

A Study on the Correlation Between the Participation of Flipped Classroom and the Pleasure and Boredom of Non-English Majors in Foreign Language Classroom

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Abstract

In recent years, in order to improve the shortcomings of traditional classrooms, the flipped classroom model has been widely implemented in foreign language teaching. This paper discusses the pleasure and boredom of non-English majors in the flipped classroom in the foreign language classroom. Based on the "broaden-build" theory and the "control-value" theory, 243 non-English majors were studied by questionnaire and interview. It is found that (a) Non-English majors' acceptance of the foreign language classroom under the flipped classroom model is generally high. (b) The flipped classroom model is conducive to improving the participation of non-English majors in foreign language classrooms. (c) Non-English major college students are generally more enjoyable and less bored in the foreign language classroom under the flipped classroom model. (d) The emotions of non-English majors in the foreign language classroom under the flipped classroom model are influenced by many factors such as teachers' enthusiasm, utilitarian psychology and autonomous learning ability. The results of the study can provide useful enlightenment for the teaching side to improve the flipped classroom teaching model.

Keywords: Flipped Classroom, Pleasure, Boredom, Non-English Majors

1. Introduction

1.1 Research Background

In recent years, with the development of science and technology and the continuous advancement of teaching mode reform, the flipped classroom teaching mode has been widely used in foreign language education. Flipped classroom breaks through the shackles of traditional cramming teaching and emphasizes the dominant position of students. Based on modern information technology, it is an innovative teaching method with autonomy, interactivity and uniqueness. At present, relevant studies at home and abroad have confirmed the feasibility of flipped classroom in foreign language teaching (Bu & Ma, 2013; Lu, 2014; Hsieh et al., 2017). However, the application of flipped classroom poses challenges to foreign language learners' autonomous learning ability, teamwork ability and innovation ability, which may lead to a series of emotional changes of learners. As an important learning intermediary, learning emotion will inevitably affect the teaching effect of flipped classroom. The "broaden-and-build" theory (Fredrickson, 1998) holds that positive emotions can build learners' resilience and coping skills, thus expanding their understanding and reflection of teaching content. In addition, the "control-value" theory (Pekrun et al., 2002) also regards learning emotion as an important factor affecting foreign language acquisition and believes that it is closely related to learners' efficient internalization of classroom content. In recent years, as humanistic psychology develops, existing research at home and abroad has also shown that emotions such as pleasure, boredom, and anxiety have an impact on students' learning motivation and learning effectiveness (Li & Han, 2021; Peter, 2021). Therefore, in order to further optimize the teaching effect of flipped classroom, it is very important to adjust students' learning emotions.

1.2 Literature Review

Learning emotion refers to various emotional experiences related to students' academic activities in the process of teaching or learning, which are usually included in classroom learning activities and completion of homework and examinations. Learning emotion is closely related to achievement motivation, attribution and self-efficacy. Good learning emotion not only helps students to carry out cognitive activities and cultivate active learning attitude, but also helps to establish a good teacher-student relationship and promote students' physical and mental health development. In view of the importance of learning emotions, researchers have explored the influencing factors of emotions such as pleasure and boredom in foreign language classrooms. Pat Wolfe (2006) believed that emotion plays an important role in learning. Jean-Marc DEWAELE and Li Chengchen (2020) divided the study of emotion in second language acquisition into three phases: Emotion Avoidance Phase, Anxiety-Prevailing Phase, Positive and Negative Emotions Phase. Qiu Wanning, Liu Honggang (2017) and Li Chengchen, Jiang Guiying (2021) reviewed and prospected the research on second language acquisition under positive psychology. Liu Honggang and Li Jing (2021) and Li Chengchen and Lu Xiaojun (2022) reviewed and prospected the research on boredom in foreign language learning. Other researchers have explored the relationship between foreign language learning emotions and academic performance (Ou, 2023), learning engagement (Cai, 2023), and self-efficacy (Zhao, 2021). In addition, some scholars believe that foreign language learners' emotions are influenced by both internal and external factors of learners (Cheng, 2019), not only by learners' own interests and attitudes, but also by classroom activities and teachers' enthusiasm (Lin & Zhou, 2022; Wu & Zhao, 2023; Elisa Santana Monagas et al., 2024).

Flipping classroom is a teaching mode that changes the roles of teachers and students in traditional teaching and re-plans the use of classroom time by reversing the arrangement of knowledge transfer and knowledge internalization (Zhang et al., 2012). In view of the use of flipped classroom in foreign language teaching, at present, most studies at home and abroad focus on the teaching practice and reflection of this model (Zhang & Wang, 2015; Li & Wu, 2015; Soliman, 2016), and many other scholars have studied the instructional design and process of flipped classroom (Zhang & Wang, 2014; Öztürk & Çakıroğlu, 2021).

Throughout the above research, although scholars have carried out extensive research on the two related fields of learning emotion and flipped classroom, few researchers have linked them together, and most of these research objects are high school students and English majors. In view of this, this study will take flipped classroom as the teaching environment to explore the correlation between the participation of non-English majors in the flipped classroom and their pleasure and boredom in the foreign language classroom. This study has certain innovation and is expected to make a modest contribution to the future foreign language teaching practice.

1.3 Problem Statement and Objectives

The purpose of this study is to explore the correlation between the participation of flipped classroom and the pleasure and boredom of non-English majors in foreign language classroom. On the one hand, according to the conclusion of experimental data in this study, the author will provide suggestions for improving the flipped classroom teaching of non-English majors, which then has a positive impact on non-English majors' English learning, so this study is of practical significance. On the other hand, the author focuses on the learning emotions in the foreign language flipped classroom, which can enrich and broaden the research scope of the foreign language flipped classroom in China, and provide a new perspective and new ideas for the development and improvement of foreign language teaching, which has certain theoretical significance.

In this study, non-English majors were selected as the research object, and quantitative and qualitative research methods were used to try to use questionnaire survey and interview method (semi-structured interview) to investigate the participation, pleasure and boredom of college students in flipped classroom. The overall situation of the three was then investigated through interview results and questionnaire data, and the correlation between the former and the latter two was explored. The specific research questions are as follows: (a). In the foreign language classroom environment of non-English majors, what is the level of students' willingness or commitment to participate, the level of pleasure and boredom in the foreign language classroom? (b). What is the relationship between non-English major students' participation in the foreign language classroom environment and their pleasure and boredom in the foreign language classroom?

2. Research Data Sources and Methodology

2.1 Research Methods

2.1.1 Questionnaire Survey Method

The questionnaire survey method is a method of collecting data by formulating a detailed questionnaire and

asking respondents to answer accordingly. Based on the purpose of the study, this study distributed online questionnaires to the subjects. The questionnaire is composed of three scales: Foreign Language Flipped Classroom Participation Scale, the Chinese version of the Foreign Language Pleasure Scale and the Foreign Language Classroom Boredom Scale. The purpose is to understand the correlation between participants' foreign language pleasure, boredom level and participation in the flipped classroom model.

2.1.2 Interview Method

The interview method refers to the basic psychological research method of understanding the psychology and behavior of the interviewees through face-to-face conversations between the interviewers and the interviewees. In this study, the interview method (semi-structured interviews) was used to interview and exchange the subjects who had a large deviation from the final analysis results during the questionnaire survey, so as to fully understand the pleasant and boring situation of foreign language in the flipped classroom model.

2.2 Participants

2.2.1 Survey Respondents

In January 2024, the researchers used the questionnaire star software to sample non-English major college students across China (excluding Hong Kong, Macao and Taiwan). The samples mainly covered ordinary colleges and universities, and the differences in educational background and school level were small. Finally, 243 valid questionnaires were obtained. There were 96 boys (39.34%) and 147 girls (60.25%). There are 157 freshmen (64.34%), 42 sophomores (17.21%), 32 juniors (13.11%) and 13 seniors (5.33%). All the subjects have studied the college foreign language classroom under the flipped classroom model.

2.2.2 Interviewees

After the analysis of the questionnaire data, the researchers used the interview method (semi-structured interviews) to interview and communicate with 5 subjects who had large deviations from the final analysis results during the questionnaire survey.

2.3 Instruments

2.3.1 Foreign Language Flipped Classroom Participation Scale

The foreign language classroom participation scale was developed by Liu Eerdemutu et al. (2024), which contains a total of 9 items. On the basis of the existing foreign language classroom participation scale, the researcher combines the English curriculum of the flipped classroom participated by the research object to make a scale of students' participation in the foreign language classroom using the flipped classroom teaching method, including 5 items, such as "when participating in the flipped classroom, I can concentrate" and so on, it has high reliability and validity.

2.3.2 Foreign Language Flipped Classroom Pleasure Scale

Combined with the needs of this study, the researcher used the Likert 5-level scale: the Chinese Version of Foreign Language Enjoyment Scale (CFLES), which was adapted from the Foreign Language Enjoyment Scale (FLES) compiled by Jiang & Dewaele (2019) based on Dewaele & MacIntyre (2014). It contains 10 items. The researchers revised the items related to the measurement of pleasure in the foreign language classroom to evaluate the pleasure of the subjects in the foreign language flipped classroom. The scale contains a total of 5 items, such as "flipped classroom learning makes me happy and improves my interest in learning English", the structural validity is ideal, and the reliability and validity are high.

2.3.3 Foreign Language Flipped Classroom Boredom Scale

This study adopts the Likert 5-level scale: Foreign Language Classroom Boredom Subscale, which is compiled by Liet al. (2021) and contains a total of 8 items. According to the research questions, the researcher made a corresponding adaptation, and limited the situation of the "Foreign Language Classroom Boredom Scale" to the flipped classroom. The scale also contains five items, such as "I think the English class time under the flipped classroom model is slow" and so on. It is used to measure the boredom tendency and some boring experience of the subjects in the foreign language flipped classroom, which has high reliability and validity.

The questionnaire used in this study has a total of 15 items, the α value is 0.849, and the KMO measure is 0.919, which has high reliability and validity. Moreover, the above three scales were scored using the Likert five-level scale method: completely disagree (1 point), relatively disagree (2 points), generally (3 points), relatively agree (4 points), very agree (5 points).

2.4 Data Analysis

The researchers firstly conducted a preliminary experiment on the questionnaire before it was officially released, and measured the reliability and validity of the questionnaire. After the reliability and validity were passed, the questionnaire was distributed through the questionnaire star software, and a total of 271 questionnaires were recovered, of which 243 were valid. After that, the obtained data are imported into Spss26.0, and the obtained data are analyzed descriptively and correlated.

3. Research Results and Discussion

Through the statistical analysis of the collected data, the researcher learned the overall situation of non-English majors' perception of the pleasure and boredom of foreign language learning under the flipped classroom model.

3.1.1 Analysis of the Results of Questionnaire

Table 1. Descriptive statistics of pleasure and boredom perceived by non-English major college students in foreign language learning under the flipped classroom model

		Participation	Pleasure	Boredom
Number of cases	effective	243	243	243
	deficiency	0	0	0
Average value		20.4239	20.4239	14.0823
Standard deviation		4.08147	4.16069	6.12013
Skewness		-.692	-.737	.059
Skewness standard error		.156	.156	.156
Kurtosis		.373	.467	-1.002
Kurtosis standard error		.311	.311	.311
Minimum value		5.00	5.00	5.00
Maximum value		25.00	25.00	25.00

Table 2. Correlation analysis of non-English major college students' perception of pleasure and boredom in foreign language learning under flipped classroom model

		Correlation		
		Participation	Pleasure	Boredom
Participation	Pearson correlation	1	.914**	-.213**
	Sig. (Double-tailed)		.000	.001
	Number of cases	243	243	243
Pleasure	Pearson correlation	.914**	1	-.190**
	Sig. (Double-tailed)	.000		.003
	Number of cases	243	243	243
Boredom	Pearson correlation	-.213**	-.190**	1
	Sig. (Double-tailed)	.001	.003	
	Number of cases	243	243	243

** . At the 0.01 level (two-tailed), the correlation is significant.

Table 1 shows the descriptive statistical results of this study. It can be seen that the average value of non-English majors' participation in foreign language learning under the flipped classroom model is 20.4239. The average level of participation is high. At the same time, the standard deviation of participation is 4.08147, the minimum value is 5, and the maximum value is 25. The standard deviation is small, and the difference in participation is not large.

The research shows that the average value of pleasure emotion is 20.4239, the standard deviation is 4.16069, and its minimum and maximum values are the same as the participation. This shows that in the foreign language classroom, the pleasure of non-English major college students as a whole remains stable, and the difference is not significant.

The average value of boredom is 14.0823, and the standard deviation is 6.12013, which is still in a low range. The kurtosis is -1.002, indicating that the distribution of boredom is relatively flat, while the skewness is close to 0, indicating that the distribution of boredom is relatively symmetrical.

To sum up, according to the results of descriptive statistical analysis, we found that in the flipped classroom, the average level of participation, pleasure and boredom of non-English majors is relatively high. This means that non-English majors have a higher degree of participation in the flipped classroom, and the flipped classroom has a certain positive effect on improving students' participation and pleasure, and also reduces the boredom of non-English majors in the foreign language classroom.

The researchers speculate that this is because the flipped classroom, as a new teaching model, is applied to the foreign language classroom to maximize the students as the main body of the classroom, which is conducive to stimulating the interest of non-English majors in foreign language learning. Therefore, the researchers suggest that schools or teachers can choose to use the flipped classroom model as much as possible to maximize students' interest in learning foreign language courses for non-English majors.

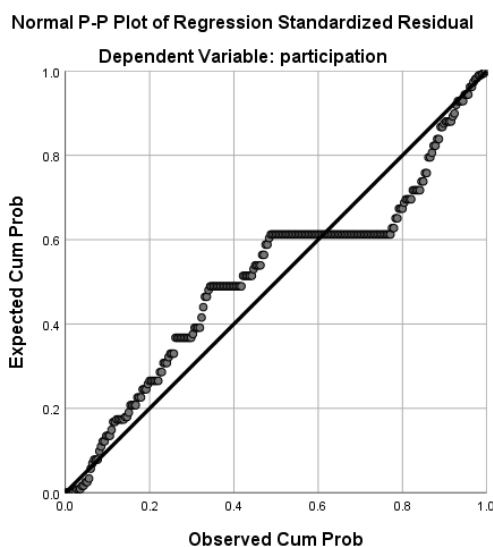


Figure 3. Regression analysis of non-English major college students' perception of pleasure in foreign language learning under the flipped classroom model

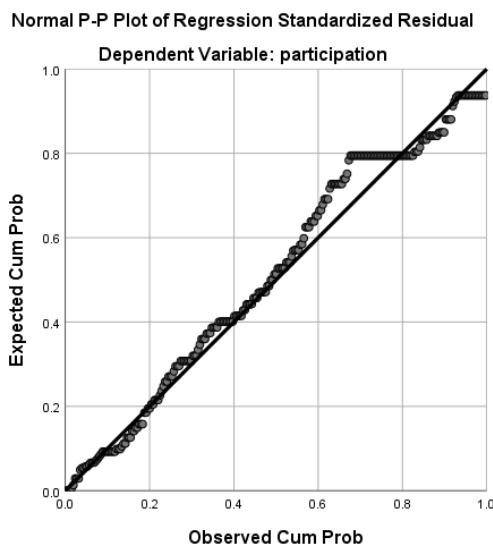


Figure 4. Regression analysis of non-English major college students' perceived participation and learning boredom under the flipped classroom model

According to the results of descriptive statistics in Table 1 and the test results of regression analysis in Figure 3 and Figure 4, the correlation analysis was carried out in this study, and the results of table 2 were obtained. It can be seen from Table 2 that there is a high positive correlation between participation and pleasure ($r = .914^{**}$, $p < 0.01$), and there is a significant negative correlation between participation and boredom ($r = -.213^{**}$, $p < 0.01$). That is to say, the higher the positive degree of non-English majors' participation in the flipped classroom, the

higher the pleasure they experience and the lower the boredom. This result is in line with the relevant assertion that flipped classroom has achieved remarkable results in stimulating students' interest in learning and improving self-efficacy (Chen, 2016).

At the same time, according to Table 1, there is a significant negative correlation between pleasure and boredom ($r = -.190^{**}$, $p < 0.01$). This means that if non-English majors feel more pleasant in the foreign language classroom, they will experience relatively less boredom.

In summary, according to the results of correlation analysis, we can conclude that in the flipped classroom environment, the participation of non-English majors is highly positively correlated with their pleasure and negatively correlated with boredom.

This means that active participation in the flipped classroom can improve students' pleasure and reduce their boredom in the foreign language classroom. Therefore, the researchers suggest that the more non-English majors actively participate in the foreign language classroom learning under the flipped classroom model, the more they can improve the pleasure they feel in the foreign language classroom and relatively reduce the boredom they feel in the foreign language classroom. The higher the degree of pleasure, the higher the harvest of college students in foreign language learning, and the easier it is to achieve the learning effect of foreign language classroom.

At the same time, for teachers who teach non-English majors in the classroom, the more they stimulate learners' interest in learning and enhance their classroom participation, the more they can achieve the ideal teaching effect and reduce ineffective teaching as much as possible.

3.1.2 Analysis of the Results of Interview

In order to fully understand the situation of foreign language pleasure and boredom of non-English majors in the flipped classroom mode, this study used interview method (semi-structured interview) to interview and communicate with five subjects who had large deviations from the final analysis results in the process of questionnaire survey, and tried to explore the influencing factors of their "participation inversely proportional to pleasure". Before extracting the interviewees, the author used SPSS to descriptively analyze the data, and compared the data of each group from the maximum, minimum and average values to complete the preliminary analysis. Subsequently, a scatter plot was made to find out the significant abnormal data, a total of 13. Using RAND random number to carry out simple data sampling, five data were extracted, and the five students were then interviewed. The interview questions mainly focus on the deviation phenomenon of the interviewed students. The interview is conducted in a quiet environment. The interview location is online network video, and the interview time is 6 minutes per person. The interview results are as follows:

Question 1: Why do you have a high degree of participation in the flipped classroom, but you do not show obvious pleasure? What factors do you think lead to this phenomenon?

Student 1: I have a high enthusiasm for learning, and I hope to participate in the flipped classroom, but sometimes the teacher is not enthusiastic about the class, or speaks too fast, which makes me powerless.

Student 2: I think the main reason why I can seriously participate in the flipped classroom is because of my grades. It can also be said that I am somewhat utilitarian. However, every time I take the flipped class, I feel that the teacher's explanation is not detailed enough, which is not as efficient as the traditional classroom. Even if I take an active part in it, I will immediately feel remorse and anxious, so I rarely really enjoy the flipped classroom.

Student 3: The flipped classroom emphasizes student-centered. Compared with the traditional classroom, it is more difficult for teachers to pay attention to the individual needs of students. Students who are difficult to adapt to autonomous learning like me are more likely to have anxiety rather than pleasure.

Student 4: The teacher in the flipped classroom I participated speaks English almost all the time, which makes me unable to understand, for my English proficiency level is not that high. And I dare say the flipped classroom is even less useful than learning dumb English. In addition, the English college entrance examination of where I live does not test listening, so it is even more difficult for me who lack daily listening exercise to understand everything the teacher says. That's why I am full of enthusiasm every time at the beginning of the class, but soon feel helpless for a while.

Student 5: I feel that the flipped classroom is a cover. Most of our flipped classrooms are based on the teacher's teaching plan designed in advance. We have arranged communication and interaction, contextual exercises, and we are also seriously involved. However, I feel that the classroom activity seldom goes up, and I feel that everyone is following the teacher's steps without their own ideas, which is terrible.

Question 2: What are your suggestions on improving the pleasure of non-English majors in the flipped classroom?

Student 1: I hope that the teacher can drive the students, so that the students have more enthusiasm to learn. The teacher should also encourage students to put forward their own ideas and questions, rather than just passively accept what has been taught.

Student 2: I hope that the teacher can take into account the efficiency and arrange the time. When there come some difficult points, I hope that the teacher can teach in detail.

Student 3: I suggest that teaching methods can be changed according to learning conditions to improve the quality of teaching. Teachers should pay attention to students' personalized learning needs and give appropriate guidance and support to students with different backgrounds and ability levels.

Student 4: When using the flipped classroom teaching mode, the teacher should let the students preview the new lesson in advance. In the class, the teacher's speech speed can also be slowed down as much as possible. When new words appear, they can be properly explained in Chinese.

Student 5: I suggest increasing the interactivity and interest of English classes, adding interactive scenario simulation courses, and deeply learning the way of thinking in the context. Teachers can also guide students to conduct in-depth discussions and problem solving by use of technical tools such as voting, question & answer. Furthermore, I think the flipped classroom can be more flexible rather than strictly in accordance with the teaching design.

Through interviews with five subjects, the researchers learn some reasons why a small number of non-English majors' participation in the flipped classroom is higher, but their pleasure is not obvious. Some holds that the lack of enthusiasm of teachers will affect the classroom mood. Some attaches importance to grades, and believes that flipped classroom is not as efficient as traditional classrooms, so even if they actively participate, they gain little, which makes it difficult for them to generate pleasant emotions. Some thinks that flipped classroom will lead to anxiety among students who have difficulties in adapting to autonomous learning. In addition, through interviews, respondents gave relevant suggestions on flipped classroom. Some hopes that the teacher can drive the students, so that the students have greater enthusiasm to learn. Some believes that teachers should give appropriate guidance and support to students with different backgrounds and levels of ability to escort students' autonomous learning. Some suggests starting with classroom activities and carrying out more situational interaction to increase the activity and interest of English classes.

To sum up, although most of the non-English majors' participation in the flipped classroom is highly positively correlated with their pleasant emotions, there are still a small number of non-English majors who deviate from the experimental results, and there are many factors that affect their classroom emotions, including teachers' enthusiasm and attention, utilitarian psychology, autonomous learning ability, classroom activity design, etc., which can help provide lessons and inspiration for the improvement and innovation of the flipped classroom model in the future.

4. Conclusion and Enlightenment

This study explores the pleasure and boredom of non-English major college students in foreign language learning under the new teaching model of flipped classroom, and analyzes the correlation between the three.

The study found that under the flipped classroom model, non-English majors' pleasure in foreign language learning increased and boredom decreased. At the same time, the higher the positive degree of non-English majors participating in the flipped classroom learning, the higher the pleasure they feel in this classroom environment, and the lower the boredom. This result is consistent with the "broaden-build" theory (Fredrickson, 1998) that positive emotions can expand awareness and response to events. Pleasure will guide non-English majors to acquire more foreign language knowledge and improve their ability. At the same time, pleasure constructs resources to cope with boredom and reduces the impact of boredom. In addition, the study also found that teachers' enthusiasm, utilitarian psychology, self-learning ability and other factors may affect students' classroom emotions, resulting in high student participation and low emotions.

Therefore, the researcher draws the following conclusions. (a) There are some differences in the acceptance of the foreign language classroom under the flipped classroom model among non-English majors, but in general, the participation is high and the acceptance is strong. (b) The flipped classroom model has a positive impact on the participation of non-English majors in foreign language classrooms. (c) Non-English majors generally have a high degree of pleasure and a relatively low degree of boredom in the foreign language classroom under the flipped classroom model. Therefore, we can infer that the flipped classroom has a positive effect on promoting

non-English majors to produce pleasure in the process of foreign language learning. At the same time, it also reduces the boredom of non-English majors in foreign language learning to a certain extent. (d) Non-English majors' emotions in the foreign language classroom under the flipped classroom model are influenced by many factors such as teachers' enthusiasm, utilitarian psychology and autonomous learning ability.

This study reveals the mechanism of flipped classroom on non-English majors' pleasure and boredom in foreign language learning, which has certain enlightenment significance for college English teaching model.

First of all, schools and teachers should realize the importance of the flipped classroom model. In the design of foreign language classrooms for non-English major college students, the flipped classroom model can be appropriately used to improve students' participation in foreign language classrooms. The way to enhance the pleasure of foreign language learning. Secondly, non-English majors should actively participate in the foreign language classroom under the flipped classroom model, enhance their self-efficacy in foreign language learning and enhance their interest in learning. In addition, there are still some deviations between the survey results and the experimental results of some non-English majors, and there are many factors affecting their classroom emotions, including teachers' enthusiasm, utilitarian psychology, and autonomous learning ability. This provides lessons and inspiration for the improvement and innovation of the 'flipped classroom' model. Therefore, in the process of promoting the flipped classroom teaching model, in order to improve students' participation, the teaching side can issue a questionnaire survey on campus for the purpose of increasing interest. At the same time, improve teachers' teaching enthusiasm and other aspects. Optimize the practice and application of flipped classroom in foreign language classroom, reduce students' boredom, and improve teaching quality and teaching level.

This study is only a study on the pleasure and boredom of non-English majors in foreign language learning under the flipped classroom model. Since the flipped classroom model is an emerging teaching model, such research is in its infancy. Future research can combine pedagogy and psychology to further explore the generation and mechanism of pleasure and boredom under the flipped classroom model, and formulate effective interventions to improve students' happiness in foreign language learning.

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Data sharing statement

No additional data are available.

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