *Elementary and Middle School Student Education Network* are very popular now. These videos are made of very high quality and provide free teaching resources. Therefore, I recommend that teachers make more use of the high-quality teaching videos that are available on the Internet, they can use the FC teaching methodology to help themselves improve the quality of teaching, thus improving students' learning ability and performance.

3. Teaching resources

During the design of the teaching unit, it was observed through searching multiple websites that most of the videos posted on major education platforms were about 10 minutes in length. These videos come in many forms. The two most common exploitation of videos are: (1) Some teachers' videos are playing slideshows and they dubbing them on the side. (2) Some teachers record the video like a traditional classroom with the teacher standing on the

screen, explaining content to the students. After combining the results of the questionnaires and the implementation of the final teaching unit, we can draw the conclusion that students like short videos of about ten minutes. According to the feedback from students, they tend to like having teachers appearing on the screen in the teaching video, this type of video can attract more their attention and improve the learning efficiency.

Therefore, based on the feedback from the teaching unit, I suggest that when teachers record videos by themselves or search for online resources, the teachers themselves should appear in the video, and interact with the students from time to time, leaving a space for them to think when the key points are explained, so that students can better concentrate. In this way they can achieve the goals of teaching resources to the greatest extent.

4. Classroom process

The FC teaching model is more open than the traditional teaching model, and the classroom arrangement is also more free. The FC teaching model gives students many opportunities and spaces to express themselves. In the past, speeches were a passive experience. But in this context, students feel that the classroom is their own, and they could communicate or compete with their classmates in the classroom, which can promote the initiative of students and cultivate the learning mode of students' independent thinking. From the implementation of the teaching unit, we can see that the most effective way to interact in the classroom is the combination of two persons. In order to avoid the unbalanced operation of the classroom, it is necessary for the teacher to understand the different levels of students. It is recommended that in some games and teaching activities, the level of the better ones and the lesser ones need to be put in a group, and the proactive and shy ones are put together, so that they can help each other to achieve maximum learning efficiency.

The FC requires teachers to be vigilant throughout the whole process. When the teacher loses control, the classroom will appear to be not serious enough. Some students will regard the FC as a game class, and playing too much, and

the teacher needs to maintain order many times. In the design of the last course of the teaching unit, the teacher also participated in the game as the protagonist of the game. This is a point that has been changed after the feedback of the fourth lesson. During the game time of the fourth course, the teacher only participated in the game at the beginning, and the following games were all handed to the students, the teacher just watched aside. But the students had language conflicts during the game, so the game process of this unit was also changed. This point is also very important, whether it is a small class or a large class, the teacher needs to pay attention to control the process of the class and the status of the students. When using the FC as a teaching method, the interaction between students in the classroom is much more, the traditional method has been greatly improved, this has both advantages and disadvantages. Through the implementation of this teaching unit, the advantage is that the students' learning enthusiasm is increased. Students are actively participating in the classroom process. But the disadvantage include instability factors in the classroom increase, and incidents that disrupt classroom discipline are prone to occur. Judging from the results of this implementation, teachers must occupy a central position in classroom interactions. They should not be on the sidelines, and need to be more involved in the interaction between students.

5. Supervision of students

Most of the schools in China do not have an independent online education platform, so after assigning learning tasks, it is impossible to check whether each student actually watched the video, or whether they watched and thought carefully. Therefore, parents' assistance is needed, to complete the work of supervision. Before the implementation of the teaching unit, the teacher and I had already started to communicate with the parents of the students. The communication process was not smooth, but in the end we still got their support. Parents are most worried about three points:

1. Is this teaching methodology just for children to play with mobile phones and computers at home?
2. What else does the teacher do in class when students learn online?

3. Is it necessary to increase the burden on parents?

The last thing we want when communicating with Chinese parents is to make them anxious, since most parents are reasonable and very concerned about the education of students. Therefore, what all teachers need to do is to communicate with parents in time before the start of the course. This simple and visible way allows parents to rest assured and assist teachers in their work.

After combining the results of the questionnaire and the implementation of the teaching unit, it can be concluded that it is recommended to directly inform parents of the solutions to these three problems:

1. The video teaching materials or listening materials of each lesson have a fixed time. If parents are worried, and since some students really need to control the contact of electronic devices, the teacher will inform the specific maximum time required to complete the work, and let parents to strictly control.
2. Inform the parents that the teacher does not stop giving lectures, but plays a role of guiding and resolving doubts. The teacher can ask all parents to take a public class to let them rest assured.
3. Since the general length of the teaching resources is about 10 minutes, the teacher can tell the parents that they only need to supervise the students until they completed the tasks, and they do not need to be accompanied by the parents during the homework.

From the implementation process of the teaching unit, it can be concluded that, after having answered the questions, most parents accept the questions smoothly, and some of them also showed their expectations for the new education model of the FC, hoping to improve students' performance through this methodology.

ESL teaching methods are constantly innovating and developing. We hope that in the future the FC can be greatly experimented and improved in China,

so as to improve the Chinese ESL teaching environment. Now the FC in ESL teaching is still facing many challenges in China, and there are many places where this methodology is not adopted yet. But this interactive strategy is expecting and very exciting. I hope this research has made a small contribution to the FC approach in a context of teaching ESL for Chinese students.

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8. APPENDICES

8.1 Appendix A: Students' questionnaire

1.How old are you?

A.7-10

B.11-15

C.16-20

D.21-25

E.25+

2.Do you like the Flipped Classroom methodology to learn English?

A.Yes

B.No

C.Depending on the learning content

3.How many times do you receive the Flipped Classroom methodology to learn English each week?

A.0

B.1-3

C.4-6

D.7+

E.always

4. Do you think the Flipped Classroom is better than traditional teaching?

A.Yes

B.No

C.Depending on the type of course

5.What are your favorite resources to use in a Flipped Classroom?

A.video tutorial

B.listening content

C.written content

D.other:

6.How long do you think the video tutorial should last?

A.0-10'

B.11-20'

C.21-30'

D.> 30'

7.What do you think is the most beneficial aspect of using the Flipped Classroom to learn English?

A.helps to understand the content

B.saves time

C.offers self study ability

D.other:

8.Do you think studying at home requires parental supervision?

A.Yes

B.No

C.Depending on the learner's age

9. Do you think flipped teaching helps you thinking of problems?

A.Yes

B.No

C.Depending on the difficulty of the contents

10. How often can you take the initiative to ask questions in the classroom?

A.Always

B.Frequently

C.Occasionally

D.Never

11.Did your marks improve after learning through the Flipped Classroom?

A.Yes

B.No

C.They are the same

12. What do you think are the advantages of using the Flipped Classroom?

13. What do you think are the disadvantages of using the Flipped Classroom?

8.2 Appendix B: Students' questionnaire

1.How many years lasts your professional experience?

- A.< 5
- B.5 - 15
- C.15 - 25
- D.> 25

2.What do you think is the biggest innovation of the Flipped Classroom?

- A.The changes of the classroom's task
- B.The changes of the teacher's role
- C.The proportion of multimedia in teaching

3.How well do your students accept the Flipped Classroom?

- A.very well
- B.well
- C.badly
- D.very bad
- E.I don't know

4.In your opinion, which language skills can be most improved after using the Flipped Classroom?

- A.Reading
- B.Writing
- C.Listening
- D.Speaking

5. Which tools or platforms do you know, that can help you to prepare teaching materials for Flipped Teaching?

- A.Hujiang
- B.MOOC
- C.NetEase Open Course Network(网易公开课程网)

D.China Elementary and Secondary School Teaching Network (中国中小学教学网)

E.Micro course network (微课网)

F.other:

6. Do you think students can complete the learning contents and think about questions at home?

A.Yes, always

B.Yes, generally

C.Sometimes

D.No, never

E.I am not sure

7. What methods do you use to stimulate students' enthusiasm to ask questions in the classroom?

A. Arrange more classroom interaction modes, such as more group discussion time

B.Let students provide timely feedback and reward or praise them

C.Add classroom performance to final score

D.other:

8. Do parents accept letting students watch videos for study at home? Are there any conflicts?

A.There are no problems

B.Most parents like it

C.Some parents do not like it

D.There are always problems

E.I don't know

9. What is the biggest advantage of the Flipped Classroom for learning English?

A.Improves learning efficiency

B.Improves students' self-thinking ability

C.Reduces teacher's stress

10. What is the biggest disadvantage of the Flipped Classroom for learning English?

A.The students' self-discipline is not enough to complete the learning tasks at home

B.Some students are not active in class, so the teacher cannot get feedback from all students on the learning content

C.It is difficult to make teaching materials (video) that can cover all student levels

8.3 Appendix C (Q12) : Students' questionnaire results

12. What do you think are the benefits of using a flipped classroom?		
1	I can repeatedly watch it until I understand	我可以反复看不懂的地方
2	Video learning is more interesting	视频学习更有趣
3	More convenient and efficient	更方便高效
4	Can make me study more comfortable at home	可以让我在更舒服的学习
5	English listening skill can improve a lot	英语听力能提高不少
6	Convenience	方便
7	no	无
8	Convenient and efficient	方便高效
9	Improved grades	成绩提高了
10	Can let me watch the computer at home	可以让我在家里看电脑
11	Can make full use of space	可以充分利用空间
12	very good	很好
13	Provides convenience for learning	给学习提供了便利
14	good	好处
15	Improved grades	提高了成绩
16	Improve self-learning ability	提升自我学习能力
17	Improve children's abilities	提升孩子能力
18	Learn more efficiently	学的更有效率
19	Students can increase self-learning ability	学生可以增加自我学习能力
20	Can be accepted more clearly	可以更清晰的接受
21	Free time arrangement	时间自由安排
22	More flexible	比较灵活
23	Very good to improve their own learning ability	非常好 提高自身学习能力
24	Don't know	不了解
25	Increase memory	增加记忆力
26	no	无
27	Improve learning ability	提升学习能力
28	Improve the understanding of difficult questions	提升难度大的题的理解
29	Don't know	不了解
30	good	好
31	For better understanding and memory	便于更好理解和记忆
32	Improved self-learning ability	提高了自学能力
33	Improve children's learning ability	提高孩子学习能力
34	Improve children's learning ability	可以提高学生自主学习能力, 使课下预习不那么枯燥乏味
35	more convenient	更方便
36	Improve self-study ability and develop good habits	提高自学能力, 养成好习惯
37	good	好
38	not working	没用
39	Can learn, remember quickly	学的快, 记得牢
40	Increase interest in learning	提高学习兴趣
41	Improve autonomous learning ability	提高自主学习能力
42	Love to learn	爱学习
43	Motivate learning	调动学习积极性
44	Self-learning	自主学习
45	Improve self-study ability and flexible study time	提高自学能力, 学习时间灵活
46	Can improve more effective self-learning ability	能提高更有效的自学能力
47	Watching videos to learn English is very interesting	看视频学英语很有意思
48	Easier to understand.	更容易理解。
49	It helps to improve their ability, cultivate children's habit of learning English independently, and lay a foundation for future English learning.	提高孩子学习能力
50	It can improve the students' ability to learn independently, make the preview after class less boring, and increase the interest in learning	有助提高英语能力, 培养孩子们独立学习英语的习惯, 为以后学习英语打下基础。

8.4 Appendix D (Q13) : Students' questionnaire results

	13. What do you think are the disadvantages of using flipped classrooms?	
1	No way to ask the teacher	不会的没办法问老师
2	Easy to run away	很容易跑神
3	I don't know	不知道
4	Parents don't agree with the long term use of computer	电脑看多了家长不同意
5	Some content is too complicated to remember	有些内容过于复杂，记不住
6	expensive	贵
7	No	无
8	No for now	目前没有
9	No	暂无
10	Parents have been watching all along	家长一直在旁边看
11	Easy for students to remember mixed courses	容易让学生记混课程
12	No	没有
13	Damage to eyesight, can't manage class time	伤害视力，对课上时间的管理
14	Uncomfortable	不舒服
15	No	没有
16	No	无
17	No	无
18	No	无
19	For students who don't think they can't deal with the schedule by themselves well	对于不觉得学生不能够很好约束自己
20	The thinking is constrained!	思想上约束了思维!
21	No reminder	没有提醒
22	No	无
23	No	没有
24	I don't know	不了解
25	No	没有
26	Too much trouble	
27	Affect vision	对视力有影响
28	No	无
29	No	无
30	No	没有

31	Insufficient self-study and self-discipline after class	课下自学自律性不足
32	No	无
33	Helpful for children's learning	对孩子学习有帮助
34	Promote children's learning	促进孩子
35	Worried that if students watch videos for a long time, they will overuse their eyes	担心学生长期看视频，会导致用眼过度
36	more convenient	更方便
37	Have not found any drawbacks	目前还未发现有什么弊端
38	The progress will be fast, the child can't remember	进度会快，孩子记不牢
39	No	没有
40	No	没用
41	No	没事
42	Nothing	暂时没有
43	Consciousness needs to be improved	自觉性有待提高
44	No	没有
45	Sometimes you may not concentrate, which affects the learning effect	有时可能注意力不集中，影响学习效果
46	Distract	分散注意力
47	Inaccurate pronunciation and may not be corrected in time	发音不准，可能不会得到及时纠正
48	Will be less effective for students with poor self-control	对自控能力差的学生效果会差一点
49	Wasting my rest time at home	浪费我在家休息时间
50	Inconvenient to use	使用不方便

8.5 Appendix E : Teaching unit

Course1	
What's s/he like?	
Key teaching points	<ol style="list-style-type: none">1. Listen, say, read and write the words "old," "young," "kind," "funny" and "strict."2. Be able to flexibly use the sentence pattern "Who's your art/English/ maths/science/music /..." in practical situations. The teacher?" "Is he/ she young/old/funny/kind/strict /... ?" .To stimulate students to further understand the desire of teachers of various subjects, harmonious relationship between teachers and students.3. Students listen, say, read and write the words: "old," "young," "kind," "funny" and "strict."4. Students can flexibly use sentence patterns: "Who's your art/English/ maths/science/music /..." in practical situations. The teacher?" "Is he/ she young/old/funny/kind/strict /... ?" Stimulate students to further understand the desire of teachers of various subjects, harmonious relationship between teachers and students.
Tasks before class	<ol style="list-style-type: none">1. Watch the video delivered by the teacher.2. Record the questions that you did not understand.3. Repeat the new words and recite the words.4. Copy new words and sentence pattern five times each.5. Make a dialogue of no less than 4 sentences about a teacher according to the new sentence pattern.
Classroom process	<p>Lesson1</p> <ol style="list-style-type: none">1. Comment on the test paper of the previous class and explain the error-prone points, and then answer the students' questions.2. Warm-up: Free talk . Teachers chat with students and listen to students' opinions on teaching videos. (10 min)3. Dictation: Dictate all the new words, then exchange with their respective classmates and make corrections according to the textbook. (15 min)4. Lead reading: When students correct each other's mistakes, the teacher writes the new words and sentence patterns on the blackboard, and then leads the students to read them aloud. (10min) <p>Break (10min)</p>

Exercise 3:

Practice according to the cartoon content that the students are familiar with. The teacher uses multimedia courseware to put the pictures of the *Pleasant Goat* and *Big Big Wolf* cartoons on the big screen and let the students practice the words "kind" and "funny". such as:

A: Who is he?

B: He's Manyangyang.

A: Is he / she kind?

B: No, he / she isn't. (25min)

Presentation :

After the students have contacted, let them organize their own conversations, and let each group of students come on stage to post their own conversations. (20 min)

Reviews:

The teacher makes comments based on the performance of the students (5min)

Break (10min)

Test (30min)

Summary:

Teachers and students summarize the vocabulary and sentence patterns learned in this lesson.

Encourage students to carefully observe the teacher in each subject and correctly summarize the main personality characteristics of the teacher in each subject. (15min)

Homework:

Explain to the students the learning tasks to be completed after returning home, and again explain the characteristics of the flipped classroom, including the knowledge points they cannot understand repeatedly at home, and instruct the students to take notes on the places they do not understand. (10min)

Course2

My week

Key teaching points

1. Five words: Monday, Tuesday, Wednesday, Thursday, Friday. Students are required to spell the five English words from Monday to Friday correctly and use these words flexibly in combination with the sentence patterns given.
2. Understand and use the name of each subject to describe the course schedule. Understand the correct way of expressing the action of "go to class" in Chinese, "We have...".
3. Master sentence patterns: "What day is it today? It's...". "What do you have on Wednesdays? We have English, science, computer and physical. I like Wednesdays". Students are required to use these sentences freely in actual situations.

Tasks before class

1. Watch the video and audio delivered by the teacher.
2. Make notes of the questions that you did not understand.
3. Repeat the new words and recite the words.
4. Copy new words 10 times each.
5. Make up a dialogue of at least 8 sentences according to the key sentence patterns and include new vocabulary.
6. Follow the teacher's guidance in the video, learn the meaning of the song "My days of the week", and follow the teacher's demonstration, learn to sing.

Classroom process

Lesson1

1. Comment on the test of last week and explain the error-prone points, and then answer the students' questions.
2. Warm-up: Free talk 。 The teacher greets the students and briefly reviews the content of the previous lesson (10 min)
3. Dictation: Dictate all the new words, then exchange with their respective tablemates and make corrections according to the textbook. (15 min)
4. Lead reading: When students correct each other's mistakes, the teacher writes the new words and sentence patterns on the blackboard, and then leads the students to read them aloud. (10min)
5. Interaction: Let students ask questions about grammar, sentence formation, pronunciation of words in the video, and answer them one by one (30 min)

Break (10min)

Lesson2

Presentation 1 :

Let the students who have learned to sing the song "My days of the week" come to the stage to perform, give 3 places, and inform the students about the fact that who takes the initiative to come on stage first will get points. (10min)

Exercise:

The teacher asks the students to use the fourth grade sentence pattern: "It's 8 o'clock. It's time for Chinese." Leading sentence pattern: "We have Chinese, English, on Mondays".

After that, let the students work in pairs, combine with the school curriculum, and use them skillfully in the situation.

("What day is it today? It's What do you have on ...? We have I like") Use new words for daily oral practice, such as:

A: Hello, what day is it today?

B: It's Tuesday.

A: What do you have?

B: We have P. E. class. I like Tuesdays.

A: What time is it?

B: It's 8:20. It's time for the English class. (10min)

Game 1:

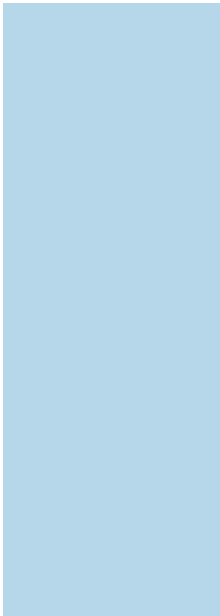
Ask students to use homework paper to make a disc marked with the week, use the pen as the pointer to rotate at will, and use the sentence pattern "What day is it today? It's..." according to the position where the pointer stops to communicate and consolidate the new words they have learned .

Students can also add sentences to ask and answer the class schedule, such as "What do we have on Monday? We have....."(10min)

Game 2:

Divide the students into groups of 4, a total of 3 groups of students, give them 10 minutes to practice the song "My days of the week." A group of students performed on stage, and some students commented on each other. (20min)

Break (10min)



Test:(30min)

Summary:

Teachers and students summarize the vocabulary and sentence patterns learned in this lesson.

Let students sing new ballads or songs to parents or friends
(20min)

Homework:

Explain to the students the learning tasks to be completed after returning home.(5min)

Course3

What would you like?

Key teaching points

1. Listen, speak, read and write words:” tomato, tofu, green beans, fish, potato, eggplant, cabbage, mutton, pork”
2. Use sentences in dialogue in situations and can skillfully replace sentence-shaped words. : “What would you like for lunch? I’d like...;”
3. The vocabulary is large, and some words are difficult to master:” tomato” and “potato” are easy to confuse; “eggplant” is longer; “cabbage” is difficult to pronounce; “pork” and “mutton” are easy to confuse; the pronunciation of “tofu” is easily disturbed by Chinese. “

Tasks before class

1. Watch the video and audio delivered by the teacher.
2. Record the questions that they did not understand.
3. Repeat the new words and recite the words.
4. Copy new words 10 times each.
5. Make a dialogue of no less than 10 sentences using the new words and new sentence pattern.

Classroom process

Lesson1

1. Comment on the test paper of last week and explain the error-prone points, and then answer the students’ questions.
2. Warm-up: The teacher plays the nursery rhyme "let’s have a picnic today" in the textbook, and the students listen to the song and review the food words (10 min)
3. Dictation: Dictate all the new words, then exchange with their respective tablemates and make corrections according to the textbook. (15 min)
4. Lead reading: When students correct each other's mistakes, the teacher writes the new words and sentence patterns on the blackboard, and then leads the students to read them aloud. (10min)
5. Interaction: Let students ask questions about grammar, sentence formation, pronunciation of words in the video, and answer them one by one (30 minutes)

Break (10min)

Lesson2

Exercise 1:

As a group of two, remember and say some words about food together, ask and answer each other, using sentence patterns:

A: What would you like for lunch?

B: I'd like.... (10min)

Exercise 2:

When the teacher distributes a set of word cards for each group, including the words: "pork, fish, tomato, potato", at the same table, hold cards to check each other's pronunciation, if in doubt, ask the teacher, and then use the sentence pattern of the unit again. Answer the question with the card held by the other party. Let students distinguish between tomato and potato and other similar words (15min)

Presentation:

Let each of the students write a silent dialogue, including the sentence structure of this unit and two newly learned vocabulary. After writing, let the students come to the stage to recite the dialogue written by themselves. Students who take the initiative to come to the stage will get extra points. , evaluate the accuracy of the sentence pattern .(20 min)

Reviews:

Teacher reviews based on students' performance. (5min)

Break (10min)

Test: (30min)

Summary:

Teachers and students summarize the vocabulary and sentence patterns learned in this lesson.

Encourage students to introduce the words they learned today to their parents at home, and ask and teach their parents what would you like for lunch. (15min)

Homework:

Explain to the students the learning tasks to be completed after returning home. (10min)

Course4

What can you do?

Key
teaching points

1. Master the new words sing, Kung fu and phrases that describe leisure activities
sing English songs, do some Kung fu.
2. Correctly write new words, phrases, and use sentence patterns What can you do? I can ...to answer.

Tasks
before class

1. Watch the video delivered by the teacher.
2. Record the questions that you did not understand.
3. Repeat the new words and recite the words.
4. Copy new words and sentence patterns 10 times each.
5. Make a dialogue of no less than 6 sentences about leisure activities.
6. Listen to the audio recorded by the teacher and learn to sing "What can you do?"

Classroom
process

Lesson1

1. Comment on the test papers of last week and explain the error-prone points, and then the problems of college students will be discussed.
2. Warm-up: Play the song "What can you do?" Teachers and students sing together. (10 min)
3. Dictation: Dictate all the new words, then exchange with their respective tablemates and make corrections according to the textbook. (15 min)
4. Lead reading: When students correct each other's mistakes, the teacher writes the new words and sentence patterns on the blackboard, and then leads the students to read them aloud. (10min)
5. Interaction: Let students ask questions about grammar, sentence formation, pronunciation of words in the video, and answer them one by one (30 minutes)

Break (10min)

Lesson2

Exercise 1:

The teacher asked the six students as a group to discuss what they like to do after class or during holidays. Or what they are good at, ask students to use the vocabulary they have learned before. After the discussion is over, select one student from each group and write the results of the discussion on the side of

the blackboard in English, such as watching cartoons, playing the piano, drawing, playing table tennis, singing, etc.

After the students have finished writing, the teacher will talk about it. Now let's discuss what you can do if our class has a party? Let the students say "What can you do? What can you do for the party? I can sing English songs , Do some kung fu." (20min)

Game: The teacher says that the cards prepared in advance should be pasted next to the words written by the students. After that, a hair ball is given to the students to pass them one by one. The teacher sings the song "What can you do?" just learned next to him. Stop it, after stopping, which student needs the hair ball in the hands of that student Let's use the key sentence patterns of this lesson to answer the teacher's questions and read out the English words relative to the card specified by the teacher. After all the answers are correct, increase the difficulty. Students who cannot read it or read it wrong will stand up to be the next person to sing, and students who stay for the last will get applause and points. (20min)

Exercise 2:

Divide into a group of two, put all the words written on the blackboard into a new sentence pattern to form a dialogue, including the new vocabulary of this lesson, such as:

A: What can you do?

B: I can sing English songs.

A: What can you do for the party?

B: I can draw. (10min)

Break (10min)

Test: (30min)

Reviews:

The teacher corrects the conversations written by the students when the students are writing the papers, and sends them to the students after the students have completed the papers, and comments (10min)

Summary:

Teachers and students summarize the vocabulary and sentence patterns learned in this lesson.(10min)

Homework:

Explain the students about the learning tasks to be completed after returning home. (5min)

Course5

There is a big bed.

Key teaching points

1. The students can describe the relative position of things using the preposition (in front of, beside, behind, between, above)
2. The students can make use of the “there be” sentence pattern.

Tasks before class

1. Watch the video delivered by the teacher.
2. Record the questions that didn't understand.
3. Repeat the new words and recite the words.
4. Copy new words 10 times each.
5. Make up a dialogue of no less than 12 sentences about the position of the preposition and their own room.

Classroom process

Lesson1

1. Comment on the test paper of last week and explain the error-prone points, and then answer the students' questions.
2. Warm-up: Greeting.(10 min)
3. Dictation: Dictate all the new words, then exchange with their respective classmates and make corrections based on the textbook. (15 min)
4. Lead reading: When students correct each other's mistakes, the teacher writes the new words and sentence patterns on the blackboard, and then leads the students to read them aloud. (10min)
5. Interaction: Let students ask questions about grammar, sentence formation, pronunciation of words in the video, and answer them one by one (30 minutes)

Break (10min)

Lesson2

Exercise 1:

The teacher asks the students to do dialogue exercises in pairs. They empty a pencil case and took out an eraser. One person place it in any position of the pencil case to ask the other person and the other person answers, such as:

A: “Where is the ball?”

B: “It's in the box.” (10min)

Writing:

The teacher demonstrates on the podium, placing the eraser in the 5 positions of the pencil case, in pairs, using the sentence pattern "There be" to write out all possible positions without reading the book. After that, the two groups exchange, and finally the group with the highest score will be selected to receive the applause and bonus points from the students. (15min)

Game:

Divide the students into groups of 3 and implement a relay competition. After giving the students 10 minutes to prepare, the teacher gives a square box and a small hair ball to the students. Starting from the first group, the teacher uses the sentence "there be" Sentences in a pattern, students will operate in turn, the group with the most relays will win points and applause (25 min)

Break (10min)

Test: (30min)

Summary:

Teachers and students summarize the vocabulary and sentence patterns learned in this lesson.

Make a summary of this teaching unit, and ask students for their opinions and opinions (15min)

Homework:

Explain to the students the homework to be completed after returning home (5min)