



**THE DEVELOPMENT OF ENGLISH READING SKILL
THROUGH FLIPPED CLASSROOM OF GRADE 8
STUDENTS IN ANHUI PROVINCE, CHINA**

**BY
QI JIANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

This study aimed to investigate the improvement of Grade 8 Chinese students' English reading skill through the flipped classroom model and to assess their satisfaction with this approach. A cluster random sampling of 35 Grade 8 students from a school in Anhui Province, China, was selected, comprising a mixed-gender group with varying English proficiency. Data were collected through a pre-test and a post-test on reading skill and a satisfaction questionnaire as well as a focus group interview. Data analysis included a paired sample t-test for the assessment of reading skills and descriptive statistics (Mean and SD) for the satisfaction questionnaire, and thematic analysis for the focus group interview.

The results showed significant improvement in students' reading skill, with post-test scores (Mean = 8.34, SD = 2.46), notably higher than pre-test scores (Mean = 16.23, SD = 3.04). The $p < 0.01$ confirmed the effectiveness of the flipped classroom model in enhancing English reading skill. The satisfaction questionnaire revealed high ratings across all categories, with scores for Interest (Mean = 4.18, SD = 0.80), Engagement (Mean = 4.17, SD = 0.74), and Efficacy of the flipped classroom on reading (Mean = 4.29, SD = 0.77). In the focus group interview, students expressed positive perceptions of interest, engagement, and efficacy improvement through this teaching model.

The study concluded that the flipped classroom model was effective in improving English reading skill and in fostering high satisfaction levels, supporting its potential as a successful strategy for language learning in junior high schools in China.

(Total 161 pages)

Keywords: Flipped Classroom, English Reading Skill, Students' Satisfaction, Grade 8 Chinese Students

Student's Signature Thesis Advisor's Signature

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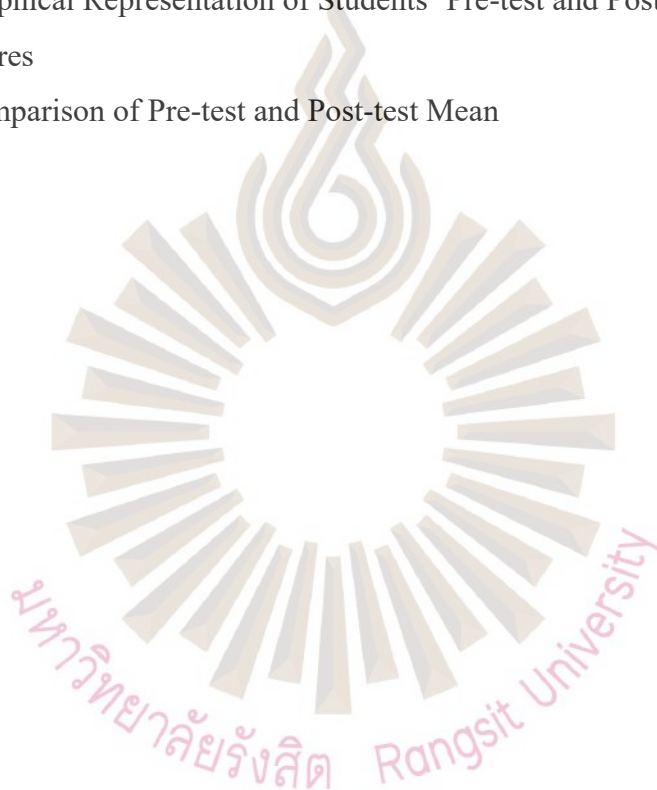
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CHAPTER 1

INTRODUCTION

This chapter discussed the background and rationale of the study, the research objectives, the research questions, research hypotheses. Furthermore, it provided an overview of the scope of the study, the conceptual framework of the study, terminology definitions, expected outcomes of the study, and the limitations of the study.

1.1 Background and Rationale of The Study

The rise of English as a global language has led scholars to call for a paradigm shift in English language teaching to match the new sociolinguistic landscape of the 21st century. English's dominance in global communication, media, and education underscores its critical role in accessing global information and achieving professional success (Blair, 2015).

English reading ability is a critical component of language proficiency, playing a crucial role in an individual's overall linguistic competence. It encompasses the capacity to understand and interpret written texts in English, enabling individuals to comprehend and apply knowledge in diverse contexts, thus contributing significantly to their personal and academic growth (Al-Jarf, 2021). More specifically, reading is a multifaceted cognitive process involving the decoding and comprehension of written words, which fosters the enhancement of knowledge and skill necessary for success in various domains (Nation, 2008). This fundamental skill is essential from the commencement of schooling and continues to be pivotal throughout an individual's lifetime (Abid, Aslam, Alghamdi, & Kumar, 2023).

Junior high school is the basic stage of English learning, and it is also an important period for the rapid improvement of students' language ability (Shi & Wang, 2018). The 2022 English Curriculum Standards for compulsory education in China emphasize a holistic development approach, aiming to enhance students' language proficiency, thinking quality, and learning abilities (Ministry of Education, 2022). However, several challenges persist in the current teaching of English reading in junior high schools in China, which have affected the acquisition of students' English reading abilities.

Firstly, the availability of resources is a critical challenge. Many schools lack sufficient and diverse reading materials that cater to different interests and proficiency levels. Hu (2014) points out that limited access to quality reading resources restricts students' exposure to different genres and complex texts, which are necessary for developing advanced reading skill. So, providing a wide range of reading materials and incorporating digital resources can enhance students' reading experiences and outcomes.

The second challenge is the insufficient professional competence of teachers. Many educators in Chinese junior high schools lack adequate training in modern and effective reading instruction methodologies. According to Hu (2014), teachers often rely heavily on traditional, teacher-centered approaches that do not foster active student engagement or critical thinking skill. This reliance on outdated methods hinders the development of students' reading proficiency and limits their ability to engage deeply with texts.

The classroom atmosphere also plays a crucial role in shaping students' learning experiences. In many junior high schools, classrooms are characterized by a rigid and authoritarian environment where student participation is minimal. This lack of an interactive and supportive atmosphere can demotivate students and reduce their interest in reading. Gao (2022) emphasizes the importance of creating a collaborative and student-centered classroom environment to foster a positive attitude toward reading and enhance student engagement.

Another significant issue is the low interest in reading among students. English reading is often perceived as a tedious and irrelevant task, leading to disengagement and lack of motivation. Li (2024) suggests that incorporating a variety of engaging and relevant reading materials can help increase students' interest and motivation. When students find the reading materials interesting and connected to their lives, they are more likely to engage with the content and improve their reading skill.

The challenges identified above have significant implications for student learning outcomes. The lack of professional competence among teachers, poor classroom atmosphere, and low student interest create an environment where students struggle to develop strong reading abilities. Yang (2023) notes that students in such environments often show lower levels of reading comprehension and critical thinking skill. Additionally, inadequate resources limit students' exposure to diverse and challenging texts, further impeding their reading development.

The cumulative effect of these problems is that students are less likely to achieve the reading proficiency required for academic success and lifelong learning. Addressing these issues through creating a supportive and interactive classroom environment, and enhancing the availability of diverse reading materials is essential for improving the effectiveness of English reading instruction in Chinese junior high schools. To cope with various problems existing in the current English reading teaching in junior high schools, many educators have actively adopted many teaching methods and tools to improve students' reading ability, such as the flipped classroom.

The flipped classroom model has been applied successfully across different fields, including physical education (Mischenko, Kolokoltsev, & Romanova, 2020), language learning (Evseeva & Solozhenko, 2015), and social work education (Holmes, Tracy, Painter, & Oestreich, 2015). Also, Zainuddin and Halili (2016) provided a detailed analysis of the research trends, showing that the flipped classroom approach consistently improves students' learning experiences.

As for junior high school English teaching, the flipped classroom is an innovative instructional strategy that reverses the traditional teaching model. The flipped classroom model involves students viewing video materials before class and engaging in active face-to-face discussions in the classroom, enhancing learning quality and teacher-student interaction (Aidoo, Macdonald, Vesterinen, Pétursdóttir, & Gísladóttir, 2022). Instead of introducing new content during class and assigning homework to reinforce it, the flipped classroom model allows more class time to be devoted to activities that reinforce and apply knowledge gained from instructional content viewed outside of class (Hew & Lo, 2018).

In the flipped classroom model, students first encounter new material on their own by watching video lectures, reading articles, or engaging with other instructional content outside of the classroom. This initial exposure allows students to learn at their own pace, pausing and reviewing as needed. When students attend class, they participate in interactive activities such as discussions, problem-solving, group projects, and hands-on exercises that deepen their understanding of the material (Bishop & Verleger, 2013).

The flipped classroom is particularly suitable for the current situation of junior high school English reading teaching in China due to several key factors. One significant advantage of the flipped classroom model is its potential to enhance teacher competence and professional development. Traditional teaching methods in China often rely on lecture-based instruction, which can limit opportunities for teachers to develop and apply innovative pedagogical strategies. The flipped classroom model encourages teachers to create and curate high-quality instructional materials, such as videos and interactive content, which can improve their teaching skill and knowledge (Gao, 2022).

The flipped classroom model is particularly effective in addressing the issue of low student interest and engagement, which is prevalent in many Chinese junior high schools. By shifting the focus from passive listening to active learning, students become more engaged in their education. This model allows for more interactive and

student-centered activities during class time, which can significantly increase students' motivation to learn. According to Cheng and Wang (2019), students in flipped classrooms are more likely to participate in discussions and collaborative activities, leading to improved reading comprehension and critical thinking skill.

Another advantage of the flipped classroom is its flexibility and accessibility, which are crucial in the diverse and often resource-constrained educational landscape of China. Remote applications and technology integration in flipped classrooms enable students to access learning materials at their own pace and convenience. This flexibility can help bridge the gap between different proficiency levels and provide more personalized learning experiences. Li and Zhang (2023) found that the use of digital platforms in flipped classrooms can provide diverse and engaging reading materials, catering to various student needs and interests. Furthermore, Gao (2022) examined the effects of the flipped classroom model on students' learning in junior high school English, finding significant improvements in students' comprehension and participation compared to traditional methods.

Therefore, the flipped classroom model is highly suitable for the current situation of junior high school English teaching in China. Its advantages in enhancing teacher competence, and increasing students' engagement and reading interest, can significantly improve the effectiveness of English reading instruction and student outcomes in Chinese junior high schools. Based on this, this study would like to improve the English reading skill and learning satisfaction of grade 8 Chinese students by using the flipped classroom model.

1.2 Research Objectives

1.2.1 To compare grade 8 Chinese students' English reading skill before and after using the flipped classroom.

1.2.2 To examine grade 8 Chinese students' learning satisfaction toward the flipped classroom.

1.3 Research Questions

1.3.1 Will using the flipped classroom help improve the English reading skill of grade 8 Chinese students?

1.3.2 Will the grade 8 Chinese students be satisfied with the flipped classroom?

1.4 Research Hypotheses

The English reading skill of grade 8 Chinese students will be improved after using the flipped classroom.

1.5 Scope of the Study

This study was conducted in a high school in Chashui District, Anqing, Anhui Province, China. The data are collected from one of the four grade 8 classes in the school with 35 students through questionnaires and test scores. In this study, the researcher used the standard English textbook to carry out learning activities. As a result, this study aimed to improve students' reading skill using the flipped classroom teaching method.

1.5.1 Location of the study

The researcher conducted this study at a school in Chashui District, Anqing City, Anhui Province, China. This school was founded in 1958, covers an area of more than 80 acres. In 2005, the school was promoted to "Anqing Model High School". There are two sections in this school: junior high school and senior high school, and according to the 2023 statistics, the school has about 40 classes, more than 140 teachers and staff, and more than 2,600 students.



Figure 1.1 Location of the study

Source: Taobao, 2024

1.5.2 Population

There are four grade 8 classes in the school, each class has 35 students. So, there are a total of 140 students ranged in age from 13 - 14 years old with varying levels of English proficiency. The population is homogeneous in terms of English ability and gender.

1.5.3 Sample

This study used cluster random sampling to select one of four grade8 classes with 35 students (19 females and 16 males) from the population for the study. These students are between 13 - 14 years old with mixed English language abilities.

1.5.4 Time Frame

This study was conducted in the second semester of August 2024. The teaching experiment lasted for 4 weeks. Classroom teaching occurred twice a week, with each session lasting 45 minutes, in a total of 90 minutes per week. Four lesson

plans are be designed, totaling 360 minutes. Table 1.1 below showed the timeline of the study.

Table 1.1 Timeline of the study

| Research Activities | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Literature Review | | | | | | | | | | | | |
| Research Proposal | | | | | | | | | | | | |
| Data Collection | | | | | | | | | | | | |
| Data Analysis | | | | | | | | | | | | |
| Final Defense | | | | | | | | | | | | |
| Article Publication | | | | | | | | | | | | |

1.5.5 Content of Lesson Plans

In this study, the researcher developed four lesson plans for 4 weeks, which means one lesson plan per week. The content of each lesson was based on the English textbook Unit6 "An old man tried to move the mountains" issued by the Chinese Ministry of Education (People's Education Press, 2013). Also, the researcher did a pre-test and a post-test. The lesson plan is shown in Table 1.2.

Table 1.2 Content of the Study

| Lesson Plans | Topics | Flipped Classroom Teaching Methods |
|------------------|--|---|
| Pre-test | | |
| Lesson Plan 1 | "An Old Man Tried to Move the Mountains" | <p>1. Before class</p> <p>Preparation: The teacher provides a video online about the Chinese myth "An Old Man Tried to Move the Mountains." Students need to restate the story in their own words and complete the reading exercise.</p> <p>2. In class</p> <p>1) Introduction: The teacher asks the students about their work at home, let them explain more details about "An Old Man Tried to Move the Mountains".</p> <p>2) Explanation: The teacher gives the correct concept of "An Old Man Tried to Move the Mountains" to students.</p> <p>3) Exploration: The teacher conducts role-play about "An Old Man Tried to Move the Mountains" to enhance students' understanding of the story.</p> <p>4) Conclusion: The teacher guides students to summarize the content learned in the lesson.</p> |
| Lesson Plan 2 | "The Monkey King or Sun Wukong" | <p>1. Before class</p> <p>Preparation: The teacher provides a video online about the Chinese myth "The Monkey King or Sun Wukong". Students need to restate the story in their own words and complete the reading exercise.</p> <p>2. In class</p> <p>1) Introduction: The teacher asks the students about their work at home, let them explain more details about "The Monkey King or Sun Wukong".</p> <p>2) Explanation: The teacher gives the correct concept of "The Monkey King or Sun Wukong" to students.</p> <p>3) Exploration: The teacher conducts group games about "The Monkey King or Sun Wukong" to enhance students' understanding of the story.</p> <p>4) Conclusion: The teacher guides students to summarize the content learned in the lesson.</p> |

Table 1.2 Content of the Study (Cont.)

| Lesson Plans | Topics | Flipped Classroom Teaching Methods |
|------------------|---------------------------------|---|
| Lesson Plan 3 | "The Monkey King or Sun Wukong" | <p>1. Before class</p> <p>Preparation: The teacher provides a video online about the story "The Emperor's New Clothes". Students need to restate the story in their own words and complete the reading exercise.</p> <p>2. In class</p> <p>1) Introduction: The teacher asks the students about their work at home, let them explain more details about "The Emperor's New Clothes".</p> <p>2) Explanation: The teacher gives the correct concept of "The Emperor's New Clothes" to students.</p> <p>3) Exploration: The teacher conducts role-play and group game about "The Emperor's New Clothes" to enhance students' understanding of the story.</p> <p>4) Conclusion: The teacher guides students to summarize the content learned in the lesson.</p> |
| Lesson Plan 4 | "Hansel and Gretel" | <p>1. Before class</p> <p>Preparation: The teacher provides a video online about "Hansel and Gretel ". Students need to answer the question "What type of text is this story? Is it a letter? A script? Or a fairy tale? ", then complete the reading exercise.</p> <p>2. In class</p> <p>1) Introduction: The teacher asks the students about their work at home, let them explain what type of text "Hansel and Gretel".</p> <p>2) Explanation: The teacher gives the correct concept of story, letter ,script and fairy tale, then explains the plot of "Hansel and Gretel".</p> <p>3) Exploration: The teacher conducts role-play about "Hansel and Gretel" to enhance students' understanding of the play.</p> <p>4) Conclusion: The teacher guides students to summarize the content learned in the lesson.</p> |
| Post-test | | |

1.6 Conceptual Framework

The flipped classroom is an innovative educational model that reverses the traditional teaching approach. Instead of introducing new content during class time, students first engage with new material independently at home. This pre-class engagement typically involves watching videos or interacting with online modules (Abeysekera & Dawson, 2015). Class time is then dedicated to activities that foster a deeper understanding of the material, such as discussions, role-play activities, and collaborative discussions (Bishop & Verleger, 2013).

So, this study, the researcher designed the flipped classroom teaching method for improving the English reading skill and enhance their satisfaction in the sample group. The independent variable was the flipped classroom and the dependent variables were the students' English reading skill and their satisfaction. The following figure illustrated the framework structure of this study:

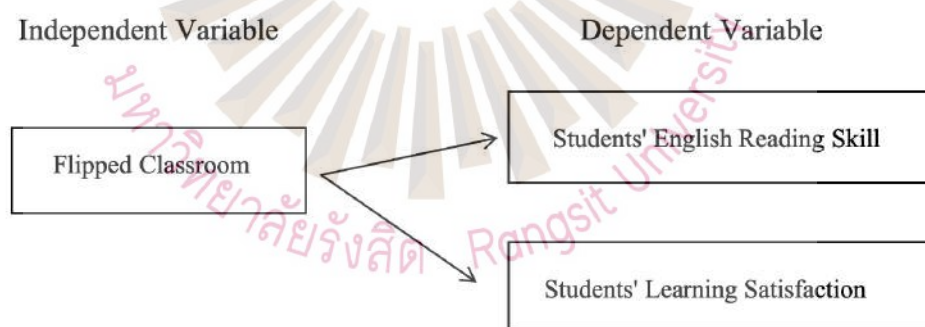


Figure 1.2 Conceptual Framework

1.7 Research Terminologies

The Flipped Classroom refers to an instructional strategy where traditional lecture and homework elements are reversed. This model shifts direct instruction to the individual learning space, often through videos and online content, while class time is dedicated to engaging in interactive, hands-on learning activities. This model

encourages active learning, critical thinking, and greater student engagement by allowing students to first encounter new material outside of class and then use class time for interactive activities.

In this study, the researcher designed the flipped classroom teaching method to the students in the sample group. The teacher provided the students with the lesson videos online, to help students get to know the main concepts each lesson from home. In class, the teacher organized different activities, such as role-play, group games that correspond to students' pre-class learning content. The purpose was to ensure that classroom activities help students understand the knowledge they have previewed before class, so that pre-class learning and in-class activities can play a better role together. There are 4 steps for teaching as follows.

Before Class, Preparation Stage: the teacher provides the lesson videos online about the stories. Students need to restate the story in their own words and complete the reading exercise at their home.

In Class, Step 1 Introduction Stage: The teacher asks the students about their work, to let them explain more details about the stories.

Step 2 Explanation Stage: The teacher gives the correct concept of the stories.

Step 3 Exploration Stage: The teacher conducts role-paly and group games about the stories to enhance students' understanding of each story.

Step 4 Conclusion Stage: The teacher guides the students to summarize the content learned in the lesson.

Students' English Reading Skill refers to the reading abilities that students can understand vocabulary, read accurately, and interpret written texts. Based on topics in this study, such as "An Old Man Tried to Move the Mountains" "The

Monkey King or Sun Wukong" "The Emperor's New Clothes" and "Hansel and Gretel". The researcher evaluated students' reading skill based on three dimensions as follows: 1) Vocabulary Acquisition 2) Reading Accuracy 3) Textual Interpretation. All these dimensions were measured by pre-test and post-test scores.

Students' Learning Satisfaction refers to the degree of the students in the sample group feel their learning needs are met and their engagement is enhanced through the use of the flipped classroom approach. In this study, the students' satisfaction were measured by questionnaires and focus group interview.

Grade 8 Chinese Students refer to the grade8 students in a school in Chashui District, Anhui Province, China.

1.8 Expected Outcomes of the Study

1.8.1 By providing various teaching materials before the class and kinds of in-class activities, the flipped classroom approach can improve the reading skill of grade 8 students.

1.8.2 The activities that the research designs in the flipped classroom approach can stimulated students to learn efficiently in English reading skill. Students will be satisfied with the application of flipped classroom.

CHAPTER 2

LITERATURE REVIEW

In this chapter, a concise overview of key concepts related to the importance of the English language in China, with a focus on reading skills, is presented. The discussion includes teaching and learning English as a foreign language, English learning management, curriculum, and challenges. The review also delves into the significance of English reading skills, current situations in junior high schools, assessment methods, and students' satisfaction for reading skill.

Additionally, the flipped classroom model is explored, including its definition, importance, and application in English reading instruction. Theoretical frameworks such as constructivism, experiential learning theory, and blended learning theory are also examined. Finally, related research from both foreign and Chinese perspectives is reviewed to provide a comprehensive understanding of the topic.

- 2.1 The Importance of English Language in China
- 2.2 Teaching and Learning English Reading Skill in China
- 2.3 Flipped Classroom
- 2.4 Students' Satisfaction
- 2.5 Related Theories
- 2.6 Related Research

2.1 The Importance of English Language in China

The significance of the English language in China has been growing rapidly due to the nation's integration into the global economy and international community. The importance of English language education in China, is driven by various socio-economic, educational, and cultural factors.

Firstly, proficiency in English, particularly in reading, significantly enhances career opportunities and economic prospects. As a global lingua franca, English is essential for participating in international business and trade (Fang, 2011). Fluency in reading English allows students to access global markets and work in multinational corporations that often require high levels of English proficiency (Wei & Su, 2012). Furthermore, strong English reading skills are frequently necessary for career advancement and promotions across various industries (Qiang, 2003).

Secondly, improving English reading skills is also crucial for academic success, especially for students aiming to pursue higher education abroad. Proficiency tests such as TOEFL and IELTS, which emphasize reading skills, are essential for admission to many international universities (Zhang, 2018). A solid foundation in English reading enables students to access a vast array of academic resources, including research papers and textbooks, primarily available in English (Huang, 2010). This access is vital for their academic development and research capabilities (Pan & Block, 2011).

Lastly, the Chinese government has implemented policies to promote English education, recognizing its importance for the country's modernization and international engagement (Wang, 2011). English is a mandatory subject from primary school through university, highlighting its significance in the national curriculum (Hu, 2005). Educational reforms aim to enhance English teaching methodologies and resources, focusing on developing comprehensive language skills, including reading (Ren, 2011).

Furthermore, reading English literature and texts fosters cultural understanding and global awareness, essential in today's interconnected world (Lam, 2002). Proficiency in English reading allows students to engage with diverse cultures and perspectives, enriching their global outlook (Lam, 2002). This exposure helps them appreciate global diversity and develop critical thinking skills (Jin & Cortazzi, 2006).

2.1.1 Teaching English as a Foreign Language (EFL) in China

The instruction of English as a Foreign Language (EFL) in Chinese schools has evolved to incorporate a balanced development of the four key language skills: listening, speaking, reading, and writing. This approach ensures a holistic enhancement of students' communicative competence and prepares them for real-world applications of English. This section analyzes how educators effectively teach each of these skills, utilizing various strategies and methodologies, while integrating technological advancements and continuous assessment practices.

Firstly, listening skills are foundational for language acquisition and comprehension. Educators enhance these skills by utilizing audio-visual materials such as English songs, movies, podcasts, and dialogues, which expose students to various accents, pronunciations, and speaking speeds (Gu, 2012). Listening comprehension exercises are conducted where students listen to recordings and answer related questions, improving their ability to grasp main ideas and specific details (Rao, 2013). Additionally, interactive activities like role-playing and group discussions are employed to promote active engagement and practice in understanding spoken English (Paul & Liu, 2018).

Secondly, developing speaking skills is essential for enabling students to express themselves clearly and confidently. Educators foster a communicative classroom environment where students are encouraged to speak frequently (Cortazzi & Jin, 1996). Activities such as debates, presentations, and storytelling are integrated into the curriculum, requiring active language use. Pair and group work further enhance conversational skills in a supportive setting (Rao & Lei, 2014). Also, focused attention on pronunciation, intonation, and fluency through repetitive practice and corrective feedback is provided (Paul & Liu, 2018). Extracurricular activities, such as speech competitions and drama performances, offer students opportunities to practice speaking in front of an audience, boosting their confidence and proficiency (Rao, 2013).

Thirdly, reading skills are crucial for comprehension and vocabulary development. Educators utilize a variety of texts, including stories, articles, and informational passages, to enhance students' reading abilities (Luo, 2019). Pre-reading activities engage students' interest and activate prior knowledge, while during reading, they are encouraged to identify main ideas, infer meanings, and analyze text structures (Gu, 2012). Post-reading activities, such as summarizing, answering comprehension questions, and discussing the text, help consolidate understanding (Paul & Liu, 2018).

Lastly, writing skills are taught through a structured approach that progresses from simple to complex tasks. Educators start with sentence construction and gradually move to paragraph and essay writing, emphasizing grammar, vocabulary, and coherence (Rao, 2013). Writing assignments, including descriptive, narrative, expository, and persuasive essays, are integrated into the curriculum (Gu, 2012). Clear guidelines and rubrics help students understand expectations and assessment criteria (Rao & Lei, 2014). Peer review sessions and personalized feedback on writing assignments highlight strengths and areas for improvement, guiding students in refining their writing skills (Paul & Liu, 2018).

In addition to focusing on individual skills, Chinese educators adopt integrative teaching approaches that combine the four key skills, ensuring a balanced and interconnected development of language abilities. For example, a typical lesson might involve listening to a story, discussing it with peers, reading a related text, and writing a summary or reflection. This holistic approach ensures that students develop a comprehensive skill set that can be applied in various contexts (Rao, 2013).

With the development of science and technology, technological integration plays a significant role in modern EFL teaching. Digital tools such as language learning apps, online quizzes, and interactive whiteboards create engaging and interactive lessons (Paul & Liu, 2018). Online platforms provide access to a wealth of resources, including videos, articles, and interactive exercises, catering to different learning styles and paces (Gu, 2012). Virtual classrooms and language exchange

programs with native speakers offer students real-life practice opportunities, making the learning experience more dynamic, accessible, and personalized (Rao, 2013).

Continuous assessment is integral to EFL teaching, allowing educators to monitor students' progress regularly and provide timely feedback. Formative assessments such as quizzes, oral presentations, and written assignments help identify students' strengths and weaknesses, guiding instructional strategies to address specific needs (Gu, 2012). Constructive feedback is crucial in helping students improve their language skills and achieve their learning goals. Summative assessments, including exams and standardized tests, evaluate overall proficiency and ensure that students meet the learning objectives.

In conclusion, the teaching of EFL in China involves a comprehensive approach that integrates listening, speaking, reading, and writing skills. Educators employ a variety of methods and tools to create an engaging and supportive learning environment. By combining traditional and modern teaching strategies, leveraging technology, and providing continuous assessment and feedback, they aim to develop students' overall English proficiency and prepare them for effective communication in a globalized world.

2.1.2 English Learning Management

The management of English learning in junior high schools in China is a multifaceted process influenced by government policies, educational reforms, and technology development. These elements collectively shape the strategies and practices employed to enhance English proficiency among students.

Firstly, the Chinese government has recognized the critical role of English education in national development. Consequently, numerous policies have been implemented to promote the teaching and learning of English. As highlighted by Hu (2005), English is a mandatory subject from primary school through university, underscoring its importance in the educational system. The Ministry of Education

(2001) has established standards that emphasize the development of comprehensive language skills, including reading, writing, listening, and speaking. These standards aim to foster communicative competence and practical use of English, aligning with global educational trends (Nunan, 2003).

Secondly, educational reforms have significantly impacted the management of English learning in junior high schools. These reforms focus on modernizing teaching methodologies, curricula, and assessment systems to meet international standards. According to Wang and Lam (2009), there has been a notable shift from traditional teaching methods, such as grammar-translation and rote memorization, to more communicative and interactive approaches. These contemporary methods prioritize student engagement and practical language use, preparing students for real-world communication in English.

Lastly, the rapid development of technology in China has profoundly influenced English learning management. Digital tools and platforms are increasingly integrated into the educational process, providing innovative ways to enhance learning outcomes. Zhao (2003) notes that technology enhances student engagement and offers flexible, personalized learning experiences. Various English learning management platforms provide comprehensive resources, interactive activities, and personalized feedback, significantly improving the EFL learning experience (Yang & Chen, 2021). These platforms support diverse learning styles and enable students to practice language skills in dynamic and interactive environments.

In summary, the effective management of English learning in Chinese junior high schools is a complex process driven by government policies, educational reforms, and technological advancements. By emphasizing communicative competence, modernizing teaching methods, and leveraging technology, these initiatives collectively aim to improve English proficiency and prepare students for global communication challenges.

2.1.3 English Curriculum in China

The English curriculum in China, governed by the Ministry of Education (MOE), aims to develop students' communicative competence, linguistic knowledge, and intercultural awareness from primary school through university (MOE of the People's Republic of China, 2017). The curriculum has evolved significantly over the past few decades to align with China's socio-economic development and global integration. The reforms are designed to make English learning more interactive and relevant to real-life contexts.

The Compulsory English Curriculum Standards (2022 Edition) issued by the Ministry of Education of China require that the English curriculum content consists of themes, discourse, language knowledge, cultural knowledge, language skills and learning strategies. Focusing on these elements, through activities such as learning and understanding, application practice, transfer and innovation, students' core literacy is continuously developed throughout the compulsory education process. The content of compulsory education English curriculum is presented in three levels. It is recommended that grades 3-4 learn level 1 content, grades 5-6 learn level 2 content, and grades 7-9 learn level 3 content (MOE of the People's Republic of China, 2022), which means that Chinese junior high school students need to learn Level 3 content.

For junior high school students, the Chinese English curriculum standards require that students should be able to effectively use language skills and learning strategies such as listening, speaking, reading, watching and writing within the scope of the themes required by this stage, around relevant theme groups and sub-themes, according to the prescribed language knowledge and cultural knowledge content requirements, rely on the discourse types specified in the level 3 content requirements, summarize and analyze different language and cultural phenomena, use more standardized language for oral and written expression, reflect on learning regularly, adjust learning plans, learn to explore independently, and actively cooperate with others to complete learning tasks together (MOE of the People's Republic of China, 2022).

The primary goals are to develop students' basic English language skills, enhance their ability to communicate effectively, and foster a positive attitude towards English learning. The curriculum focuses on listening, speaking, reading, and writing skills, along with grammar and vocabulary knowledge (MOE of the People's Republic of China, 2022). This foundational knowledge is critical for students to build upon as they progress in their language studies (Wei, 2022). Furthermore, The Compulsory English Curriculum Standards (2022 Edition) emphasize the integration of language skills with cultural and global competencies, preparing students for more advanced studies and practical applications in the future.

In addition to language knowledge, the curriculum places a significant focus on practical application skills. These skills are developed through activities designed to enhance students' abilities to use English in real-life situations. This includes both speaking and listening skills, ensuring that students can engage in meaningful conversations and comprehend spoken English effectively (Ji, 2023).

Reading skill is a major focus within the junior high school English curriculum. The curriculum integrates reading comprehension exercises that are designed to improve students' understanding of texts and their ability to infer meanings and context from written material. The emphasis on reading is intended to develop students' critical thinking skills and to enhance their ability to analyze and interpret information (MOE of the People's Republic of China, 2022).

Besides, the curriculum blends traditional and modern educational practices. It emphasizes communicative competence, focusing on enhancing students' speaking and listening skills. This approach ensures that students are not only proficient in the technical aspects of the language but also able to use it effectively in communication (Gu, 2012).

Assessment and evaluation are integral parts of the curriculum, designed to provide comprehensive feedback on students' progress. The curriculum includes oral exams and listening comprehension tests to assess listening and speaking skills, while

written exams evaluate reading comprehension and writing skills. Formative assessments are also emphasized, offering ongoing feedback to help students improve continuously (Gu, 2012). Specific to reading, assessments aim to measure students' ability to understand texts, interpret information, and apply their reading skills to various contexts (Shi & Wang, 2020).

In general, the junior high school English curriculum in China, as mandated by the Ministry of Education, focuses on developing comprehensive language skills and cultural awareness among students.

2.1.4 Challenges and Obstacles in Learning English in China

Learning English in China presents several significant challenges and obstacles for students, influenced by a combination of linguistic, cultural, pedagogical, and environmental factors. Understanding these challenges is essential for developing effective teaching strategies and improving English language education in China. These are some challenges and obstacles in learning English in China:

1) Linguistic Challenges

Firstly, The Lexical Acquisition: Chinese students often struggle with acquiring English vocabulary due to significant differences between the two languages. The disparity in word formation, pronunciation, and meaning presents hurdles for students, making it difficult to build a strong vocabulary base (Ma & Kelly, 2009).

Secondly, Grammar and Syntax: The structural differences between Chinese and English grammar pose another significant challenge. Chinese grammar, which lacks features like tense and subject-verb agreement present in English, leads to common errors among learners (Zhang, 2023). This often results in grammatically incorrect sentences and impacts overall language proficiency.

Lastly, Pronunciation and Phonology: Pronunciation difficulties are prevalent due to the phonological differences between English and Chinese. The lack of certain sounds in Chinese and the presence of tonal variations in Chinese but not in English make pronunciation a significant challenge for Chinese learners (Hartiningsih, 2020).

2) Cultural and Psychological Challenges

Firstly, Cultural Differences and Intercultural Communication: The cultural gap between Chinese and English-speaking countries impacts learners' ability to effectively communicate in English. According to Wu (2000), differences in social norms, idiomatic expressions, and cultural references can create barriers to understanding and using the language fluently.

Secondly, Psychological Factors: Psychological barriers such as anxiety, fear of making mistakes, and lack of confidence are significant obstacles for Chinese learners of English. These factors can inhibit students' willingness to participate in speaking activities and impede their language acquisition process (Amoah & Yeboah, 2021).

3) Pedagogical Challenges

Firstly, Traditional Teaching Methods: English teaching in China has traditionally been dominated by teacher-centered, book-centered, and grammar-translation methods. These approaches emphasize rote memorization over practical language use, limiting students' communicative competence and ability to use English in real-life situations (Rao, 1996).

Secondly, Lack of Qualified Teachers: There is a shortage of proficient English teachers in China, particularly in rural areas. This scarcity hampers the effective teaching of English, as many teachers may not have the necessary skills or training to adopt communicative and interactive teaching methods (Zheng, 2016).

Lastly, Assessment Methods: The focus on traditional examinations that emphasize grammar and translation skills over communicative abilities discourages the use of innovative teaching methods. This assessment approach often fails to measure students' practical language skills and hinders the development of their communicative competence (Liu, 2010).

4) Environmental Challenges

Firstly, Lack of Exposure to English: Students in China have limited opportunities to use English in real-life contexts, contributing to a lack of fluency and confidence in the language. The scarcity of native English speakers and authentic English language materials in their environment exacerbates this issue (Gil, 2008).

Secondly, Technological and Resource Limitations: In some rural areas, technological and educational resources are inadequate, limiting access to quality English language learning materials and interactive learning opportunities. This disparity between urban and rural education systems creates unequal learning conditions (Yu, 2019).

Therefore, the challenges and obstacles in learning English in China are multifaceted, encompassing linguistic, cultural, psychological, pedagogical, and environmental factors. Addressing these challenges requires a comprehensive approach that includes updating teaching methods, improving teacher training, enhancing assessment practices, and providing greater exposure to the English language. By tackling these issues, it is possible to improve the effectiveness of English language education in China and better prepare students for global communication.

2.2 Teaching and Learning English Reading Skill in China

In learning English, there are four primary skills: listening, speaking, reading, and writing. While each of these skills is crucial for comprehensive language proficiency, reading holds a particularly significant place. This section will delve into

the importance of English reading skills, examining their impact on academic success, cognitive abilities, overall language development, and culture awareness.

2.2.1 The Importance of English Reading Skill

English reading skills encompass a range of abilities that allow individuals to effectively decode, understand, and interpret written texts. These skills are essential not only for academic success but also for personal and professional development.

1) Academic Success: Strong reading skills are directly linked to academic performance. Students with good reading abilities can understand and retain information more effectively, which is crucial for success in all subjects (Jin, 2007). Specifically, reading skills are fundamental for completing assignments, understanding textbooks, and performing well on tests. They enable students to access and engage with a wide range of educational materials. In higher education, reading proficiency is essential for understanding complex texts, conducting research, and writing papers. According to Li, good reading skills also enhance the ability to participate in class discussions and collaborative projects, that's the reason educational systems often emphasize reading instruction to support overall academic achievement (Li, 2002).

2) Independent Learning: Reading skills facilitate self-directed learning by enabling individuals to access and understand information on their own. Independent learners can explore topics of interest, conduct research, and stay informed without relying solely on formal instruction (Fen, 2008). This ability is particularly important in today's information-rich society, where knowledge is constantly evolving. Besides, independent learning supports personal and professional growth by allowing individuals to acquire new skills and knowledge at their own pace. It also fosters critical thinking and problem-solving abilities, as learners must evaluate and synthesize information from various sources (Wang, 2022). Reading skills are essential for lifelong learning, as they enable individuals to keep up with new developments and trends in their fields (Babayigit, 2014).

3) Cognitive Development: Firstly, Reading enhances cognitive functions such as memory, attention, and critical thinking. Engaging with texts stimulates the brain and promotes mental agility (Lipka & Siegel, 2012). And, reading

requires the integration of various cognitive processes, including decoding, comprehension, and analysis. This complex activity strengthens neural connections and supports overall cognitive development. Secondly, studies have shown that regular reading can improve focus, concentration, and cognitive flexibility. It also enhances verbal intelligence and problem-solving skills by exposing readers to new ideas and perspectives. Lastly, reading fiction, in particular, has been linked to improved empathy and social cognition, as it allows readers to experience different viewpoints and emotions. In general, cognitive development through reading is important for both children and adults, contributing to mental sharpness and resilience throughout life, so that educational programs often incorporate reading activities to support cognitive growth and academic achievement (Xu, 2008).

4) Professional Development: Firstly, proficiency in reading is essential in many professions, where understanding and analyzing written information is critical. Many careers require the ability to read and comprehend technical documents, reports, and research (Newton, 2016). Secondly, reading skills are necessary for effective communication, problem-solving, and decision-making in the workplace. They enable professionals to stay informed about industry trends, regulations, and best practices. Lastly, strong reading abilities also support career advancement by facilitating continuous learning and professional development. In fields such as law, medicine, and engineering, reading proficiency is crucial for understanding complex texts and staying current with new developments. Professional development often involves reading industry-specific literature, attending seminars, and engaging in self-directed learning. Moreover, employers value employees who can quickly and accurately interpret written information and apply it to their work. Therefore, developing strong reading skills can enhance students' job performance, productivity, and career prospects in the future (Oller & Tullius, 1973).

5) Cultural Awareness: Firstly, reading broadens perspectives and fosters an understanding of different cultures and viewpoints. Literature and non-fiction texts provide insights into the experiences, beliefs, and values of people from diverse backgrounds (Zheleznova, 2019). This exposure promotes empathy, tolerance, and global awareness, which are important in an increasingly interconnected world. Secondly, reading about different cultures helps individuals appreciate diversity and

develop a more nuanced understanding of global issues. It also enriches personal experiences by introducing readers to new ideas, traditions, and ways of life. Lastly, cultural awareness through reading can enhance social interactions and relationships by fostering open-mindedness and respect for others. In educational settings, incorporating diverse texts into the curriculum supports cultural competence and prepares students for global citizenship. In general, reading is a powerful tool for breaking down barriers and building bridges between different communities. By exploring the richness of human experience through literature, students can gain a deeper appreciation for the complexity and beauty of the world (Fen, 2008).

6) Communication Skills: Good reading skills improve overall language proficiency, including writing and speaking abilities. Firstly, reading exposes individuals to various writing styles, vocabulary, and grammatical structures (Oller & Tullius, 1973). This exposure helps readers develop a better command of the language, which translates into improved communication skills. Secondly, reading also enhances critical thinking and comprehension, which are essential for effective communication. By understanding how authors convey ideas and arguments, readers can learn to express their thoughts more clearly and persuasively (Liu, 2019). This skill is important in both personal and professional contexts, where clear and effective communication is crucial. Lastly, good reading skills also support writing proficiency by providing models of well-structured texts and diverse expressions. In educational settings, reading and writing are often integrated to reinforce language learning. In general, developing strong reading skills can therefore enhance overall literacy and communication abilities, leading students to more successful and meaningful interactions (Newton, 2016).

7) Access to Information: In the digital age, reading skills are necessary to navigate and comprehend electronic information effectively. The internet provides vast amounts of information, but accessing and evaluating this information requires strong reading abilities (Pokharel, 2018). Digital literacy involves understanding how to find, interpret, and use online content responsibly. Reading skills enable individuals to discern credible sources, avoid misinformation, and make informed choices. In digital society, students are taught to use search engines, evaluate online sources, and cite digital information properly, which requires excellent reading

skill. So, reading skill is essential for personal growth, professional success, and informed citizenship (Li, 2002).

In conclusion, English reading skill is essential for personal, academic, and professional growth. It enables individuals to access, understand, and utilize information effectively, contributing to overall cognitive and linguistic development. Reading skill foster students' independent learning, cognitive development, cultural awareness, and professional success, making them indispensable in today's information-rich world.

2.2.2 The Current Situation of English Reading in Junior High Schools (Grade 8)

The current situation of English reading in Chinese junior high schools, especially in Grade 8, reflects a combination of challenges and progressive methodologies aimed at improving student outcomes. As English becomes increasingly critical in the globalized world, its proficiency among junior high school students is a priority in China's educational landscape.

Firstly, research indicates that vocabulary acquisition remains a significant hurdle for Chinese students. Lin and Ciu (2023) observed that Grade 8 students often excel in listening skills but struggle with pronunciation and productive use of vocabulary, underscoring the need for more comprehensive vocabulary training. This disparity impacts their reading comprehension and overall language proficiency, making vocabulary enhancement a critical focus area (Lin & Ciu, 2023).

Secondly, the emotional state of students also plays a crucial role in their learning outcomes. A study highlighted the anxiety and negative emotions associated with oral English learning among Grade 8 students, which can extend to their reading practices. This emotional barrier can inhibit their ability to engage fully with reading materials, thereby affecting comprehension and retention. Students who experience high levels of anxiety may avoid reading altogether, leading to further gaps in their language development (Hu & Liu, 2023).

Lastly, the readability of textbooks is another significant factor influencing English reading proficiency. Wu, Norman, and Adnan (2023) found considerable variability in the readability of different English textbooks used in junior high schools. Texts from certain publishers, such as Shandong Education Press, presented higher difficulties due to complex sentence structures and vocabulary, which can overwhelm students and hinder their reading development. This indicates a need for a more standardized approach to textbook selection that considers students' reading levels and ensures materials are appropriately challenging without being discouraging (Wu et al., 2023).

Besides, comparative studies reveal that Chinese students, while often having a large vocabulary, may not always excel in other language skills. Liu (2020) noted that Chinese students' motivation for learning English is largely pragmatic, aimed at future utility rather than intrinsic interest. This pragmatic approach can sometimes limit their engagement with more nuanced and culturally rich reading materials. While practical motivations drive consistent effort, they might reduce the depth of engagement with the language (Liu, 2020).

Moreover, the readability of textbooks is another significant factor influencing English reading proficiency. Wu et al. (2023) found considerable variability in the readability of different English textbooks used in junior high schools. Texts from certain publishers, such as Shandong Education Press, presented higher difficulties due to complex sentence structures and vocabulary, which can overwhelm students and hinder their reading development. This indicates a need for a more standardized approach to textbook selection that considers students' reading levels and ensures materials are appropriately challenging without being discouraging (Wu et al., 2023).

In this regard, many educators have proposed diverse teaching methods, utilizing the advantages of science and technology and adopting various teaching tools. Such as the Production-Oriented Approach (POA), have shown promise in enhancing English reading and writing skills. Liu and Zhang (2019) conducted an

experimental study with Grade 8 students, revealing that POA significantly improved students' writing quality and overall language abilities. This method encourages active language use, which translates into better reading comprehension and greater engagement with texts. By focusing on the production of language, POA helps students internalize vocabulary and grammatical structures more effectively, leading to improved reading skills (Liu & Zhang, 2019). Project-based learning (PBL) is another effective strategy in the current educational framework. Wang (2023) demonstrated that PBL, when applied to English reading instruction, significantly improves reading skills and student motivation. By involving students in hands-on projects, this approach fosters a deeper understanding of texts and enhances critical thinking skills. PBL promotes active learning and allows students to apply their reading skills in practical contexts, making the learning process more engaging and meaningful (Wang, 2023).

The integration of technology in reading instruction has also been explored. Shih, Cho, Tsai, and Lou (2013) found that using platform like the application “Smart Education of China” can enhance students' reading attitudes and effectiveness. Such digital tools provide interactive and engaging means to improve reading skills, making learning more dynamic and accessible. Technology can offer personalized learning experiences, adapting to the individual needs of students and providing instant feedback, which is crucial for effective learning (Shih et al., 2013).

Despite these positive developments, several challenges persist. Zhang (2023) pointed out that Chinese high school students often face difficulties in reading and writing due to a lack of vocabulary. This deficiency prevents them from fully understanding texts and expressing their thoughts clearly in written and spoken English. Addressing this issue requires comprehensive strategies that include extensive reading programs, vocabulary-building exercises, and opportunities for practical language use (Zhang, 2023).

In conclusion, the current situation of English reading in Grade 8 Chinese junior high schools is marked by a blend of challenges and innovative teaching

practices. Vocabulary acquisition, emotional barriers, and textbook readability are critical areas that need continuous attention. At the same time, methodologies like POA, PBL and digital tools offer promising avenues for improving reading skills and student engagement. By addressing these challenges and leveraging these innovations, Chinese junior high schools can significantly enhance their students' English reading proficiency and overall language competence.

2.2.3 The Development of English Reading Skill in Junior High Schools

The development of English reading skills in Chinese middle schools has undergone significant transformation over the past decade. And the development of English reading ability in Chinese junior schools will be elaborated from the status of the classroom environment, the teaching methods employed by educators, and the emphasis students place on reading ability.

1) **Status of the Classroom Environment:** The classroom environment in Chinese junior high schools has traditionally been characterized by large class sizes and a teacher-centered approach. This setting often meant that teachers lectured while students passively absorbed information, a method that limited interactive learning and personalized instruction. However, recent educational reforms have sought to create more interactive and student-centered learning environments. One significant change has been the incorporation of group activities and discussions aimed at fostering better engagement and collaboration among students. These activities help to break down the traditional barriers of a lecture-based approach, encouraging students to interact more with both their peers and the teacher (Ma, 2005).

In addition to these pedagogical shifts, the use of multimedia tools and digital resources has become increasingly prevalent in the classroom. Technologies such as interactive whiteboards, educational software, and online resources are now integral parts of the learning environment. These tools make English reading lessons more dynamic and engaging by providing varied and interactive ways for students to connect with the material. For example, digital platforms can offer immediate feedback on reading

exercises, which helps students understand their mistakes and learn more effectively (Shih et al., 2013).

2) The Teaching Methods Employed by Educators: The teaching methods employed by English teachers in Chinese junior high schools have seen a marked shift over the past decade. Traditionally, English instruction focused heavily on rote memorization and grammar translation methods (Wang, 2020). These methods emphasized the mechanical aspects of language learning, such as memorizing vocabulary and grammar rules, over comprehension and critical thinking. Students often spent hours learning word lists and grammar points without understanding how to apply them in real reading contexts (Ma, 2005).

In recent years, there has been a significant shift towards more holistic and communicative approaches. Teachers now integrate a variety of reading strategies designed to enhance comprehension and critical thinking skills. Pre-reading activities, such as discussing the topic and predicting content, help activate students' prior knowledge and set the stage for deeper engagement with the text. During reading, teachers guide students through the material, modeling effective reading strategies and helping students navigate complex texts. Post-reading activities, such as discussions, summaries, and analytical questions, deepen understanding and encourage students to reflect on what they have read (Wang, 2020).

Furthermore, the role of technology in teaching has expanded significantly. Digital tools such as online reading programs and educational apps provide students with interactive reading experiences. These technologies offer various supports, such as audio versions of texts, vocabulary assistance, and interactive quizzes, which cater to different learning styles and needs. The integration of technology not only makes reading more accessible but also engages students who might otherwise find traditional reading tasks less stimulating (Shih et al., 2018).

3) The Level of Emphasis Students Place on Reading Ability: The emphasis students place on reading ability in Chinese middle schools varies widely and is

influenced by several factors, including educational expectations, personal motivation, and the perceived relevance of English proficiency. In Chinese junior high schools, English is a core subject, and its importance is underscored by high-stakes exams such as the Zhongkao, which significantly influences students' academic futures. This exam-centric education system places considerable pressure on students to excel in English, including reading skills, as their performance in these exams can determine their eligibility for higher education opportunities (Li, 2019).

As a result, many students recognize the importance of developing strong reading skills as a means to perform well academically. However, the motivation to excel in English reading often stems more from extrinsic pressures, such as parental expectations and exam performance, rather than intrinsic interest in the language. This extrinsic motivation can drive students to put considerable effort into their studies, but it may also lead to stress and anxiety, which can hinder their enjoyment and long-term engagement with reading (Hu & Liu, 2023).

To address this, educators are working to foster a more intrinsic motivation for reading. This involves selecting engaging and relevant reading materials that connect with students' interests and experiences. For instance, teachers might choose contemporary young adult literature, articles about popular culture, or stories that reflect students' lives and aspirations. By making reading more enjoyable and personally meaningful, teachers aim to cultivate a love for reading that goes beyond academic requirements (Hu, Bhattacharyya, Tan, & Gan, 2023).

In conclusion, the development of English reading ability in Chinese middle schools has evolved significantly over the past decade. The status of the classroom environment has improved with more interactive and student-centered approaches. Teachers have shifted from traditional rote learning methods to more holistic and communicative strategies, incorporating inquiry-based learning and metacognitive practices to enhance reading comprehension (Zhou, 2021). Students place a high level of emphasis on reading ability, driven largely by external pressures, but efforts are being made to foster intrinsic motivation through engaging and relevant reading

materials. These changes reflect a broader commitment to improving English reading skills and overall language proficiency among Chinese middle school students.

In this study, the researcher will apply flipped classroom teaching method to enhance English reading skills among junior high school students. The approach involves providing students with lesson videos to be watched at home, allowing them to familiarize themselves with the main concepts of each lesson beforehand. In class, the researcher will facilitate various interactive activities, such as role-plays and group games, which are designed to reinforce the pre-class learning content. These activities aim to deepen students' comprehension and retention of the knowledge they have acquired from the lesson videos. By integrating pre-class and in-class activities, this method ensures a more effective and engaging learning experience, ultimately improving students' English reading skills.

2.2.4 Assessment of English Reading Skill

Assessment is recognized as a critical practice in both teaching and learning contexts. It encompasses a variety of tools and methods utilized in classrooms to help educators precisely identify their students' needs and competencies. In essence, it is an instructional and educational activity essential for collecting information about students to accurately determine their strengths and weaknesses. Generally, assessment provides teachers with the means to clarify their instructional objectives and evaluate the extent to which these objectives have been achieved. It enhances the effectiveness and reliability of the teaching-learning process, as educators can adapt their instruction based on assessment outcomes and students' requirements. In other words, assessment is a fundamental aspect of classroom instruction aimed at identifying students' deficiencies and needs in any subject. Consequently, teachers can make informed decisions and offer constructive feedback to their students (Habib, 2016).

Moreover, classroom assessment should incorporate effective techniques and tools that differ according to the subjects taught and the grade levels. It must be connected to the previously covered content, as it aims to optimize and develop

students' skills and abilities. Essentially, it is designed to determine what students have learned and what they still need to master.

Assessment can be conducted for different purposes. In fact, there are three main types of assessment which occur in different times, at different levels, and in different forms to accomplish multiple purposes, such as diagnostic assessment, formative assessment and summative assessment.

1) Diagnostic Assessment

Diagnostic assessment occurs at the beginning of a course or program to identify students' strengths and weaknesses. This type of assessment is crucial for tailoring instruction to meet students' specific needs and preparing appropriate classroom activities. By determining students' initial proficiency levels, teachers can develop targeted strategies to address individual learning gaps and build on existing strengths. Diagnostic assessments help create a holistic picture of a student's abilities, interests, and requirements, forming the basis for personalized learning plans (Habib, 2016).

In the context of Chinese junior high schools, diagnostic assessments are particularly important due to the diverse levels of English proficiency among students. These assessments typically involve various tasks designed to evaluate different aspects of reading comprehension, such as vocabulary knowledge, syntactic awareness, and inferential skills (Liu, 2019). For instance, teachers might use reading passages followed by questions that probe students' understanding of the text, their ability to make inferences, and their grasp of key vocabulary. The information gathered from these assessments guides the planning of instructional activities and helps in setting realistic and achievable learning goals for students (Dong, 2022).

2) Formative Assessment

Formative assessment is an ongoing process that occurs throughout the instructional period. It involves continuous feedback and adjustments to teaching strategies based on students' performance. Formative assessments are designed to support learning by providing information that both teachers and students can use to

improve instruction and learning outcomes (Gao, 2009). This type of assessment includes activities such as quizzes, classroom discussions, reading journals, and peer reviews, which help in monitoring students' progress and identifying areas that require further attention.

In Chinese junior high schools, formative assessments are increasingly being used to create a more interactive and responsive learning environment. These assessments enable teachers to gauge students' understanding of the material on an ongoing basis and make necessary adjustments to their teaching methods. For example, a teacher might use a series of short reading passages followed by comprehension questions to assess students' understanding of different text types. The results of these assessments inform the teacher's instructional decisions, such as revisiting difficult concepts or introducing additional reading strategies to help students improve their comprehension skills (Ding, 2006).

3) Summative Assessment

Summative assessment, on the other hand, is conducted at the end of a course or instructional period to evaluate what students have learned. It provides a summary of students' performance and is often used for grading and reporting purposes. Summative assessments typically include standardized tests, final exams, and comprehensive projects that require students to demonstrate their reading comprehension abilities in a structured manner.

In the Chinese education system, summative assessments play a significant role in determining students' academic progression and future opportunities. These assessments are designed to measure students' mastery of the curriculum and their ability to apply their reading skills to different types of texts. For example, a final exam might include multiple-choice questions, short-answer questions, and essay prompts that test students' ability to comprehend and analyze literary and informational texts (Ding, 2006). The results of these assessments provide valuable data on students' overall proficiency and help educators identify areas for improvement in their instructional practices.

Regarding the assessment of reading skill, it includes various methods and procedures intended to evaluate how effectively learners can read, understand, interpret, and analyze different types of texts. In this study, students' ability to construct a thorough understanding of texts will be assessed in Vocabulary Acquisition, Reading Accuracy, Textual Interpretation.

1) Vocabulary Acquisition

Vocabulary acquisition refers to the process by which individuals learn and internalize the meanings, pronunciations, and uses of words. This process is fundamental to language learning as vocabulary forms the building blocks of communication. A robust vocabulary enables students to comprehend texts more easily, express themselves more effectively, and engage in more meaningful conversations. In the context of English learning, vocabulary acquisition is crucial because it directly impacts reading comprehension, writing skills, and overall language proficiency. Without a strong vocabulary, students may struggle to understand texts, follow instructions, or participate in discussions, limiting their academic and social interactions (Fan & Yan, 2020).

Assessing vocabulary acquisition is essential to ensure that students are developing the necessary word knowledge to succeed in their studies. Vocabulary assessments help teachers identify which words students know and which they do not, allowing for targeted instruction. These assessments can reveal patterns in vocabulary growth and highlight specific areas where students may need additional support. By regularly assessing vocabulary acquisition, educators can tailor their teaching strategies to address gaps in knowledge and reinforce the learning of new words, ultimately enhancing students' overall language proficiency and academic success (Habib, 2016).

(1) Diagnostic Assessment: At the beginning of the course, a diagnostic assessment can be used to gauge students' existing vocabulary knowledge. This can include vocabulary tests with a range of word types and complexities to identify their baseline proficiency. The assessment might involve matching words with definitions, filling in the blanks, or choosing synonyms and antonyms. The results help teachers understand the vocabulary levels of their students and plan lessons accordingly.

(2) Formative Assessment: Throughout the course, formative assessments such as vocabulary quizzes, flashcards, and interactive activities can be used to monitor students' progress. Activities like vocabulary journals, where students record and use new words in sentences, can provide ongoing insight into their acquisition and usage. Peer reviews and classroom discussions can also serve as informal formative assessments, allowing teachers to see how students use new vocabulary in context.

(3) Summative Assessment: At the end of the term, summative assessments might include comprehensive vocabulary tests that cover all the words learned during the course. These tests could consist of multiple-choice questions, matching exercises, and short essays requiring the use of specific vocabulary. Summative assessments can provide a clear picture of students' vocabulary growth and retention over the course.

2) Reading Accuracy

Reading accuracy refers to the ability to read text correctly and fluently, with minimal errors in pronunciation, intonation, and pacing. It involves decoding words accurately and recognizing them quickly, which are critical skills for fluent reading. Reading accuracy is important because it is closely linked to reading comprehension. When students read accurately, they can focus more on understanding the meaning of the text rather than struggling with word recognition. Accurate reading also boosts students' confidence and enjoyment of reading, encouraging them to read more and further develop their literacy skills (Shih et al., 2013).

Assessing reading accuracy is vital to identify students' reading levels and monitor their progress over time. Regular assessments can help teachers detect issues such as dyslexia or other reading difficulties early on. By understanding each student's reading accuracy, educators can provide appropriate interventions and support to improve their reading fluency. Assessments also allow teachers to track improvements and adjust instructional strategies to meet students' evolving needs, ensuring that all students achieve proficient reading levels (Hu & Liu, 2023).

(1) Diagnostic Assessment: To assess reading accuracy at the start of the course, students can be given a passage to read aloud. Teachers can note the number and types of errors (e.g., mispronunciations, omissions, substitutions) to establish a baseline. This initial assessment helps identify students who may need additional support in phonics, decoding, or fluency.

(2) Formative Assessment: Formative assessments for reading accuracy can include regular reading practice sessions where students read aloud individually or in groups. Teachers can use running records to track accuracy over time, noting improvements and ongoing challenges. Tools such as reading software that provides immediate feedback on pronunciation can also be helpful. Regular feedback and correction sessions help students improve their reading accuracy incrementally (Kingston, 2021).

(3) Summative Assessment: Summative assessments at the end of the term can involve timed reading passages where accuracy is recorded and analyzed. These assessments might also include comprehension questions to ensure that students are not only reading accurately but also understanding the text. The results offer a final measure of students' reading accuracy and fluency development (Harlen, 2022).

3) Textual Interpretation

Textual interpretation involves the ability to understand, analyze, and make inferences about the meaning of a text. It requires readers to go beyond the literal meaning of words and sentences to grasp the underlying themes, messages, and implications of the text. Textual interpretation is essential in English learning as it develops critical thinking and analytical skills. It enables students to engage deeply with texts, appreciate different perspectives, and form well-reasoned arguments. Strong interpretive skills are crucial for academic success, particularly in subjects that require extensive reading and analysis, such as literature, history, and social studies (Zaim, Zainil, & Fitrawati, 2021).

Assessing textual interpretation is necessary to evaluate students' comprehension and critical thinking abilities. These assessments can include activities such as summarizing texts, answering inferential questions, and writing analytical essays. By assessing textual interpretation, teachers can gauge how well

students understand and engage with the material. This information helps educators identify students who may need additional support in developing their interpretive skills and adjust their teaching methods accordingly. Regular assessment of textual interpretation ensures that students are not only able to decode text but also comprehend and critically engage with it (Habib, 2016).

(1) Diagnostic Assessment: At the beginning of a course, students can be given a range of texts to interpret, including narratives, expository texts, and poetry. Teachers can assess students' initial abilities to summarize, analyze, and draw inferences from these texts. Diagnostic assessments might include short written responses or discussions that reveal students' interpretive skills.

(2) Formative Assessment: Formative assessments for textual interpretation can be varied and continuous. Students can engage in activities such as annotating texts, writing reflective journals, and participating in group discussions where they interpret and analyze readings. Teachers can use rubrics to provide feedback on students' interpretations, focusing on their ability to identify themes, understand characters, and make connections to other texts or personal experiences (Wolf & Lopez, 2022). Peer review sessions can also serve as formative assessments, offering students multiple perspectives on their interpretations.

(3) Summative Assessment: Summative assessments at the end of the term might include comprehensive projects or essays where students analyze a text in depth. These assessments could require students to identify themes, analyze characters, and interpret the text's deeper meanings and implications. Standardized tests might also include sections that evaluate textual interpretation through multiple-choice and short-answer questions. The results of these assessments provide a final evaluation of students' interpretive skills and their ability to critically engage with texts (Lee & James, 2022).

Based on this, the researcher will observe students' performance in classroom activities, such as whether students can understand the stories, interpret the stories in their own words, and analyze the different types of texts. Besides, the researcher will conduct pre-test and post-test to compare how students' reading skill be improved.

2.3 Flipped Classroom

The flipped classroom is an innovative pedagogical approach that inverts traditional teaching methods by delivering instructional content outside of the classroom, typically through videos or online materials, and moving interactive, hands-on learning activities into the classroom. This model allows students to engage with lecture materials at their own pace before class, freeing up in-class time for collaborative exercises, discussions, and problem-solving activities that reinforce and apply the concepts learned.

2.3.1 Definition of Flipped Classroom

The flipped classroom is a teaching model that revolutionizes the traditional learning environment by providing key content before class. This enables interactive and applied learning activities to occur during class time. In this model, students first gain exposure to new material outside of class, typically through video lectures or reading assignments, and then class time is dedicated to exercises, projects, or discussions that deepen understanding and foster collaborative learning.

The flipped classroom is defined as an instructional strategy where traditional lecture and homework elements are reversed. Students engage with new content outside of class via multimedia resources and use in-class time for interactive, collaborative activities that reinforce and expand on the material.

The flipped classroom model has been shown to enhance student engagement and learning outcomes. By preparing for class in advance, students arrive ready to engage in active learning activities that promote deeper understanding (Bishop & Verleger, 2013). This approach increases the opportunity for one-on-one interactions between students and instructors, fostering a more personalized learning experience and improving material retention (Lage, Platt, & Treglia, 2000). Additionally, students often report positive experiences with the flipped classroom format, appreciating the flexibility and control it offers over their learning process

(Roehl, Reddy, & Shannon, 2013). Research also indicates that the flipped classroom can lead to better academic performance compared to traditional methods, as it encourages active rather than passive learning (Chen, 2014).

Studies have further highlighted the effectiveness of the flipped classroom in various educational contexts. For example, it has been found to be particularly beneficial in STEM (Science, Technology, Engineering, and Mathematics) education, where hands-on activities and problem-solving are critical (DeLozier & Rhodes, 2016). Moreover, the model supports differentiated instruction, allowing teachers to tailor activities to meet diverse student needs (Strayer, 2012).

In conclusion, the flipped classroom model represents a significant shift from traditional teaching methods, promoting a more interactive and student-centered learning environment. This approach not only enhances engagement and understanding but also provides a flexible and effective means of instruction in the modern educational landscape.

2.3.2 The Importance of Flipped Classroom

There are several significant advantages to adopting the flipped classroom model in education. This innovative approach, which reverses the traditional sequence of instructional delivery and class activities, offers numerous benefits that enhance student engagement and learning outcomes. This section will explore the key importance of the flipped classroom, supported by extensive research, to demonstrate its transformative impact on modern education.

1) Enhanced Student Engagement and Learning Outcomes. One of the primary benefits of the flipped classroom model is its ability to significantly enhance student engagement and learning outcomes. By preparing for class in advance, students arrive ready to participate in active learning activities, which promote deeper understanding and retention of the material. This shift from passive to active learning encourages students to take greater responsibility for their education.

Bishop and Verleger (2013) conducted a comprehensive survey of the flipped classroom model and found that this approach significantly increases student engagement by transitioning from passive lectures to interactive, student-centered activities. Their research underscores that students who are actively involved in their learning process tend to perform better academically and retain information more effectively. Similarly, Chen, Wang, and Chen (2014) demonstrated that students in flipped classrooms not only engage more but also show improved learning outcomes compared to those in traditional lecture-based classes. This is because the flipped classroom model encourages students to review lecture materials at their own pace and come to class prepared to engage in discussions and problem-solving activities.

Moreover, O'Flaherty and Phillips (2015) emphasized that flipped classrooms enhance student engagement through active learning strategies. Their review of multiple studies found consistent evidence that flipped classrooms lead to better academic performance, as students are more involved and can apply what they have learned in practical settings. This is further supported by Gilboy, Heinerichs, and Pazzaglia (2015), who noted that flipped classrooms significantly increase student participation and engagement during class sessions. They found that students in flipped classrooms are more likely to participate in discussions, collaborate with peers, and engage in hands-on activities, all of which contribute to a deeper understanding of the material.

Kong (2014) also reported that flipped classroom strategies lead to higher levels of student engagement and participation compared to traditional teaching methods. His research highlights that when students are given control over their learning pace and are actively involved in the learning process, they become more motivated and engaged. This is particularly important in today's educational landscape, where student engagement is often a challenge.

Furthermore, a study by Pierce and Fox (2012) on the implementation of a flipped classroom in a pharmacotherapy course found that students in the flipped classroom outperformed those in traditional lectures in both examinations and practical assessments. The interactive nature of the flipped classroom allowed students to better grasp

complex concepts and apply them in real-world scenarios. This aligns with findings by Berrett (2012), who noted that the active learning environment of flipped classrooms fosters critical thinking and problem-solving skills, which are essential for academic success.

Overall, the flipped classroom model enhances student engagement and learning outcomes by promoting active participation, encouraging collaboration, and allowing students to take control of their learning process. By shifting the focus from passive lectures to interactive, student-centered activities, the flipped classroom creates a more engaging and effective learning environment.

2) Improved Interaction and Personalization. Another significant advantage of the flipped classroom model is the increased opportunities it provides for one-on-one interactions between students and instructors. This model allows educators to offer personalized support and feedback during class, addressing individual student needs more effectively. The enhanced interaction also fosters a collaborative learning environment, which can improve students' social and communication skills.

Lage, Platt, and Treglia (2000) emphasized that the flipped classroom model facilitates more individualized attention and personalized instruction. In their study, they found that by freeing up class time from traditional lectures, instructors could spend more time working directly with students, addressing their specific questions and needs. This individualized attention is crucial for student success, as it allows for tailored feedback and guidance that can help students overcome their unique learning challenges. DeLozier and Rhodes (2016) found that this approach allows for more personalized feedback and support, enriching student learning experiences. Their review of flipped classroom literature revealed that students in flipped classrooms benefit from increased interaction with their instructors, which leads to better understanding and retention of the material. The personalized support provided in flipped classrooms helps students to clarify doubts, reinforce learning, and build confidence in their abilities.

Strayer (2012) highlighted that flipped classrooms support differentiated instruction, enabling teachers to tailor activities to meet diverse student needs. His research showed that flipped classrooms provide a flexible learning environment where teachers can implement various instructional strategies to cater to different learning styles and paces. This flexibility is particularly beneficial in heterogeneous classrooms, where students have varying levels of prior knowledge and abilities. By personalizing instruction, teachers can ensure that all students receive the support they need to succeed.

Gilboy et al. (2015) discussed how flipped classrooms enable instructors to better understand and address the unique needs of each student. They found that the interactive nature of the flipped classroom allows instructors to monitor student progress more closely and provide timely feedback and support. This proactive approach to teaching helps to identify and address learning gaps before they become significant issues, leading to improved academic outcomes.

Kim, Khera, and Getman (2014) showed that flipped classrooms provide a better platform for personalized and individualized learning experiences. Their study found that students in flipped classrooms reported feeling more supported and valued by their instructors, as they received more personalized attention and feedback. This increased support not only enhances academic performance but also boosts student confidence and motivation.

In addition to academic benefits, the personalized interaction in flipped classrooms also fosters a sense of community and collaboration among students. A study by Vaughan (2014) found that the collaborative nature of flipped classrooms helps to build stronger relationships between students and instructors, as well as among peers. This sense of community can enhance the overall learning experience, as students feel more connected and supported in their educational journey.

Moreover, Wanner and Palmer (2015) found that flipped classrooms promote a more student-centered approach to learning, where students are encouraged to take an active role in their education. This shift in focus from teacher-led instruction

to student-centered learning helps to develop critical thinking and problem-solving skills, which are essential for success in both academic and professional settings.

Overall, the flipped classroom model improves interaction and personalization by providing more opportunities for one-on-one support, enabling differentiated instruction, and fostering a collaborative learning environment. This personalized approach helps to address individual student needs, leading to better academic outcomes and a more supportive and engaging learning experience.

3) Positive Student Feedback and Satisfaction. Research indicates that students often report positive experiences with the flipped classroom format. They appreciate the flexibility and autonomy it offers, as well as the opportunity to engage more deeply with the material. Positive student feedback is a crucial indicator of the model's effectiveness and sustainability in educational settings.

Roehl et al. (2013) found that students enjoy the flipped classroom approach due to its flexibility and the active learning opportunities it provides. Their study showed that students appreciate being able to review lecture materials at their own pace, allowing them to better understand and absorb the content. This flexibility also enables students to revisit difficult concepts as needed, enhancing their overall learning experience.

Gilboy et al. (2015) noted that students appreciate the ability to control the pace of their learning outside of class. In their research, they found that students in flipped classrooms reported higher levels of satisfaction compared to traditional lecture-based classes. This is because the flipped classroom model allows students to take ownership of their learning, empowering them to manage their study time more effectively and engage with the material on a deeper level.

Hodge, Grandgenett, and Swift (2014) found that students in flipped classrooms reported higher levels of satisfaction compared to those in traditional settings. Their study highlighted that the interactive and collaborative nature of flipped

classrooms leads to a more engaging and enjoyable learning experience. Students in flipped classrooms are more likely to participate in class discussions, work on group projects, and engage in hands-on activities, all of which contribute to a more positive learning environment.

Kong (2014) highlighted that students appreciate the interactive nature of flipped classrooms and the opportunities for hands-on learning. His research showed that students in flipped classrooms are more motivated and engaged, as they have more opportunities to apply what they have learned in practical settings. This hands-on approach not only enhances understanding but also makes learning more enjoyable and relevant to real-world applications.

O' Flaherty and Phillips (2015) found that student feedback on flipped classrooms is generally positive, with many students appreciating the active learning environment. Their review of multiple studies indicated that students in flipped classrooms feel more involved and connected to the learning process, leading to higher levels of satisfaction and motivation. This positive feedback is essential for the sustainability of the flipped classroom model, as it demonstrates its effectiveness in meeting student needs and expectations.

Additionally, a study by Butt (2014) on the implementation of a flipped classroom in an engineering course found that students reported high levels of satisfaction with the flipped classroom approach. They appreciated the flexibility to review lecture materials at their own pace and the opportunity to engage in more meaningful and interactive activities during class time. This positive feedback supports the growing adoption of the flipped classroom model in various educational settings.

Moreover, a study by McLaughlin, Roth, and Glatt (2014) on the flipped classroom in a pharmacy course found that students reported greater satisfaction with the flipped classroom format compared to traditional lectures. They appreciated the increased interaction with instructors and peers, as well as the opportunity to apply their knowledge in practical exercises. This positive feedback highlights the benefits of the flipped classroom model in enhancing student engagement and learning outcomes.

Overall, the positive student feedback and satisfaction associated with the flipped classroom model are strong indicators of its effectiveness and sustainability. Students appreciate the flexibility, autonomy, and active learning opportunities provided by the flipped classroom, which contribute to a more engaging and enjoyable learning experience.

4) Better Academic Performance. Studies have shown that the flipped classroom can lead to better academic performance compared to traditional methods. By engaging in active learning during class, students can apply and test their understanding of concepts, leading to improved mastery of the subject matter.

Kong (2014) demonstrated that the flipped classroom model leads to better academic performance by encouraging active learning and critical thinking. His research found that students in flipped classrooms performed better on assessments and showed a deeper understanding of the material compared to those in traditional lecture-based classes. This is because the flipped classroom model promotes a more active and engaging learning environment, where students are encouraged to think critically and apply their knowledge in practical settings.

Hodge et al. (2014) found that students in flipped classrooms perform better academically compared to those in traditional lecture-based courses. Their study showed that the interactive and collaborative nature of flipped classrooms leads to improved academic outcomes, as students have more opportunities to engage with the material and receive feedback from their peers and instructors. This active learning approach helps to reinforce understanding and retention of the material, leading to better academic performance.

O' Flaherty and Phillips (2015) reviewed studies showing improved academic outcomes in flipped classrooms, attributing this to the active learning components of the model. Their review found consistent evidence that students in flipped classrooms perform better on assessments and show greater mastery of the subject matter compared to those in traditional lecture-based classes. This is because

the flipped classroom model encourages students to actively engage with the material, apply their knowledge, and receive immediate feedback, all of which contribute to better academic performance.

Strayer (2012) found that the flipped classroom model supports better academic performance through increased engagement and personalized learning. His research showed that students in flipped classrooms are more likely to participate in class discussions, work on group projects, and engage in hands-on activities, all of which contribute to a deeper understanding of the material. This active learning approach helps to reinforce concepts and improve retention, leading to better academic performance.

De Lozier and Rhodes (2016) highlighted that the active learning strategies inherent in flipped classrooms lead to improved academic outcomes. Their review of flipped classroom literature found that students in flipped classrooms perform better on assessments and show greater mastery of the subject matter compared to those in traditional lecture-based classes. This is because the flipped classroom model promotes a more active and engaging learning environment, where students are encouraged to think critically and apply their knowledge in practical settings. De Lozier and Rhodes (2016) highlighted that the active learning strategies inherent in flipped classrooms lead to improved academic outcomes. Their review of flipped classroom literature found that students in flipped classrooms perform better on assessments and show greater mastery of the subject matter compared to those in traditional lecture-based classes. This is because the flipped classroom model promotes a more active and engaging learning environment, where students are encouraged to think critically and apply their knowledge in practical settings.

Moreover, a study by Tune, Sturek, and Basile (2013) on the implementation of a flipped classroom in a physiology course found that students in the flipped classroom outperformed those in traditional lectures in both examinations and practical assessments. The interactive nature of the flipped classroom allowed students to better grasp complex concepts and apply them in real-world scenarios. This

aligns with findings by Mason, Shuman, and Cook (2013), who noted that the active learning environment of flipped classrooms fosters critical thinking and problem-solving skills, which are essential for academic success.

Additionally, a study by Missildine, Fountain, Summers, and Gosselin (2013) on the flipped classroom in a nursing course found that students in the flipped classroom performed better on assessments compared to those in traditional lecture-based classes. They attributed this improved performance to the active learning and personalized feedback provided in the flipped classroom, which helped to reinforce understanding and retention of the material.

Overall, the flipped classroom model leads to better academic performance by promoting active learning, encouraging critical thinking, and providing personalized feedback and support. This approach helps to reinforce understanding and retention of the material, leading to improved mastery of the subject matter and better academic outcomes.

5) Support for Differentiated Instruction. The flipped classroom supports differentiated instruction, enabling teachers to tailor activities to meet diverse student needs. This approach allows educators to address varying learning styles and paces, providing a more inclusive and effective learning environment.

Strayer (2012) emphasized that flipped classroom allowing teachers to tailor activities to meet diverse student needs. His research showed that flipped classrooms provide a flexible learning environment where teachers can implement various instructional strategies to cater to different learning styles and paces. This flexibility is particularly beneficial in heterogeneous classrooms, where students have varying levels of prior knowledge and abilities. By personalizing instruction, teachers can ensure that all students receive the support they need to succeed.

Kim et al. (2014) showed that flipped classrooms provide a better platform for personalized and individualized learning experiences. Their study found

that students in flipped classrooms reported feeling more supported and valued by their instructors, as they received more personalized attention and feedback. This increased support not only enhances academic performance but also boosts student confidence and motivation.

De Lozier and Rhodes (2016) found that the flipped classroom model allows for more personalized feedback and support, enriching student learning experiences. Their review of flipped classroom literature revealed that students in flipped classrooms benefit from increased interaction with their instructors, which leads to better understanding and retention of the material. The personalized support provided in flipped classrooms helps students to clarify doubts, reinforce learning, and build confidence in their abilities.

Gilboy et al. (2015) discussed how flipped classrooms enable instructors to better understand and address the unique needs of each student. They found that the interactive nature of the flipped classroom allows instructors to monitor student progress more closely and provide timely feedback and support. This proactive approach to teaching helps to identify and address learning gaps before they become significant issues, leading to improved academic outcomes.

O' Flaherty and Phillips (2015) found that the flipped classroom model supports differentiated instruction, enabling teachers to tailor activities to meet diverse student needs. Their review of multiple studies indicated that flipped classrooms provide a flexible learning environment where teachers can implement various instructional strategies to cater to different learning styles and paces. This flexibility is particularly beneficial in heterogeneous classrooms, where students have varying levels of prior knowledge and abilities. By personalizing instruction, teachers can ensure that all students receive the support they need to succeed.

Moreover, a study by Wanner and Palmer (2015) found that flipped classrooms promote a more student-centered approach to learning, where students are encouraged to take an active role in their education. This shift in focus from teacher-

led instruction to student-centered learning helps to develop critical thinking and problem-solving skills, which are essential for success in both academic and professional settings.

Additionally, a study by Vaughan (2014) found that the collaborative nature of flipped classrooms helps to build stronger relationships between students and instructors, as well as among peers. This sense of community can enhance the overall learning experience, as students feel more connected and supported in their educational journey.

Overall, the flipped classroom model supports differentiated instruction by providing a flexible and personalized learning environment. This approach helps to address individual student needs, leading to better academic outcomes and a more supportive and engaging learning experience.

In conclusion, the flipped classroom represents a significant advancement in educational practice. By fostering greater student engagement, improving interaction and personalization, and enhancing academic performance, the flipped classroom model offers a flexible and effective approach to modern education, making it a valuable strategy for educators seeking to improve learning outcomes and student satisfaction.

2.3.3 The Application of Flipped Classroom in English Reading Teaching

The flipped classroom model has become a significant pedagogical innovation in various educational fields, including English teaching. This model, which reverses the traditional teaching structure by delivering instructional content outside the classroom and utilizing in-class time for interactive and collaborative activities, has been widely adopted. Numerous studies have highlighted the effectiveness of the flipped classroom in enhancing student engagement, comprehension, and retention across various aspects of English teaching. Among these, the most notable results have been observed in English reading teaching. This section will explore the application of the flipped classroom in English reading teaching.

Dewi and Santosa (2021) investigated the implementation of the flipped classroom model at a junior high school. The study involved 41 seventh-grade students and their English teacher. The implementation required significant preparation, including the creation of video lectures and interactive content for students to engage with outside of class. In-class time was then dedicated to discussions, collaborative activities, and hands-on learning exercises. This approach ensured that students came to class prepared and ready to participate actively, thereby enhancing their reading comprehension and engagement.

Huang and Hong (2016) explored the effects of a flipped English classroom intervention on high school students' English reading comprehension. The study involved 40 tenth graders who participated in a 12-hour flipped classroom intervention. The intervention significantly improved students' reading comprehension, demonstrating the effectiveness of the flipped classroom model in enhancing students' reading abilities.

Zhang (2022) applied the flipped classroom model to English reading instruction. This study aimed to stimulate students' interest in English reading, increase participation, and improve cooperation and reading performance. Using independent and paired sample t-tests, Zhang (2022) analyzed the results of two reading tests and found that the flipped classroom model improved students' reading levels. Students also reported higher interest in reading and better perceptions of the instructional model, emphasizing the need for quality pre-reading materials and active in-class guidance.

Yulian (2021) focused on improving critical thinking skills in reading through the flipped classroom model for EFL learners in junior high school. The study employed a quasi-experimental design with pre-tests and post-tests to evaluate the framework's effectiveness. The results demonstrated that the flipped classroom significantly enhanced students' critical thinking skills for reading, improving accuracy, clarity, precision, depth, relevance, and logic. Students also had positive perceptions of self-directed learning within this model.

Xie and Fang (2016) explored the flipped classroom's influence on the classroom environment for junior high school English reading, writing, and translating. The study used both quantitative and qualitative methods to analyze the effects. Results indicated that students' performance and classroom environment improved with the flipped classroom model. Students were generally satisfied, showing increased cooperation, participation, self-responsibility, task orientation, and teacher leadership. This study highlighted the flipped classroom's potential to optimize English reading education.

Researchers have employed various designs and methodologies to implement the flipped classroom model in English reading teaching. These studies typically involve several key components:

1) Pre-Class Preparation: Students are provided with reading materials, video lectures, or interactive content to study before class. This preparation allows students to familiarize themselves with the material at their own pace, setting the stage for more in-depth discussions and activities during class time.

2) In-class Activities: Class time is used for interactive and collaborative activities that reinforce and expand upon the pre-class material. These activities may include group discussions, problem-solving tasks, peer teaching, and other forms of active learning that promote critical thinking and application of knowledge.

3) Feedback and Assessment: Continuous feedback and formative assessments are integral to the flipped classroom model. Instructors provide feedback on students' performance during in-class activities and assess their understanding through quizzes, tests, and other evaluative measures.

For instance, in the study by Chen, Hsieh, and Marek (2017), a holistic oral training course was designed using the flipped classroom model. The course included extensive online written and verbal communication activities to learn English idioms. Students were required to engage in pre-class activities using the LINE smartphone app and participate in collaborative in-class exercises. The results revealed that the flipped classroom significantly improved students' idiomatic knowledge and motivation.

The application of the flipped classroom model in English reading teaching has shown positive results across various studies.

1) Improved Reading Skills: Studies consistently report that students in flipped classrooms demonstrate better reading comprehension and critical thinking skills. For example, Yulian (2021) found significant improvements in students' critical thinking aspects, such as accuracy, clarity, and relevance, in reading activities.

2) Increased Engagement: Students in flipped classrooms are more engaged and active in their learning process. Yu (2019) noted higher levels of student motivation and enthusiasm in classes that used the flipped model compared to traditional methods.

3) Positive Perceptions: Students generally have favorable perceptions of the flipped classroom model. Lee and Wallace (2018) reported that students enjoyed the flipped learning environment and felt more engaged in their English reading lessons.

4) Enhanced Collaboration: The flipped classroom promotes collaboration among students. Xie and Fang (2016) found that students showed increased cooperation and participation, which are crucial for developing language skills.

In conclusion, the application of the flipped classroom model in English reading teaching has been extensively studied and shown to enhance reading skills, engagement, and overall learning experience. Researchers have designed and implemented various flipped classroom models, focusing on pre-class preparation, interactive in-class activities, and continuous feedback. The positive outcomes from these studies highlight the effectiveness of the flipped classroom in improving English reading instruction and suggest that this model can be a valuable tool for educators in enhancing student learning.

2.4 Students' Satisfaction

Students' satisfaction with their reading skill is a key indicator of their overall educational experience and reflects their perceived progress, engagement, and the extent to which their educational needs are met. This satisfaction is influenced by various factors and can be assessed through multiple methods.

2.4.1 Definition of Students' Satisfaction

In general, students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experiences, including services and facilities provided by the institution (Allam & Malik, 2020). It is a measure of how well students' expectations are met, influencing their motivation and overall perception of their learning journey (Xiao, 2015).

In specific, satisfaction in reading skills pertains to students' perceptions of their improvement in reading comprehension, fluency, and engagement with reading materials. It includes their contentment with the instructional methods and support received (Hossain, 2018). Key factors influencing satisfaction with reading skills include the quality and relevance of reading materials, the teaching methods employed, and the support provided by instructors (Smith, Grealish, & Henderson, 2018).

In this study, students' learning satisfaction refers to the extent to which students feel that their learning needs are being met and their engagement is being enhanced through the use of the flipped classroom approach. This concept encompasses various aspects of the students' educational experience, including the interest, engagement, efficacy.

2.4.2 Assessment of Students' Satisfaction on English Reading Skill

Assessing student satisfaction is essential for understanding their educational experiences and improving the quality of education. Various methods are used to measure student satisfaction, ranging from quantitative surveys to qualitative interviews.

1) Quantitative Questionnaires and Surveys: The most common method for assessing student satisfaction is through standardized questionnaires, such as the Noel-Levitz Student Satisfaction Inventory (SSI). These surveys cover multiple aspects of the educational experience, including academic services, campus climate, and instructional effectiveness (Oja, 2011).

Likert scale-based questionnaires are widely used, allowing students to express their level of agreement with various statements about their education. These surveys can be distributed online or in paper form and are effective in collecting large amounts of data quickly (Gruber, Fuß, Voss, & Gläser-Zikuda, 2010).

2) Statistical Analysis: Statistical methods such as regression analysis and structural equation modeling are used to interpret survey data and identify key predictors of student satisfaction. For instance, assessment and feedback mechanisms have been found to be significant predictors of overall student satisfaction (Rigopoulos, 2022).

Advanced techniques like neural networks and fuzzy logic can also be employed to analyze complex datasets and provide more nuanced insights into student satisfaction (Corciova, Arotaritei, Fuior, & Mihai, 2018).

3) Qualitative Interviews and Focus Groups: Conducting interviews and focus groups allows for in-depth exploration of students' experiences and perceptions. This qualitative approach can provide rich, detailed insights that are often missed by quantitative methods (El Ansari & Moseley, 2011). These methods involve open-ended questions that encourage students to discuss their satisfaction in their own words, providing valuable context to the quantitative data (Lin & Chen, 2019).

In conclusion, assessing student satisfaction involves a combination of quantitative and qualitative methods, each providing unique insights. Standardized surveys, statistical analysis, interviews, and mixed-method approaches collectively contribute to a comprehensive understanding of student satisfaction, guiding improvements in educational quality.

To measure students' learning satisfaction, this study will utilize questionnaires and focus group interview, to provide a comprehensive assessment of how satisfied students are with their learning experience under the flipped classroom approach.

2.5 Related Theories

In recent years, the integration of technology in education has significantly transformed traditional teaching methodologies. One innovative approach that has garnered attention is the flipped classroom model, which redefines the conventional classroom structure by delivering instructional content outside of class and engaging students in interactive activities during class time (Samiei & Ebadi, 2021). This approach has been particularly effective in enhancing English reading skills, as it provides a dynamic and immersive learning environment. Theoretical foundations such as constructivism, blended learning, and experiential learning theory offer valuable insights into the mechanisms underlying the success of the flipped classroom model. This section explores these theories in depth, elucidating how they contribute to the development of English reading skills through the flipped classroom approach.

2.5.1 Constructivism

Constructivism is a foundational educational theory proposed by Swiss psychologist Jean Piaget that emphasizes the active role of learners in constructing their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Woolfolk, 2011). Constructivism posits that learning is an active, constructive process that is deeply influenced by social interactions and the context in which learning occurs.

Constructivism supports the flipped classroom model by encouraging active learning and self-directed study. The flipped classroom shifts the traditional teaching model, allowing students to engage with new content at home and apply their knowledge through activities and discussions in class. This approach leverages constructivist principles by promoting student-centered learning and interaction. Studies have shown that the flipped classroom model, grounded in constructivist theory, enhances students' engagement and academic performance in English language learning (Zhao, 2016).

The principles of constructivism are highly relevant to the flipped classroom model, which has gained significant traction in contemporary education, including in the teaching of English reading skill (Zhou, 2021). The flipped classroom model aligns well with constructivist ideas as it involves students engaging with instructional content outside the classroom, often through videos or readings, allowing class time to be used for interactive, hands-on learning activities. This approach encourages students to take an active role in their learning, promoting deeper engagement and understanding (Betihavas, Bridgman, & Kornhaber, 2016).

In conclusion, Constructivism plays a crucial role in the flipped classroom model, fostering a student-centered learning environment that enhances English reading skills and overall language proficiency (Zeng & Li, 2020). The integration of constructivist principles in flipped classrooms leads to significant improvements in students' engagement, comprehension, and critical thinking abilities, which are essential for mastering English as a second language.

2.5.2 Experiential Learning Theory

Experiential Learning Theory (ELT), as proposed by Kolb (2012) is a cornerstone of modern educational practices, emphasizing that learning is a process whereby knowledge is created through the transformation of experience. This theory posits that learning is most effective when it involves a cycle of concrete experiences, reflective observation, abstract conceptualization, and active experimentation.

The core definition of Experiential Learning Theory revolves around the notion that learning is an iterative process of experiencing, reflecting, thinking, and acting. This cyclical process allows learners to develop a more profound comprehension of the material and apply their knowledge in practical contexts (Burke, 2020).

Experiential Learning Theory supports the flipped classroom model by promoting active engagement and reflection, crucial for deep learning. The flipped classroom allows students to engage with instructional content outside the classroom

and apply their knowledge through experiential activities during class time. Research indicates that this approach leads to improved learning outcomes and higher student satisfaction (Chen, 2021).

In conclusion, Experiential Learning Theory provides a robust framework for enhancing educational practices. Its principles are highly applicable to the flipped classroom model, which has been shown to improve English reading skills among junior high school students (Di Marco, Venot, & Gillois, 2017).

2.5.3 Blended Learning Theory

Blended Learning Theory is an educational approach that combines traditional face-to-face classroom instruction with online learning activities and resources (Le Roux & Nagel, 2018). This model seeks to integrate the strengths of both conventional and digital learning environments to create a more effective and engaging educational experience for students. The origins of Blended Learning Theory can be traced back to the evolution of distance education and the rise of digital technologies, which have transformed the way education is delivered and consumed.

Blended learning, as a formalized concept, began gaining prominence in the late 20th and early 21st centuries. While there is no single founder of Blended Learning Theory, its development has been influenced by a range of educational theorists and practitioners who have explored the potential of combining different learning modalities. One of the early advocates for blended learning was Clayton Christensen, known for his work on disruptive innovation. Christensen's ideas about how new technologies can transform industries, including education, laid the groundwork for understanding the potential of blended learning (Christensen, 2013).

The core definition of Blended Learning Theory revolves around the purposeful integration of face-to-face and online learning experiences. This hybrid model is designed to leverage the benefits of both in-person and virtual instruction to enhance learning outcomes. Blended learning allows for flexibility in how and when

students access course materials, enabling personalized learning pathways while maintaining the critical social interactions and support that occur in a classroom setting (Horn & Staker, 2017).

In the context of English reading teaching, particularly at the junior high school level, Blended Learning Theory has significant implications. The integration of online and face-to-face instruction can enhance students' reading skills by providing varied and interactive learning experiences (Lim & Wang, 2016). For instance, students can access digital texts, multimedia resources, and interactive reading exercises online, while classroom time can be devoted to discussions, group activities, and personalized instruction. This blended approach not only improves engagement but also caters to different learning preferences and needs.

The flipped classroom model, a specific application of blended learning, aligns well with these principles. In a flipped classroom, students first engage with reading materials or instructional content outside of class, typically through videos or digital readings. This prepares them for in-depth, interactive activities during class time, such as discussions, collaborative projects, and hands-on exercises. The flipped classroom model leverages the strengths of both online and face-to-face learning to create a more dynamic and effective educational environment (Bishop & Verleger, 2013).

In conclusion, Blended Learning Theory provides a robust framework for integrating online and face-to-face learning experiences. Its principles of flexibility, interaction, personalization, and resource optimization make it particularly suitable for improving English reading skills in junior high schools (Wong & Looi, 2014).

2.6 Related Research

The flipped classroom model has gained considerable attention in recent years as an innovative educational approach that involves delivering instructional content outside of the classroom through videos and online resources, while utilizing classroom time for interactive activities. This section explores some related foreign research and

Chinese research to support its application in improving English reading skill.

2.6.1 Foreign Research

The role of the flipped classroom in improving English reading skills in junior high schools has been extensively studied in recent years, providing robust evidence for the efficacy of this educational approach (Samiei & Ebadi, 2021). Flipped classroom integrate technology and active learning principles, making them particularly suitable for enhancing reading comprehension and engagement among students.

This innovative model involves delivering instructional content outside of the classroom, often through videos and online resources, while utilizing classroom time for interactive and hands-on learning activities (Halili & Razak, 2016). Such a method not only maximizes class time but also encourages students to take responsibility for their learning, which is crucial for developing reading skills.

Hashemifardnia, Namaziandost, and Shafiee (2018) investigated the impact of flipped classroom on Iranian junior high school students' reading comprehension. Their study found that students in the flipped classroom significantly outperformed those in traditional settings, highlighting the model's effectiveness in enhancing reading comprehension. The study involved pre-tests and post-tests to measure comprehension improvements, with significant positive differences noted in the experimental group (Hashemifardnia et al., 2018).

Chou, Hung, Tsai, and Chang (2020) developed and validated a scale for measuring teachers' readiness for implementing flipped classrooms in junior high schools. Their study provided insights into the institutional support, technology self-efficacy, teacher beliefs, and teaching strategies necessary for successful implementation.

Book (2021) conducted a study on flipped classroom instruction as a teaching tool for meaningful learning of core subjects in junior high schools in Zamboanga City. The study concluded that while flipped classroom students showed slightly higher mean scores than those in conventional instruction, no significant difference was found statistically. However, the flipped classroom did enhance students' engagement and understanding of the material.

Yulian (2021) explored the role of flipped classroom in improving critical thinking and reading skills among high school students. The findings indicated that the flipped classroom model significantly enhanced students' critical thinking for reading, demonstrating improvements in aspects such as accuracy, clarity, and logic. This suggests that flipped classrooms not only improve reading comprehension but also foster higher-order thinking skills, which are essential for academic success (Yulian, 2021).

Dewi, Padmadewi, and Santosa (2021) implemented a flipped classroom model in teaching English to junior high school students in Indonesia. Their findings indicated that the flipped classroom approach not only improved students' reading comprehension but also enhanced their overall academic performance. The positive reception of the flipped classroom model among students, who found it engaging and conducive to learning, further supports its implementation (Dewi et al., 2021).

In conclusion, the flipped classroom model, through its integration of technology and active learning principles, offers significant potential for improving English reading skills in junior high schools. The comprehensive body of research underscores its effectiveness in enhancing reading comprehension, fostering critical thinking, and supporting the development of various essential skills. By encouraging student engagement and responsibility, flipped classrooms can transform traditional educational practices and contribute to more effective learning outcomes.

2.6.2 Chinese Research

In recent years, the role of flipped classrooms in enhancing English reading skills among junior high school students has been the focus of numerous studies, particularly by Chinese scholars. This innovative teaching model, which blends instructional content delivery outside the classroom with interactive, hands-on activities within the classroom, has shown promising results in improving student engagement, motivation, and comprehension skills (An, 2023).

Wang (2023) explored the effectiveness of flipped classroom in enhancing English reading skills and self-regulated learning among Chinese English learners. The study found that the flipped classroom significantly improved reading comprehension and self-regulated learning, demonstrating the model's efficacy in fostering independent learning skills. This highlights the broader educational benefits of the flipped classroom model beyond just content knowledge acquisition.

By allowing students to watch instructional videos at home and engage in interactive activities during class, Li (2023) examined the effectiveness of the flipped classroom model in senior high school English reading teaching. The study analyzed the advantages of this approach, such as promoting active learning, improving student autonomy, and providing more personalized instruction. The findings suggested that the flipped classroom model could significantly improve students' reading comprehension and overall academic performance.

Xia (2021) provided a comprehensive analysis of the flipped classroom's application in junior middle school English reading classes. The author aimed to bridge this gap by exploring how the flipped classroom model could be effectively integrated into English reading instruction. Through a combination of literature review and practical experimentation, the study examined the benefits of flipped classrooms, including enhanced student engagement, better comprehension, and improved critical thinking skills. The research involved a pilot program where traditional teaching methods were compared with the flipped model in several junior middle schools. Findings suggested that students

in the flipped classroom setting performed better in reading comprehension tests and participated more actively in class discussions.

Wu, C. and Wu, Y. (2020) explored the flipped classroom model, where students reviewed instructional materials at home and engaged in interactive activities in class, such as group discussions and problem-solving tasks, helped reinforce the material learned at home. The study began with a thorough literature review on the flipped classroom concept, then described an experimental setup in a Chinese high school, where one group of students was taught using the flipped classroom model and another group using traditional methods. The findings revealed that students in the flipped classroom showed significant improvements in grammar comprehension and retention. The authors suggested that with the necessary support and resources, the flipped classroom model could revolutionize English reading teaching in Chinese high schools.

Qing, Tian, and Zhou (2020) discovered the application of the Flipped Teaching Model based in a junior high school. The in-class flipped model concentrated the teaching activities within the classroom, as opposed to traditional flipped classrooms that involved significant out-of-class work. The researchers developed a micro-class-based flipped model, which aimed to better suit the local educational environment. They implemented this model in a junior high school and collected data through surveys and classroom observations to evaluate its effectiveness. The results indicated that students showed improved engagement and understanding of the subject matter. The study highlighted the importance of aligning instructional methods with technological advancements to enhance learning outcomes.

Chou et al. (2020) developed and validated a scale for measuring teachers' readiness for implementing flipped classrooms in junior high schools. Their research, involving junior high school teachers from various geographical locations in Taiwan, highlighted the importance of institutional support, technology self-efficacy, teacher beliefs, and teaching strategies for the successful adoption of the flipped classroom model. These factors are critical for ensuring that the flipped classroom approach effectively enhances reading skills.

Wang, An, and Wright (2018) studied the impact of flipped instruction on beginner-level Chinese learners' reading proficiency and found significant improvements in reading fluency. The principles of increased engagement and active learning demonstrated in this study can be applied to reading instruction, suggesting that flipped classrooms can effectively enhance reading skill.

In conclusion, recent research by Chinese scholars underscores the significant potential of flipped classrooms in improving English reading skills among junior high school students. The flipped classroom model's emphasis on active learning and engagement, aligns well with the educational needs of this age group, making it a promising approach for enhancing reading skill (Wang, 2023).

The research on the flipped classroom model has demonstrated its positive impact on the development of English reading skills among middle school students. Scholars, both foreign and Chinese, showcasing its benefits such as enhanced student engagement, improved comprehension, and increased motivation.

Despite these significant contributions, there remain several gaps and unexplored areas. The current body of research has primarily focused on general benefits and broad applications of the flipped classroom model. However, there is still relatively insufficient research focus on the application flipped classroom in Anhui junior high school English reading skill.

Given this background, this research aims to address the specific educational needs of Grade 8 students in Anhui Province, taking into account the local educational context. By conducting this study, the researcher hopes gain deeper insights into the effectiveness of the flipped classroom model in this particular region and contribute to the broader understanding of its impact on English reading skill development, and help to fill the existing gaps in the academic literature and provide practical recommendations for educators in Anhui to enhance English reading instruction through innovative teaching methods.

CHAPTER 3

RESEARCH METHODOLOGY

This research aimed to enhance the English reading skill and satisfaction of grade 8 students in a junior high school in Anhui, China, by utilizing the flipped classroom teaching method. In this chapter, the methodology employed in the study will be presented, including the research design, sample groups, research instruments for data collection, validity and reliability of these instruments, and data analysis.

3.1 Research Design

This study employed mixed methods for data collection. Quantitative data on English reading skills were gathered through pre-test and post-test, while students' satisfaction was assessed via satisfaction questionnaire and focus group interview. The research design of the study was illustrated in Figure 3.1 below.

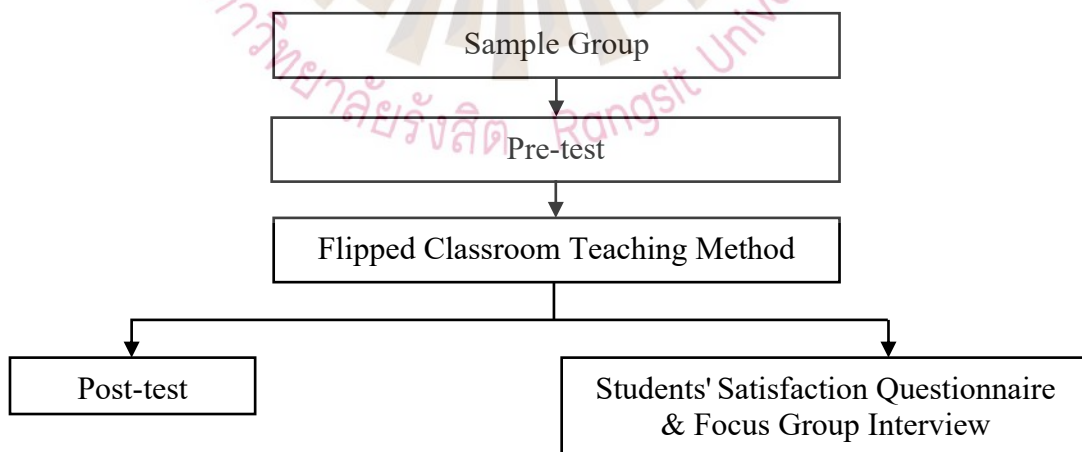


Figure 3.1 Research Design of the Study

3.2 Population and Sample

Population: There are four grade 8 classes in the school, each class has 35 students, a total of 140 students. The population is homogeneous in terms of English ability and gender.

Sample: This study used cluster random sampling to select one of four grade 8 classes with 35 students (19 females and 16 males) from the population for the study. These students are between 13 - 14 years old with mixed English language abilities.

3.3 Research Instruments

In a research process, the researchers need to choose the most appropriate instruments and procedures of research tools that provide for the collection and analysis of data upon which hypotheses may be tested (Pereira, 2017). In this study, pre-test and post-test, satisfaction questionnaire and focus group interview were utilized as the primary research tools. Table 3.1 provides detailed information about the research tools employed to meet the study's objectives.

Table 3.1 Research Objectives and Instruments

| No. | Research objectives | Research Instruments |
|-----|--|--|
| 1 | To compare grade 8 Chinese students' English reading skill before and after using the flipped classroom. | English reading skill tests (pre-test & post-test) |
| 2 | To examine grade 8 Chinese students' learning satisfaction toward the flipped classroom. | Students' Satisfaction Questionnaire & Focus Group Interview |

Source: Pereira, 2017

3.3.1 Lesson Plans

In this study, the researcher developed four 90-minutes lesson plans for 4 weeks (APPENDIX E). The topics of the study are chosen from the English textbook Unit6 "An old man tried to move the mountains" issued by the Chinese Ministry of Education (People's Education Press, 2013). The researcher utilized flipped classroom, covering four topics, which in consonance with the lessons were correspondingly shown in the table 3.2 below.

Table 3.2 Lesson Plans

| Course | Title | Time | Learning Objectives |
|---------------|--|------|---|
| Lesson Plan 1 | "An Old Man Tried to Move the Mountains" | 90 | 1.Students can retell the story "An Old Man Tried to Move the Mountains". 2. Students can discuss the characters in the story and express their own opinions. |
| Lesson Plan 2 | "The Monkey King or Sun Wukong" | 90 | 1.Students can explain the whole story of "The Monkey King or Sun Wukong". 2.Students can describe the characteristics of each character. |
| Lesson Plan 3 | "The Emperor's New Clothes" | 90 | 1.Students can identify the meaning of key words. 2.Students can explain the plot of the story Emperor's New Clothes and analyze the character traits of the task. 3.Students can retell the story correctly. |
| Lesson Plan 4 | "Hansel and Gretel" | 90 | 1.Students can identify the genre of the play based on the writing characteristics. 2.Students can explain the plot of the play and sort out the details of the play. 3.Students can perform on stage based on the story. |

Source: People's Education Press, 2013

3.3.2 English Reading Skill Tests (Pre-test and Post-test)

The English Reading skill tests were administered to measure students' performance before and after the intervention of the flipped classroom teaching method. The tests followed the Compulsory Education English Curriculum Standards (2022 Edition).

The researcher formulated 20 questions, 1 mark per question, which was 20 marks in total, the participants did both pre-test and post-test (APPENDIX F). The test was divided into four parts, each part was corresponded to the relative lesson, which focuses on assessing students' English reading skill.

3.3.3 Student Satisfaction Questionnaire

In order to examine students' satisfaction with flipped classroom in the English courses, the researcher designed a questionnaire consisted of 15 statements on a five-point scale to investigate the interest, engagement and learning efficacy of the students (APPENDIX J). Each statement scores a 5-point Likert scale, spanning from 5 to 1, representing varying levels of agreement: (5) strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree. The questionnaire results were interpreted based on the following range of mean score interpretations.

Table 3.3 The Mean Score Range

| Mean Score Range | Students Satisfaction Level |
|------------------|-----------------------------|
| 4.01 - 5.00 | Highest |
| 3.01 - 4.00 | High |
| 2.01 - 3.00 | Medium |
| 1.01 - 2.00 | Low |
| 1.00 | Lowest |

Source: Srisaat, 2002

3.3.4 Focus Group Interview

Focus group interview is characterized by a moderated discussion where participants can express their thoughts and reactions in response to a set of guided questions. According to recent studies, focus group interviews allow researchers to uncover "rich, contextualized accounts of participant perspectives" (Smithson, 2020). This method is particularly effective when researchers aim to understand not just individual opinions but also the dynamics of group interaction and consensus-building (Rabiee, 2020).

In this research, the focus group interview was designed to gather detailed feedback from students about their experiences with the flipped classroom approach to investigate students' learning satisfaction in the context of English reading instruction. The questions were designed to elicit detailed responses from students, providing insights into how the flipped classroom method influenced their learning experience in a comprehensive way. The researcher selected two students from three groups of students with high scores, medium scores and low scores by simple random sampling, and conducted focus group interview. The interview was divided into three key parts: Interest (Question 1 - 2), Engagement (Question 3-4) and efficacy (Question 5-6, each of which played a crucial role in understanding the overall impact of the flipped classroom on student learning satisfaction.

Therefore, the researcher created a comfortable and open atmosphere for the 6 students and asked 6 questions according to the interview outline to collect rich data. Participants' verbal responses were recorded by pen and categorized according to different themes and analyzed and translated into English to support satisfaction. Participants' privacy and confidentiality were ensured during the interviews, and research ethics guidelines were be followed. Participants were informed with the purpose and process of the interview beforehand and obtain their consent to participate in the study (APPENDIX L).

3.4 Validity and Reliability

3.4.1 Validity

Validity is the degree to which an assessment accurately measures what it is intended to measure. It ensures that the conclusions drawn from test scores are sound and applicable to the intended construct (Yori, 2020). Validity is a cornerstone of test quality, as it directly impacts the meaningfulness and utility of the assessment results.

The Index of Item-Objective Congruence (IOC) is a method used to evaluate the content validity of test items. It assesses how well each item aligns with the specified objectives or constructs (Ismail & Zubairi, 2021). In this research, IOC was scored by three experts, one is the Lecturer of the Wuhan University, one is the team leader for grade 8 English teaching, one is an experienced English teacher from other school. The Item-objective Congruence (IOC) score ranges from -1 to +1, with interpretations as follows:

- 1) 1 : the item clearly measures the objective;
- 2) 0 : the item may or may not measure the objective;
- 3) -1 : the item does not measure the objective;

The evaluation outcomes suggested that the values of IOC score fall within the range of 0.67 to 1.00. This leads to the conclusion that the item was deemed appropriate for utilization, as noted by Jusoh, Zubairi, and Badrasawi (2018). All instruments have to pass the inspection of IOC. If the value falls below 0.67, it will be regarded as ambiguous, and required a revision or removal to ensure clarity and precision in the measurement.

In this study, the IOC score for Lesson Plan, English Reading Test, Students' Satisfaction Questionnaire, and Focus Group Interview Outline were 1, 1, 0.98 and 1. All instruments were validated by three experienced experts with the score which was higher than 0.67 (Detail as shown in Appendix E, G, I, K).

3.4.2 Reliability

Reliability in research refers to the consistency and stability of measurement results over time and across different conditions. It ensures that the data collected and the instruments used for measurement yield consistent results, which is crucial for the validity and credibility of research findings (Jacob, 2017).

In this research, the researcher used the Kuder-Richardson (KR-20) to evaluate the reliability of English Reading Skill Tests, and Cronbach's Alpha was used to test the reliability of the students' satisfaction questionnaire. A pilot test was administered to one section of grade 8 in the same school of research selected randomly by the school administration. The class consisted of 35 students and the questions were the same as the research instruments. The range of the reliability is 0 to 1. The higher the score, the higher the consistency and reliability among the items. If the score is below 0.7, the item will be defined as unreliable and removed. The Cronbach's Alpha internal consistency is shown below:

Table 3.4 Cronbach's Alpha Rule of Thumb

| Cronbach's Alpha Rule of Thumb | Internal Consistency |
|--------------------------------|----------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \geq 0.8$ | Good |
| $0.8 > \alpha \geq 0.7$ | Acceptable |
| $0.7 > \alpha \geq 0.6$ | Questionable |
| $0.6 > \alpha \geq 0.5$ | Poor |
| $\alpha < 0.5$ | Unacceptable |

Source: Amoah & Yeboah, 2021

The reliability of the test items was evaluated by administering the tests to 35 students outside the main sample group. The reliability score of the English Reading Test and the Students' Satisfaction Questionnaire were 0.77 and 0.95 (Appendix L), indicating the tests meet statistical reliability standards. Therefore, the test items were confirmed as reliable for use in data collection.

3.5 Data Collection Procedures

3.5.1 Ethical Approval

To conduct the study within the educational institution, the researcher obtained official authorization from the Chashui School in Anhui province, China. Given the age range of participants (13 - 14 years), ethical protocols were followed, necessitating consent not only from school authorities but also from parents or guardians.

3.5.2 Confidentiality

The researcher ensured the confidentiality of all students' personal data and questionnaire responses throughout the study. Once the study concluded, all data were meticulously erased in adherence to ethical research practices.

3.6 Data Analysis

Data analysis in educational studies is a multifaceted process that utilizes various statistical and computational techniques to interpret educational data. This analysis helps in predicting student performance, improving teaching methods, and making informed decisions to enhance educational outcomes (Otero – Escobar & Velasco - Ramírez, 2023). In this study, the research analyzed the students' English reading skill and satisfaction with the application of flipped classroom.

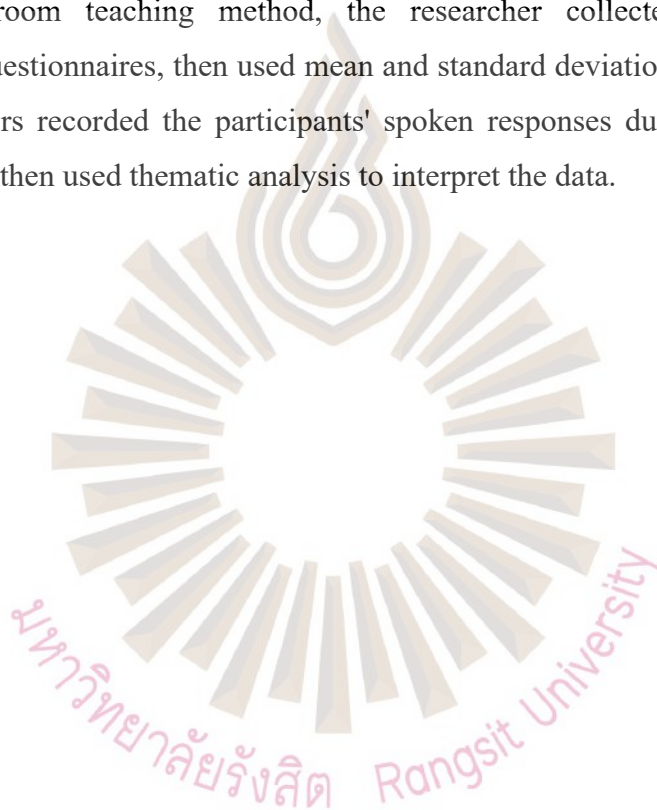
3.6.1 Analysis of English Reading Skill

To evaluate the English reading skill before and after the study among Grade 8 Chinese students, the researcher employed the paired simple t-test. The t-test is a statistical method used to determine if there is a significant difference between the means of two groups. It is commonly used in hypothesis testing and can be applied in various research fields, including medicine, education, and social sciences (Pandey, 2015).

Based on the research design, the researcher collected the data from the pre-test and post-test for dependent sampling group with a comparative analysis involving the mean and standard deviation.

3.6.2 Analysis of Students' Learning Satisfaction

To investigate the satisfaction of Chinese grade 8 students after adopting the flipped classroom teaching method, the researcher collected data by student satisfaction questionnaires, then used mean and standard deviation to analyze the data. The researchers recorded the participants' spoken responses during the focus group interview and then used thematic analysis to interpret the data.



CHAPTER 4

RESEARCH RESULTS

This study used a quasi-experimental design to examine the effectiveness of the application of flipped classroom to improve English reading skill of grade 8 students in China and their satisfaction. The study utilized pretest, post-test, questionnaire and semi-structured interviews to gather data. In this chapter, the findings from the data are presented in the following order:

- 4.1 Analysis of English Reading Skill Test Scores
- 4.2 Analysis of Students' Satisfaction

4.1 Analysis of English Reading Skill Test Scores

This section presented the findings related to the first research question, which focused on enhancing the English Reading skill of grade 8 Chinese students through the application of flipped classroom teaching methods. The results were obtained from a pre-test administered before the intervention and a post-test conducted afterward. Paired samples t-tests were used to analyze the data of the sample groups based on mean values, standard deviations, and inferential statistics, with a significance level set at $p < 0.05$.

4.1.1 Comparison of Pre-test and Post-test Scores of the Sample Group

Table 4.1 showed the pre-test and post-test scores, score increases, and percentage differences between the pre-test and post-test for the 35 participants. The full score of both pre-test and post-test was 20. The highest pre-test score was 13 and the lowest was 3, while the highest post-test score was 20 and the lowest was 9. The largest improvement was 11 points (55.00%), shown by five students (S-3, S-4, S-13,

S-15, S-29), and the smallest improvement was 5 points (25.00%), shown by S-30. On average, students increased their scores by 7.89, with a mean percentage improvement of 39.43%. All students showed improvement, with score increases ranging from 5 to 11.

Table 4.1 Pre-test & Post-test Scores of the Sample Group

| Student ID | Pre-test Score (Full Score=20) | Post-test Score (Full Score=20) | Increase in Test Scores | Difference% |
|------------|--------------------------------|---------------------------------|-------------------------|-------------|
| 1 | 10 | 19 | 9 | 45.00% |
| 2 | 6 | 13 | 7 | 35.00% |
| 3 | 7 | 18 | 11 | 55.00% |
| 4 | 8 | 19 | 11 | 55.00% |
| 5 | 7 | 14 | 7 | 35.00% |
| 6 | 9 | 18 | 9 | 45.00% |
| 7 | 11 | 19 | 8 | 40.00% |
| 8 | 12 | 20 | 8 | 40.00% |
| 9 | 9 | 15 | 6 | 30.00% |
| 10 | 6 | 14 | 8 | 40.00% |
| 11 | 6 | 13 | 7 | 35.00% |
| 12 | 10 | 19 | 9 | 45.00% |
| 13 | 7 | 18 | 11 | 55.00% |
| 14 | 5 | 12 | 7 | 35.00% |
| 15 | 8 | 19 | 11 | 55.00% |
| 16 | 11 | 17 | 6 | 30.00% |
| 17 | 12 | 18 | 6 | 30.00% |
| 18 | 3 | 9 | 6 | 30.00% |
| 19 | 12 | 18 | 6 | 30.00% |
| 20 | 13 | 19 | 6 | 30.00% |
| 21 | 9 | 19 | 10 | 50.00% |
| 22 | 10 | 18 | 8 | 40.00% |

Table 4.1 Pre-test & Post-test Scores of the Sample Group (Cont.)

| Student ID | Pre-test Score (Full Score=20) | Post-test Score (Full Score=20) | Increase in Test Scores | Difference% |
|------------|--------------------------------|---------------------------------|-------------------------|-------------|
| 23 | 9 | 19 | 10 | 50.00% |
| 24 | 7 | 13 | 6 | 30.00% |
| 25 | 4 | 11 | 7 | 35.00% |
| 26 | 6 | 13 | 7 | 35.00% |
| 27 | 9 | 18 | 9 | 45.00% |
| 28 | 12 | 19 | 7 | 35.00% |
| 29 | 7 | 18 | 11 | 55.00% |
| 30 | 8 | 13 | 5 | 25.00% |
| 31 | 5 | 11 | 6 | 30.00% |
| 32 | 7 | 13 | 6 | 30.00% |
| 33 | 10 | 16 | 6 | 30.00% |
| 34 | 8 | 18 | 10 | 50.00% |
| 35 | 9 | 18 | 9 | 45.00% |
| Mean | 8.34 | 16.23 | 7.89 | 39.43% |

4.1.2 Analysis of Paired Sample t-Test

A paired samples t-test (t - test for dependent samples) was conducted on the data collected from the pre-test and post-test using a proper computer programme as shown in table 4.2.

Table 4.2 Paired Samples t – test

| Group | n | Pre-test | | Post-test | | Mean Difference | t | p - value |
|--------------|----|-----------|------|-----------|------|-----------------|--------|-----------|
| | | \bar{X} | SD | \bar{X} | SD | | | |
| Sample Group | 35 | 8.34 | 2.46 | 16.23 | 3.04 | 7.89 | -25.09 | <0.001 |

*p - value <0.05

The table 4.2 showed that the mean scores for the pre-test was 8.34 with the standard deviation of 2.46, while the post-test mean score was 16.23 with the standard deviation of 3.04, the mean scores of the post-test was greater than the mean score of the pre-test. The mean difference between the pre-test and post-test was 7.89. The obtained significant value (p) was 0.001, which was lower than 0.05 ($p < 0.05$). The post-test scores showed a statistically significant increase compared to the pre-test scores of the sample group.

4.1.3 Pre-test and Post-test Comparison

Figure 4.1 below represented the individual students' pre-test and post-test scores. In the figure, blue bars represented the pre-test scores, and orange bars represented the post-test scores. It can be observed from the figure that all students' post-test scores increased significantly compared to their pre-test scores. This indicated that the flipped classroom teaching method was effective in improving students' English reading skill.

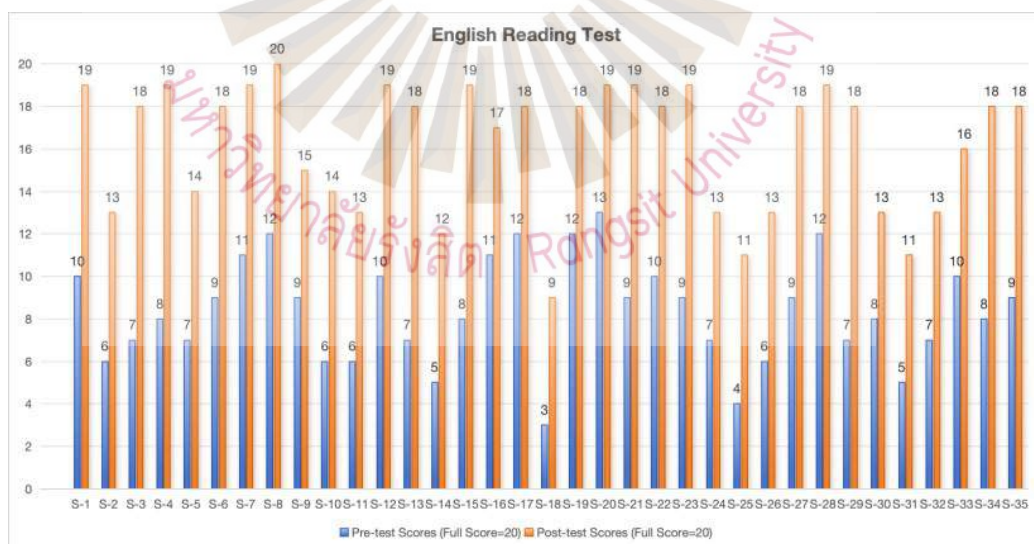


Figure 4.1 Graphical Representation of Students' Pre-test and Post-test Scores

Figure 4.2 illustrates the comparison between the mean pre-test and post-test scores of the students. In this figure, the blue bar represents the mean score of the pre-test, and the orange bar represents the mean score of the post-test. It can be observed

that the mean pre-test score was 8.34, indicating that the students started with moderate proficiency before the flipped classroom intervention. The mean post-test score was 16.23, showing a significant improvement in performance after the application of the flipped classroom teaching method.

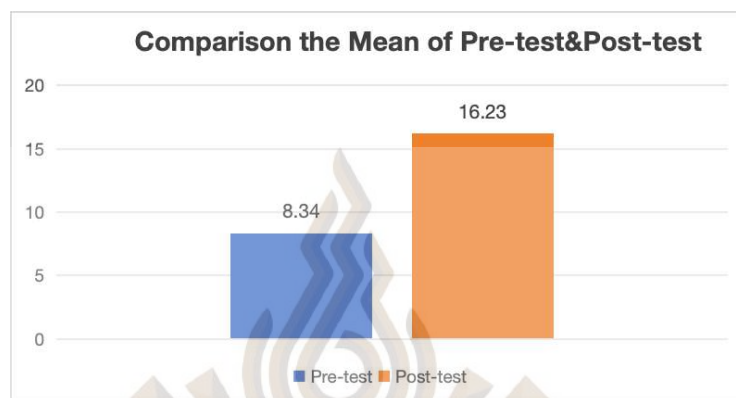


Figure 4.2 Comparison of Pre-test and Post-test Mean

4.2 Analysis of Students' Satisfaction

4.2.1 Analysis of Students' Satisfaction Questionnaire

A five-point Likert scale was employed in the Students' Satisfaction Questionnaire to assess students' satisfaction with the flipped classroom approach in developing English reading skill. The questionnaire consisted of 15 items, covering three key areas: interest, engagement, and efficacy. The instrument was administered to a total of 35 participants ($n = 35$), and the results were analyzed using descriptive statistics, specifically mean and standard deviation.

The evaluation was classified into five levels based on the mean scores: highest (4.01 - 5.00), high (3.01 - 4.00), medium (2.01 - 3.00), low (1.01 - 2.00), and lowest (0.00 - 1.00). As shown in table 4.3, the mean score for Part A (interest) was 4.18 (SD = 0.80), for Part B (engagement) was 4.17 (SD = 0.74), and for Part C (efficacy) was 4.29 (SD = 0.77). All three parts were rated at the highest level. The overall average satisfaction score was also categorized at the highest level, with a mean score of 4.21.

Table 4.3 Questionnaire of the Sample Group

| Part | n | Mean | SD | Interpretation |
|-------|----|------|------|----------------|
| A | 35 | 4.18 | 0.80 | Highest |
| B | 35 | 4.17 | 0.74 | Highest |
| C | 35 | 4.29 | 0.77 | Highest |
| Total | 35 | 4.21 | 0.77 | Highest |

1) Analysis of Questionnaire Part A: Interest

Table 4.4 presented the mean scores and standard deviations of students' satisfaction regarding their interest in learning English reading skills through the flipped classroom approach. The highest mean score was 4.40 (SD = 0.77), which was recorded for item 5: "The flipped classroom captures my attention, which makes me more interested." This result suggested that students found the flipped classroom highly engaging and effective in maintaining their interest. The lowest mean score was 3.97 (SD = 0.75), which was observed for item 3: "I am excited about attending the flipped classroom English reading sessions." Although this score was the lowest among the items, it still fall within the "high" level, indicated that students were generally enthusiastic about participating in the flipped classroom sessions.

The overall average mean score for Part A (Interest) was 4.18 (SD = 0.80), which places it at the "highest" level of satisfaction. These findings demonstrated that students were highly satisfied with the flipped classroom approach in terms of fostering their interest in English reading skill.

Table 4.4 Part A: INTERST (n = 35)

| No. | Part A. INTEREST | Mean | SD | Interpretation |
|-----|---|------|-------|----------------|
| 1 | The flipped classroom activities in English reading are interesting. | 4.34 | 00.80 | Highest |
| 2 | The flipped classroom lessons spark my curiosity about English reading. | 4.06 | 0.80 | Highest |

Table 4.4 Part A: INTERST (n = 35) (Cont.)

| No. | Part A. INTEREST | Mean | SD | Interpretation |
|-----|---|------|------|----------------|
| 3 | I am excited about attending the flipped classroom English reading sessions. | 3.97 | 0.75 | High |
| 4 | The lesson material of flipped classroom teaching method motivated me to learn English. | 4.11 | 0.87 | Highest |
| 5 | The flipped classroom capture my attention, which makes me more interested. | 4.4 | 0.77 | Highest |
| | Average | 4.18 | 0.80 | Highest |

2) Analysis of Questionnaire Part B: ENGAGEMENT

Table 4.5 presented the mean scores and standard deviations of students' satisfaction with their engagement in the flipped classroom English reading activities. The highest mean score was 4.40 (SD = 0.55), which was recorded for item 9: "I consistently complete the pre-class assignments for the flipped classroom English reading lessons." This reflected a strong commitment among students to prepare for their lessons at home, showing high levels of responsibility and engagement in the learning process. The lowest mean score was 4.03 (SD = 0.86), which was observed for item 10: "I feel a strong sense of involvement in the flipped classroom English reading activities." Although this was the lowest score, it still fall within the "highest" level of satisfaction, indicating that, overall, students felt involved in the classroom activities, albeit with a slightly lower degree compared to their consistent completion of assignments.

The overall average mean score for Part B (Engagement) was 4.17 (SD = 0.74), placing it within the "highest" level of engagement. These results suggested that students were highly engaged in the flipped classroom approach, particularly in terms of their participation, focus, and preparation for lessons. The data indicated that the flipped classroom method effectively encouraged students to actively engage with and participate in the learning process.

Table 4.5 Part B: ENGAGEMENT (n = 35)

| No. | Part B. ENGAGEMENT | Mean | SD | Interpretation |
|-----|--|------|------|----------------|
| 6 | I am actively involved in the flipped classroom English reading lessons. | 4.11 | 0.72 | Highest |
| 7 | I can maintain my concentration during the flipped classroom English reading activities. | 4.17 | 0.75 | Highest |
| 8 | I frequently participate in discussions during the flipped classroom English reading sessions. | 4.11 | 0.83 | Highest |
| 9 | I consistently complete the pre-class assignments for the flipped classroom English reading lessons. | 4.4 | 0.55 | Highest |
| 10 | I feel a strong sense of involvement in the flipped classroom English reading activities. | 4.03 | 0.86 | Highest |
| | Average | 4.17 | 0.74 | Highest |

3) Analysis of Questionnaire Part C: EFFICACY

Table 4.6 presented the mean scores and standard deviations of students' satisfaction regarding the efficacy of the flipped classroom approach in enhancing their English reading skills. The highest mean score was 4.34 (SD = 0.73), which was recorded for item 11: "Using the flipped classroom can help me communicate better in English." and item 15: "The flipped classroom method helps improve my English reading skill". This indicated that students strongly believe the flipped classroom approach improves their communication skills in English.

The lowest mean score was 4.17 (SD=0.75), which was observed for item 13: "The flipped classroom method helps me retain what I learn." Although this score is slightly lower, it still fall within the "highest" level, suggesting that students generally found the flipped classroom method effective in helping them retain information.

The overall average mean score for Part C (Efficacy) was 4.29 (SD = 0.77), placing it at the "highest" level of satisfaction. These results demonstrated the effectiveness of the flipped classroom approach in improving students' English reading abilities. The consistently high scores across all items suggested that students found the flipped classroom model to be highly beneficial for their language learning, particularly in terms of communication, retention, and overall confidence.

Table 4.6 Part C: EFFICACY (n=35)

| No. | Part C. EFFICACY | Mean | SD | Interpretation |
|-----|---|------|------|----------------|
| 11 | Using flipped classroom can help me communicate better with peers and enhance my communicate skill. | 4.34 | 0.73 | Highest |
| 12 | I feel more confident in my English reading abilities after participating in the flipped classroom. | 4.34 | 0.84 | Highest |
| 13 | The flipped classroom method helps me retain information better. | 4.17 | 0.75 | Highest |
| 14 | Using flipped classroom teaching method can help me understand vocabulary easier. | 4.23 | 0.73 | Highest |
| 15 | The flipped classroom method helps improve my English reading skill. | 4.34 | 0.80 | Highest |

4.2.2 Analysis of Focus Group Interview

The focus group interview with 6 students, selected from high, medium, and low (2 students each) post-test score, revealed positive outcomes from the flipped classroom approach for English reading. The interview was divided into three key parts: Interest (Question 1-2), Engagement (Question 3-4) and efficacy (Question 5-6). Overall, students reported increased interest, engagement, and efficacy in learning.

1) Part A: Interest

Students generally reported that the flipped classroom increased their interest in learning English reading skill. The following responses supported this view:

"Watching videos before class allowed me to understand the content in advance, and I could focus more during class discussions." (Student 1, personal communication, October 25, 2024).

"The videos made it easier for me to prepare before class, and that gave me more confidence to understand the reading activities better." (Student 2, personal communication, October 25, 2024).

"I liked that I could watch the videos before class. It helped me understand the readings better and made me more comfortable with the class material." (Student 3, personal communication, October 25, 2024).

"At first, the videos were hard to follow, but after a while, I noticed that they helped me understand the reading passages better, and I started to enjoy the activities in class more." (Student 4, personal communication, Month Day, Year, personal communication, October 25, 2024).

"The pre-class materials gave me a sense of what to expect, although sometimes it was hard to keep up with the videos. Overall, it helped make the class more enjoyable." (Student 5, personal communication, October 25, 2024).

"I didn't enjoy the videos at first because I found them confusing, but after some time, they helped me understand the reading better." (Student 6, personal communication, October 25, 2024).

2) Part B: Engagement

When discussing engagement, all students reported that the flipped classroom approach encouraged them to be more involved during class activities. The following responses supported this view:

"I was much more engaged during class activities because I already had some knowledge from the pre-class videos, so I could participate more actively in discussions and group work." (Student 1, personal communication, October 25, 2024).

"I feel more engaged in class because I could follow the lessons better after watching the videos. I participated more often in class activities." (Student 2, personal communication, October 25, 2024).

"Before the flipped classroom, I didn't participate much, but now I feel more comfortable speaking in discussions because I already know what we're talking about from the videos." (Student 3, personal communication, October 25, 2024).

"I think I engaged more in class because the videos made the lessons clearer to me. I joined group work more often and felt more confident answering questions." (Student 4, personal communication, October 25, 2024).

"I participated a bit more than before, but sometimes I still felt unsure. The flipped classroom helped me feel more prepared, though, so I could speak more often in class." (Student 5, personal communication, October 25, 2024).

"I think I joined group activities a little more than before, but it was still hard sometimes. Watching the videos did help me stay more involved in class discussions." (Student 6, personal communication, October 25, 2024).

3) Part C: EFFICACY

In terms of skill development, students reported noticeable improvements in their English reading skills, particularly in vocabulary and comprehension. The following responses supported this view:

"Preparing at home definitely made it easier for me to participate in class. I could focus on the more challenging aspects during class time, and I think this contributed to my overall progress." (Student 1, personal communication, October 25, 2024).

"The pre-class preparation helped me a lot. I was able to work on the difficult parts of the readings more easily in class, and my comprehension improved as a result." (Student 2, personal communication, October 25, 2024).

"I think my vocabulary improved a lot because I could pause the videos and look up new words. This made me feel more confident in class." (Student 3, personal communication, October 25, 2024).

"The flipped classroom helped me work at my own pace, and I noticed that I understood the reading passages better. It made learning more efficient for me." (Student 4, personal communication, October 25, 2024).

"It helped to a certain extent. Watching the videos gave me an idea of the topic, but sometimes I still struggled in class. Overall, it did help me improve, but I needed extra time to keep up." (Student 5, personal communication, October 25, 2024).

"I found it challenging to keep up with the videos sometimes, but I did notice improvements in my reading and vocabulary over time. It was tough, but I think I got better." (Student 6, personal communication, October 25, 2024).

In summary, these responses suggest that the flipped classroom approach was effective in enhancing student interest, engagement, and efficacy in learning English reading skill, regardless of their performance level.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presented the summary of the study and the details presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

In this study, the first objective was to compare the English reading skills of grade 8 Chinese students before and after using the flipped classroom teaching method. The research employed a quasi-experimental design in mixed method to analyze the data both of quantitative and qualitative. The quantitative data were gathered using pre-test & post-test, and a satisfaction questionnaire. In addition, the qualitative data was gathered from the focus group interview.

The two research objectives stated for this study were:

- 1) To compare grade 8 Chinese students' English reading skill before and after using the flipped classroom.
- 2) To examine grade 8 Chinese students' learning satisfaction toward the flipped classroom.

This study applied flipped classroom to assess the English reading skill of grade 8 Chinese students in Anhui Province. Based on the data collected, the conclusions as follow:

5.1.1 The Result of English Reading Skill (Pre-test & Post-test)

A paired-samples t-test was conducted on the results of the pre-test and post-test to compare the differences in learning reading achievement between the sample groups.

1) The paired samples t-test statistical analysis of the students' reading scores showed that the mean score of the post-test (Mean = 16.23, SD = 3.04) was higher than the mean score of the pre-test (Mean = 8.34, SD = 2.46), with a mean difference of 7.89 points (39.43%). This significant improvement ($p < 0.05$) suggested that the flipped classroom teaching method played a positive role in enhancing students' English reading skills.

2) The highest pre-test score (13) and the lowest post-test score (3) were obtained. In the post-test, the highest score (20) and the lowest score (9) were achieved. The highest score improvement was 11 points (55%), observed in several students (S-3, S-4, S-13, S-15, S-29), while the smallest improvement was 5 points (25%) (S-30). It was evident that all students showed improvement in their reading skill through the flipped classroom method.

3) All participants had higher scores on the post-test compared to the pre-test, with score increases ranging from 5 to 11 points (25% - 55%). On average, students' scores increased by 7.89 points (39.43%).

The quantitative data analyzed above indicate that the flipped classroom approach significantly improved the English reading skill of grade 8 Chinese students. The flipped classroom method effectively enhanced both individual and group performance. Therefore, this study suggested that adopting the flipped classroom method can positively impact English reading skill in grade 8 school students.

5.1.2 The Results of Student Satisfaction

The second main objective analyzed the satisfaction of grade 8 Chinese students after using the flipped classroom teaching method. The researcher was use mixed method designed to collecting the data. The data was use questionnaire and focus group interview for student satisfaction consisted of 15 questions into three parts.

Part A: Interest

Part B: Engagement

Part C: Efficacy

1) According to the data in part A of the questionnaire, students demonstrated the highest level of interest in the flipped classroom teaching method (Mean = 4.18, SD = 0.80).

2) According to the data in part B of the questionnaire, students demonstrated the highest level of engagement in the flipped classroom teaching method (Mean = 4.17, SD = 0.74).

3) According to the data in part C of the questionnaire, students demonstrated the highest level of efficacy of the flipped classroom teaching method (Mean = 4.29, SD = 0.77).

5.1.3 The Result of Focus Group Interview Analysis

Focus group interviews were conducted with three levels of 2 students each, 6 students in total. The required qualitative data were collected, with students' oral responses audio-recorded, transcribed, and analyzed thematically. The results of the data analysis are presented below:

1) Interest: All students showed increased interest in the flipped classroom approach to English reading, mainly due to the use of pre-class videos that helped them prepare for lessons. This preparation gave them more confidence, made class discussions more interesting, and reduced anxiety, which in turn made the English class more enjoyable.

2) Engagement: Students' responses demonstrated that the flipped classroom approach significantly increased their engagement in class. The use of pre-class videos boosted their confidence and allowed them to actively participate in discussions and group work. Students reported feeling more comfortable contributing during class, with mentioning that they now engage more frequently in activities and discussions than they did before.

3) Efficacy: Students' responses showed that the flipped classroom improved their efficacy in learning English reading. By preparing with videos before class, they were able to focus on harder material during class, which helped them understand reading passages better. Students also said that pausing the videos to look up new words improved their vocabulary. Overall, the flipped classroom made learning more efficient by allowing students to work at their own pace and come to class better prepared.

5.2 Discussion

As described above, the flipped classroom approach was effective in improving the English reading skills of grade 8 Chinese students. The student satisfaction questionnaire analysis further confirmed that students were generally satisfied with the use of the flipped classroom method in their English reading classes. The discussion below provided a detailed explanation of the results, addressing the research questions posed in the study.

5.2.1 Students' English Reading Skill

The results of the study showed that the flipped classroom teaching method successfully enhanced students' English reading skills. This was evidenced by the pre-test and post-test scores, where the mean score of the post-test (16.23) was significantly higher than the mean score of the pre-test (8.34), with an average improvement of 7.89 points. The paired-samples t-test confirmed that this difference was statistically significant ($p < 0.05$), proving that the flipped classroom approach contributed to improving students' reading comprehension and vocabulary.

Among the participants, five students showed the most remarkable improvement, with an 11-point increase in their post-test score compared to their pre-test score. These students were highly engaged in both pre-class preparation and in-class activities, indicated that the students' proactive involvement in the flipped classroom environment was key to their success. On the other hand, the smallest

improvement was 5 points, yet even this minimal increase suggested that all students benefited to some extent from the flipped classroom teaching method. This improvement across the board indicated that the approach was effective in enhancing reading skill, regardless of the students' initial proficiency levels.

The improvement in students' English reading skills can be attributed to several key factors. Firstly, the flipped classroom allowed students to engage with video content independently before class, fostering better preparation and deeper comprehension. As shown in a study by Bishop and Verleger (2020), this model encouraged active learning and improves academic performance by enabling students to absorb information at their own pace and apply it during classroom activities.

To further enhance student outcomes, this study incorporated a variety of learning activities, including role-plays, group discussions, and games, to cater to diverse learning styles. According to Li (2021), incorporating varied, interactive tasks significantly boosts student motivation and reading comprehension, particularly when learners can engage with relevant and engaging materials. The diverse classroom activities in this study helped students engage more deeply with the texts, leading to an improvement in their reading skill.

Furthermore, this study effectively utilized technology integration, providing students with online resources that they could access at their own pace. This flexibility allowed students to review materials multiple times, thus improving their reading comprehension. Gao's (2022) research supports this approach, demonstrating that digital tools in a flipped classroom environment enhance learning outcomes by making educational content more accessible and engaging.

In conclusion, this study successfully improved students' English reading skills through the flipped classroom model, varied instructional activities, and the strategic use of technology. These strategies, supported by recent scholarly research, fostered an engaging, student-centered learning environment that enhanced both motivation and comprehension.

5.2.2 Students' Satisfaction

A five-point Likert scale was employed in the student satisfaction questionnaire to collect quantitative data and assess students' satisfaction with the flipped classroom teaching method. The questionnaire comprised 15 items focusing on interest, engagement, and efficacy. A total of 35 students participated, and the data were analyzed using descriptive statistics (Mean and SD). The evaluations were classified into five categories: highest (4.01 - 5.00), high (3.01 - 4.00), medium (2.01 - 3.00), low (1.01 - 2.00), and lowest (0.00 - 1.00).

1) Part A: Interest

The results for Part A showed that the flipped classroom teaching method significantly increased students' interest in learning, with a mean score of 4.18 (SD = 0.80). The highest-rated item was "The flipped classroom captures my attention and makes me more interested," which scored 4.40 (SD = 0.77). This result was consistent with recent studies demonstrating that multimedia content, such as videos, in flipped classrooms enhances student motivation and engagement. According to Yang and Lau (2022), the use of interactive multimedia in flipped classrooms effectively promotes learner curiosity and interest in language learning. Additionally, Hu and Gao (2021) found that incorporating videos into pre-class materials increased student enthusiasm for participation in language learning.

2) Part B: Engagement

From the data in Part B, students exhibited the highest satisfaction, with a mean score of 4.17 (SD = 0.74). The highest-rated item in this category was "I consistently complete the pre-class assignments for the flipped classroom English reading lessons," scoring 4.40 (SD = 0.55). This demonstrated that the flipped classroom model encourages students to take responsibility for their learning, which aligns with findings from Karimi and Hamzavi (2021), who reported that flipped classrooms increase active engagement and class participation. Similarly, Wang, Y. and Wang, X. (2023) found that students in flipped classrooms were more likely to engage in discussions and group activities due to the pre-class preparation.

3) Part C: Efficacy

From the data in Part C, the flipped classroom method resulted in the highest satisfaction, with a mean score of 4.29 (SD = 0.77). The most highly rated item was "Using the flipped classroom helps me communicate better in English," which scored 4.34 (SD = 0.73). This supported the notion that flipped classrooms improve students' communicative abilities and overall learning efficacy. Fathi and Rahimi (2022) observed similar outcomes, with flipped classrooms enhancing high school students' language proficiency and self-regulated learning skills. Furthermore, Jeon and Yamashita (2023) emphasized that the flipped classroom can improve junior high school students' English learning efficacy.

The focus group interview results further supported the questionnaire findings by highlighting the participants' overall satisfaction with the application of flipped classroom. Students appreciated the self-paced nature of pre-class learning materials, which allowed them to better retain and understand class content, thereby improving their overall classroom efficacy. This aligns with the quantitative data from the engagement and efficacy categories, where students showed high satisfaction with their ability to prepare effectively for class. Additionally, the interactive nature of classroom activities in the flipped classroom was identified as a key factor in maintaining engagement, as reported in Part B of the questionnaire. Wang (2023) also found that pre-class preparation in flipped classrooms significantly increased classroom efficacy and engagement, a conclusion echoed by Karimi and Hamzavi (2021), who emphasized that active participation in engaging activities enhances the overall learning experience.

In summary, the results from both the questionnaire and focus group interview indicated that the flipped classroom model positively impacts students' interest, engagement, and learning efficacy. The use of multimedia, the emphasis on students' responsibility, and the interactive in-class activities contribute to a comprehensive and engaging learning experience, thereby supporting improved learning outcomes.

5.3 Recommendations

Based on the findings and conclusions made from the study above, the following recommendations were proposed.

5.3.1 Recommendations for Implementation

According to the analysis of this study, the flipped classroom teaching method proved effective in improving the English reading skill of grade 8 Chinese students. The following recommendations for implementing the flipped classroom approach are suggested:

1) The study demonstrated that the flipped classroom approach significantly improved the English reading skills of grade 8 Chinese students. As a result, this model could be expanded beyond the current context to other schools. It is recommended that schools explore the implementation of this model, where students benefit from a balance of independent study and interactive classroom activities.

2) A key component of the flipped classroom approach is the use of videos and other multimedia materials that students can review before class. To further enhance student engagement and learning efficacy, it is recommended that schools develop a variety of high-quality multimedia resources. These could include interactive videos, quizzes, and digital exercises that appeal to different learning styles. By offering diverse and engaging materials, students will be more motivated to complete the pre-class activities, which will lead to more productive in-class discussions and hands-on learning experiences.

5.3.2 Recommendations for Future Research

Considering the limitations of the current study, the following recommendations are made for researchers interested in conducting similar studies in the future:

1) One limitation of this study was the relatively small sample size of 35 grade 8 Chinese students. Future researchers could broaden the scope of their

studies by including larger sample sizes from different schools, regions, and grade levels.

2) This study was conducted over a relatively short period (4 weeks). Researchers could conduct the long-term study to provide more insight into the long-term effects of the flipped classroom approach.

3) While this research focused specifically on the improvement of English reading skill, future studies could explore the application of the flipped classroom method to other aspects of language learning, such as writing, listening, and speaking.

The specific details of the experiment have already been mentioned earlier, so a brief summary is provided here. The flipped classroom method was found to be highly effective in improving students' English reading skills, particularly in fostering their engagement and motivation in class. This method allowed students to study materials independently before class, leading to better in-class participation and deeper understanding of the content, to provide a more interactive and collaborative learning environment, where students could engage more actively during classroom activities. So, the flipped classroom could be effectively applied to teaching English reading and other related fields, enhancing both student learning outcomes and their overall satisfaction with the learning process.

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APPENDIX A

LETTER OF APPROVAL

มหาวิทยาลัยรังสิต Rangsit University

Certificate of Approval

Subject: Approval to Collect Data for M.Ed Thesis

Dear Sir/Madam,

I'm currently enrolled in the master of education curriculum and instruction at Rangsit University, Thailand. I'm researching "THE DEVELOPMENT OF ENGLISH READING SKILL THROUGH FLIPPED CLASSROOM OF GRADE 8 STUDENTS IN ANHUI PROVINCE, CHINA". The data will be collected using pre-test and post-test, as well as focus group interviews and questionnaires. Therefore, I would like to request permission from the administration, where the identities and names of the students are confidential.

Yours sincerely,

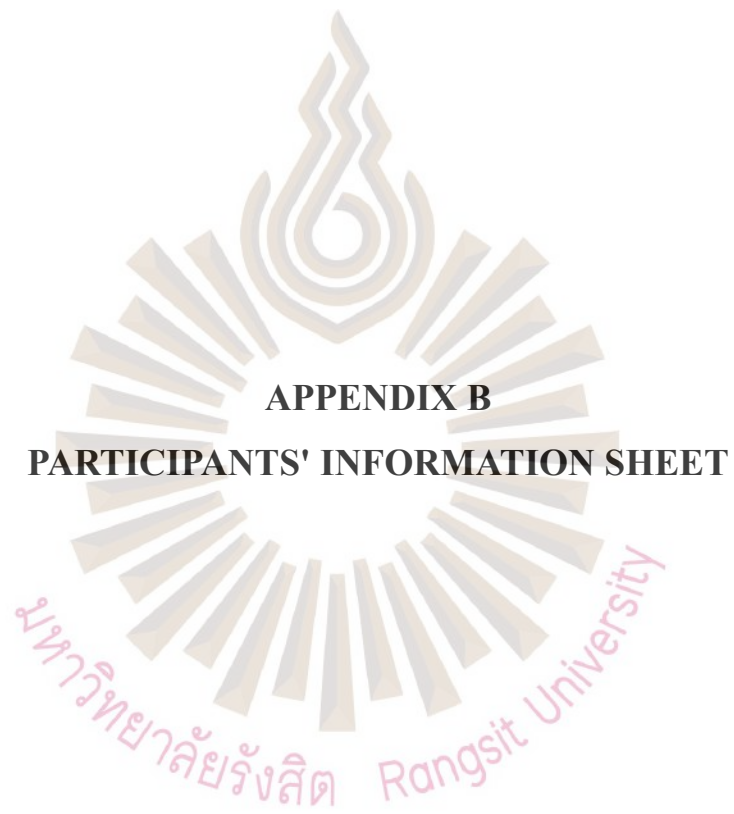
QI JIANG

Rangsit University, Thailand.

Signature

Chashui School Administration Department





APPENDIX B
PARTICIPANTS' INFORMATION SHEET

Participant's Information Sheet

Dear Participant,

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

Research School: Chashui School, Anhui Province, China

Researcher Name: Qi Jiang

Student ID: 6604338

Studying University: Suryadhep Teachers College of Rangsit University, Thailand

Research Title: THE DEVELOPMENT OF ENGLISH READING SKILL THROUGH FLIPPED CLASSROOM OF GRADE 8 STUDENTS IN ANHUI PROVINCE, CHINA

1. The purpose of the study: To compare grade 8 Chinese students' English reading skill before and after using the flipped classroom.

2. Number of participants in the study: 35

3. Duration: 4 weeks

There is no possible risk in this research. The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research.

Signature



Chashui School Administration Department



APPENDIX C

EXPERTS WHO VALIDATED

RESEARCH INSTRUMENTS

มหาวิทยาลัยรังสิต Rangsit University

| NO. | Name | Position/Title | Institution |
|-----|----------|----------------|----------------------------|
| 1 | Expert 1 | Lecture | Wuhan University, China |
| 2 | Expert 2 | Teacher | Huangpu High School, China |
| 3 | Expert 3 | Teacher | Chashui School, China |





APPENDIX D
LESSON PLAN

มหาวิทยาลัยรังสิต Rangsit University

Lesson Plan 1

Subject: English Reading

Number of students: 35

Topic: "An Old Man Tried to Move the Mountains"

Grade: 8

Time: 90 minutes

Learning Objective :

1. Students can retell the story "An Old Man Tried to Move the Mountains".
2. Students can discuss the characters in the story and express their own opinions.

| Stage | Activities |
|---------------------|---|
| Preparation | The teacher prepares the expert-recorded online video, students need to preview the teaching content about "An Old Man Tried to Move the Mountains" on the Smart Education of China platform. After watching the video, students try to restate the story in their own words and complete the reading exercise provided at home. |
| Introduction | <p>1. Quick Recap</p> <p>The teacher asks a few students to share their restated versions of the story, encourage students to focus on key events and characters.</p> <p>The teacher provides feedback and highlights any missing or misunderstood parts.</p> <p>2. Vocabulary Matching</p> <p>The teacher distributes flashcards with vocabulary words and their definitions.</p> <p>Students work in pairs to match the words with their correct definitions. Once matched, each pair presents one word and definition to the class.</p> <p>The teacher corrects any mistakes and provides additional examples.</p> |

| Stage | Activities |
|--------------------|---|
| Explanation | <p>1. Story Analysis</p> <p>The teacher uses a storyboard on the whiteboard to outline the plot and characters.</p> <p>Students are invited to add details or draw scenes on the storyboard, and discuss each scene, focusing on key events and character actions.</p> <p>The teacher asks guiding questions to ensure students' comprehension.</p> <p>2. Character Hot Seat</p> <p>One student volunteer to sit in the "hot seat" as a character from the story. Other students prepare and ask questions about the character's thoughts, feelings, and actions. The student in the hot seat answers in character, demonstrating an understanding of the character's perspective.</p> <p>The teacher rotates the hot seat to give multiple students a chance to participate.</p> |
| Exploration | <p>1. Role-Playing</p> <p>The teacher divides students into small groups. Each group is assigned a different part of the story to act out. The teacher provides props and costumes to enhance understanding of the story through active participation and dramatization.</p> <p>2. Group Discussions</p> <p>After role-playing, groups discuss their experiences and insights. Each group selects a spokesperson to present their thoughts to the class. The teacher facilitates the discussion and highlights key points.</p> |
| Conclusion | <p>1. Fun Quiz</p> <p>The teacher organizes a quiz based on the story, where students answer questions in teams. The teacher uses a Chinese educational platform ClassIn to ensure the quiz covers key</p> |

| Stage | Activities |
|-------|---|
| | <p>vocabulary, plot points, and character analysis.</p> <p>2.Summarization and Reflection</p> <p>The teacher guides a discussion to summarize the story and its lessons. Students reflect on how the story's moral can apply to their lives.</p> |



Lesson Plan 2

Subject: English Reading

Number of students: 35

Topic: "The Monkey King or Sun Wukong"

Grade: 8

Time: 90 minutes

Learning Objective:

1. Students can explain the whole story of "The Monkey King or Sun Wukong".
2. Students can describe the characteristics of each character.

| Stage | Activities |
|---------------------|--|
| Preparation | The teacher prepares the expert-recorded online video, students "The Monkey King or " need to preview the teaching content about on the Smart Education of China platform "Sun Wukong. After watching the video, students try to retell the story in and complete the reading exercise provided in the textbook. |
| Introduction | <p>1. Quick Recap</p> <p>The teacher asks a few questions to let students share their versions of the story, encourage students to explain their thoughts on Sun Wukong's characteristics.</p> <p>The teacher provides feedback and highlights any missing or misunderstood parts.</p> <p>2. Vocabulary Bingo</p> <p>The teacher creates bingo cards with vocabulary words from the story and calls out definitions, and students mark the correct words on their cards.</p> <p>The first student to get a bingo wins a small prize.</p> |
| Explanation | <p>1. Concept Clarification</p> <p>The teacher explains the story in detail using multimedia-videos, highlights key events, characters, and themes. In the process, the teacher asks guiding questions to ensure students' comprehension.</p> |

| Stage | Activities |
|--------------------|--|
| | <p>2. Vocabulary in Context</p> <p>Students discuss key vocabulary words in the context of the story. The teacher provides sentences from the story containing the vocabulary words.</p> <p>Students work in pairs to create their own sentences using these words, then share sentences with the class, and the teacher provides feedback.</p> |
| Exploration | <p>1. Group Games</p> <p>Students are divided into groups to play. The teacher creates games based on the story, such as "Challenge Sun Wukong," where students answer questions related to the story's challenges. In the process, the teacher uses a timer to add excitement and urgency, and reward the winning team with small prizes.</p> <p>2. Role-Play</p> <p>Students groups act out scenes from the story, focusing on key moments that highlight Sun Wukong's character. The teacher provide props and costumes to enhance engagement.</p> <p>3. Reading Circles</p> <p>The teacher form small reading circles where each student reads a section of the story aloud and discusses it with their group. The teacher circulates among the groups to provide guidance and support.</p> |
| Conclusion | <p>1. Summarization and Reflection</p> <p>The teacher leads a summary discussion, focusing on the lessons learned from Sun Wukong's adventures. Students share personal reflections on the character's qualities.</p> <p>2. Quick Quiz</p> <p>The teacher use the learning platform ClassIn conducts a quick quiz based on the story, to reinforce key story elements.</p> |

Lesson Plan 3

Subject: English Reading

Number of students: 35

Topic: "The Emperor's New Clothes"

Grade: 8

Time: 90 minutes

Learning Objective:

1. Students can identify the meaning of key words.
2. Students can explain the plot of the story Emperor's New Clothes and analyze the character traits of the task.
3. Students can retell the story correctly.

| Stage | Activities |
|---------------------|---|
| Preparation | The teacher prepares the expert-recorded online video, students "The Emperor" need to preview the teaching content about's New on the Smart Education of China platform "Clothes. |
| Introduction | <p>1. Quick Recap</p> <p>The teacher asks students a few questions to let them share their interpretations of the story, encourages students to focus on key events and characters. The teacher provides feedback and highlights any missing or misunderstood parts.</p> <p>2. Class Discussion</p> <p>The teacher discusses the key elements and moral of the story, encouraging students to share their insights.</p> |
| Explanation | <p>1. Story Analysis</p> <p>The teacher provides a detailed explanation of the story, highlighting key themes and moral lessons.</p> <p>Students discuss each character's actions and motivations.</p> <p>The teacher asks guiding questions to ensure comprehension.</p> <p>2. Vocabulary in Context</p> <p>Students discuss key vocabulary words in the context of the story.</p> <p>The teacher provides sentences from the story containing the vocabulary words.</p> |

| Stage | Activities |
|--------------------|---|
| Explanation | Students work in pairs to create their own sentences using these words and share sentences with the class, and the teacher provides feedback. |
| Exploration | <p>1. Role-Play</p> <p>The teacher divides students into groups to act out different parts of the story, each group performs their scene for the class.</p> <p>The teacher and peers provide feedback on the performance.</p> <p>2. Group Discussion</p> <p>Student groups discuss their roles and the story's messages. Each group selects a spokesperson to present their insights to the class.</p> <p>The teacher facilitates the discussion and highlights key points.</p> <p>3. Paired Reading</p> <p>Pair students to read sections of the story aloud to each other, discuss the key points and moral lessons of “The Emperor's New Clothes”.</p> <p>The teacher circulates among the pairs to provide guidance and support, to improve students reading fluency and comprehension through peer interaction.</p> |
| Conclusion | <p>1. Summarization and Reflection</p> <p>The teacher leads a discussion to summarize the story and its lessons, asks students to reflect on the importance of honesty and integrity.</p> <p>The teacher encourages students to share their reflections with the class.</p> <p>2. Quick Quiz</p> <p>The teacher use learning platforms ClassIn to conduct a quick quiz about textual interpretation “Based on your understanding of the story, in your own words, what qualities should we possess in life?”.</p> |

Lesson Plan 4

Subject: English Reading

Number of students: 35

Topic: "Hansel and Gretel"

Grade: 8

Time: 90 minutes

Learning Objective:

1. Students can identify the genre of the play based on the writing characteristics.
2. Students can explain the plot of the play and sort out the details of the play.
3. Students can perform on stage based on the story.

| Stage | Activities |
|---------------------|--|
| Preparation | The teacher prepares the expert-recorded online video, students need to preview the teaching content about "Hansel and Gretel" on the Smart Education of China platform. After watching the video, students think about the question "What type of text is this story? Is it a letter? A script? Or a fairy tale?" and complete the reading exercise provided in the textbook. |
| Introduction | <p>1.Quick Recap</p> <p>The teacher asks students to share their answers about the type is "Hansel and Gretel" of text.</p> <p>The teacher encourages students to focus on key elements that define the text type and provides feedback and highlights any missing or misunderstood parts.</p> <p>2. Reading Aloud</p> <p>The teacher selects students to read paragraphs from the story aloud, emphasizes correct pronunciation and fluency.</p> <p>After reading, the teacher asks comprehension questions related to the paragraph to check students' understanding .</p> |
| Explanation | <p>1. Concept Clarification</p> <p>The teacher explains the differences between story types (story, letter, script, fairy tale) " and provides a detailed explanation of</p> |

| Stage | Activities |
|--------------------|--|
| | <p>Hansel and Gretel."</p> <p>The teacher uses examples from the story to illustrate each type.</p> <p>2. Plot Explanation</p> <p>Students discuss the plot and character development in detail.</p> <p>The teacher uses a plot diagram on the whiteboard to map out key events. Students add details to the plot diagram and explain their significance.</p> <p>The teacher facilitates the discussion and highlights key points.</p> |
| Exploration | <p>1.Role-Play</p> <p>The teacher divides students into groups to act out scenes from "Hansel and Gretel", provides props and costumes to enhance engagement.</p> <p>Each group performs their scene for the class. The teacher and peers provide feedback on the performance.</p> <p>2. Group Discussion</p> <p>Student groups discuss their roles and the story's themes. Each group selects a spokesperson to present their thoughts to the class.</p> <p>The teacher facilitates the discussion and highlights key points.</p> <p>3. Reading Circles</p> <p>Students form small reading circles where each student reads a section of the story aloud and discusses it with their group.</p> <p>Rotate roles within the circle to ensure each student has a chance to read and lead the discussion.</p> <p>The teacher circulates among the groups to provide guidance and support.</p> |

| Stage | Activities |
|-------------------|--|
| Conclusion | Summarization and Reflection The teacher leads a discussion to summarize the key lessons from the story. The teacher asks students to reflect on the importance of courage and cleverness in difficult situations, encourages students to share their reflections with the class. |





APPENDIX E

IOC OF LESSON PLAN

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence of Lesson plan

| Item No | Attributes | Expert 1 | Expert 2 | Expert 3 | Average | Congruence |
|---------|---|----------|----------|----------|---------|------------|
| 1 | Lesson plan 1 ("An Old Man Tried to Move the Mountains") | +1 | +1 | +1 | +1 | Congruent |
| 2 | Lesson plan 2 ("The Monkey King or Sun "Wukong) | +1 | +1 | +1 | +1 | Congruent |
| 3 | Lesson plan 3 ("The Emperor's "New Clothes) | +1 | +1 | +1 | +1 | Congruent |
| 4 | Lesson plan 4 "Hansel and "Gretel) | +1 | +1 | +1 | +1 | Congruent |



**ENGLISH READING TEST
(PRE-TEST & POST-TEST)**

Subject: English Reading

Marks:

Student name:

Student ID:

This test contains 4 parts, each part contains 5 questions, 1 mark for per one, with a total of 20 marks. There is only one correct option for each question, you have 40 minutes to complete the test.

(测试题分为 4 部分，每部分各有 5 个小题，一共 20 题，每题分值为 1 分，满分为 20 分。每个小题仅有 1 个正确答案，答题时间为 40 分钟。)

Part 1: Read the following passage and answer the questions (阅读以下短文，回答问题)

In ancient China, there was an old man named Yu Gong who lived with his family near two large mountains, Taihang and Wangwu. These mountains blocked the way to his village, making travel difficult. Despite his advanced age (高龄), Yu Gong decided to move the mountains. He gathered his family and started digging, believing that with determination (决心) and perseverance (毅力), they could succeed. The neighbors laughed and called him foolish, but he was undeterred. As time passed, the gods, moved by his dedication and tenacity (不屈不挠), decided to help him by sending deities (神灵) beings to move the mountains for him. The story of Yu Gong illustrates the power of persistence and the impact of unwavering resolve.

1. Why did the old man decide to move the mountains?

- A. For a better view.
- B. To make a road.
- C. To prove his strength.
- D. To protect his village.

Answer: B

2. What was the reaction of the villagers to the old man's plan?

- A. They laughed at him.
- B. They helped him.
- C. They ignored him.
- D. They reported him.

Answer: A

3. What is the main theme of the story?

- A. The power of youth.
- B. The value of persistence.
- C. The danger of pride.
- D. The strength of the gods.

Answer: B

4. What does the word "tenacity" mean in the context of the story?

- A. Flexibility
- B. Persistence
- C. Intelligence
- D. Weakness

Answer: B

5. Which of the following is TRUE according to the passage?

A. The villagers helped Yu Gong move the mountain together.

B. Yu Gong is very young and powerful.

C. Yu Gong moved those mountains with his own strength.

D. This story teaches us that as long as we are determined, unafraid of difficulties, we can achieve the goals.

Answer: D

Part 2: Read the following passage and answer the questions. (阅读以下短文，回答问题)

Sun Wukong, known as the Monkey King, is a legendary figure in Chinese mythology, featured in the classic novel "Journey to the West." Born from a stone on the Mountain of Flowers and Fruit, Sun Wukong possesses incredible strength and agility. Through rigorous training, he acquires supernatural powers and learns to transform into various animals and objects. His magical staff, Ruyi Jingu Bang, can change size and is capable of great feats. Sun Wukong is rebellious and fearless, often challenging the authority of the heavens. After causing havoc in the heavenly palace, he is imprisoned under a mountain by Buddha. Later, he is released to accompany the monk Tang Sanzang on a pilgrimage to retrieve sacred Buddhist scriptures from India. Throughout the journey, Sun Wukong uses his powers to protect his master, battling numerous demons and overcoming many obstacles, showcasing his bravery and loyalty.

6. What is Sun Wukong best known for?

A. His wealth

B. His intelligence

C. His magical powers

D. His kindness

Answer: C

7. Who accompanies Sun Wukong on his journey?

- A. A king
- B. A monk
- C. A warrior
- D. A farmer

Answer: B

8. What is the purpose of their pilgrimage?

- A. To find treasure
- B. To rescue a princess
- C. To retrieve sacred texts
- D. To explore new lands

Answer: C

9. How does Sun Wukong often solve problems?

- A. By fighting
- B. By negotiating
- C. By running away
- D. By using magic

Answer: D

10. What is a key trait of Sun Wukong?

- A. Humility (谦虚)
- B. Bravery
- C. Greed
- D. Arrogance (自大)

Answer: B

Part 3: Read the following passage and answer the questions. (阅读以下短文, 回答问题)

Once upon a time, there was an emperor who loved new clothes and spent all his money on being finely dressed. Two swindlers came to the emperor's city, claiming they could weave the most magnificent fabrics imaginable. These clothes, they said, would be invisible to anyone who was incompetent or stupid. The emperor, eager to have such a magical outfit, paid them a large sum of money. The swindlers set up looms and pretended to weave, though their looms were empty. The emperor sent his trusted officials to check on the progress, and they, not wanting to seem unfit for their positions, pretended to see the clothes. Finally, the emperor himself went to see the clothes and, although he saw nothing, he did not admit it. He wore the "clothes" in a grand parade. The townsfolk, also not wanting to appear foolish, admired the invisible clothes. It was only a small child who, with the honesty of youth, shouted, "But he isn't wearing anything at all!" The emperor realized the truth but continued the parade, more proud than ever.

11. What do the weavers claim about the clothes they make?

- A. They are the finest in the lands.
- B. They are invisible to fools.
- C. They change color.
- D. They are fireproof.

Answer: B

12. Why does the emperor believe in the weavers' lie?

- A. He trusts them.
- B. He sees the clothes.
- C. He does not want to appear stupid.
- D. He is afraid of them.

Answer: C

13. Who finally speaks the truth about the emperor's clothes?

- A. A minister
- B. A child
- C. A soldier
- D. The emperor himself

Answer: B

14. What is the main lesson of the story?

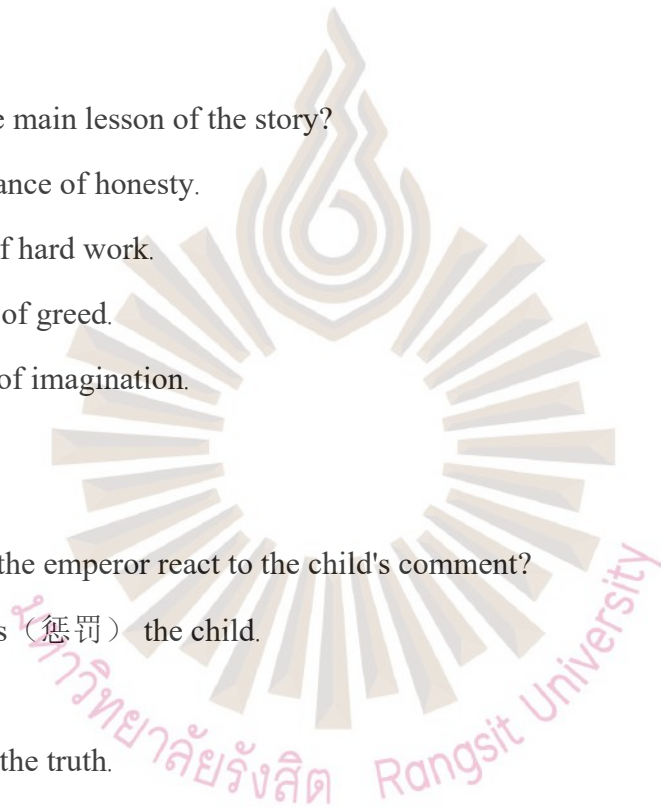
- A. The importance of honesty.
- B. The value of hard work.
- C. The danger of greed.
- D. The power of imagination.

Answer: A

15. How does the emperor react to the child's comment?

- A. He punishes (惩罚) the child.
- B. He laughs.
- C. He realizes the truth.
- D. He ignores it.

Answer: D



Part 4: Complete the conversation by filling in the blanks. Choose the correct options from the answers provided, please note that two options are redundant.

(从提供的答案中选择正确的选项，补齐对话。请注意，有两个选项是多余的)

Hansel: Gretel, did you hear what our stepmother said to our father?

Gretel: Yes, Hansel. _____ (16)

Hansel: _____ (17) I've filled my pockets with white pebbles.

Gretel: What will you do with the pebbles?

Hansel: _____ (18)

Gretel: Hansel, I'm scared. _____ (19)

Hansel: Trust me, Gretel. Just follow the pebbles.

Hansel: Look, Gretel! _____ (20)

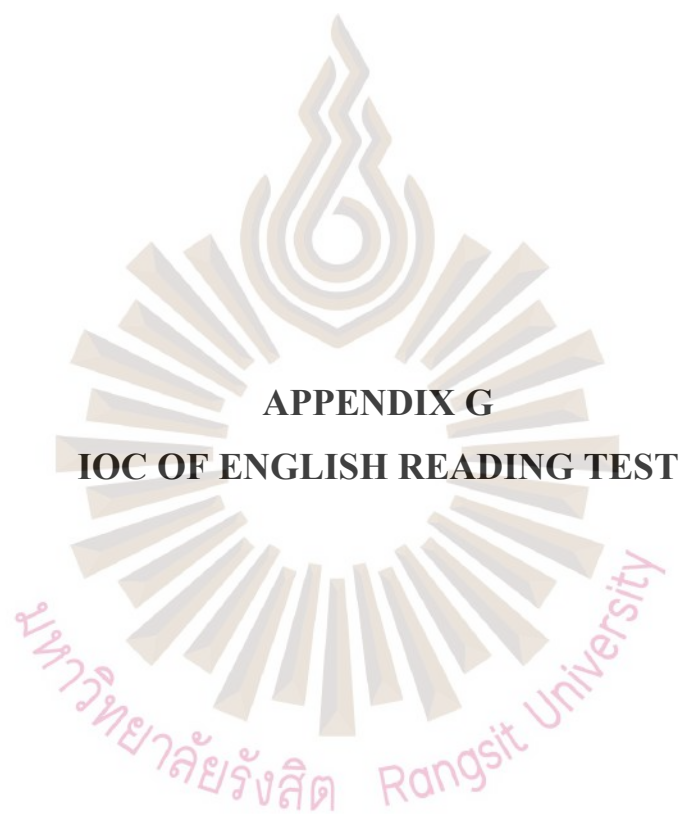
Gretel: It looks delicious. Let's go eat some.

Options (选项) :

- A. She wants to leave us in the forest.
- B. Our house is located deep in the forest.
- C. Don't worry. I have a plan.
- D. I will drop them as we walk so we can find our way back.
- E. We love our stepmother so badly!
- F. There's a house made of candy!
- G. What if we can't find our way back?

Answer:

16. A 17. C 18. D 19. G 20. F



Item Objective Congruence of English Reading Test

| Item No | Attributes | Expert 1 | Expert 2 | Expert 3 | Average | Congruence |
|---------|-------------|----------|----------|----------|---------|------------|
| 1 | Question 1 | +1 | +1 | +1 | +1 | Congruent |
| 2 | Question 2 | +1 | +1 | +1 | +1 | Congruent |
| 3 | Question 3 | +1 | +1 | +1 | +1 | Congruent |
| 4 | Question 4 | +1 | +1 | +1 | +1 | Congruent |
| 5 | Question 5 | +1 | +1 | +1 | +1 | Congruent |
| 6 | Question 6 | +1 | +1 | +1 | +1 | Congruent |
| 7 | Question 7 | +1 | +1 | +1 | +1 | Congruent |
| 8 | Question 8 | +1 | +1 | +1 | +1 | Congruent |
| 9 | Question 9 | +1 | +1 | +1 | +1 | Congruent |
| 10 | Question 10 | +1 | +1 | +1 | +1 | Congruent |
| 11 | Question 11 | +1 | +1 | +1 | +1 | Congruent |
| 12 | Question 12 | +1 | +1 | +1 | +1 | Congruent |
| 13 | Question 13 | +1 | +1 | +1 | +1 | Congruent |
| 14 | Question 14 | +1 | +1 | +1 | +1 | Congruent |
| 15 | Question 15 | +1 | +1 | +1 | +1 | Congruent |
| 16 | Question 16 | +1 | +1 | +1 | +1 | Congruent |
| 17 | Question 17 | +1 | +1 | +1 | +1 | Congruent |
| 18 | Question 18 | +1 | +1 | +1 | +1 | Congruent |
| 19 | Question 19 | +1 | +1 | +1 | +1 | Congruent |
| 20 | Question 20 | +1 | +1 | +1 | +1 | Congruent |



APPENDIX H

STUDENTS' SATISFACTION QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

The questionnaire will be distributed to the participating students and all the results will be used for the data collection of the study only. The purpose of the questionnaire is to understand the students' satisfaction of the study so that adjustments can be made to the study's shortcomings in order to achieve the best possible level of instruction. The results of the questionnaire and the information will be kept confidential.

| Scale | | | | | | |
|--|--|---|---|---|---|---|
| Strongly Agree(SA):5 Agree(A):4 Neutral(N):3 Disagree(D):2 Strongly Disagree(SD):1 | | | | | | |
| No. | Items | 5 | 4 | 3 | 2 | 1 |
| PART A: INTERST | | | | | | |
| 1. | The flipped classroom activities in English reading are interesting. | | | | | |
| 2. | The flipped classroom lessons spark my curiosity about English reading. | | | | | |
| 3. | I am excited about attending the flipped classroom English reading sessions. | | | | | |
| 4. | The lesson material of flipped classroom teaching method motivated me to learn English. | | | | | |
| 5. | The flipped classroom capture my attention, which makes me more interested. | | | | | |
| PART B: ENGAGEMENT | | | | | | |
| 6 | I am actively involved in the flipped classroom English reading lessons. | | | | | |
| 7 | I can maintain my concentration during the flipped classroom English reading activities. | | | | | |
| 8 | I frequently participate in discussions during the flipped classroom English reading sessions. | | | | | |

| Scale | | | | | | |
|--|--|---|---|---|---|---|
| Strongly Agree(SA):5 Agree(A):4 Neutral(N):3 Disagree(D):2 Strongly Disagree(SD):1 | | | | | | |
| No. | Items | 5 | 4 | 3 | 2 | 1 |
| 9 | I consistently complete the pre-class assignments for the flipped classroom English reading lessons. | | | | | |
| 10 | I feel a strong sense of involvement in the flipped classroom English reading activities. | | | | | |
| PART C: EFFICACY | | | | | | |
| 11 | Using flipped classroom can help me communicate better with peers and enhance my communicate skill. | | | | | |
| 12 | I feel more confident in my English reading abilities after participating in the flipped classroom. | | | | | |
| 13 | The flipped classroom method helps me retain information better. | | | | | |
| 14 | Using flipped classroom teaching method can help me understand vocabulary more easier. | | | | | |
| 15 | The flipped classroom method helps improve my English reading skill. | | | | | |



APPENDIX I

IOC OF STUDENTS' SATISFACTION QUESTIONNAIRE

Item Objective Congruence of Students' Satisfaction Questionnaire

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

| No. | Items | Expert 1 | Expert 2 | Expert 3 | Average | Congruence |
|---------------------------|---|----------|----------|----------|---------|------------|
| PART A: INTERST | | | | | | |
| 1 | The flipped classroom activities in English reading are interesting. | +1 | 0 | +1 | 0.67 | Congruent |
| 2 | The flipped classroom lessons spark my curiosity about English reading. | +1 | +1 | +1 | +1 | Congruent |
| 3 | I am excited about attending the flipped classroom English reading sessions. | +1 | +1 | +1 | +1 | Congruent |
| 4 | The lesson material of flipped classroom teaching method motivated me to learn English. | +1 | +1 | +1 | +1 | Congruent |
| 5 | The flipped classroom capture my attention, which makes me more interested. | +1 | +1 | +1 | +1 | Congruent |
| PART B: ENGAGEMENT | | | | | | |
| 6 | I am actively involved in the flipped classroom | +1 | +1 | +1 | +1 | Congruent |

| No. | Items | Expert 1 | Expert 2 | Expert 3 | Average | Congruence |
|-----------------------------|--|----------|----------|----------|---------|------------|
| | English reading lessons. | | | | | |
| 7 | I can maintain my concentration during the flipped classroom English reading activities. | +1 | +1 | +1 | +1 | Congruent |
| 8 | I frequently participate in discussions during the flipped classroom English reading sessions. | +1 | +1 | +1 | +1 | Congruent |
| 9 | I consistently complete the pre-class assignments for the flipped classroom English reading lessons. | +1 | +1 | +1 | +1 | Congruent |
| 10 | I feel a strong sense of involvement in the flipped classroom English reading activities. | +1 | +1 | +1 | +1 | Congruent |
| 13. | I am actively involved in the flipped classroom English reading lessons. | +1 | +1 | +1 | +1 | Congruent |
| PART C: THE EFFICACY | | | | | | |
| 11 | Using flipped classroom can help me communicate better with peers and enhance my communicate skill. | +1 | +1 | +1 | +1 | Congruent |
| 12 | I feel more confident in my English reading abilities after participating in the | +1 | +1 | +1 | +1 | Congruent |

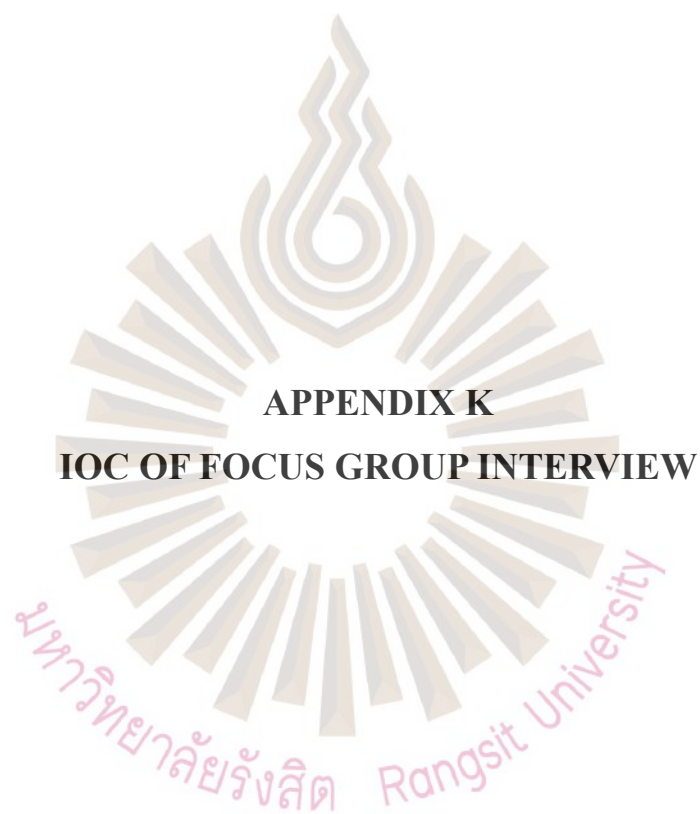
| No. | Items | Expert 1 | Expert 2 | Expert 3 | Average | Congruence |
|------------------------|--|----------|----------|----------|---------|------------|
| | flipped classroom. | | | | | |
| 13 | The flipped classroom method helps me retain information better. | +1 | +1 | +1 | +1 | Congruent |
| 14 | Using flipped classroom teaching method can help me understand vocabulary more easier. | +1 | +1 | +1 | +1 | Congruent |
| 15 | The flipped classroom method helps improve my English reading skill. | +1 | +1 | +1 | +1 | Congruent |
| Overall Average | | 0.98 | | | | Congruent |



APPENDIX J
FOCUS GROUP INTERVIEW

The focus group interview is conducted exclusively for the purposes of this research, with strict adherence to ethical standards and principles throughout the process. The privacy and confidentiality of all participants are rigorously protected, ensuring that their identities and responses remain confidential. Participants are fully informed about the nature and purpose of the interview and provided consent prior to participation.

| Part | No. | Focus Group Interview Outline |
|-------------------|------------|---|
| Interest | 1 | How did the flipped classroom approach (watching videos and completing assignments before class) affect your interest in learning English reading? Did it make the subject more enjoyable or less? Why? |
| | 2 | Which aspects of the flipped classroom (pre-class videos, in-class activities) made learning English reading more interesting for you? Can you provide specific examples? |
| Engagement | 3 | Did you find yourself more or less engaged during class activities using the flipped classroom? Why? |
| | 4 | How often did you participate in class discussions or group activities in this flipped classroom setting? Did the method encourage you to speak and interact more than before? |
| Efficacy | 5 | Can you describe any improvements in your reading skills (e.g., vocabulary, comprehension) since using the flipped classroom? |
| | 6 | Did preparing for lessons at home (watching videos, completing exercises) before class make it easier for you to participate and understand the class activities? How did this affect your overall learning progress? |



APPENDIX K

IOC OF FOCUS GROUP INTERVIEW

Item Objective Congruence of Focus Group Interview

| No | Attributes | Expert 1 | Expert 2 | Expert 3 | Average | congruence |
|------------------------|------------|----------|----------|----------|---------|------------|
| 1 | Question 1 | +1 | +1 | +1 | +1 | Congruent |
| 2 | Question 2 | +1 | +1 | +1 | +1 | Congruent |
| 3 | Question 3 | +1 | +1 | +1 | +1 | Congruent |
| 4 | Question 4 | +1 | +1 | +1 | +1 | Congruent |
| 5 | Question 5 | +1 | +1 | +1 | +1 | Congruent |
| 6 | Question 6 | +1 | +1 | +1 | +1 | Congruent |
| Overall Average | | 1 | | | | Congruent |



APPENDIX L

RELIABILITY OF RESEARCH INSTRUMENTS

มหาวิทยาลัยรังสิต Rangsit University

1. Reliability Test Result of English Reading Test

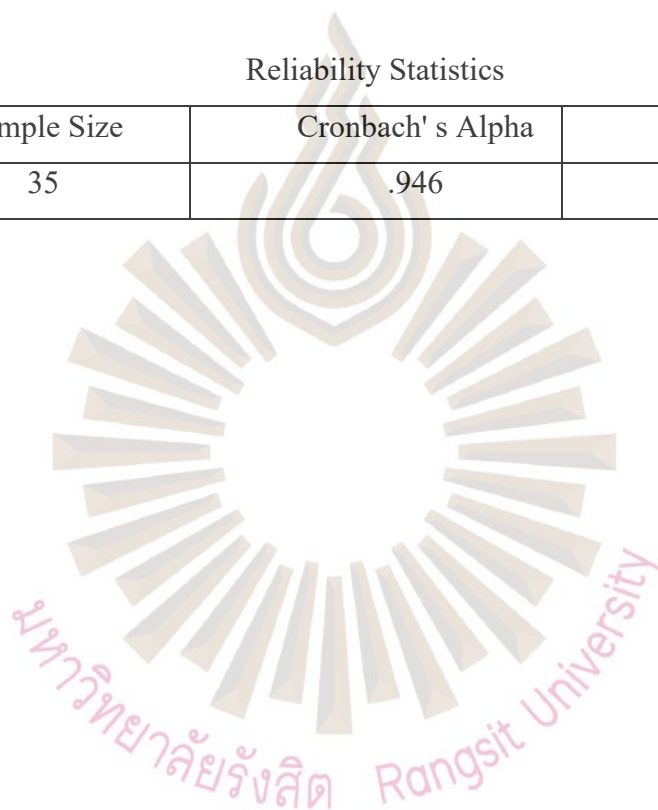
Reliability Statistics

| KR-20 | N of Items |
|--------|------------|
| .77017 | 20 |

2. Reliability Test Result of Students' Satisfaction Questionnaire

Reliability Statistics

| Sample Size | Cronbach' s Alpha | N of Items |
|-------------|-------------------|------------|
| 35 | .946 | 15 |



BIOGRAPHY

| | |
|----------------------|--|
| Name | Qi Jiang |
| Date of birth | June 2, 1993 |
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