THE APPLICATION OF THE FLIPPED CLASSROOM APPROACH TO CHINA’S MIDDLE SCHOOL ENGLISH TEACHING

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Abstract

THE APPLICATION OF THE FLIPPED CLASSROOM APPROACH TO CHINA’S MIDDLE SCHOOL ENGLISH TEACHING

Siqi Gao

Under the Supervision of Dr. Yuanyuan Hu

Although the flipped-classroom approach has been recommended to middle school English teaching in China, most middle school English teachers do not know how to effectively apply this approach in their classroom. This study focused on how to flip the middle school English classroom in China. Based on the reviewed literature, a case study was conducted on the application of the flipped classroom approach in a key middle school in Beijing. Two successful lessons from a module were chosen for the case study. By reflecting on his teaching of the two lessons, the researcher provided strategies for flipping the middle school English classroom in China as well as suggestions for dealing with challenges.
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Chapter I Introduction

The flipped classroom approach was originated in the U.S. Flipping the classroom is more possible as the result of online resources. Learning would not only happen in the classroom, but also out of the classroom even online.

In China, High School English Curriculum Standards (2017) serves as a guide book for both elementary school English teaching and middle school English teaching. It emphasizes the importance of learning competence in addition to language competence. For the learning competence, students are supposed to develop learning strategies. They are supposed to use different strategies to deal with real-life problems in their English learning. In addition, they are also expected to develop the ability to learn English through cooperative learning.

With the educational reform in China, the flipped classroom approach has been adopted by many Chinese educators, even including some middle school English teachers. They have been exploring how to flip their classroom.

This study focused on how to flip the middle school English classroom in China. A case study on the application of the flipped classroom approach to English teaching in a key middle school in Beijing was conducted. The case study shows that it is feasible but challenging to use the flipped classroom approach in middle school English teaching in China.

**Statement of the Problem**

Although the flipped-classroom approach has been recommended to middle school English teaching in China, most middle school English teachers do not know how to effectively apply this approach in their classroom. To address this issue, this study explored the following questions:

1. What is the flipped classroom approach?
2. How has the flipped classroom approach been used in middle school English teaching in China?

3. What are some challenges for middle school English teachers in China when flipping their classroom?

4. What can middle school English teachers in China do to effectively flip their classroom?

**Definition of Terms**

**The Flipped Classroom:** As Lage, Platt and Treglim (2000) defined, “inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. The use of the learning technologies, particularly multimedia, provides new opportunities for students to learn” (p. 32). This is the earliest definition of the flipped classroom. As we can see, the learning process in a flipped classroom has been changed. Students are supposed to learn a new lesson ahead of time.

**Purpose of the Study**

This study showed the application of the flipped classroom approach in a key middle school in China. Some effective strategies as well as challenges were identified to help middle school English teachers who are interested in this approach.

**Significance of the Study**

This study may enrich the literature on the flipped classroom approach with examples from a middle school’s English classroom in China. The examples, which show some strategies used in a real classroom, may be interesting to middle school English teachers in China. Suggestions for dealing with challenges in the flipped classroom may also be interesting to them.
The study may have implications for future research on flipping the middle school English classroom in China.

**Methodology**

A review of the literature on the flipped classroom approach was conducted to provide a theoretical framework for the design of the flipped classroom. The relevant literature on how the flipped classroom approach has been used in middle school English teaching in China was also reviewed.

Based on the reviewed literature, a case study was conducted on the application of the flipped classroom approach in a key middle school in Beijing. Two successful lessons from a module were chosen for the case study. By reflecting on his teaching of the two lessons, the researcher provided strategies for flipping the middle school English classroom in China as well as suggestions for dealing with challenges.
Chapter II Review of Literature

This chapter provides a brief review of the literature on the application of the flipped classroom approach in middle school English teaching in China. It discusses what the flipped classroom approach is to language teaching and why the approach is recommended to foreign language teaching. Selected empirical studies on the application of the flipped classroom approach are also reviewed in this chapter.

What Is the Flipped Classroom Approach to Language Teaching?

The flipped classroom has been used in many schools both in China and abroad. The topic has been a heated discussion among teachers and educators in recent years. Different researchers have different interpretations of what the flipped classroom approach is.

Lage, Platt and Treglia (2000) stated that with the flipped classroom approach, learning traditionally taking place inside the classroom has been moved outside the classroom. Bergmann and Sams (2011) pointed out that in a flipped classroom, what students traditionally do at home now is done in the classroom. Bergmann, Overmyer and Wilie (2015) defined the flipped classroom as a means to increase interaction between students and teachers. They claimed that the role of a teacher has been changed from the “sage on the stage” to the “guide on the side.” Jin (2011) also stated that the roles of both teachers and students have changed in a flipped classroom compared with those in the traditional classroom. Teachers are no longer lecturers but instructors who provide students ways of learning. Students have changed from passive learners to active learners; they explore what they want to learn before class and share what they have found while in class. According to Correa (2015), when the flipped classroom is applied to foreign language teaching, it not only creates more opportunities for classroom interaction but also for critical reflection.
In this study, the flipped classroom is defined as an educational approach, which requires students to watch videos or read textual materials before they come to class, and discuss or solve real-life problems in English in class.

**Why Is the Flipped Classroom Approach Recommended to Foreign Language Teaching?**

Why the flipped classroom approach is recommended to foreign language teaching can be explained as follows.

**Theoretical reasons.** The flipped classroom model is derived from Piaget’s (1966) theories of active learning. Students in a flipped classroom are usually motivated to learn through active participation in the classroom.

A flipped classroom emphasizes student-centeredness and learner autonomy. Teaching students how to learn becomes an important part of instruction. Students take more responsibility to manage their own time and with necessary support, they can learn crucial time management strategies. Besides the time management strategies, students also decide what they want to learn in the classroom. They can search on the Internet to find materials that can help them with classroom discussions (Lai, 2015).

Students see, hear and experience something new or unique before class. Constructivists believe that students gain knowledge through constructing new one on the basis of what they have learned (Skhunk, 2011). The depth of understanding is affected by their previous knowledge and interests (Bruner, 1990; Piaget & Inhelder, 1969).

In addition to theoretical reasons, potential changes that the flipped classroom approach can bring is another reason why the approach is recommended.

**Potential changes.** According to Solomon’s (2012) study, 67% of teachers found that their students’ scores in most subjects improved as a result of the use of the flipped classroom
approach. 80% of the teachers found that the approach has changed their students’ learning attitude. 99% of the teachers would like to use the approach in the future. Below are some practical benefits of the flipped classroom approach.

**Role changes.** In a flipped classroom, teacher and student roles can be changed. The flipped classroom approach changes the time and place of teaching and learning (Berger, Trexler, & Valenza, 2010). Teachers provide students with learning resources before class so that students can learn ahead of time. Inquiry-based learning and/or group discussion can be the focus of in-class learning.

**The pace of learning.** Along with changes in the way of learning, the pace of learning can be changed. Hunt (2013) pointed that in a flipped classroom, students can learn at their own pace. Before they come to class, they can review what they have learned or they can learn new knowledge according to their interests or pace. They are responsible for their own learning.

**Learning attitude.** The attitude towards learning can also be changed with the flipped classroom approach. Students can become more active in learning with better learning outcomes (Hunt, 2013). For example, watching recommended videos or searching on the Internet would not be boring homework to students. Different classroom activities can get students more actively involved in learning.

**Learning abilities.** The flipped classroom approach can also improve students’ learning abilities. Qin, Shi, and Yang’s (2016) study shows that using the flipped-classroom approach in middle school English teaching in China can not only motivate students to participate in learning English, but also improve their self-learning ability.
Research on Flipping the Middle School English Classroom in China

Although it was just a few years ago that the flipped classroom was introduced to China as an instructional paradigm, it has attracted more and more Chinese middle school teachers and researchers’ attention. An increasing number of schools have used the approach in their daily teaching. For example, in Long Quanyi District in Chengdu, teachers assigned students to do self-study before class (F. Wang & X. Wang, 2013). In Chongqing Jvkui Middle School, students had group discussions in class to solve the problems they met when completing pre-lesson handouts.

Some schools also did research on how to implement the flipped classroom approach. According to the survey conducted by Li, Wang, and Zhang (2012), 82.9% of students like the flipped classroom approach; 88% of them think that it can improve their confidence; 88% of them believe that it can help them gain a better understanding of difficult points; only 17% hold the opinion that flipping the classroom added extra burden. Yang’s (2013) study shows that using video clips to flip the middle school English classroom improved students’ learning outcomes as well as their creativity in the classroom.

Zou (2015), from Hunan Normal University, conducted a study to see how the flipped classroom approach influenced students’ English learning in Middle School A. She collected students’ scores on the final English exam after the flipped classroom approach had been implemented in Middle School A for one academic year. Her data analysis shows that the average score became lower. She pointed out two reasons for the decrease in the average score. One reason is that it takes time for both students and teachers to adjust to the flipped classroom approach. Another reason is that the final English exam tested the students in the traditional way. Encouragingly, at the end of the second academic year, the average English score in Middle
School A increased. To some extent, flipping the classroom has improved students’ learning motivation and attitude.

Wang (2016), from Shanghai Normal University, conducted a study on using the flipped classroom approach to teach middle school students the simple present tense. She selected two classes in Luanping No. 3 Middle School in Chengdu: one is the experimental class taught with the flipped classroom approach; the other one is the control class taught in the traditional way. She did a pre-test and a post-test. The pre-test shows that there is no significant difference (p=0.886>0.05) between the experimental class and the control class whereas the post-test shows that there is a significant difference (p=0.044<0.05) between the experimental class and the control class. Wang concluded that the flipped classroom approach is better than the traditional way of teaching in improving students’ learning outcomes.

In both studies reviewed above, students taught by the flipped classroom approach learned a certain amount of knowledge before they came to class; in class they had an opportunity to resolve difficult language points through discussion. The flipped classroom approach helped students develop good learning habits and learning strategies.

**Suggestions for Middle School English Teachers in China**

Studies on how to apply the flipped classroom to middle school English teaching in China have increased dramatically since 2014. Even though different researchers have different ideas on how to flip a foreign language classroom, they largely agree on the following three major stages: pre-lesson, while-lesson and post-lesson. They provided suggestions mainly on the three stages and the roles of both learners and instructors in the flipped classroom. For example, Yuan (2016) discussed the three stages: for the pre-lesson stage, teachers are supposed to prepare relevant materials. While in class, teachers can focus on dealing with language problems and
having students share their experiences or opinions. For the post-lesson stage, teachers can provide additional materials for students to read after class. Shen (2016) argued that teachers can focus on classroom interactions while in class.

Qin, Shi and Yang (2016) discussed the general structure of the flipped English classroom. In their opinion, for the pre-lesson stage, teachers can require students to preview vocabulary or grammar rules; they can also prepare preview videos and assign some topic-related tasks for students to complete. Class time can be spent on problem-solving or real-life tasks. For the post-lesson stage, teachers can design some assessment tasks to engage students in reflection.

Cui and Wang (2014) suggested some basic principles of the flipped classroom approach. First, the roles of teachers and students are changed. A teacher is supposed to be a facilitator rather than the center of the classroom. Second, learning takes place before, during, and after a lesson. Third, the way of learning is different. In the flipped classroom, students can learn by communicating with teachers or peers.

**Challenges for Middle School English Teachers in China**

Major challenges that middle school English teachers in China may face when using the flipped classroom approach are as follows. Videos are commonly used as one of ways to transfer new knowledge to students. The quality of pre-lesson videos can affect students’ readiness for in-class activities (Nielsen, 2012). However, making high-quality videos is challenging to middle school English teachers. Another challenge may come from adapting textbooks or creating new materials (Zhang, 2016). In addition, good classroom management skills are essential to a successful flipped classroom (Ash, 2012).
Summary

The flipped classroom approach is an educational pedagogy that requires students to learn some knowledge before they come to class and to deal with real-life problems in class. More and more middle school English teachers in China have chosen to use this approach in their daily teaching because of its benefits. However, they are faced with a variety of challenges. There is a need to find out effective strategies for flipping the middle school English classroom in China.
Chapter III Case Study

This chapter reports a case study on the application of the flipped classroom approach in a key middle school in China. The researcher chose to share his two successful English lessons from a module for the case study. Effective strategies and challenges in the two lessons were identified.

Teaching Context

The class that the researcher gave lessons to was chosen from one of five experimental classes in a middle school in Beijing, one of key middle schools in Dongcheng District in Beijing. The school was carrying out a Flipped Classroom Project in the eighth grade when this study was conducted.

There are 26 students in the chosen class. As eighth graders, the students are at a normal level of English proficiency. Some of them can use English quite well, but a few of them are poor at learning English. Before the case study was carried out, students were familiar with cooperative learning, and they were getting used to the flipped approach.

According to Compulsory Education English Curriculum Standards (2011), students at the fourth level of English language proficiency are expected to be able to listen for specific information and take down notes while listening; talk about specific information; read for specific information and read for detailed information; and write a short paragraph with the help of their teacher and classmates.

A Brief Overview of the Module

The module titled “Cartoons” in the textbook English 8(B) by Foreign Language Teaching and Research Press was chosen for this case study. This module consists of three units, each focusing on different English skills: the first unit on listening and speaking skills, the
second unit on reading and writing skills, and the last unit on integrated skills. The first unit is “It’s time to watch a cartoon.” In this unit, there are two dialogues between Daming and Tony. They talked about which cartoon they were going to watch after finishing their homework. Finally, they reached an agreement to watch Tom and Jerry. The dialogues make students aware that they may have different favorite cartoons. The second unit titled “Tintin has been popular for over eighty years.” provides reading material that introduces several popular cartoon heroes, including the Monkey King, Shrek, Nemo, Tintin, and Snoopy. The reading material allows students to learn about how to introduce their favorite cartoon heroes and why people like them. The last unit is “Language in use,” in which students are supposed to learn how to put together a presentation and give the presentation in class.

Below are goals and objectives for this module:

Goals: Students will be able to talk about their favorite cartoons or cartoon heroes. They will also be able to use the verb tenses they have learned before correctly.

Objectives: At the end of the module, students will be able to:

1. Understand the stories of the cartoons and the heroes in the cartoons by listening;
2. Understand speakers’ attitude toward the cartoons and the heroes in the cartoons;
3. Ask for and give information on the stories of the cartoons and the heroes of the cartoons;
4. Understand the reading material on the cartoons;
5. Give presentations on their favorite cartoons or cartoon heroes.

A Brief Summary of the Two Lessons

The first lesson was a listening and speaking lesson based on Unit 1 in the chosen module. The researcher distributed a pre-lesson handout consisting of six major parts: lead-in questions,
self-study questions, watching a video clip, group preparation for an in-class project, vocabulary assessment, and reflection (see Appendix A for Unit 1 Pre-lesson Handout). The video clip is a preview of the cartoon Minions, which showed the students how to introduce their favorite cartoons. The researcher made the clip using a video making program. As a follow-up on the pre-lesson assignment, the students were asked to continue searching for relevant information on their favorite cartoons. To help students prepare for their presentations, the researcher also made the students work with their group members to discuss how to do their presentations. They were finally asked to make a poster to introduce their favorite cartoons and present the poster in front of the class.

The second lesson was a reading lesson based on Unit 2 in the chosen module. The researcher also distributed a pre-lesson handout consisting of the same six major parts with a focus on the reading material in the textbook (see Appendix B for Unit 2 Pre-lesson Handout). The students were supposed to read the text, answer the reading comprehension questions in the pre-lesson handout, and gain an understanding of the text before class. While in-class, the researcher asked the students to complete a short paragraph fill-in-the blank activity focusing on details in the reading. Different from the presentation in the previous lesson, the students were asked to work individually on their own favorite cartoon heroes first and then work together to make a poster on their favorite cartoon heroes. They were also asked to give a short introduction to their completed poster.

Effective Strategies

The researcher reflected on the two lessons and identified the following strategies that were effective in the two lessons.
Textbook adaptation. While designing the second lesson (see Appendix C for Unit 2 Lesson Plan), the researcher did not use the reading material in the textbook for in-class teaching. Students read the material before class as their pre-lesson learning. Instead of using the comprehension questions in the textbook, the researcher designed his own questions that guided students to learn about the structure of the reading material as well as understand it.

Grouping students. Grouping students is one of most essential strategies for the flipped classroom. Whether students can cooperate with each other leads to differences in their learning outcomes. The researcher usually groups the students based on their levels of English proficiency with four or five students in each group. No. 1 student in a group is best at English and serves as the group leader. No. 4 or No. 5 student in a group is usually the weakest one. This grouping strategy motivated students with different levels of English proficiency to interact with each other in group work.

Designing handouts. The researcher designed two types of handouts: pre-lesson and in-class handouts. A pre-lesson handout consists of six parts (see Appendix A and Appendix B). The first part includes lead-in questions for students to think about. The second part provides comprehension questions to guide students in their self-study of reading or listening materials in the textbook. The third part requires students to watch a video clip to learn relevant task-oriented language or new vocabulary. The forth part is a real-life task that requires students to meet their group members to prepare or search for information needed in class. The fifth part focuses on vocabulary assessment. Finally, the sixth part is a reflection activity.

An in-class handout consists of seven parts that guided the students through a lesson. The seven parts are lead-in questions, learning targets, individual thinking, cooperative learning,
Providing video clips. The researcher provided the students with video clips to help them learn language points before class. For example, the video clip for the first lesson is a short introduction to the cartoon Minions. After watching the introduction, the students were asked to answer several questions about the video. These questions also served as guiding questions to help them learn how to introduce a cartoon.

Real-life tasks. The in-class real-life tasks were all based on the students’ real-life experiences. The real-life tasks, like the introduction to their favorite cartoons or cartoon heroes (see Appendix F for Unit 1 Lesson Plan), attracted students’ interest and engaged them in learning.

Consistency. There were consistencies between the two lessons. The second lesson reinforced the first lesson with similar activities about the same topic. By the end of the second lesson, the students were able to talk about their favorite cartoons and cartoon heroes using learned vocabulary and structures.

Peer evaluation. Peer evaluation was also a core part in the flipped classroom. For example, the researcher provided students evaluation criteria and forms (see Appendix G) for their presentations ahead of time. The No. 1 student, the best student, in each group was assigned to be the evaluator. The evaluators should not only grade the presentations but also take notes while listening to presenters so that they could give brief comments on the evaluation forms. The rest of the students were the audience, who should listen to the presentations attentively and provided oral feedback.
Challenges

The researcher also met some challenges while teaching the two units with the flipped classroom approach.

**Time management.** The in-class time management was one of the biggest challenges. Most of the in-class time was for students to complete the tasks. It was challenging to manage the time needed for each task. Sometimes it took longer time for the students to complete a task. Successful completion of all tasks on time entails students’ concentration and a teacher’s high classroom management ability.

**Improvisation.** Improvisation in teaching was common and challenging because of the less predictability of the flipped classroom. What the students had learned before they came to class could not be found out in advance. Some of the students’ reactions to the discussions and presentations could not be predicted. Some of their confusions could not be addressed immediately in class. As a result, the researcher needed to improvise in his teaching from time to time.

**Making video clips.** Making the pre-lesson video clips was challenging and time-consuming. While preparing for each lesson, the researcher first came up with the idea of what to show to the students in the pre-lesson video. After drafting the outline of the video, the researcher began to make the video. What the researcher did was to make an animation, to dub the video, and to edit the video before sending it to students via the Internet, a challenging process for the researcher. It took the researcher almost two days to complete one of the videos. The researcher also had to make sure that the content and length of the pre-lesson videos was appropriate.
Summary

All in all, the case study shows that the flipped classroom approach was effective in engaging the students in learning. The students not only learned the vocabulary and structures to talk about their favorite cartoons or cartoon heroes, but also the ways to talk about a certain topic. Some of them were able to give a clear presentation in front of the class. They even made posters and video clips in groups after learning the whole module.
Chapter IV Conclusions and Recommendations

This chapter draws conclusions about how to flip the middle school English classroom in China on the basis of the case study. It also provides recommendations for dealing with possible challenges.

Conclusions

The case study shows that it is feasible but challenging to flip the middle school English classroom in China. It also shows the advantages of a flipped English classroom over a traditional English classroom. First, the students in the flipped classroom were more enthusiastic in class and more willing to participate in the classroom activities. Most of them showed a positive attitude towards English learning. They believe that the flipped classroom approach had a positive impact on their learning English. Second, the flipped classroom approach can meet the needs of different levels of students. All the students had the opportunity to express their ideas. Weaker students could improve their performances with support from their group members. Provided with the video clips, the students could learn at their own pace at home. Third, the in-class real-life tasks allowed the students to improve their English proficiency as well as learn some related knowledge.

Recommendations

The flipped classroom approach is new to most Chinese English teachers including middle school English teachers. Although an increasing number of middle school English teachers have chosen to use the flipped classroom approach, some problems still need to be addressed. For example, further research is needed on how to make videos, how to design and organize in-class activities and what principles that teachers who are interested in the approach can follow. The case study shows the application of the flipped classroom approach in a listening
and speaking lesson and also a reading lesson. But can the flipped classroom approach be applied to other types of middle school English classes in China? Whether the flipped classroom approach can benefit all English learners also needs to be explored further.

With regard to the challenges mentioned in Chapter 3, they can be addressed as follows.

First, to improve classroom time management, a teacher can try to group students in different ways and provide a variety of in-class activities. More efforts should be put into pre-lesson learning.

Second, teachers should have high English proficiency and classroom management skills. They should be able to lead or facilitate class discussion and monitor students’ progress to achieve teaching goals.

Third, to help teachers make better videos, technical support should be provided in the first place. Teachers should learn more about how to use programs or applications to make an attractive video for students. Teachers should change their mindset about in-class teaching, and they can make videos of some mini-lectures.

Fourth, the flipped classroom approach requires that students should be highly self-disciplined. Before students come to class, they are supposed to complete pre-lesson assignments. Otherwise, in-class learning will not be successful. A consistent grading system should be put in place.

Last but not least, China’s exam-oriented education system should be taken into consideration. To what extent can the flipped classroom approach be used in middle school English teaching? Middle school English teachers in China can come up with activities to help students learn knowledge, like grammatical rules, as well as improve their ability to use English.
In short, middle school English teachers in China are recommended to try out the flipped classroom approach. Only by practicing more, can we find strategies to deal with the challenges and difficulties we meet while applying this approach to middle school English teaching in China.
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Appendix A: Unit 1 Pre-lesson Handout

一、目标导学（1 分钟）
1. Do you like cartoons?
2. What cartoons do you like?
3. How do you feel when you watch cartoons?

二、教材自学（10 分钟）
➢ Do you know the following cartoon characters? Have you ever watched them?
Directions: write down the names of the characters and the cartoons.

三、微课助学（5 分钟）：观看微课 Minions
(I). 根据微课内容回答以下问题。
1. How long have Minions been on this planet?
2. What is the goal of all the Minions?
3. What is their favorite food?
4. Without a master, how did they become?
5. What did Calvin decide to do to end the situation? Where did they go?

(II). 请你根据微课内容和你的回答，简单介绍一下 Minions 这部动画片。
四、合作互学（5分钟）：Classroom-learning preparation
以小组为单位，上网搜集一部动画电影的资料，准备你要介绍的动画电影的图片，打印出来，用英文简单这部动画电影。你可以从以下电影中选择：
✧ 《哪吒闹海（Nezha Conquers the Dragon King）》
✧ 《喜羊羊与灰太狼（Pleasant Goat and Big Big Wolf）》
✧ 《白雪公主（Snow White）》
✧ 《灰姑娘（Cinderella）》
进入课堂前，请你准备好剪刀、胶水、水彩笔等工具，以备绘制小报。

五、学案测学（5分钟）
What’s the meaning of the following words?
brave ___________ cartoon ___________ cute ___________
funny ___________ handsome ___________ smart ___________
fight ___________ hero ___________ humorous ___________
laugh ___________ lesson ___________

六、质疑待学（1分钟）
What’s your problem after finishing the pre-lesson handout? Do you know how to introduce a cartoon or characters in the cartoon? Can you write down the tips?
Appendix B: Unit 2 Pre-lesson Handout

一、目标导学（1 分钟）
1. Do you know the following cartoon heroes?
   Nemo Shrek the Monkey King Tintin Snoopy

2. In which cartoon you see the heroes above?
   Nemo ___________________ Shrek _______________
   the Monkey King _____________ Tintin ______________
   Snoopy _______________

二、教材自学（10 分钟）
➢ Read the passage on p. 36 and answer the following questions.
   1. Who like Nemo and Shrek?

   2. When do parents and children laugh in the cartoon Havoc in Heaven?

   3. What does Tintin do?

   4. Which cartoon is the recent cartoon?

三、微课助学（5 分钟）：观看微课，熟练朗读课文。
   Can you summarize the passage you read? Write down your summary below.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

四、合作互学（5 分钟）：Classroom-learning preparation
   以小组为单位，上网搜集一个动画人物的资料，准备你要介绍的动画人物的图片，打印出来，
   用英文简单这个动画人物。
   每个人介绍一个动画人物，也可以每个人介绍同一部动画中的不同人物。
   进入课堂前，请你准备好剪刀、胶水、水彩笔等工具，以备绘制小报。

五、学案测学（5 分钟）
   Match the words with their meanings.
   mess 1. personal
   celebrate 2. make up
   private 3. something looks dirty or untidy
   create 4. be pleased with something
   satisfy 5. cheer for an important thing
六、质疑待学（1 分钟）

What’s your problem after finishing the pre-lesson handout? Do you know how to introduce a cartoon or heroes in the cartoon? Can you write down the tips?
Appendix C: Unit 2 Lesson Plan

Date: April 10th, 2018

Goal(s): Ss will be able to introduce their cartoon heroes.

Objectives: At the end of the lesson, Ss will be able to:

1. Understand and summarize the passages on cartoons;
2. Identify specific information after reading;
3. Introduce one of their favorite cartoon heroes.

Teaching Materials: English 8(B) by Foreign Language Teaching and Research Press.

Relevant Background:

- Topic Background: Students have talked about the topic “cartoon” in the former unit. They can talk about their favorite cartoons and cartoon heroes, but the language support is still not enough.
- Grammar Background: Before students come to the lesson, they have already learnt the verb tenses including present simple, past simple and present perfect.
- Vocabulary background: Generally speaking, they have already mastered more than 1000 words so that they can understand the material quite well.
- Students are supposed to come from the experimental class on the flipped-classroom in one of the key middle schools in Beijing, so they are familiar with the cooperative way of learning.

Other Materials Needed: Handouts (pre-lesson and in-class)

Procedures:

Phase #1 Lead-in questions

Activity: T asks Ss to do a free talk based on the questions posted to the students.
- What’s your favorite cartoon hero?
- What is he/ she like?
- Why do you like him/ her?

Purpose(s): To get students involved into the topic

Time: 2 mins

Phase #2 Learning targets

Activities: T asks Ss to read the task on their handout and think about how to do it.

Task presentation: You are going to make an English poster about your favorite cartoon heroes for the upcoming Cartoon Carnival in our school.

Purpose(s): Show the task of the lesson, and ask Ss to stick to the task.

Time: 1 min
Phase #3 Individual thinking
Activity: T asks students to read the passage again and make them finish the summary according to the passage they have read.

Many cartoon heroes, such as Nemo, Shrek, the Monkey King, Tintin and Snoopy, have _____ _____ ______ ______ young people all over the world. Some cartoons are new, and some are _______. Some cartoons were ______ even more than eighty years ago. But you still can see the pictures of these popular cartoon heroes _________ on office desks, schoolbags and computer screens. People can get happiness and exciting _________ through the cartoons. The artists drew the cartoons to _______ older people as well as ________.

Purpose(s):
- To help Ss to get the detailed information on introducing cartoon heroes;
- To help students learn how to summarize the main idea of the passage;

Time: 3 mins

Phase #4 Cooperative learning
Activity: Ask Ss to discuss how they introduce their favorite cartoon heroes.

Purpose(s): To help Ss complete the task presented at the beginning of the lesson in the meantime, check their pre-lesson work.

Time: 5 mins

Phase #5 Group performance
Activity Directions: You are going to make a poster with your group members. Each one will introduce one of your favorite cartoon hero. And then each No. 2 is supposed to give a short summary on:
- Why do your peers choose the heroes?
- Do they have anything in common?
- What are they like?

The next group is supposed to take notes while the former one is presenting. You are also required to complete the Evaluation Form.

Purpose(s): By giving presentations, check whether Ss can use the language they learnt in and out of the class to introduce their favorite cartoon heroes.

Time: 10 mins

Phase #6 Ability improvement
Activity T asks Ss to think about the following question and make them to discuss and give free talk in class.

What can you learn from the cartoon hero you recommended?

--- The Monkey King made a havoc in the Heaven. Why do many people still like him?

Purpose(s): By presenting the question, T is supposed to instruct Ss to think critically.

Provide some guiding questions if needed

Time: 5 mins
Appendix D: Unit 1 In-class Handout

I. Lead-in questions (2 minutes)
   1. What kind of cartoons do you like?
   2. Do cartoons always end in a happy way?
   3. What cartoons do you think are funny?

II. Learning targets (1 minute)

   Task presentation: 以小组为单位,上网搜集一部动画电影的资料,做一个演示文稿,用英文简单这部动画电影。你可以从以下电影中选择:
   ◆ 《哪吒闹海(Nezha Conquers the Dragon King)》
   ◆ 《喜羊羊与灰太狼(Pleasant Goat and Big Big Wolf)》
   ◆ 《白雪公主(Snow White)》
   ◆ 《灰姑娘(Cinderella)》

III. Individual thinking (2 minutes)

   Activity 1 Listen and complete the following task.
   1. What are they talking about?
   2. The girl thinks Superman is (1) __________ and (2) __________.
      They think all cartoons have (3) __________ endings.
      The boy likes (4) __________ cartoons.

IV. Cooperative Learning (10 minutes)

   Activity 2 Listen and answer the following questions.
   1. When does the conversation happen?
   2. Which cartoon will they watch at last?
   3. Have the boys watched the cartoon before?

V. Group Performance (20 minutes)

   Directions: Go over the task assigned in your pre-lesson handout. Each group will give a short introduction to your favorite cartoon or your favorite cartoon character. You may have 15 minutes to discuss how to do it. And then you will give your presentation in front of your classmates. Presenter should be No. 3 in each group.

   评分要求：下一组的同学要给上一组的同学做评价，评价表单发。

You can take notes here:
VI. Ability improvement (4 minutes)
   *What can you learn from your favorite cartoon character? Can you give us some examples?*

VII. Summary (1 minute)

*Homework:*
   - Complete the pre-lesson handout of Unit 2;
   - Finish workbook Unit 1.
Appendix E: Unit 2 In-class Handout

I. Lead-in Questions (2 minutes)
   ✦ What’s your favorite cartoon hero?
   ✦ What is he/ she like?
   ✦ Why do you like him/ her?

II. Learning Targets (1 minute)

   You are going to make an English poster to recommend (推荐；介绍) your favorite cartoon heroes to welcome the coming Cartoon Carnival (动漫嘉年华) in our school.

III. Individual Thinking (2 minutes)

   Many cartoon heroes, such as Nemo, Shrek, the Monkey King, Tintin and Snoopy, have ______ ______ ______ young people all over the world. Some cartoons are new, and some are ______. Some cartoons were ______ even more than eighty years ago. But you still can see the pictures of these popular cartoon heroes ______ on office desks, schoolbags and computer screens. People can get happiness and exciting ______ through the cartoons. The artists drew the cartoons to ______ older people as well as ______.

IV. Cooperative Learning (10 minutes)

   Directions: Choose one of the heroes in the passage to summarize how the text introduce the hero to the readers.

V. Group Performance (20 minutes)

   Directions: You are going to make a poster with your group members. Each one will introduce one of your favorite cartoon hero. And then each No. 2 is supposed to give a short summary on:
   ◆ Why do your peers (同伴) choose the heroes?
   ◆ Do they have anything in common?
   ◆ What are they like?

   The next group is supposed to take notes while the former one is presenting. You are also required to complete the Evaluation Form.

   ✦ You can take notes here:

VI. Ability Improvement (4 minutes)
What can you learn from the cartoon hero you recommended?

VII. Summary (1 minute)

Homework:

- Write down a passage to introduce your favorite cartoon hero;
  Finish Workbook Unit 2
Appendix F: Unit 1 Lesson Plan

Date: April 9th, 2018

Goal(s): Ss will be able to introduce their favorite cartoons or cartoon heroes.

Objectives: At the end of the lesson, Ss will be able to:

1. Understand the conversations about cartoon heroes and identify specific information;
2. Get the information on how to introduce a cartoon (cartoon hero);
3. Introduce their favorite cartoon (cartoon hero) briefly.

Teaching Materials: English 8(B) by Foreign Language Teaching and Research Press.

Relevant Background:

• Topic Background: Students have learnt about the certain topic before, but, as for the topic cartoon, they are really familiar with it in Chinese. They can talk more about the topic in Chinese while in English, they need learn more.

• Grammar Background: Before students come to the lesson, they have already learnt the verb tenses including present simple, past simple and present perfect.

• Vocabulary background: Generally speaking, they have already mastered more than 1000 words so that they can understand the material quite well.

• Students are supposed to come from the experimental class on the flipped-classroom in one of the key middle schools in Beijing, so they are familiar with the cooperative way of learning.

Other Materials Needed: Handouts (pre-lesson and in-class)

Procedures:

Phase #1 Lead-in questions
Activity: T asks Ss to do a free talk based on the questions posted to the students.
1. What kind of cartoons do you like?
2. Do cartoons always end in a happy way?
3. What cartoons do you think are funny?

Purpose(s): To get students involved into the topic
Time: 2 mins

Phase #2 Learning targets
Activities: T asks Ss to read the task on their handout and think about how to do it.
Task presentation: Work with your group members. Search for relevant information on your favorite cartoon. Make a poster to introduce your favorite cartoon briefly. You may choose from the following cartoons:
♦ 《哪吒闹海(NeZha Conquers the Dragon King)》
♦ 《喜羊羊与灰太狼(Pleasant Goat and Big Big Wolf)》
Phase #3 Individual thinking
Activity 1 Listen and complete the following task.
3. What are they talking about?
4. The girl thinks Superman is (1) _______ and (2) _______.
   They think all cartoons have (3) _______ endings.
   The boy likes (4) _______ cartoons.

Activity 2 Listen and answer the following questions.
4. When does the conversation happen?
5. Which cartoon will they watch at last?
6. Have the boys watched the cartoon before?

Purpose(s):
- To help Ss to get the detailed information on the conversation between Daming and Tony;
- To get Ss’ listening ability trained in this step;
- To help Ss to summarize the content they are going to use in the next phase.

Time: 7 mins

Phase #4 Cooperative learning
Activity 1 Ask Ss to discuss how they introduce their favorite cartoon.
Activity 2 Ask Ss to make the poster with their group members accordingly.

Purpose(s): To help Ss complete the task presented at the beginning of the lesson in the meantime, check their pre-lesson work.

Time: 15 mins

Phase #5 Group performance
Activity Directions: Go over the task assigned in your pre-lesson handout. Each group will give a short introduction to your favorite cartoon or your favorite cartoon character. You may have 15 minutes to discuss how to do it. And then you will give your presentation in front of your classmates. **Presenter should be No. 3 in each group.**

Purpose(s): By giving presentations, to check whether Ss can use the language they learnt in and out of the class to introduce their favorite cartoons.

Time: 10 mins

Phase #6 Ability improvement
Activity T asks Ss to think about the following question, and make them discuss and give free talk in class.

*What can you learn from your favorite cartoon character? Can you give us some examples?*

Purpose(s): By giving presentations, to check whether Ss can use the language they learnt in and out of the class to introduce their favorite cartoons.

Time: 5 mins
Appendix G: Evaluation Form

Partner Presentation Evaluation Form

Here is your evaluation form for the presentation in today’s class. What you are going to do is to evaluate the other groups’ presentation.

Evaluation Scale & Elements

1=Poor/Below Average
2=Fair/Average
3=Good/Strong
4=Excellent/Very Strong

1. Quality of content (内容) of assigned task (thoroughness, accuracy, etc): (scale of 1 – 4):

2. Quality of language use (语言运用) to assigned task (grammar use and accuracy, etc.): (scale of 1 – 4):

3. Quality of interaction with other groups (与其他小组互动) (attracts of others’ interests): (scale of 1 – 4):

4. Confidence/Delivery including eye contact, pronunciation, professionalism, enthusiasm, polished materials, polished materials: (scale of 1 – 4):

   Sum of 1-4/Total Points Awarded: /16

Brief Written Feedback:

A) In a one or two sentences, describe what you found to be the most successful aspect of this presentation:

B) In a one or two sentences, describe the aspect of the aspect of the presentation that needed the most work: