

THE APPLICATION OF FLIPPED CLASSROOM BASED BLENDED LEARNING INTO
ENGLISH TEACHING OF NON-ENGLISH MAJORS IN CHINA: A CASE STUDY FROM A
COLLEGE IN WESTERN CHINA

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Under the Supervision of Professor Melissa Gormley, Ph.D.

Research on blended learning and flipped classroom has become trending throughout the world. However, how to combine the flipped classroom based on the blended learning model into the context of English teaching of Non-English Majors in China should be further explored. Therefore, the study employed a mixed research, i.e. combining library research and case study to provide strategies and implications when incorporating this model.

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Chapter I Introduction

The concepts, blended learning and flipped classroom, have gained popularity and have been put into practice in higher education around the world and in the field of English as a foreign language (EFL) education in the last 10 years. Blended learning or hybrid learning can generally be defined as an approach that “blends” both face-to-face (f2f) instruction and online component such as CMS (course management system), LMS (learning management system), and MOOCS (massive online courses). Flipped classroom, also known as inverted classroom, has gained the characteristics of technology-driven and student-centered. Lage, Platt and Treglia (2000) believed that technology, particularly multimedia, can facilitate students’ learning. Strayer (2012) stated that inverted (or flipped) classroom is a specific type of blended learning, which accorded with the report about online education that Allen and Seaman had done in 2013. As per Allen and Seaman (2013), the percent of course content delivered online in blended/hybrid courses ranges from 30 to 79%. It blends both online and face-to-face instruction.

Based on my observation and teaching experience of the compulsory course — College English (EFL course for Non-English Majors in China), I found most teachers’ teaching focuses on a model of imparting language knowledge (grammar, vocabulary and translation) receptive language skills (listening and reading) and productive skill (writing), neglecting the cultivation of oral English communication skills, intercultural awareness and critical thinking. The possible result under this model would be some students might do well in exams, but they may struggle to use the language to express themselves orally in English, and the classroom atmosphere tends to be “silent” or passive. It is true that language knowledge, specifically, the grammatical competence (Canale & Swain, 1980) and receptive language skills are crucial aspects of teaching to develop communicative competence, but communicative competence does not solely mean “grammatical

competence”, and communicative competence cannot be acquired without the participations of other competences. English teaching is not only for students to acquire the language knowledge, but also for students to *use* the language. This reflects that the learners’ potentials of English have not been fully stimulated, leading to a need to innovate the current teaching approaches.

The international community has increasingly tended to advocate lifelong learning since the 21st century. Countries have generally begun to attach importance to information technology to expand citizens’ learning opportunities and create an upgraded version of education and learning. *The Chinese National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)* stated, “Information technology has a revolutionary impact on educational development and must be given high priority.” The *Ten-Year Development Plan for Educational Informatization (2011-2020)*, issued by the Ministry of Education of the People’s Republic of China in 2012 also mentioned, “Education for all, high-quality education, personalized learning and lifelong learning have become important features of educational development in the information age.” Moreover, two educational technologies to improve students’ foreign language learning, namely Computer Assisted Language Learning (CALL) and Technology Enhanced Language Learning (TELL), play an increasingly important role in English language learning. The flipped classroom based blended learning model could be seen as a further development of CALL and TELL. It employs information technology as a carrier to serve as an “online platform”, i.e. a learning management system (such as schoology, blackboard and canvas), combining the “offline”/f2f instruction, thus an effective learning system is formed by watching instructional videos or reading the texts / handouts before class with the online component (such as LMS) → discussing questions in class (face to face instruction)→internalizing knowledge after class. (Yuan, 2019). Coupled with the popularization of the Internet among college students, online learning has

become an important part of college students' study and life especially during the ongoing unprecedented pandemic of COVID-19. In the flipped classroom blended learning model, students break through the limitations of time and space, shifting the learning into a more personalized and active way, and the questions encountered in the learning process can be answered in time through in person discussion, so as to cultivate students' communicative skills, critical thinking, problem-solving and learning autonomy. In summary, in order to cultivate students' overall language ability, it is imperative to integrate flipped classroom based blended learning into English teaching of Non-English Majors in China.

Statement of the Problem

- What are the development and foundation of flipped classroom based on a blended learning model?
- How can college English teachers in China incorporate flipped classroom based on a blended learning model into their teaching?
- What are the implications to be gained from the flipped classroom based blended learning model in the English teaching of Non-English Majors in China?

Definition of Terms

Blended learning: This term can mean differently in the context where it is situated. In this paper, it means an approach that “blends” both face-to-face (f2f) instruction and online component such as CMS (course management system), LMS (learning management system), and MOOCS (massive online courses).

Flipped/inverted classroom: Lage, Platt and Treglia (2000) firstly defined “events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa”

(p. 32) as “inverted classroom”. Baker (2000) proposed the term “flip the classroom” for the first time in an academic conference in Florida.

Flipped classroom based blended learning model: Strayer (2012) stated that inverted (or flipped) classroom is a specific type of blended learning, which accorded with the report about online education that Allen and Seaman had done in 2013. Yuan (2019) structuralized the procedures of the model regarding the context of EFL teaching to Non-English Majors in China. i.e. watching instructional videos or reading the texts / handouts before class with the online component (schoolology, a LMS) → discussing questions in class (face to face instruction) → internalizing knowledge after class.

College English: an EFL compulsory course for non-English Majors in China.

Course management system (CMS) & Learning management system (LMS): These two terms are interchangeable. Simonson (2007) also described them as “virtual learning environments”, and defined them as “software systems designed to assist in the management of educational courses for students, especially by helping teachers and learners with course administration.” (p. vii) Rabinowitz (2004, as cited in Simonson, 2007, p. vii) defined them from the functional perceptive as in “Internet-based software that manages student enrollment, tracks student performance, and creates and distributes course content.”

TEFL & EFL in China: Teach English as a foreign language. In language planning and practice, English is viewed as a foreign language in China (Bolton & Botha, 2015), or it could be said that it is the most dominant foreign language since the “opening-up reform” policy in 1978 and with the trend of globalization.

Purpose of the Study

In order to provide insights to College English instructors on how to employ the model into English teaching, the study 1) employed the theoretical deduction of information science, pedagogy, linguistics, psychology and other disciplines to construct the flipped classroom based blended learning model for college English instructors and learners; 2) provided implications of flipped classroom based blended learning based on case study from a college in western China.

Significance of the Study

It is undeniable that the research on blended learning and flipped classrooms has become a general trend across the world. However, how to combine the flipped classroom based on the blended learning model into English teaching of Non-English Majors in China should be further explored. Therefore, the study could contribute to literature regarding the flipped classroom based blended learning model into English teaching of Non-English Majors in China. Instructors and researchers could hopefully benefit from it.

Delimitation of the Study

This case study was selected only from a college in western China, meaning that it may not be generalizable to other groups.

Methodology

This study employed a mixed research method, endeavoring to endow its validity. The first method that been administered was the literature review approach. The main purpose is to analyze, and organize the relevant literature of this research to provide the theoretical basis for this research. The key focus of the study is to offer techniques to college English teachers in China to incorporate flipped classroom based blended learning model into their teaching; consequently, the literature review mainly centered on flipped classroom based blended learning and application of it into EFL education. As for the second research method was the case study method. The main case is the

College English flipped course by Yuan (2019) conducted at a college in Western China. The purpose is to draw implications from this case.

Chapter II Review of Literature

The literature review comprises four sections, namely, 1) the development of blended learning, flipped classroom and flipped classroom based blended learning; 2) the pedagogical and psychological basis of flipped classroom based blended learning; 3) authentic “flipped” (EFL) blended learning practices in higher education; 4) techniques for incorporating flipped classroom based on a blended learning model. The first two sections deduces a theoretical foundation of the flipped classroom based blended learning model through the lens of information science, pedagogy, linguistics, psychology and other disciplines. While the last two sections entails authentic and applicable solutions in relation to the flipped classroom based blended learning model.

The development of blended learning, flipped classroom and flipped classroom based blended learning

The term, blended learning, enjoys various connotations when it is used in different “registers” or occasions. Driscoll (2002) classified it in four domains in which all of them were related to education but the last one was more related to jobs (training). Fox (2002) also defined it but emphasized how it can apply in business as “... is the ability to combine elements of classroom training, live and self-paced e-learning and advanced supportive learning services in a manner that provides a tailored learning solution to a defined a business problem”(p. 26). Osguthorpe and Graham (2003) proposed it as “...combines face-to-face with distance delivery systems” (p. 227). The “distance delivery systems” is similar to LMS, or CMS, as mentioned in the *Definition of Terms* of this paper. Besides, Osguthorpe and Graham (2003) suggested six possible goals of educators incorporating the model might wish to achieve, namely, pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision (p. 231). Garrison and Kanuka (2004) defined it from the “experiences” perspective, as in “...the thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (p.

96). Additionally, Garrison and Kanuka (2004) drew a continuum, indicating blended learning is one branch of the e-learning tree. E-learning, as Rosenberg (2001) defined, “the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance” (p. 30). Neumeier (2005) defined blended learning from purposes of language learning and teaching as “a combination of face-to-face (FtF) and computer assisted learning (CAL) in a single teaching and learning environment” (p. 164).

Lage et al. (2000) firstly defined “events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (p. 32) as “inverted classroom”. This article did not propose the term “flipped classroom”. However, this was one of the earliest definitions of what we later called “flipped classroom”. Baker (2000) proposed the term “flip the classroom” for the first time in an academic conference in Florida. Musallam (2011) argued that flipped classroom was not a newly-discovered teaching method since it was adopted by a General in West Point in the early 19th century. Flipped Learning Network (2014) coined a new term — “flipped learning”. It defined flipped learning simplistically as “school work at home and home work at school,” it is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms. There is a distinction between “flipped classroom” and “flipped learning”. In order to use “flipped learning”, teachers must incorporate the “four pillars” (flexible environment, learning culture, intentional content and professional educator) into practice. While flipping a class can, but does not necessarily, lead to “flipped learning”. In this sense, flipped classroom is a specific approach because teachers can flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems. However, flipped learning shifts teachers and students role to a dynamic, personalized and flexible one.

Scholars in China such as Zhang et al. (2012), He (2014), Zhang and Wang (2014), Lin and Pan (2016) believed that “flipped classroom” was originated from the two famous teachers in US in 2007 — Jon Bergmann and Aaron Sams. After reading the two teachers’ book (Bergmann & Sams, 2012), and instead of saying “flipped classroom was originated from the two teachers”, we can say that it was them that popularized the concept of “flipped”.

Flipped classroom has gained the characteristics of technology-driven and student-centered. Lage, Platt & Treglia (2000) believed technology, particularly multimedia, can facilitate students’ learning. The findings are students and instructors generally preferred the “inverted classroom” . Strayer (2012) emphasized the role that technology had played in an inverted classroom. In addition, it stated inverted (or flipped) classroom is a specific type of blended learning design, which accorded with the report about online education that Allen and Seaman had done in 2013. According to Allen & Seaman (2013), the percent of course content delivered online in blended/hybrid courses ranges from 30 to 79%. It blends both online and face-to-face instruction. He (2014) argued that flipped classroom can reflect the merits of blended learning.

Bañados (2006) constructed a blended teaching model in the EFL context of Chile, which encompassed “1) learners’ independent work on a dedicated platform with the UdeC English Online software; 2) face-to-face EFL classes led by teachers who are also students’ online tutors; 3) online monitoring carried out by these teachers; 4) weekly conversation classes with native speakers (p. 534)” Zhang et al. (2012) drew the model for flipped classroom emphasizing on the pre-class and in-class stage. Zhang and Wang (2014) presented the blended learning model based on flipped classroom, i.e. teaching objectives → online study (student) → face to face instruction (teacher) → comprehensive assessment. Lin and Pan (2016) designed the blended learning model based on flipped classroom in a Chinese higher vocational college setting. Yuan (2019)

structuralized the procedures of the model regarding the context of EFL teaching to Non-English Majors in China. i.e. watching instructional videos or reading the texts / handouts before class with the online component (schoolology, a LMS) → discussing questions in class (face to face instruction) → internalizing knowledge after class.

The pedagogical and psychological bases of flipped classroom based blended learning

The pedagogical and psychological bases of flipped classroom based blended learning can be categorized in two tracks. One is the macro track, meaning interpreting the bases of flipped classroom based blended learning from the perspective of constructivism, Bloom's taxonomy and peer instruction. While the other is the micro track, which highlights the pedagogical and psychological bases of flipped classroom based blended learning in the light of analyzing the classic EFL/ESL theories such as the "post method" framework and *Krashen's Five Hypotheses*.

In the view of constructivism, "people play an active role in their own *development*" (Bickhard, 1995; Chiari & Nuzzo, 1996; Phillips, 1997; Prawat, 1996, as cited in Moshman, 2005, p. xix). Moshman (2005) proffered constructivist's description of how people construct knowledge via a process of "self-regulation", i.e. "an active process of interaction, reflection, and coordination by the individual" (p. xix). Herman (2012) reviewed the point of Piaget on the construction of knowledge, i.e. "assumes engagement and interaction with objects in the real world (including people)" (p. 26). In this respect, students in flipped classroom based blended learning model interact with their classmates and instructors via LMS and face-to-face sessions and construct their knowledge through a series of activities as proceeded in the model.

Since students in the flipped classroom based blended learning model preview the course and finish comprehension questions on the LMS beforehand, i.e. lower-order objectives were achieved as classified by Bloom et al. (1956). The classroom teaching (face-to-face instruction)

will be the platform for students to discuss and internalize their knowledge to meet the higher-order objectives.

As unveiled by Crouch and Mazur (2001) that Peer Instruction (PI) as a teaching method, “engages students during class through activities that require each student to apply the core concepts being presented, and then to explain those concepts to their fellow students” (p. 970). It also highlighted the discussion process as when students finished their presentations. This correlated with in-class stage of the flipped classroom based blended learning model as in the “in-class” stage, instructors can let students make presentations on a given topic, give students a quiz, the teachers can walk back and forth in class, and participate in students’ discussions (Yuan, 2019).

Kumaravadivelu (1994) stated the postmethod condition “signifies teacher autonomy” (p. 30). Teacher autonomy can be materialized in the glimpse of the flipped classroom based blended learning model. As in the model, teachers can design the course content based on the teaching context and the students’ levels and needs in a large degree of autonomy compared with the traditional model, e.g. develop course materials such as videos or handouts.

The learning management system in the model empowers students in SLA (second language acquisition) regarding students can watch or download the teaching materials released by the teacher anytime and anywhere. In other words, students can control the learning progress according to their own needs, lowering students’ affective filters eventually (Krashen, 1982).

Authentic “flipped” (EFL) blended learning practices in higher education

Berrett (2012) discussed the practice of “flipping” in higher education; In addition, this study identified the concept “flipping” in different disciplines and it stated that professors had flipped courses for decades. For instance, humanities professors expect students to read a novel on their own and do not dedicate class time to the plot. Strayer (2012) adopted an intelligent tutoring

system (computerised learning system) —“ALEKS” to help students learn course content outside the classroom. The study suggested that students under the model suffered frustration at the beginning but after they have their learning strategies, they became more cooperative, finally they showed willingness and satisfaction of this model. Okada et al. (2014) built a LMS to support reading instruction in TEFL in Japan. Webb and Doman (2016) conducted an empirical research. They investigated whether the flipped classroom could lead students to increased gains on learning outcomes in 2 ESL/EFL contexts in Macau, China, and the US. It turned out that flipped classroom assisted students to achieve their SLOs(student learning outcomes) in grammar. Not only was achievement improved among flipped learners, but students also came to feel more comfortable and confident in their English grammar skills. Besides, this teaching method boosted students’ recognition of this model. Yu and Wang (2016) examined satisfaction and academic achievements of the flipped classroom in a Business English Writing Class. Mehring (2016) stated that the flipped classroom can support the implementation of a communicative, student-centered learning environment in the EFL classroom. Mehring (2016) also proposed an EFL flipped classroom model using the example of writing course and explored from students’ opinions of EFL courses, educators’ perspectives on flipped learning and Non-EFL course findings. The concept “mini-workshop” that Mehring (2016) used was because the main time in the face-to-face class of flipped classroom is to let the student discuss and exchange their understanding with their teachers. Wu, Chen and Yang (2017) have also conducted an experiment in Taiwan, China, using “line” (a mobile application) as the “technology” in a flipped classroom setting to improve students’ English oral communication abilities.

Techniques for incorporating flipped classroom based on a blended learning model

Driscoll (2002) exemplified the blended learning by offering ten strategies, and some were related to job training as blended learning can be associated with job/business as discussed previously. Nevertheless, teachers of TEFL can gain insights from them. For example, “put assessment online, follow up with a community of practice, make reference material available, deliver pre-work online, provide online office hours, use mentoring/coaching as a tool, access experts” (p. 54). Even they were proposed back in 2002, they were still applicable amid the COVID-19 pandemic. Neumeier (2005) presented six parameters for blended learning design for language learning and teaching, including 1. mode; 2. model of integration; 3. distribution of learning content; 4. language teaching methods; 5. involvement of learning subjects; 6. location.

Berrett (2012) introduced techniques can be used in “flipping”, namely, interactive engagement, just-in-time teaching (in which students respond to Web-based questions before class, and the professor employed this feedback to inform his or her teaching) and peer instruction. O’Byrne and Pytash (2015) mentioned instructors could start the model by reviewing and digitizing digital copies of all materials related to teaching and uploading them to Google Doc, SlideShare or Scribd. Moreover, Mehring (2016) offered three main tools for EFL flipped classroom, namely, videos, Programs for EFL reading and Clickers/student response systems. Yu and Wang (2016) mentioned that due to the characteristics of the business writing, the teachers might spend time creating activities as the system does not supply anything; and we can combine strategies like “scaffolding”, or educational technologies to make the discussion in both in-class and out-of-class more effective. Perrow (2017) unearthed eight basic crossover protocols to smooth the discussions in a blended learning setting. Min et al. (2019) recommended the use of cloud learning environment on English Mediated Instruction as “...provides numerous opportunities for discourse between students and lecturers, helps to develop online learning

communities, and delivers course content as well as tools with which students can manage their learning”. (p. 494)

Summary

Virtually, a vast array of literature could be found with regards to the flipped classroom and blended learning. However, this literature review narrowed it down and presented in a historical and interdisciplinary manner. Firstly, it explored the development of blended learning; flipped classroom and flipped classroom based blended learning, which set a timeline and a framework of the model for readers. Then, it analyzed the bases of flipped classroom based blended learning from two tracks. Thirdly, it exhibited seven authentic “flipped” (EFL) blended learning practices in higher education. Lastly, it provided eight techniques for incorporating flipped classroom based on a blended learning model.

Chapter III Case Study from a College in West China

Teaching context

Type of school

The College identifies per se as a regional comprehensive university with an emphasis on its teacher education tradition, transforming it as an application university in Western China. Geographically, this province, where the college locates, appertains to the inland zone, and prominent changes have witnessed the thriving development of this province in recent years with

the advancement of infrastructures and economics. Yet, the degree of openness needs to be enhanced.

Students' perceptions of English learning

As per the results of the survey Yuan (2019) demonstrated, most students said they liked English a little bit, and small portions of the learners thought it didn't matter and the percentage went same with students who didn't like English at all. Regarding the attitude of the English class, only a few the students expressed strong interests, while most of the students were relatively interested and occasionally interested, and a small amount of the students had no interest at all. When surveyed the question of "Can you understand your English instructors' instructions (classroom language) in English?", most of them said it was a little difficult, and only one-third of the students said it was "relatively easy" and "easy" respectively.

A need to innovate pedagogy and assessment

At present, the main activities of this college' English teaching are still "teacher-centered". English teachers prefer "traditional" teaching methods (such as grammar-translation method) to impart language knowledge in the classroom and most students just passively accept it. Yuan (2019) talked with local college English teachers and found that the focus of each unit of English teaching is Text A and follow-up exercises, imparting language knowledge (grammar, vocabulary and translation) receptive language skills (listening and reading) and productive skill (writing), neglecting the cultivation of oral English communication skills, intercultural awareness and critical thinking. Students reported that the traditional college English teaching classroom atmosphere was boring and had few group discussions, little interaction existed between teachers and students.

Teaching assessment plays a very important role in guiding and motivating college English learning and teaching. Currently, the assessment mode of non-English and English teaching in

colleges and universities in the province is still greatly influenced by the atmosphere of exam-oriented education. Final paper and pen exams take up a large portion. The exams focus largely on textbook language knowledge.

Participants & Design

Yuan (2019) conducted a nine-week flipped classroom based on blended learning model college English teaching, and the participants were from one undergraduate class (sophomores) of the College in western China. The design of this flipped-based blended teaching was divided into three stages: pre-class, in-class, and after-class. The content of the module is based on the textbook plus handouts provided by the instructor. The main focus of teaching was reading, which mainly took into account the needs of students and the larger proportion of reading appeared in English teaching and testing. However, it should be noted that reading is not solely “reading”, meaning that this course not only trained students’ reading skills (getting the gist and details of the article, understanding the author’s intention, and identifying the style of the article), but also highlight a comprehensive approach that employs four skills together and high-order thinking activities such as discussion to develop students’ overall language ability and critical thinking.

Implementation

Pre-class stage

The instructor used the “discussion” of Schoology to set up and publish discussion questions for reading articles. Students needed to share their understanding in the discussion board after reading articles. At the same time, teachers and other students can comment on their opinions below.

In-class stage

As Yuan (2019) mentioned in Chapter 2, we can let students make presentations on a given topic, give students a quiz, the teachers can walk back and forth in class, and participate in students' discussions at this stage. For example, Yuan (2019) participated in a discussion led by the students. Yuan (2019) asked them: "What questions have you asked about the pictures that I gave to you?" The student responded to Yuan (2019): "Where are they?", and then Yuan (2019) asked: "How do you answer this question?" The student first answered "Park", and then Yuan (2019) encouraged them to answer with complete sentences because Yuan (2019) found that they were afraid of saying the sentence wrong, and in the end, they still said the complete sentence.

After-class stage

After each class, Yuan (2019) surveyed the students about their feelings and feedback of each lesson. At the same time, Yuan (2019) had also enriched the forms of reading class activities, such as holding "reading conference" for the texts students were required to read in the flipped classroom based blended learning model, allowing students to share the texts that impress them the most. Yuan (2019) also used "jeopardy" games to review course content.

Findings

At the end of this flipped-based blended learning course, Yuan (2019) randomly selected two classes using traditional college English teaching approaches and the class who participated in the flipped classroom based blended learning model, attending a reading test together to verify the classroom effect of flipped classroom teaching. It turned out that the students who participated in the flipped classroom based blended learning model scored a little bit higher than the traditional ones. Moreover, research shows that flipped classroom learning model can activate classroom atmosphere as we can see in the following.

Student # 1: “I think the biggest difference between this flipped learning and traditional teaching is that the classroom atmosphere. The atmosphere in flipped classrooms is relatively relaxed. The degree of mastery of course-related knowledge should be 50%.”

Students # 2: “The classroom atmosphere is active, students can find and solve problems by themselves, and also it can enhance the ability of cooperation between students.”

Other students had gained in their language skills and digital literacy skills listed as follows.

Students # 3: “Through this study, I have mastered the three purposes of some related articles: to inform; to persuade; to entertain. Of course, I also learned related reading skills, such as: skimming, scanning, main ideas, topic, detailed reading, etc.”

Students # 4: “I have made a little progress in the knowledge and skills related to the *College English* course, and I am relatively proficient in terms of using Schoology.”

Students # 5: “The degree of mastery of knowledge is deeper than the traditional teaching mode. I can also spend more time studying before and after class, and I have learned very practical reading skills, which are of great help to my study, and I participate more in the discussion.”

Implications

First, teachers should demonstrate the process and the roles played in a flipped classroom based blended learning model. For instance, in the case of pre-class stage, teachers should find or create instructional videos related to articles or skills intend to be emphasized (such as reading) before the class. For example, I found a video from IELTS reading when I was presenting about the skill of identifying skimming and scanning, which was interesting and could possibly meet the cognitive and psychological development of the students. Moreover, the roles teachers played in a flipped classroom based blended learning model have shifted to a designer, monitor, guide, facilitator, listener, resource provider (Yuan, 2019) since one of the changes is that teachers will

spend more time in teaching preparation, e.g. the preparation of some courses needs to be completed one semester in advance, mainly considering the need to prepare handouts, and make or collect high-quality instructional videos online.

Second, students should be self-regulated and employ strategies such as metacognition (Dabbagh & Kitsantas, 2005) to develop learner autonomy and achieve success of the courses enrolled. In a flipped classroom based blended learning model, the self-motivation of college English learners is particularly critical because unlike traditional teaching, college English learners are faced with pre-class preparation tasks, and some of which might be graded by the instructor. For example, without previewing, students will feel that they cannot keep up with the pace of the class.

Third, teachers should tailor the teaching based on the teaching context and students' needs, and adopt as many "*i+1* – comprehensible input" as possible (Krashen, 1982), meaning that do not select teaching material that exceeds the students' English ability. For example, if the uploaded all English instructional videos that are without subtitles, it will dampen the confidence of some students with learning difficulties.

Fourth, the college administration should assure the efficiency of logistics, particularly the network, and provide support for the instructors and students regarding learning management system etc. as technology, i.e. learning management system, is a major component of the flipped classroom based blended learning model. If the Internet performs in a very smooth manner, it would pave the way for flipped-based blended learning and conduce to students' satisfaction, vice versa.

Fifth, the assessment of College English teaching in colleges and universities should shift from exam-based to the assessment of students' learning process, e.g. centering on assessing actual

use of the language and using projects as one of the components of grading criteria, empowering a dynamic assessment system which can include the combination of teacher evaluation and student self-evaluation and student-student evaluation. Teachers and students should also embrace the benefits of technology has brought. For example, employ artificial intelligence technologies with pronunciation correction, and grade assisted by the big data on the LMS.

Sixth, flipped classroom based blending model places teachers and students in a community, contributing meaningful educational experiences (Garrison & Kanuka, 2004). For example, teachers' instant feedback, encouragement, flexibility and students' active and timely contributions to the online or the face to face discussion jointly conduce to a harmonious and auspicious learning community.

Chapter IV Conclusions and Recommendations

In conclusion, the study employed the theoretical deduction of information science, pedagogy, linguistics, psychology and other disciplines to construct the flipped classroom based blended learning model and offered authentic and applicable solutions when incorporating the model for college English instructors and learners. Additionally, the study provided implications of flipped classroom based blended learning based on a case study from a college in western China.

1) Teachers should demonstrate the process and the roles played in a flipped classroom based blended learning model; 2) Students should be self-regulated and employ strategies such as metacognition (Dabbagh & Kitsantas, 2005) to develop learner autonomy and achieve success of the courses enrolled; 3) Teachers should tailor the teaching based on the teaching context and students' needs, and adopt as many "i+1 – comprehensible input" as possible (Krashen, 1982); 4) the college administration should assure the efficiency of logistics, particularly the network, and

provide support for the instructors and students regarding learning management system etc.; 5) the assessment of College English teaching in colleges and universities should shift from exam-based to the assessment of students' learning process, empowering a dynamic assessment system; 6) flipped classroom based blending model places teachers and students in a community, contributing meaningful educational experiences (Garrison & Kanuka, 2004).

It should be noted that this case study was selected only from a college in western China, which may not be generalizable to other groups. Thus, the author recommends instructors and researchers around the globe contribute more cases or data regarding incorporating the model to English Majors and Non-English Majors in higher education.

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