

# Research on the Application of Project-based Teaching Model Based on Flipped Classroom in College English Teaching

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**Abstract:** This paper discusses the application of project-based teaching model based on flipped classroom in college English teaching, aiming at the problems such as single teaching method, limited class time and insufficient interaction between teachers and students. This teaching mode can make full use of the advantages of flipped classroom, guide students to learn actively and improve learning efficiency by designing projects related to actual life. This paper puts forward some specific strategies to implement the teaching model, aiming at providing reference for the reform of college English teaching.

**Keywords:** flipped classroom, project-based teaching, college English, teaching reform

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## Introduction

College English is an important part of college education, which plays an important role in cultivating students' language application ability, cross-cultural communication ability and independent learning ability. However, due to the influence of traditional educational concepts and teaching models, there are still many deficiencies in current college English teaching. In order to improve teaching quality, educators should actively explore innovative teaching models. The project-based teaching based on flipped classroom combines the advantages of the two and provides a new idea for college English teaching reform.

### 1. Advantages of project-based teaching model based on flipped classroom

Flipped classroom is a new teaching mode that subverts the traditional classroom teaching structure. Under this model, students learn knowledge independently by watching teaching videos and reading materials before class, while the class is used for collaborative inquiry and interactive discussion. This teaching structure of "learning before teaching" can fully mobilize the initiative and participation of students in learning. Project-based teaching emphasizes "taking the project as the main line, the teacher as the guide and the student as the main body", aiming at promoting the students' mastery of knowledge and cultivation of ability through the completion of specific projects. The combination of the two can give play to their respective advantages, break through the limitations of traditional teaching, and comprehensively improve the teaching effect<sup>[1]</sup>.

For example, teachers can design projects around the theme of "environmental protection". Students are required to watch relevant instructional videos before class to learn about environmental issues and hazards, and collect information to prepare for the completion of the project. In class, the teacher led the students to discuss in small groups how to carry out environmental protection activities, such as saving water and sorting garbage. Finally, the teams presented their results, and

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the teachers and other groups made suggestions. In this process, students not only master the relevant vocabulary and grammar knowledge, but also improve the English expression ability, cooperation ability and problem solving ability. Compared with passively listening to the teacher's explanation, students' learning enthusiasm and initiative are significantly improved.

## **2. Limitations of traditional college English teaching model**

### **2.1 The teaching method is simple and students learn passively**

Traditional college English teaching is mainly taught by teachers, who explain grammar, vocabulary and other knowledge points in class, and students passively listen to the lecture, lacking opportunities for interaction and practice. This "full classroom" teaching mode neglects the practicality and interactivity of language learning, which is difficult to mobilize students' learning enthusiasm and is not conducive to the improvement of students' language application ability<sup>[2]</sup>.

For example, when teaching "present perfect", many teachers are used to directly explain its formation rules and usage, and then assign exercises. In this process, students are always in a passive position and have few opportunities to use this grammar to express themselves. As time goes by, students' interest and motivation in learning English will gradually weaken, and it is difficult to achieve ideal learning results.

### **2.2 Limited class hours and low teaching efficiency**

College English class hours are generally less, an average of about 4 hours per week. In the limited classroom time, teachers have to teach language knowledge and organize listening, speaking, reading and writing training, which is very tight. Teachers have to speed up the pace of teaching, students can not keep up with the progress of teachers, English learning gradually becomes a burden. At the same time, the individual differences between students are large, it is difficult for teachers to take into account all students, and it is difficult to implement the teaching according to their aptitude.

Take reading teaching as an example, teachers often lead students to translate the full text in class, explain new words and grammar sentence by sentence, and students passively take notes. This inefficient teaching method takes up a lot of valuable classroom time, but students' reading ability has not been substantially improved. In the long run, students lose their interest in reading, and the efficiency and quality of English learning are greatly reduced.

### **2.3 Insufficient interaction between teachers and students and low participation of students**

In the traditional "teacher-centered" classroom, teachers control the dominant power of the class, and students lack the opportunity to express and show. After a class, the teacher continued to explain, the students only listened to the lecture and took notes mechanically, and the interaction and communication between teachers and students were seriously insufficient. This rigid classroom atmosphere is not conducive to the inspiration of students' thinking and the improvement of language ability, and can not stimulate students' interest in learning English.

For example, in oral English teaching, many teachers just lead students to read the text mechanically, or simply ask a few students questions. Most of the students lack the opportunity to open their mouth and can only passively repeat or answer the teacher's questions, which is a serious lack of creativity and flexibility. Over time, students' English expression ability and learning enthusiasm will gradually shrink, and class participation will be greatly reduced.

## **3. Implementation strategies of project-based flipped classroom in college English teaching**

### **3.1 Teachers formulate teaching objectives and design projects related to practical life**

In project teaching, project design is the key. According to the teaching objectives and learning conditions, teachers should carefully design projects that are closely related to the actual life of students, with moderate difficulty and various forms. These projects should stimulate students' interest in learning and desire for inquiry, and provide them with practical opportunities to use the language.

For example, when studying the topic of "diet", teachers can design a "My favorite dish" project. Students are asked to gather information about ingredients, recipes, etc., write an introduction in English, and record a video showing the

cooking process. In the process of completing the project, students should not only use the learned vocabulary and grammar knowledge, but also consult the information and expand the scope of knowledge. This kind of practical project can stimulate students' intrinsic motivation to learn English and improve their language ability.

### **3.2 Students learn teaching videos independently before class and complete independent research**

In flipped classroom, students need to complete independent learning through teaching videos and learning materials before class. Therefore, teachers should record teaching videos in advance, sort out key and difficult points, set thinking questions, and guide students to explore independently. The length of the video should be limited to 10-15 minutes, the content should be focused, and the language should be easy to understand.

For example, when learning the "If conditional sentence ", the teacher can first summarize its formation rules, and then list practical examples to guide students to think about the logical relationship of its expression. Ask in the video: "What would you do if you won a lottery?" Make students think. Students watch videos repeatedly with questions and sort out language knowledge in inquiry, which is more conducive to the internalization and flexible use of knowledge than passive listening.

### **3.3 Carrying out activities such as discussion, collaboration and demonstration around the project in class**

Flipped classroom moves knowledge transfer forward, and the classroom becomes a platform for students to show their learning achievements and consolidate and improve. Teachers should focus on the project, organize a variety of classroom activities, guide students through group collaboration, brainstorming, results display and other ways, in the "use of learning", in the activity to understand the charm of language.

Taking the "My Favorite dish" project as an example, teachers can first guide students to have a group discussion on their favorite dishes in class, exchange reasons for selection, cooking characteristics, etc., and provide modification suggestions to each other in the group. Then each group sent representatives to introduce the results of the group discussion, and the teachers gave timely feedback on vocabulary and grammar. Finally, the students played the recorded cooking video, and the other groups gave their opinions and suggestions. In the process of discussion, collaboration and presentation, students have more opportunities to use language, and their expression skills, critical thinking skills and teamwork skills have been exercised. Teachers have changed from "presenter" to "guide", and are more involved in the interaction between teachers and students.

## **4. Conclusion**

The project-based teaching model based on flipped classroom is a beneficial attempt to reform college English teaching. It breaks through the traditional "teacher-centered" teaching mode and realizes the innovative concept of "student-centered", which can improve students' initiative and participation in English learning and comprehensively improve their comprehensive language application ability. In practice, teachers should reasonably design projects according to learning conditions and teaching objectives, record high-quality teaching videos, and organize and carry out diversified interactive activities in class. Only when teachers change their teaching ideas and constantly update their teaching methods, can students' learning effect really be improved. It is of great significance to promote the reform of college English teaching and to cultivate international compound talents in the new era.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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