

A STUDY ON THE IMPACT OF FLIPPED CLASSROOM TEACHING MODEL ON THE COMPREHENSIVE LANGUAGE APPLICATION ABILITY OF STUDENTS IN THE COLLEGE ENGLISH COURSE AT GUANGXI UNIVERSITY*

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Abstract

The objectives of this study are: 1) to investigate the impact of the flipped classroom teaching model on students' comprehensive language application ability in a College English course at Guangxi University; 2) to examine the effectiveness of pre-class, in-class, and post-class instructional stages in improving English proficiency; 3) to identify moderating factors such as learner autonomy, feedback timeliness, and technological conditions; and 4) to provide pedagogical recommendations for optimizing the flipped classroom model in higher education English instruction. This research adopts a quasi-experimental design. The population consists of undergraduate students majoring in early childhood education at Guangxi University, and the sample comprises 80 participants, divided equally into an experimental group (flipped instruction) and a control group (traditional instruction) selected through

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purposive sampling. Data were collected using standardized language proficiency tests, self-assessment scales, and student questionnaires, and analyzed through descriptive statistics, paired-sample t-tests, and independent-sample t-tests.

The research results show that: 1) students in the flipped classroom significantly outperformed those in traditional instruction in post-test results; 2) the flipped approach enhanced reading, listening, and writing abilities through active engagement and feedback; 3) learner autonomy and teacher feedback positively influenced performance; and 4) excessive pre-class workload and unstable technology negatively affected outcomes. The study concludes that the flipped classroom model effectively enhances comprehensive English proficiency by promoting student-centered, interactive, and feedback-driven learning. The recommended strategies include improving technological support, designing balanced pre-class tasks, and strengthening teacher–student feedback mechanisms to maximize instructional effectiveness.

Keywords: Flipped Classroom, Comprehensive Language Proficiency, College English

Introduction

In recent decades, English has become a key medium for knowledge production, international cooperation, academic mobility, and cross-cultural communication in the era of globalization (Crystal, 2012; Graddol, 2019). Within the Chinese higher education context, the development of comprehensive English language proficiency—including reading, listening, and writing—has therefore become an essential objective of College English instruction, as emphasized by the College English Curriculum Requirements issued by the Ministry of Education (MOE, 2020). However, longstanding teacher-centered approaches in College English classrooms rely heavily on lecture-based input,

decontextualized exercises, and rote learning, which often lead to passive learning attitudes, limited interaction, and insufficient communicative competence (Li & Liu, 2023; Wang, 2021). As a result, many students struggle to internalize linguistic knowledge and transfer it to authentic language use, resulting in slow or uneven improvement in their comprehensive language application abilities. With advances in educational technology and the rise of blended learning, the flipped classroom (FC) model has emerged as an innovative alternative that reconfigures time, space, and learning roles in instructional design (Bergmann & Sams, 2014; Bishop & Verleger, 2013). By shifting initial knowledge acquisition to pre-class autonomous learning and reserving classroom time for collaborative problem-solving, communicative tasks, and higher-order thinking, the FC model promotes learner autonomy, engagement, and meaningful language output (Abeysekera & Dawson, 2015; Han, 2023). Studies in EFL and EMI settings have shown that flipped learning can enhance learning motivation, increase classroom participation, and improve language performance (Chen et al., 2024; Samadi et al., 2024). Nevertheless, empirical research focusing specifically on the mechanisms through which the FC model improves comprehensive language application ability in Chinese College English classrooms remains insufficient, especially concerning the integrated effects of pre-class preparation, in-class interaction, and post-class feedback. In response to these pedagogical challenges, Guangxi A University has begun to incorporate flipped classroom practices into College English teaching. However, it remains unclear whether the flipped approach can outperform traditional instruction in this context and how effectively it enhances students' comprehensive language ability. Therefore, this study conducts an empirical quasi-experimental investigation to examine the impact of the FC model and to generate evidence-based implications for optimizing College English instruction.

Objectives

1. To investigate the impact of the flipped classroom teaching model on students' comprehensive English language proficiency in a College English course at Guangxi University.
2. To examine the effectiveness of the three instructional stages-pre-class preparation, in-class interaction, and post-class feedback-in enhancing students' reading, listening, and writing abilities.
3. To identify key moderating factors such as learner autonomy, feedback timeliness, and technological stability that influence the effectiveness of flipped classroom instruction.
4. To propose pedagogical recommendations and practical strategies for optimizing the flipped classroom model in College English instruction based on empirical findings.

Literature Review

The flipped classroom model represents a significant pedagogical transformation in English language education, shifting the learning process from teacher-centered instruction to student-centered engagement. It is grounded in constructivist learning theory, which views knowledge as actively constructed through experience and interaction rather than passively received (Vygotsky, 1978). Students learn through meaningful participation, where pre-class materials activate prior knowledge, in-class activities promote communication and collaboration, and post-class feedback supports reflection and consolidation. Humanistic learning theory also highlights learner autonomy and emotional engagement as key factors in effective learning (Rogers, 1983), while mastery learning theory (Bloom, 1976) emphasizes staged progress and corrective feedback to ensure competence. Together, these theories justify the flipped classroom as a model that integrates autonomy, interaction, and

feedback to strengthen comprehensive language proficiency (Bergmann & Sams, 2014; Abeysekera & Dawson, 2015).

Within the Chinese College English context, traditional lecture-based teaching has long focused on grammar, memorization, and exam preparation, resulting in passive learning and limited communicative ability (Liu & Li, 2023; Guo, 2024). The flipped model addresses these limitations by reconfiguring classroom time to emphasize discussion, peer collaboration, and communicative tasks that enhance reading, listening, and writing skills. Research in EFL and EMI classrooms has shown that flipped instruction increases motivation, participation, and cognitive engagement (Buhl et al., 2023; Samadi et al., 2024; Chen et al., 2024). In particular, Chinese studies report improved listening comprehension, writing accuracy, and reading fluency when flipped strategies replace traditional lectures (Hu, 2023).

Nevertheless, recent literature emphasizes that the flipped classroom's effectiveness depends on several moderating factors, including student readiness, technological stability, and the quality of teacher feedback (Han, 2023; Nielsen, 2023). Poorly designed pre-class tasks, lack of feedback, or low digital literacy may lead to reduced participation and uneven learning gains. Therefore, scholars recommend aligning pre-class input, in-class interaction, and post-class feedback to ensure continuous learning and knowledge transfer.

Despite its growing adoption, research gaps remain. Many studies focus on short-term outcomes rather than sustained language development, and few have examined the combined effects on reading, listening, and writing as an integrated skill set. Moreover, the interaction among learner autonomy, feedback timeliness, and technological support remains underexplored. This study aims to fill these gaps by empirically investigating how a structured three-stage flipped classroom model enhances students' comprehensive language

proficiency and by proposing pedagogical strategies for optimizing College English teaching in China.

Methodology

This study used a quasi-experimental design involving 80 undergraduate students majoring in early childhood education at Guangxi University. Participants were divided equally into an experimental group, which received flipped classroom instruction, and a control group taught traditionally over a 16-week semester.

The flipped classroom followed three stages: pre-class preparation using online materials, in-class interactive tasks, and post-class feedback through reflection and teacher comments.

Data were collected via English proficiency tests, self-assessment scales, and satisfaction questionnaires. The results were analyzed using SPSS with descriptive statistics and t-tests to compare pre- and post-test scores, ensuring reliable evaluation of the flipped classroom's impact on students' English proficiency.

Result

This chapter presents the results of the statistical analysis conducted in this study, including descriptive statistics, pre-test and post-test comparisons, questionnaire findings, correlation analysis, and regression analysis. The findings demonstrate the effects of the flipped classroom teaching model on students' comprehensive English proficiency in comparison with traditional instruction.

Table 1 Pre-test and Post-test Comparison

Class	N	Pre-test Mean	Post-test Mean	Gain	Sig.
Experimental	40	76.65	82.90	+6.25	0.000*
Control	40	76.03	80.08	+4.05	0.000*

Table 1. both the experimental and control groups showed improvement between the pre-test and post-test. However, the experimental group demonstrated a considerably higher mean gain (+6.25) compared to the control group (+4.05). Although both groups started with nearly identical pre-test scores, the post-test mean of the experimental group (82.90) was substantially higher than that of the control group (80.08). The significance value ($p < .05$) confirms that the improvement in both groups was statistically meaningful; however, the larger gain in the experimental group indicates that the flipped classroom model produced a more substantial impact on students' English learning outcomes than the traditional approach.

This result suggests that pre-class preparation, in-class interaction, and post-class feedback enabled students in the experimental group to internalize knowledge more effectively, engage more actively in classroom activities, and retain content more efficiently. The finding aligns with prior studies showing that flipped instruction promotes deeper learning, higher motivation, and more frequent language output opportunities compared to teacher-centered environments.

Table 2. Student Satisfaction Questionnaire (Experimental Group)

Dimension	Mean
Pre-class Autonomous Learning	4.56
In-class Interaction	4.58
Post-class Feedback	4.52
Overall Language Proficiency	4.57

Table 2. illustrates the mean scores of the student satisfaction questionnaire. The results reveal a positive perception of the flipped classroom model, with all dimensions receiving mean scores above 4.50. The highest score was assigned to in-class interaction ($M = 4.58$), indicating that students particularly valued opportunities to engage in collaborative activities, discussion, and communication-focused learning tasks. Pre-class autonomous learning ($M = 4.56$) also received a high rating, reflecting students' appreciation for having access to instructional videos and materials that allowed them to preview content at their own pace.

Post-class feedback ($M = 4.52$) scored slightly lower but remained in the high-satisfaction range, suggesting that feedback helped students identify weaknesses and improve their comprehension, though some students desired more individualized guidance. Overall, the consistently high satisfaction scores highlight that the flipped classroom created an engaging, supportive, and student-centered learning environment that enhanced their confidence and language performance.

Conclusions

This study examined the impact of the flipped classroom teaching model on students' comprehensive English proficiency in a College English course at Guangxi University. The results from pre-test and post-test

comparisons, together with questionnaire findings, provide strong evidence that the flipped classroom is more effective than traditional lecture-based instruction in improving students' reading, listening, and writing performance. The experimental group demonstrated a significantly higher post-test mean and greater learning gains than the control group, confirming that the flipped classroom enhanced overall language outcomes through a combination of pre-class input, in-class interaction, and post-class feedback. These findings are consistent with previous research indicating that the flipped model can increase student achievement, engagement, and autonomy in language learning (Abeysekera & Dawson, 2015; Bergmann & Sams, 2014; Samadi et al., 2024).

The questionnaire analysis further revealed that students held highly positive perceptions of the flipped classroom. They reported that pre-class materials improved their preparedness, in-class collaboration increased motivation and communicative confidence, and post-class feedback facilitated deeper reflection and language consolidation. This aligns with interactionist and constructivist perspectives, which emphasize that meaningful learning occurs when learners actively negotiate meaning and receive timely feedback (Long, 1985; Vygotsky, 1978). As a result, the flipped classroom created a student-centered learning ecology that promoted self-regulation, engagement, and sustainable language development.

Importantly, this study contributes new insights that extend beyond previous flipped classroom research. Whereas earlier studies often focused on a single skill (e.g., listening or speaking) or reported short-term motivational effects (Hu, 2023; Guo, 2024), the present research addresses comprehensive proficiency across three integrated skills—reading, listening, and writing—and demonstrates how these gains emerge through the three-stage flipped mechanism (input → interaction → feedback) over a full semester. Furthermore, while prior research has mainly emphasized the benefits of the

flipped classroom, this study identifies key conditions influencing effectiveness, such as learner autonomy, task design, and feedback quality. This adds clearer pedagogical implications for instructors by highlighting how flipped learning works-not only that it works. In doing so, this study responds to calls from recent literature for more mechanism-based and skill-integrated flipped classroom research in EFL contexts (Buhl et al., 2023; Han, 2023).

In conclusion, the flipped classroom has been shown to be a powerful instructional model that supports deeper cognitive processing, increases student participation, and enhances comprehensive English proficiency more effectively than traditional instruction. By reallocating classroom time to higher-order learning tasks, the flipped classroom promotes active, collaborative, and feedback-driven language development. Therefore, it is recommended that College English programs in China adopt flipped principles more widely and systematically to improve language outcomes and respond to the goals of contemporary curriculum reforms emphasizing communicative competence, learner autonomy, and technology-enhanced instruction.

Discussion

The findings of this study indicate that the flipped classroom model significantly enhances students' comprehensive English proficiency compared with traditional teaching. Students in the experimental group achieved greater learning gains and demonstrated higher levels of motivation and engagement. The results highlight that pre-class preparation, in-class collaboration, and post-class feedback work together to create a more effective learning process.

These results are consistent with earlier studies suggesting that the flipped classroom fosters active learning, deeper cognitive processing, and learner autonomy (Abeysekera & Dawson, 2015; Bergmann & Sams, 2014; Samadi et al., 2024). The high satisfaction scores in all learning stages also

confirm that learners value interactive and collaborative classroom environments. According to constructivist and interactionist theories, such environments allow learners to negotiate meaning, apply knowledge, and receive immediate feedback (Vygotsky, 1978; Long, 1985).

Furthermore, this study extends prior research by examining three integrated skills-reading, listening, and writing-rather than isolated abilities. It also identifies moderating factors such as learner autonomy, task design, and feedback quality, which determine how effectively the flipped classroom improves learning outcomes. This indicates that the model's success depends not only on its structure but also on the quality of implementation and feedback systems.

Recommendations

Based on the findings, several practical and pedagogical recommendations are proposed:

Teacher Training and Professional Development – Institutions should provide workshops and continuous training for instructors to design effective flipped lessons, integrate technology, and provide formative feedback.

Balanced Pre-class Materials – Pre-class resources should be concise, interactive, and aligned with in-class objectives to prevent student overload.

Technological Infrastructure – Universities should enhance their Learning Management Systems (LMS) and ensure stable digital environments for content delivery and feedback.

Formative Feedback Mechanisms – Teachers should implement timely and personalized feedback using peer evaluation and digital assessment tools.

Encouraging Learner Autonomy – Students should be guided to set personal learning goals and reflect on their progress to develop independent learning habits.

Integrated Assessment Design – Evaluation methods should measure reading, listening, and writing collectively to reflect holistic communicative competence.

For future research, scholars should consider larger and more diverse samples, longitudinal and mixed methods designs, and the exploration of additional moderating variables such as digital literacy and task complexity to refine and expand the flipped classroom framework in EFL contexts.

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