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A Survey on the Engagement of Chinese Broadcasting and Hosting Universities Students Using Flipped Classroom for Mandarin Speaking Learning

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Abstract

One of the requirements for Chinese broadcasting and hosting students is to have a standard Mandarin speaking , and affected by the COVID-19, Chinese universities offering broadcasting and hosting majors have been using the flipped classroom to teach Mandarin speaking since 2020. The purpose of this study was to assess the engagement of Chinese university students majoring in broadcasting and hosting who use this method to learn Mandarin speaking, exploring four dimensions of student engagement in using the flipped classroom for Mandarin speaking courses: behavioral, emotional, cognitive, and agentic. This study used quantitative research to derive the engagement of 151 universities students majoring in broadcasting and hosting at Shanxi Communication University in China by administering a questionnaire to them to find out their engagement in the flipped classroom. The results of the study show that the engagement of Chinese universities students in utilizing the flipped classroom for Mandarin speaking learning is at a low level. According to the results of the data analysis, it can also be seen that there is a positive correlation between grades and engagement, the more engaged students are the better their grades are, and the less engaged students are the worse their grades are.

Keywords: Flipped Classroom, Mandarin Speaking, Chinese Students, Engagement

Introduction

Language is an important communication tool, Mandarin is a common language among different dialect areas and different nationalities in China, and it is an important tool for communication among various nationalities in China, Chinese is also one of the six commonly used working languages of the United Nations, and it is an important tool for China's communication with foreign countries, and it is especially important to comprehensively improve the students' ability in Mandarin (Wang, 2020).

In the study of students majoring in broadcasting and hosting, Mandarin speaking is undoubtedly a crucial professional compulsory course. Through the study of this course,

students can correct the errors and defects in pronunciation and vocalisation, and master the correct spitting and vocalisation training skills, good pronunciation and vocalisation levels are the necessary professional qualities of broadcasting and hosting, and accurate and clear pronunciation and natural and fluent vocalisation are the necessary conditions for broadcasting and hosting in communication. (Yang, 2023) Mandarin speaking teaching is an important teaching content of broadcasting and hosting majors, and excellent Mandarin speaking ability is also one of the necessary skills for broadcasting and hosting students. The Mandarin speaking level of broadcasting and hosting university students in China requires accuracy, clarity, roundness, focus and fluency to adapt to the current broadcasting and hosting university students' Mandarin speaking level.

Bergmann and Sams (2012) asserted that through the use of the flipped classroom, instructors no longer have to give two-hour lectures while students take notes; classroom time is no longer spent on lecturing, but on activities and problem solving (Acton & Knorr, 2013; Roach, 2013; Tucker, 2012). The use and research of flipped classroom in Mandarin speaking teaching for non-broadcasting majors has a long history, but the use of flipped classroom in Mandarin speaking teaching for Chinese broadcasting majors emerged gradually after Covid-19, and most of the researches have focused on the effect of using flipped classroom for learning, evaluation system, etc. (Wang, 2021; Liu, 2022; Zhou, 2019), with little attention to the Student engagement. Student engagement is an important factor that affects academic performance in four ways: behavioural, cognitive, emotional and agentic (Fredricks et al.) Based on Reeve's (2013) four-fold concept of student engagement, this study investigates the Mandarin speaking flipped classroom to improve the engagement of university students majoring in broadcasting and hosting in China, to fill in the research gaps in this area, and to provide a basis for those researchers who do research in this area to provide data and ideas for those researchers who do.

Therefore, taking the Mandarin speaking study of broadcasting and hosting majors at Communication University of Shanxi as an example, this study aims to analyse the engagement of Chinese broadcasting and hosting major university students in using the flipped classroom to learn Mandarin speaking skills, The research questions of this study are shown below:

What are the behavioral, emotional, cognitive, and agentic engagement levels of Chinese university students majoring in broadcasting and hosting when using the flipped classroom pedagogy to learn Mandarin?

Literature Review

Chinese Broadcasting and Hosting University Students

China's broadcasting and hosting education was founded in the mid-to-late 1950s. The broadcasting and hosting program aims to cultivate students with all-round development in morality, intelligence, physicality, aesthetics and aesthetics, who have multidisciplinary knowledge of communication, journalism, art, Chinese language and literature, and who have mastered the theoretical knowledge and practical skills of broadcasting and hosting art, and who are able to work in the departments of broadcasting and hosting, art education, explanation, propaganda and planning in the broadcasting and TV stations, press and publications, educational and cultural organizations, all kinds of emerging media, and public

relations and publicity departments of all kinds of enterprises and institutions. They should be able to engage in broadcasting and hosting, art education, explanation, publicity, planning and other related language communication work, and have solid language skills, media communication ability, artistic cultivation and public service consciousness, and be intellectual and elegant high-level and complex oral communication talents who can adapt to the needs of the times and the changes of the media industry (Zhang, 2003). Data from the Sunshine Project (2022), a designated information release platform for enrollment in ordinary colleges and universities of China's Ministry of Education, show that 268 colleges and universities across the country currently offer broadcasting and hosting majors, with 100,000 people applying for these majors each year and 20,000 students graduating each year. A degree in broadcasting and hosting prepares students for future media careers. According to the talent development strategy of Chinese institutions, students majoring in broadcasting and hosting must have strong Mandarin speaking, thinking, and communication skills (Liu, 2022). Chinese broadcasters and presenters are responsible for disseminating news and information, promoting standardized Mandarin, and communicating government policies (Hu, 2013). The Mandarin skills course for broadcasting and hosting majors is mandatory. This shows the importance of teaching Mandarin in higher education institutions specializing in broadcasting and hosting.

Mandarin Speaking Learning

The teaching of Mandarin speaking is an important content of broadcasting and hosting majors, and proficiency in Mandarin, especially in oral expression, is also one of the necessary skills for students majoring in broadcasting and hosting in China (Hu, 2019). In the era of integrated media, in order for broadcasting and hosting graduates to stand out, in addition to comprehensively improving their comprehensive qualities, basic abilities such as standard pronunciation, scientific vocalization, and standard Mandarin have become the key to forming their core competitiveness in the broadcasting and hosting industry. The level of Mandarin speaking has an irreplaceable role in the cultivation of broadcasting and hosting students' skills, which reflects the special identity of the host, meets the needs of broadcasting creation, and lays the foundation for professional development (Ma, 2022).

Before the outbreak of COVID-19 in China, the teaching mode and teaching methods of spoken Mandarin were relatively traditional and did not make full use of new media technologies. Most of them still follow the “teacher-centered” teaching mode, in which “the teacher speaks and the students listen” in theoretical learning and “the students read and the teacher evaluates” in practical practice, resulting in low participation of students in the classroom. The students' participation in the classroom is low. Secondly, the era of media integration has provided new technical support for teaching activities, but it has not been fully utilized in the teaching activities of Putonghua courses (Ma, 2022).

The introduction of large-scale online teaching brought new connotations to the flipped classroom after the outbreak of neocoronavirus pneumonia in China, and it was adopted by many universities and colleges, and the Mandarin course of the broadcasting and hosting program at Shanxi Communication University, where the researcher was studying, also adopted the flipped classroom learning method, and the reason for adopting the flipped classroom was the requirement of the university.

In Liu's (2022) study, Chaoxing platform was cited as a popular learning management system (LMS) for flipped classrooms. Chaoxing is one of the mainstream learning platforms in China, which is committed to providing schools with comprehensive online teaching support, and has a large user base among Chinese university students, which is a typical representative of LMS (Tian and Li, 2024). Niu (2024) mentioned four steps of flipped classroom learning, which are Super Star platform, pre-course teaching resources preparation, student independent learning, interactive classroom teaching, and post-course consolidation and extension. In the pre-course stage, the teacher made full use of the powerful functions of SuperStar to create the online course “Penta carpal Nursing”. Students watched the teaching video, read the PPT courseware and other teaching resources through the platform before the class, and independently completed the learning tasks and practice questions assigned by the teacher. In the classroom, the teacher flexibly adjusts the teaching plan and content according to the students' independent learning. After class, students submit their assignments and check their grades and feedback through Super Star. In the Mandarin speaking course, the teacher first uploads the theoretical course video to Superstar, and then students use the flipped classroom to study the theoretical course before class, and in the face-to-face classroom, students practice speaking Mandarin, and the teacher comments and corrects them; at the end of the course, students upload their own Mandarin speaking video or audio assignments by using Superstar, and students evaluate each other and the teacher evaluates them in general (Liu,2022).

Although there have been studies on the use of using a flipped classroom for Mandarin speaking learning, studies on student engagement are scarce, and this study fills this gap to some extent.

Flipped Classroom

The flipped classroom is a specific type of blended learning (Strayer, 2012) and is recognised as the most popular and active teaching method (Tucker, 2012). This method first came to the attention of educators in 2007 when Jonathan Bergmann and Aaron Sams, chemistry teachers at Woodland Park High School, recorded live lessons and streamed them online for students who had missed them (Bergmann & Sams, 2014). The main purpose of this new learning approach is to improve the quality of face-to-face education by providing students with pre-course activities and course application activities.

There are various definitions of the flipped classroom in the literature. According to Bishop and Verleger (2013), the flipped classroom is a student-centred learning approach that consists of two components, interactive learning activities in the classroom and personal instruction directly on the computer outside the classroom. Moore (2012) defines it as a model that allows students to prepare for a course by watching videos, listening to podcasts and reading articles. The simplest definition of the flipped classroom approach is to ‘do at home what you do at school and do in class what you do at home’ (Sams & Bergmann, 2014). Prior to this approach, students watched the theoretical parts of the course on multiple devices, such as online videos, presentations, and learning management systems, and took notes and prepared questions on the parts of the course they did not understand. During the course, they realised support activities such as finding answers to questions prepared before class, group work, problem solving, discussion and reasoning (Formica et al., 2010). Flipped

classroom is an approach that shifts the responsibility for learning from the teacher to the students (Bergmann, Overmyer & Wilie 2011).

Flipped classroom in this study means that students use electronic devices such as mobile phones or computers to learn the theoretical knowledge of broadcasting and hosting arts before class, including video lessons and electronic literature, etc., and in the face-to-face classroom students practice and present their spoken Mandarin, the teacher guides and critiques them, and the students also evaluate each other and have group discussions.

Student Engagement

Student engagement depends on a myriad of interrelated factors that influence students' motivation to learn, connection to their educational environment, and participation in the educational process that leads to their success in school. Many authors acknowledge the multidimensionality of this concept and the diversity of frameworks through which it has been conceptualised and tested in research (Appleton, Christenson, & Furlong, 2008; Christenson & Reschly, 2012; Lewis, Huebner, Malone, & Valois, 2011 ; Martin & Dowson, 2009). Commitment is related to the type and quality of students' task input, to the amount of energy they put into completing educational activities (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2011; Kuh, 2009), and to their participation in the social and physical environment, 'which is characterised by activity, goal-orientation flexibility, constructiveness, concentration, and perseverance' (Ciric & Jovanovic, 2016, p. 189). It also includes a sense of belonging in school that relies on interactions with peers and teachers (Gibbs & Poskitt, 2010; Martin & Dowson, 2009), self-efficacy (Bandura, 1997), and self-regulation of cognitive processes (Cleary & Zimmerman, 2004). Engagement is a determinant of student dropout and school reform, and it is also a factor in the planning of intervention programmes designed to encourage persistence and achievement (Christenson & Reschly, 2012).

Cognitive Engagement

Cognitive engagement refers to the efforts and actions students take to regulate their cognitive processes.Pietarinen, Soini and Pyhältö (2014) show that regulation of cognitive engagement is facilitated when students are able to take control of their learning processes, are able to koppel different tasks and feel that they are in line with the teacher's expectations. This control is achieved through pedagogical practices that promote meaningful interactions between students and teachers and create a safe environment where students feel both challenged and empowered. Lam and Mullingen (2017) add that collaboration between students can facilitate learning and efficiency if the tasks presented require preparation and are aimed at consolidating students' conceptual knowledge.Pöysä et al. (2018) suggest that in order to cognitively engage students, teachers must enrich their teaching practices to include dialogic teaching and incorporate learning-by-doing activities, especially in more demanding academic subjects.

Behavioural Engagement

Activity theory and trace theory used by Bouvier and Sehaba (2014) to identify behavioural engagement point to traces of interaction in the activities performed. According to Cothran and Ennis (2000) and Pociask and Settles (2007) (as cited in Sherab, 2013), effective communication, caring attitude towards students' learning, provision of positive learning opportunities and use of collaborative learning methods increase behavioural engagement.

In addition to student satisfaction and achievement, time on task, social and academic integration and teaching practices are related to student behaviour (Kahu, 2013). Therefore, high behavioural engagement supported by the learning environment will lead to active learning.

Emotional Engagement

According to Taylor and Statler (2013), there is a relationship between emotion and learning: 'less emotion means less learning and more emotion means more learning' (p. 9). This means that students who do not receive feedback in class or on the discussion board will not be able to learn about that particular topic through that material post. In contrast, Newmann, Wehlage, and Lamborn (1992) (as cited in Kahu, 2013) showed that students can still complete their work and learn well without having to emotionally engage with the topic. However, emotional engagement will help students take responsibility for each other, which in turn will motivate them to complete the task. Classroom materials are one of the components that represent student engagement involving emotions (Handelsman, Briggs, Sullivan, & Towler, 2005). Therefore, discussion boards and problem solving in a flipped classroom can create emotional engagement which will lead to active learning.

Agentic Engagement

Reeve (2012) defines 'agentic engagement' as 'the process by which students actively attempt to create, enhance and personalise the conditions and environments for learning'. Proactivity is reflected in the ideas students present for reflection, the questions they ask, and their performance in the learning process. Proactivity is embodied in the ideas students present for consideration, the questions they ask, and the alternatives they suggest to facilitate interactions and energise their tasks in order to make learning more personal and meaningful (Re. make learning more personal and meaningful (Reeve, 2013). Agency is purposeful and intentional and can occur at any stage of the learning activity, orientated towards personal goals. Any stage of the learning activity, orientated to personal goals and interests, contributes to the teacher's pedagogical practice and is not meant to devalue the teacher's competence. does not mean devaluing teachers' competence (Reeve and Tseng, 2011)

Method

Research Design

This study used quantitative research methods to investigate the level of engagement of Chinese broadcasting and hosting college students in using the flipped classroom, as well as the relationship between the level of engagement of Chinese broadcasting and hosting college students and gender and the relationship between the level of engagement of students and their grades. In this study, a questionnaire survey was conducted among 150 first-year university students at Shanxi Communication University in China.

Sample

Questionnaire survey was used. The first year undergraduate students of Shanxi Communication University majoring in broadcasting and hosting, for whom the Mandarin speaking course is a compulsory course in their first year of university, have completed the Mandarin speaking course. The sample size of the population that participated in this study was 200, according to Krejcie and Morgan's form, the number of participants in the questionnaire was 132, in order to increase the credibility of the results, the researcher

increased the number of participants in the questionnaire to 150. The researcher distributed the questionnaire at the end of the course (week 16) to 150 students majoring in broadcasting and hosting at Shanxi Communication University.

Instrument

A structured questionnaire based on Reeve (2013) will be used in this study. The questionnaire is based on a 7-point Likert scale ranging from 1=Strongly Disagree, 2=Disagree, 3=Strongly Disagree, 4=Neither Agree nor Disagree, 5=Strongly Agree, 6=Agree, to 7=Strongly Agree, and it also contains statistical information about grade and gender, and statistics about the students' achievement level. The respondents in this study were 150 undergraduate students majoring in broadcasting and hosting at Shanxi Communication University who were learning or had learned Mandarin speaking skills using the flipped classroom.

Data Analysis

The researcher conducted a questionnaire fruit of students' engagement and challenges and problems in learning Mandarin under the flipped classroom through the questionnaire star platform (China Questionnaire Survey Platform). Exploratory factor, correlation and regression analyses were conducted using SPSS to find out the students' engagement and the relationship between gender and grades and engagement in learning spoken Mandarin using the flipped classroom.

Reliability Analysis

In published scientific studies, the reliability of the instruments used is usually measured by a statistical method called Cronbach's alpha (Cronbach, 1951). The value is usually considered to be ≥0.70 or >0.7 (Griethuijsen et al., 2014).Taber (2018) used a variety of different qualitative descriptions to interpret the calculated alpha values.The alpha values were described as excellent (0.93-0.94), strong (0.91-0.93), reliable (0.84-0.90), robust (0.81), fairly high (0.76-0.95), high (0.73-0.95), good (0.71-0.91), high (0.70-0.77), slightly low (0.68), reasonable (0.67-0.8 7), acceptable (0.64-0.85), moderate (0.61-0.65), satisfactory (0.58-0.97), acceptable (0.45)-0.98), adequate (0.45-0.96), unsatisfactory (0.4-0.55) and low (0.11).

Table 1
Reliability Statistics of this Research

Reliability Statistics							
Behavioral Engagement		Agentic Engagement		Cognitive Engagement		Emotional Engagement	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.898	5	.919	7	.870	4	.895	5

This study investigated the engagement of Chinese university students in learning Mandarin speaking using a flipped classroom from four perspectives: behavioural engagement, cognitive engagement, emotional engagement and agentic engagement. The results of the questionnaire showed that the Cronbach's Alpha for behavioural engagement was 0.898, the

Cronbach's Alpha for agentic engagement was 0.919, the Cronbach's Alpha for cognitive engagement was 0.870, and the Cronbach's Alpha for emotional engagement was 0.895, which was 0.895 according to Taber's (2018) definition, Cronbach's Alpha for behavioural engagement, cognitive engagement and emotional engagement is reliable (0.84-0.90). The alpha for agentic engagement was high (0.91-0.93). This study was reliable in investigating the engagement of Chinese university students in learning Mandarin speaking using a flipped classroom.

Validity Analysis

Validity refers to the extent to which the measurement results reflect the content to be examined, the more the measurement results match the content to be examined, the higher the validity; on the contrary, the lower the validity. The validity test needs to look at the significance of KMO coefficient and Bartlett's Spherical Test, in which the value of KMO coefficient is between 0 and 1, the closer to 1, the better the structural validity of the questionnaire, and the significance of Bartlett's Spherical Test is less than 0.05, so we can consider that the questionnaire has a good structural validity.

Table 2
KMO and Bartlett's test of this research

KMO and Bartlett's test		
KMO Quantity of Sample Suitability		0.900
Bartlett's test of sphericity	Approximate cardinality	2029.245
	Degrees of freedom	210.000
	Significance	0.000

The validity of the questionnaire was verified by KMO test and Bartlett's test, the coefficient result of KMO test was 0.900 and the chi-square value of Bartlett's test was 2029.245 (Sig.=0.000<0.01), which indicates that the overall validity of the questionnaire is very good.

Correlation Analysis

Pearson's correlation analysis is used to examine the significance and direction of the linear correlation between two variables. When using Pearson's correlation analysis, we generally use the correlation coefficient r to describe the degree of linear correlation between the variables, if the correlation coefficient $r < 0$, the correlation between the two variables is negative, if the correlation coefficient $r > 0$, the correlation between the two variables is positive. If the correlation coefficient $r = 0$, the two variables are negatively correlated; if the correlation coefficient $r > 0$, the two variables are positively correlated.

Table 3
Correlation analysis of this research

	Mean	Standard Deviation		Behavioral Engagement	Agentic engagement	Cognitive Engagement	Emotional engagement
Behavioral Engagement	3.755	1.412	Pearson correlation	1			
			Sig. (two-tailed)				
Agentic engagement	3.517	1.389	Pearson correlation	0.438***	1		
			Sig. (two-tailed)	0.000			
Cognitive Engagement	3.469	1.367	Pearson correlation	0.431***	0.424***	1	
			Sig. (two-tailed)	0.000	0.000		
Emotional engagement	3.616	1.398	Pearson correlation	0.439***	0.384***	0.393***	1
			Sig. (two-tailed)	0.000	0.000	0.000	

*** Significant correlation at the 0.001 level (two-tailed).
** Significant at the 0.01 level (two-tailed).
* Significant at the 0.05 level (two-tailed).

Correlation analyses were used to examine the correlations between the four items: behavioural engagement, agentic engagement, cognitive engagement and emotional engagement, and Pearson's correlation coefficient was used to indicate the strength of the correlations. Specific analyses showed that.

The correlation coefficient between agentic participation and behavioural participation was 0.438 with a significance level of 0.001, indicating that there was a significant positive correlation between agentic participation and behavioural participation. The correlation coefficient between cognitive involvement and behavioural involvement is 0.431 with a significance level of 0.001, indicating that there is a significant positive relationship between cognitive involvement and behavioural involvement. The correlation coefficient value between affective and behavioural engagement is 0.439 with a significance level of 0.001, indicating a significant positive relationship between affective and behavioural engagement. The correlation coefficient value between cognitive input and agent input is 0.424 with a significance level of 0.001, indicating that there is a significant positive relationship between cognitive input and agent input. The correlation coefficient value between affective input and agent input is 0.384, and the significance level is 0.001, indicating that there is a significant positive relationship between affective input and agent input. The correlation coefficient value between affective input and cognitive input is 0.393, and the significance level is 0.001, indicating that there is a significant positive relationship between affective input and cognitive input.

Descriptive Statistics

Table 4

Description of statistical results (n=151)

Variable name	Minimum value	Maximum value	Mean value	Standard deviation	Skewness	Kurtosis
Behavioral Engagement	1.000	6.600	3.755	1.412	-0.358	-0.769
Agentic engagement	1.000	6.000	3.517	1.389	-0.013	-1.142
Cognitive Engagement	1.000	6.500	3.469	1.367	-0.069	-0.959
Emotional engagement	1.000	6.400	3.616	1.398	-0.109	-1.079

Descriptive analysis is used to study the overall situation of quantitative data, describing the overall situation of the data through information such as mean or skewness. From the above table, it can be seen that: the absolute value of kurtosis is less than 3, and the flatness of the current data distribution is similar to normal distribution. The skewness is around 0, and the current data distribution is shifted close to the normal distribution.

Calculus of Variations

Table 5

ANOVA Analysis Results (n=151)

	In which of the following score bands did you receive a final exam grade for your Mandarin Speaking course? (Mean ± standard deviation)					F	p
	90 points or more (n=11)	80 -90 points (n=30)	70 -80 points (n=54)	60-70 points (n=39)	Below 60 points(n=17)		
Behavioral Engagement	4.673 ± 0.882	4.373 ± 1.080	3.930 ± 1.381	3.349 ± 1.276	2.447 ± 1.512	8.761	0.000***
Agentic engagement	4.325 ± 1.569	3.933 ± 1.410	3.529 ± 1.233	3.245 ± 1.354	2.840 ± 1.459	3.156	0.016*
Cognitive Engagement	4.386 ± 1.366	4.050 ± 1.299	3.569 ± 1.237	3.083 ± 1.299	2.412 ± 1.189	6.935	0.000***
Emotional engagement	4.545 ± 1.315	4.093 ± 1.311	3.637 ± 1.385	3.379 ± 1.285	2.647 ± 1.297	4.872	0.001**
*p<0.05 **p<0.01 ***p<0.001							

ANOVA (one-way analysis of variance) was used to test the question in the questionnaire: Which of the following score bands did you obtain in the final examination of the course ''Mandarin Speaking''? The changes in behavioural engagement, active engagement, cognitive engagement and emotional engagement can be seen in the table above.

Different samples of Behavioural Engagement, Proxy Engagement, Cognitive Engagement and Emotional Engagement show significance ($p<0.05$),which means that there is a significant difference between different samples of Behavioural Engagement, Proxy Engagement, Cognitive Engagement and Emotional Engagement as follows.

The different samples of behavioural involvement show significance at the 0.001 level (t=8.761, p=0.000***), as well as specific comparisons of means, where the difference between the mean scores of the comparison groups is more significant when comparing the results of the scores in the category 'above 90 > 80-90 > 70-80 > 60-70 > below 60'. The difference in the mean scores of the comparison groups is more significant. The different samples showed that agent participation was significant at the 0.05 level (t=3.156, p=0.016*), whereas specific comparisons of means showed significant differences in group mean scores, resulting in 'above 90 > 80-90 > 70-80 > 60-70 > 60 or below 60 '. The different samples showed a 0.001 level of significance for cognitive engagement (t=6.935, p=0.000***) and specific median comparisons showed that the comparison of group mean scores resulted in 'above 90>80-90>70-80>60-70>60 or below 60'. The different samples show a significance level of 0.001 (t=4.872, p=0.001**) for emotional engagement, and the comparison of the specific means shows that the difference between the mean scores of the groups is more significant for the comparison of the scores of 'more than 90>80-90>70-80>60-70>less than 60'. The comparison of the specific mean values shows that the difference between the mean scores of each group is more significant.

Results

Comprehensively, the results of the above data analysis show that the engagement of Chinese university students in using the flipped classroom for Mandarin speaking learning is on the low side, and the mean values of behavioural engagement, agentic engagement, cognitive engagement, and emotional engagement are lower than 4, which indicates that the engagement of Chinese college students in using the flipped classroom for Mandarin speaking learning is at a low level. According to the results of data analysis, it can also be seen that students with better grades have higher participation, and students with poorer grades have lower participation, and there is a positive correlation between grades and participation, the higher the participation the better their grades are, and the lower the participation the worse their grades are.

Limitations and Future Research

This study only investigated the first year students of Shanxi Communication University, which is a limitation, and it is suggested that future researchers can expand the scope of the survey to draw more comprehensive and accurate conclusions. In addition, this study only investigated the flipped classroom, in fact, more students use blended learning method than flipped classroom in the teaching of broadcasting and hosting majors in China, and it is suggested that future researchers can start from the blended learning to draw broader conclusions.

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