THE EFFECT OF USING FLIPPED CLASSROOM WITH CLZ PLATFORM ON STUDENTS'

ENGLISH ACHIEVEMENTS IN CHINA

JINGYAO LI

Graduate School Srinakharinwirot University

2024

การศึกษาผลการใช้ห้องเรียนกลับด้านร่วมกับCLZแพลตฟอร์มที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียน
วิชาภาษาอังกฤษของนักเรียนในประเทศจีน

JINGYAO LI

THE EFFECT OF USING FLIPPED CLASSROOM WITH CLZ PLATFORM ON STUDENTS'

ENGLISH ACHIEVEMENTS IN CHINA

JINGYAO LI

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of MASTER OF EDUCATION

(Educational Technology)

Faculty of Education, Srinakharinwirot University

2024

THE THESIS TITLED

THE EFFECT OF USING FLIPPED CLASSROOM WITH CLZ PLATFORM ON STUDENTS'

ENGLISH ACHIEVEMENTS IN CHINA

BY

JINGYAO LI

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION

IN EDUCATIONAL TECHNOLOGY AT SRINAKHARINWIROT UNIVERSITY

....

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)

Dean of Graduate School

....

ORAL DEFENSE COMMITTEE

.... Major-advisor

(Asst. Prof. Dr.Kanokphon Chantanarungpak)

.... Chair

(Assoc. Prof. Dr.Anirut Satiman)

.... Committee

(Asst. Prof. Dr.Nipada Trairut)

Title	THE EFFECT OF USING FLIPPED CLASSROOM WITH CLZ PLATFORM ON STUDENTS' ENGLISH ACHIEVEMENTS IN CHINA
Author	JINGYAO LI
Degree	MASTER OF EDUCATION
Academic Year	2024
Thesis Advisor	Assistant Professor Dr. Kanokphon Chantanarungpak

This study contains several research objectives: (1) To study how to create a feasible and effective flipped classroom teaching programme (2) To study the impact of flipped classroom teaching on students' English language achievement. The study sample consisted of 30 8th grade students from Nanyang Shuyuan Middle School in Henan Province, China, and 3 experts. The research instruments included a flipped classroom containing the CLZ platform as a teaching tool, the assements form of lesson plans, and English test papers. Data were analysed using mean, SD, dependent t-test and correlation analysis. The results found that (1) this flipped classroom programme was effective and feasible (2) students' English achievements improved significantly after using the flipped classroom that included the CLZ platform as an teaching tool. The results of the data through Mean,T-test and S.D show that the, the lesson plan assement $\bar{x}$ =4.54, it can be used very appropriated. The $\bar{x}$ on the pre-test=74 and $\bar{x}$ on post-test=84, the the S.D on pre-test=16.71, the post-test S.D=12.26, (S.D=4.45, P < 0.05). Proof of above, 30 students who participated in the study showed significant improvement in their glish achievements after a 4-week English flipped classroom.

Keyword : English Education, Flipped Classroom, Lesson Plans, CLZ Platform, English Achievements, Feedback, Pre-test, Post-test

ACKNOWLEDGEMENTS

The meaningful journey of pursuing my master's degree is nearing its end. I feel fortunate to have chosen the Higher Education program at Srinakharinwirot University in Thailand, where I deeply admire the academic professionalism and rigor. I sincerely thank everyone who supported me throughout my studies and research.

Firstly, I would like to acknowledge my thesis professor. During moments of uncertainty about my research, you patiently offered valuable guidance and suggestions, helping me improve my work. Your support was instrumental in completing this research and deepening my understanding of the subject.

Secondly, I would like to express my gratitude to all the committee experts who participated in the evaluation during this defense. Your professional and meticulous advice and insights were invaluable. It is your support and affirmation that enabled me to successfully complete the final defense and present a comprehensive commentary. If given the opportunity, I hope to meet with these experts again in the future to explore deeper academic issues together.

Meanwhile, I would like to extend my gratitude to the leaders and faculty of Nanyang Shuyuan Middle School in China. Thank you for your financial support and trust in me, which enabled me to smoothly carry out this flipped classroom teaching research. I also appreciate all members of the CLZ R&D team for granting me the right to use the platform. The success of flipped classroom teaching is closely related to your provision of technical services for the backend. I would also like to acknowledge three experts in the field of English education for reviewing and confirming my teaching plan and test paper assessment.

Finally, I am grateful to Srinakharinwirot University in Thailand for granting the ethical license certificate, which allowed me to conduct this research fairly and impartially.

JINGYAO LI

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGGURES

CHAPTER 1

INTRODUCTION

1.Background & Statement

The unbalanced distribution of educational resources is one of the important factors that affect the development of education. At present, China's educational resources are relatively concentrated in cities and large cities, which makes the gap between urban and rural education more obvious. In urban areas, there are sufficient educational resources, complete educational facilities and a high-quality teaching force, while in rural areas, the facilities of rural schools are relatively weak, lacking advanced educational technology and equipment, and the number of teachers is insufficient, the quality of education is greatly limited. Therefore, the unbalanced distribution of educational resources becomes the main factor restricting educational equity(Dong Hua, 2019).

Educational Quality is an important criterion to measure the educational level of a country. At present, there are some problems in the quality of education in China: firstly, the educational methods are old and single, and most of the classroom teaching in schools is still new-style education. In terms of educational content, educational method, educational means and educational method, it obviously lags behind the western developed countries, followed by the lack of comprehensive and advanced educational content, educational method and evaluation system. The roles of "teaching" and "Learning" are too fixed and unitary, and there is no transformation between them. In addition, due to China's large population base, the number of students in school, leading to each class of students over the load of teachers, classroom teaching cannot estimate every student(Yi Lan & Chen Enlun, 2017).

In the traditional teaching mode, the teacher is the center of the teaching activity, the main body of the teaching activity, the imparting of knowledge, the student is the receiver of knowledge, the media is the teaching tool, the textbook is the teaching content, students' achievement is a reflection of teachers' teaching level. The classroom as the main teaching environment is to provide a stage for teachers to perform. In a

word, the whole teaching activities and teaching structure are around the teacher. Obviously, the teaching level, teaching skills and teaching art of teachers determine the learning effect of students, in the test-oriented education for students' achievements. This kind of classroom teaching mode has long been the main mode of school teaching in our country(Yan Rui, 2017).

From the teacher's point of view, first of all, most of them are in the traditional teaching mode to acquire knowledge, or in the traditional teaching mode under the influence of the growth. In their long-term teaching practice, they have already become familiar with the knowledge they have taught and are used to their own teaching methods. Secondly, the main role of teachers is different because of the different areas, schools and teachers, and this individual difference will lead to different career, responsibility and teaching effect, teachers' own moral cultivation, academic taste, interests and hobbies, ways of thinking will also have a direct or indirect impact on students. Thirdly, because of the limitation of the national examination system, the society and the school evaluate the teachers based on the students' achievement. Teachers must accomplish their own teaching tasks to achieve results. Fourthly, influenced by the traditional teaching mode, many teachers' teaching methods are rigid and the teaching means are single. For decades, there is a blackboard, a book and a piece of chalk running through the whole teaching process(Gao Yanggui, 2013).

From the students' point of view, first of all, under the traditional teaching mode, the students receive knowledge passively through the teacher's teaching, and the process of learning is the process of accumulating knowledge, but this kind of passively accepts the knowledge the way, causes the majority of students to develop one kind does not like to ask, does not want to ask, does not know to ask "Why" the numb habit gradually, thus forming a kind of blind worship of books and teachers.

In order to change the situation of traditional classroom where students have little initiative, low efficiency in acquiring knowledge and single role between teachers and students, most countries and regions around the world have combined the "flipped classroom" model (Bergmann & Sams, 2007) to improve the effectiveness of teaching

and learning. Teaching effectiveness. The earliest flipped classrooms used a form of home-school interaction, where students study in the offline classroom during the day, review and consolidate the day's knowledge and prepare for the next day's lesson through the teacher's uploaded online videos on the cloud platform after school, and comment on and answer the teacher's assignments in a forum, so as to communicate with the teacher and other students, and to provide effective feedback. In this study, a flipped classroom was introduced into a traditional classroom with the addition of a teaching tool in the 8th grade of Shuyuan Middle School in Nanyang City, Henan Province, China, to determine the impact of the flipped classroom on the students' English achievements by observing whether there was a change in the students' English achievements, and to investigate how the flipped classroom affected the students' English achievements.

Great changes have taken place in people's way of life, Way of communication and way of learning. In this era, education is undergoing profound changes. Among them, the transformation of teaching forms has become the focus of attention. As a typical example of the reform of teaching form in the information technology era, the flipped classroom is committed to the integration of educational resources, the transformation of teaching methods, and the improvement of teaching efficiency, which has been accepted and advocated by many educational researchers and practitioners.

CLZ platform as a human-computer intractive learning aid system has been promoted and used in many primary and secondary schools in China. It can be applied in the flipped classroom as a teaching tool, assisting students to review, consolidate and train, thus effectively improving learning achievements.

To sum up, more and more countries and regions are beginning to introduce the flipped classroom teaching model into traditional classroom teaching. The impact of the flipped classroom teaching model on teachers and students is enormous. Secondly, it is also very meaningful to introduce human-computer interactive learning platform like CLZ as the teaching tool in flipped classroom. Students are not bound to a specific space or time, they can choose any time to browse the knowledge question sets of the

day, do consolidation review or pre-study by logging into the platform. Students can also test their mastery of knowledge through the teaching tool used in the flipped classroom.

The introduction of English teaching in flipped classroom can promote students' interest and enthusiasm in English learning. Adding different teaching tools to the flipped classroom diversifies the ways of learning. Use the CLZ platform to strengthen the knowledge of repeated training and watch cartoons to understand grammar, deepen memory, improve students' English achievements(Tianyuan Xu & Huang Wan, 2024).

2.Purpose of Study

2.1 To develop lesson plans of flipped classroom on CLZ platform.

2.2 To study how does the flipped classroom with CLZ platform effect students' English achievements.

3.Research Question

3.1 How to make lesson plans apprppiated of flipped classroom on CLZ platform?

3.2 How does the flipped classroom with CLZ effect students' English achievements?

4.Research Hypotheses

4.1 Lesson plans assessed at level above appropriated.

4.2 After using the flipped classroom with CLZ platform, the students will improve their English Achievements.

5. Scope of Study

5.1 Population & Sample

5.1.1 Population

300 students from Grade 8 of Shuyuan Middle School in Henan Province, China

5.1.2 Sample

(1). 30 students from Grade 8 of Shuyuan Middle School in Henan Province, China by using a simple random sampling

(2). 3 experts to test and verify the lesson plans and English tests

5.2 Teaching Contents:

To learn Unit 7 using English test book of China in Henan Province.The topic is about"Will you have roborts?".This chapter requires students to acquire new vocabulary words, phrases and phrases and learn to make sentences. In addition to this, students need to improve their reading comprehension and writing skills. They will be able to express their opinions and ideas on the topic of "future careers".

5.3 Variable

Independent variable: the Flipped classroom with CLZ platform

Dependent variable: English achievements

5.4 Research Instruments

5.4.1 Flipped Classroom with CLZ Platform

5.4.2 Assessment Form for the Lesson Plans

5.4.3   The English Achievement Tests

6.Definition of Terms

6.1 Flipped Classroom:

The flipped classroom structure is divided into two parts, namely the online learning mode and the offline learning mode. In the offline mode, teachers follow the pace and standards of the domestic textbook syllabus, while students are required to complete the homework and tasks assigned by the teachers on time. At the same time, the online learning mode is arranged during the time of self-study and reading classes. Overseas research on flipped classroom mainly focuses on the application of flipped classroom to teaching practice, comparative research with traditional teaching mode, and application research exploring the combination of flipped classroom and other teaching methods or technologies. There is still a process of localisation of foreign research in China. Compared with the traditional teaching mode, the flipped classroom is not only a redistribution of classroom time, but also a change of the teacher from a

knowledge transmitter and manager in the classroom to a learning guide and facilitator, and a change of students from passive receivers to active learners. At the same time, the way learning is carried out and evaluated has changed.

6.2 CLZ Platforms:

CLZ is a human-computer interactive learning platform, which can provide students with personalized learning guidance. Through online learning and doing problems and results can only be big data capture, to understand the students' learning trajectory and learning progress. At the same time, the online test module is used to evaluate the students' proficiency and level of knowledge mastery. Big Data uses cloud computing to push specific exercises or exercises for students. Moreover, the teacher can track the students' learning dynamic in the backstage area in time to achieve effective feedback of teaching. In addition, the CLZ will learn different modules of the logical atmosphere. Words, grammar, reading, writing, etc. Students can easily break down a teacher's given task into smaller, implementable parts. Learn and practice step by step. This helps them develop a sense of autonomy and confidence in accomplishing tasks.

6.3 English Achievements

Domestic English grades highlight the examination of basic knowledge and basic skills of the language, which is more comprehensive and reasonable and covers the requirements of the curriculum. Multiple-choice questions, vocabulary questions and gap-filling questions focus on important vocabulary, sentence patterns, grammar and commonly used expressions at the junior secondary level. These tests are conducted in a certain context and can reflect more objectively the candidates' knowledge, understanding and use of basic vocabulary, sentence patterns and grammar. The question paper avoids examining language knowledge out of context as much as possible and reflects the communicative function of language, which well reflects the principles of communicative and practicality of language advocated by the new English curriculum.

7.Significance of Study

The purpose of this study is to analyze whether the CLZ platform is suitable for the flipped classroom and whether the CLZ platform can improve students' English achievements. For the future teaching field and teaching activities to provide a certain reference value and guiding significance.

8.Conceptual Framework
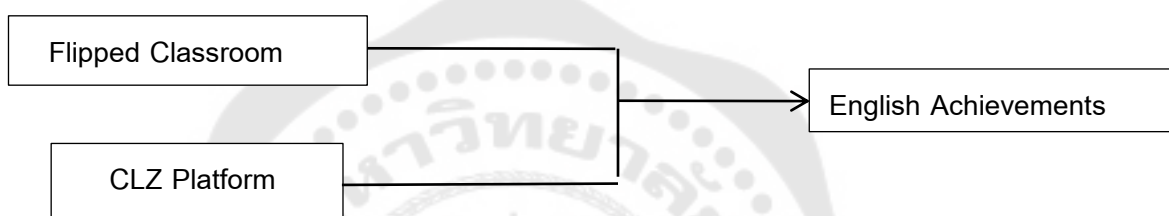
Figure 1 Flipped Classroom with CLZ Platform on English Achievements

As shown in the figure above, when using an CLZ platform in an English flipped classroom, students can use the CLZ platform as a teaching tool to aid their learning. Typically, the flipped classroom is used to take advantage of the time students spend reading or self-study pairs. Students review what has been taught in the offline classroom (traditional classroom) and use the CLZ platform for homework, training and testing. The combination of the traditional offline classroom and the flipped classroom impacts students' English achievements.

CHAPTER 2

LITERATURE REVIEW

1. Eglish Achievements of China

  1.1 English Curriculum

    In 2002, China published the new national English Language Curriculum Standards (Experimental Draft)(People's Education Publishing House, 2012), which stated that the teaching materials used in the English language programme at the basic education level were an important content and means of learning for students and teaching for teachers(Guo Jing, 2013). China's textbooks for the junior middle school stage adopted a policy of one syllabus and many books, and there were differences in cultural content among the existing English textbooks(Liao Yanyi, 2014). Since the founding of China, China has adopted several versions of English textbooks, and the configuration of cultural content in English textbooks of different periods also reflected the pace of English education and teaching reform in China from one side(Yu Fei & Song Lei, 2014).

    The 2022 version of the new curriculum standards for compulsory education came into being in response to the needs of the times, and the new standards indicated that, "Through the study of the curriculum, students will be able to understand the outstanding civilized achievements of different countries and compare the similarities and differences between Chinese and foreign cultures; deepen their understanding and identification with Chinese culture, and develop the ability of cross-cultural communication and exchanges; deepen their understanding and identification with Chinese culture, and build up an international outlook, and firm cultural self-confidence." Teaching materials, carrying the mainstream values of the country, are the core texts of the curriculum and the main means of cultural transmission (Guo Baoxian, 2021). Current Chinese English textbooks were generally based on vocabulary, combined with the use of grammar and sentence patterns, enabling students to achieve reading comprehension and writing skills. Through English learning, students could learn about

the culture and history behind different countries. Most Chinese English teachers emphasized the role of grammar and sentence patterns rather than vocabulary. If the process of English learning was compared to the process of building a house, then grammar was the foundation (Yuan Jing, 2021)

1.2 English Teaching & Learning

The traditional teaching method in China focused on teaching English grammar and supplemented by the teaching means of translation, with practiced as the main way to consolidate and tested the learning effect(Beijing Education Science Press, 1997). The communicative method, on the other hand, was a representative of the new functional teaching method, which focused on incorporating real communicative contexts into classroom teaching, so that students could deepen their understanding of grammatical knowledge in communication and had a platform for the practical application of grammatical knowledge, which effectively improved their English language communicative competence.(Lv Shuxiang, 2005)

Teachers and students as the main body of classroom teaching has always been one of the controversies in teaching, and current teaching generally advocated that students should be the centre of gravity of the classroom. （Lv Lianghua, 2003） Teachers stand in the perspective of tutors to help students learnt by themselves. However, due to the continuous expansion of the scale of education in China in recent years, the number of people in the classroom instruction had also gradually increased, which limited the effect of students' independent learning, students' learning autonomy and learning ability varies, English teaching had not achieved the expected results. The traditional teacher-centred teaching model had its own unique advantages, teachers were able to control the whole classroom teaching process in a macro-organized and scientific way, which was very effective in improving teaching efficiency （Wu Jinye & Huang Qingliang, 2001）.

1.3 How to Improve English Achievements

Tolstoy said that successful teaching was not coercion but stimulating students' interest. （Лев Николаевич Толстой, 1854） "Interest is the best

teacher". Only when students were interested in English would they learn it seriously. By practicing with some teaching aids that could arouse interest, students could use and practise in many scenarios involved so that they could quickly master vocabulary and grasped related phrases and retorts. In this regard, a variety of teaching aids, such as laptops, tape recorders, flashcards, etc., as well as diversified teaching modes such as flipped classroom, could be used to stimulate students' interest in the classroom. Teachers, on the other hand, needed to improve classroom efficiency, prepare lessons carefully, diversify teaching methods, and create a relaxing and enjoyable learning environment for students. （Li et al., 2019） Before the end of each lesson, it was necessary to summarize what has been learned in this lesson, cultivate students' good learning habits, and let students do what they know. （Wang Q., 2017）

Problems in the classroom were digested in the classroom. Implement the basics and strengthen the key points. Timely feedback with students through teaching tools, and quizzes for students after each unit, so that students could clearly recognize their own problems, so that they could correct them in time and check for gaps （Li Jing, 2019） .Set up a learning target for each student's different situation, and tried to let the students make the best use of their existing learning level. In addition to classroom practice, we could also make use of the flipped classroom time to strengthen their training and expand their horizons and learning ability. For the less advanced students, we could make use of the flipped classroom time to check and fill in the gaps for them （Zhao Jinghua et al., 2019） .

1.4 Related Research in Students' English Achievements

Survey and Analysis of the Current Situation of English Learning of Left-behind Students in Rural Secondary School(2008)*: As a result, many Chinese students have the status quo of "high scores and incompetence"The specific manifestation is that they dare not open their mouths to speak English and are afraid of communicating with foreigners. Understand but don't know how to answer.

Wang Yong (2022): Spend a lot of time on word memory and grammar. And students are unable to master good learning and memory methods in the face of an

unfamiliar language. By rote memorization, the effect is minimal. *Shuang Dingfang(2021):* Coupled with the students' family background, parents' education level and occupation, various phenomena lead to uneven English scores of Chinese middle school students.Most middle school students' English scores only stay in daily conversations and the output of simple phrase.

Dong Hui (2013.5): The implementation of the flipped classroom is not only a reallocation of classroom time, but also a transformation of the teacher from a transmitter and manager of knowledge in the classroom to a mentor and facilitator. Students change from passive receivers to active learners. At the same time, the way learning is carried out and evaluated has changed.

Li Hailong (2013.9): Compared with the traditional teaching mode, the flipped classroom has the advantages of enhancing learners' subjective initiative, transforming learners' learning attitudes and expanding learners' social skills.

2. Flipped Classroom
2.1 What is Flipped Classroom:

Flipped classroom teaching mode means that students watch the teacher's video explanation before or after class, study independently, and the teacher no longer takes up classroom time to teach knowledge, the classroom has become a place for interaction between teachers and students and between students and students, including answering questions and solving problems, cooperating to explore, and completing studies, etc. （ROEHL A et al., 2013）

In the context of the new curriculum reform, the "flipped classroom" teaching mode is of great help to the enhancement of students' enthusiasm for learning and autonomy. It can be said that the purpose of learning knowledge is to better use the knowledge, and adjust the goal of talent cultivation to achieve the purpose of training and improving students' hands-on ability. （Leo J. & Puzio K., 2016） At the same time, teachers should also provide appropriate guidance to students in the use of language knowledge, to ensure that students are able to find potential problems in the

learning process, to strengthen the student's main position in the classroom, so that students can better find problems and solve problems.

In the process of classroom teaching, teachers should leave time for students to think, and through in-depth and efficient communication to understand and grasp the real-time status of students, and ultimately to achieve further improvement in the quality of classroom teaching. This paper attempts to explore the teaching mode and teaching methodology through the application of "flipped classroom" teaching in junior high school English teaching practice, and explore new ways of junior high school English new curriculum reform （Lo C.K. & Hew K.F.T., 2017） .

2.2 The Process of the Flipped Classroom

How to create a complete English flipped classroom ? There are7 steps following here.

2.2.1 Teachers teach students the English curriculum(Unit 7) in the Offline classroom(traditional classroom).

2.2.2 Students tudy the English curriculum in flipped classroom (the same centents).

2.2.3 The CLZ platform will be used as a teaching tool to enter the flipped classroom, where students will be able to play the videos of difficult explanations, which can be watched over and over again to reinforce the knowledge learnt in the offline classroom.

2.2.4 Students review then complete the exercises and homework assigned by teachers using the CLZ platform.

2.2.5 Teachers login CLZ platfom to check students' work, learning progress and feedback timely .

2.2.6 Students build their own learning programme through training on the CLZ platform and they can observe the learning outcomes of other students, competing and judging each other .

2.2.7 Teachers and parents track students' progress through the CLZ platform.

2.2.8 Flipped classroom learning is followed by bridging to the next offline classroom learning, creating a closed loop of learning. Enhancement of learning through pre-review and revision plus consolidation

2.3 the Component of Designing Flipped Classroom
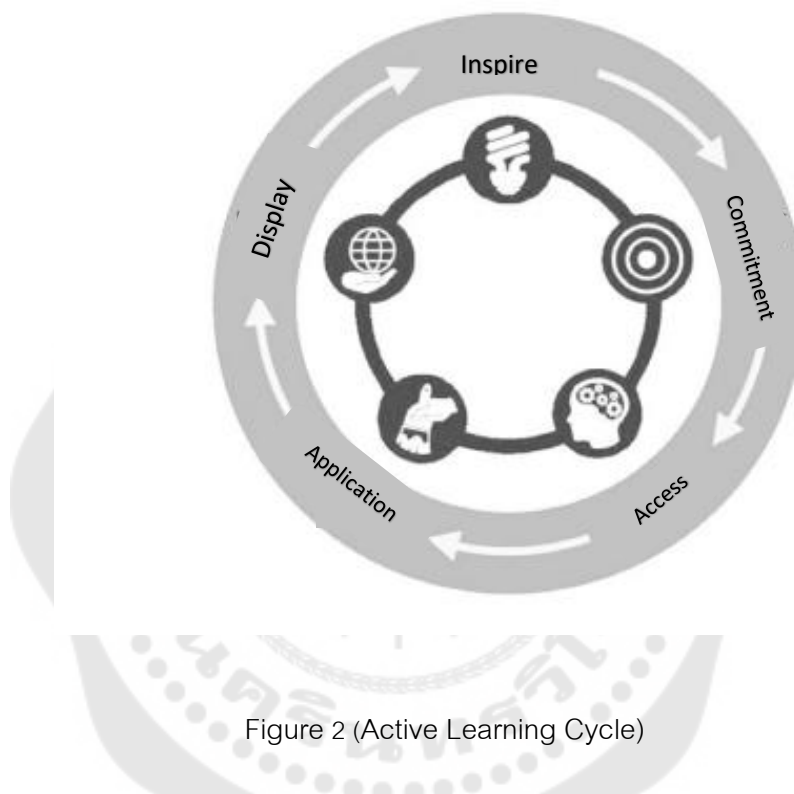
Figure 2 (Active Learning Cycle)

(Arlington ISD， 2018)

Inspire: Motivate and find a way to integrate students into the lesson, such as the teacher using a topics or questions that interest students to pique their interest. Motivation is actually the process of stimulating motivation, either from the external environment (teachers, parents, or others) or from the external environment (teachers, parents, or others). from the external environment (teacher, parents, or others), or it can be the process of being motivated by an internal interest. It can be the process of getting stimuli from the external environment (teachers, parents, or others), or it can be

the process of getting motivated by internal interests(Huang Huairong, Wang Yan, Wang Huanhuan,2020).

Commitment: using goal setting encourages learners to persist in their studies. In essence, it is the process of generating learning goals or plans from learning motivation. The appropriateness of learning goal setting and the reasonableness of learning plan arrangement are the The prerequisite. Teachers or parents can help students to set learning goals and make self-plans through examples and other means. learning goals and make a good self-planning(*Qiu Yue,2023).*

Access: through a variety of methods providing learners with the opportunity to learn something new. The experience of the acquisition stage that can either enhance or diminish motivation for self-directed learning, which in turn affects the learner's attention span and duration of self-directed learning. A variety of tools and guidance help learners to grow in knowledge and competence.

Application: Which allows students to apply knowledge through real-world activities and problem-solving processes. It is only through application that knowledge can move out of the simple mechanical short-term memory and enter the long term memory area and integrate with existing knowledge. Teachers can help Teachers can help students to establish contexts for the application of knowledge in order to enhance the effectiveness of independent learning. The teacher can help students to establish a context for the application of knowledge to enhance the effectiveness of independent learning(Huang et al., 2020).

Display: Displaying and allowing learners to form learning outcomes from their self-directed learning, and sharing them with parents and classmates, helps learners visualize their knowledge. The display allows learners to form learning outcomes from their independent learning and share them with their parents and classmates, which helps learners to visualize their knowledge. This helps learners to visualize their knowledge, develop higher-order thinking skills such as synthesis and evaluation, and enhance their sense of achievements, which in turn strengthens their motivation to continue learning.

Through a long-term cycle of active learning, learners will be able to Through a long-term cycle of active learning, learners can develop the skills of self-planning, self-monitoring and self-evaluation. Through the long-term cycle of active learning, learners can develop the ability of self-planning, self-monitoring and self-evaluation, and develop the habit of independent learning(Dong Xuan,2017).

2.4 Related Reaserch in the Flipped Classroom:

Yuan Yuan(2015): Firstly, it allows students to have more learning time and opportunities. Through the online and offline teaching mode, more learning time is given to students. Through the online review and testing module, students can find their own knowledge weaknesses and errors, and consolidate what they have learned on the day in accordance with their own learning progress and frequency, which fully takes care of the learning level and ability of each student. Secondly, it can give full play to students' initiative in learning, stimulate students' interest in learning, and cultivate students' lifelong learning ability. The use of information technology, the knowledge "transfer" process as far as possible to transfer to the link of student self-study, thus changing the content of classroom teaching, through the dynamic form of multi-directional mobilization of student initiative and allow students to find their own way of learning. Third, strengthen the feedback between teachers and students.

KIM M K, KIM S M, KHERA O, et al(2014): Flipped classroom introduces the learning platform to be the teaching tool, combining hearing, speaking, reading and writing with diversified senses to stimulate students' learning ability and improve learning effect. Teachers can also intuitively receive students' learning results and give evaluation and feedback through the cloud platform, which has enhanced the lagging teaching feedback in the traditional classroom.

2.5. Conclusion:

The flipped classroom teaching is not only to turn the traditional teaching structure upside down, but also to change the teacher from the leader to the guide of the learning process, from the main actor to the audience, and the students to the main participant of the learning process, become the lead. The design of flipped classroom teaching cannot be separated from the design and study of micro-lesson before class.

The effect of learning before class has a very important influence on the effect of flipped classroom, to develop students' ability to understand, discover and solve problems, after-school development is the way to fully grasp the learning content. Therefore, it is necessary to arrange teaching activities reasonably, including pre-class, classroom and after-class, in order to achieve the expected goal.

3.The CLZ Patform

   3.1 The Introduction of CLZ Platform

   CLZ, a human-computer interactive teaching platform created based on the principles of computer technology and big data for classroom stand-alone operation, was launched in China in 2018 and is now in classroom practice in a number of public and private primary and secondary schools in China.

   Precisely because the computer has the function of anthropomorphic thinking, the highly intelligent computer foreign language teaching system can achieve the humanization of teaching behaviour, the naturalization of human-computer interaction, the rationalization of the teaching process and the generations of complicated tasks. Due to the highly intelligent computer function, the foreign language teaching system can also do:personalized teaching: the intelligent tutor system constructed by using computer technology can teach and provide help according to the different personality characteristics and needs of students;visualized environment: the computer technology can make the teaching situation highly virtualization, which means that the teaching activities can be detached from the limitation of time and physical space to a large extent, completely exceeding the traditional meaning of the term. This means that teaching activities can be largely separated from time and physical space, completely exceeding the scope of foreign language teaching in the traditional sense*(Zhang, K. 2021)*; automated management: highly intelligent computer functions can fully automate the teaching management, including computer testing and assessment, diagnosis of learning problems, and assignment of learning tasks. Intelligent computer network management system can establish electronic learning records for all kinds of learners, including students' electronic works, records of learning

activities, learning evaluation information,etc.(*LIU Hongjie,2020)*, which has become a new trend of development.

3.2 The Function of CLZ

Table 1 Learning sequence for the clz platform

Intelligent memory	5 hours to memorize 5000 new words, listening, speaking, reading, writing, translation all-round auxiliary inspection of students. Engine driven, timely intelligent memory tracking, human brain learning, computer management.
Intelligent dictation	Listen and write the words. Listen again and again until you really understand. Standard n pronunciation. The memory engine drives and learns from time to time.
Intelligent	See Chinese characters can write English words, memory engine-driven, repeated reinforcement, complete the free switch from Chinese to English, and finally achieve the effect of mother tongue memory
Listening comprehension	Students listen to the real n pronunciation, according to the word one by one to form ten son. Prepare for the listening for the exam
E. G	Select the key sentences in each unit and ask the students to translate them. Achieve the goal of grasping the key points

Example sentence evaluation	Students read sentences, computer intelligence assessment of students' oral level, automatic score
Classic voice	Learn to recognize case, write letters, and identify sounds; learn vowel and consonant combinations. Train the students to divide the syllables. Can memorize 48 phonetic symbols and write them by default
Classic reading	Each grade set up 40 articles waiting for students to read, with new word screening function, and with exercises
Classic Oral English	Equipped with 900 sentences of spoken daily life, students can easily communicate with foreigners if they master it. At the same time small beginning high each with 4 classic article speech. 30 classic speech articles for various occasions
Grammar details	Grade points of grammar knowledge for analysis, video micro-class can listen to the teacher lectures. Teachers can use the teacher account to explain to students, students can also repeat learning
Test questions are concise	Through the fixed unit papers, monthly examination papers, midterm papers, final papers, simulation papers, true test papers to test the level of students in an all-round way. At the same time, students can test themselves according to their own knowledge weak knowledge points, computer automatic grading and analysis

3.3 The Complete Procedure of Flipped Classroom with CLZ Platform
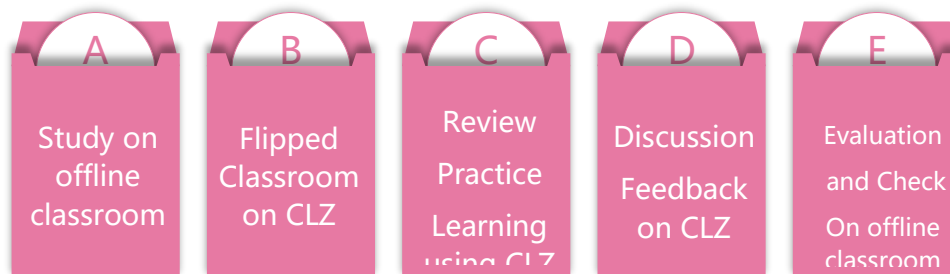
Figure 3 The complete procedure of the flipped classroom with CLZ

3.3.1 Teaching Steps:

A: First, the teacher teaches the day's lesson and assigns homework through the traditional English classroom.

B: Students use the time of self-study or reading class to log on to the CLZ platform to consolidate and review the day's lesson and submit the homework assigned by the teacher through the online form.

C: After completing the homework assigned by the teacher through the CLZ platform, students can check and fill in the gaps according to their current mastery of knowledge, find out their weak points and strengthen their training, so as to improve their English proficiency in a targeted manner.

D:Teachers can also use the CLZ background to check students' learning progress and the correctness rate of the assignments and provide timely feedback to students.

E: After submitting the assignments, the system uses big data principles to capture the students' striving rate and learning trajectory, and intelligently pushes out suitable extension exercises or error-prone questions to help students memorize twice and improve their learning effect. Students can also learn about each other's answers through sharing and interact effectively.

3.3.2 Teaching Period

The sample of students participating in this research study will last for one month，A total of 30 sessions are set up, one 45-minute session.

3.3.3 Teaching Objective

Enhance students' vocabulary and improve their reading comprehension and oral and written skills.

3.4 Related Reaserch in CLZ platform

Gu Wen, Wang Juan(2021):There are more studies that argue that smart technology has a significant enhancing effect on learning(as CLZ platform). For example, Simth argues that intelligent Q&A robots can promote students' memory and classroom participation, and stimulate a sense of competition; Gulz says that intelligent Q&A robots can enhance learning motivation, memory comprehension and problem solving AmanyAlKhayat et al. conducted group experiments to investigate the effect of intelligent Q&A robots on learning in EFL classrooms according to students' English levels.

Through experimental comparisons, questionnaire surveys and teacher interviews, Nan Huang learnt that intelligent voice technology can motivate students to learn English actively and improve the effectiveness of classroom teaching.Koedinger found that intelligent learning systems can significantly improve students' academic achievements through comparative experimental studies.

Zhang Zhizhen, Zhang Lingling(2019):it is found that there are seven main teaching role metaphors for Intelligent Learning Platform, i.e., AI platform as: (1) tutor, (2) coach, (3) evaluator, (4) facilitator, (5) connector, (6) peer, and (7) student. peer, and student. Among the seven role metaphors, the first five can be regarded as teachers, so the overall teaching role metaphors can be divided into three categories: teachers, peers and students.

3.5 Conclusion

CLZ is an intelligent learning platform that can be integrated into teaching programmes as a teaching tool to improve students' learning efficiency, motivate them to learn and enrich the classroom, making the learning process more interesting and

lively. It captures students' learning trajectories and deepens their retention of knowledge through continuous connection, improving their learning of English vocabulary and grammar.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter details the methods used in the study, including the research design, participants, instruments, procedures, data collection and data analysis.

1.Research Design

GROUP: O_1 X O_2

O_1	X	O_2
Pretest		Posttest
To test the students' English achievements of samples before using CLZ platform on flipped classroom to learn Unit 7	Using the CLZ platform on flipped classroom to learn Unit7(one month)	To test the students' English achievements of samples after using CLZ platform on flipped classroom of Unit7

2.Participants

Population

300 students from Grade 8 of Shuyuan Middle School in Henan Province, China

Sample

1). 3 experts with authority in the field of English teaching to test and verify the lesson plans of the flipped classroom above appropriated and English tests.

2). 30 students from Grade 8 of Shuyuan Middle School in Henan Province, China by using a simple random sampling

3. Research Insruments

      1). The Flipped Classroom with CLZ Platform

      2). Assessment Form for the Lesson Plans

      3). The English Achievement Tests

3.1 The Flipped Classroom With CLZ platform

      The flipped classroom procedure developed on CLZ platform is as follows: inspire, commitment , access, application and display.

      3.1.1 Inspire:Inspire students and develop their interest in learning.

      1). Review and consolidate the knowledge and content explained by the teacher in the offline classroom, starting with vocabulary and gradually memorising and mastering it.

      2). Apply vocabulary to dialogues and phrases and write complete and correct sentences.

      3). Reading comprehension exercises help students to improve their grammar and usage, and to speak English in a coherent way.

      4). Improve writing skills by modelling on the thinking and patterns of writing in online literature.

      3.1.2 Commitment: Setting goals and putting them into action sessions, using the CLZ platform for revision to consolidate what has been learned and self-testing.

      3.1.3 Access: Test the learning results through training, correct the wrong exercises in time, use the CLZ platform to solve the problem independently and complete the corresponding learning plan.

      3.1.4 Application: The ability to apply what they have learnt and to solve problems in practice. Putting this into English learning can be interpreted as a way to better improve English speaking and writing skills.

      3.1.5 Display: Demonstrate learning outcomes, followed by assessment and feedback. Students can refer to, communicate with and learn from each other. Teachers can provide feedback through students' learning outcomes and track students' learning dynamics in a timely manner.

3.1.6 Lesson Plans: According to the design of the course, Unit 7 in the Chinese junior high school English textbook will be used for teaching. The sample parameter is 30 students. A mixed teaching model of "online + offline" was used.

Table 2 Specific steps of the lesson plans on flipped classroom

Steps	Details
1	Teachers conduct offline traditional classroom teaching, teaching the knowledge of the class according to the progress of the national textbook syllabus and setting objectives and task standards for students
2	Then guiding students to log into the CLZ platform and use the platform for revision and consolidation training in the online flipped classroom time.
3	Students use the flipped classroom time to log in to the CLZ platform to review the knowledge points learnt in the traditional classroom on that day
4	Complete the homework assigned by the teacher, judging where their weaknesses are based on the correct rate of the homework and training them.
5	Teachers provide students with timely feedback and effective assessment through online question answering and learning progress. Based on students' test or quizes' results on the CLZ platform, teachers can also improve the course content or teaching methods to better enhance English teaching.

6	Students can personalise the settings to create their own study plan based on their pace and frequency of study. Students with average grades can review basic knowledge, while students with good grades can set up extension or intensive training.
7	Teachers and parents can use the CLZ background system to monitor students' learning progress and homework completion, and push students learning and timely revision.

Table 3 Summary of the contents of unit 7

Unit 7	Will people have robots?
Teaching aims	1. Mater and use the new words and phrases 2. To learn and express quantities with more, less, fewer 3. Improve students' listening and speaking skills
Vocabularies	pollute/pollution/plant/future/earth/planet/ environment/prediction/part/play a part/
Homework	Write a short passage with the title"My life in 10 years" for the newspaper

3.2 Assessment Form for the Lesson Plans

1. The teacher teaches English course(Unit 7) to students in the traditional offline classroom.

2. In the next English class, the teacher switches to online teaching and uses CLZ as a teaching tool, allowing students to log into the CLZ platform to review and practise what they have learnt in the previous offline class and to prepare for the next class;

3. After the students have finished learning and training, the teacher logs into the CLZ platform to check the students' learning outcomes and assignments and provide timely feedback;

4. In the next offline class, the teacher will summarise what the students have learnt from using CLZ platform in the online class and conduct the next lesson.

5. Design the above links into a completed lesson plan and have it evaluated by 3 experts with expertise and authority in English education to test the feasibility and effectiveness of the lesson plan.

3.3 The English achievement tests

Evaluating the test of achievements, the researcher went through the following steps:

Step 1: The researcher selects the test paper to be tested(these students have been in traditional instruction for some time)

Step 2: 3 experts who are engaged in flipped classroom teaching in schools were invited to check the consistency of the test questions.

Step 3: Then ask 3 experts in the field of English teaching to check the consistency between the test objectives and the test questions. The data obtained was used to calculate the Item Objective Consistency Index (IOC);Index of Coherence (IOC). The evaluation criteria used to check the consistency between test objectives and items.

Step 4: Try out the test on 30 volunteers (these participants must be students who are not involved in this flipped classroom study) .

Step 5: Participants take pre-test to obtain English achievements before they study Unit 7 of English.

Step 6: The participants took English courses and practised online through the flipped classroom with CLZ platform for one month on Unit 7.

Step 7: Participants were invited to take English achievement tests.

The evaluation criteria used to check the consistency between the test objectives and the items are as follows:(+1 = A test item is considered to be consistent with the objective.;0 = A test item is considered to be neutral in terms of its consistency with the objective;-1 = A test item is considered inconsistent with the objective). The overall mean score on the Item-Objective Congruence (IOC).index should be higher than 0.5 to be valid(If P<0.01, it means it is a stronger judgement result, rejecting the assumed parameter values; if 0.01<P<0.05, it means it is a weaker judgement result, rejecting the assumed parameter values; if P>0.05, it means the result is more inclined to accept the assumed parameter values).

4. Data Collection

The data for this study came from the pre-test and post-test, respectively. After a month-long study, English test scores were compared by comparing students' English test scores before and after they learned and practiced the English course using the CLZ platform in the flipped classroom. The pre-test was administered before the students studied Unit 7 , and the post-test was administered after the students finished the unit 7 through flipped classroom with CLZ platform.

5. Data Analysis

To find out the significant difference between the pre-test and post-test by calculating the mean scores derived from the pre-test and post-test. In order to find out the standard deviation (S.D.) and the significance of the pre-test scores and post-test scores, the study uses t-test dependent.

The t-value is used to measure whether the difference between two sample means is significant. Typically, if the t-value is greater than 2 or less than -2, it indicates that the difference between the means of the two samples is significant, i.e. there is a statistically significant difference . If the t-value is between -2 and 2, it indicates that the

difference between the means of the two samples is not significant, i.e. there is no statistically significant difference.

6.Procedures

The lesson plans of the English flipped classroom is based on the standard syllabus of the domestic junior secondary English textbook programme and the content of the CLZ standard curriculum.Take Unit 7 as an example.

Step 1: A complete lesson plan was designed before using this flipped classroom, within the CLZ platform as a teaching tool. 3 experts will be required to assess whether the lesson plan is feasible and effective.

Step 2: If the lesson plan is feasible and effective then the 30 students participating in the experiment will be allowed to use the lesson plan of the flipped classroom. If the lesson plan is not feasible then it needs to be modified to be effective and feasible.

Step 3: Before using the flipped classroom and the CLZ platform, a pre-test was administered to the participating students to record their English scores.

Step 4: Students used the flipped classroom time to log into the CLZ platform and memorize vocabulary, followed by self-testing and checking to determine the correctness of word writing. Then they will practice grammar and reading comprehension to deepen their understanding and application of the knowledge in this unit.

Step 3: Students are required to complete the homework and exercises that are automatically sent to them through the CLZ platform. Teachers can see the students' answers through the CLZ back office and keep track of each student's learning.

Step 4: Teachers can assign practice questions for students with different learning conditions through the CLZ background, so that they can check for deficiencies and select the best among the best.

Step 5: Through the above methods, students will continue to use the CLZ platform for one month in accordance with the progress of the domestic textbook syllabus to ensure that they have completed the Unit 7.

Step 6: Conduct a post-test to determine the English achievements of the participants after use.The pre-test and post-test are then conducted. The final data is counted and analyzed.
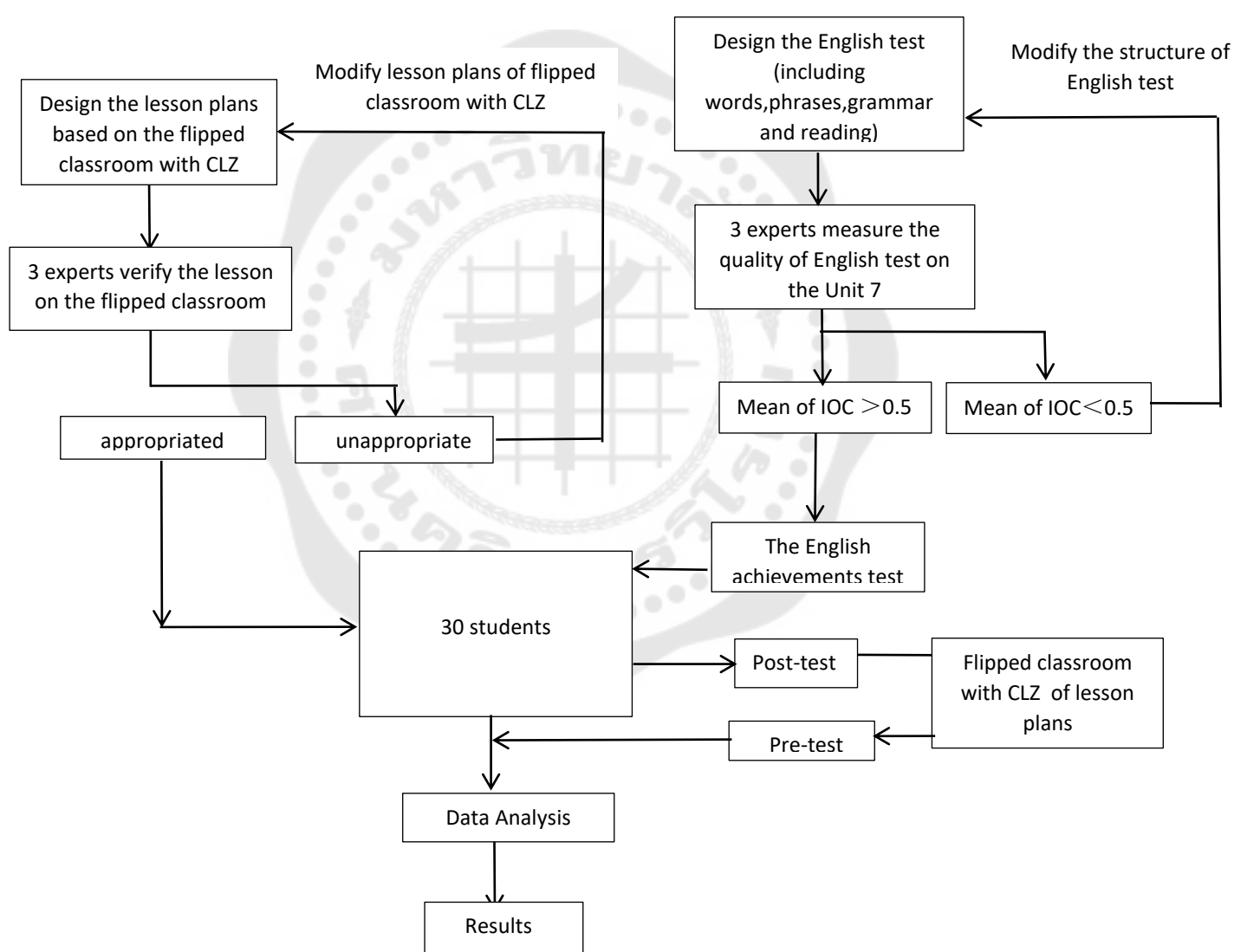
Figure 4 The Procedure of the Research

CHAPTER 4
RESULTS

This chapter reports the results of the study based on data obtained from quantitative methods to achieve the research objectives. 30 studentsat Shuyuan Middle School in Nanyang City, Henan Province, China. At the same time, 3 experts were selected to participate in the evaluation of the lesson plans and English tests. The data obtained from the research instruments revealed the answers to the questions of this study:

4.1 To develop lesson plans of flipped classroom on CLZ platform

In the current study, the researcher created the lesson plans for 4 weeks in order to plan ahead about what and how to teach the students in each week. Online and offline modes through the flipped classroom, with the CLZ intelligent learning platform integrated into the classroom for supplementary training. According to the curriculum design, Grade 8 students participating in English flipped classroom learning must study 7 times per week, with each class lasting 45 minutes (using the CLZ platform for English learning). The details of each week are provided below:

Table 4 Flipped Classroom Schedule

	Mon.	Tues.	Wed.	Thur.	Fri.
AM.	√	√	√		√
PM.	√		√	√	

This flipped classroom are designed to run for 4 weeks, with students attending school from 1-5 each week. Two English classes on Monday and Wednesday, one English class on Tuesday, Thursday and Friday, and students go home for break on Saturday and Sunday. Teachers will follow the English syllabus in conjunction with the

traditional classroom schedule to ensure that students complete the knowledge and learning skills in accordance with the objectives of the programme. The programme will test the students' learning outcomes in the areas of vocabulary, grammar, reading comprehension and writing, and will observe changes in the students' ability to use English in real life situations. The programme was evaluated by 3 experts and was found to be feasible.

Table 5 Results Assessment Form of Lesson Plans

TIME	OBJECTIVES	CONTENTS	ACTIVITIES	MEDIA	MEAN	MEANI
Week1 From Mon.-Wed.	Familiarize yourself with the flipped classroom model and learn to operate the CLZ	Introduce the lesson plans and CLZ platform and familiarize students with the textbook content	1.Teaching textbook content 2.Introducing the teaching model and the CLZ 3.Teaching students how to operate the CLZ	1.textbooks 2.CLZ	4.67	Very Appropri-ated
Week1 From Thurs.-Fri.	Reinforcement of content knowledge taught synchronously in the traditional classroom	review and consolidate	Log in to CLZ to continue learning and reviewing synchronized knowledge corresponding to traditional classroom lectures.	1.text books 2.Teaching video on CLZ	5	Very Appropri-ated

TIME	OBJECTIVES	CONTENTS	ACTIVITIES	MEDIA	MEAN	MEANI
Week2 From Mon.-Wed.	Ability to memorize new words	Vocabulary Learning	Guide students to log into the CLZ platform to memorize new words and test the results	CLZ Word Training Module	4.33	Appropri-ated
Week2 From Thurs.-Fri.	Chinese and English two-way translation	Phrase/Grammar and Sentence Training	1. Phrase and phrase module training using the CLZ platform 2.Sentence making using phrases and fixed collocations	1.Teaching video on CLZ 2.Sentence Training Module	4	Appropri-ated
Week3 From Mon.-Wed.	Improve reading comprehension skills	Reading comprehension training	1.Log in to the CLZ platform to connect to the reading comprehension associated with this chapter 2.The CLZ system automatically pushes reading comprehension appropriate for the student's current level, students will	CLZ Reading Comprehension Question Bank	5	Very Appropri-ated

TIME	OBJECTIVES	CONTENTS	ACTIVITIES	MEDIA	MEAN	MEANI
			need to complete additional trainning			
Week3 From Thurs.-Fri.	Enhance students' learning initiative and motivation through games and other competitions	Student competitions	Online PK (vocabulary/grammar) between students using the PLZ platform, with winning students receiving gold coins or other rewards to redeem for small prizes	CLZ competition module	4.33	Appropri-ated
Week4 From Mon.-Wed.	general revision	Do a general review and revision of all content in Unit 8	Log in to the CLZ platform to do quiz Organize previous wrong questions and train them over and over again	1.CLZ Error Book 2.quizes on CLZ	4.33	Appropri-ated
Week4 From Thurs.-Fri.	Improve students' English writing skills	Writing Targeted Training	Extended writing on the CLZ platform around the theme of the unit	CLZ Writing Training Module	4.67	Very Appropri-ated
		TOTAL 36.33	MAX 5	MINIMUM 4.33	□=4.54	Very Appropri-ated

5 = Very Appropriated; □≥4.5 Excellent

4 = Appropriated; $\bar{x}$=4~4.5 Good

3 = Pass; $\bar{x}$=3.5~4 Acceptable

2 = Improvability; $\bar{x}$=3~3.5 Improvability

1 = Unappropriated $\bar{x}$<3   Unsatisfied

Through the 3 experts' scoring results, we know that the $\bar{x}$ reaches 4.54

$$\square=\frac{4.67+5+4.33+4+5+4.33+4.33+4.67}{8}$$

so the lesson plans designed by this research is unanimously recognised and approved by the 3 experts.

4.2 The study of the flipped classroom with CLZ platform effect students' English achievements.

Table 6 Table 6. The comparison of pre-test and post-test from using flipped classroom with CLZ platform

Test	N	Mean	S.D.	T	Df	P
Pretest	30	74	16.71	6.7	29	0.001596*
Posttest	30	87	12.26			

*P<.05(The p-value is less than 0.05, which indicates that the probability of chance occurrence is less than 5%, it could be considered the difference between the two groups to be significant).

This section reports results by comparing students' English achievements before and after testing through the flipped classroom model using the CLZ platform.

The evaluation data from the 3 experts show that, the total mean score of the Item-Objective Congruence (IOC) Index is supposed to be higher than 0.5 for acceptable data,and the result was 0.82, P $>$ 0.5. it means the result is more inclined to accept the assumed parameter values.

*Significant level at 0.05

N = Number of students

Mean = Mean score

S.D. = Standard deviation

T = T-distribution

It can be seen that the sample students' mean score of English in the pre-test is 74 with a standard deviation of 16.71 and the mean score of English in the post-test is 87 with a standard deviation of 12.26. It can be determined that the students' scores in the post-test are higher than their scores in the pre-test with a statistical t-distribution value of 6.7.

P $<$ 0.05 is usually considered the threshold for a statistically significant difference. Specifically, a P<0.05 is considered a statistically significant difference, i.e., the degree of inconsistency between the observed data and the original hypothesis is large enough that we can reject the original hypothesis. Whereas P<0.01 or P<0.001 indicates stronger significance. A total of 30 students participated in the pre-test with a mean English score of 74 and S.D. of 16.71, indicating that there was a wide range of English scores among the students before the test. The mean English score of the post-test was 87 with S.D. of 12.26, which is smaller than the variance value of the pre-test. It shows that after the students learnt English by using the flipped classroom on the CLZ platform, not only did their English scores improve a lot, students have become less differentiated in their English scores.

Therefore, the results of the word confirm the significance of the improvement in the students' post-test English over the pre-test English scores.

CHAPTER 5
CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter of The Effect of Using Flipped Classroom with CLZ Platform On Students' English Achievements in China presents a summary of the study, conclusions, discussions and recommendations for further research.

1. The Objectives of the Study

1.1 To develop lesson plans of flipped classroom on CLZ platform.

1.2 To study how does the flipped classroom with CLZ platform effect students' English achievements.

2. The Research Questions

1). How to make lesson plans apprppiated of flipped classroom on CLZ platform?

2). How does the flipped classroom with CLZ effect students' English achievements?

3. The Participants of the Study

3.1 experts were cited for this review on measuring quality of the lesson plans on the flipped classroom in order to obtain a fair and appropriate selection then to verify the English tests.

3.2 The participants in this study were 30 Grade 8 students from Nanyang Shuyuan Middle School, Henan province, China. The population is 300. Random sampling was used for the above students.

4. The Research Instruments

4.1 flipped classroom with CLZ platform

The CLZ platform was used as an instructional tool to introduce a flipped classroom, incorporating a complete instructional plan to create a four-weeks flipped classroom model.

4.2 results assessment form for lesson plans

The form was evaluated by 3 experts to verify that the lesson plans were appropriated.

4.3 English achievement tests

The English achievements test is used for pre-test and post-test. It contains 41 questions (multiple choice, completing the blanks, reading comprehension and writing), 100 marks in total. It is used to test the students' English achievements.
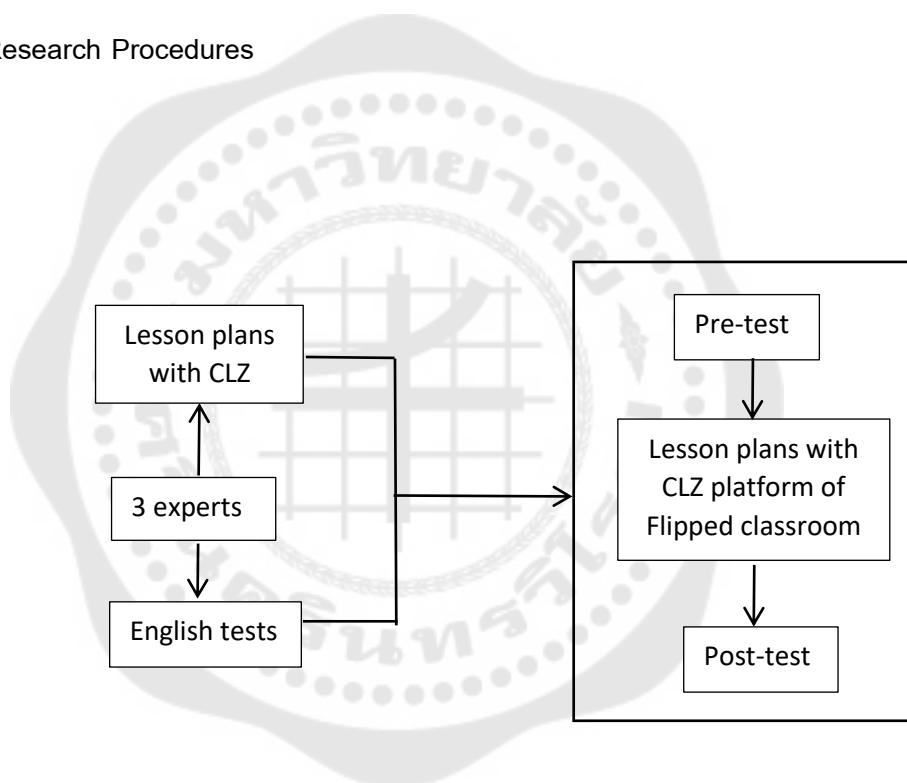
5. The Research Procedures

Figure 5 Flow chart of the research process

6. The Data Analysis

Into the following equation, and the t-test causal sampling was used to test whether there was a significant difference between students' pre-test achievements and post-test achievements, as follows:

General steps of independent samples t-test:

Formulate the hypothesis

$H_0: \mu_1 = \mu_2$ (null hypothesis, where μ_1 is the sample 1 mean and μ_2 is the sample 2 mean)

$H_1: \mu_1 \neq \mu_2$ (alternative hypothesis)

Based on the counted data, it can be concluded that the significant difference between the pre-test achievement and the post-test achievement is t=3.78. This can be explained by the fact that the students' achievements in English after learning English through the flipped classroom utilizing the CLZ platform are higher than the achievements they had before learning English through this method.

7. Conclusion

The data showed that the lesson plans for introducing the CLZ platform as a teaching tool in the flipped classroom was effective and feasible. Students can use this lesson plans for a 4-week English flipped classroom learning. Meanwhile, the 30 students who participated in the experiment showed significant improvement in their English achievements after the 4-week flipped classroom programme. The students integrated their learning content by combining online + offline modes, which strengthened their self-learning ability while consolidating traditional knowledge points in the classroom. Teachers were also able to use CLZ as a teaching tool to provide timely feedback and improve teaching effectiveness. This study shows that the lesson plans that introduce the CLZ platform as a teaching tool enhances teaching effectiveness and the flipped classroom helps to improve students' achievements.

8. Discussion

This section will discuss the results of this study and how these results relate to other previous related studies. The use of the flipped classroom with the CLZ platform as a teaching tool is supported by many researchers in the field of teaching and learning of English and even other subjects, so it is worthwhile to discuss the results of

the study in order to compare the similarities or differences between the results of this study and those of other studies, for example, in different fields.

Through different literature reviews, experts from different perspectives mentioned that the flipped classroom with the help of technology to join the Lesson plans and assist teaching tools is an important research topic in the field of education. It can mobilise student engagement, personalise learning and teaching, improve classroom efficiency, and develop students' learning mindsets. Therefore, it is necessary to integrate the flipped classroom into the traditional classroom.

8.1 Research purpose

8.1.1. To delovpe lesson plans of flipped classroom on CLZ platform

In order to support the usefulness and significance of this research, I have referred to three pieces of literature in order to support the issues mentioned in the purpose of the research. First study explores the potential of technique and machine learning to enable flipped classrooms using Just-in-Time Teaching (JiTT) (Alcázar Ortega M. et al.,2021), a pedagogical approach that can be easily combined with reverse teaching. It allows professors to receive feedback from students before class so that they can adjust the course flow and prepare teaching strategies and activities to address student deficiencies. Mathematical algorithms based on "training data" are able to make predictions or decisions by self-training and can change their behavior. It is the same learning platform as the CLZ platform introduced in this paper. Incorporate intelligence teaching tools through technology to improve teaching efficiency and student engagement.

The aim of the second study was to describe an innovative pedagogical programmer that proposes the implementation of a flipped classroom using information and communication technologies (ICT) to develop key competences in two environments. Students will use ICT to complete tasks outside the classroom and then provide evidence of competence. In class, students are expected to present their work and engage in open discussion. Teachers can assess the completion of key competences based on performance indicators and evidence of competence. Finally,

the effectiveness of the teaching programmer is assessed by comparing the achievement of competences before and after the implementation of the teaching programmer (HEAD18Peñaranda, D. et al., 2018).This study is similar to the design of the text study where the CLZ platform was used to assign online homework to students and interact with the teacher in the next day's class, answering questions and solving problems, with the aim of developing students' self-learning skills and mobilising their motivation.

The third study presents different information and communication technology (ICT) tools and multimedia resources that facilitate teaching and learning sessions. They are simple and intuitive to use. These educational tools enhance the skills, abilities and competences acquired by the students. In the same way as the purpose of this research paper, multimedia is assisted in teaching and learning tools in order to achieve more interactive learning. The students in the experiment gave positive comments on such activities related to the flipped classroom. (Artal-Sevil JS et al., 2020).

8.1.2 How does the flipped classroom with CLZ platform effect student's English achievements?

The first study came from a high school in Indonesia, where the researcher used the flipped classroom model in teaching English to test whether students' English writing skills improved. It was observed that students who diligently completed the whole activity in class and online self-study activities gained better grades than those who did not actively participate in the whole activity in class and online self-study activities (see Afrilyasanti et al., 2016). The results showed that students who conducted self-study by watching video lectures prior to classroom writing achieved better grades in classroom writing. In the same way as in this study, the students in the experiment also followed the required preclass self-study through the CLZ platform to familiarise themselves with the content by watching videos or pre-study, and in the next day's classroom, these students who had learnt in advance tended to perform and respond better.

The students in the second literature believed that the flipped classroom model was beneficial in improving their writing skills. They agreed that they could achieve good grades in English writing class. This is because in the flipped classroom model, students are assisted in all three writing stages (pre-writing, writing and post-writing). In the flipped classroom model, students have more time to carry out activities in the classroom because the lectures have been completed through the videos that they have to watch before class (Musib, 2014; Roach, 2014). In the same way as this study, students can save a lot of class time by flipping the classroom so that they can use the extra class time for practice and exercises. Also, in this desired study, the students' writing skills were significantly improved

In addition, students' positive perceptions of the implementation of the flipped classroom model were confirmed in this study. That is, revisions by their peers and feedback from the teacher helped them to improve their writing. They felt positive in giving and receiving feedback from their peers. This finding positively confirms the findings of Grami (2012) and Vurdien (2011) that students showed positive attitudes towards peer feedback.

Another study comes from a flipped classroom teaching experiment in a middle school in Hefei, China. The flipped classroom teaching model utilises the domestic QQ software to allow students to log in to QQ to independently watch the courseware and knowledge content, and to complete the teacher-student interaction by answering the assignments set by the teacher in a timely manner. The experiment selected 102 pairs of students in the closest class of two grades entirely as the experimental research object (He Wentao, 2014). A similar approach to the present study was used, in which one of the classes was used as an experimental class for flipped classroom reading instruction and the other class was used as a control version for the pre-test and post-test, and it was found that students' post-test scores were significantly higher than their pre-test scores after using flipped classroom instruction.

9. Recommendations

9.1 Based on the results of this study, some specific suggestions, recommendations and considerations for this flipped classroom study are given

9.1.1 Preparation for undertaking this research requires attention, in the case of flipped classroom learning using the CLZ platform, schools need to have a smooth network in order to carry the load of students learning at the same time because of the use of online teaching tools. The network environment also affects the efficiency and pace of learning. Districts with less developed hardware or network facilities need to consider improving the use of online teaching tools and finding alternatives.

In order to carry out this study successfully, it is necessary to determine the time of implementation of the flipped classroom in advance, and try not to interfere with or affect the normal teaching of other subjects.

9.1.2 Teachers participating in the flipped classroom will need to be experienced and proficient in the use of the CLZ tool.

9.2 some extended suggestions and reflections on the flipped classroom in prior related fields or other specialisations for the participants.

9.2.1 In addition to the CLZ platform, other pedagogical tools that can motivate students or enhance the efficiency of teaching and learning can be included as appropriate

9.2.2 Flipped classrooms can be used not only for learning during the school day, but also to compensate and substitute for areas where teachers and educational resources are scarce. When teachers' resources are insufficient, students can make use of the online mode of the flipped classroom to conduct self-study at home, which can improve their learning progress and efficiency..

9.2.3 In addition to the English classroom, the study can be applied to other subjects to see if the flipped classroom model can have the same impact in other teaching areas. For example, to improve students' achievements or to motivate them.

REFERENCES

A Comparative Study of Flipped Classroom Practice Cases in China and the United States [D]. Shaanxi Normal University, 2014

Baker，J.W.(2000). The " classroom flip"：Using web course management tools to become the guide by the side[A]. *Paperpresented at the 11th International Conference on College Teaching andLearning.* Jacksonville，FL[C].

Cheng, Y.-H. & Weng, C.-W. (2017). *Factors Influence the Digital Media Teaching of Primary School Teachers in a Flipped Class: A Taiwan Case Study.* South African Journal of Education, 37, 1-12.

Carmen AlfonsoJosé et al(Eds.). (2018). *Flipped classroom and ICTs as the tools to reach key competences.* Universitat Politecnica de Valencia'DOI: 10.4995/HEAD18.2018.8122

Cheng Xiaotang & Dan Wei. *Interpretation of the core concepts of English curriculum in basic education[J].* Curriculum-Materials-Teaching Methods. 2012, 32(3): 57-63. *Design and Application(2013)[J].* Modern Education Technology. 23 (09): 46-51

Dong Wenjuan(2019). *The use of flipped classroom model in teaching university English courses--A review of "English case teaching research in flipped classroom model" [J].* Chinese Journal of Education. 312(4): 123-126.

Eka Duriyatul et al. (Eds.) (2020). *Students' Perceptions of Flipped Approach in EFL Classroom: A Survey Research.* 30 September 2020'STKIP Singkawang'DOI: 10.26737/JETL.V5I2.1728

Fu Cui.(2020). *Reflections on the Application of "Flipped Classroom" in High School English Teaching*

Gregory Mason.(2013). *Inverting (Flipping) Classrooms-Advantages and Challenges[Z].*

Gerald C. Gannod. (2008). *Using the inverted classroom to teach software engineering.*

Huiyu(2015). *Analysis of the Application of Flipped Classroom in College English Reading Teaching [J].* Anhui Literature (the second half of the month). 09: 138+140

He Wentao.(2014). *Research on Flipped Classroom and Its Teaching Practice [D].* Henan Normal University

Huijuan Zhu(2016). *A Study on the Impact of Flipped Classroom on Junior High School Students' English Achievement, College of Foreign Languages.* Hefei Teachers College. Article ID: 1009-5039(2016)08-0016-02

Jesús Sergio et al.(Eds.). (2020). *Flipped teaching and interactive tools. A multidisciplinary innovation experience in higher education.* AJanuary 2020'Universitat Politecnica de Valencia'DOI: 10.4995/HEAD20.2020.10990

Jinling. 2013 (3). *Flipping Classroom Teaching with Learning Task Sheets [J].* China Information Technology Education

Leo, J. & Puzio, K. (2016). *Flipped Instruction in a High School Science*

Li, C. (2021). *A Control-Value Theory Approach to Boredom in English Classes among University Students in China.* The Modern Language Journal, 105, 317-334.

Li Mingyuan & Peng Huaqing(2016). *The teaching of middle school English reading class and the cultivation of disciplinary core literacy[J].* Education Science Forum, 2016(20): 58-62.

Li Mingyuan.(2016). *Cultivation of students' English disciplinary core literacy based on reading class teaching[J].* Basic Foreign Language Education. 18(5): 95-100.

LIU Feng'e & HENG Su-fang(2020). *A case study of formative assessment in junior high school English reading teaching[J].* The English Teacher. 20(14): 104-107.

Liu Zhen & Cao Zexi(2013). *Practice and Thinking of "Flipped classroom" Teaching Mode in Ideological and Political Theory Class [J].* Modern Educational Technology. 23 (08): 17-20

Lo, C.K. & Hew, K.F.T. (2017). *Using "First Principles of Instruction" to Design*

Lu Li-Qing. *A Practical Study on the Development of Students' Thinking Ability through Expressive Evaluation in Middle School English Reading Teaching[D]*: [Master's thesis].

Lin Caiying(2014). *Action Research on English Teaching in Middle School English Flipped Classroom [D].* Guangxi Normal University

Ma Ruixian(2017). *The application of flipped classroom model in the teaching of university English courses--A review of "English case teaching research in flipped classroom model" [J]*. News Front. 2017(3): 135-136

Ministry of Education of the People's Republic of China. English curriculum standard for compulsory education (2022 edition) [S]. Beijing: Beijing Normal University Press, 2022.

Manuel Alcázar OrtegaPaula Bastida MolinaLina MontuoriCarlos Afranio Vargas Salgado. *Application of Artificial intelligence to high education: empowerment of flipped classroom with just-in-time teaching*. 8 February 2021'Universitat Politecnica de Valencia'DOI: 10.4995/INN2020.2020.11896

Pavlenko, A et al(Eds). (2013). *The Affective Turn in SLA: From 'Affective Factors' to 'Language Desire' and 'Commodification of Affect'. In: Gabrys-Barker.* The Affective Dimension in Second Language Acquisition, Multilingual Matters, Bristol. 3-28.

Rida AfrilyasantiUtari et al.(2017). *Indonesian EFL Students' Perceptions on the Implementation of Flipped Classroom Model*. Academy Publication'DOI: 10.17507/JLTR.0803.05

Salleh, F.I.M. et al.(Eds).(2017). *Comparative Study between Flipped Learning and Flex Model in English as Second Language Classroom*. Advanced Science Letters, 23, 2663-2666.

Secondary School Mathematics Flipped Classroom: The Findings of Two Exploratory Studies. Journal of Ed-ucational Technology & Society, 20, 222-236.

Shuang Dingfang(2021). *Researching the real problems, building a new ecology - the bottleneck and the way out of foreign language education and teaching in China[J]*. Chinese Foreign Language. 18(1): 17-19.

Skinner, E.A. et al(Eds.). (2009). *A Motivational Perspective on Engagement and Disaffection: Conceptualization and Assessment of Children's Behavioral and Emotional Participation in Academic Activities in the Classroom*. Educational and Psychological Measurement, 69, 493-525.

Talbert, R. (2012). *Inverted classroom[J]*. Colleagues, 9(1):7-12.

   The Application of Flipped Classroom in Teaching English Language Skills in Junior High Schools - An Example of Summer Experiment in Middle School A [D], Shanghai Normal University, 2014

Wuhan(2021): East China Normal University

Wang Hong et al.(Eds.). (2013). *Design of Flipped classroom Teaching Model Based on Typical Case Analysis at Home and Abroad [J]*. Modern Education Technology. 23 (08): 5-10

Wang, Hongli.(2020). *An empirical study on the effect of formative assessment on junior high school students' English reading comprehension [D]*: [Master's thesis]. Chongqing: Southwest University

Wang Q. (2013). *Deepening the concept of reform to improve the quality of the curriculum--Interpreting the major changes in the Compulsory Education English Curriculum Standards (2011 Edition)[J]*. Curriculum-Materials-Teaching Methods. 33(1): 34-40.

Wang Yong.(2022). Keeping the Righteousness and Innovation, Casting Souls and Nurturing People, and Promoting the High-quality Development of Basic Foreign Language Education - *An Overview of "2022 National High-end Forum on the Reform and Development of Basic Foreign Language Education"[J]*. Foreign Language Education Research Frontier. 5(3): 75-78.

Wang SZ.(2000). *Students' Performance Psychological Barriers and Their Countermeasures in Secondary School English Teaching[J]*. People's Education, 2000(7): 59-60.

(Yi-Ting) Wu(2019). *The Implementation of Flipped Classroom in Efl Class: a Taiwan Case Study T. (Tian) HavwiniY.* 1 September 2019'Politeknik Negeri Batam'DOI: 10.30871/DECA.V2I02.1536

Yang Fang.(2021). The combination of students' self-assessment and teachers' assessment in the design of junior high school English reading teaching from the perspective of core literacy--*Taking Unit 3 Crossing the River to School in New*

Target English 7 as an Example[J]. New Course. (2): 112-113.

Zhao Xiaoqing.(2022). *A Study of the Reversal Effect of the Reading Comprehension Test on Middle School English Reading Teaching [D]*: [Master's thesis]. Dalian: Liaoning Normal University

Zhang, Y.L.et al.(Eds.) (2016). *A Large-Scale Blended and Flipped Class: Class Design and Investigation of Factors Influencing Students' Intention to Learn*. IEEE Transactions on Education, 59, 1-11.

Zhang Jinle et al.(2012). *Research on Flipped classroom Teaching Mode [J]*. Journal of Distance Education.(4):

APPENDIX

APPENDIX A

3 experts to test and verify the lesson plans and English tests

——Yang Xianshe, Vice Principal of Shuyuan Middle School, has been engaged in English education for more than ten years

 ——Zhang Xia, Director of English Teaching and Research Section of Nanyang No.1 Middle School, has rich experience in English education and is responsible for tutoring high school English;

——Xie Lili, Teacher of Hengshui Key Middle School in Hebei Province, Junior High School Class Teacher, and a member of the R&D team of CLZ platform
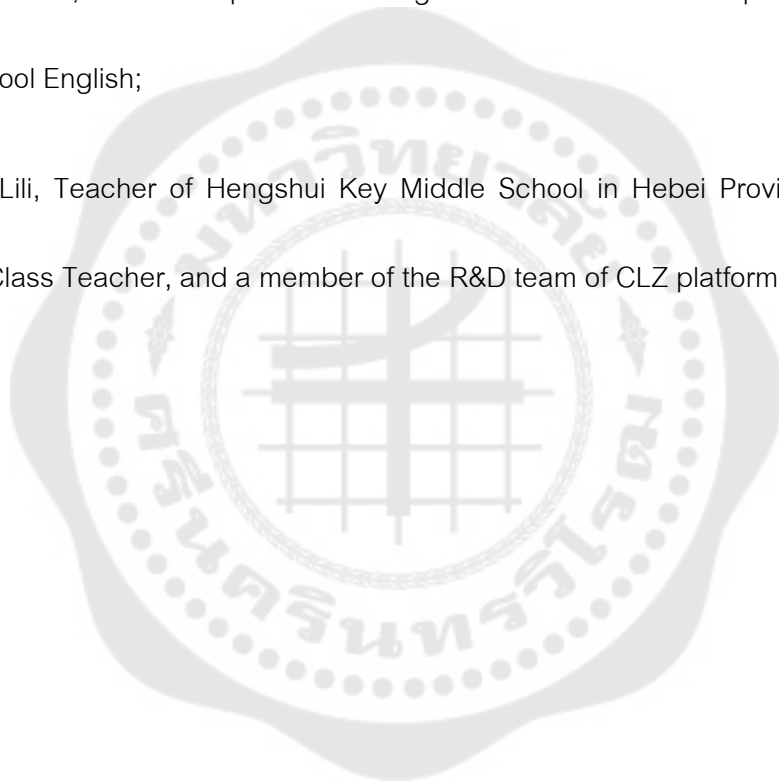
APPENDIX B

Table 7 English Achievement Tests of Unit 7.

	OBJECTIVES	DETAILS	RATE
PART I (multiple choice) No.1	Words memorized	Transformations of verbs and specific uses	1
			1
			1
PART I (multiple choice) No.2	Words memorized	Fixed collocations and applications of phrases	1
			1
			1
PART I (multiple choice) No.3	Words memorized	Fixed collocations and applications of phrases	1
			1
			1
PART I (multiple choice) No.4	Words memorized	Fixed collocations and applications of phrases	1
			1
			1
PART I (multiple choice) No.5	Words memorized	Fixed collocations and applications of phrases	0
			1
			0
PART I (multiple choice) No.6	Words memorized	Transformations of verbs and specific uses	1
			1
			1
PART I (multiple choice) No.7	Words memorized	Fixed collocations and applications of phrases	1
			1
			1
PART I (multiple choice) No.8	Words memorized	Transformations of verbs and specific uses	1
			1
			0
PART I (multiple choice) No.9	Words memorized	Transformations of verbs and specific uses	1
			0
			0
PART I (multiple choice) No.10	Words memorized	Fixed collocations and applications of phrases	0
			0
			1
PART II (fill in the blanks) No.1	Comprehension and use of words	Verb usage	0
			1
			1

PART II (fill in the blanks) No.2	Comprehension and use of words	Meaning and Use of Words	1
			1
			1
PART II (fill in the blanks) No.3	Comprehension and use of words	contextual understanding	0
			1
			0
PART II (fill in the blanks) No.4	Comprehension and use of words	Meaning and Use of Words	1
			1
			1
PART II (fill in the blanks) No.5	Comprehension and use of words	Fixed collocation of phrases	1
			1
			1
PART II (fill in the blanks) No.6	Comprehension and use of words	Usage of adverbs	1
			1
			1
PART II (fill in the blanks) No.7	Comprehension and use of words	Definitions and Usage of Nouns	1
			1
			1
PART II (fill in the blanks) No.8	Comprehension and use of words	Usage of fixed collocations of verbs	1
			1
			0
PART II (fill in the blanks) No.9	Comprehension and use of words	Verb usage	1
			1
			1
PART II (fill in the blanks) No.10	Comprehension and use of words	Interpretation and usage of adjectives	1
			1
			1
PART III (reading comprehension A) No.1	Understand the main points of the text and infer the answer	Exercising students' logical and analytical skills.	1
			1
			1
PART III (reading comprehension A) No.2	Understand the main points of the text and infer the answer	Exercising students' logical and analytical skills.	1
			1
			1
PART III (reading comprehension A)	Understand the main points of the text and infer	Exercising students' logical and analytical skills.	1
			0

No.3	the answer		1
PART III (reading comprehension A) No.4	Understand the main points of the text and infer the answer	Whether faced with unfamiliar vocabulary they are able to analyze it by linking it to the following	1
			1
			0
PART III (reading comprehension A) No.5	Understand the main points of the text and infer the answer	Whether faced with unfamiliar vocabulary they are able to analyze it by linking it to the following	1
			1
			1
PART III (reading comprehension B) No.1	Understand the main points of the text and infer the answer	Comprehension and analytical skills of the text	1
			1
			1
PART III (reading comprehension B) No.2	Understand the main points of the text and infer the answer	Comprehension and analytical skills of the text	1
			1
			1
PART III (reading comprehension B) No.3	Understand the main points of the text and infer the answer	Comprehension and analytical skills of the text	1
			1
			1
PART III (reading comprehension B) No.4	Understand the main points of the text and infer the answer	Comprehension and analytical skills of the text	1
			0
			0
PART III (reading comprehension B) No.5	Understand the main points of the text and infer the answer	Comprehension and analytical skills of the text	1
			1
			1
PART IV (Making sentences and conversion) No.1	advanced use of sentence patterns	Flexibility in the use of phrases (ability to replace subordinate rents with the same meaning)	1
			1
			1
PART IV (Making	Comprehension of articles	Exercise students' comprehension and	1

sentences and conversion) No.2		logical thinking	1
			1
PART **IV** (Making sentences and conversion) No.3	Chinese to English translation	Be able to make complete sentences	1
			1
			1
PART **IV** (Making sentences and conversion) No.4	Chinese to English translation	Be able to make complete sentences	1
			1
			1
PART **IV** (Making sentences and conversion) No.5	Chinese to English translation	Be able to make complete sentences	0
			0
			0
PART **V** (complete the words) No.1	Write the correct word based on the initial hints	Key vocabularies examined in this chapter	1
			1
			1
PART **V** (complete the words) No.2	Write the correct word based on the initial hints	Key vocabularies examined in this chapter	1
			1
			1
PART **V** (complete the words) No.3	Write the correct word based on the initial hints	Key vocabularies examined in this chapter	1
			1
			1
PART **V** (complete the words) No.4	Write the correct word based on the initial hints	Key vocabularies examined in this chapter	0
			1
			0
PART **V** (complete the words) No.5	Write the correct word based on the initial hints	Key vocabularies examined in this chapter	1
			1
			1
PART **VI** (writing)	Write a topic-appropriate essay according to the requirements	Practicing students' English writing skills	1
			0
			1

APPENDIX C

Table 8 Comparison of the students' pre-test achievements and post-test achievements
in English test

Student	achievements (30)	
	Pretest (P1)	Posttest (P2)
1	56	71
2	67	80
3	72	88
4	74	89
5	43	68
6	81	94
7	87	91
8	83	93
9	84	95
10	79	89
11	65	85
12	80	89
13	82	94
14	91	97
15	81	92
16	86	95
17	89	97
18	87	94
19	23	46
20	54	68
21	64	75
22	63	79
23	72	89
24	87	96
25	92	98
26	94	97

27	46	68
28	66	86
29	86	95
30	87	99
Mean	74	87

APPENDIX D

Grade 8 English Test of Unit 7 (Questions)

PART I

Items 1-10: 10 items x 2 marks each = 20 marks

Directions: Choose the correct option.

( )1."What did you see on the desk then? " "There   two bottles of orange"

A. was   B. were   C. has D. had

( )2."Are you free tomorrow?" "Yes, I'm taking tomorrow   ?

A. away   B. up   C. off   D. for

( )3.He watched the children   soccer yesterday afternoon.

A.to play   B. played   C. play   D. plays

( )4.I'm thirsty .Could you give me   ?

A. something to drink   B. something to eat

B. anything to drink   D. anything to eat

( )5.Many people like to have a picnic   .

A.   out doors B. out the doors   C. outdoors D.in outdoors

( )6.The students   the classroom last Friday.

A.   clean   B. cleaning C.to clean   D. cleaned

( )7.You will find the post office   the street.

A.in the end   B.at the end   C. finally   D.at the end of

( )8.Mr Smith   English last term.

A.   taught us   B. taught our   C. teaches   D. teaches our

( )9. I didn't have fun   yesterday.

A.to skate   B. skates   C. skated   D. skating

( )10.   did you do?

A. what else   B. What else things

C. What other   D. What others things

PART II

Items 1-10: 10 items x 2 marks each = 20 marks

Directions: Fill in the blanks below with the correct answer.

A young man was in love with a beautiful girl. Soon she 1 his fiancee(未婚妻).The

young man was very 2 but the girl was rich. The young man wanted to make a 3 on her

birthday, but he had no idea how to do it, as he had very little money. The next morning,

he went to a shop. There were many fine things there--rings, gold watches, diamonds—

But all these things were too 4 .There was one thing he could not take his eyes off .It

was a beautiful vase .That was a suitable present for his fiancee. He had been 5 the

vase for half an hour when the manager of the shop noticed him .The young man looked

6 pale, sad and unhappy that the manager asked what had happened to him .The

young man told him 7. The manager 8 for him and decided to help him .A brilliant （

明智的） idea struck him .The manager pointed to the corner of the shop. To his

great surprise, the young man saw a vase broken into many pieces. The manager said,"

I shall order my servant to pack it and take it to your fiancee. When he enters the room,

he will 9 it." On the birthday of his fiancee, the young man was very 10.

( )1.A.becomes   B. became   C. gets   D. got

( )2.A.good   B. smart   C. kind   D. poor

( )3.A.flower   B. dress   C. watch   D. present

( )4.A expensive B. beautiful C. cheap   D. useful

( )5.A.looking   B. seeing   C. looking at D. looking for

( )6.A.very   B. quite   C.so   D. too

( )7.A.something B. anything   C. nothing   D. everything

( )8.A.felt happy B. felt sorry C. was unhappy D. was angry

( )9.A.give   B. borrow   C. put   D. drop

( )10.A.exciting B. excited   C. interesting   D. interested

PART III

Items 1-10: 10 items x 2 marks each = 20 marks

Directions: Read the article and answer the following questions based on the text.

One day John took two of his friends into the mountains. They put up their tents and then rode off to see how the trees were growing.

By afternoon when they were about to be kilometers from their camp （营地）

， it started to snow .More and more snow fell. Soon John could hardly see his hand before his face. He could not find the road! John knew there were two roads. One road went to the camp, the other went to John's house. But all was white now. Everything was the same. How could he take his friends back to the camp?

John had an idea. The horses! Let the horses take them back! But what would happen if the horses took the road to his house? That would be a trip of thirty-five kilometers in freezing weather!

It was getting late. They road on and on. At last, the horses stopped.

Where were they? None of them could tell. John looked around. What was that under the tree! It was one of their tents!

1. John and his friends went to the forest!

A .to see the trees   B.to find their way back

C.to build their camp   D.to put up their tents

2.Why could they hardly find their way back?

A. Because everything was covered by snow.

B. Because there was not any road at all in the mountains.

C. Because they couldn't decide which of the two roads went to their tents.

D. Because there was only one road to their camp.

3.Where did they want the horses stop?

A. To the mountains. B. To the forest

C. To the camp.   D. To John's house.

4.Why did the horses stop?

A. Because they saw the trees.

B. Because they knew that they had got to the camp.

C. Because they were tired after long running.

D. Because it was getting late.

5. The story happened   .

A. at night when nothing could be seen   B .in a cold camp

C. on a dark evening   D on a cold winter day

B

In spring there once lived a king and he was very fond of （喜爱）jokes."I will give a bag full of gold,"he said,"to the person who can tell me the best story .There 's only one rule(规则)------it must be a story which I cannot believe .If I can believe it ,then I won't give away the bag of gold. "

People came to the king from all parts of the country. They brought strange and wonderful stories. The king sat in his palace and listened to all stories .He enjoyed them very much ,but to each person he said，"I can believe that story .It could happen and it may be true, so I won't give you the bag of gold."

At last, a poor old man came to the palace. He was carrying a huge stone jar. The old man went into the King's room and said, "Oh, king, your good father was once a poor man and my father was rich. They were very good friends. My father gave your father a larger jar, like this one, and it was full of gold. Your father promised to give back

the gold when he became rich. But he didn't give it back. Now I'm poor and you are

rich. And I want the gold."

The king said, "I don't believe that story. The jar is very big. There isn't enough gold

in all my country to fill that jar. My father didn't tell me anything about a large jar full of

gold."

"All right," the old man said. "Never mind. If you don't believe the story, give me the

bag of gold, please." The king remembered rule and gave the man the bag of the gold.

1.What did the king want to do at the beginning of the story?

   A. He wanted to play a joke with others.

   B. He wanted to give his people some gold.

   C. He wanted to find a good story teller.

   D. He wanted to set up a new rule of the people.

 2.The king would give a bag of gold to the person who told   .

A. a strange （奇怪） story   B.an unbelievable story

C. the best story in the world   D. a story which was true

3.Why did the old man come to the palace?

A. He tried to get his father's gold back.

B. He wanted to get the bag of gold.

C. He thought the king would like his story.

D. His father had been the king's father's friend.

4.What reason （原因） did the king give for not believing the old man's story?

A. The jar was big.

B. There wasn't much gold in the country.

C. The jar couldn't have been used for holding gold.

D. His father didn't tell him about a jar of gold.

5.Which of the following words best describe （描述） the old man?

A. Clever   B. Poor   C. Interesting   D. Strange.

PART **IV**

Items 1-5: 5 items x 3 marks each = 15 marks

Directions: Substitution of phrases and translation from Chinese to English according to the meaning of the context.

Mrs. Green wants to do a lot of shopping on Saturday afternoon. (A)   , so Mrs. Green ((B)ask him to the shops with her to give money for everything and carry her bag.

They go to a lot of shops and Mrs. Green buys a lot of things. She often stops and says.

"Look, Joe, isn't it beautiful?" He answer ,'All right, Dear. How much is it?" "Then he takes his money. It is very late now. Mr. Green (C)很累了，想找个地方喝一杯。 Mrs. Green looks up at the sky and says, 'Look at that ((D)   moon, Joe!" Mr. Green looks up at the sky and says," All right, Dear. How much is it?"

根据短文内容，完成下列各题。

1.**写出能替**换句中划线部分的词语。

Mrs. Green wants to do a lot of shopping on Saturday afternoon.

2.选择一个适当的句子填入（A）处。（　）

A. There are lots of people in the shop on Saturday.

B. She has time on Saturday.

C. Every Saturday Mr. Green is free.

D. She likes going to the shop on Saturday.

3.**把划**线部分（B） 翻译成汉语。

_____

4.**把划**线部分（C)**翻译成英语。**

_____

5. **在**（D）处填上一个适当的

PART **V**

Items 1-5: 5 items x 2 marks each = 10 marks

Directions: Directions: Fill in the blanks according to the meaning of the sentence and the first letter of the given word or kanji.

1.Last Sunday, I took my little sister to the a   to see sharks, seals and so on.

2.Our team played so well that we w   in the last week's football match.

3.We visited Mount Tai and bought some beautiful s   there.

4.Father bought me a g   for my birthday.

5.The girl likes to listen to Zhou Jielun's songs and she wants to get his a   .

PART **VI**

Items 1: 1 item x 15marks each = 15 marks

Directions: Write the essay according to the requirements of the question.

假如你和你的同学在 9 **月** 9 **号（星期天）到敬老院**为慰问了

老人，请你把活动的情况用英语写一篇日记。日记的格式

及开头已为你写好，不记入总词汇数。

日记的内容还应包括以下要点：

1.**来回的**时间及方式；2.**活动内容**：扫地，洗衣……；

3.**活**动感受：很累但很愉快；要照顾，尊重老人。

注意：1.**每行按右**边规定的词数书写，总词数 60～80 ；

2.**所给的要点提示必须都用上，并作适当的发挥；

₃.日记中不得使用真实的人名，

₄.参考词汇：respect vt.尊重.

Sep,9,2010 Sunday

Today my classmates and I went to the Old People's Home

Unit 7 （Answer）

PART I ：1-5 BCCAC   6-10 DDADA

PART II ：１－５ＢＤＤＡＣ   ６－１０ ＣＤＢＤＢ

PART III ： （Ａ） ＡACBB

 （Ｂ） ABBDA

PART Ⅳ：１.go shopping   2.C 3.要他和她一起逛街，付钱买东西并

帮她提包。 4.is very tired, and wants to find a place to have a drink. 5.beautiful.

PART **V** : 1.aquarium 2.won 3. souvenirs 4. gift 5. autograph

PART**VI**: 写作 （For example） :

Step 9,2010 Sunday

Today my classmates and I went to the Old People's Home on foot at 3 o'clock in the afternoon.as soon as we got there, we began to clean the rooms and wash clothes for the old people. Some of us talked with them. After that we gave them some performances. The old people enjoyed themselves very much. We stayed there for two hours. At about 5 o'clock we walked home.

I felt very happy (for what I had done) although I was tired. I think everyone should look after and **respect old people**

VITA