

The Practice of "Flipped Classroom" in ESP Teaching—Taking the Teaching of "Financial English" as an Example

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Abstract: Traditional teaching methods have some limitations in professional English teaching, such as students are relatively passive and lack practical application ability. Therefore, the flipped classroom model was introduced to enhance learning effects and student engagement. In this study, a questionnaire survey method was used, and the subjects were students in a financial English course in a university. The implementation of the flipped classroom model includes the provision of pre-class learning materials and students' interactive discussions, problem solving and practical activities in the classroom. The research results show that the flipped classroom model has achieved good results in the teaching of Financial English. First of all, students can better understand and apply basic knowledge through independent learning before class, which improves the learning effect. Secondly, interactive discussions and practical activities in the classroom stimulate students' interest in learning and increase their participation in learning. In addition, the practical application requirements help students develop practical application abilities and enable them to better adapt to the work requirements of the financial industry.

1. Introduction

In today's context of globalization and the development of information technology, ESP (English for Specific Purpose) education has become more and more important. In different professional fields, students need to master specific domain knowledge and language skills to cope with professional needs and actual work scenarios. However, traditional teaching methods have some limitations in meeting the needs of ESP learners, such as students' passivity in learning and lack of practical application ability. Therefore, it becomes particularly important to find an innovative teaching method to improve ESP education.

In the past few years, the flipped classroom model has attracted extensive attention and research in the field of education. Among them, Galindo-Dominguez H conducted a systematic review of the flipped classroom and believed that flipped classroom ethics was more effective than other methods in terms of learning achievement in secondary and higher education [1]. Mandasari B aimed to describe the implementation of the flipped classroom learning model and analyze the impact of this

learning model on students' satisfaction with grammar classes [2]. Tang T aimed to investigate the effectiveness of various online teaching models. Through a questionnaire survey, he found that the combination of online teaching and flipped learning improved students' learning, attention and evaluation of the course [3]. The flipped classroom model emphasizes reversing the order of traditional classroom lectures and students' autonomous learning. That is, students are allowed to learn basic knowledge independently before class, and then conduct in-depth discussions and practical activities in class to stimulate students' interest and participation in learning. In the field of ESP education, the application of flipped classroom model has also gradually attracted attention. In financial English teaching, students can learn relevant concepts and terminology independently before class, and then conduct practical activities such as case analysis and simulated trading in class to improve their practical application ability and language use ability.

This study aims to explore the practical effect of the flipped classroom model in ESP teaching, taking the teaching of *Financial English* as an example. To achieve this purpose, using questionnaires, we will collect data on students' academic performance, learning engagement, and learning feedback under the flipped classroom model to evaluate the impact of this model on students' learning effects and learning experience. Through in-depth analysis of the flipped classroom practice in the teaching of *Financial English*, we can understand the impact of this model on students' learning effect, participation and practical application ability, and provide guidance and suggestions for improving ESP education.

2. Theoretical Basis of Flipped Classroom

2.1 Flipped Classroom

Flipped Classroom is a teaching method whose core idea is to transfer learning activities and learning resources in traditional classrooms to before class, and use classroom time for interactive and practical activities. In flipped classroom, students acquire basic knowledge and concepts through independent learning before class, such as watching teaching videos, reading materials, etc. In the classroom, teachers guide students to conduct interactive learning such as discussion, case analysis, and practical activities to promote in-depth understanding and application of knowledge [4-5]. The core features of the flipped classroom include:

- 1) Teachers provide learning resources (such as teaching videos, online teaching materials, etc.), and students learn independently before class.
- 2) In the classroom, teachers and students interact, discuss, and practice activities to deepen understanding, solve problems, and apply knowledge.
- 3) Students play a more active role in the flipped classroom and are responsible for previewing, asking questions and participating in classroom interactions.
- 4) Students learn according to their own learning progress and needs, and can select learning resources and content according to their personal circumstances.

The purpose of flipped classroom is to improve students' participation, independent learning ability and in-depth learning level, promote students' interaction, cooperation and practice in the classroom [6-7], so as to better cultivate students' critical thinking and problem-solving abilities and creativity.

2.2 Theoretical Basis

The flipped classroom emphasizes the process of students actively participating in and constructing knowledge, which is in line with the core principles of constructivist learning theory. Students learn independently before class and construct knowledge through classroom interaction,

promoting in-depth learning and conceptual understanding. It shifts the focus of learning from passive listening to active participation and practice, which is in line with the point of view of the learning pyramid theory. This theory holds that teaching knowledge through active participation and practice can improve the retention rate and application level of learning. Flipped classroom provides a variety of learning resources and activities to meet the multiple intelligences of different students [8-9]. Students can demonstrate their intelligence and learning styles in a variety of ways (e.g., watching videos, discussions, hands-on activities, etc.). Students are encouraged to interact, collaborate, and discuss in the classroom, consistent with ideas from social constructionist theory. Through interactions with classmates and teachers, students co-construct knowledge and understanding.

These theoretical basis provide the theoretical foundation and educational principle support of the flipped classroom teaching method. At the same time, according to the specific educational background and teaching goals, teachers can also combine other related theories and models to make appropriate adjustments and innovations [10-11].

3. The Practice of Flipped Classroom in Financial English Teaching

3.1 ESP Teaching

ESP is the abbreviation of English for Specific Purposes. It is a teaching method and course design designed to meet the language needs of learners in specific fields. ESP teaching focuses on teaching English language and communication skills relevant to learners' career, academic or specific fields to help them communicate and apply English effectively in specific fields. In ESP teaching, needs analysis is first conducted to determine learners' specific language needs and goals [12-13]. This includes understanding learners' professional backgrounds, learning purposes, communication needs, and the language difficulties and challenges they face in specific areas. Based on the results of needs analysis, teachers can design courses that meet the needs of learners and select appropriate teaching materials and resources. Teaching materials can include texts, case studies, technical terminology, and practical communication tasks related to the target area. ESP teaching focuses on teaching learners the language skills and language knowledge required in a specific field. This may include specific vocabulary, terminology, grammatical structures, expressions, writing style, listening skills, oral expression, etc. [14-15]. In order to improve learners' application ability in a specific field, ESP teaching usually involves actual situation simulation and role-playing. Learners can participate in mock meetings, professional discussions, presentations, writing tasks, etc. to better adapt to actual communication needs. In teaching ESP, teachers provide feedback and assess learners' language expression to facilitate their progress. Teachers can provide oral or written feedback and regularly assess learners' language skills and competency development.

3.2 Current Situation of Financial English Teaching

Many universities and language training institutions offer financial English-related courses and training. These courses usually include professional terminology in the financial field, understanding of financial institutions and markets, financial reporting and analysis, financial transactions and investments, and other related content. In terms of teaching materials, there are some classic financial English teaching materials and teaching aids, as well as many online resources and real cases for teachers and students to use. Financial English teaching pays more and more attention to students' practical application ability and language communication ability [16-17]. Teachers use various teaching methods, such as case analysis, simulated trading, role-playing, discussion and teamwork, etc., to help students use English to communicate and make decisions in

real financial scenarios. At the same time, technical means are also widely used in teaching, such as online learning platforms, virtual simulation software, language learning applications, etc., to improve learning effects and learning experience. Financial English teaching pays more and more attention to the close connection with the financial industry. Some educational institutions cooperate with financial institutions to carry out customized financial English training and provide professional training courses and practical projects based on the needs and requirements of the financial industry. This practice-oriented teaching model can better meet learners' language needs in the financial field. With the international development of the financial industry, financial English teaching begins to focus on learners' cross-cultural communication skills and international perspective. Teaching emphasizes learners' understanding of financial communication and business etiquette in different cultural backgrounds, as well as the dynamics and trends of global financial markets.

3.3 The Importance of Flipped Classroom in Financial English Teaching

The flipped classroom model can stimulate students' active learning and participation. By independently learning relevant financial English knowledge and concepts before class, students can participate more in practical activities and discussions in class, interact with teachers and classmates, solve problems and apply what they have learned. One of the goals of financial English teaching is to cultivate students' language application ability in practical financial situations. The flipped classroom model can emphasize practical applications through practical activities and case analysis in the classroom [18-19]. Students can cooperate with their classmates to solve real financial problems, simulate financial transactions and investment situations, and improve their practical application ability in financial English. The flipped classroom model can better support students' personalized learning and feedback. Students can independently learn and master the basic knowledge of financial English before class according to their own learning progress and needs, and participate in different levels of practical activities in class according to their individual understanding and ability. Teachers can provide timely and personalized feedback and guidance to help students further develop their language skills and professional knowledge. Teachers can guide students in discussions and practical activities in the classroom, provide guidance and feedback, and answer students' questions. This role change can better meet the learning needs of students and promote their active participation and in-depth understanding in financial English learning.

3.4 Implementation Strategy of Flipped Classroom in Financial English Teaching

Choosing the right learning resources: In order to enable students to learn independently before class, teachers can prepare a series of learning resources, such as textbook chapters, learning videos, online teaching platforms, simulated trading software, etc. These resources should be categorized for different topics and skills in Financial English [20], and have clear learning objectives and guidance.

Developing pre-study tasks: Before class, teachers can set specific pre-study tasks for students and require them to study independently through learning resources. Preview tasks can include reading textbook chapters, watching learning videos, completing practice questions, and more. The pre-study tasks should be of a certain degree of difficulty and can guide students to gain an in-depth understanding and mastery of financial English knowledge and concepts.

Practical activities in the classroom: In the classroom, teachers can organize students to carry out various practical activities to apply the knowledge and skills they have learned in the pre-study stage. These activities can include case studies, role plays, discussion groups, simulated trading and investing, etc. Through practical activities, students can use financial English to communicate, solve

problems and make decisions, and strengthen their practical application ability.

Providing individualized instruction and feedback: In the classroom, teachers should provide individualized instruction and feedback, evaluating and instructing students based on their performance in preview and practical activities. Teachers can further improve their financial English skills by helping students understand and correct mistakes through interaction, discussion and question answering with students.

Promoting cooperative learning: The flipped classroom model can encourage cooperative learning and interaction among students. Teachers can organize students for group discussions, team projects, and collaborative tasks to promote cooperation and communication among them. Cooperative learning can improve students' learning motivation and opportunities to learn from each other, while also cultivating their teamwork and communication skills.

Effect evaluation and summary review: Before the end of the class, teachers can conduct effect evaluation and summary review to help students consolidate what they have learned. Students' learning results can be checked through quizzes, practice questions, discussion summaries, etc., and students' performance can be evaluated and given feedback. Teachers can also summarize and review key points from the lesson, emphasizing learning points and key concepts.

4. Research on the Effect of Flipped Classroom in Financial English Teaching

4.1 Research Design

This article uses a questionnaire survey to investigate the effect of flipped classroom in financial English teaching. The goal of the research is to evaluate the impact of the flipped classroom model on students' academic performance in financial English teaching, and to understand students' feedback and perceptions of the flipped classroom model. When conducting the survey, the selected survey objects are finance major students in a university or higher education institution. The students were randomly divided into two groups, an experimental group of 50 people and a control group of 50 people. The experimental group received financial English teaching using the flipped classroom model. Students preview through learning resources before class and conduct practical activities, discussions and applications in class. The control group received traditional face-to-face financial English teaching. Students receive lectures and guidance from teachers in the classroom, and there is no element of flipped classroom. The duration of the survey is one semester. After the semester, students' academic performance will be evaluated through final exam scores, class tests or homework scores, and the differences in academic performance between students in the experimental group and the control group will be compared. A questionnaire was designed to collect students' feedback and perceptions on the flipped classroom model. Table 1 shows the questionnaires distributed and their content.

Table 1: Questionnaires distributed

| Questionnaire | Content |
|---------------|--|
| 1 | English teaching method |
| 2 | Satisfaction with traditional teaching methods |
| 3 | Acceptance of flipped classroom |

After designing the questionnaire, distributing the questionnaire and collect the questionnaire, and analyze the data statistically.

4.2 Data Collection and Results

Collecting questionnaires, process and analyze the data. Figure 1 shows the current teaching

method data of English teaching, Figure 2 shows the degree of satisfaction with the current teaching method, and Figure 3 shows the degree of acceptance of the flipped classroom. Table 2 shows the survey data of the experimental group and the control group.

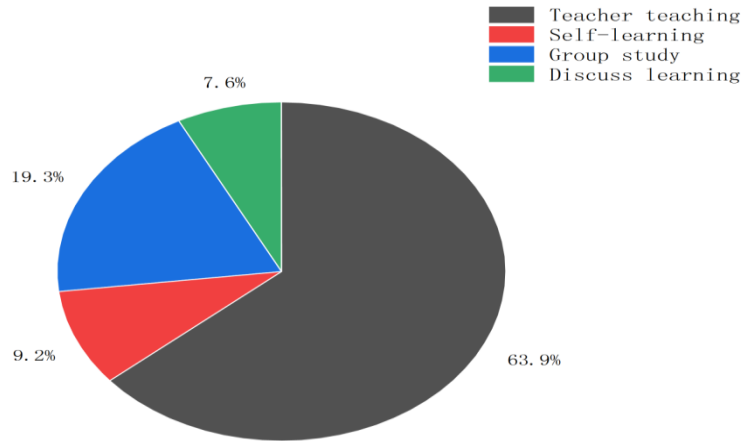


Figure 1: Main methods of English teaching and teaching

Analyzing the data in Figure 1, the current mainstream teaching method is teacher teaching, accounting for 63.9%; the second is group learning, accounting for 19.3%; the third is independent learning, accounting for 9.2%; and the final is the teaching method of discussion learning, accounting for 7.6%.

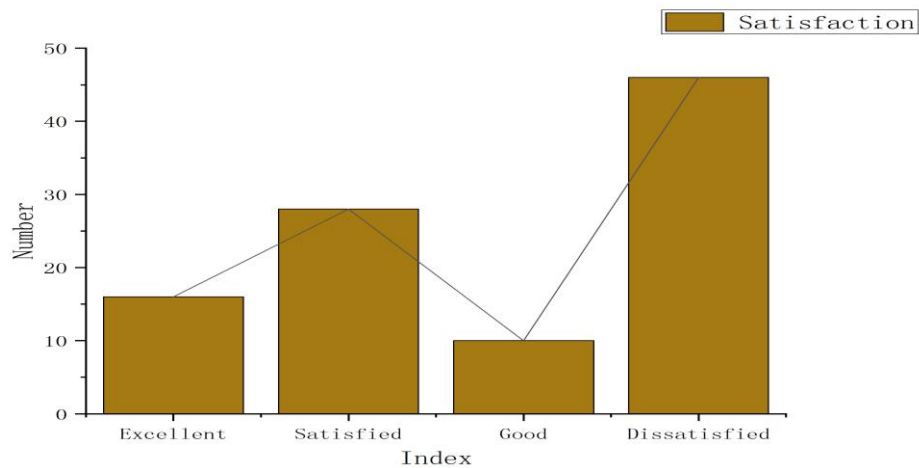


Figure 2: Satisfaction with the current teaching method

According to Figure 2, conducting data analysis on the current teaching methods. Among them, 16 people think that the current teaching method is very good, 28 people are satisfied with the current teaching method, 10 people think that the current teaching method is good, and 46 people are dissatisfied with the current teaching method.

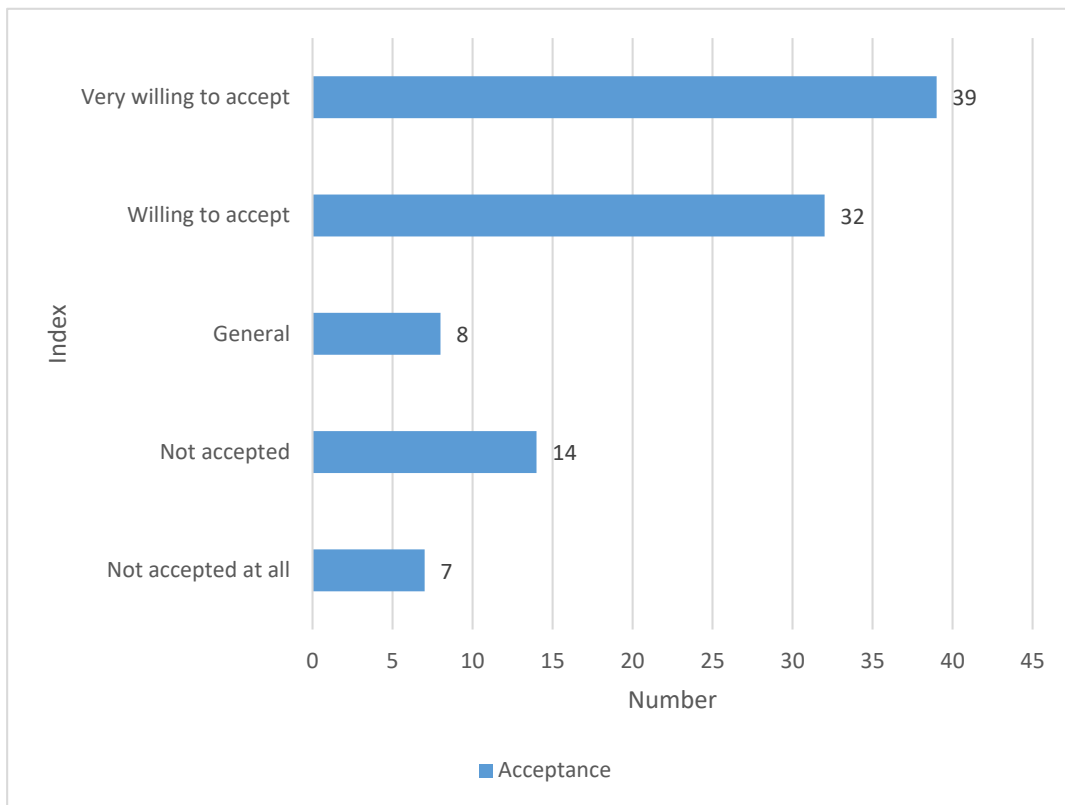


Figure 3: Acceptance of flipped classroom

From Figure 3, there are 39 people who are very accepting of flipped classroom, 32 people who accept it, 8 people who feel average about flipped classroom, 14 people who do not accept it and 7 people who do not accept it at all.

Table 2: Data of experimental group and control group

| Score | Traditional teaching | Flipped classroom |
|--------|----------------------|-------------------|
| 60-70 | 8 | 1 |
| 70-80 | 25 | 3 |
| 80-90 | 16 | 14 |
| 90-100 | 2 | 32 |

From the data results in Table 2, there are 2 people in the 90-100 segment using the traditional teaching method, 32 people in the flipped classroom method, 16 people in the 80-90 segment using the traditional teaching method, and 14 people in the 80-90 segment using the flipped classroom method. It shows that the flipped classroom is very helpful to improve the financial English score.

5. Conclusion

The application of flipped classroom model in ESP teaching has a positive impact on improving learning effects. By learning basic knowledge independently before class, students can better understand and apply this knowledge in class, thus enhancing the learning effect. Through interactive discussions, problem solving and practical activities in class, students become more actively involved in the learning process, enhancing their motivation and interest in learning. It plays an important role in cultivating students' practical application abilities. Carrying out practical activities in the classroom, such as simulated transactions, case analysis, etc., can help students

apply the financial English knowledge they have learned to actual scenarios and improve their practical abilities and ability to adapt to the financial industry.

To sum up, the flipped classroom has significant advantages in ESP teaching, especially in Financial English teaching. It can personalize learning, improve learning engagement and practical application capabilities, thereby improving learning effectiveness. However, implementing the flipped classroom model requires teachers and students to work together to overcome possible challenges and limitations to achieve more effective ESP teaching.

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