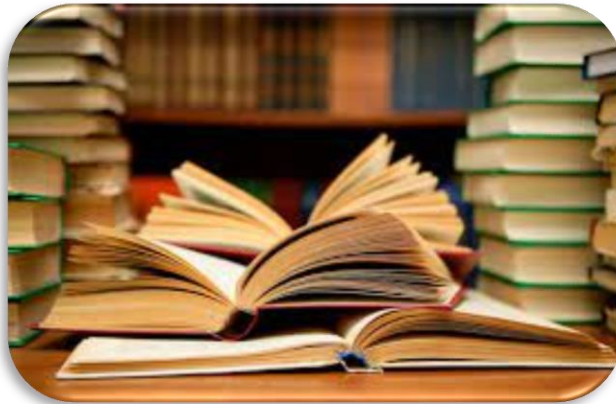


Research Paper



Applying Flipped Language Classroom (FLC) in Reading Course: Analyzing Iranian EFL Learners' Reading Comprehension Ability and Their Views

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ABSTRACT

The present study investigated the effectiveness of Flipped Language Classroom (FLC) in EFL learners' reading course and their views. In doing so, a total number of 30 pre-intermediate students was selected based on the convenience sampling. A pre-test was administered to the participants at the beginning of the term to ensure that they had the same language background. Then, they were randomly assigned as experimental and control group (15 students in each group). FLC was implemented in 12 sessions with the experimental group, while the control group received traditional method of teaching reading skill. At the end of the experiment, a posttest of reading was assigned to both groups to determine the positive effect of FLC on the EFL learners' reading achievement. In addition, a related questionnaire was administered among the experimental group to explore their views on the mentioned method. By conducting this study, it was found that FLC had positive effect on the students' reading performance. The experimental study has also indicated the positive students' views toward this communicative teaching method. On the whole, the participants' overall satisfaction towards FCI method was achieved by this study. It is worthy to note that findings of the present work can provide the students and teachers with evidence that flipped classroom instruction could be used to improve EFL learners' reading comprehension skill.

Keywords: Flipped Language Classroom (FLC), Reading Comprehension Ability, View

اجرای آموزش کلاسی معکوس (فلیپ) در دوره ری‌دینگ: بررسی توانایی درک مطلب زبان آموزان ایرانی و دیدگاه های آنها

پژوهش حاضر به بررسی آموزش کلاسی معکوس (فلیپ) در دوره خواندن زبان آموزان انگلیسی و دیدگاه آنها پرداخته است. بدین منظور تعداد 30 زبان آموز مقطع پیش متوسطه بر اساس نمونه گیری در دسترس انتخاب شدند. یک پیش آزمون در ابتدای ترم انجام شد تا از داشتن پیشینه زبانی یکسان شرکت کنندگان اطمینان حاصل شود. سپس به صورت تصادفی آنها در دو گروه آزمایش و کنترل (هر گروه 15 نفر) قرار گرفتند. این روش آموزشی در 12 جلسه با گروه آزمایش اجرا شد و گروه کنترل به روش سنتی آموزش مهارت خواندن را دریافت کردند. در پایان آموزش، پس آزمون خواندن برای هر دو گروه تعیین شد تا تأثیر مثبت آموزش فلیپ بر پیشرفت خواندن زبان آموزان تعیین شود. علاوه بر این، پرسشنامه مرتبط با گروه آزمایش برای بررسی دیدگاه آنها در مورد روش مذکور اجرا شد. با انجام این مطالعه مشخص شد که آموزش کلاسی معکوس بر عملکرد خواندن دانش آموزان تأثیر مثبت دارد. پژوهش تجربی نیز بیانگر دیدگاه مثبت زبان آموزان نسبت به این روش تدریس ارتباطی است. در مجموع، رضایت کلی شرکت کنندگان از روش آموزش فلیپ در این تحقیق به دست آمد.

واژگان کلیدی: آموزش کلاسی معکوس (فلیپ) (FLC)، توانایی درک مطلب، دیدگاه

INTRODUCTION

Flipped approach emerged in 2006 and is characterized by the use of screen casting to deliver instruction that can be accessed at any time and place (Dickenson, 2014). Flipped learning is an individualized learning and in the flipped classroom, teachers are implementing differentiated instruction, problem/project-based learning, inquiry-based study, so flipped learning is fundamentally learner-centered (Bergmann & Sams, 2014). In recent years, the flipped classroom has become increasingly popular in higher education. First, such a class involves assigning students to work through the basic content of a course on their own time, often by watching a recorded lecture or completing a guided reading instead of listening to a traditional in-person lecture and frees up class time for group problem-solving assignments, demonstrations, experiments, questions/ answers, and other engaging experiences (Saitta, Morrison, Waldrop & Bowdon, 2016). Second, it is an instructional approach that educators use to turn the traditional classroom lecture model into a more active learning classroom (Keengwe, Onchwari & Oigara, 2014). It is not a synonym for online videos; it is the interaction and the meaningful learning activities that occur during the face-to-face time. It is an environment where students take responsibility for their own learning and are engaged in their learning and get a personalized education (Cross & Board, 2014). Third, the flipped classroom is a form of education in which students learn new content during out-of-class-time instead of the traditional review exercises that are normally given, which opens up class time for activities, problem solving, and other forms of instruction. Educators and instructors have to embrace three considerable ideas tied to the flipped classroom.

Being able to read and understand well in English can be a basis of knowledge that helps a learner to make an attempt and gets development in language learning. Learners will be provided with huge amount of input, and their vocabulary will be expanded through reading. Also, reading skill can positively have influences on some other language skills such as writing (Tang, 2000). In Anderson's (2001) view, readers will make greater enhancement and achieve greater improvement in all academic areas. It should be noted that reading is becoming increasingly important due to the presence of mass media, thus it emphasizes the importance of the reading on English learning in contexts. Russo (2007) believed that although reading is regarded to be a meaningful language learning activity, most of the language learners come across some reading challenges and difficulties in reading comprehension courses, and the problems are generally caused by lack of learners' motivation to learn. The challenges of implementation of Flipped Classroom Instruction (FCI) requires to be further investigated so that English teachers can understand how they can best apply FCI to develop English Language Teaching (ELT) in EFL context. Accordingly, the current study implemented FCI method to investigate the EFL learners' perception and their reading achievement.

Comprehension involves understanding vocabulary, uniting ideas, identifying the writer's opinions, making a judgment, and assessing the meaning construction (Hashemifardnia et al., 2018). Reading comprehension refers to activating the reader's prior knowledge, and using meta-cognitive strategies in dealing with texts (Rastegar et al., 2017; Tican Başaran & Dinçman, 2022). Providing EFL learners with enough input required for any successful communication is the major goal of most language classes, and this objective can be achieved via employing suitable teaching procedures. However, not every method and teaching procedures can assist the learners to feel successful in their attempt to master the language skills (Richards & Rodgers, 2001; Richards & Renandya, 2002). Many scholars have mentioned the



ineffectiveness of lectures in traditional learning environments (Berryman, 2003). In traditional classrooms, the teacher is the information provider via direct instruction and this model is classed to be teacher-centered; however, flipped classroom is more student-centered, creating a more suitable environment for better learning opportunities (Hamdan, McKnight, McKnight & Arfstrom, 2013). Unfortunately, in the majority of classroom interactions, teacher is decision-maker that what kind of activities should be performed. Also, the teacher is mainly the sole speaker and has the right to speak in class. Therefore, students have no opportunity to practice what has been taught in class or to participate in reading activities (Biria & Tahririan, 2004). In many language classes English language teachers use their own methods to teach, which may incorporate a variety of teaching methods from the Grammar-Translation to the Audio-Lingual, but none are communicative (Avanaki & Sadeghi, 2013). Consequently, the researcher's main objective is to apply a new method of teaching as FCI which seems to be more appropriate for the Iranian English students' needs. In fact, this study investigated the effect of FCI on pre-intermediate students' reading performance and their views. In order to meet the research objectives, the following questions have been formed:

1. Does the employment of FCI make a statistically significant difference in pre-intermediate students' reading comprehension ability?
2. What are the pre-intermediate students' views towards flipped classroom procedure?

LITRATURE REVIEW

In a most recent study, Muluk et al., (2022) have examined flipping an IELTS writing course through an explanatory mixed-method approach in Indonesia. A sample of 25 participants from various professional backgrounds aspiring were selected based on their previous TOEFL or IELTS scores. Results of their study revealed students' positive attitude toward the flipped instruction method, and their writing test achievement significantly improved as reflected in the official IELTS test scores. In another recent study, Shabani et al., (2021) have investigated the Iranian intermediate EFL Learners' attitudes towards using flipped teaching via Google classroom. 40 intermediate EFL learners with the age range of 19 to 29 were selected through convenience sampling and assigned into two groups with the same instructional strategies since having 40 students in a single class was not possible. The results of analyses indicated that EFL learners in the study had a positive attitude towards flipped teaching and agreed that it was helpful to them in many ways. Moreover, Abedi et al., (2019) have tried to compare the impact of FCI versus traditional instruction on Intermediate EFL Learners' English composition writing. 32 Iranian intermediate participants were divided into two groups; one experimental group and one control group. Then, both groups were pretested by an English composition writing. After that, the researcher put the participants of the experimental group in a flipped classroom. The results revealed that the experimental group outperformed the control group on the post-test. In the same year, Qader and Arslan (2019) have done a study on the effectiveness of FCI on 66 Iraqi EFL learners' writing skill. The study employed a mixed method of data collection, utilizing pre-and post-writing tests as well as a questionnaire for both groups and interviews conducted with the experimental group. Findings indicated that a statistically significant difference existed between the control and experimental groups and, more specifically, the



students of the experimental group performed better on the writing tests and the majority of the learners' attitudes towards FCI were positive.

Hasanah, and Arifani (2018) examined the effect of flipped classroom toward ESP students of accounting. This study was aimed to know the effect of flipped classroom using video linked in telegram toward ESP students reading comprehension. The post-test scores of both two groups showed significant difference improvement which means flipped classroom was significantly effective for enhancing ESP students reading comprehension. Furthermore, Ekmekci (2017) analyzed FCI in a Turkish EFL context to explore its impact on students' foreign language writing skills. The study compared traditional and FCI writing classes based on the mean scores of students, and the findings revealed that the participants in the experimental class performed better than the participants in the controlled class after applying the program. The findings of the study also indicated that many participants in the experimental group held positive beliefs toward FCI. In another study, Adedaja (2016) investigated Nigerian pre-service teachers' attitudes towards the flipped instruction and the challenges they confront. The study used both traditional (face-to-face) instruction and flipped instruction by utilizing the questionnaire and focus group discussion. The results revealed that the attitude of pre-service teachers was positively in favor of flipped instruction. In addition, Zhang et al., (2016) used flipping in his class with Chinese EFL learners on learning vocabulary. The study used vocabulary tests and interview it was found that flipped classroom had some good effects in vocabulary achievement. The main point about this study was that it focused only on vocabulary acquisition and both tests and interview were used to achieve the data.

Sung (2015) analyzed a flipped English content-based class where L2 participating college students were enrolled and completed all the course requirements in an elective course. Before each class, the students were guided to preview lesson materials such as readings and videos and to engage in diverse online activities. Then, they did collaborative class activities such as sharing their Thought Papers, discussing the questions on weekly readings developed online, and doing a final project of designing an evaluation plan. The results of the analysis of both informal and formal course evaluations and student work showed that they viewed flipped learning positively despite initial difficulties of adjusting themselves to it. They also viewed that flipped teaching can be a good momentum for change in current English language teaching. In the same year, Evseeva et al., (2015) evaluated the efficiency of the flipped classroom technology in the process of teaching and learning the English language at the technical university. For achieving the aim of the research, the researcher analyzed the related literature, studied the flipped classroom technology use in the educational process, and reflected the authors' own pedagogical experience and data analysis. Findings proposed that 85% of students liked the idea of integrating the flipped classroom technology into the learning process.

Webb et al., (2014) conducted an experiment with intermediate EFL classes at a university. Data revealed that initially the flipped model did not match learner expectations of teacher roles in the classroom. However, at the end of the 15-week course, students in the experimental classes requested additional flipped materials and appeared more comfortable with the model. In the same vein, Mireille (2014) examined the impact of using FCI method on the writing performance of female students and identify female students' perception of the FI in an ESL writing setting. For this purpose, a 15-week teaching program was designed to cover the main IELTS Tasks 1 and 2 writing objectives. The program consisted of instructional videos and differentiated class tasks that were used with only one group of



students while the other group studied the teaching material in a similarly learner-centered class. Both groups completed a pretest and post-test to answer the inquiry of the study. Findings showed significant differences between the mean scores in favor of the students in the experimental group. Students' attitudes towards FI proved to be equally favorable.

All in all, some of the recent studies evaluated the effectiveness of FCI method of teaching on productive skill as writing (Muluk et al., 2022; Qader & Arslan, 2019; Ekmekci, 2017; Mireille, 2014) and sub-skill as vocabulary (Zhang et al., 2016). Also, some of them were done to evaluate the efficiency of the flipped classroom at the university level as an academic context (Webb et al., 2014; Sung, 2015; Evseeva et al., 2015). Moreover, the effect of FCI method was investigated on ESP students of university (Hasanah & Arifani, 2018), and one of them regarded teachers' attitudes towards the flipped instruction and the challenges they confront (Adedoja, 2016). However, none of the studies examined the effectiveness of FCI method in a private context as a language institute, and none explored pre-intermediate students' reading comprehension ability and their perception towards the method simultaneously. In other words, there has been no work in analyzing the effectiveness of the mentioned method on pre-intermediate students' reading comprehension ability in language institute. This research may fill the gap in literature by evaluating the students' achievement in a language skill (reading comprehension) in a private language context. After conducting this research, it is hoped that more researchers interested in applying new methods of teaching and learning on different language skill and language proficiency levels as well as different educational context.

METHODOLOGY

Participants and Sample

The population of the study was composed of 30 female students. They were pre-intermediate EFL students and their age varied from 20 to 35. They were studying in two intact classes in a private language institute, Neka, Mazandaran, Iran. Available sampling method was used to select the participants from two intact classes. Available sampling is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers.

Instruments

Three instruments were used to collect data of the study: Oxford Placement test, a comprehensive test of reading that was taken as pre and posttest and a related questionnaire.

Oxford Placement Test

Oxford Placement Test has been constructed for placement purposes of the EFL candidates. It is known as a standard test and since this test is in multiple-choice format, it is considered to be reliable in scoring. This multiple-choice test comprised 40 items comprised of grammar, vocabulary and two passages of reading comprehension questions. Regarding the students' scores, out of 36 students, 30 of them whose scores on the language proficiency test fell within ± 1 standard deviation of the mean score, attended in the present project.



Pre and Post Test of Reading Comprehension

At the beginning of the term, a pretest of reading comprehension was run for experimental and control groups to rate their reading comprehension performance. The objective of the pre-test is to highlight the students' level before the treatment, and the purpose of post-test is to compare the results of the pre-test with the results of the post-test after treatment (Implementing flipped classroom instruction). Both tests include 20 multiple-choice reading comprehension questions that were extracted from their textbook which was American English File 2.

Questionnaire

To explore the students' participants in the experimental group, a five-point Likert-scale questionnaire was used. It was developed by Jafarigohar, Haghghi, Khoshsima and Vahdany (2019) which consisted of 22 close-ended items which explored the students' views towards FCI method in reading class. The reliability of the questionnaire was analyzed through Cronbach's Alpha and reported as 0.84 which is high. For validity of the questionnaire, two experienced professors observed the items before it was administered, and they did not report any irrelevant points.

Data Collection and Analysis Method

At first, 36 students from two intact classes were selected based on the available sampling and OPT administered to them. Based on the results, 30 participants whose scores on the language proficiency test fell within the acceptable range of standard deviation and mean score, attended as intermediate students in this project. After that, the researcher randomly put them in two groups as Control Group (CG) and Experimental Group (EG). Then, pre-test was administered to all and the scores were recorded. Treatment started after the completion of the pre-test and implemented in 12 sessions. Both groups received the same reading materials from American English File (2) textbook with the same teacher.

The students of EG were placed in small groups, as they were expected to work collaboratively to solve problems or manipulate information to achieve new or deeper understandings. Working on reading comprehension passages was the activity that the learners followed in pairs or groups. Also, they were provided with some stories, narrated memories and had lectures based on pre-determined topics. During the class, the students engaged in hands-on activities, participated in real-world applications. Such use of instructional time allowed the teacher an opportunity to assess the students' understanding and comprehension of the content. However, in control group, the students were taught by conventional method of teaching reading skill. In fact, teacher-centered training was applied in the control group and the communicative activities were ignored completely. In each session, the teacher read the new text and then several students were asked to read each paragraph of the text again. At the end of each paragraph, meaning of the new words was identified by the teacher and the grammar points were taught directly. The students also carried out the activities of the text individually.

The final phase was conducting a post-test, and all of the students participated in it. Both groups took part in the post tests of reading comprehension and the papers were corrected and the scores were written next to the pre-test scores for analyzing the possible differences between the two tests (pre- and post-tests). At the end of the project, to explore the students' views (EG) towards flipped classroom instruction,



a related questionnaire was distributed. The students had to answer the items carefully without time limitation. Then, the questionnaire and tests scores were gathered for analyzing and interpreting.

To analyze the data of the study, descriptive and inferential statistics along with SPSS software version 24 was used. In descriptive statistics section, frequency, percentage, mean and standard deviation were used to evaluate the questionnaire items. Also, the researcher used t-test to know if any difference can be identified between the pre and post scores of the two groups of experimental and control.

RESULTS

Analysis of Pre and Posttests

Table 1 indicates numbers, mean, and standard deviation of the scores in the control and experimental groups. Considering careful analysis, in both groups, mean scores have increased in the post-test. However, the difference between the means of the pre and post-test in the experimental group is significant. In fact, the mean score of the post-test in the experimental group has increased more than the control group.

Table 1

Descriptive Statistics of T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Control Group	Pre-test	17.25	15	3.20	0.32
	Post-test	17.75	15	3.32	0.439
Experimental Group	Pre-test	17.30	15	3.65	0.44
	Post-test	18.80	15	3.73	0.59

Table 2

Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Con. Group	Pretest - Posttest	-0.50	.052	.12	-0.72	0.262	-1.41	14	0.36
Exp. Group	Pretest - Posttest	-1.50	.185	.08	-2.51	-1.20	-4.25	14	0.00

After implementing flipped method and activities, the students' scores of the two groups indicated different mean scores. In table 1, the means of pre- and posttests in the control group are 17.25 and 17.75 respectively, so the difference between the two means is 0.50, which indicates a slight difference between two mean scores (Table 2). However, regarding EG, the mean of the pre-test is reported as 17.30 and the mean score of post-tests is 18.80 in the experimental group. Therefore, a significant difference between



the mean scores of the experimental group is observable which is 1.50. Furthermore, p-value in control group is 0.36, but in the experimental group is 0.00 which shows the mean scores of the experimental group has changed significantly.

Analysis of FLC Questionnaire

In respect to the second research question, a related questionnaire was published to explore the participants' views on the effectiveness of FLC in reading course. The results are presented table 3.

Items	SD	D	N	A	SA	M
1. The flipped instruction allows me to prepare for my class in advance.	1 6.66%	3 20%	1 6.66%	5 33.34%	5 33.34%	3.46
2. Through the videos, I have enough time to acquire the sentence structures.	1 6.66%	3 20%	2 13.34%	5 33.34%	4 26.66%	3.6
3. I feel more confident to ask for clarifications after watching the screencasts.	3 20%	2 13.34%	1 6.66%	4 26.67%	5 33.33%	3.43
4. I feel more confident about my learning due to the flipped instruction.	1 6.66%	2 13.34%	0 0%	6 40%	6 40%	3.93
5. The flipped instruction made it easier for me to comprehend reading passages.	1 6.66%	2 13.33%	0 0%	4 26.67%	8 53.34%	3.43
6. My performance on reading tests is better as I have more time to apply the learning in class.	2 13.34%	1 6.66%	0 0%	5 33.34%	7 46.66%	3.08
7. I feel I am more in charge of my learning through FLC.	1 6.66%	1 6.66%	2 13.34%	6 40%	5 33.34%	3.53
8. I feel that the flipped instruction has helped me a lot.	2 13.34%	1 6.66%	1 6.66%	6 40%	5 33.34%	3.70
9. I understand more when the teacher explains in flipped class.	1 6.66%	2 13.34%	0 0%	4 26.67%	8 53.33%	4.03
10. The quality of my communication skills in English has improved	1 6.66%	3 20%	1 6.66%	5 33.34%	5 33.34%	3.60
11. I felt more engaged in this class than in other classes I have taken.	2 13.34%	2 13.34%	1 6.66%	5 33.34%	6 40%	3.83
12. Classroom time was used effectively.	1 6.66%	1 6.66%	0 0%	7 46.68%	6 40%	3.86
13. If given the choice, I would continue learning English with the flipped classroom model.	2 13.34%	2 13.34%	1 6.66%	3 20%	7 46.66%	3.93
14. The flipped classroom model helped me feel more comfortable speaking English during class.	3 20%	3 20%	0 0%	5 33.34%	4 26.66%	3.50
15. I feel confident participating in basic conversations in English.	1 6.66%	2 13.34%	1 6.66%	5 33.34%	6 40%	3.85
16. Online resources are helpful in learning English.	3 20%	2 13.34%	1 6.66%	4 26.66%	5 33.34%	3.60
17. The best way to learn reading is to have my lecture on it in class.	3 20%	2 13.34%	0 0%	4 26.66%	6 40%	3.43
18. I prefer watching video lessons at home rather than live teacher instruction in class.	3 20%	3 20%	0 0%	3 20%	6 40%	3.46
19. I feel that the use of technology has helped me to learn in this class.	1 6.66%	2 13.34%	1 6.66%	6 40%	5 33.34%	3.63

20. I think the online videos/materials used in my English class so far are effective in my learning.	2 13.34%	2 13.34%	1 6.66%	6 40%	4 26.66%	3.45
21. My English classroom provides me more opportunity than my other classes to communicate with other students.	2 13.34%	2 13.34%	1 6.66%	5 33.33%	5 33.33%	3.70
22. I like submitting assignments and receiving teacher feedback online.	2 13.33%	2 13.33%	0 0.00%	6 40%	5 33.34%	3.25

DISCUSSION

Regarding the first research question, after implementing FLC method, the students' scores of the two groups highlighted different mean scores. As the related table indicated, in the control group, the mean of pre-test was reported as 17.25 and the mean score of the post-test was 17.75. However, the mean scores of the pre and post-test in the experimental group were achieved as 17.30 and 18.80 respectively. Therefore, a remarkable difference between the mean scores of the experimental group is observable, which is 1.50. Also, P-value in the control group reported as 0.36, but in the experimental group was 0.00 which shows the mean scores in the experimental group has changed remarkably.

Considering the second research question, the students' perception was explored through FLC questionnaire and a great number of the participants (80% and more) felt more confident about their learning due to the flipped instruction. They understood more when the teacher explained in FLC class, and classroom time was used effectively. Also, a high number of students (70% and more) believed that flipped instruction made it easier for them to comprehend reading passages. They agreed that their performance on reading tests was better and they were more in charge of their learning through FLC. They felt that FLC method and the use of technology such as submitting assignments and receiving teacher feedback online had helped them a lot. In their views, they were more engaged in this class and their English classroom provided them more opportunity that they would continue learning English with the flipped classroom model. Furthermore, data analysis indicated that most of the students (60% and more) agreed that the FLC allowed them to prepare for their class and they had enough time to acquire the sentence structures through the videos. The students also agreed that the quality of their communication skills in English has improved and they thought that the flipped model helped them in speaking English during class. They felt more confident to ask for clarifications after watching the screencasts and to participate in basic conversations in English. They uttered that having lecture was the best way to learn reading, and online resources were helpful in learning as they preferred watching video lessons at home rather than live teacher instruction in reading class.

It is worthy to mention that findings are in accordance with a number of studies that were reviewed earlier. For example, in a more recent study by Jafarigohar et al., (2019), the implementing flipped classroom procedures was analyzed and most participants of the EG were satisfied with learning English in the flipped classroom. This modern technology also improved their speaking skill. In another recent study by Qader and Arslan (2019) on the effectiveness of FLC and students' writing skill, the students of the experimental group performed better on the writing tests than the students of the control group and most of the learners' attitudes towards FLC were positive. The findings are also in line with the results of the study by Hasanah, and Arifani (2018) who examined the effect of flipped classroom toward ESP students. The post-test scores of both CG and EG showed flipped classroom was significantly effective



for enhancing ESP students reading comprehension. Similarly, in a study by Ekmekci (2017) which explored the FLC and its impact on students' foreign language writing skills, a statistically significant difference existed between participants in the flipped classroom and those in the traditional delivery classroom in relation to their writing performances. The findings also indicated that many participants in the EG held positive beliefs toward FLC. Additionally, Adedoja (2016) compared traditional instruction and flipped instruction by utilizing the questionnaire and Focus Group Discussion. The results revealed that the attitude of the teachers was positively in favor of flipped instruction. Besides, findings of Zhang et al's (2016) study revealed that flipped classroom had some good effects in vocabulary achievement.

However, the results of this study are not supported with a study by Engin (2014). They described a project that students were expected to follow a model, research a topic, and craft a digital video tutorial on an aspect of academic writing which would form part of the already established flipped classroom model. Feedback from students suggests that there was tension between students as producers, and students as consumers. It was also noted that students prefer a teacher explanation than a peer explanation and there were concerns over the "trustworthiness" of a peer produced video tutorial.

CONCLUSION AND IMPLICATIONS

As mentioned earlier, the current study investigated the effect of FLC on EFL learners' reading performance and their views. The students' perception of EG was explored through FLC questionnaire and regarding the mean scores of the items in questionnaire, the students considered the flipped classroom highly effective and helpful that the mostly frequent responses were "strongly agree" and "agree". On the whole, the participants' overall satisfaction towards FLC method was achieved by this study. Additionally, it was found that the flipped language method had positive effect on the students' achievements in reading comprehension skill. This was proved through the higher mean score that the experimental group obtained in the post-test.

It should be noted that flipped classrooms can make independent learners and help them learn how to study out of the classroom. In order to become self-directed students, they must learn to plan their approach, assess their own knowledge and skills, evaluate the demands of the task, and adjust their strategies as required flipped lecture checks on component skill and provides the opportunities to assess (Raine & Gretton, 2017). Considering the importance and effectiveness of the FLC, it is recommended to be implemented in educational contexts. Totally, the positive effects of using flipped classrooms became obvious after the treatment and the outcomes revealed that students of the EG could benefit from attending flipped classrooms. The most important one is that the EFL learners benefit from flipping techniques. As they set to doing the given tasks, they can benefit from the recommendations and ideas that they have achieved through flipping. There are some reasons for the effectiveness and success of flipping in the reading class and the reasons can be interpreted based on the potential outcomes of the procedures that are recommended in the flipped classroom. Thus, the implementing of flipped classrooms in teaching and learning can produce positive results because they could attract students in learning English.

Some important factors need to be considered when it comes to implementing flipped method in the EFL classes. Most of the educational system still follow the traditional way of teaching and focus on book-based teaching method particularly for the beginners. However, it is important to consider other



methods of teaching in order to change the teaching style in the language classes. Teachers should be encouraged to employ FLC activities in the classroom to find out whether students prefer this type of teaching or not. Also, they can conduct a needs analysis to discover what type of communicative activities students are comfortable to participate in. The administration of educational institutions is required to provide teachers with suitable materials to be able to implement FLC effectively in the classes, they also need to provide teachers with training sessions on how to conduct these activities efficiently. These training sessions would be helpful to remove their concerns towards applying such a teacher-centered method of teaching, and also consider other approaches to improve students' learning. More importantly, knowing the possible challenges related to this method and adjusting the new roles, may help teachers who plan to use FLC in their instruction.

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