THE INFLUENCING FACTORS OF CLASS SATISFACTION WITH FLIPPED CLASSROOM TEACHING MODE-A CASE STUDY OF TEACHING CHINESE AS A FOREIGN LANGUAGE IN YUNNAN NORMAL UNIVERSITY

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of an International Master of Business Administration

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Title: The Influencing Factors of Class Satisfaction with Flipped Classroom Teaching Mode-A Case Study of Teaching Chinese as a Foreign Language in Yunnan Normal University

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ABSTRACT

The flipped classroom teaching mode frees up classroom teaching time, the forms of teacher-student and student-student interactions are more flexible and varied, and the students' learning needs are better met, all of which are the characteristics that match with the concept of teaching Chinese as a foreign language. The purpose of this study was to study the classroom satisfaction of international students in Yunnan Normal University with the flipped classroom teaching mode in teaching Chinese as a foreign language. The objectives of this study were: 1) To analyze the satisfaction of international students in Yunnan Normal University with the flipped classroom teaching mode; 2) To explore the influencing factors of international students' satisfaction with the flipped classroom teaching mode.

Based on the TARGET model and using the quantitative research method, this study conducted a questionnaire survey on 250 international students in the College of Chinese and the College of Foreign Languages of Yunnan Normal University. Through the survey and analysis, the study found that: 1) The overall student satisfaction with the flipped classroom teaching mode is at an average level. 2) Class satisfaction is highly positively correlated with six aspects: task design, authority distribution, recognition practice, grouping arrangement, evaluation practice, and time allocation. Among them, the influencing factors from high to low are: time allocation, grouping

arrangement, authority distribution, evaluation practice, recognition practice and task design.

Under the findings of the study, the following suggestions are put forward: 1) In task design: make sure that the tasks have a certain degree of difficulty, which can stimulate the students' thinking and desire to explore. 2) In authority distribution: give the students a certain degree of autonomy and decision-making power. 3) In recognition practice: give the students positive feedback and affirmation in the classroom in time. 4) In grouping arrangement: ensure that group members complement each other and cooperate with each other. 5) In evaluation practice: design a variety of assessment activities. 6) In time allocation: rationalize classroom time to ensure a balance between self-study and classroom discussion.

Keywords: TARGET model, classroom satisfaction, flipped classroom

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Declaration

I, Guan Jingyu, hereby certify that the work embodied in this independent study entitled "The Influencing Factors of Class Satisfaction with Flipped Classroom Teaching Mode-A Case Study of Teaching Chinese as a Foreign Language in Yunnan Normal University" is result of original research and has not been submitted for a higher degree to any other university or institution.

(Guan Jingyu)

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Chapter 1 Introduction

1.1 Research Background

With the rapid development of information technology and its widespread application in the field of education, education models are constantly updated, and flipped classrooms emerged as the times require. Since Salman Khan proposed the concept of flipped classroom at the TED conference in 2011, it has attracted widespread attention in the education community. As an emerging teaching model in the Internet era, flipped classroom aims to create a good classroom atmosphere through the interaction between teachers and students, mobilize students' enthusiasm for learning, improve students' independent learning ability, cooperative communication ability, and cultivate students' critical thinking thinking to achieve deep learning (Zhao, 2017). At the same time, participation by international student also cohorts brings about many economic and cultural gains to higher education institutions (Walsh & Rísquez, 2020). The flipped classroom model challenges the way educators structure and implement their courses, and how students learn. Although there is burgeoning evidence for the effectiveness of flipped classrooms for improving student performance, student satisfaction is also an important consideration insofar as student evaluations can affect uptake of new education approaches (Strelan et al., 2019). Understand students' satisfaction with the new teaching model, analyze its influencing factors, explore the differences in student satisfaction. Teach students in accordance with their aptitude, better apply flipped classroom, and give full play to the advantages of this teaching model.

This study used the flipped classroom teaching mode in combination with teaching Chinese as a foreign language to analyze the satisfaction of international students with this teaching mode and explore its influencing factors. It tried to solve the problems in teaching, and provide new ideas and teaching design templates for optimizing Chinese as a foreign language teaching and improving students' class satisfaction.

1.2 Research Problems

The Flipped Classroom concept has recently been trending as a novel approach to adding a refreshing touch to the traditional classroom lecture (Gunawardena & Liyanage, 2018). It is a teaching model that changes the traditional classroom learning sequence and divides the classroom into three stages: exploration, flipping and

application. Students are active participants and explorers, and teachers are guides. Although there is burgeoning evidence for the effectiveness of flipped classrooms for improving student performance, student satisfaction is also an important consideration insofar as student evaluations can affect uptake of new education approaches. Yet we know little about the extent to which students are satisfied with the flipped model (Strelan et al., 2019).

Based on the above, this study mainly raised the following two questions:

1. In teaching Chinese as a foreign language, how satisfied are international students at Yunnan Normal University with the flipped classroom teaching mode?

2. Based on the students' classroom satisfaction, what factors influence international students' classroom satisfaction?

1.3 Research Objectives

In view of the current lack of research on the satisfaction of the flipped classroom teaching model, and there were very few cases of combining this teaching model with teaching Chinese as a foreign language. In real education, teachers of teaching Chinese as a foreign language face many problems.

By combining literature and theoretical analysis, the research purposes of this study were:

1.To analyze the degree of satisfaction of international students at Yunnan Normal University with the flipped classroom teaching mode.

2.To explore the influencing factors of international students' classroom satisfaction with the flipped classroom teaching mode.

1.4 Research Scope

The research sample of this study was 250 international students studying Chinese in the College of Chinese Language and College of Foreign Languages of Yunnan Normal University. This study conducted a WeChat online questionnaire survey on the flipped classroom teaching model. Founded in 1938, the university is a provincial key teacher-training university with a long history and fine tradition. At the same time, it is also an open and modernized university with an international perspective. It is the Chinese Language Education Base of the Overseas Chinese Affairs Office of the State Council, the National Teacher Training Base for the International Promotion of the Chinese Language, and one of the first batch of colleges and universities to set up Confucius Institutes overseas. The National Center for HSK Examination and

Qualification Examination for the Ability to Teach Chinese as a Second Foreign Language inaugurated the Yunnan Chinese Language Institute, which was jointly established by the Overseas Chinese Affairs Office of the State Council and the Yunnan Provincial Government. The school was chosen as a research sample for its typicality.

This study combined the TARGET model and achievement goal theory to explore the classroom satisfaction of international students with the flipped classroom teaching model. The TARGET model is a teaching model that stimulates classroom motivation and emphasizes the development of students' abilities, which can create a classroom atmosphere conducive to the mastery of goal orientation, thus changing the students' motivational structure so that intrinsic motivation accounts for the main position of motivation to stimulate and maintain students' learning behaviors, which is highly operative and subject-universal (Hong, 2023). Achievement goal theory is the theoretical foundation on which the TARGET model is built. Achievement goal theory, also known as goal orientation, achievement goal orientation theory, research began in the late 1970s and early 1980s, and gradually developed into a hot spot of motivation research in the 1990s. Its research field covers a wide range of areas, including developmental psychology, educational psychology, social-personality psychology and other fields (Ke, 2021). According to the educational psychologist Amis, different learning environments prompt students to form different goal orientations, which affect learning cognitive processing, cognitive engagement levels, and self-evaluation systems, thereby influencing students' motivation, achievement, and learning outcomes. Since this idea was put forward, achievement goal theory has become a hot topic in the field of educational psychology (Hong, 2023).

1.5 Research Significance

In terms of practical significance, 1) this study helps to understand the actual feelings and needs of international students towards the flipped classroom. In Chinese as a Foreign Language (CFL) teaching, a comprehensive CFL program is an all-around training program for students to cover a wide range of skills including "listening, speaking, reading and writing" (Liu, 2023). The discovery of possible problems in the current flipped classroom design provides a realistic basis for future course enrichment and improvement, and further improves the quality of flipped classroom teaching mode. 2) It helps teachers of Chinese as a foreign language to analyze the possible problems in the instructional design and the reasons for the problems. For such a comprehensive course, the development of teaching design is very important for both teachers and

students. What mode to teach with and what methods to use to achieve better teaching results is an issue that always needs to be studied. To a certain extent, this study promotes teachers' teaching reflection and improves their comprehensive quality, so as to realize a more effective flipped (Ding, 2020). 3) It helps to improve teachers' attention to student satisfaction. It improves the learning experience of international students in the Chinese flipped classroom, thus promoting more efficient independent learning and deep learning. This also contributes to the improvement of the quality of Chinese classroom teaching, the increase of student participation, the cultivation of independent learning ability, and the improvement and optimization of the teaching mode. Improvements in these areas will help to enhance the learning outcomes and overall learning experience of international students and lay a solid foundation for their future learning and career development.

In terms of theoretical significance, 1) this study enriches the theoretical perspective of the research on flipped classroom in teaching Chinese as a foreign language. Using the TARGET model and the Achievement Goal Theory, a more in-depth inquiry into Chinese learners' satisfaction with the flipped classroom and its influencing factors was made, which broadened the depth and breadth of the study to a certain extent. 2) This study provides theoretical support for future research on satisfaction with the flipped classroom in teaching Chinese as a foreign language. On the basis of analyzing relevant studies at home and abroad, this study conducts satisfaction surveys on different students to find out the differences, choose teaching modes and improve teaching methods more flexibly, achieve the purpose of tailoring teaching to students' needs, and improve students' learning quality and learning efficiency (Cicha et al., 2021). 3） At the same time, it is also conducive to promoting research on the innovation of education models, validating learning theories, guiding education policies and promoting cross-cultural communication. Research in these areas can help improve the quality and effectiveness of education and teaching, and provide more effective educational programs for the cultivation of students with global perspectives and cross-cultural backgrounds.

Chapter 2 Literature Review

2.1 Introduction

Using the TARGET model and the achievement goal theory, this study analyzed students' satisfaction with the three stages of flipped classroom exploration, flipping and application and their influencing factors, taking Chinese language teaching as a case study. Foreign students studying Chinese at Yunnan Normal University were used as the research subjects.

2.2 TARGET Model

The TARGET model is an instructional model that focuses on motivating learning in the classroom. In 1988, Alan Epstern, Ph.D., of New York University, proposed six family structural elements that influence students' motivation to explore the impact of family motivation on student learning (Tang, 2021). After research, Ames proposed six core elements of classroom structure that affect students' motivation based on Epstern's theory and related theories such as achievement goal orientation in 1990. That is: Task design, Authority distribution, Recognition practice, Grouping arrangement, Evaluation practice, Time allocation. These six elements of classroom structure are referred to as the TARGET model (Li & Guo, 2002).

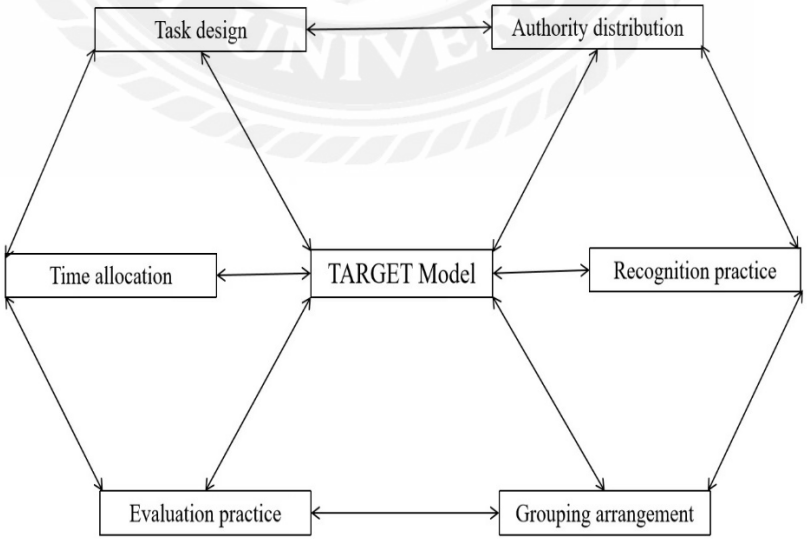

Figure2.1 TARGET Model

The TARGET model is not a rigid framework, but a flexible model. Teachers teaching with the TARGET model should be flexible and adaptable in practice, creating a classroom atmosphere conducive to the mastery of the objectives by adjusting the six core elements of classroom structure. In terms of instructional design, the six core elements of the TARGET model present a progressive, interlocking relationship, with task design as the most basic first step (Tang, 2021). Learning tasks form the backbone of the classroom to which the other TARGET core elements are connected and through which they are valued and made meaningful.

At the beginning of the 20th century, Nicholls' theory of ability suggested that individuals' judgment of their own ability influenced their choice of task difficulty, and that individuals with a strong sense of ability difference made the pursuit of high ability their goal, and regarded the completion of a task as a way of demonstrating their ability.In the 1980s, Dweck and Leggett put forward a more refined theory of achievement goals on the basis of the theory of ability, which is also known as the Goal Orientation Theory, which is the core theory of the TARGET model (Dweck & Leggett, 1988). In 1988, Carole Ames and Archer laid the groundwork for the emergence of the TAEGRT model with their experimental findings that perceptions of goal orientation in the classroom had an impact on students' motivational patterns and goal orientation (Ames & Archer，1988). In 1990, Carole Ames of Michigan State University formally proposed the TARGET model based on Epstein's six family structures of student motivation systems. In the same year, he proposed the "TARGET" program, and Archer and the two of them implemented the TARGET model in experimental schools. In 2005, Jere Brophy, a professor at the University of Michigan, pointed out that the TARGET model is an elastic framework, and teachers can adjust and trade off the six core elements to stimulate students' learning by adjusting each core element. and trade-offs to motivate students by adjusting each core element.

Research on the TARGET model in China began in 1997, when a group led by Professor Guo Dejun of Capital Normal University conducted an experimental study of the TARGET model, which led to the Chineseization of the TARGET model (Luo et al., 2000). In 2000, Li Yanping and Guo Dejun of Capital Normal University published an article entitled "A Teaching Model to Stimulate Classroom Learning Motivation-TARGET Model" in Capital Normal University (Social Science Edition), which introduced in detail the theoretical basis of the TARGET model, related concepts, the main points of view of the researchers, and its significance in educational practice. In 2002, Guo Dejun edited a book entitled "Motivational Design and Emotional

Regulation of Primary and Secondary School Teaching", which systematically introduced the theoretical basis, concepts, theoretical research, and the process and research results of the research from 1997 to 2000. Emotion Regulation", which systematically introduces the theoretical basis, concepts, theoretical research of the TARGET model, as well as the process and research results of the topic from 1997 to 2000. Practical studies exploring the effectiveness of the TARGET model in stimulating motivation for learning by researchers in various subject areas have appeared one after another since 2006. Since 2013, researchers in the fields of English teaching and ideological and political teaching have begun to study the topic of transforming "struggling students" based on the TARGET teaching model (Zhang, 2014), and have obtained the conclusion that the application of the TARGET teaching model can effectively improve the learning motivation and academic performance of English and ideological and political " students" in English and ideology and politics" and get the conclusion that the application of TARGET teaching mode can effectively improve the learning motivation and academic performance of "struggling students" in English and ideology and politics" (Zhang, 2015). Since 2020, there has been an explosive increase in the number of papers related to the TARGET model.

From the above research status of TARGET model in China, it can be seen that the current domestic research on TARGET teaching model formally started in 1997, and the related literature was published only in 2002. From the initial theoretical research to the subsequent practical research in the discipline, certain achievements have been made. There is a lack of specific application process description in journal-type TARGET research papers (Hong, 2023). In the literature review, we also found that the number of implementation cases in master's degree theses is scarce, and there is a lack of research on the practical study of TARGET teaching mode compared with other teaching modes, and the vast majority of teachers of Chinese as a foreign language (CEFL) lack the connection to and the use of the TARGET mode, so that applying the TARGET mode of teaching Chinese as a foreign language needs to be studied in depth.

2.3 Achievement Goal Theory

Achievement goal theory is the core theory of the TARGET model, developed from the early achievement motivation theories of scholars such as Murray, Lewin, and Atkinson, and the social cognitive theories of Bundure, Urdan, and Martin, and formed into a more complete theory in the mid-1980s. According to the educational psychologist Amis, different learning environments prompt students to form different

goal orientations, which affect learning cognitive processing, cognitive engagement levels, and self-evaluation systems, thus influencing students' motivation, achievement, and learning outcomes (Hong, 2023). When achievement goal theory was conceived in the 1980′s, it was designed as a broad schema for understanding the complex connections among beliefs, affect, behavior, and organizational and cultural context, and it quickly gained widespread popularity among researchers (Urdan & Kaplan, 2020). Achievement goal theory is an extension of earlier achievement motivation theories and social cognitive theories, which now have some depth and breadth. Social psychologist Carol S. Dweck defined it as "a plan for a cognitive process that has cognitive, affective, and behavioral consequences" (Wang, 2023). Ames used this as the theoretical core to propose the TARGET model, which is dedicated to fostering the development of mastery goal orientations and creating a mastery-oriented classroom climate (Tang, 2021).

Based on the latest research results of social cognitive framework, Dweck synthesized the previous research results of achievement motivation and proposed a more complete theory of achievement motivation. He divided achievement motivation into mastery goal and performance goal according to the implicit concept of ability. The purpose of mastery goal is to develop and improve one's own ability, emphasizing the importance of effort in the learning process and using self-reference standards; the purpose of performance goal is to prove the level of one's ability, emphasizing the evaluation and comparison of one's ability with that of other students in the social norms and using social comparison standards (Dickha¨user et al., 2011). At the end of the 1990s, Elliot and Harackiewkz further explored achievement motivation on the basis of previous research, introduced the approach and avoidance dimensions to further differentiate achievement goals, and proposed the three-point model. Achievement goals are divided into achievement-approach goals and achievement-avoidance goals according to the validity dimension, so that achievement goals can be divided into mastery goals, achievement-approach goals, and achievement-avoidance goals. They conducted a series of studies on this basis, and this three-point model provided a more complete theoretical basis for later empirical research (Elliot & Harackiewkz, 1996). With the deepening of research, in recent years, some scholars have proposed different classification models, Elliot introduced approach and avoidance potency to mastery goals and proposed a tetrad of mastery-approach goals, mastery-avoidance goals, achievement-approach goals, and achievement- avoidance goal. Currently, empirical studies on the quadratic approach are gradually increasing at home and abroad,

providing empirical confirmation of this classification model. Domestically, Liu Huijun and Guo Dejun investigated the relationship between the four achievement goal orientations and test anxiety and working memory, and found that the achievement-approach goal was associated with lower test anxiety and higher working memory breadth; the mastery-approach goal was not significantly associated with worry, emotionality, and working memory breadth; the achievement -avoidance goals were positively correlated with worry and emotionalization in test anxiety, and there were near-significant correlations with working memory breadth (Liu et al., 2006). The finding that the mastery-approach goal is not significantly related to working memory breadth differs from previous research findings, and thus further research on the four-point model is needed. Currently, research in the area of achievement goals has focused on judgments of competence, but some researchers have argued that whether or not a student engages in an activity is not solely attributable to this, but should also take into account the influence of situational factors and social goals (Jia & Liu, 2011).

2.4 Classroom Satisfaction

The concept of classroom satisfaction is mainly derived from the concept of customer satisfaction, which refers to an overall evaluation and perception of the instructional services provided by the school. Customer satisfaction is a measure of the degree of satisfaction with products and services, a subjective, personalized evaluation, usually carried out after customer consumption, which reflects the consumer's satisfaction with the object of consumption and the consumption process (Zhang, 2023). In 1965, Cardozo, an American scholar, put forward the concept of "customer satisfaction" for the first time in the field of marketing, which triggered the academic community to pay attention to and think about customer satisfaction, and promoted the deepening and development of related research. In the 1970s and 1980s, studies related to satisfaction theory gradually emerged and entered the development period of satisfaction modeling, and many experimental studies appeared to enrich the variables in the satisfaction model as well as to explore the relationship between the variables, and the satisfaction model was established and gradually improved (Alsowat, 2016).

In the 1960s, the United States constructed the Consumer Satisfaction Model (ASCI), a basic model for measuring satisfaction with higher education. Accordingly, scholars Betz, Menne, Starr and Klingensmith developed the CSSQ model in 1971. In the same year Stephanie L. Juillerat and Laurie A. Schrner developed the Student Satisfaction Inventory (SSI) scale and formed the NoelLevitz In 1979, Pace developed

the CSEQ model, in which Pace first compared the "expectations" and "satisfaction" of college students and calculated the difference between them, as a breakthrough in his research. In 2001, Anne M.D. used the model of customer satisfaction and comparative study to evaluate and analyze six schools, based on the reliability of more than 1,400 students, to assess the role and impact of university education on students, and to make suggestions based on the feedback results. In general, satisfaction theory is being widely used in various fields of education around the world.

In China, students are an important part of the higher education and teaching process, and have the most crucial say in their satisfaction. Students have the most important say in their satisfaction. Feedback from students can help educational institutions to see their own teaching characteristics and shortcomings and make timely changes, which are also in line with the development of the times (Ding，2020).In the 1990s, Chinese scholars redefined the concept of higher education satisfaction based on the concept of customer satisfaction. Yang Qingming, Wei Huafei and other scholars regarded students as the customers of higher education services, and defined college student satisfaction as the psychological feeling of students after receiving higher education services compared with the expectations they had before receiving education services. Chen Hongtao proposed a satisfaction index model for Chinese university students, which consists of six structural variables. Zhao Yaohua and Han Zhijun proposed a customer satisfaction model for Chinese colleges and universities based on a comprehensive reference to the customer satisfaction index model. Liu Wu and Yang Xue, based on the situation of higher education in China, took the U.S. customer satisfaction index model and established the Chinese higher education customer satisfaction index model, which is mainly composed of 8 structural variables. It can be seen that most scholars in China have borrowed the American customer satisfaction index model to build the Chinese higher education satisfaction index model. The above studies show that students' satisfaction with higher education plays an important role in improving the quality of higher education.

In this study, we studied "classroom teaching satisfaction", that was, the quantitative value of the "psychological feeling" of happiness or disappointment that international students receive the teaching service of Chinese language flipped classroom in comparison with their expectations. The study of "satisfaction" through the TARGET model can reflect the teaching quality of the flipped Chinese language classroom, and on the basis of it, we can explore the teaching characteristics and improve the shortcomings.

2.5 Flipped Classroom

Flipped Classroom is a new teaching mode in which the traditional teaching process is reversed, i.e., students learn on their own through the teaching video, PPT and other teaching resources provided by the teacher before class, initially mastering the relevant basic knowledge and asking questions; and in the classroom, teachers and students work together to discuss and solve the problems. It subverts the traditional teaching form of teaching first and then learning, lecturing first and then practicing, focusing on students' self-constructed knowledge system, active classroom discussion and the role of the teacher as a guide and helper (Yang, 2015). The flipped classroom teaching model is theoretically supported by constructivism theory and Bloom's mastery learning theory. According to Bloom's cognitive theory, human cognition goes through six processes: knowing, comprehending, applying, analyzing, evaluating and creating. Flipped classroom divides the teaching process into three parts before, during and after class, i.e., three stages: exploring, flipping and applying. Through shallow learning of knowledge before class, deepening drilling of knowledge during class, and expanding application of knowledge after class, the teaching helps students complete the construction of language knowledge through multiple times and multiple perspectives (Zhang & Hu, 2022).

Foreign research on the flipped classroom teaching mode is mainly to apply it to specific course teaching, but also to study the actual teaching effect of the flipped classroom teaching mode in combination with other teaching methods, and there are also some researchers whose research involves the concept of students' learning and other issues (Kang, 2017). DeGrazia et al. noted that those students who watched the video lectures were more prepared for class than those who only read textbook-related material (Grazia et al., 2012). Sappington et al. showed that most students do not usually complete this reading task. In order to make the pre-class task effective, many teachers designed pre-class tests related to the task and required students to complete them. This is a successful approach to disciplining students who do not watch the video materials assigned by the teacher before class, and thus we need to pay attention to the issue of controlling students' learning before class (Gu, 2014). Moravee Day studied student achievement in an introductory biology class after implementing a flipped classroom model. His study showed that the implementation of the flipped classroom model resulted in a 21% increase in student performance on a test of information related to the pre-class video (Liu & Wang, 2014). Foley's research was conducted on a computerized interactive course. His study showed that:Students made significant

improvements in their homework projects and test scores in a flipped classroom teaching model environment.

Chinese research on the flipped classroom teaching model mainly focuses on the connotation of the flipped classroom teaching model and the specific modes and models (Kang, 2017). Many scholars have interpreted the connotation of flipped classroom from different angles. Liu Rong summarized the steps of the flipped classroom as teachers creating videos, students watching videos, teachers and students in the classroom sharing and exchanging learning results and insights face to face, and considered this teaching mode as a form of teaching for the purpose of realizing teaching goals (Liu, 2012). Zhang Jinlei, Wang Ying, and Zhang Baohui divided the traditional teaching process into two stages: knowledge transfer and knowledge internalization. The process of knowledge transfer is placed in the classroom, which becomes the self-study part of the students with the support of information technology, while on the contrary, knowledge internalization takes place in the classroom, which is done by students cooperating with each other with the help of the teacher. Wang Hong, Zhao Wei, Sun Lihui, Liu Hongxia's understanding of the connotation of flipped classroom is different from other scholars. They believe that the flipped classroom teaching model emphasizes the independent construction of the knowledge system and focuses on the individualized analysis of students' needs to achieve students' personalized education (Wang, et al., 2013). Many scholars have also conducted research on the specific mode of teaching and teaching model of flipped classroom. Zhang Jinlei made a preliminary statistical analysis of the implementation of flipped classroom in 30 foreign urban K-12 schools, and summarized the key points: using information technology as a support to improve the learning environment and learning activities. Zhong Xiaoliu, Song Shuqiang, and Jiao Lizhen viewed the learner as the center of the flipped classroom teaching model and designed a Taiji-style flipped classroom model (Zhong et al., 2013). Zhang Xiaomei, Wang Yanyan, and Ma Zenglin divided the flipped classroom teaching model into three parts: pre-class, in-class, and after-class. The whole teaching model embodies the teaching concept of integrating knowledge transmission, internalization and remediation (Zhang et al., 2014). Chen Gamin, and Zhu Chenghui proposed the classic three stages of the flipped classroom teaching model (Chen & Zhu, 2014).

2.5.1 Exploration stage

In the context of the flipped classroom, the exploration stage refers to the stage in which students actively participate in learning materials outside the traditional

classroom environment Teachers should combine or decompose and sequence the corresponding chapters into different learning scenarios and teaching modules according to the characteristics and teaching requirements of the course, and then each teaching module. Self-study before class, that is, letting students have a preliminary knowledge and understanding of the relevant knowledge of the lesson in advance, is the teaching goal of this stage. The blocks are subdivided into several small knowledge points and micro-videos are attached to each small knowledge point (Zhao, 2017). Before the course starts, the teacher proceeds to the pre-course preparation work according to the flipped classroom teaching requirements, that is, the introductory part, which mainly includes three items: the analysis of the learning situation, the design of the program, and the production of the task (Zhou, 2018). According to the teaching objectives of each lesson to prepare 1 to 3 micro-videos, in the production of teaching videos, pay attention to the content as short and concise as possible, each teaching video only introduces a knowledge point, so that students in a short period of time to establish a clear knowledge framework, easy to memorize; at the same time, the video presentation should be rich and varied, and it is best to combine with the current Internet buzzwords or hot topics, so that students in a relaxed environment inadvertently memorize the knowledge points (Li, 2018). It's not the instructional videos on their own, but how they are integrated into an overall approach (Tucker, 2012).

During the exploration stage, students have the opportunity to review content at their own pace and preferred learning style. They can pause and fast-forward videos, take notes, conduct further research and deepen their understanding of topics. This stage encourages students to take responsibility for their own learning and allows them to progress at their own pace. With teacher-created videos and interactive lessons, instruction that used to occur in class is now accessed at home, in advance of class. Class becomes the place to work through problems, advance concepts, and engage in collaborative learning. Most importantly, all aspects of instruction can be rethought to best maximize the scarcest learning resource—time （Tucker, 2012）. The exploratory stage of the flipped classroom provides students with the flexibility to learn at their own pace and revisit content as needed.

Overall, the exploration stage of the flipped classroom promotes student-centered learning, encourages active participation, and maximizes the value of face-to-face or virtual classroom time for collaborative and interactive activities.

2.5.2 Flipped stage

In the context of a flipped classroom, the "flipped stage" refers to the actual in-class or synchronous learning activities that take place after students have completed the exploration stage. It is the stage where the traditional roles of instruction and practice are reversed compared to a traditional classroom. The goal of this stage of teaching is to enable students to combine knowledge with practice in practical exercises and to utilize their knowledge flexibly. This part is particularly important and very much a test of the teacher's coordination and organizational skills. First, sort out the knowledge and answer the doubts. Then, internalize the practice and carry out teaching. Finally, show the results, report and exchange. The overall improvement of classroom interaction is the biggest benefit brought by the flipped classroom teaching mode. This benefit not only enhances the quality of learning, but also enhances the quality of teaching. In the flipped classroom, the role of the teacher changes from the transmission of knowledge to the guide of student learning. Deepen communication with students by personalizing instruction and answering student questions during instruction. Participating in study groups, while listening to the reports of other groups, can also promote further thinking and learning, which is conducive to developing students' thinking, improving students' ability to think independently, and stimulating students' interest in learning (Zhao, 2017).

The "Cone of Learning" theory proposed by American scholar Edgar Dale believes that "group discussion", "learning by doing", "practical exercises", "teaching others" and "application immediately" are more efficient learning methods. The implementation of the flipped classroom teaching model has brought about an increase in classroom language point practice time, allowing the application of these flexible and efficient learning methods （Zhang & Hu, 2018）. The links of internalization of knowledge include the connection between the middle of the lesson and the pre-course stage, students' teamwork for inquiry learning, students' independent problem solving, student-student or teacher-student interaction, the presentation of learning results in the classroom, and teacher evaluation and guidance. In-class teaching activities are planned and guided by the teacher, and students' pre-course learning is accepted in order to improve the strategies of in-class teaching activities (Zhou, 2018). The flipped stage is essential for consolidating knowledge, reinforcing concepts, and promoting active engagement and application of learning. By shifting the focus from passive instruction to active learning, the flipped stage enhances student participation, critical thinking, problem-solving skills, and deeper understanding of the subject matter.Come in from

the trenches to present a new approach to teaching that shows great promise as an effective way to use modern technology to revolutionize classroom instruction (*Bergmann & Sams, 2012)*. This approach shows that the use of effective modern technology holds great promise for transforming classroom instruction. Teachers can explain and demonstrate the problems encountered by students, and then throw out specific practical tasks of independent inquiry or collaborative learning to students. When appropriate, appropriate guidance is provided to guide the direction of students' inquiry to prevent inquiry from becoming a formality and learning from being left on the surface. At the end of the inquiry, students are organized to communicate the results and self-assessment, and then the teacher or the students themselves sort out and summarize the inquiry process to deepen students' understanding of the problem (Yao, 2015).

During the flipped stage, students actively engage in collaborative activities, problem-solving exercises, discussions, and hands-on experiences facilitated by the teacher. Instead of passively receiving lectures or instruction, students apply their knowledge, demonstrate understanding, and engage in higher-order thinking tasks.

2.5.3 Application stage

In the flipped classroom model, the application stage refers to the stage where students apply and expand their knowledge after class. Transferring the learned knowledge to real communication situations and applying it is an indispensable part of the ultimate realization of knowledge transformation. During the course practice, teachers actively provide students with various opportunities to apply knowledge based on the teaching content (Zhang & Hu, 2018). In the application stage, students are required to use the knowledge they have learned to participate in activities. These activities include discussions, debates, hands-on experiments, group projects, case studies, simulations, and more. Teachers act as facilitators, providing student guidance and support as they deepen their understanding, analyze concepts, and apply them through practical applications. Teachers evaluate each student based on their classroom questions, group discussions, and achievement presentations.This evaluation method is different from the evaluation method of the traditional teaching model. It is the evaluation and feedback of the entire learning process of students (Li, 2018). Some mechanical and repetitive exercises will make students feel uninterested. Teachers should strive to create various situations based on real life themes.Set real tasks, integrate teaching content into teaching tasks, let students consolidate and internalize what they have learned in the process of completing tasks, and enable students to gain

the joy of creatively using the knowledge they have learned (Yang, 2015).

Teachers should also continue to track students' after-school learning activity data and strengthen real-time communication and interaction with students. Analyze and refine the learning information fed back by learners, and sort out the overall learning situation. Including ability improvement after training, problems that need to be further solved, class learning dynamics, etc. Classify and analyze the typical student problems and personality problems that have been sorted out, and formulate solutions accordingly (Zhou, 2019). At the same time, teachers can also construct a knowledge map based on curriculum standards and the logic of the subject itself, and clarify knowledge points and their internal relationships. The knowledge structure of the textbook is expressed in the form of a diagram, which is intuitive and clear in context. This will not only make it easier for teachers to grasp the teaching materials, but also for students to understand (Yao, 2015). For each student, post-class feedback includes three aspects: first, feedback on one's own knowledge mastery, second, feedback on the performance of classmates in the same group, and finally, feedback on the quality of the teacher's teaching videos and classroom performance. Provide feedback on organizational conditions, etc. Through feedback on classroom learning, students can understand their own problems in this course so that they can conduct targeted supplementary learning; on the other hand, through student feedback and performance analysis, teachers can further optimize the teaching design link to achieve the result of joint progress between teachers and students (Li, 2018).

Overall, the application stage is a critical component of the flipped classroom model as it promotes active learning, critical thinking, and the development of real-world skills. It allows students to practice and reinforce their knowledge through meaningful experiences, fostering a deeper understanding of the subject matter.

2.6 Theoretical Framework

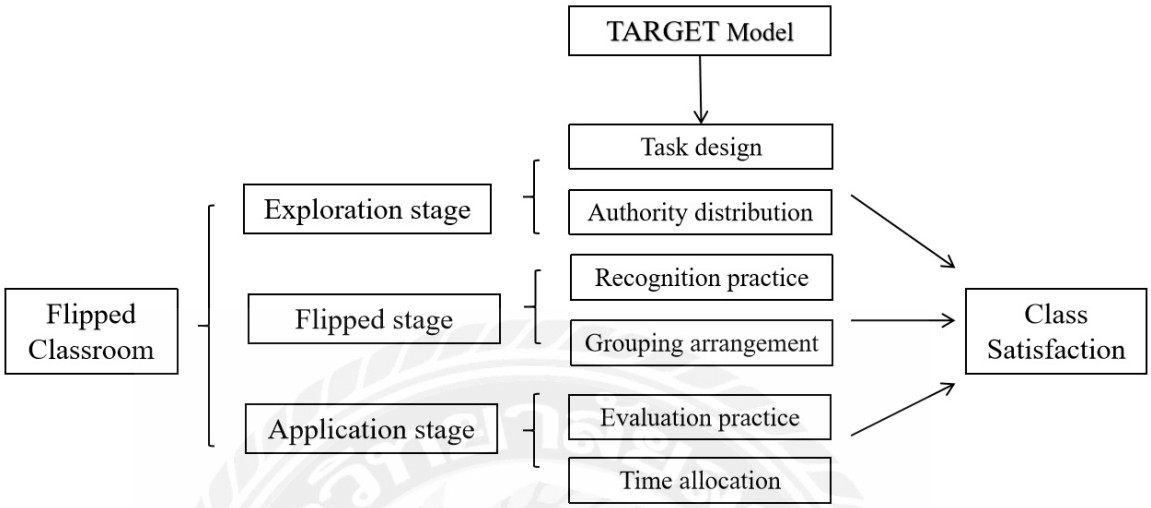

Figure2.2 Theoretical Framework

Chapter 3 Research Methodology

3.1 Introduction

This study adopted the quantitative research methods. Indicators that can be measured using data are expressed entirely in quantitative data. The study reviewed more than a hundred related literature on flipped classroom and classroom satisfaction, and then systematically read the latest research results of the TARGET model in teaching Chinese as a foreign language. Then the shortcomings of current research results were summarized, thereby clarifying the research direction of this article, forming basic research ideas, and designing a questionnaire survey that is consistent with the current situation of international students in Yunnan Normal University. Finally, its current situation and existing problems were analyzed, and optimized solutions to the problems to achieve the effects of improving teaching quality, promoting classroom teaching, and improving students' class satisfaction were recommended.

3.2 Research Design

The purpose of the questionnaire survey was to understand the current level of classroom satisfaction of international students at Yunnan Normal University with the three stages of the flipped classroom teaching model in Chinese classes. In order to gain a more comprehensive and objective understanding of the problems existing in this teaching model in the classroom, this study followed the principles of objectivity and authenticity when designing the questionnaire. Carefully analyzing the problems existing in the classroom and scientifically setting up questionnaires would provide factual reference for the next step of improving and optimizing the classroom teaching model. This questionnaire survey was conducted anonymously to ensure that the survey results are true and valid.

The questionnaire on student satisfaction in flipped classroom has a total of 31 questions and consists of two parts. The first part was a survey of students' basic information, including gender, grade and major. The second part was a class satisfaction survey of students based on the TARGET model. The questionnaire used a five-point Likert scale, asking subjects to judge how consistent the described situation is with themselves.

Table3.1 Question design

TARGET Model	Questions
Task design	1. I can complete pre-class tasks assigned by the teacher.
	2. I can make clear the tasks and objectives of each class.
	3. I am interested in the study materials sent by my teacher.
	4. I think the platform for pre-class learning to be convenient and easy to follow.
Authority distribution	5. I enjoy the process of independent learning.
	6. I have more equal opportunities to learn and interact.
	7. I can master the pre-class study materials.
	8. I expect every pre-class study.
Recognition practice	9. I like to learn Chinese in the flipped classroom.
	10. In the classroom, my teacher always gives me support, encouragement and feedback.
	11. I am satisfied with the teacher's classroom design.
	12. My teacher was able to notice my progress and recognize it.
Grouping arrangement	13. Teacher assigns students to groups in a reasonable way.
	14. The group activities were a big boost for me.
	15. Teachers will guide our group tasks and suggest improvements.

	16. In my group, I learned a lot and also learned how to cooperate.
Evaluation practice	17. Teacher leads us in some practical activities related to teaching. Evaluation practice.
	18. I can apply what I've learned to my life.
	19. The teacher will continue to follow up on my learning and give me feedback after class.
	20. Teacher's evaluation helps me identify my shortcomings.
Time allocation	21. I made a study plan and stage goals. Time allocation
	22. I think my learning efficiency has improved.
	23. I can reasonably utilize my time for after-class practice.
	24. I think the flipped classroom makes more efficient use of learning time.
Class Satisfaction	25. The flipped classroom method can improve my learning enthusiasm.
	26. I like the teaching arrangements in all three stages.
	27. I am very satisfied with the flipped classroom teaching method.
	28. I look forward to future courses continuing to feature flipped classrooms.

3.3 Sampling

This study used the online questionnaire platform Questionnaire Star software to conduct a questionnaire survey among international students studying Chinese at Yunnan Normal University and based on a five-point Likert scale. The study conducted descriptive statistics, correlation analysis and regression analysis on the data collected

by the questionnaire, and finally test the hypothesis. The questionnaire was divided into two parts. One part was a survey of students' basic situation, and the other part was a survey of students' classroom satisfaction by using the TARGET model. During the survey, a total of 250 questionnaires were distributed, 231 questionnaires were returned, and 222 valid questionnaires were obtained, with an effective rate of 96.1%.

3.4 Data Analysis

After collecting the questionnaires in this study, SPSS software was used to summarize and analyze the questionnaire results.

Reliability and validity are the basis for measuring the accuracy and stability of a questionnaire test result. Reliability analysis is used to measure whether the sample response results are reliable, that is, whether the sample truly answers the scale items. The higher the reliability coefficient, the more consistent and stable the test results are. In order to verify the reliability of the data, this study uses Cronbach's Alpha value as the index. The alpha coefficient is used to express the internal consistency reliability of the scale. The higher the α coefficient, the better the consistency of the scale. Generally speaking, if the reliability coefficient is greater than 0.9, the reliability is pretty good; 0.8 to 0.9 is very good; 0.7 to 0.8 is good; 0.6 to 0.7 is acceptable; but if it is less than 0.6, it needs to be modified.

Table3.2 Reliability statistics

Variable	Number of Items	Cronbach's Alpha
Task design	4	0.954
Authority distribution	4	0.953
Recognition practice	4	0.960
Grouping arrangement	4	0.957
Evaluation practice	4	0.963
Time allocation	4	0.963
Class Satisfaction	4	0.959

It can be seen from the above table that the Cronbach's α coefficient value of task design is 0.954, the Cronbach's α coefficient value of authority distribution is 0.953, the Cronbach's α coefficient value of recognition practice is 0.960, the Cronbach's α coefficient value of grouping arrangement is 0.957, the Cronbach's α coefficient value of evaluation practice is 0.963, the Cronbach's α coefficient value of time allocation is

0.963, and the Cronbach's α coefficient value of classroom satisfaction is 0.959. The Cronbach's α coefficient value of each of the above variables is greater than 0.7, which shows that the table has good reliability, and the data can be analyzed in the next step.

Validity analysis is used to measure whether the item design is reasonable and verified through factor analysis. The more consistent the test results are, the higher the validity; otherwise, the lower the validity. The KMO value is used to compare simple correlation coefficients and partial correlation coefficients between items, and its value is between 0 and 1. The closer the KMO value is to 1, it means that the correlation between variables is stronger, and the original variables are more suitable for factor analysis; vice versa, it is not suitable. Generally speaking, the smaller the significance level of Bartlett's sphericity test($P<0.05$), the more likely there is a meaningful relationship between the original variables. The significance of Bartlett's sphericity test is less than 0.01, indicating that the sample can be used for factor analysis.

Table3.3 KMO and Bartlett test

		Task design	Authority distribution	Recognition practice	Grouping arrangement	Evaluation practice	Time allocation	Class Satisfaction
KMO Quantity of Sample Suitability		0.835	0.830	0.854	0.853	0.819	0.820	0.844
Bartlett's test	Approximate Chi-square	425.932	417.436	709.454	633.359	425.197	404.275	504.449
	Degree of freedom	6	6	6	6	6	6	6
	Significance	0.000	0.000	0.000	0.000	0.000	0.000	0.000

As can be seen from the above table, the KMO value of task design is 0.835, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is 425.932, with a degree of freedom of 6 and a significance level of 0.000; the KMO value of authority distribution is 0.830, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is 417.436, with a degree of freedom of 6, and a significance level of 0.000; the KMO value of recognition practice is 0.854, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is

709.454, with a degree of freedom of 6, and a significance level of 0.000; the KMO value of grouping arrangement is 0.853, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is 633.359, the degree of freedom is 6, and a significance level of 0.000; the KMO value of evaluation practice is 0.819, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is 425.197, with a degree of freedom of 6, and a significance level of 0.000; the KMO value of time allocation is 0.820, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is 404.275, with a degree of freedom of 6, and a significance level of 0.000; the KMO value of class satisfaction is 0.844, and the result of Bartlett's test of sphericity shows that the approximate chi-square value is 504.449, with a degree of freedom is 6, and a significance level of 0.000. The KMO value of each of the above variables is greater than 0.7, which indicates that the questionnaire data has good validity and the data is available.

Chapter 4 Findings

4.1 Introduction

In this study, the six aspects of the TARGET model were used as the independent variables and students' classroom satisfaction as the dependent variable. In this chapter, the data obtained from the questionnaire will be analyzed in general and the above research hypotheses will be verified through SPSS.

4.2 Description of Statistical Variables

4.2.1 Descriptive analysis

Table4.1 Descriptive statistics

Dimension	Item mean
Task design	2.8975±1.05
Authority distribution	2.8896±1.01
Recognition practice	2.5349±1.27
Grouping arrangement	2.5135±1.22
Evaluation practice	2.8908±1.02
Time allocation	2.8446±1.00
Class Satisfaction	2.7590±1.03

The statistical results in the table above show that the mean value of task design is 2.8975, with a standard error of 1.05; the mean value of authority distribution is 2.8896, with a standard error of 1.01; the mean value of recognition practice is 2.5349, with a standard error of 1.27; the mean value of grouping arrangement is 2.5135, with a standard error of 1.22; the mean value of evaluation practice is 2.8909, with a standard error of 1.02; the mean value of time allocation is 2.8446, with a standard error of 1.00. The above are all lower than the median value of 3, indicating that the respondents have a strong understanding of task design, authority distribution, recognition practice, grouping arrangement, evaluation practice, and time allocation is low. The mean value of class satisfaction is 2.7590, and the standard error is 1.03, which is lower than the median value of 3, indicating that the respondents are less satisfied with the class.

4.2.2 Correlation analysis

Table4.2 Correlation between variables (Pearson correlation matrix)

	Task design	Authority distribution	Recognition practice	Grouping arrangement	Evaluation practice	Time allocation	Class Satisfaction
Task design	1						
Authority distribution	0.885**	1					
Recognition practice	0.901**	0.896**	1				
Grouping arrangement	0.902**	0.903**	0.925**	1			
Evaluation practice	0.859**	0.847**	0.903**	0.873**	1		
Time allocation	0.881**	0.853**	0.885**	0.882**	0.855**	1	
Class Satisfaction	0.932**	0.929**	0.953**	0.955**	0.921**	0.941**	1

From the correlation analysis results in the above table, we can see that the correlation coefficient between class satisfaction and task design is 0.932, which is a highly positive correlation; the correlation coefficient between class satisfaction and authority distribution is 0.929, which is a highly positive correlation; the correlation coefficient between class satisfaction and recognition practice is 0.953, which is a highly positive correlation; the correlation coefficient between class satisfaction and grouping arrangement is 0.955, which is a highly positive correlation; the correlation coefficient between class satisfaction and evaluation practice is 0.921, which is a highly positive correlation; the correlation coefficient between class satisfaction and time allocation is 0.941, which is a highly positive correlation.

4.2.3 Regression analysis

Table4.3 Regression analysis

Model		Unstandardized coefficient		Standardized coefficient	t	Significance	R^2	AdjustedR^2	F	P
		B	standard error	Beta						
1	(Constant)	0.030	0.045		0.681	0.497	0.978	0.978	1620.084	0.000
	Task design	0.089	0.027	0.089	3.230	0.001				
	Task design	0.152	0.027	0.148	5.642	0.000				
	Recognition practice	0.122	0.027	0.150	4.507	0.086				
	Grouping arrangement	0.196	0.027	0.233	7.403	0.000				
	Evaluation practice	0.151	0.025	0.147	6.038	0.000				
	Time allocation	0.279	0.026	0.270	10.930	0.000				

From the regression results in the above table, we can see that R2 is 0.978, F value is 1620.084, and P value is 0.000, which is less than 0.05, indicating that the entire regression result is valid. At the same time, according to the above table, the coefficient of task design is 0.089, the coefficient of authority distribution is 0.089, the coefficient of recognition practice is 0.122, the coefficient of grouping arrangement is 0.196, the coefficient of evaluation practice is 0.151, and the coefficient of time allocation is 0.279.

The resulting regression equation is: Class Satisfaction = 0.030 + 0.089 * Task Design + 0.152 * Authority Distribution + 0.122 * Recognition Practice + 0.196 * Grouping Arrangement + 0.151 * Evaluation Practice + 0.279 * Time Allocation

In summary, according to the correlation analysis, the positive correlation between class satisfaction and task design, authority distribution, recognition practice, grouping arrangement, evaluation practice, and time allocation supports the above regression equation.

4.3 Results of the Study

Through descriptive analysis, correlation analysis and regression analysis, the following research results were obtained:

1) The overall student satisfaction with the flipped classroom teaching model was at an average level. This result was due in large part to the fact that students need more time to adjust to a new way of learning, or they want more direct instruction and interaction in the classroom, in addition to the fact that they still have some higher expectations about the classroom organization and the learning resources provided. Therefore, we still need to further improve and optimize in these aspects.

2) Class satisfaction is highly positively correlated with six aspects: task design, authority distribution, recognition practice, grouping arrangement, evaluation practice, and time allocation. Among them, the influencing factors from high to low are: time allocation, grouping arrangement, authority distribution, evaluation practice, recognition practice and task design. In task design, students encounter challenges in adapting to the learning tasks in the flipped classroom because they need more independent learning and self-management skills to complete pre-study tasks and after-class assignments. In authority distribution, students expect more direct guidance and feedback from the teacher in the classroom. Since the flipped classroom model emphasized more on students' independent learning and inquiry, some students felt that there was a lack of sufficient teacher guidance, which led to dissatisfaction. In recognition practice, students want more recognition and encouragement in the classroom, especially for their efforts and achievements in pre-study and after-class assignments. In grouping arrangement, the flipped classroom encourages cooperation and discussion among students, but some students think that the peer cooperation approach is not effective enough. In evaluation practice, some students want more formalized assessments to measure their academic performance, while others prefer flexible and personalized assessment methods. In time allocation, students sometimes feel that too much time was spent on preparation and after-class assignments, while time in class is underutilized.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

In this study, after reviewing a large number of references, Chinese as a Foreign Language (CFL) teaching and the flipped classroom teaching model were sorted out and studied. Under the guidance of the existing TARGET model and Achievement Goal Theory, students' classroom satisfaction under the flipped classroom teaching mode was investigated and analyzed. Based on the above research, this paper constructs a flipped classroom teaching based on the TARGET model, taking into account the subject characteristics of teaching Chinese as a foreign language. The implementation of the model is applied to the teaching of Chinese as a foreign language and students' classroom satisfaction is analyzed and researched, and finally some valuable conclusions are drawn, which have certain theoretical and practical significance for improving students' classroom satisfaction.

This study used the questionnaire survey method to analyze student satisfaction and its influencing factors. The research results showed that students' overall recognition of the flipped classroom teaching mode was not high enough, the improvement and development in various aspects were still needed. Among them, the study of flipped classroom satisfaction starts from six aspects, namely task design, authority distribution, recognition practice, grouping arrangement, evaluation practice, and time allocation. Statistical analysis of these six dimensions shows that: 1) Students' overall satisfaction with the flipped classroom teaching model was at an average level. 2) Six aspects: task design, authority distribution, recognition practice, grouping arrangement, evaluation practice, and time allocation all had an impact on students' classroom satisfaction. Among them, the three most influential factors were time allocation, grouping arrangement and authority distribution.

5.2 Recommendation

In the conclusion section of this study, some suggestions for the results and the application of future research are given as follows: 1) In task design: make sure that the tasks have a certain degree of difficulty, which can stimulate the students' thinking and desire to explore, but at the same time are not so difficult as to lead to frustration. 2) In authority distribution: give the students a certain degree of autonomy and decision-making power, so that they can take part in classroom activities and discussions. 3) In

recognition practice: give the students positive feedback and affirmation in the classroom in time to encourage their efforts and progress. 4) In grouping arrangement: ensure that group members complement each other and cooperate with each other, and avoid situations where they are too homogeneous or too dominant. 5) In evaluation practice: design a variety of assessment activities, including individual tasks, group projects, and classroom performance. 6) In time allocation: rationalize classroom time to ensure a balance between self-study and classroom discussion, avoiding too tight or too loose a schedule.

In addition, for the future research on flipped classroom, the following three aspects can be referred to: 1) In exploring the application of technology: focusing on how to better utilize modern technology to support flipped classroom teaching, including the application of tools such as online learning platforms, virtual labs, social media, etc.2) In interdisciplinary research: strengthening interdisciplinary cooperation, integrating research results from many disciplines such as education, psychology and information technology, etc. 3) In teachers' professional development: emphasizing teachers' role change and professional development in flipped classroom teaching, and provide relevant training and support.

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APPENDIX

Questionnaire

Dear Students,

The purpose of this questionnaire survey is to find out how international students are satisfied with Chinese flipped classroom learning. This questionnaire is mainly divided into two parts, namely, basic information (1-3 questions) and satisfaction survey (1-28 questions). The questionnaire is anonymous and used only for academic research, so there is no need to worry about the disclosure of personal information, just fill it out truthfully. Thank you for taking your valuable time to complete this questionnaire.

Part I：

1. Gender？ A Male B Female
2. Grand？ A 1 B 2 C 3
3. Major? A Chinese B Financial C Education

Part II: Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√".

Measuring item	Strongly agree	Agree	General	Disagree	Strongly disagree
1. I can complete pre-class tasks assigned by the teacher.					
2. I can make clear the tasks and objectives of each class.					
3. I am interested in the study materials sent by my teacher.					
4. I think the platform for pre-class learning to be convenient and easy to follow.					
5. I enjoy the process of independent learning.					
6. I have more equal opportunities					

to learn and interact.					
7. I can master the pre-class study materials.					
8. I expect every pre-class study.					
9. I like to learn Chinese in the flipped classroom.					
10. In the classroom, my teacher always gives me support, encouragement and feedback.					
11. I am satisfied with the teacher's classroom design.					
12. My teacher was able to notice my progress and recognize it.					
13. Teacher assigns students to groups in a reasonable way.					
14. The group activities were a big boost for me.					
15. Teachers will guide our group tasks and suggest improvements.					
16. In my group, I learned a lot and also learned how to cooperate.					
17. Teacher leads us in some practical activities related to teaching.					
18. I can apply what I've learned to my life.					
19. The teacher will continue to follow up on my learning and give me feedback after class.					
20. Teacher’s evaluation helps me identify my shortcomings.					
21. I made a study plan and stage goals.					
22. I think my learning efficiency					

has improved.					
23. I can reasonably utilize my time for after-class practice.					
24. I think the flipped classroom makes more efficient use of learning time.					
25. The flipped classroom method can improve my learning enthusiasm.					
26. I like the teaching arrangements in all three stages.					
27. I am very satisfied with the flipped classroom teaching method.					
28. I look forward to future courses continuing to feature flipped classrooms.					