

# Application of Flipped Classroom in College English Teaching of Chinese Undergraduate Students Majoring in Arts and Physical Education

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## ABSTRACT

**This paper focuses on the application of flipped classroom in college English teaching of undergraduates majoring in arts and physical education who usually have a relatively weak foundation in English. By analyzing problems existing in current college English teaching of students majoring in arts and physical education as well as advantages of flipped classroom teaching, it is found that the flipped classroom will definitely bring tremendous opportunities for college English teaching, compared with traditional classroom teaching limited by time and space. However, there are still many challenges waiting ahead. For the successful application of flipped classroom teaching, university authorities, university English teachers and students should work together to achieve good teaching effect.**

*Keywords: flipped classroom, college English teaching, undergraduates majoring in arts and physical education*

## I. INTRODUCTION

With the reform of college English teaching, the overall English teaching level has remarkably been improved in China and the average English language ability of Chinese undergraduate students has been enhanced greatly. However, the English proficiency of Chinese undergraduate students majoring in arts and physical education is still at a standstill and the college English teaching of these students is still not optimistic. Undergraduates majoring in arts and physical education is a special group that can never be neglected. They usually spend most of their time on professional training rather than cultural learning which leads to their weak foundation in English. But these students are full of imagination and creativity [1]. Though nowadays there are already lots of researches and explorations on college English teaching home and broad, the research on college English teaching of students majoring in arts and physical education are still very limited.

## II. PROBLEMS EXISTING IN CURRENT COLLEGE ENGLISH TEACHING OF STUDENTS MAJORING IN ARTS AND PHYSICAL EDUCATION

### A. *Students' weak foundation in English leading to difficulty in college English teaching*

Compared to undergraduate students of other majors, undergraduate students majoring in arts and physical education have a relatively weaker English foundation because in enrollment process, universities emphasize their professional ability more than their literacy level, which leads to their minimum passing score in College Entrance Examination far lower than that of students of other majors. Due to this reason, the majority students of such majors are not interested in English and lack of English learning motivation. They deem College English merely as a course they have to learn and pass to get their graduation certificate but not a tool of communication helpful for their future career. It is no strange to find students of these majors sleeping, playing mobile phones or absent-minded in any College English classroom. Some even only come to the classroom twice a semester, one for the first class, the other for the last class. Even there are minority students who want to learn English well for the purpose of passing CET4 or CET6 or whatever reasons, they tend to be timid and shy in class. They are not confident enough in English and usually hesitate in asking

questions or voicing out their own opinions. The lack of interest in English and inactivity of students in class make College English teaching of undergraduates majoring in arts and physical education a challenging task.

*B. The monotonous traditional classroom teaching mode harms students' initiative and leads to poor teaching effect*

The traditional classroom teaching is mainly conducted in a certain classroom at a limited period of time with a certain number of students attended. It's a face-to-face teaching mode, in which teachers teach at the most time and students participate occasionally. It is a teacher-centered mode of teaching, students are supposed to passively accept the knowledge teachers teach in the classroom. The chances for students to participate are only a few. It is impossible for all students to communicate with the teachers and for teachers to get feedbacks from all students under such mode, which will finally harm students' initiative and lead to poor teaching effect.

*C. Poor teacher resources allocation and inadequate attention from universities*

Just as what they think in recruiting undergraduates majoring in arts and physical education, university authorities emphasize students professional learning far more than their English learning. They allocate the minimum teachers resources in teaching of these students, some universities even find part-time graduates to teacher them English, which leads to the teaching of students majoring in arts and physical education a chaos and this situation needs to be improved urgently.

*D. Classroom English teaching progress has been constantly disrupted by various athletic contests and artistic practices*

Due to the reason listed above, College English classes for students of arts and physical education majors are arranged very limitedly. Usually, students majoring in arts and physical education only have four College English classes a week. However, this limited time is often forced to be reduced due to various athletic contests and artistic practices thus the normal teaching progress is constantly disrupted. For example, undergraduates majoring in Painting are scheduled to do a one-month practice in the first semester of their sophomore time. Usually students of a class will be arranged to leave campus for the practice in two or three batches. Students who are absent because of athletic contests and artistic practices have little chance to make up their missed English lessons after they back to campus.

### **III. ADVANTAGES OF APPLYING FLIPPED CLASSROOM IN COLLEGE ENGLISH TEACHING OF STUDENTS MAJORING IN ARTS AND PHYSICAL EDUCATION**

*A. Arousing students' interest in English by reversing the roles of teachers and students in teaching process*

Compared with the teacher-centered traditional classroom English teaching, the flipped classroom is a student-oriented teaching mode which is the product of the development of information technology with micro-lecture as the main teaching method. This popular, interesting and modern way of teaching is more easily accepted by young undergraduate students who grow up in the information era and are familiar with internet-related products. Besides, it emphasizes students' active participation in learning and allows all students' voice heard by teachers thus making them trying to be more active in classroom performance. What is more, this new way of teaching is flexible in terms of learning time and places. Students can choose the time and place they want to learn as they will.

*B. Improving teaching effect with individualized teaching mode*

In traditional classroom College English teaching, it is impossible for teachers to care every student in limited time or to slow down or quicken teaching progress for a certain student. However, in flipped classroom, students can choose their pace of learning in accordance with their own study situation. They can choose to pause or reverse the micro-lecture who they have doubts or difficulties in learning process. And Students who learn slowly can watch the micro-lecture for several times. They can also give the teacher feedback via communication platform so that the teacher can summarize common problems of all students and focus on the common problems in traditional classroom teaching, which will naturally improve the English teaching effect remarkably.

*C. Enabling students to enjoy better education resources by sharing of high quality micro-lectures*

Micro-lectures are already delicately prepared and made by teachers and sent to students for their pre-class self-learning. High quality micro-lectures can be shared by different classes so that they all can enjoy better education resources which are hardly achieved in traditional classroom teaching where teachers only teach a certain number of classes and the teaching levels of different teachers vary greatly from person to person. The teacher resources allocated to students of arts and physical education majors are usually not as good as those of undergraduates of other majors. By applying flipped classroom in the College English

teaching, undergraduates majoring in arts and physical education certainly will get better teaching resources.

*D. Enabling teachers to continue teaching progress when students are out of campus for athletic contests or artistic practices*

Just as mentioned above, flipped classroom is more flexible in terms of learning time and place. When undergraduate students majoring in arts or physical education are asked to leave campus for athletic contests or artistic practices, English teachers can send micro-lectures to them so that the planned teaching progress can be continued and all students can continue their English study no matter where they are.

**IV. CHALLENGES FOR APPLYING FLIPPED CLASSROOM IN COLLEGE ENGLISH TEACHING OF STUDENTS MAJORING IN ARTS AND PHYSICAL EDUCATION**

The flipped classroom will definitely bring tremendous opportunities for college English teaching. Compared with traditional classroom teaching limited by space, time and place, the flipped classroom teaching is more flexible and contains more information. To integrate it with traditional classroom teaching can effectively make up the disadvantages of the traditional classroom teaching and can achieve better teaching effect. However, there are still many challenges waiting ahead in application of the flipped classroom teaching.

*A. Challenges for English teachers*

One of the characteristics of flipped classroom is to bring what the students supposed to learn in traditional classroom before class time in the form of micro-lectures to enable students to prepare lessons before class. Hence, teachers should make full and careful preparation in making the micro-lectures based on situation of students and teaching objectives. Besides, they should keep pace with the times and learn new educational technology to make good micro-lectures. They should focus on common questions of all students in classroom teaching and assign targeted homework based on students' feedbacks. All in all, flipped classroom teaching put forward higher requirements for English teachers. They should stick to lifelong learning to improve their professional ability continuously.

*B. Challenges for undergraduate students*

Though in student-centered flipped classroom the roles of teachers and students are reversed and students become masters in learning process, good teaching effect cannot be guaranteed without self-discipline and good learning habit of students. In flipped classroom, the preparation and practice of students before class is vital. Students are supposed to make detailed study plan

and carry it out with a strong will. However, students majoring in arts and physical education who have a weak foundation of English language usually are lack of good habits and persistence in learning. This fact poses another challenge for applying flipped classroom in the College English teaching of undergraduate student from arts and physical education majors.

*C. Challenges for universities*

The successful application of flipped classroom teaching cannot merely rely on efforts of teachers or students, rather, it is inseparable from the full support of university authorities. Related software and hardware as well as technical support are needed to make good micro-lectures. All these support should be provided by universities. However, the fact is that College English as a public compulsory course is not paid much attention by many universities, the situation for arts and physical education majors is even worse.

**V. CONCLUSION**

All in all, the situation of English teaching of undergraduates majoring in arts and physical education is full of difficulties and challenges nowadays. As the advantages of flipped classroom teaching becoming more obvious, it is inevitable to apply it in College English teaching of the said students which will provides a remedy for the disadvantages of the traditional College English classroom and improve English teaching effect remarkably. However, many challenges still there. University authorities, university English teachers and students from arts and physical education majors should make joint efforts in this process.

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