

DEVELOPMENT OF FLIPPED CLASSROOM AND BLEND LEARNING INSTRUCTIONAL MODEL TO ENHANCE VOCATIONAL STUDENTS' CHINESE READING ABILITY

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Abstract

The objectives of this research were 1) to study the factors to enhance Vocational students' Chinese Reading Ability in Henan Province, 2) to develop Flipped Classroom and Blend Learning instructional model to enhance Vocational Students' Chinese Reading Ability in Henan Industrial School, and 3) to study the results of implementing Flipped Classroom and Blend Learning model to enhance Vocational Students' Chinese Reading Ability in Henan Industrial School. The population of Phase 1 were 172 former students and 4 lecturers of the Chinese Reading Ability and Vocational school Chinese Course in the 1st semester of the 2023 academic year from 4 colleges in Henan Province. The target group of phases 2 were 3 experts, and the sample group of phases 3 were 40 students enrolled in the Chinese Reading Ability and Vocational school Chinese Course of Henan Industrial School. The research instruments were 1) a set of questionnaires for students, and interview for lecturers. 2) Set of questionnaires for conformity instructional model. 3) Lesson plans using Flipped Classroom and Blend Learning instructional model, and 4) Scoring rubric form. Data were analyzed by percentage, mean, standard deviation.

The results revealed the following: 1) The factors to enhance Vocational students' Chinese Reading Ability in Henan Province were internal and external factors. The former included motivation, attitudes and interest, prior knowledge while the latter involved lecture and parents, method or teaching, environmental, 2) The Flipped Classroom and Blend Learning Instructional Model instructional model to enhance Vocational Students' Chinese Reading Ability in Henan Industrial School include 5 components: (1) Principle and Rationale, (2) Objectives, (3) Contents, (4) Method of teaching & Materials and (5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 specialists, and 3) It was found that 85% of 40 students who enroll in the Vocational school Chinese Course students whose Chinese reading ability is at good level while another 15% of them are assessed to be at medium and pass level. The result is consistent with the research hypothesis that 80% upwards of the participants will have Chinese reading ability at Good level after learning through Flipped Classroom and Blend Learning instructional model.

Keywords: Flipped Classroom, Blend Learning, Chinese Reading Ability

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Introduction

Chinese Course is the basic Course and compulsory Course of vocational school students. Chinese Course is a basic cultural Course, which is a necessary skill for students of any major in study and work. Chinese Course plays an important role in cultivating students' comprehensive abilities such as understanding ability, expression ability, observation ability and cooperation ability. Paying attention to the cultivation of students' reading ability in Chinese teaching is not only the requirement of quality-oriented education reform, but also the requirement of social development.

Chinese reading ability, as one of the basic abilities for human self-development, has always played an important role. The cultivation of reading ability is an important component of vocational students' Chinese language learning. The new Chinese language curriculum standards clearly state that vocational students have the ability to read independently and learn to use multiple reading methods. Has a rich accumulation and good language sense, focuses on emotional experience, develops feelings and understanding abilities and can read daily books, newspapers, and magazines, can preliminarily appreciate literary works, and enrich one's spiritual world. Can use reference books to read classical Chinese. Recite 240 excellent poems and essays, with a total of over 4 million words of extracurricular reading. (Zhengzhou University,2020)

The basic knowledge of vocational school is relatively poor and weak, the scope of knowledge is relatively narrow, the understanding and imagination are relatively limited, and the level and ability of basic knowledge are also uneven. At the same time, it also affects the development of teachers' Chinese teaching and the completion of teaching tasks, resulting in unsatisfactory teaching quality and efficiency. In addition, vocational school students on the degree of attention to language learning is not high, many students are not interested in Chinese learning, the Chinese curriculum is not very understanding, only a small number of students like to learn Chinese, can have a clearer understanding of the importance of learning Chinese.

Vocational students' basic knowledge is relatively weak, and the concept of learning Chinese is not enough, which is not conducive to the cultivation of students' interest in learning Chinese, and is not conducive to the overall improvement of students' comprehensive quality. Mistakenly believe that entering vocational school as long as you learn professional skills can be, neglect the Chinese learning. For the important role of Chinese in work, life and study cannot have a correct understanding, so that most students lack interest in Chinese learning, learning enthusiasm is relatively low; The effect of Chinese teaching is often not ideal. (Henan University,2020)

Use of flipped classroom and blend learning as solution. The teaching reform by means subverts the traditional classroom teaching process, helps to optimize learning motivation, stimulate students' interest in Courses, improve students' independent inquiry ability, relieve teachers' teaching pressure, and improve the quality of classroom teaching. Adopt online and offline hybrid teaching mode and use modern information technology to cultivate vocational students' independent learning ability.

From the related research Li, K and Zhao, J. (2022) are committed to blend Learning and has made great progress. It shows that blend Learning is blend learning that takes diversified means to complete teaching according to students' actual conditions to solve the difficulties in teaching. Ma, T and, Xu, M. (2019) study about Analysis of Flipped Classroom Teaching Design in vocational School Chinese Based on Core Literacy of Chinese Subject, discuss the significance of flipped classroom, analyze the teaching objectives and process of flipped classroom in detail, and affirm the teaching value of flipped classroom based on core literacy of Chinese subject. Li, H.(2016) made a detailed investigation and analysis of the reading premise and preparation of flipped classroom in the article "A Preliminary study of Flipped classroom teaching Practice in vocational School Chinese - A Case study of the teaching practice of" Modern and Contemporary Novel Classic Reading ", proposed "student-centered" teaching, and proved the effect through reading teaching operations preliminary

study on flipped classroom teaching practice of Chinese in vocational school -- taking the teaching practice of "Classic Reading of Chinese Modern and Contemporary novels" as an example, Education and teaching research.

As the rationale shown above, the author realizes the importance of studying "Development of Flipped Classroom and Blend Learning Instructional Model to Enhance Vocational Student's Chinese reading Ability".

Objectives

1. To examine the factors affecting vocational student's Chinese reading ability.
2. To develop flipped classroom and blend learning instructional model to enhance vocational student's Chinese reading ability.
3. To study the results of flipped classroom and blend learning instructional model to enhance vocational student's Chinese reading ability.

Material and Method

Literature review

Development of Instructional Model

Learning circuit defined instructional model combine aspects of online and face-to-face instruction.

Goodyear (2020) proposed that blend learning is not only the integration of classroom teaching and online teaching, but also the combination of teaching and tutoring in a "student-centered" learning environment.

Stock, W. (2020) believes that blend learning aims to provide students with personalized learning resources and methods, stimulate students' learning interest, and form a student-centered learning environment.

Feng, X. (2021) discussed the learning theory and the basis of teaching law of blend learning from the perspective of epistemology and methodology. She believed that it was appropriate for blend learning to explain the acquisition of personalized knowledge with constructivism theory and the generation of creative knowledge with connectionism theory, and positioned teachers as learning designers and learning facilitators.

Yu, C (2020) defines blend teaching as a new learning model formed by the complementary and integrated development of online learning and face to face learning. Among them, online learning includes a variety of online learning activities, carried out through various Internet devices, offline learning is face-to-face learning. Face to face learning classes begin between teachers and students. But it may still require the support of networked learning devices and software. On this basis, the diversified teaching mode is applied to the teaching work, and the quality and effect of the teaching work are strengthened by realizing the mixture of various network platforms.

From the definition above, it can be concluded that instructional model refers to a new type of learning style or concept. It refers to the blend learning style that blends traditional learning means with online learning means in E-learning and enterprise training according to the viewpoint of system theory and performance method. Its goal is to make learning easier and more convenient, so as to achieve the best learning results, and it is based on the learning performance indicators of enterprises and organizations.

Components of Instructional Mode

Cheng.Y (2018) contends that instructional model should consist of three components as follows.

It takes "project-driven and problem-oriented" as the design concept, and constructs a blend learning instructional design model based on MOOCS, which includes three stages: preliminary analysis, blend learning instructional design, and learning evaluation design.

Li, W. (2021) suggests that instructional model should consist of four components as follows.

It proposed a resource-based instructional design process model for blend learning, including four stages: preliminary analysis, design and development of learning resources, design of resource-based blend learning activities, and implementation and evaluation of blend learning, through which the process model can effectively guide the development of blend learning practice.

From the information above, the instructional model employed in the present study involve 5 components in line with the theories above i.e., principle and rationale, objectives, contents, methods of teaching & materials and evaluation.

Confirmatory Factor Analysis

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects: 1) Utility Standard, 2) Feasibility Standard, 3) Propriety Standard and 4) Accuracy.

Chinese Course Teaching

In 1999, the Central Committee of the Communist Party of China and The State Council issued the Decision on Deepening Educational Reform and Comprehensively Promoting Quality Education. (Zhongfa [1999] No. 9) is a comprehensive orientation of the development direction of basic education in the new century, in which a single column proposes to "vigorously improve the modernization level of educational technology means and the degree of educational informatization". Subsequently, in the Decision on the Reform and Development of Basic Education formulated by the State (Guofa [2001]21), the Outline of the National Medium - and Long-Term Education Reform and Development Plan (2010-2020) (Zhongfa [2010]12), and the 13th Five-Year Plan for the Development of National Education (Guofa [2017]4), They all regard "education informatization" as an important field in the reform and development of basic education, require "speeding up the construction of educational information technology facilities", propose that we should attach importance to the application of information technology in education and teaching, encourage teachers and students to use information means to teach and learn activities, and focus on the development of "high-quality online open Courses and resource libraries that organically combine curriculum teaching and application services". It emphasizes "the use of flipped classroom, blend teaching and other ways to make good use of high-quality digital resources", "further promote the" network learning space for everyone ", and form a new model of online and offline ubiquitous learning." In order to implement and promote the work of education informatization, the Ministry of Education has successively issued the "Ten-year Development Plan for Education Informatization (2011-2020)" (No. 5 of Jiaoji [2012]) and the "13th Five-Year Plan for Education Informatization" (No. 2 of Jiaoji [2016]), putting forward specific requirements for the construction of "informationized learning environment of high-quality education resources". To build "integrated network learning space innovation teaching model, learning model and educational resources.

Behavioral science theory

In 1949, the concept of behavioral science was first proposed at a symposium in Chicago, USA. Behavioral science is a new science, and its development time is relatively short in our country. Behavioral science is the use of psychology, sociology, anthropology and other disciplines to study the law of human behavior, and how to correctly deal with the relationship between people to stimulate people's enthusiasm. It is based on human behavior and its change law as the research object, mainly from the perspective of human needs, desires, motivations, purposes and other psychological factors to study human behavior law, and through the regularity of understanding to predict and control human behavior. According to behavioral science theory, behavior is a purposeful activity carried out by an individual around a task or a goal, and all activities are carried out under the influence of the environment. Thus, behavioral science theories include three main factors: the individual, the task (or goal), and the environment. In the learning process under the blend learning mode, learners are individuals, learning goals belong to tasks (or goals), the environment is mainly

offline classroom and online Course learning platform, and learning behavior is mainly influenced by learning goals and "online + offline" learning environment.

Behavioral science theory provides theoretical support for the research on the analysis model of learning behavior on the offline of blend learning model. According to behavioral science theory, online learning behavior is a system with rich interactive elements and obvious hierarchy, so the data analysis of online learning behavior can be started from observable and quantifiable content. Therefore, the online behavior analysis in this study can construct specific behavior indicators from the perspective of the types of online learning behaviors, quantify learners' online learning behaviors through various methods, and describe and analyze the behaviors combined with the characteristics of learners, and finally conduct corresponding demonstration.

Constructivism learning theory

Piaget. He believes that children gradually construct knowledge about the external world in the process of interacting with the surrounding environment, so as to develop their own cognitive structure. Constructivism learning theory holds that learning is not a process in which teachers transfer knowledge to students, but a process in which students construct their own knowledge system, which means that learning is active. Learners should not passively receive information as stimulus recipients. On the contrary, students should acquire information and make active selection and processing of external information to construct the meaning of information. Such construction process cannot be completed by others. Learning is not simply the accumulation of information, but also the conceptual change and structural reorganization caused by the conflict between old and new experiences. The learning process is not a simple input, storage and extraction of information, but a two-way interaction process between old and new experiences. Learners' knowledge construction is a deepening process, and the quantifiable data generated by learners' online learning under the blend learning mode is limited. As the main quantifiable data in the process of online knowledge construction, the objective law behind online learning behavior is worthy of in-depth study. Therefore, it is necessary to analyze online learning behavior on the basis of constructivism learning theory, whether it is the knowledge construction generated when students participate in learning activities or the behavioral data generated in the construction process. Especially the quantity obtained during the construction process. The results of the analysis can be used for feedback and evaluation to further improve teaching and learning.

Blend Learning

At present, blend learning has been widely used in many fields such as school education, academic education, and enterprise training. In recent years, with the wide application of computer technology, communication technology, sensor technology, multimedia technology, mobile terminal equipment and big data in the field of education, the application of blend learning in the field of school education has attracted more and more attention and favor from scholars at home and abroad. Just as Professor Hokekong said, blend learning is the product of the integration of information technology and curriculum teaching under the background of educational informatization. It is an important means to promote education and teaching reform and improve teaching performance. It can not only play the leading role of teachers and ensure the dominant position of students, but also give full play to the advantages of E-learning teaching while maintaining the advantages of traditional teaching. Thus, it can effectively stimulate learners' interest in learning and achieve better learning results. On the one hand, blend learning can effectively optimize the learning process, ensure the main position of students and promote the current teaching reform; on the other hand, it can maintain the advantages of traditional teaching itself and solve the problem of poor self-control of students, thus providing an opportunity for the reform of Chinese teaching.

Theory

The "prime-subject" teaching theory integrates the advantages of constructivism, and holds that teachers are the facilitators of students' meaning construction and the organizers of teaching process. Teaching resources and teaching media are demonstration tools and

cognitive tools to assist teachers in teaching and students in learning. Through independent learning, class teaching, collaborative communication, personalized learning and other ways to enable students to learn all aspects of knowledge, cultivate students in all aspects of ability; And the "leading one subject" teaching theory emphasizes that in the teaching process, we should not only fully respect the subject status of students' learning, but also give full play to the dominant position of teachers' choice of learning content, organization and guidance in the learning process, so as to organically unify learning and teaching. Therefore, in the teaching process, it is necessary to make the teaching media a means for teachers to impart knowledge and a cognitive tool for students to cooperate and learn independently, so as to improve the enthusiasm and initiative of teachers and students.

Methods of Teaching

Mayo,Donnelly, Nash,Schwartz (2007) assigns seven processes of Method of PBL as follows.

- 1.To understand unfamiliar terms
- 2.Define the problem
3. Brainstorming
- 4.Restructure the problem
- 5.Define the learning objectives
- 6.Information collection and personal learning
- 7.Share the collected and individually learned information

In my opinion, "teaching method" in the new era refers to the general term of means and strategies for teachers to acquire knowledge, cultivate ability and stimulate emotion by incorporating their own teaching concepts under the guidance of correct teaching concepts, and in the process of combining teaching content with actual life, situational experience and thinking characteristics, constantly reflect and explore.

Roles of Teachers and Students

Roles of teachers

Teachers in PBL become coaches or mentors for students to gain knowledge. In PBL teaching mode, teachers have changed from the traditional teaching center to the new teaching mode of teacher-student collaboration. The role of teachers has changed to that of teaching organizers, resource providers, facilitators of students' ability development and instructors of self-directed learning. In this case, teachers are both educators and learners. Their role is not to identify the problem or tell the student the result, but to participate in the discussion appropriately, guide the student to ask questions, assist the group in setting goals, selecting points, making plans, identifying and helping to solve existing problems, and managing the class discussion time. Therefore, the evaluation of teachers in the context of the new curriculum no longer depends on whether a teacher can teach a lesson well, but on whether he can design and participate in and experience a lesson well with students. The goal is no longer how much knowledge he gives students, but whether he can improve their independent learning ability.

The new teaching model makes the instructors face new challenges: to have a high level of multidisciplinary professional knowledge, professional skills and rich knowledge reserve, in-depth PBL concept, respect for others, good communication skills, responsibility, full self-knowledge and evaluation and other professional behaviors.

Material and Method

In the study of "Development of Flipped Classroom and Blend Learning Instructional Model to Enhance Vocational Students' Chinese Reading Ability "the researcher used Mixed Method of Research. This research is divided into 3 phases.

Phase 1 was conducted to answer research objective 1: To examine the factors affecting vocational student's Chinese reading ability.

Table 1 Conduct research from Phase 1

Topics	Details
Research process	Analyzed both internal and external factors
Research objective 1	To examine the factors to enhance vocational students' Chinese reading ability.
Conduct research	Design internal and external factors that influence the Chinese reading ability of vocational students. Design questionnaires and lecturer interview outlines.
Target group/Key informants	1) 172 former vocational students of Principles and Methods of Chinese Course in the 1 st semester on academic year 2022 from 4 school in Henan province. 2) 3 lecturers who are teaching Chinese Course from 3 school in Henan province.
Instrument	1) Questionnaires 12 items. 2) Interview by 10 questions
Data analysis	1)Descriptive Statistics i.e., Frequency, mean (μ) standard deviation (σ) for questionnaires. 2) Content analysis for interview.
Output	The result of the factors to enhance Chinese reading ability of vocational students. The internal factors such as motivation, attitudes and interest, environment. The external factors such as lecturer and parents, method and teaching, environment.

Phase 2 was conducted to answer research objective 2: To develop flipped classroom and blend learning instructional model to enhance vocational student's Chinese reading ability.

Table 2 Conduct research from Phase 2

Topics	Details
Research process	Development of Flipped Classroom and Blend Learning instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.
Research objective 2	To develop Flipped Classroom and Blend Learning instructional model to improve Chinese reading ability of Vocational students at Henan Industrial School.
Research method	Study the component for development of Flipped Classroom and Blend Learning instructional model.
Target group/Key informants	3 experts through Item-Objective Congruence (IOC) according to the criteria.
Instrument	The questionnaire
Topics	Details
Data analysis	Frequency and percentage
Output	Flipped Classroom and Blend Learning instructional model to improve of Chinese reading ability of Vocational students the appropriateness of which is confirmed by experts for further implementation. The acceptable items 100%.

Phase 3 was conducted to answer research objective 3: To study the results of flipped classroom and blend learning instructional model to enhance vocational student's Chinese reading ability.

Table 3 Conduct research from Phase 3

Topics	Details
Research process	1) Deign lesson plan 2) Design scoring rubric form
Research objective 3	To study the results of implementing flipped classroom and blend learning instructional model to enhance vocational students' Chinese reading ability.
Conduct research	Designing instrument 1 (Lesson plan) Designing instrument 2 (Rubric evaluation form)
Target group/Key informants	The 40 students who enroll in the Vocational school Chinese Course Henan Industrial School in the 1st semester, the academic year 2023 from Section B by cluster sampling.
Instrument	1)Lesson plan 2)Rubric evaluation form
Data analysis	Categorize students' performance according to rubric scoring criteria into their levels descriptor.
Output	Vocational Students' Chinese reading ability are at a good level $\geq 80\%$.

Results

In the study of “Development of flipped classroom and blend learning instructional model to enhance vocational students' Chinese reading ability”, the researcher studied the documents concerning the following.

Part 1: Analysis results serving object 1-To study the factors affecting Chinese Reading Ability of Vocational Students.

Part 2: Analysis results serving object 2-To development of flipped classroom and blend learning instructional model to enhance vocational students' Chinese reading ability.

Part 3: Analysis results serving object 3-To study of flipped classroom and blend learning instructional model to enhance vocational students' Chinese reading ability.

Participants in this research were expected to possess a foundational understanding of problem-solving ability and the problem-based learning instructional model. This knowledge was necessary for them to provide informed, analytical, and critical perspectives based on these frameworks.

Part 1: Analysis results serving objective 1: To examine the factors to enhance vocational students' Chinese reading ability.

This section presents analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

The amount students of School.

From 45 students major in preschool education of Henan industrial school.

From 40 students major in preschool education of Henan Finance and Economics school.

From 45 students major in preschool education of Henan Aviation School

From 42 students major in preschool education of Yangzhou Vocational and Technical School

The Common data of the respondent in overall (N=172)

The common data of the respondent in overall shows that there was little difference between men, with 55.23% for men and 44.77% for women. The age was concentrated in 15-17 years old, accounting for 55.23 % of the total, 18-20 years old accounting for 37.23%, and over 20 years old, accounting for only 1.72% of the total.

The result of questionnaire from students in overview

The indicates that Internal factors affecting the Chinese reading ability of vocational school Chinese Course are found to be at a moderate ($\mu=4.43$). Considering each item individually, it was found that No.1 have the highest mean ($\mu=4.60$), followed by No.5 ($\mu=4.47$), and the lowest mean is No.6 ($\mu=4.34$).

For external factors affecting the Chinese reading ability of vocational school Chinese Course, the overall level is found to be at a high level overall ($\mu=4.42$). Considering each item individually, it was found that No.6 has the highest mean ($\mu=4.56$), followed by No.4 ($\mu=4.46$), and the lowest mean is No.1 and No.2 ($\mu=4.36$).

The Lecturers Interview analysis results

The amount of lecturer's school

From 1 lecturer, work on Henan Industrial school.

From 1 lecturer, work on Yangzhou Vocational and Technical School.

From 1 lecturer, work on Henan Animation School.

From 1 lecturer, work on Henan Finance and Economics school.

The Common data of the respondent in Henan Province

The common data of the lecturers shows that the gender of the respondents is 2 males, accounting for 50% of the respondents. The gender of the respondents is 2 females, accounting for 50% of the respondents. The most experience teaching is over 7-9 yrs. is 75%.75% the most age 36-49 yrs.

After interviews with four lecturers, the factors that affect the Chinese reading ability of vocational school Chinese Course of vocational students are summarized as follows:

Internal Factors

In the study titled "Development of Flipped Classroom and Blend Learning Instructional Model to Enhance Vocational Students' Chinese Reading Ability", the teacher interviews were conducted to examine the factors that enhance vocational students' Chinese reading ability. The results of the interviews were summarized and analyzed, and the main internal factors that influence the improvement of Chinese reading ability in vocational school students were identified as learning motivation, learning attitude, learning interest, and prior knowledge in learning.

Motivation: In the teaching of Chinese reading ability, the four lecturers all think that students' reading motivation was positively related to their strategy use, reading comprehension, and academic achievement. In the teaching and learning process, motivation also plays an essential role. Motivation aimed to help students in building their spirit. Students who are motivated are more ambitious to achieve what they want. Therefore, teachers expected to motivate all students without distinguishing each other. Teachers must be fair to his/her students, particularly in motivating their learners. For students, motivation from their teacher is an urge for them. It can help students to build their spirit in learning in reaching their certain purpose.

One lecturer think that the students Chinese reading ability does not have any potential relation with motivation. Even though the students have a good motivation, if they have no enough knowledge, reading habit or vocabulary, it will not affect at all toward students reading ability.

Attitudes: In the teaching of Chinese reading ability, the four lecturers all think that teachers' teaching attitude should be positive. Teachers' teaching attitude affects the degree of teacher planning and preparation of Chinese reading Courses, and also affects students' academic performance. In the process of Chinese reading teaching, teachers' attitudes highly influence students' interest in learning. The four lecturers all think that teachers with a positive attitude can better motivate students to learn Chinese reading Courses. In the teaching process, Chinese reading Courses are taught with students as the center and flipped classroom.

For students, the attitude towards Chinese Course learning is mainly reflected in students' understanding of the value of the curriculum and their interest in learning, including positive learning motivation, diligence, proactive attitude, and dedication to learning. This series of attitudes towards Chinese Course learning will directly affect the improvement of vocational students' Chinese reading ability. Lecturer A suggests that in Chinese Course teaching activities, lecturers should make students understand the purpose, requirements, and importance of learning Chinese Courses, and let them know that the effectiveness of Chinese Course learning is directly related to the learning of other subjects, in order to stimulate students' learning motivation, improve their learning enthusiasm, and encourage them to actively learn. Lecturer B proposes integrating theory with practice, allowing students to experience the joy of Chinese reading and truly fall in love with Chinese reading Courses.

Interest: In the teaching of Chinese reading ability, all four lecturers believe that interest plays an important role in achieving the effectiveness of Chinese reading Courses. Chinese reading teaching driven by interest is profound and valuable. With the development and popularization of information technology, in Chinese reading teaching, teachers should grasp the psychological characteristics of students, keep up with the times, inherit the foundation of traditional Chinese reading teaching, apply flipped classroom and blended teaching models to solve the problems of Chinese reading teaching, thereby stimulating students' reading interest and improving their Chinese reading ability.

Lecturer A believes that it is important to cultivate students' interest in reading, expand their reading range, increase their reading volume, and improve their reading taste. Teachers should also actively create a good reading environment for students, guide them to engage in valuable and high-quality extracurricular reading, and help them strengthen their language accumulation. Lecturer C believes that in order to cultivate students' interest in

reading, the quality of Chinese reading Courses can be improved by creating a sense of life, group cooperation and exploration, and emphasizing motivation and evaluation.

Prior knowledge: In the teaching of Chinese reading ability, all four lecturers think that Prior knowledge has a significant impact on students' learning of texts and improving their Chinese reading ability. During the investigation process, all research subjects participated in a combination of online and offline modes. In Chinese reading teaching, lecturers use flipped classroom and blended learning models. As students have previously experienced this new model, they can better integrate into the learning of the new model. The students will also be more confident in learning Chinese reading Courses. In the process of learning Chinese reading, Prior knowledge was a powerful factor in reading ability for both average and poor readers. Even when prior knowledge was contradicted by the text, subjects used it, rather than textual information, for item recognition. when they did not, or believed they did not, possess the necessary prior knowledge did they resort to text—with a consequent improvement in Chinese reading ability.

External factor

In the study of "Development of Flipped Classroom and Blend Learning Instructional Model to Enhance Vocational Students' Chinese Reading Ability", the teacher interviews about "examining the factors to enhance Vocational Students' Chinese Reading Ability "were summarized and analyzed. Among them, the main external factors influencing the improvement of Chinese reading ability in vocational school students are lecture and parents, method or teaching, environmental.

lecture and parents: In the teaching of Chinese reading ability, all four lecturers think the performance of lecturers and parents directly impacts the effectiveness of students' Chinese reading ability. Lecture's performance includes that subject knowledge, teaching skills, lecturer attendance and lecturer attitude have significant positive influence on students' Chinese reading ability. Lecturer A believes that a teacher's performance is to plan Chinese reading teaching activities reasonably based on the actual situation of students and their own experience. The teacher leads students to analyze the content of Chinese texts in depth, and through continuous reading, recitation, analysis, and understanding, they can ultimately clarify the central idea that the reading text wants to express. Lecturer B believes that a teacher's performance is guiding students to read and learn the text through Chinese reading, teachers should also pay attention to the application of guidance skills. Through clever guidance, they can promote students' deep understanding of the text and appreciate the intricacies of text design. Lecturer C believes that a teacher's performance is demonstrating their reading behavior and methods, teachers can cultivate students' reading skills, guide them to better understand the article, cultivate their problem awareness, and gradually form their own reading strategies. Lecturer D believes that a teacher's performance is choose appropriate reading materials for students to improve their reading interest. At the same time, teachers should also teach students appropriate reading methods to improve their reading enthusiasm.

Parental support is an effective teaching resource and can greatly assist in Chinese reading learning. Lecturer A believes that in order to improve students' Chinese reading efficiency, teachers must effectively communicate and interact with parents to promote their integration into Chinese reading teaching activities. Lecturer B believes that the importance of parental accompaniment in Chinese reading should be emphasized. Creating a good parent-child reading atmosphere can help solve problems encountered by students in reading in a timely manner and improve reading quality. Lecturers C believes that in Chinese reading teaching, teachers should obtain the recognition and cooperation of parents. Teachers can open an open-ended language classroom through the Internet, allowing parents to enter the classroom and understand their students' Chinese reading learning situation.

Method or teaching: In the teaching of Chinese reading ability, all four lecturers think flipped classroom and blended learning instructional model can enhance vocational students' Chinese reading ability. All four lecturers use modern teaching method and multi-assessment to their Chinese Course.

Lecturer A believes that using a variety of teaching methods can enhance students' interest and improve the quality of reading teaching. Teachers should lay a solid foundation for students' reading, including reading habits, reading methods, and reading skills. Careful analysis of reading materials can fundamentally grasp the key and difficult points of reading teaching, and creating a good teaching situation can enable students to enter the learning state faster. Heuristic teaching can improve students' independent reading ability. Ability, using reading communication and writing expression to improve students' reading output ability.

Lecturer C believes that implementing reasonable assessments can objectively reflect the effectiveness of Chinese reading teaching and provide a reference for further improving teaching. He recognizes that the flipped classroom and blended learning instructional model can improve students' Chinese reading ability and is satisfied with the assessment of Chinese reading Courses.

Environmental: In the teaching of Chinese reading ability, all four lecturers think the instructional environment (e.g. classroom facilities, technology support) affects students' Chinese reading ability. All four lecturers believe in building an open education environment based on modern information technology. In Chinese reading teaching, using good classroom facilities and advanced technological support can stimulate reading interest, expand reading content, update learning methods, change evaluation methods, and demonstrate reflection, thereby providing quality Chinese reading.

Lecturer C believes that a good physical classroom environment, classroom teaching information, and equipment and facilities are conducive to the smooth development of daily Chinese reading teaching activities. A good psychological classroom environment helps to enhance students' learning interests, learning attitudes, learning motivation, and self-efficacy, which will promote students' positive cognition and evaluation of learning Chinese reading Courses. Lecturer D believes that intelligent information and equipment environments can provide awareness of classroom environments, classroom psychological environments, and student learning behaviors, prompting teachers and students to make positive adjustments and push learning resources on demand, enabling individualized teaching for Chinese reading Courses.

Through the above analysis, it is found that among the factors that affect Chinese reading ability, the most important internal factors for improving Chinese reading ability are motivation, attitudes and interest, and prior knowledge. The most important external factors for improving Chinese reading ability are lecturer and parents, method and teaching, environmental.

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