

# The Application and Insights of Flipped Classroom Approach in College English Intensive Reading Classes

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**Abstract:** In the context of the construction of new liberal arts and the digital transformation of foreign language education, the problems of the traditional teaching model adopted in the College English Intensive Reading course for English majors have gradually emerged. This model pays too much attention to the imparting of basic linguistic knowledge, but ignores the cultivation of students' independent inquiry ability, critical thinking ability and academic expression ability, which has a gap with the talent training objectives of English majors. The flipped classroom, by redesigning the teaching process, can well fit the characteristics of the College English Intensive Reading course that focuses on textual analysis, critical thinking training and language application. Taking the College English Intensive Reading course as the research subject, this paper discusses in detail the application value and implementation methods of the flipped classroom, analyzes the practical problems encountered in the application process, and puts forward optimization suggestions combined with relevant research, aiming to provide theoretical support and practical reference for the teaching reform of the College English Intensive Reading course.

**Keywords:** Flipped Learning Model; University English; Intensive Reading

## 1. Introduction

In the context of the pursuit of high-quality development in China's higher education and the full implementation of the new liberal arts construction, college English teaching is gradually breaking away from the traditional language knowledge instillation model that has been used for decades and transforming into a modern teaching approach that is student-centered, ability-oriented, and supported by digital technologies. This transformation aligns

with the overall trend of current educational development and the national demand for interdisciplinary foreign language talents. As a core and foundational course for English majors, College English Intensive Reading undertakes an irreplaceable mission in the whole curriculum system. It is designed to help students lay a solid language foundation, train their precise textual interpretation skills, cultivate their logical critical thinking, and improve their comprehensive humanistic literacy, thus laying a solid foundation for their subsequent professional English learning, academic research and cross-cultural communication. However, for a long time, intensive reading courses have been dominated by teacher-centered lectures, with students passively receiving knowledge, taking notes mechanically and lacking active thinking. Obviously, this backward teaching model can no longer meet the needs of cultivating innovative and applied foreign language talents in the new era, and the teaching reform of intensive reading courses has become an inevitable trend.

As an innovative and student-centered teaching model, the flipped classroom has subverted the traditional teaching process of "teaching in class and practicing after class". It moves the knowledge imparting link to the pre-class stage and arranges the knowledge internalization and ability improvement process, which are the core of intensive reading teaching, in the in-class stage. In recent years, this model has attracted extensive attention and been widely practiced in college English teaching. Numerous scholars have conducted in-depth research on its integration with listening, writing, reading, translation and other English courses, accumulating rich theoretical support and practical experience for the implementation of the flipped classroom in intensive reading courses. Based on the actual teaching situation and realistic demands of College English Intensive Reading courses for English majors, this paper focuses on systematically analyzing the application value, standardized

implementation steps, realistic existing problems and targeted improvement strategies of the flipped classroom. Through systematic discussion and in-depth analysis, it aims to improve the teaching quality and efficiency of intensive reading courses in an all-round way, and provide practical and effective reference for the cultivation of high-quality English major talents under the background of new liberal arts construction.

## **2. Theoretical Basis and Application Value of the Flipped Classroom in College English Intensive Reading**

### **2.1 Theoretical Support**

The flipped classroom is supported by three mature and core educational theories: constructivist learning theory, deep learning theory, and blended learning theory. These three theories complement each other and jointly build a solid theoretical foundation for the integration of flipped classroom and College English Intensive Reading teaching. Constructivist learning theory holds that learning is not a passive process of receiving knowledge instilled by teachers, but an active process in which students independently construct the meaning of knowledge based on their own cognitive foundation and learning experience. The flipped classroom adopts the logical mode of pre-class autonomous learning and in-class interactive discussion, creating an open and independent learning environment for students to actively construct the meaning of knowledge and effectively helping to stimulate their learning initiative and subjective initiative. Deep learning theory emphasizes students' critical understanding of knowledge, flexible comprehensive application and efficient problem-solving abilities, which is highly consistent with the core teaching goals of intensive reading courses that focus on in-depth textual interpretation and systematic critical thinking training. Blended learning theory combines online autonomous learning with offline classroom interactive activities, giving full play to the advantages of online resource flexibility and offline face-to-face communication, which can significantly improve learning efficiency and optimize the overall learning experience. Zhou Pan and Cai Xin pointed out that the college English flipped classroom constructed based on the concept of

deep learning can free students from shallow learning of mechanical memorization and gradually enable them to achieve the understanding, application, analysis, evaluation and creation of knowledge, providing theoretical support for the integration of the flipped classroom and intensive reading courses [1].

### **2.2 Application Value**

From the perspective of practical application, the core value of the flipped classroom applied to College English Intensive Reading is mainly reflected in six interrelated and progressively deepened aspects: teaching matching, transformation of teacher-student roles, improvement of learning effects, teaching resource support, optimization of teaching feedback, and reference of international experience. These six aspects are not isolated but form a complete and systematic framework for the application value of the flipped classroom, covering all links of teaching and learning.

#### **2.2.1 Matching with course teaching objectives**

The primary task of College English Intensive Reading is to guide students to deeply understand the text, enabling them to master basic linguistic knowledge and cultivate systematic critical thinking. However, due to limited fixed class hours in traditional classrooms, teachers often face an unavoidable dilemma: if they spend a lot of time explaining basic knowledge points such as vocabulary and grammar, they cannot conduct in-depth exploration of text themes and logical structures; if they focus on in-depth thematic exploration, there is not enough time for detailed explanation of basic knowledge, resulting in the failure to take both into account. The flipped classroom effectively solves this long-standing problem. It reasonably arranges basic knowledge such as vocabulary, grammar, text background and cultural context for students to learn independently before class, so that more than 70% of the precious in-class time can be fully used for advanced teaching activities such as analyzing difficult text points, organizing in-depth group discussions and presenting student learning achievements, which highly matches the teaching needs of intensive reading courses.

#### **2.2.2 Transformation of teacher-student roles**

The flipped classroom promotes the in-depth transformation of teacher-student roles and comprehensively highlights students' dominant position in the learning process. In traditional

intensive reading classrooms, teachers usually dominate the entire teaching process as single knowledge imparters, and students can only passively receive information with low classroom participation and weak thinking activity. In the flipped classroom model, teachers gradually transform into professional guides, efficient organizers and fair evaluators of learning, while students transform from passive knowledge receivers into the core force of active exploration and cooperative learning. This transformation is not an empty theoretical idea but a practical teaching change verified by teaching practice. Lei Yulan's teaching reform experiment confirmed that the flipped classroom model can significantly improve students' classroom participation and comprehensive English ability, with better teaching effects than traditional classrooms [2].

### 2.2.3 Improvement of student learning engagement

The flipped classroom comprehensively enhances students' learning engagement and effectively promotes the development of deep learning in intensive reading learning. To achieve real deep learning in intensive reading courses, students need to actively participate in three core dimensions: behavioral engagement, cognitive engagement and emotional engagement. However, in traditional classrooms, students often listen inefficiently, take notes passively and lack independent thinking, which makes it difficult to achieve deep learning. Zhou Pan's empirical research shows that the flipped classroom can significantly improve college students' behavioral, cognitive and emotional engagement in English learning. Students have higher classroom concentration and stronger willingness to actively participate in discussions and thinking [3]. Specifically, students will take the initiative to record unclear questions and confusing points during pre-class preview, bring these targeted questions to in-depth group discussions in class, and sort out unified conclusions through cooperative communication. This process is not simply listening to teachers' standard answers, but digesting and absorbing knowledge points independently through exploration. Gradually, students' ability to analyze texts deeply and express independent opinions in English will be significantly improved.

### 2.2.4 Supply of digital teaching resources

The flipped classroom conforms to the

irreversible trend of digital teaching and effectively increases the diversified supply of high-quality teaching resources. In the process of educational digital transformation, online learning resources such as MOOCs and micro-lectures have become important auxiliary means for college English teaching, and the flipped classroom acts as an effective bridge to closely connect high-quality online resources with offline classroom teaching. Dong Ninghan believed that the combination of MOOCs and flipped classroom can break through the time and space limitations of traditional classrooms, provide students with a variety of high-quality learning materials such as original English texts and expert lecture videos, and meet the personalized learning needs of students at different levels [4]. The flipped classroom and micro-lecture model proposed by Jing Yajun also provides a referential and operable practical method for high-quality pre-class preview of College English Intensive Reading courses[5].

### 2.2.5 Optimization of teaching feedback mechanism

The flipped classroom optimizes the traditional teaching feedback mechanism and greatly improves the effectiveness of the closed-loop teaching system. Timely, targeted and personalized teaching feedback is crucial to improving the teaching quality of intensive reading courses. In traditional classrooms, most teachers adopt single summative feedback after class or at the end of the term, and cannot real-time understand students' weak learning links and knowledge blind spots. Fan Hongtao and An Xin's research pointed out that in the flipped classroom model, teachers can provide timely process-based feedback and personalized guidance through diversified links such as real-time classroom interaction and pre-class preview data feedback, and flexibly adjust the teaching rhythm and content in real time according to the actual learning situation of students [6]. Although this efficient feedback concept originally came from English writing teaching, it is also highly applicable and practical in textual analysis and language application guidance of intensive reading courses.

### 2.2.6 Reference of international practical experience

The flipped classroom has formed mature and replicable international cases in the field of foreign language teaching, which can provide advanced reform ideas and practical experience

for the teaching reform of College English Intensive Reading courses in China. Yulian Ryani confirmed that the flipped classroom can significantly improve EFL learners' critical reading ability and critical thinking, with obvious improvements in accuracy, clarity, depth and logic [7]. Fatemeh Khonamri et al. adopted a quasi-experimental study and found that digital interactive tool-based flipped learning can effectively improve the critical reading performance of English literature majors, with the experimental group achieving significantly better results than the traditional teaching group [8]. This provides an international vision and practical reference for the adoption of flipped teaching in China's intensive reading courses.

### **3. Implementation Path of the Flipped Classroom in College English Intensive Reading Courses**

The implementation of the flipped classroom in College English Intensive Reading courses can build a complete and operable teaching process based on the three core stages of pre-class, in-class and post-class, forming a closed-loop teaching system of "pre-class preview - in-class internalization - post-class consolidation".

#### **3.1 Pre-Class Stage: Prior Knowledge Acquisition and Problem Sorting**

The main task of the pre-class stage is to enable students to independently master basic language knowledge and lay a solid foundation for in-depth textual exploration in class. Teachers can produce targeted 10-15 minute micro-lecture videos around the core teaching content of each unit, focusing on explaining key vocabulary, core grammar points, relevant cultural background and complete text structure, with detailed and clear learning task sheets attached. The learning task sheets should clarify specific preview requirements, key points and difficulty prompts, guiding students to learn with clear goals. Students are required to carefully watch the micro-lecture videos and complete all preview tasks within the specified time, take the initiative to record difficult questions and confusing points in the learning process and feedback to teachers in a timely manner through online teaching platforms. Teachers conduct systematic analysis of students' preview data and question feedback to accurately understand their common knowledge blind spots and individual

differences, and then scientifically adjust classroom teaching design to greatly improve the pertinence and effectiveness of classroom teaching.

#### **3.2 In-Class Stage: Knowledge Internalization and Ability Improvement**

The in-class link is the core and key part of the flipped classroom, which mainly promotes deep knowledge internalization and comprehensive ability improvement through diversified and targeted interactive activities. At the beginning of the course, about 10 minutes are used to systematically review the pre-class preview content and centrally summarize students' common questions and individual doubts. Next, 20 minutes are arranged for in-depth group cooperative exploration. Hierarchical and progressive tasks are designed for the language characteristics, thematic content and logical structure of the text to guide students to carry out detailed linguistic analysis, in-depth opinion discussion and rigorous logical sorting, and effectively improve students' critical thinking ability by drawing on the scientific methods of critical reading.

The next 15 minutes are arranged for standardized group achievement presentation and in-depth class-wide communication. Teachers can use various digital interactive tools to fully mobilize students' participation enthusiasm and interactive initiative. For controversial thematic issues in the text, teachers can organize targeted class debates to guide students to conduct multi-angle and in-depth thinking. The ideas for improving the implementation details of the flipped classroom for listening courses proposed by Shi Jie can also be used to optimize the in-class links of intensive reading courses [9]. Zhou Chen provided a referential optimization direction for the long-term effective implementation of the flipped classroom from the perspective of the overall model [10]. Finally, 5 minutes are used for teachers to conduct comprehensive summary and targeted comments, give specific and operable classroom feedback, and conduct fair process-based evaluation from the core aspects of group cooperation, language application and logical expression.

#### **3.3 Post-Class Stage: Knowledge Consolidation and Expansion Reflection**

The core of the post-class link is to consolidate

the learning effect of the whole unit and broaden students' English knowledge vision and cultural literacy. Teachers should assign hierarchical and differentiated tasks according to students' actual ability differences and learning foundations to fully meet the personalized learning needs of students at different levels. Students need to submit standardized learning reflections through professional online teaching platforms and actively participate in fair peer evaluation activities to continuously improve their autonomous learning ability and standardized academic expression level. Teachers provide targeted personalized guidance according to students' homework completion and learning reflection content, and actively push relevant expanded English resources to connect with the teaching of the next unit, effectively preventing the flipped classroom from becoming a mere formality and losing its practical teaching value.

#### **4. Reflections on the Application of the Flipped Classroom in College English Intensive Reading Courses**

Although the flipped classroom has significant application value in College English Intensive Reading teaching, it still faces some realistic challenges and practical dilemmas in the process of concrete practical application, which restrict its teaching effect to a certain extent. Firstly, some students lack sufficient enthusiasm and self-discipline for pre-class autonomous learning. Affected by long-term passive learning habits and personal self-discipline, some students perfunctorily complete preview tasks or even do not watch teaching videos at all, resulting in their inability to keep up with the classroom progress, low classroom participation and further exacerbating the polarization of academic performance between students. Secondly, the scientific design and efficient time management of classroom activities are quite difficult. Teachers need to arrange multiple compact teaching links within limited class hours, which often leads to the problem that activities are mere formality, exploration is not in-depth and communication is not sufficient, failing to effectively improve students' in-depth textual understanding ability and critical thinking ability. Thirdly, teachers' teaching workload increases significantly, and limited by realistic technical conditions such as teaching platforms, multimedia equipment and network stability, it is difficult for teachers to maintain high-quality

and standardized flipped classroom teaching for a long time. Fourthly, the existing teaching evaluation system still focuses on single summative assessments such as final examinations. Process-based evaluation not only accounts for a low proportion in the total score but also is difficult to operate and quantify in practice, failing to comprehensively and objectively evaluate the real learning effect of the flipped classroom and directly affecting students' initiative and enthusiasm in participating in flipped learning.

#### **5. Optimization Strategies for the Flipped Classroom in College English Intensive Reading Courses**

In response to the above realistic problems and practical dilemmas, targeted optimization can be carried out from the following four core dimensions to improve the implementation effect of the flipped classroom in an all-round way.

##### **5.1 Strengthen Pre-Class Guidance and Supervision Mechanism**

It is recommended to fully stimulate students' pre-class learning motivation by designing exploratory and interesting preview tasks and introducing gamified incentive means. At the same time, make full use of the data statistics function of online teaching platforms to real-time monitor students' preview progress and completion quality, and integrate the preview effect into the process-based assessment system as an important part. This scientific design can not only effectively improve the quality and effectiveness of pre-class preview but also provide accurate data support for the subsequent adjustment of classroom teaching.

##### **5.2 Optimize the Organization of Classroom Activities**

Adopt a standardized three-stage teaching mode of independent thinking, group discussion and class-wide communication, focusing on designing targeted task activities to cultivate students' high-level thinking abilities such as analysis, evaluation and creation. It is necessary to strengthen scientific classroom time management, clarify the specific time limit of each teaching link, set clear discussion focuses and exploration directions, and effectively prevent group discussions from becoming loose and formalized, ensuring that each classroom activity can achieve the expected teaching effect.

### 5.3 Build a Multi-Party Collaborative Support Network

It is recommended that schools increase targeted investment in teaching equipment and digital platform construction, and college departments set up professional English teaching teams to realize the co-construction, sharing and iterative optimization of high-quality teaching resources. Teachers should rationally use existing online and offline resources and carry out efficient teaching combined with self-made targeted micro-lectures, so as to fully ensure teaching quality and effectively reduce unnecessary teaching workload. This multi-party collaborative mechanism can effectively integrate high-quality resources from schools, departments and teachers, form a strong educational synergy and provide a solid guarantee for the long-term implementation of flipped classrooms.

### 5.4 Improve the Process-Based Evaluation System

It is recommended to significantly increase the proportion of process-based evaluation in the total score, and integrate core links such as pre-class preview quality, in-class classroom performance and post-class learning reflection into the assessment system according to a scientific and reasonable proportion. At the same time, introduce core evaluation indicators such as critical thinking ability and cooperative communication ability to make the evaluation dimensions more comprehensive and the evaluation results more objective and scientific. This diversified evaluation method can more truly reflect students' whole learning process, effectively stimulate their learning enthusiasm and provide an important basis for the continuous optimization of flipped classroom teaching.

### 6. Conclusion

The flipped classroom is highly compatible with the core characteristics of College English Intensive Reading courses, which focus on in-depth textual interpretation, systematic critical thinking training and practical language application. This paper first sorts out the relevant core theories and practical application value of the flipped classroom, then designs a complete and operable three-stage implementation path covering pre-class, in-class and post-class, points

out the realistic problems and practical dilemmas in the specific implementation process, and puts forward targeted and operable improvement suggestions for these problems.

The flipped classroom is not a fixed and rigid teaching model, and it needs to be flexibly adjusted and optimized according to the cognitive characteristics of students, the type and theme of teaching texts and the actual teaching conditions of the school in practical teaching. In the future, more targeted and detailed implementation methods can be further explored and verified through standardized comparative empirical research. Under the huge trend of new liberal arts construction and educational digital transformation, the flipped classroom, with its unique teaching advantages and practical value, is still an important direction worthy of continuous exploration and in-depth practice in the teaching reform of College English Intensive Reading for English majors.

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