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Enhancing EFL Learners' Reading Comprehension through the Flipped Classroom Approach: The Case of First-year Master Students at 8 May 1945 University-Guelma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Board of Examiners

Chairwoman: Mrs. Naziha BENKAMOUCHE (MAB) University of 8 May 1945/Guelma

Supervisor: Dr. Mounya ABDAOUI (MCA) University of 8 May 1945/Guelma

Examiner: Mrs. Amina BOUDRAA (MAA) University of 8 May 1945/Guelma

Submitted by:

Abir ROUABHIA

Nadjiba ALLEL

Supervised by:

Dr. Mounya ABDAOUI

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Dedication

In the Name of Allah

I dedicate this work to all the precious people in my life

To my beloved parents: Kheira and Fethi

To my dearest sisters: Riheb, Selsabil, and Maya

To the closest person to my heart: Anouar

To my adorable relatives and all family members

To all my closest friends

ABIR

Dedication

I dedicate this work to:

my dear father

the soul of my dear mother

my small and big family

all those who love me

NADJIBA

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Abstract

Improving reading comprehension is an important goal in EFL classrooms. However, traditional methods of teaching do not ensure students' understanding of both printed and digital materials. This study investigates the efficacy of utilizing the flipped classroom approach to enhance the reading comprehension level of EFL students. It also aims to explore the impact of the inverted classroom on students' reading comprehension abilities. The flipped classroom model involves pre-recorded instructional materials delivered outside the classroom, allowing for interactive and problem-based activities during face-to-face sessions. Hence, it is hypothesised that the flipped classrooom approach could lead to high reading comprehension. To test the hypothesis, the quantitative descriptive method will be adopted by administering a structured questionnaire to first-year Master students to get quantitative data about this issue. Results indicated that the flipped classroom has a positive influence on EFL learners' reading comprehension.

Keywords: Digital Materials; Flipped Classroom Approach; Flipped Classroom Model; Inverted Classroom; Reading Comprehension; Printed Materials

List of Abbreviations

EFL: English as a Foreign Language

FC: Flipped Classroom

FCM: Flipped Classroom Model

FCA: Flipped Classroom Approach

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Arabic Summary: ملخص

French Summary : Résumé

General Introduction

Learning a foreign language requires mastering its four basic skills: reading, writing, speaking, and listening. All of them are significant, but reading is a fundamental skill that unlocks a world of knowledge. It is not just about recognizing words on a page; it's about understanding the meaning behind them, making connections, and engaging with the text on a deeper level especially for EFL learners who face unique challenges when it comes to reading, which requires a tailored approach to skill development. Therefore, using the flipped classroom model which is a teaching approach where students learn new concepts at home through videos, readings, or other materials before coming to class to empowers students to become confident, independent readers. The flipped classroom model is presented as a potential solution to these challenges. By allowing students to engage with learning materials independently before coming to class, the model provides an opportunity for students to work at their own pace and focus on understanding the content. This can be especially beneficial for EFL learners, as it allows them to spend more time grappling with difficult concepts and seeking clarification before engaging in classroom activities.

Furthermore, the flipped classroom model can help students develop confidence and independence in their reading abilities. By moving away from traditional lectures and passive reading assignments, the model encourages active engagement with the material, critical thinking, and deeper comprehension of texts. This approach can ultimately prepare EFL learners to navigate the complexities of written language in the 21st century, where digital literacy and critical reading skills are increasingly important. In summary, the significance of reading as a foundational skill for EFL learners and highlights the potential benefits of the flipped classroom model in addressing the unique challenges they face in developing this skill.

1. Statement of the Problem

Reading comprehension involves critical thinking and analytical skills. It is essential for effective communication, learning, and decision-making. It poses a significant challenge for EFL students, particularly those enrolled in first-year Master's level. While EFL learners may possess adequate vocabulary and grammatical knowledge, the complex academic texts encountered at the Master's level often present a barrier to effective comprehension. These texts are frequently characterized by dense language, abstract concepts, and demanding argumentation, requiring higher-level cognitive skills and familiarity with academic discourse conventions thatmay not yet be fully developed in EFL learners. This gap in reading comprehension can hinder academic success, impacting students' ability to engage in critical thinking, participate in discussions, and produce high quality research. Therefore, addressing the specific reading comprehension challenges faced by EFL studentsis crucial for their academic growth and overallsuccess in their chosenfield.

Despite its widespread adoption, the traditional classroom model often fails to effectively address the diverse learning needs and challenges faced by students in reading comprehension.Many students struggle to comprehend complex texts, hindering their academic progress and overall success. In this regard, teachers are asked to foster a dynamic learning environment in which all students are equally encouraged to bridge the gap in reading comprehension, empower students to become active and engaged learners, and ultimately unlock their full potential. This research addresses the following question: Can EFL learners enhance their reading comprehension skills by using the flipped classroom approach?

2. Aims of the Study

The aim behind this research is to improve EFL learners' reading comprehension through the flipped classroom approach. It aims to transform the traditional learning

environment by shifting content delivery outside of class time, freeing up class time for interactive activities, collaborative learning, and deeper engagement with the material. This approach empowers students to take ownership of their learning by actively engaging with content through pre-class materials, promoting greater autonomy and personalization. This research aims also to raise EFL learners' awareness about the flipped classroom's benefits.

3. Research Hypothesis

The current study aims to improve EFL learners' reading comprehension through theflipped classroom approach. The flipped classroom helps EFL learners comprehend written and digital materials by giving them more practice in the classroom, hence, it is hypothesized that:

H_1: if teachers use the flipped classroom model, students' reading comprehension will improve.

The null hypothesis implies that no relation exists between the two variables:

H_0: if teachers use the flipped classroom model, students' reading comprehension will not improve.

4. Research Methodology and Design

4.1. Population of the Study

The target population involves first-year Master students in the department of English, University of 8 May 1945, Guelma. Since the whole population includes one hundred and three (103) students, the sample should include eighty (80) students. The ultimate goal for choosing this sample is that they are considered as the appropriate sample for the research because they are supposed to have an advanced level in reading comprehension.

4.2. Research Method and Tools

Since the study aims to improve EFL learners' reading comprehension through the flipped classroom approach , and to raise learners' consciousness about the FC ; the

descriptive method is adopted to gather information from the sample through administering a semi-structured online questionnaire.

5. Structure of the Dissertation

The current dissertation is composed of three chapters. Chapter one isentitled "Reading Comprehension", it sheds light on reading comprehension definition, types underlying reading comprehension, teqniques, stages, models, and cycles. Chapter two is entitled "The Flipped Classroom Approach". It includes definitions of the Flipped Classroom and its relation with Blended Learning. It also discusses the learning theories that inspired the Flipped Classroom Approach as well as its models and the influence of technology. Then, it ends with the advantages as well as the disadvantages of the Flipped classroom approach. The third chapter "Field Investigation" is committed to the practical investigation. It includes the aims and description of the students' questionnaire; it also tackles data analysis and interpretation. Finally, the dissertation ends with pedagogical implications and recommendations as well as limitations of the study.

Chapter One: Reading Comprehension

Introduction

Many students often struggle to grasp the meaning of written content when they read, as comprehending the overall message can be quite difficult. Readers might comprehend each individual word, but still, not fully comprehend the entire text. This lack of understanding may lead to a decrease in motivation among learners.This chapter is concerned with two components: reading and reading comprehension. It highlights definitions of reading comprehension and explores its levels, types, strategies, stages, models and cycles. Finally, this chapter concludes with the role of context in reading comprehension and the use of compensatory strategies while reading.

1.1. Definition of Reading Comprehension

Before defing reading comprehension, we need to define reading on one hand, and comprehension on the other hand. First, reading is a dynamic process in which text elements interact with other elements outside the text; in this case more specifically with the reader's knowledge of the experimental content of the text (Nunan, 1991, p. 70). In foreign language learning, reading is also a skill that teachers expect from learners to master (Brown, 2004, p. 185). Thus, reading is the process of interpreting messages on the basis of one’s previous knowledge. Second, comprehension, in the context of reading, means interpreting text in a way that allows you to grasp its meaning, context, and purpose (Westwood, 2005).

Reading comprehension refers to the ability to understand and interpret written material. It involves not only decoding words and sentences but also gathering meaning, recognizing relationships between ideas, and making inferences. Reading itself is the process of acquiring information through written text, which can be in various forms such as books, articles or digital content. By combining these skills, reading comprehension enables individuals to interact with diverse texts, extract valuable information, and form meaningful

ideas (Burns, 2004). So, understanding while reading is not easy, it is the result of many interelated factors.

1.2. Levels of Reading Comprehension

Westwood (2001, pp. 30-31) identified four comprehending levels: literal, inferential, evaluative, and applied.

1.2.1. Literal Reading Comprehension

Understanding the text's basic meaning, including its facts, vocabulary, dates, times, and locations, is referred to as being literal. Literal comprehension is defined by Burns et al. (1999) as the ability to comprehend concepts that are directly stated in the text and, as a result, follow written instructions, identify details and sequence, and comprehend cause-and-effect relationships.

Basic facts are understood on a literal level. For example, the Lady's name is Miss Smith, she lives on the ninth floor, and her neighbors are noisy. She has previously complained to the landlord. This information is stated explicitly in the text. The criteria for literal level are as follows:

-Ask common questions like what, when, where, and who.

-This category includes objective tests with true or false, multiple choice, and fill-in-the-blank questions. (Westwood, 2001, p. 30)

1.2.2. Inferential Reading Comprehension

Inferential comprehension is defined as reading between the lines and drawing conclusions to arrive at ideas that are not explicitly stated in the text (Burns, 1999). Therefore, understanding pronoun and adverb referents, inferring main ideas, and understanding implied cause-and-effect relationships are all components of interpretive comprehension. The inferential level allows readers to add meaning to the text and form conclusions. It includes subjective tests with open-ended, thought-provoking questions such

as why, what if, and how (Westwood, 2001, p. 30).

1.2.3. Evaluative Reading Comprehension

At the evaluative level, readers may combine information and generate new concepts. The evaluative level encourages readers to think differently and independently. For instance, landlords could include a condition in their lease agreement stating that if a tenant causes noise and receives complaints, they would be asked to leave within one week. Readers may offer other solutions to Miss Smith's dilemma or write a short fiction about what occurs next time she is disturbed by her neighbors (Westwood, 2001, p. 31).

1.2.4. Applied Reading Comprehension

At the applied level, readers evaluate the clarity, accuracy, and bias of the information they read. For example, when Miss Smith's landlord offers her a separate flat on the 11th floor with the best view, the reader may suspect exaggeration. Reading critically and inferentially suggests that Miss Smith's decision to go to the 11th floor may not be the best option. (Westwood, 2001, p. 31).

In conclusion, reading comprehension levels must be learned and developed because they help students increase their vocabulary and grammar proficiency, which is crucial to the effectiveness of the reading process.

1.3. Types of Reading

The type of reading approach we take often depends on what we want to get from what we are reading. Is it for pleasure or are we looking to learn something new or do a specific task? Hence, the following types of reading are specified:

1.3.1. Intensive vs. Extensive Reading

According to Nation (2004), intensive reading involves learners reading in details with specific learning aims and tasks. Furthermore, intensive reading enhances vocabulary development and reading comprehension. In this sense, Renana (2007) explained that “the

aim of intensive readingis to help students obtain detailed meaning from the text, to develop reading skills such as identifying main ideas and recognizing text connectors and to enhance vocabulary and grammar knowledge" (as cited in Brown, 2009, p. 3).

In addition, intensive reading is often regarded as an effective tool for improving reading comprehension. According to Nation (2009), intensive reading focuses on comprehension of a specific text. So, the goal of intensive reading is comprehension of the text. Brown (1989) also explained that "intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like". Consequently, intensive reading aims to comprehend the material and allows learners to widen their vocabulary mastery.

However, extensive reading is the reading for longer texts, for the purpose of getting information or just for pleasure. Rodrigo (2007) defined extensive reading as "reading in great amounts for the purpose of a general understanding of the text or the enjoyment of the reading experience" (as cited in Bryan, 2013, p. 114). That is to say, extensive reading is reading as much as possible, for pleasure or general understanding where the reader focuses on the whole meaning of the passage rather than the meaning of each word or sentence. Extensive reading also helps the reader to acquire new vocabulary. According to Krashen (1989), reading alone will increase encounters with unknown words and learning them by inference. That is to say, extensive reading is an important technique that helps in developing vocabulary knowledge, unlike direct vocabulary instruction.

1.3.2. Digital vs. Print Reading

Digital reading refers to the act of reading text or content on electronic devices such as E-readers, tablets, smartphones, computers, and other digital platforms. Digital reading, often referred to as E-reading (Electronic reading), has revolutionized the way we consume

information. It has opened up a world of possibilities for readers, making it easier than ever to access a vast array of books and articles with just a few clicks. Gaiman (2013) once said, "Google can bringyou back 100,000 answers. A librarian can bring you back the right one." This quote highlights the importance of curated content and the role that digital reading can play in providing access to high-quality information. It effectively underscores the benefits and advantages of digital reading in the modern age. With the rise of e-books and online platforms, readers have the ability to carry an entire library in their pocket, making it convenient to read on the go. Additionally, digital reading allows for interactive features such as hyper links, multimedia content, and annotations, enhancing the reading experience and providing a deeper understanding of the text (Ming et al., 2008). Curated content ensures that readers are exposed to high-quality information, which can be particularly valuable in a world where there is an over whelming amount of data available. The convenience of having access to a vast library through e-books and online platforms enables readers to engage with a diverse range of content anytime, anywhere.

Moreover, the interactive features of digital reading, such as hyperlinks, multimedia content, and annotations, offer an enriched reading experience. These elements can deepen the reader's understanding of the text, provide additional context or insights, and make the reading process more engaging and dynamic. Overall, digital readingis not just about the consumption of information but also about the active participation and exploration that it enables, ultimately enhancing the overall reading experience.

Digital reading has significantly impacted the way we consume literature and information, offering convenience, accessibility, and enhanced features that enrich the reading experience. As technology continues to advance, digital reading will likely continue to evolve, shaping the future of literature and education (Capodieci et al., 2020). So, digital reading has indeed revolutionized the way we engage with literature and information,

providing readers with unparalleled convenience and accessibility. The ability to carry an entire library in a compact device, access a wide range of content with just a few clicks, and enjoy interactive features that enhance comprehension and engagement has transformed the reading experience.

However, print reading, the traditional method of reading physical books and documents, has long been cherished for its tangible and immersive experience. Many famous authors have extolled the virtues of printreading, emphasizingits unique benefits and the irreplaceable joy it brings to readers. King once said, "books are a uniquely portable magic." This reflects the enchanting power of printreading, highlighting the ability of physical books to transport readers to different worlds and ignite their imagination in a way that digital formats may struggle to replicate. Print reading offers a sensory experience that engages multiple senses, from the feel of the paper between your fingers to the distinctive scent of a new book. The act of turning physical pages and seeing the words come to life on paper can create a deep connection between the reader and the text, fostering a sense of intimacy and immersion that is unparalleled (King, 2011). King captures the essence of the unique experience that print reading provides. The tactile sensation of holding a book, the rustle of each page turned, and even the smell of the ink and paper all contribute to creating a holistic reading experience that goes beyond just consuming words on a screen. The physical interaction with a book can evoke emotions and memories, enhancing the reader's connection to the content in a way that digital devices may not replicate. Ultimately, print reading offers a rich, sensory journey that can deepen one's engagement with the text and create lasting impressions.

1.3.3. Critical Reading

Critical reading, offers readers a transformative and enriching experience that goes beyond mere consumption of words on a page. Writers have underscored the significance of

engaging with texts in a thoughtful and discerning manner, encouraging readers to delve deep into the complexities of literature to uncover hidden meanings and insights (Smith, 2005). By engaging with texts in a thoughtful and discerning manner, readers can glean deeper insights, uncover hidden meanings, and embark on a transformative journey. This approach encourages readers to move beyond surface-level understanding and actively participate in the interpretation and analysis of the material they are reading. Through this process, readers can develop a richer appreciation for literature and gain a more profound understanding of the complexities and nuances found within texts. Overall, critical reading, as advocated by famous authors, can truly enhance and enrich the reading experience.

Smith (2010) claimed that "when you read a book, you hold another's mind in your hands," encapsulates the profound connection that critical reading fosters between the reader and the text. By approaching literature with a critical eye, readers are able to immerse themselves in the thoughts, emotions, and perspectives of the author, gaining a deeper understanding of the human experience and the complexities of the world. Through critical reading, readers are empowered to challenge assumptions, question prevailing narratives, and engage in meaningful dialogue with the text. This process of analysis and evaluation not only sharpens one's analytical skills but also cultivates empathy and expands intellectual horizons. By critically engaging with literature, readers are able to develop a nuanced understanding of diverse viewpoints, grapple with complex themes, and appreciate the artistry and craftsmanship of the written word. Moreover, critical reading enables readers to navigate the vast landscape of information and media with a discerning eye, distinguishing between fact and fiction, truth and propaganda. In a world where misinformation and distortion abound, the ability to critically read and interpret texts is more crucial than ever (Smith, 2005).

In essence, critical reading, offers readers a gateway to deeper insights, heightened awareness, and intellectual growth. It is a skill that not only enhances one's appreciation for

literature but also equips individuals with the tools necessary to navigate the complexities of our rapidly changing world. Through critical reading, readers can unlock the true power of language and storytelling, forging connections with others, expanding their empathy, and enriching their understanding of themselves and the world around them.

1.3.4. Speed Reading

Speed reading, a technique that enables individuals to read faster while maintaining comprehension, has been advocated by many famous authors and experts in the field of reading and education. One such proponent of speed reading is Tony Buzan, a renowned author and educational consultant known for his work on memory, creativity, and learning techniques.

Buzan (1991) emphasized the importance of increasing reading speed as a way to enhance productivity, boost learning efficiency, and expand one's knowledge base. He argued that by improving reading speed, individuals can process information more quickly, retain key details, and engage with a wider range of texts in less time. Buzan also highlighted the cognitive benefits of speed reading, suggesting that the practice can help stimulate the brain, improve focus and concentration, and enhance overall mental agility. By training the mind to process information at a faster rate, individuals can develop their cognitive skills and become more adept at handling complex tasks and challenges (1991, p. 37).

Overall, Buzan's advocacy for speed reading is rooted in the belief that by mastering this skill, individuals can unlock their full potential, expand their intellectual horizons, and achieve greater success in both academic and professional endeavors. Through his insightful guidance and practical strategies, Buzan encouraged readers to embrace speed reading as a powerful tool for personal growth, self-improvement, and lifelonglearning (1991, p. 115).

1.3.5. Active Reading

Active reading is a technique advocated in the field of literature and education, Mortimer J. Adler, a renowned philosopher and educator known for hiswork on critical thinking and reading comprehension. Adler (1940) emphasized the importance of active reading as a way to engage with texts more deeply, critically, and meaningfully. He claimed that active reading involves a proactive approach to reading that goes beyond simply scanning the words on the page. It requires readers to actively analyze, question, and evaluate the content of a text in order to fully understand its meaning and implications. Adler argued that by practicing active reading, individuals can enhance their comprehension skills, developed their critical thinking abilities, and expand their intellectual horizons. Through careful examination of the author's arguments, evidence, and assumptions, readers can uncover hidden meanings, identify logical fallacies, and form their own informed opinions about the text.

Furthermore, Adler suggested that active reading is essential for cultivating a life long love of learning and intellectual growth. By actively engaging with challenging and thought provoking texts, readers can sharpen their analytical skills, broaden their perspectives, and gain a deeper appreciation for the complexities of the world aroundthem. Overall, Adler's advocacy for active reading underscores the transformative power of thoughtful engagement with written material. By embracing this approach to reading, individuals can become more discerning, insightful, and well-informed readers who are better equipped to navigate the vast sea of information in today's digital age (Adler, 1940).

However, Adler's perspective underscores the value of active reading as a means to cultivate a lifelong love of learning, develop critical thinking skills, and become well informed, insightful readers. Embracing this approach to reading can empower individuals to navigate the complexities of the modern information landscape and continue their intellectual

growth through out their lives.

1.4. Reading Techniques

There are three famous reading techniques wich are: skimming, scanning, and SQ3R.

1.4.1. Skimming

Skimming helps readers understand the content of a written passage. According to Davies and Pearse (2000), skimming is the process of quickly reading a text to get a general idea of its content, or "gist" (p. 91). Skimming helps readers gain a general understanding of the text and eliminate unnecessary information. This technique allows for an overview of the main ideas as the reader's eyes move across the entire text. It has also been described as a method of saving time and gaining overall meaning. Teachers ask students to skim the text to identify key points. This involves quickly identifying and focusing on key elements.

According to Shem (2009), skimming is a fast-reading skill that requires high concentration, rather than word-by-word reading (p. 164). In short, skimming refers to a quick and organized search for information in an article, chapter, or book.

1.4.2. Scanning

Scanning is defined as an activity used to quickly extract information from a text.It is an extremely useful technique because it can be used in a wide range of texts. Davies and Pearse (2000) defined scanning as quickly looking through a text to find specific information, such as a phone number, soccer game result, or topic mentioned in a textbook (p. 91). Scanning involves quickly reading a book, chapter, or passage to obtain specific information or answers to questions. Scanning involves searching for specific information. Scanning is an effective technique for readers to find what they are interested in and access specific facts. Using this technique allows students to focus on the text at hand and read more attentively.

This strategy is most effective when the reader has a specific goal in mind when reading a passage or writing. This involves quickly scanning a page for specific words, phrases, or information, such as a date, name, or number.

1.4.3. SQ3R

SQ3R is a popular reading comprehension method developed by educator and author Francis P. Robinson. This technique is designed to help readers engage with and retain information from texts more effectively. The acronym "SQ3R" stands for Survey, Question, Read, Recite, and Review, representing the five key steps of the method.

The first step is ‘Surveying’: before diving into the text, readers are advised to skim through the material to get an overview of its structure, headings, subheadings, and key points. This step helps readers understand the organization of the text and prepares them for deeper engagement. After surveying the text, readers are encouraged to generate questions (Questioning) based on the headings, subheadings, and key points they have identified. By formulating questions, readers can actively engage with the material and set specific goals for their reading. The next step (Reading) involves reading the text carefully while focusing on answering the questions generated in the previous step. Readers should pay close attention to the main ideas, arguments, evidence, and supporting details presented in the text. After reading a section of the text, readers are advised to pause and summarize or ‘recite’ the main points in their own words. This step helps reinforce understanding, retention, and active engagement with the material. Once the entire text has been read and key points have been recited, readers should ‘review’ the material to consolidate their understanding and identify any areas that require further clarification or exploration (Robinson, 1946).

Overall, the SQ3R method is designed to promote active reading, critical thinking, and effective comprehension of texts. By following these five steps, readers can enhance their engagement with written material, improve their retention of information, and develop their

analytical skills. Robinson's SQ3R method has been widely used in educational settings to help students become more strategic and efficient readers who are better equipped to navigate complex texts and extract meaningful insights fromthem (Robinson, 1946).

1.5. Stages of Reading

Scholars such as Cut, et al. (2002) suggested dividing reading tasks into three stages: pre-reading, reading, and post-reading.

1.5.1. Pre-Reading

During the pre-reading stage, students are encouraged to engage with the text and begin reading. During this stage, teachers should engage students' prior knowledge of the text by discussing it orally. Teachers can enhance students' critical thinking skills by encouraging them to make predictions about the text based on elements such as title and images. These activities help students develop relevant knowledge and vocabulary for understanding and interpreting the text (Mortimer, 1940).

According to Dantani's (1996), the initial response to a text should be objective and free of bias. Placing a label on a text can lead to reduced engagement in the exploratory process. Matos (2009, p. 155) suggested that an aesthetic reading should be prioritized. This model of reading allows readers to connect with the text and appreciate its aesthetic qualities. In contrast, different reading places the text in a context provided by teachers, critics, and text norms. To promote an aesthetic reading of texts, pre-reading activities should only provide enough information to pique students' interest and prepare them to read.

1.5.2. While Reading

In the reading stage, the scholars should use the suppositions-formed before reading as a starting point to explore the textbook, then moving from a global understanding towards skimming the textbook in order to check their suppositions and answer questions like choosing a title to the textbook or to select the judgment of the textbook. Wright and Brown

stated that “the original skimming of the textbook is a semantic strategy which, indeed though compendiums acquire no specific details during the exercise, does contribute to their confidence about diving the textbook” (2015, p. 3). That is to say, the original skimming gives the scholars and overview of the textbook that will help them arrive at a more detailed understanding. The skimming phase must be followed by an alternate reading of the textbook, which should be handed with details about the textbook and develop different reading chops (conclusion, interpretation and scanning) in addition to different conditioning about vocabulary and artistic references of the textbook.

1.5.3. Post-Reading

Eventually, we finish with the post-reading stage, where preceptors encourage their scholars to relate the textbook to their guests and also make a comparison between the artistic aspects presented in the textbook and their own culture. According to Schultz (2002), the textbook does not have a natural meaning, but rather a meaning that the anthology constructs by using their chops, and knowledge to give shape to the implicit meanings of the textbook. Gallas and Satoransky explained that “compendiums have vast knowledge about the world artistic practices, themselves, social dynamic and other factors that they use to inoculateenciphered textbooks with meaning” (as cited in El-Ibrahim, 2020c, p. 3). But, the textbook can have different interpretations and associations that give the scholars the occasion to play an active part while reading authentic textbooks of different types, develop their reading chops, and also permit them to explore the artistic, cognitive and affective confines of the textbook.

1.6. Models of Reading

Reading model can be defined as a representation of what goes on in the eyes and the mind when readers are comprehending or miscomprehending a textbook. Scholars (Clarke,

1977; Alderson, 2000) proposed three introductory models of how reading comprehension occurs: bottom- up, top-down and the interactive model.

1.6.1. Bottom-up Model

The bottom-up model emphasizes the written or published textbook, which is also called data driven. This model assumes that the anthology constructs meaning from words, letters, expressions, clauses and rulings set up within, and also processes the textbook in a direct manner. But this model ignores the donation of the anthology background knowledge to reading appreciation as Alderson (2017) criticized the bottom- up approach since it considers that "compendiums are unresistant decoders of successional graphic phonemic". Simply, in this model the anthology begins with lowest units to the whole units and builds up the appreciation of what is being read. This model of reading focuses on decrypting the language i.e. the learner is supposed to crack the words without understanding the entire textbook.

1.6.2. Top-down Model

Unlike the bottom-up model where the scholars' background knowledge is not considered, the top-down approach focuses on the comprehensive and concise collection of information in the reading process. It highlights the significance of the scholar's previous knowledge and prospects in helping them to construct meaning from reading textbook (Alderson 2000). In this model, the reader brings former gests and knowledge to the textbook. S/hecontinue on reading as long as the textbook confirms his/her anticipation, the reader begins with the largest element, uses background knowledge and puts down towards lowest units to make his/her understanding of what is being read (Alderson 2000). In this sense, Clark et al. (1977) maintained that the reader brings information, ideas and stations from the textbook, in which this knowledge is accompanied with the capability to make verbal interpretations. In this respect, Nuttal (1996) claimed that this approach is used when

the reader interprets hypotheticals and draws consequences because it is directly related to the compendiums' particular knowledge and gests.

1.6.3. Interactive Model

Unlike the two former models, the interactive model tends anthology to use both knowledge of word structure and background knowledge to interpret the textbooks. This approach strikes a balance between the differing processes of bottom- up and top- down, in other words, an interactive process requires the use of background knowledge, prospects and environment. The interactive model made an attempt to propose a model that would make clear how compendiums use colorful sources of information during the reading process (Namaziandost et al., 2019). As Nunan (1989) claimed, both top-down and bottom-up models are effective for reading in which the interactive process fills the gap between two models since itemphasizes both letters and background knowledge. This model accounts for both bottom- up and top- down models since scholars are supposed to use the bottom-up model from their early reading, also, develop their delicacy and move to understanding and interpretation using the top-down model.

1.7. Reading Cycles

There are different models of reading cycles, but the most common ones include the following:

1.7.1. The Visual Cycle

Anderson et al. (2013) stated that the visual cycle is a tightly regulated process that ensures the continuousre generation of visual pigments necessary for vision under varying light conditions. In the context of reading and information processing, the term "reading cycle" refers to the cognitive process that individuals go through when they engage in reading and comprehending written text. The visual cycle within this reading process involves the visual perception of the text, which includes the recognition of letters, words, and sentences

on a page or screen (Dartnall, 1953).

Crucially, the visual cycle ensures that the photo receptor cells can quickly recover from the light-induced changes (Palczewski et al., 2000). The visual cycle in reading is essential for efficient and effective reading comprehension. It involves complex cognitive processes that allow individuals to visually perceive and interpret written text, leading to comprehension and understanding of the information presented.

1.7.2. The Perceptual Cycle

Gibson and Pick (1979) noted that perceptual cycle refers to the continuous process by which individuals perceive, interpret, and make sense of the world aroundthem. These cycles involve the interplay between sensory input, cognitive processing, and behavioral responses which emphasizes the importance of direct perception and action in understanding how individuals interact with their environment. Additionally, Neisser (1967) highlighted that the perceptual plays the role of perception in shaping our mental representations and influencing our behavior (p. 17). Neisser further argued that perception is not simply a passive process of receiving sensory information but rather an active and constructive process that involves making sense of the world based on our prior knowledge, expectations, and goals.

According to Neisser, perceptual cycles involve a continuous loop of sensory input, cognitive processing, and behavioral responses. Our perceptions are shaped by our mental representations, or schemas, which are constantly updated and refined based on new information and experiences. These mental representations guide our attention, interpretation, and memory of the world aroundus. Neisser's work highlights the importance of understanding how perception isinfluenced by factors such as context, motivation, and individual differences. By studying perceptual cycles, researchers can gain insights into how we perceive, interpret, and respond to the world in a dynamic and adaptive manner.

1.7.3. The Lexico-grammatical Cycle

The lexio-grammatical cycle refers to the dynamic interplay between lexical and grammatical knowledge in language processing. This concept is exemplified in a study by MacDonald and Seidenberg (2006) who investigated how readers rapidly integrate information from both lexical and grammatical sources to comprehend sentences. In their research, MacDonald and Seidenberg found that readers use their knowledge of individual words (lexical information) and the rules of grammar (grammatical information) to quickly parse and understand sentences. This process involves a continuous cycle of accessing lexical items, applying grammatical rules, and updating mental representations based on incoming information. The lexio-grammatical cycle highlights the intricate relationship between word meanings and sentence structure in language comprehension. By examining how readers navigate this cycle in real-time, researchers can gain insights into how language processing unfolds and how lexical and grammatical knowledge interact to facilitate understanding.

Overall, the lexico-grammatical cycle underscores the dynamic nature of language processing, emphasizing the complementary roles of lexical and grammatical information in shaping our comprehension of written and spoken language.

1.7.4. The Semantic Cycle

Smith et al. (2018) stated that the semantic cycle refers to the process of interpreting and understanding the meaning of a text or discourse. It involves the interaction between the reader or listener and the text, where prior knowledge and experiences are used to make sense of the information presented. In the context of a paragraph with one or two sources, the semantic cycle would involve the reader engaging with the text, drawing on their background knowledge and understanding of the sources to interpret and comprehend the information presented. For example, in a paragraph discussing the impact of climate change on biodiversity, the reader may encounter information that highlights the decline in species

diversity due to changing environmental conditions. The reader may also reference a report from the *Intergovernmental Panel on Climate Change* that underscores the urgent need for conservation efforts. In this scenario, the semantic cycle would involve the reader integrating the information from these sources, drawing on their knowledge of climate change and biodiversity to make connections and derive meaning from the paragraph. By engaging in this process, the reader can deepen their understanding of the topic and formulate informed opinions or responses based on the sources provided.

1.8. Reading Processes

Goodman (2018) outlined five key reading processes that individuals engage in whenreading text. These processes include perception, parsing, comprehension, utilization, and integration. He (2018) stated that perception in reading involves the active process of making sense of text by integrating visual, linguistic, and contextual cues. He emphasized that readers use their background knowledge, language skills, and the context of the text to construct meaning and comprehend what they are reading. Goodman's view of perception in reading is holistic, recognizing that readers engage with text through a complex interplay of visual, cognitive, and linguistic processes. He claimed that effective reading instruction should support students in developing their perception skills to become proficient and meaning-making readers.

Goodman saw parsing as a crucial element of the active, meaning-making process of reading. For him, parsing was not simply about breaking down sentences into their grammatical components; it was about a reader's ongoing interpretation of text, using their knowledge of language and the context to createmeaning. Goodman stated that readers do not passively decode words one by one but rather make predictions and hypotheses based on the text and their prior knowledge, adjusting their understanding as they encounter new information. This constant process of predicting, confirming, and revising, according to

Goodman, isparsing in action, allowing readers to build a coherent and meaningful understanding of the text they are reading.

Comprehension as the heart of reading is a dynamic process where meaning is constructed through active engagement with the text. He also claimed that comprehension is not a passive act of absorbing information, but a complex interaction between the reader's prior knowledge, languageskills, and the text itself. Goodman argued that readers constantly make predictions, confirm hypotheses, and adjust their understanding as they encounter new information. He emphasized that comprehension is a continuous process of constructing meaning, going beyond simply decoding words to actively interpreting and connecting ideas within the text and with the reader's own experiences. For Goodman, true comprehension meant building a deep understanding that goes beyond the literal meaning of the words on the page.

Goodman (2018) saw utilization as the final stage of the reading process, where the reader moves beyond simply understanding the text to actively using it. It is not just about absorbing information but about applying it, connecting it to the reader's own life, and making it relevant. Goodman said that effective reading involves not only comprehension but also the ability to use the text in meaningful ways, whether it is for personal growth, problem-solving, or engaging in critical thinking. He argued that true utilization occurs when the readers can go beyond the literal meaning of the text and connect it to their own experiences, values, and goals, ultimately transforming the text into a tool for action and understanding.

Goodman also viewed integration as the seamless blending of various elements within the reading process, creating a holistic understanding of the text. He stated that readers don't simply process information in isolation, but rather integrate multiple aspects of their knowledge and skills to construct meaning. This includes bringing in their prior experiences, linguistic abilities, background knowledge, and even their emotional responses to the text.

Goodman viewed integration as the crucial element that connects the different stages of reading—from recognizing words to constructing meaning and engaging with the text—allowing the reader to build a comprehensive and personal interpretation. He emphasized hat this integration is an ongoing process, constantly evolving as the reader encounters new information and builds upon their existing understanding.

1.9. The Role of Context in Reading Comprehension

Context refers to the words and ideas that surround a given word or phrase. It is essential for comprehension because it provides cues to help you make sense of what you're reading. Consider the term ‘bank’. Depending on the context, it could refer to a financial institution or the banks of a river. Understanding the context of the surrounding sentence allows you to determine the word's intended meaning. So, the context not only helps you understand individual words, but it also aids in the interpretation and comprehension of entire sentences and paragraphs (Jones & Jones, 2008).

To summarize, understanding context is critical for reading comprehension. It aids in making sense of individual words, sentences, and entire passages, allowing you to extract new meaning from written texts.

1.10. Compensatory Strategies while Reading

Compensatory strategies are techniques that readers employ to overcome difficulties or challenges encountered while reading. The following are the main ones:

1.9.1. Slowing Reading Rate

The slowing reading rate refers to a decrease in the speed at which an individual reads text. It can result from various factors such as complex language, lengthy sentences, dense information, lack of clarity, unfamiliar topics, limited prior knowledge, interruptions, or lack of engagement with the content. When the reading rate slows down, readers may take more time to comprehend the material, leading to a reduced overall efficiency in processing written

information.Several factors can slow down reading rate such as:complexity of language, length of sentences, density of information (e.g. technical descriptions or detailed explanations), lack of clarity, lack of prior knowledge, interruptions, and lack of interest (Walczyk et al., 2007).Slowing reading rate can have a significant impact on a reader's overall comprehension and efficiency in processing written information. When individuals experience a decrease in their reading speed, they may struggle to maintain focus and concentration, leading to difficulties in understanding the content. This can result in a need to reread passages multiple times, which can be time-consuming and frustrating.

1.9.2. Pausing

Pausing in reading comprehension refers to the act of briefly stopping at strategic points while reading a well-structured paragraph in order to process and understand the information being presented. This allows the reader to reflect on the main ideas, make connections between different parts of the text, and engage in critical thinking about the content. Pausing also helps to improve retention and overall comprehension of the material by giving the reader time to digest and internalize the information before moving on to the next section (Walczyk et al., 2007)..

1.9.3. Looking Back

‘Looking back’ in reading comprehension refers to the practice of revisiting earlier parts of a text to clarify understanding, gather additional information, or make connections with later sections. When a reader encounters new information or concepts in a text that are related to or build upon what was previously discussed, they may need to look back to review and reinforce their understanding of the material. This process can help readers integrate new information with what they have already read, identify key details, and enhance their overall comprehension of the text. "Looking back" is a valuable reading strategy that promotes

deeper engagement with the material and supports effective learning and retention (Walczyk et al., 2007).

1.9.4. Reading Aloud

'Read aloud' in reading comprehension refers to the practice of reading a text out loud, either to oneself or to others. This strategy can be beneficial for improving comprehension, fluency, and overall understanding of the material. When a text is read aloud, it engages both the visual and auditory senses, which can help readers process information more effectively and make connections between what they see and hear. Reading aloud can also help readers focus on the text, especially if they struggle with maintaining concentration while reading silently. It can aid in pronunciation, vocabulary development, and comprehension of complex or unfamiliar words and concepts. Additionally, reading aloud can enhance listening skills, as listeners can follow along and engage with the material being read. Overall, reading aloud is a valuable strategy for improving reading comprehension by providing a multi-sensory experience that supports deeper understanding and retention of the text (Walczyk et al., 2007).

1.9.5. Sounding out, Analogizing to a Known Word, or Contextual Guessing

Sounding out, analogizing to a known word, and contextual guessing are all strategies that readers can use to decode unfamiliar words and improve reading comprehension. First, sounding out: This strategy involves breaking down a word into its individual sounds and blending them together to pronounce the word. By sounding out each letter or letter combination, readers can figure out how to say the word correctly. This approach is particularly helpful when encountering new or challenging words that may not be immediately recognizable. Second, analogizing to a known word occurs when readers come across an unfamiliar word, they can try to find similarities between that word and a known word. By comparing the unknown word to a familiar word with a similar spelling pattern or

sound, readers can make an educated guess about the pronunciation and meaning of the new word. This strategy relies on readers' existing knowledge of language and vocabulary to make connections and infer the meaning of unfamiliar words. Third, ‘contextual guessing’ involves using the surrounding text or context clues to determine the meaning of an unknown word. Readers can look at the words, phrases, or sentences before and after the unfamiliar word to gather information that helps them infer its meaning. By considering the context in which the word appears, readers can make educated guesses about its definition based on the information provided in the text. These strategies are important tools for readers to develop their decoding skills, expand their vocabulary, and enhance their overall reading comprehension. By practicing sounding out, analogizing to known words, and contextual guessing, readers can become more proficient at deciphering unfamiliar words and understanding the text as a whole (Walczyk et al., 2007).

1.9.6. Skipping Over a Word

Skipping over a word in reading comprehension refers to the act of moving past a word without fully understanding its meaning or pronunciation. This can happen when a reader encounters a word that is unfamiliar or difficult, and instead of stopping to decode it or look it up, they simply skip over it and continue reading. Skipping over words can hinder comprehension because it may lead to gaps in understanding the text or missing important details that are crucial for making sense of the overall content. When readers skip over words, they may miss out on key information, nuances, or vocabulary that are essential for comprehending the text. This can result in confusion, misinterpretation, or incomplete understanding of the material. To improve reading comprehension, it is important for readers to develop strategies to address unfamiliar words, such as sounding out, analogizing to known words, and using contextual clues to infer meaning. By actively engaging with

challenging words and taking the time to decode them, readers can enhance their comprehension skills and better grasp the content they are reading (Walczyk et al., 2007).

1.9.7. Rereading Text

Rereading text in reading comprehension refers to the practice of reading a passage or text multiple times in order to enhance understanding, clarify information, and deepen comprehension. When readers reread a text, they revisit the material with the goal of gaining a more thorough grasp of the content, identifying key details, making connections between different parts of the text, and extracting deeper meanings or nuances that may have been missed during the initial reading. Rereading text can be a valuable strategy for improving reading comprehension because it allows readers to engage with the material more deeply and to uncover layers of meaning that may not have been apparent upon first reading. By rereading a passage, readers can focus on specific details, analyze complex ideas, and make connections between different parts of the text to build a more comprehensive understanding of the material. Rereading can also help readers identify and correct misunderstandings, clarify confusing or ambiguous information, and reinforce their memory of important details. It can be particularly useful when tackling challenging or complex texts, as repeated exposure to the material can help readers break down difficult concepts, recognize patterns, and extract key information more effectively.

Overall, rereading text in reading comprehension can be a valuable strategy for enhancing understanding, improving retention, and deepening engagement with the material. By revisiting a text multiple times and actively engaging with the content, readers can develop their comprehension skills and gain a more nuanced and comprehensive understanding of the material presented (Walczyk et al., 2007). The practice of rereading text in reading comprehension is crucial for enhancing understanding, dissecting complex ideas, and uncovering deeper meanings within a passage.

Conclusion

Reading comprehension is a crucial skill for learners of English as a Foreign Language (EFL) as it enables them to understand and interpret written texts effectively. This skill not only helps in language acquisition but also in academic and professional success. However, by fostering a positive reading culture and offering targeted support, educators can empower EFL learners to become proficient readers who can confidently navigate various texts and extract meaning from them. Ultimately, a strong foundation in reading comprehension equips EFL learners with valuable skills that are essential for communication, learning, and navigating the globalized world.

Chapter Two: The Flipped Classroom Approach

Introduction

The increasing developments in new technologies and the radical changes they brought to our minds and the way we live, is also reflected in the way we learn and instruct in educational institutions. Actually, continuous research for new effective teaching methods in education has fostered blended learning classrooms which necessitated the use of internet technology and online learning either synchronous or asychronous, integrated with traditional/face to face teaching. The Flipped (inverted) Classroom is one type of Blended Learning that employs technology to shift lecturing outside classroom, and practical use of concepts and activities inside classroom.

In this chapter, the main concepts related to flipped classroom approach are explored by going through different definitions expressed by different researchers and scholars. Then, the flipped model is discussed as a type of blended learning. After that, two principal theories which form the theoretical foundation of the flipped classroom model are deeply expounded here (constructivism and Bloom's taxonomy) with reference to technological tools used and main models which go under the Flipped Classroom. Challenges, new teachers' and learners' roles, advantages and disadvantages are also discussed thoroughlly. The chapter ends up with a theoretical review of the studies that tackled the issue of promoting reading comprehension through the flipped classroom approach.

2.1. Definition of the Flipped Classroom Approach

A type of Blended Learning that has gained more popularity in recent years is the Flipped Classroom (FC). This approach has been implemented for the first time in 2007 by two secondary school chemistry teachers from Colorado (USA). They recorded videos of their lectures and shared them with students before class time (Kerr, 2020, p. 2). The following is a chronological review of the definitions of FC.

Lage et al. (2000) defined FC as an instructional strategy in which computer-assisted teaching is integrated with classroom instruction. Students view lectures, for example in the form of video or PowerPoint presentations, outside of class, while class time is reversed for exercises, projects, or discussions. In this respect, Bergmann and Sams explained that in FC, what "is traditionally done in class is now done at home, and that which traditionally done as homework is now completed in class" (2012, p. 25). This means reversing roles and leting learners take responsibility of their own learning through exposing them to the teaching material (the subject matter) before class time through video recorded lectures. This will enable learners to question their minds about learning problems they face and make best use of class time to solve them. As Bergmann and Sams explained:

> [T]he time when students really need me physically present is when they get stuck and need my individual help. They don't need me there in the room with them to yak at them the content; they can receive content on their own. (2012, pp. 15-16)

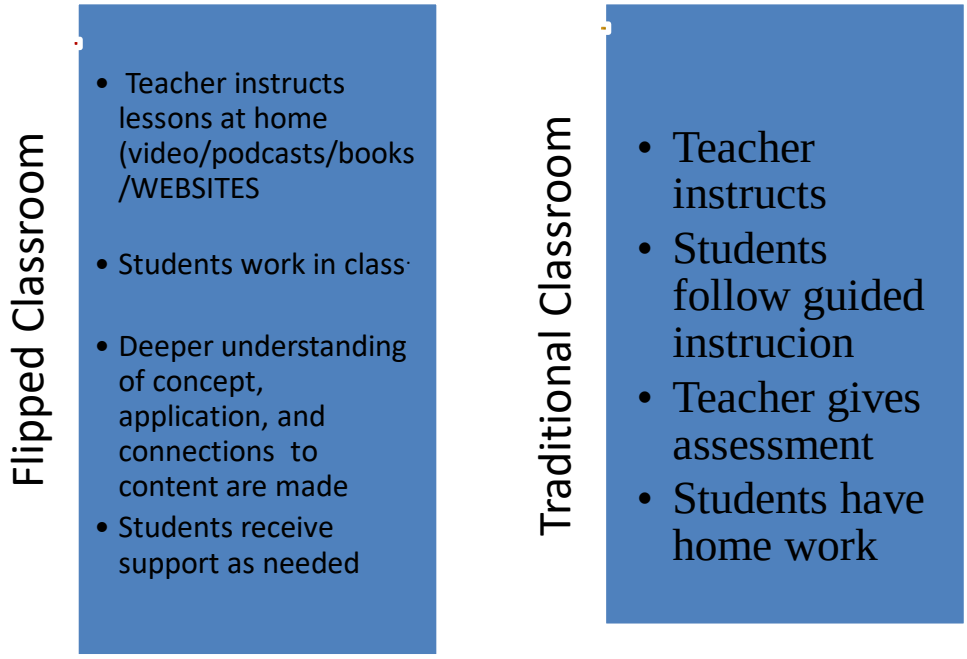
He then asked this question: 'what if we prerecorded all our lectures, students viewed the video as 'homework', and then we used the entire class period to help students with the concepts they don't understand?'; and that was how the flipped classroom was born. Furthermore, Mull (2012, as cited in Ozdamli & Asiksoy, 2016, p. 99) defined FC as a modal that enables students prepare themselves for the lesson by watching videos, listening to podcasts and reading articles. According to Bishop and Verleger (2013, as cited in ozdemli & Asiksoy, 2016, p. 99), FC is a student-centered learning method consisting of two parts with interactive learning activities during lesson and individual teaching based directly on computer out of lesson. Another definition by Mohan shares the same ideas with what is previously stated:

> [A] pedagogy in which, in its earliest iteration (execution), lectures were removed from their traditional in-class space and delivered via narrated PowerPoint recordings to be viewed by students prior to class meetings, thus freeing up in-class time for higher order cognitive tasks. (Mohan, 2018, p. 1)

In their turn, Papadakis et al. (2019, p. 54) maintained that FC is one term used to describe a new pedagogical model allowing increased instructor-student interaction time and an increase in active-learning opportunities for students in classroom. Similarly, Papadakis et al considered CF as 'a pedgogical approach' which inverted the traditional class by sending the content of the lesson before the session "with classroom time then being used to deepen understanding through discussion with peers and problem solving activities facilitated by teachers" (2019, p. 2). Moreover, Ozdalim and Asiksoy (2016, p. 100) drew attention to the point that there is a difference between online learning and the FC and introduced the Four Pillars of FL this approach: **F** : Flexible Environment, **L** : Learning Culture, **I** : Intentional Content, **P** : Proffessional Educator

Though they exhibite a slight difference in perspectives, all the previous definitions emphasize the inversion of traditional ways of teaching, integration of online and face- to-face instruction and the move towards students' active learning during class time. The following figure illustrates the difference between flipped and traditional classrooms:

Figure 2.1. Comparison between Flipped and Traditional Classroom



Adapted from: Nickols, 2012, as cited in Zainuddin & Halili, 2015.

The figure compares the Flipped Classroom and the traditional classroom teaching methods. In flipped classrooms teachers provide lessons for students to study at home using various resources such as videos, podcasts, books, and websites. Classtime is used to work on problems and deepen understanding, when Students can receive support as needed.

2.2. The Flipped Classroom as a Type of Blended Learning

Blended Learning (BL) is also called *Distributed Learning* and *Hybrid Learning*. Hybrid courses are a mixture of classroom learning and independent online learning (Blake, 2008). In other words, BL is an educational appraoch which integrates both online delivery of the teaching material using technological tools out of class time, with the direct, traditional face-to-face instruction during class time, allowing for students to engage with the content and with their classmates in a collaborative, active environment in which students have control over their own learning in class, and the pace of their learning at home. There is a shift to the traditional classroom from a teacher-centric to a student-centric environment (Stacker & Horn, 2012). So, this is the blended environment which is a fundamental feature

and a shared point of the Flipped Classroom and Blended Learning. Lage et al. (2000) considered the flipped classroom as "a form of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom". However, the distinction between the two learning types is still vague.

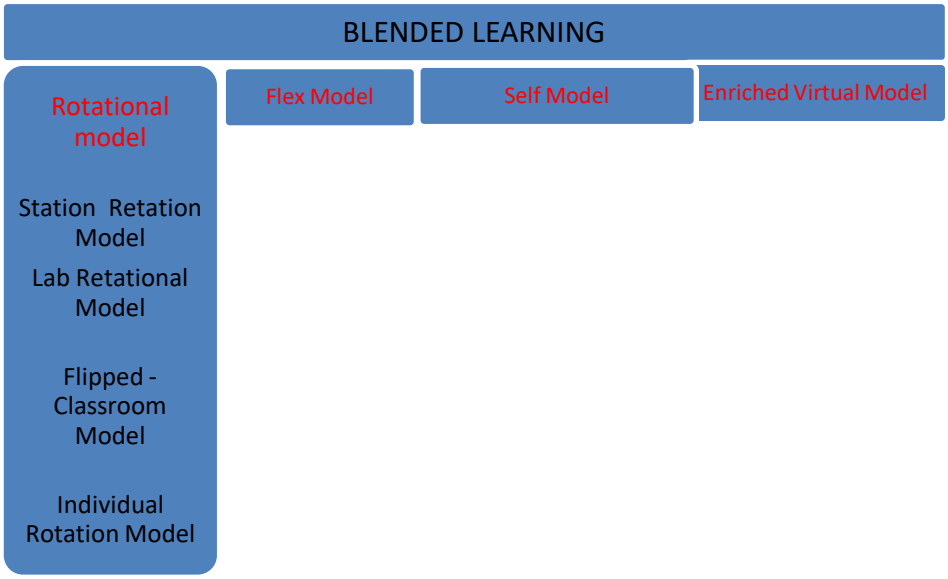
The Sloan Consortium (as cited in Bart, 2014, p. 2) tried to clarify the slight difference between BL and FC through this precise definition of BL as "instruction that has between 30 to 80 percent of the course content delivered online". Bart (2014) explained that "the flipped classroom, sometimes called the inverted classroom, is a pedgogical model which reverses what typically occurs in class and out of class. Students are first exposed to the material outside of class, typically in the form of video-based lectures, and then class time is used to engage in activities such as problem solving, discussion and analysis" (p. 2). So, BL aims to facilitate students learning through combining both face-to-face and online interaction during the same course with only some content to be delivered outside class time; whereas, FL has inverted roles, the focus of lesson and even learning environment, with the whole course content to be delivered online at home. In this recpect, Kelly (2012) explained:

> [A] blended course may be viewed as either a face-to-face course with online enhancementor online course with face-to-face enhancement. If you do not carefully think about and implement measures to integrate these two learning modes, students may perceive them as separete contexts that have very little to do with each other or they may consider parts of the course irrelevant or busywork. (p. 1)

The point here is that the two modes face-to-face and online learning are used to complement each other as integrated activities. A skillfull instructor is the one who mingles the two modes together, not leting them disconnected. To sum up, while the flipped

classroom is a type of blended learning, not all blended learning involves flipping the classroom. Zainuddin and Halili (2015, p.15) referred to BL as a general of teaching-learning model. According to Staker and Horn (2012, p. 15) flipped learning is an element of rotational model, one model out of four models of blended learning as illustrated below:

Figure 2.2. Blended Learning Models



Adapted From: Staker & Horn, 2012, p. 2

The figure effectively categorizes the various blended learning models: rotational model, flex model, self model, and enriched virtual model. It gives a clear and concise visual perception of the flipped classroom as a part of the rotational model.

2.3. Learning Theories that Inspired the Flipped Classroom Approach

The Flipped Classroom Approach (FCA) is inspired by several learning theories that emphasize active learning, students' engagement, and the importance of meaninful interactions between students and instructors, mainly constructivism (Kim & Bonk, 2006, as cited in Ahmed, 2016, p. 429) and Blooms' Taxonomies (Anderson, 2000, as cited in Ahmed, 2016, pp. 429-430).

2.3.1. Constructivism

Jean Piaget's construtivist theory has been highly influencial in the field of education and had led to the emergence of many learning and teaching appraoches. Constructivism is a theory of knowledge that argues that humans generate knowledge and meanings from an interaction between their experiences and their ideas. This implies that as human beings or intelligent ceatures, we are predisposed with innate capacities that are responsible for building our knowlege, all what we need is to activate them when we are put in the right engaging environment. During infancy, he added, it was an interaction between their experiences and their reflexes or behaviors-patterns. Piaget's theory of constuctivism argues that people produce knowledge and form meaning based upon their experiences (1970). Accordingly, children remain the best example of learning through experiencing it.

The first definition of constructivism in education can be attributed to Dewey who emphasized the idea of the construction of meaning by the learner. In this theory, he clarified that as much importance should be given to the learning process as to the learning outcomes, because learners are actively engaged inexperiencing, reflecting and making sense of the world around them (1938). Another definition by Papert holds constructivism as a theory of learning that emphasizes the role of hands-on, experiencial and the use of technology in the learning process (1980). Papert's theory of constructivism indicates that people learn best when they actively construct their own knowledge (Papert, 1980). Thus, the term technology has been introduced from another perspective, Vygotsky considered constructivism as "a social theory of learning that emphasizes the social and cultural context in which learning occurs and the role of social interaction in the development of knowledge and understanding" (1978). Here, another element, social interaction and background is asserted. Bruner emphasized the role of the learner when he defined it as "a theory of learning that emphasizes

the active role of the learner in constructing understanding and knowledge of the world through experiences and reflections on those experiences" (Bruner, 1960).

All the above definitions are about the same concept constructivism in education. However, they are given from various perspectives. Piaget's theory denotes individual or cognitive constuctivism and Vygotskyy's is a social cognitive one.

Certainly, FC is deeply influenced by constructivist fundamental features. One of those features is reflection on learning experiences (Kim & Bonk, 2006, as cited in Ahmed, 2018, p. 429). As Strayer (2012) stated "students in inverted classrooms need to have more space to reflect on their learning activities; so that they can make necessary connections to course content" (Bart, 2014, p.17). Also, Xu and Shi (2018) argued that the flipped classroom is considered as a typical reflection of the constructivist theory. The main idea of constructivism in education is the student-centerd environment where learners are constructing their own knowledge and understanding in a social, collaborative atmosphere under the supervision and guidance of the teacher who is just an organizer, helper and facilitator to enable students construct knowledge. So, learners are put at the center as active constructors of knowledge, not only passive recipients of an external stimuli; the teacher who is no longer the only source of content. The content can be provided by other media and via technology tools, this content is no longer the teacher's teaching material, but the material on which students can engage in active construction of meaning. So, four elements form the basis of the constructivist environment are: situation, cooperation, conversation and meaning construction (pp. 884-885). To say it differently, the situation or the learning environment must be supportive to student's individual construction of meaning to what they have learned. Collaboration is an important factor which enables learners to engage with their peers and teacher, to collect and analyse the learning material, to evaluate the aimed learning outcomes and construct meaning during the whole process of learning

All this can be done only through conversation which helps learners to interact socially when doing tasks and dealing with intricacies, which will lead to the targeted goal: the construction of meaning. In all the previous learning stages, the traditional role of the teacher; imparting knowledg, is eliminated, and teaching is devoted to thorough understanding of concepts (Xu & Shi, 2018, pp. 884-885). Here, the learner's social role achieved through collaboration is highlited again.

The FC is then a concrete depiction of constructivism. In the flipped classroom also teachers' and students' roles are altered. Learners are self-directed and autonomous. All what they can receive from their teacher is just some guidance. In addition, teachers try to create the right environment in which students can activate individually and as social beings going through discovery methods and ways to construct their learning (Xu & Shi, 2018, pp. 885-886). Accordingly, FC fulfills all the constructivist learning requirements.

All in all, in flipped classrooms, teachers are required to supplement students with teaching environment, teaching media and teaching material and provide some assistance, while students are needed to be active achieving learning outcomes. Therefore, based on constructive theory, in flipped classroom, the teachers' main job is to teach students how to learn by themselves directing and assisting them in the process; whereas, the students' chief goal is to learn how to learn and how to use self-constructed knowlege to solve problems in real life (Xu & Shi, 2018, p. 885). In short, integrating constructivism in flipped learning enables learners to construct their knowledge in a student-centerd environment enhancing critical thinking skills and social ones too during the process.

2.3.2. Bloom's Taxonomy

Bloom's Taxonomy of educational objectives was firstly used in 1956 by Benjamine Bloom, often known as Bloom's taxonomy. It is divided into six categories: remember, understand, apply, analyse, evaluate, creation. The first two categories: 'remember and

understand' go under one term 'knowledge' and they are considered as low-level cognitive skills. The rest of the categories are 'skills and abilities', they are classified as high-level cognitive skills (Lin, 2021). As Bloom et al. (1956) declared:

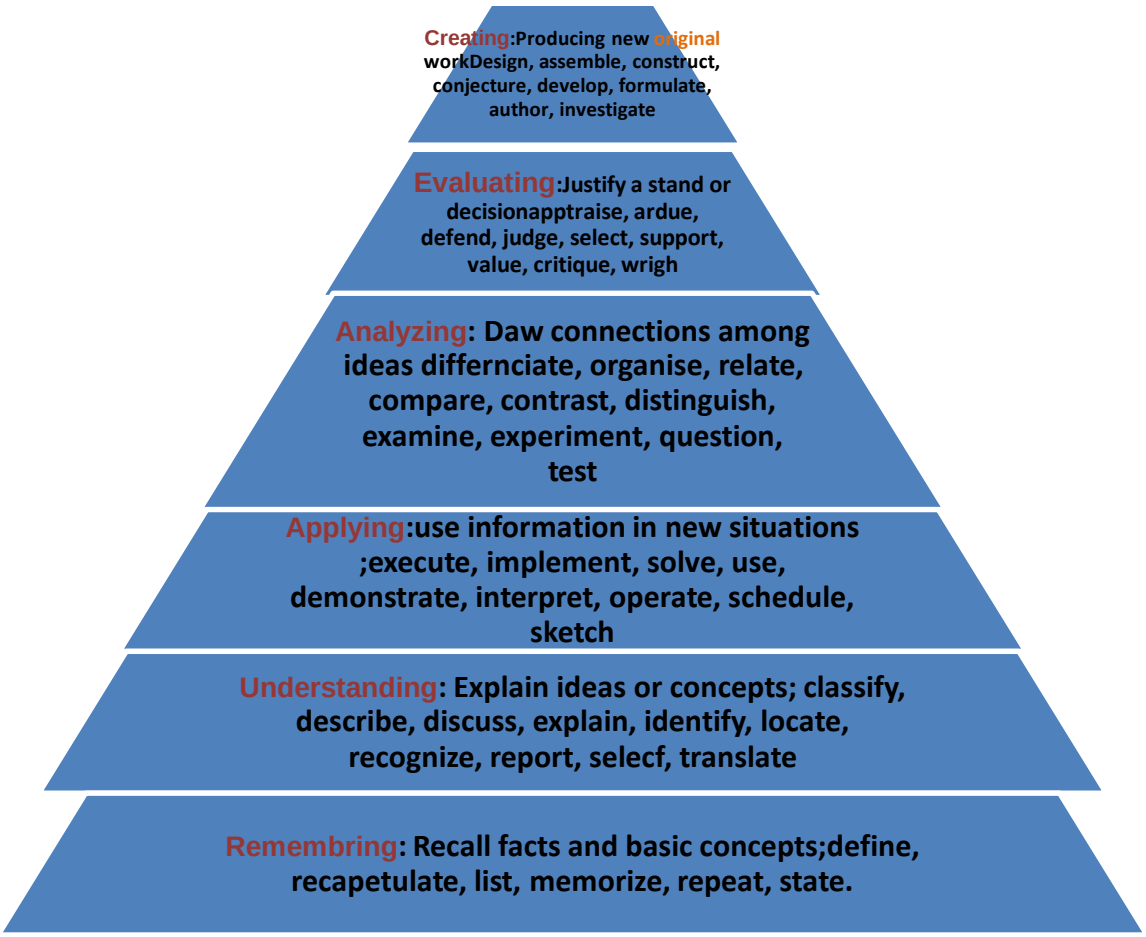
> Bloom's Taxonomy is a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three domains: Cognitive, Affective, and Psychomotor. Within the cognitive domain, learning at the higher level is dependent on having attained prerequisite knowledge and skills at lower levels.

To say it differently, Bloom's taxonomy is a hierarchical model used to classify educational learning objectives into levels of complexity and specifity. The taxonomy consists of six levels as referred above. Bloom emphasized high-level learning skills, he indicated :

> I find great emphasis on problem, analytical skills, and creativity. Such higher mental processes are emphasized because this type of learning enables the individual to relate his or her learning to the many problems he or she encounters in day-to-day living. These abilities are stressed because they are retained and utulised long after the individual has forgotten the detailed specifics of the subject matter taught in the schools. These abilities are regarded as one set of essencialcharacteristcs needed to continue learning and to cope with a rapidly changing world. (1978, as cited in Ahmed, 2016, p. 429).

Here is an illustration of the revised version of Bloom's Taxonomy for cognitive learning in which he classified different fields of learning and each field into different levels (Anderson, 2000, as cited in Ahmed, 2016):

Figure 2.3. A Revised Version of Bloom's Taxonomy for Cognitive Learning



Adapted from: Ahmed, 2016,p. 430.

The figure above illustrates levels of lower and higher cognitive thinking of blooms' taxonomy. It has three basic skills in the bottom (remembering, understanding, and applying) which form a funtamantal foundation for the realization of the other critical skills in the top of the pyramid (analysing, evaluating and ceating).

If we apply Bloom's revised Taxonomy to flipped learning, we find that lower-cognitive skills (remembering and understanding) are done at home by students independently outside classtime.While higher-cognitive skills (applying, analysing, evaluating and creating) are done inside class during classtime getting help and encouragement from their peers and instructor (Brame, 2013, as cited in Ahmed, 2016, p.

430). This inverted environment permits students to get basic information about the topic on which they can build on and develop higher skills when their teacher is present to support them in class. The opposite situation happens in traditional classes where basic level skills are the focus of sessions and students work on higher level skills alone through homeworks and extra activities (Ahmed, 2016, pp. 430-431). Thus, it is clarified here that flipping boosts both the teachers' teaching and the learners' learning, and it is a better realization of blooms taxonomies in reality

So, the incorporation of Bloom's Taxonomy into the flipped classroom is so beneficial and challenging to both students and teachers, and it effectively improves flipped classroom's effeciency (Lin, 2021). Consequently, if it is better implemented in our classrooms this will make teaching and learning meaningful tasks.

2.4. The Use of Technological Tools in the Flipped Classroom Approach

To realise theflipped classroom approach outcomes on real gound, various types of technological tools can be used in flipped learning activities (O'Flaherty & Philips, 2015, as cited in Dianati, 2020, p.3). A common point among many flipped classroom models is pre-recorded short videos used as before class activities (Bishop & Verleger, 2013). In-class activities are made easy by different synchronous and asychronous technologies. Online quizzes and live polling tools are often used (O'Flaherty & Philips, 2015, as cited in Dianati, 2020). Students also are urged to use technological devices to help them in self-assessment and self-study outside class time. All students have a good perception on pre- recorded video lectures since they enable them to access content easily (Tune et al., 2013, as cited in Dianati, 2020). However, some students see that the content provided in these short videos, is shallow and suits best lower rather than higher thinking skills (Prunuske, et al., 2012, as cited in Dianati, 2020). The focus is put on three specific web-based tools (i.e., Padlets et al.) which are used in and post-class stages of a flipped classroom (Dianati et al., 2020, p. 4).

Many studies showed that the use of Ipads and other mobile gadgets can improve students' learning and highten their interest in the subject matter. Accoding to Burden et al. (2012, as cited in Herrity, 2020):

> Students' positive development in 'collaborative learning,' 'personalized and seamless learning,'motivation and engagement, 'stimulating simultaneous opportunities for face to face social interaction', enhancing' learning in easy that were previously not possible' it may make communication between teachers and students, and school and home easier and more routine and devices also had the potantial benefit combining with other technologies. (pp.7-8)

Though it is expressed in Ozdamli and Asiksoy (2016, p. 100), it is not necessary to be a proffessional video producer as you can use any other sources related to the content (PDFs, recorded sounds, websites). Trucker (2012, as cited in Ozdamli and Asiksoy, 2016) indicated that educators can have access to ready made internet sources on sites like: Khan Academy, YouTube or Ted, but the majority prefer to prepare their video lectures themselves. The point is that before choosing a video as your instuctional tool and move to producing it, you have to decide whether it is appropriate for realizing the aimed educational outcomes (Bergmann & Sams, 2012, p. 36). Or in two words 'don't use technology for technology sake'. What is more important is that teachers who do not feel comfortable with technology or speaking infront of the computer sceen, can simply use somebody's else videos to implement a flipped classroom. So, the key is to look for quality videos, and in fact the job has been made easy through the growing online video resources. Bergmann and Sams (2012) argued that the digital world is the kids world today. They have born in it and they have to be given the opportunity to navigate through it, in trying to find the information they need themselves. They added thattodays'children should take the advantage of the sources available on the web, and not depending solely on the recorded lessons provided by their

teachers. So, the point here is that online resources are a great tool for learners to increase their autonomy. (p. 37)

To make your own video to be used in flipped classroom, all what you need is: screencasting program, Camtasia Studio, that captures anything on our screen, our voice, a small webcam of our faces and any digital pen annotations we include, interactive whiteboards which are designed for annotation, micriphone and webcam: most newer laptops come with built-in mic and webcams, recording software: to capture a webcam shot of the presenter(s) while they record. Video camera, to put short clips from a video camera (Bergmann & Sams, 2012, pp. 36-40). The Khan Academy emerged after the wide spread of online video content with a new term; educational videos (Tolks et al., 2016, p. 4).

Tolkset al. explained that the lecturer often does not appear on the screen, and the lecture recordings (sound and/ or picture), powerpoint slides, recordings of blackboards, whiteboards, etc.are employed to convey content in a simplest way. Tolkset al. insisted on the easiness of video lectures production. He added that one of the more popular media in this segment is the so-called screencast, in which a software program records the content of the monitor and the comments by the lecturer in real time. In this step, the video conveys factual information to the viewer. Afterwards, this knowledge is applied in tasks and quizzes, through the writing of reports and through participation in the forum discussion (Tolks et al, 2016, pp.4-5). In other words, the screencast is a basic tool to record information which viewers/students need to use to perform their tasks.

2.5. Models of the Flipped Classroom Approach

Ozdamli and Asiksoy (2016) stated thatseveral flippedclassroom models are available for educators to choose among for more effective flipped classes depending on class conditions (Bajunury, 2014, as cited in Ozdamli & Asiksoy, 2016). The following are the most common models:

2.5.1. The Traditional Flipped Classroom

As Bergmann and Sams explained, this model as “what is done at school is done at home, homework done at home completed in class”. In the traditional flipped classroom model students prepare the lesson before they come to school through watching video lectures. The teacher starts by short question and answers to check understanding, then explains intricate things deeply and comprehensively before he moves to practice and activities, giving individual support to students in the way (Ozdalmi & Asiksoy, 2016, p. 101). So, in this kind of classes, lessons are given before hand in a video format, the teacher never gives face to face lectures. Students are given the chance to experience learning through class discussion and discovering new things by themselves. This makes the class student-centered not teacher- centered and class time restructured (Bergmann & Sams, 2012). To comment on that, this model of flipped classes seems practical and dependable since it focuses on far reaching learning outcomes not content and lecturing.

2.5.2. The Partial Flipped Classroom

In this model, things are less tougher on students (Bajunury, 2014, as cited in Ozdamli & Asiksoy, 2016). Jones applied this model in *Murry Hill Secondary School*. Jones encouraged his students to watch video lessons out of class period, but he does not exageratedon those who did not watch or do not have the equipments to watch. Though, it is still considered a flipped model. Here, equal learning opportunities are not equal for all students. The instructor has to be clever in finding ways how to compensate for less advanced learners or those who do not have the technological means because he did not exagerate on them home preparation and home tasks. So, inversion here is partial not complete (Springen, 2013, as cited in Ozdamli & Asiksoy, 2016).

2.5.3. Holistic Flipped Classroom

In addition to the four pillars of the flipped classroom (F: Flexible environment, L: Learning culture, I: Intentional content, and P: Proffessional educators), Chen et al. (2014) added three structures: progressive activities, engaging experiences, and deversified platforms, and created the Holistic Flipped Classroom (HFC) model which comprises the whole of home, mobile and physical classrooms synchronously. Unlike traditional platforms where students are monitored by instructors only inside class and their homework activities remain unchecked since they are not supervised, all learning platforms in Holistic Flipped Model are supervised and supported. As students log in HFM, they can then watch rewatch lectures, attend simultaneous class sessions, discuss with mates and teacher, and give reflections. All these can be done systematically and be registered on the platform so that it can be used in asychronous environments on mobile or Cloud. To join a synchronous class, you need to log in the platform and participate in the hands-on activities, doing quizzes, projects under the guidance of the instructor (Ozdamli & Asiksoy, 2016, pp. 102-101). This model however, sounds more effecient because students can receive instant feedback and explanation in similtanous or asynchronous classes from their teacher as he is present with them even out side class time online. He can also monitors their persistence and punctuality.

2.5.4. The Mastery Model

In this model, students progress through material at their own pace, mastering each concept before moving on to the next. Students are provided with opportunities to review pre-class materials and engage in practice until they demonstrate proficiency (Fisher & Frey, 2013, as cited in Bergmann & Sams, 2012). In this model, good command and excellence is insisted on. Learners should arrive at a certain level of proficiency to a concept so that they can pass to the next.

2.5.6. Rotational Model

In this model, students rotate through a series of learning stations, which may include a flipped station where students engage with pre-class materials, as well as other stations for collaborative activities, independent practice, and teacher-led instruction (Staker& Horn, 2012). It can be seen here that rotational model integrates flipped pre class activities done at home with in class activities done in a kind of stations or stages one after the other inside class. This may foster understading and participation more

2.5.7. The Peer Instruction Model

In this model, developed by Mazur, students engage with pre-class materials before coming to class. Class time is then used for peer instruction, where students work together to discuss and solve problems, with guidance from the instructor (Rosenberg at al., 2006).This model starts with videos and materials before class the same as any flipped model, but the difference is in the in class activities when students team up to work together on home assignments, they learn from one another the right answers and why they are right. So, the social skill of collaboration and working with peers is highly emphasized here.

Overall, these models provide different ideas on how to implement the flipped classroom appraoch, a good instructor is the one who knows how to incorporate principles from these models to create well-designed flipped classrooms and enjoyable learning experiences for their students.

2.6. Challenges in the Flipped Classroom Approach

As stated by Kerr (2020, p. 14), the flipped classroom can be an innovative and dependable appraoch for both students and instructors who may encounter several challenges which may hinder the smooth functioning of flipped classes. First, *technnological access and equity:* not all students have equal access to technology such as high-speed internet and personal devices, to engage with pre-class materials effectively (Strayer, 2012). This can be

one of the great obstacles which may hinder the the functioning of this approach as it is mostly on technology. Second, *students' accountability:* ensuring that students consistently watch pre-class videos or complete assigned reading can be challenging, as some students may skip these materials altogether (Bergmann & Sams, 2012). Therefore, if the teacher wants to check the students' seriousness in doing assignments he has to plan for more activities to include in the assessment system.

Third, *increased preparation time for instructors:* producing high-quality video lectures and other pre-class materials takes time and efforts from the instructor. The same thing happens when planning engaging in-class activities (Kvashnina & Martynko, 2016, p. 73) as opposed to what everyone think, we find that the responsibilty of the teacher has increased. Fourth, *effective self-regulation:* it is important for learners to have a degree of self-awareness and sel-regulation to contol their whims, set goals and organize their time (McMahon & Oliver, 2001). Unfortunately, most of them lack these qualities, especialy younger or less successful ones, and they fail in achieving the desirable results (Kirshner & Van Merrienboer, 2013, p. 177). To comment here, though it seems challenging to overcome those obstacles, we can do that by continous planning and adaptation.

2.7. Teachers and Students' Roles in the Flipped Classroom Approach

As Ozdalim and Asiksoy (2016) stated, the teacher in the flipped classroom approach has been given a paramount importance and plays pivotal role (as cited in Bergmann & Sams, 2012). Bergmann and Sams also stated that "we no longer stand in front of our students and talk at them for 30 to 60 minutes at a time. This radical change has allowed us to take on a different role with our students" (2012, p. 19). The main role of a teacher is planing supportive learning environment based on questioning and discovery (Bergmann & Sams, 2012). Basit (2023) clarified that the teacher has to open communication, encourage questions and help students collaborate. She added, another impotant role for the teacher is

‘facilitator of active learning’; though most of the work is done by the students themselves, but the teacher keeps moving here and there encouraging, guiding orienting and giving help. In addition to that role, she continued, that he is a ‘content creator and curators’ so it is his responsibility to preprareen gaging videos and materials. She followed that with the role of ‘assessor of learning’, he provides feedback, grade assignments and evaluates students’ work. Tech-savvy educators, mentors and guides and instructional designers are also considered as the teacher’s job as she stated. Here, the teacher has to plan for activities which are enhencing to the students social and cognitive critical skills, follow and guide them and be technology literate and encourage their students to do so. The teacher plays different roles to help students become autonomous and creative thinkers (Basit, 2023).In short, the role of the teacher in the flipped classroom is dynamic, creative and multifaceted.

The student’s role has also been inverted in the flipped classroom approach. Bergmann and Sams (2012) stated that students take their learning responsibility. Also, Choi (2021, pp.23-24) had referred to the point that students’s role has changed in technology adopted classrooms. The student has taken a more active role engaging in pre-class activities and preliminary work, and participating in in-class activities. So, the student’s job is to adjust learning to his own pace and adopt their own strategies (Zhang & Zhang, 2018, as cited in Choi, 2021). Choi added that students in sharing online resources become resource presenters not receivers. In addition, students can interact with peers and the instructor in virtual learning platforms by asking and answering questions (2021). Moreover, they participate in class discussions and teamwork within class. They take on creative and an inventive roles when they engage in analysing problem solving tasks (Ozdamli & Asiksoy, 2016, p. 101).

From what is previously stated, we notice that the educator holds a significant position in flipped education. His role moves from ‘a sage on the stage’ to ‘a guide on the side’ (Bergmann & Sams, 2012) where class time shifts from teacher-centered arena to

student-centered arena (Bergmann & Sams, 2012). Thus, learning should be tailored to meet the needs of the individual student. In doing so, instructors will allow students to experience learning through engaging in different cognitive and social skills (communicating, discussing, cooperating, problem solving…etc) to apply them in future life and be a good citizen (Ahmed, 2016, pp. 434-435). To put things together, we can say that flipping classes has transformed students' role from passive recepients of knowledge to active participants in the construction of their learning.

2.8. Advantages of the Flipped Classroom

The chief advantage of flipping classes as opposed to traditional classes lies in the removing of the delivery of information from classroom phase, allowing for more time for teachers and learners, who constructed their knowledge individually, to apply, experience and reflect and for geater involvement from the part of learners, which is seen as a fundamental benefit (Tolks et al., 2016). The second advantage is 'personalization'. According to Bergmann and Sams (2012) 'the flipped classroom can address the needs of the students…by allowing their teachers to personalise the students' education'. Personlisation can be achieved through: helping with Specific Learning Difficulties (SpLDs); self-pacing; offering a personal choice of study material, and providing individual support.

The third advantage is 'active learning'. As Marshall and Kostka (2017) demonstrated, if listening and reading are given as a self-study task, time can be feed up for 'higher-order'skills (p. 227). In effective classrooms, 'students-led discussios, collaborative work, problem solving and critical thinking arise spontanously' (Johnson & Marsh, 2016, p. 62). So, active learning is realised through: focusing on higher-order thinking skills; facilitating increased interaction between students, and creating moral opportunities for useful feedback. The fourth adavantage is 'engagement and attitude'.Bergmann and Sams (2012, p. 29) reported that when they flipped their classrooms, they discovered ''something

amasing…because we were not just standing and talking at kids, many of the classroom management problems evaporated, students who need an audience no longer had one''. So, since learners are not obliged to listen to long monotonous lectures, many classroom problems disappeared from the scene, and engagement can be realized through: addressing classroom management issues, encouraging learners' ownership of learning, and promoting contact between school and parents/careers. Bergmann and Sams explained that:

> Todays' students grew up with Internet access, Youtube, Facebook, MySpace, and a host of dgital resources…when they come to school, they have to turn off and dump down because their schools ban cell phones, ipads, and any other digital devices. The sad thing is that most students are carring in their pockets a more powerfull computing device than the vast majority of computers in our underfunded schools__and we don't allow them to use it. (Bergmann & Sams, 2012, p. 20)

In other words, the flipped learning appeals to students who share the same language, i.e. the language of technology in the digital age.

2.9. Disadvantages of the Flipped Classroom Approach

Ozdamli and Asiksoy argued thatdespite the all positive things about flipping classes, many inadequacies and deficiencies can arise while applying the FCM. First, students may be reluctant or unfamiliar with FCM and may come to class without preparation. Second, Poorly prepared video lectures may not appeal to students. Third, it is not an easy task to prepare pre-class materials and high quality videos (Herreid & Schiller, 2013, as cited in Ozdamli & Asiksoy, 2016, p. 104). Fourth, how can teachers monitor the assigned pre-class tasks done at home and make sure that all students fulfilled their duties? (Kordyban & Kinash, 2013, as cited in Ozdamli & Asiksoy, 2016, p. 104). Fifth, some difficulties which can prevent students from doing their jobs is lack of equipments such as: smart phones, tablets or computers and having internet problems (Kordyban & Kinash, 2013, as cited in

Ozdamli & Asiksoy, 2016, p. 104). Sixth, what makes the job harder for teachers which increases their responsibility instead of relieving is to prepare engaging in –class activities (Lafee, 2013, as cited in Ozdamli & Asiksoy, 2016, p. 104). Seventh, teachers cannot receive instant feedback on the content as it is delivered online. Eighth, students may lack self-dicipline and have poor learning online since it is not controlled with time and space. Nineth, class discussion may end up unfruitful if students were immature enough and could not construct ideas (Lin, 2021, p. 679). It seems here that inspite of its efficency, the implementation of flipped classes in real situation is little bit challenging as it exibits some barriers. To address those barriers, this necessitates careful preparation and planning.

2.10. Teaching Reading Comprehension through the Flipped Classroom Approach

According to a research paper which examines the implementation of the flipped classroom approach in an EFL private university in Indonisia. It investigates how this approach impacts on students' reading comprehension and how students perceive the flipped classroom in their learning process, it stated that though little has been investigated concerning higher education reading comrehension courses, many positive learning results have been achieved and all students though feel hesitated, they all have a positive perception of flipping (Maharsi et al., 2021, p. 92). From these fruitful outcomes, we can say that flipping has worked well with students, especialy in reading comprehension classes. The reason is that it allowed them to prepare reading texts, to review them at home independently which increases their comprehension, without forgetting of course the other skills they can gain from in-class activities.

Another study to examine the effects of flipped model in learning reading argued that flipping is a good way which inserts critical thinking to make students arrive at higher level comprehension skill (Wulandari et al., 2021, p. 46). Similarily, this study advocates the

positive effects of flipped classrooms in enhancing comprehension skills puting emphasis on the critical thinking skills it improves.

Conclusion

Despite the popularity of the flipped classroom as new type of pedagogical method, which comes out with tangible solutions to many unsolvable problems, encountered in the teaching and learning traditional settings, and though it appeals to the great number of learners as it conforms to the new digital world, and speaks their language and minds. This fact does not free the flipped classroom approach from shortcomings and inadequacies. It is still under continuous empirical studies, which can be used as a basis for other more future researches concerning improving different skills in EFL. The flipped classroom model has gained significant attraction among educators as an innovative educational strategy. It addresses numerous challenges that traditional teaching face. By employing digital tools, it aligns well with the preferences and habits of comtemporary learners which facilitates connection with the material. However, it is not without flaws. There are many gaps and inffecienciesthat need to be addressed. Ongoing empirical studies are essential to understand these shortcomings, to enhance the effectiffness of teaching the various skills, especialy in the context of EFL, which help to meet the needs of all learners and maximize learning outcomes.

Chapter Three: Field Investigation

Introduction

The present chapter is committed to the practical framework of this study, whichattempts to investigate improving EFL learners' reading comprehension through the flipped classroom approach. Because of the nature of the subject, the quantitative approach was used to better investigate it. It aims to delve into participants' characteristics, research design, and methodology. Therefore, a semi-structured questionnaire was administered to students of the department of English language at the University of 8 May 1945, Guelma in order to answer the research question and confirm or disconfirm the research hypothesis. Accordingly, this chapter is dedicated for the analysis and interpretation of the findings of students' questionnaire. The chapter summarizes and presents the results of the investigation as well as data analysis and interpretation.

3.1. Aims of the Student's Questionnaire

The questionnaire was used as a data collection tool in this study. It aimed at gathering insights into the effectiveness of the flipped classroom approach in enhancing EFL learners' reading comprehension skills. By surveying EFL learners, the questionnaire seeks to understand their perceptions of the flipped classroom model, its impact on reading comprehension development, and the specific elements that contribute to its success or challenges. The data collected will used to inform the design and implementation of future flipped classroom interventions for EFL reading, as well as identify best practices and areas for improvement within this pedagogical approach.

3.2. Population of the Study

The current research targets first-year Master students during the academic year 2023-2024 at the department of English, University of 8 May 1945, Guelma. The purpose of selecting first-year Master students as a population of the study is related to the fact that they

have received three years of instructions at university but they may have problems in reading comprehension. Furthermore, based on the consideration that at this advanced level, first-year Masterstudents are supposed to have recent experience with traditional learning, exposure to advanced academic materials, critical thinking skills, and overall motivation make them ideal candidates to provide insightful and relevant data for our study. Thereafter, a random sample consists of80 subjects out of 165first-year Master students has been chosen.

3.3. Description of Students' Questionnaire

The design of students' semi-structured questionnaire is fundamentally constructed on the theoretical framework. It is composed of tweenty-four questions logically organized underthree main sections; each section concentrates on a specific theme. Aproximately, all of the questions used in this questionnaire are both closed and open-ended questions. In the first Section (General Information: Q1-Q3), students are asked to indicate how many years they have been learning English. Question number two is required to describe their level of English language. In the last question (Q3), students are asked to indicate which skill is the most diffucult for them.

In the second section (Reading Comprehension: Q4-Q14), the first question is yes/no question in which students are asked to state if they enjoy reading or not. In the subsequent question (Q5), students are asked about the materials they prefer to read. Further, question number six (Q6) is yes/no question where students are asked to state if they summaries the main points or themes in their own words when they read a complex text. In question seven (Q7), students are asked to select which reading strategy(ies) they use very often while reading. In the next question (Q8), students are required to choose if they struggle to understand the meaning of a passage or not. If their response is yes, they are requested to indicate the reasons behind their misunderstanding. For question nine (Q9), students are requested to set the factors that could be the most motivating while reading. In the following

question (Q10), students are asked to state how they assess their own understanding of the text. Question eleven (Q11) is directed to students to indicate the strategies that is the most useful in order to maintain concentration and interest during the reading process. In question twelve (Q12), students are required to state how frequently they evaluate themselves after reading a book. Question thirteen (Q13) is directed to state whether you attempt to find better methods of reading or not. In the last question (Q14), students are required to state if reading comprehension is essential for academic success.

In section three (Promoting Reading Comprehension through the Flipped Classroom Approach: Q15-Q24), question fifteen (Q15) explores students' familiarity with the term 'the flipped classroom'. In question sixteen (Q16), students are asked to state whether or not they had experienced the flipped classroom before. For question seventeen (Q17), students are requested to state their opinions about the use of the flipped classroom model approach. Then, in question eighteen (Q18), students are asked to indicate if they prefer learning through traditional lectures or by watching pre-recorded lectures at home. In question nineteen (Q19), studentsare demanded to choose how frequently their teachers used the flipped classroom model to prepare for their reading. In question twenty (Q20), students are asked to rate the usefulness of the flipped classroom model in reading comprehension. For question twenty-one (Q21), students are required to select whether they are comfortable with the use of flipped classroom model. The next question (Q22) is yes/no question in which students are asked to indicate if the flipped classroom approach will help them to understand what they are reading. For question twenty three (Q23), students are required to select the most important challenges that are facing the flipped classrom model. The last question (Q24) is designed to ask students to indicate any extra information about this topic.

3.4. Administration of Students' Questionnaire

Students' questionnaire was administered from May, 7th, 2024 to June 3rd, 2024. It has been delivered to First-year Master students through an electronic version via both emails and Facebook group. The students were informed that their answers would be kept anonymous and used for the success of the research.

3.5. Data Analysis and Interpretation

The following section includes data analysis and interpretation of students' answersafter coding and counting the percentages, as well as data interpretation for each session.

Section One: General Information

Question One: How many years have you been learning English (including this year)?

Table 3.1

Students' Years of Studying English

Years	Frequency(N)	Percentage(%)
More than 9 years	77	96.25%
Less than 9 years	3	3.75%
Total	80	100%

The majority of respondents (96.25%) who answered the questionnaire were learning English for more than 9 years, while3.75% of them claimed that they have been studying English for less than 9 years, which means that all students have an experience in studying English.

Question Two: How could you describe your level of English language mastery?

Table 3.2

Student's Level of English Language

Option	frequency(N)	Percentage(%)
a. Beginner	0	0%
b. Intermediate	63	78.75%
c. Advanced	17	21.25%
Total	80	100%

Students, in this question, are required to describe their level of English. Theresults in table 3.2 show that the majority of students (78.75%) agreedthat they have an intermediate level in English language, this suggests that they have good background. However, only 17 students claimed that their English level is advanced.They might be fluent in everyday conversation.

Question Three: Which skill is the most difficult for you?

Table 3.3

Students' Most Diffucult Skill

Options	Frequency(N)	Percentage(%)
a.Writing	20	25%
b.Reading	6	7.5%
c.Listening	20	25%
d.Speaking	34	42.5%
Total	80	100%

According to the table 3.3, less than half the population (42.5%) struggled with speaking. This aligns with the 25% who chose both writing and listening, indicating that the

complexity and nuance of academic writing and comprehending spoken language also pose difficulties. Interestingly, only 7.5% found reading to be a challenge, implying a strong foundation in reading comprehension, which means that most of the students know how to read and they do not face problems with reading.

Section Two: Reading Comprehension

Question Four: Do you enjoy reading?

Table 3.4

Students' Enjoyment of Reading

Options	**Frequency(N)**	**Percentage(%)**
a.Yes	70	87.5%
b.No	10	12.5%
Total	80	100%

Concerning students' enjoyment of reading, the overwhelming majority of students (87.5%) reported that they enjoy reading. This suggests a strong affinity for engaging with written material. However, the 12.5% who do not enjoyed reading might be experiencing a disconnect between their overall reading proficiency and personal preference.

Question five: Which materials do you prefer to read?

Table 3.5

Students' Preferred Reading Materials

Options	**Frequency(N)**	**Percentage(%)**
a.Printedmaterials	47	58.75%
b.Digital materials	33	41.25%
Total	80	100%

According to the results contained in table 3.5, more than half of the informantsfavouredprinted materials (58.75%) overdigital materials (41.25%). Thus, students suggested a slight inclination towards traditional reading formats.

Question six: When reading a complex text, do you find it important to summarize the main points or themes in your own words?

Table 3.6

The Importance of Summarizing the Main Ideas while Reading

Options	**Frequency(N)**	**Percentage(%)**
a.Yes	64	80%
b.No	16	20%
Total	80	100%

It is notable from the above table 3.6 that nearly most of the students (80%) claimed that it is important to summarize complex texts in their own words. This practice demonstrates their awareness that paraphrasing and synthesizing information helps with comprehension.retention. However, the 20% who do not found it important to summarize might rely more on passive reading strategies, potentially focusing on simply understanding the literal meaning of the text.

Question seven: which reading strategies do you rely on?

Table 3.7

Students' Preferred ReadingStrategies

Options	**frequency(N)**	**Percentage(%)**
a.Skimming	42	52.5%
b. Scanning	38	47.5%
Total	80	100%

This question is a continuation to the antecedent one. In this question, students must confirm which reading strategies they use when skimming. The data shows that among the students surveyed, 52.5% prefered skimming, while 47.5% relied on scanning as their primary reading strategies. This close distribution indicates that both techniques are almost equally valued.

Question eight: a. Have you ever struggled to understand the meaning of a passage?

Table 3.8

Students' Difficulties in Understanding a Passage

Options	**frequency(N)**	**Percentage(%)**
a.Yes	71	88.75%
b.No	9	11.25%
Total	80	100%

According totable3.8 above, nearly all the participants (88.75%) asserted that they frequently struggle to understand the meaning of a passage, while only 11.25% do not. This significant majority suggested that current teaching methods may not effectively address comprehension skills, highlighting a need for more interactive and varied instructional strategies. Additionally, enhancing academic support services, such as tutoring and reading workshops, along with providing additional resources like study guides, could be beneficial.

b-If yes, what are the reasons behind that?

a -lack of vocabulary

b -non-effective employment of reading techniques

c -non-effective employment of reading strategies

d -other (s), would you please specify below

Table 3.9

Students' Reasons behind Comprehension Difficulties

Options	**Frequency(N)**	**Percentage(%)**
a.	65	81.25%
b.	11	13.75%
c.	4	5%
d.	0	0%
Total	80	100%

The data shows that among first-year Master students who struggle with passage comprehension, 81.25% cited a lack of vocabulary as the primary reason, 13.75% pointed to the non-effective employment of reading techniques, and 5% attributed their difficulties to non-effective reading strategies. This indicates that the most significant barrier is vocabulary deficiency, necessitating targeted vocabulary building exercises and resources. Additionally, nearly a fifth of the students require training in effective reading techniques such as skimming, scanning, and annotating.

Question Nine: Which of these factors do you believe are the most motivating while reading?

Table 3.10

The Most Motivating Factors While Reading

Options	Frequency(N)	Percentage(%)
a. Personal interest in the topic	66	82.5%
b. Difficult words' Challenge	10	12.5%
c. External motivation	4	5%
d. other(s)	0	0%
Total	80	100%

As far as question 9 is concerned, 82.5% of the respondents cited personal interest in the topic as the most motivating factor while reading. 12.5% considered the challenge of difficult words as a motivating factor, and 5% were driven by external motivation. These findings highlight that personal interest in the subject matter is the predominant motivator for the majority of students, suggesting that engagement and comprehension are significantly enhanced when the material aligns with their interests.

Question ten : How do you assess your own understanding of a text?

Table 3.11

Students' Assessment of their Reading Comprehension

Options	frequency(N)	Percentage(%)
a.High	20	25%
b.average	60	75%
c.low	0	0%
Total	80	100%

The findings in Table 3.11 indicate that 75% rated their reading comprehension as high, 25% rated it as average, and 0% rated it as low. This indicates that while a quarter of the students feel confident in their comprehension abilities, the majority view their understanding as moderate, which implies that they are facing some obstacles in relation to reading comprehension.

Question Eleven: Which of these strategies do you think is most useful in order to maintain concentration and interest during the reading process?

Table 3.12

Students' Most Useful Strategies for Concentrationand Interest in Reading

Options	**Frequency(N)**	**Percentage(%)**
a.Active Reading	35	43.75%
b.Breaks	6	7.5%
c. Environment	6	7.5%
d. Setting Goals	15	18.75%
e. Discussions	12	15%
f. Self-rewards	6	7.5%
Total	80	100%

As far as question 11 is concerned, its relevant data suggested that 43.75% of students identified active readingas the most useful in order to maintain concentration and interest during the reading process ; while, 18.75% highlighted setting goals, and 15% selected discussions. However, the same percentage (7.5%) mentioned taking breaks, having a conducive environment, and self-reward successively.This suggests that active reading, which involves engaging with the text through annotation, questioning, and summarizing, is the most favored strategy for keeping focused and interested. Setting goals also plays a

significant role, as it helps students stay motivated by giving them clear objectives to achieve. Discussions are valued for the interactive element. Meanwhile, breaks, a conducive environment, and self-rewards are seen as less prominent but still important strategies to sustain concentration.

Question Twelve: How frequently do you evaluate yourself after reading a book ?

Table 3.13

Frequency of Students' Self-evaluation after Reading

Options	**frequency(N)**	**Percentage(%)**
a. Always	12	15%
b. Sometimes	50	62.5%
c. Rarely	15	18.75%
d. Never	3	3.75%
Total	80	100%

According to Table 3.13, less than two thirds of the population (62.5%) indicated they sometimes evaluate their reading comprehension after reading a book, highlighting a need for more structured guidance in this area. A small portion (18.75%) claimed that they rarely evaluate their level, indicating a potential lack of awareness regarding the benefits of self-evaluation; while 15% of the participants reported always doing so. 3.75% of them never evaluated themselves, they may benefit from explicit instruction on the value of reflection and how it contributes to deeper understanding and learning. Overall, the data suggests that fostering consistent self-evaluation practices among students could be beneficial for enhancing comprehension, analytical skills, and overall learning.

Question Thirteen: Do you attempt to find better methods and strategies of reading after you evaluate your performance?

Table 3.14

Student' Better Methods and Strategies of Reading after Evaluation

Options	Frequency(N)	Percentage(%)
a.Yes	67	83.75%
b.No	13	16.25%
Total	80	100%

As displayed in table 3.14, a significant majority of students (83.75%) who evaluated their performance after reading attempt to find better methods or strategies, demonstrating a proactive approach to enhance their reading skills. The remaining proportion (16.25%) who do not attempt to find better methods may benefit from guidance and encouragement to explore alternative reading strategies, potentially through classroom discussions, collaborative learning activities, or individual consultations with educators.

Question Fourteen: Do you agree that reading comprehension is essential for academic success?

Table 3.15

Students' Opinion about Reading Comprehension as Essential Factor for Academic Success

Options	frequency(N)	Percentage(%)
Strongly Agree	40	50%
Agree	25	31.25%
Neither Agree nor Disagree	10	12.5%
Disagree	5	6.25%
Strongly Disagree	0	0%
Total	80	100%

The results of Table 3.15 display that half of the respondents (50%) strongly agreed and 31.25% agreed that reading comprehension is essential for academic success, which equals 81.25% of the participants, demonstrating a clear understanding of its crucial role in their learning journey. While a small percentage (12.5%) remained neutral, a small proportion of the informants (6.25%) disagreed with the statement, further reinforcing the widespread recognition of reading comprehension's significance in academic performance. These findings emphasize the need for educators to prioritize and foster strong reading comprehension skills in students, providing them with the necessary tools and support to navigate academic challenges effectively.

Section Three : The Flipped Classroom Approach in Reading Comprehension

Question Fifteen: Are you familiar with the concept of the flipped classroom?

Table 3.16

Students' Familiarity with the Concept of the Flipped Classroom

Options	**frequency(N)**	**Percentage(%)**
a.Yes	59	73.75%
b.No	21	26.25%
Total	**80**	100%

As shown in the Table 3.16, most of the population (73.75%) indicated they are familiar with the term, a small proportion (26.25%) reported unfamiliarity. This indicates that while the flipped classroom model is becoming familiar, it is not yet a universally understood concept within this student population.

Question Sixteen: Have you ever experienced the flipped classroom before?

Table 3.17

Students' Experience of the Flipped Classroom

Options	frequency(N)	Percentage(%)
a.Yes	26	32.5%
b.No	54	67.5%
Total	80	100%

As it is presented in table 3.17, more than two thirds of the population (67.5%) indicated that they have not experienced the flipped classroom, while 32.5% of ithave experienced it. This indicates that the flipped classroom is still a relatively new and potentially less common approach to learning within this student population. The data emphasizes the need for educators to carefully consider the implementation of flipped classrooms, ensuring that students have the necessary support and guidance to thrive in this environment. It also highlights the importance of clear communication and preparation regarding the flipped classroom approach to ensure that students feel equipped and confident in their ability to succeed.

Question Seventeen: What do you think about the idea that all students should use the flipped classroom approach in their reading comprehension?

Table 3.18

Students' Opinion about the Necessity to Use the Flipped Classroom in Reading

Options	Frequency(N)	Percentage(%)
Strongly Agree	6	7.5%
Agree	28	35%
Neither Agree nor Disagree	42	52.5%
Disagree	4	5%
Strongly Disagree	0	0%
Total	80	100%

Table 3.18 demonstrates that less than half of the population (52.5%) remained neutral, whereas 35% of them agreed on the necessity of using the FC in reading comprehension. 7.5% of the informants reported that they strongly agree on that idea, suggesting a lack of strong conviction or perhaps a need for further clarification. A small percentage (5%) disagreed on that, which highlights potential concerns about the effectiveness or feasibility of a universal flipped classroom approach.

Question Eighteen: Do you prefer learning new concepts through traditional lectures or by watching pre- recorded lectures at home ?

Table 3.19

Students' Preferred Type of Lectures

Options	frequency(N)	Percentage(%)
a.Traditional lectures	40	50%
b. Pre-recorded lectures	40	50%
Total	**80**	100%

As shown in the Table 3.19, results indicated an even split in student preferences between traditional lectures and pre-recorded lectures, with 50% favoring each method. This equal division suggested that both instructional approaches hold significant value and effectiveness for different segments of the student population. Traditional lectures may be preferred for their interactive nature, immediate feedback, and real-time engagement with instructors and peers. Apparently, pre-recorded lectures offer flexibility, allowing students to learn at their own pace and revisit complex concepts as needed.

Question Nineteen: How frequently do your teachers use the flipped classroom model to prepare for their students reading?

Table 3.20

Frequency of Using the Flipped Classroom Model as a Preparatory Step for Reading

Options	**Frequency(N)**	**Percentage(%)**
a.Always	4	5%
b.Sometimes	48	60%
c.Rarely	17	21.25%
d.Never	11	13.75%
Total	80	100%

The survey on the frequency of using the flipped classroom approach reveals a varied pattern of adoption among teacherss. A significant portion (60%) reported using it sometimes, indicating occasional integration of this method into their learning routines. Meanwhile, 13.75% of the participants stated that their teachers never usedthe flipped classroom approach. Thus, a substantial group is either unaware of this method or does not find it beneficial. Additionally, 21.25% mentioned thattheir teachers rarely engaged with this approach, further highlighting limited exposure or preference. Only a small proportion (5%)

reported that their teachers always use the flipped classroom model, signifying that a consistent, routine application of this method is uncommon.

Question Twenty: On the following scale, rate the usefulness of the Flipped Classroom Model in Reading Comprehension.

Table 3.21

Rating the Usefulness of the Flipped Classroom Model in Reading Comprehension.

Options	**frequency(N)**	**Percentage(%)**
Useless 1	3	3.75%
2	3	3.75%
3	15	18.75%
4	31	38.75%
5	17	21.25%
6	8	10%
Useful 7	3	3.75%
Total	80	100%

As demonstrated in table 3.21, the student ratings of the usefulness of the flipped classroom model in reading comprehension present a varied distribution, reflecting mixed perceptions. The largest percentage, which is only 38.75%, rated its usefulness in the fourth degree which is moderate, indicating an average usefulness. 21.25% rated it a 5, suggesting a moderate to strong appreciation of the model's benefits. Meanwhile, 18.75% gave it a rating of 3, showing that it is slightly useless. Notably, higher ratings of 6 and 7 were less common, with only 10% and 3.75% respectively, indicating that fewer students viewed the model as very useful. Conversely, the lower end of the scale, with ratings of 1 and 2, also received 3.75% each, suggesting a minority who found it very useless. This distribution implies that

while many students recognize some value in the flipped classroom approach for reading comprehension, opinions vary significantly, and there is a considerable segment that is either neutral or unsure about its effectiveness. This highlights the need for further exploration and possibly more refined implementation strategies to enhance its perceived and actual utility in reading comprehension.

Question Twenty-one: How comfortable are you with the use of the Flipped Classroom Model ?

Table 3.22

The Degree of Comfort when Using the Flipped Classroom Model

Options	**frequency(N)**	**Percentage(%)**
a.Very comfortable	6	7.5%
b.Comfortable	14	17.5%
c.Neutral	60	75%
d.Uncomfortable	0	0%
e.Very uncomfortable	0	0%
Total	80	100%

According to the data displayed above,75% of respondents expressed neither discomfort nor significant comfort. This substantial neutral stance suggests that while students may not be opposed to the flipped classroom approach, they also do not feel particularly at ease or familiar with it. Meanwhile, 17.5% of the participants reported being comfortable with the model, indicating a moderate level of acceptance and adaptability among a notable minority. Only 7.5% of the informants stated they are very comfortable, highlighting that a small fraction has fully embraced and is at ease with this teaching method.

Question Twenty-two: Do you think the Flipped Classroom Model approach will help you to understand what you are reading ?

Table 3.23

Understanding Content through the Flipped Classroom Approach

Options	frequency(N)	Percentage(%)
a.Yes	64	80%
b.No	16	20%
Total	80	100%

In order to better understand the flipped classroom approach, students were asked if they think thatthe Flipped Classroom Model approach will helpto understand what you are reading, A significant majority (80%)argued that this approach will help them better understand what they read. This positive outlook suggests that many students recognize the benefits of active learning and the opportunities for deeper engagement with the material that the flipped classroom model offers. However, 20% of students do not share this idea, indicating that nearly a quarter of the student population either doubts the model's effectiveness or prefers traditional methods of instruction.

Question Twenty-three: What do think about the challenges that are facing the flipppedclassrom model?

Table 3.24

Challenges Facing the Flippped Classrom Model

Options	Number	Percentage(%)
a.Technology issues	34	42.5%
b.Students' engagement	17	21.25%
c.Time management	15	18.75%
d- Lack of teachers' collaboration	14	17.5%
Total	**80**	100%

For more elaboration about the challenges that are facing the flipppedclassrom model, The most frequently cited challenge, identified by 42.5% of respondentswas technology issues. This encompasses problems such as lack of access to necessary devices, unreliable internet connections, and technical difficulties that hinder smooth participation in the flipped classroom activities. Following this, 21.25% of students pointed to engagement issues, indicating that maintaining active and consistent participation in this self-directed learning model can be difficult. Additionally, 18.75% of students cited time management as a significant challenge, reflecting the difficulty some students have in balancing the preparatory work required before class with other academic and personal responsibilities. Lastly, 17.5% mentioned a lack of teachers' collaboration, suggesting that insufficient coordination and support from educators can impede the effectiveness of the flipped classroom approach.

Question Twenty-four: Please feel free to add any information concerning this topic.

Out of eighty (80) students, only 6,13% answered this question in addition to good luck wishes and compliments on the choice of the topic and the relatioship between the flipped classroom approach and reading comprehension. Their comments are summarized as follows:

-By engaging students in pre-reading activities at home through videos or online resources, teachers can use valuable classroom time for deeper discussions and activities to improve comprehension.

-The opportunity for students to engage with the text independently, followed by in-depth discussions and activities in class, has undoubtedly contributed to their overall comprehension and critical thinking skills.

-The flipped classroom model not only enhances students' understanding of the material but also fosters a deeper appreciation for reading as a whole.

-I highly recommend incorporating reading comprehension strategies within the flipped classroom model. It not only creates a more dynamic and interactive learning environment but also equips students with the necessary skills to comprehend complex texts and analyze information effectively.

In other words, integrating reading comprehension strategies in the flipped classroom model has been a transformative experience for both students and teachers. It allows for more personalized instruction and focused discussions, ultimately leading to better understanding and retention of reading materials.

3.6. Summary of the Results and Findings from the Students' Questionnaire

It is concluded that students who participated in this questionnaire use different reading strategies to develop reading comprehension of text. Thus, reading comprehension is themain focus of first-year Master students. According to the analysis of students' responses about the second section of reading comprehension, the majority of the students (87.5%) reported that they enjoy reading especially printed materials (58.75%). Furthermore, nearly most of the students (80%) found it important to summarize complex text in their own words. They use skimming (52.5%) and scanning(47.5%)as their primary reading strategies.(81.25%) of the participants asserted that they struggled to understand the meaning

of a passage. Concerning the factors that motivated them to read, (82.5%) of the repondents cited personal interest in the topic. 75% rated their understanding of a text as average.

When we asked them if they evaluate themselves after reading a book, less than two thirdsq of the population (62.5%) indicated that they only do so sometimes, highlighting a need for more structured guidance in this area. A significant majority (83.75%) of students who evaluate their performance after reading attempt to find better methods or strategies, demonstrating a proactive approach to enhancing their reading skills. Half of the respondents (50%) strongly agreed that reading comprehension is essential for academic success.Moreover,the majority of the population (73.75%) indicated that they are familiar with the term of the flipped classroom model, while 67.5% of the population indicated that they have not experienced the flipped classroom model.Less than half of the population who took part in this research (52.5%) remain neutral about the use of the flipped classroom model in reading comprehension.Additionally, results indicated an even split in student preferences between traditional lectures and pre-recorded lectures, with 50% favoring each method.The resultson the frequency of using the flipped classroom approach reveal a varied pattern of adoption among students. A significant portion (60%) reported using it sometimes, indicating occasional integration of this method into their learning routines.

All in all, moststudents ratings of the usefulness of the flipped classroom model in reading comprehension. Some of them (38.75%) rated its usefulness as average. Similarly, 75% of the respondents expressed neither discomfort nor significant comfort about using this model. A significant majority (80%) argued that this approach will help them better understand what they read. For more elaboration about the challenges that are facing the flipppedclassrom model, the most frequently cited challenge, identified by 42.5% of respondents, is technological issues.

Conclusion

This chapter examined the practical side of the research by analyzing and discussing the questionnaire results. The results revealed that there is a relationship between reading comprehension and flipped classroom approach. The flipped classroom approach can significantly enhance reading comprehension by allowing students to engage with the material at their own pace and seek support as needed during in-person class sessions. This approach promotes active learning, critical thinking, and collaboration, all of which are essential for developing strong reading comprehension skills. By leveraging technology and encouraging student-centered learning, the flipped classroom approach offers a dynamic way to improve reading comprehension and overall academic performance.

General Conclusion

Educators have always been struggling in finding and adapting new pedgogical methodologies seeking effective ways to teach the English language skills. Teaching the reading skill comprehensively is no exception. It is known to every one that reading comprehension is a basic skill, if we do not say the most important among the four skills as it forms a firm foundation on which the other skills are built. However, teaching it through the flipped classroom approach has been little investigated. Within this scope, the aim of this research is to examine the role of the flipped classroom approach in enhancing students' reading comprehension. We hypothesized that flipping the classroom may have a positive influence on students' reading comprehension level. To test the hypothesis, a structured questionnaire has been administered online to first-year Master students of Englsih at the University of 8 May 1945, Guelma.

Statistics from the questionnaire results revealed that first-year Master students' reading comprehension can be improved through the inverted classroom. First-year master students employ different strategies to enable them achieve a certain level of comprehension. Despite the fact that most learners are not familliar with this new model anddo not employ it instuyding materials at home, the majority of themhave a good perception of flipping reading classes, and think that it will yield fruitful results. So, thinking about effective ways to implement it with students will increase their critical thinking and problem-solving skills by promoting more personalized, active learning.Studentscan read, check meanings and terms at their own pace. They also can share and participate ideas in a collaborative engaging environment because they have prior knowledge about the content of the lesson.

Pedgogical Implications

'*Tell me and l forget, teach me and l may remember, involve me and l learn'*_Benjamin Franklin.

'*Education is not the learning of facts, but the training of the mind to think'*_Albert Einstein.

'*The only person who is educated is the one who has learned how to learn and change'*_Carl Rogers.

As mentioned in the above sayings, learning can not happen unless students take on their learning responsibility. The same for teaching, it can not be efficiently provided that it gives some freedom to learners to learn by themselves. The flipped way of teaching conforms to those principles. Thus, for future implications we recommond the following: first, students should be taught how to be more independent and take in charge their learning responsibility by implementing flipped classrooms. Second, teachers must cope with new developments in technologies and adapt to the new changes happening in the educational fields, they have to be more adventurous and take risks in trying new teaching methods as FC. They also have to encourage their students to be more autonomous by assigning lesson content to be prepared as homework, keeping away from traditional methods and lecturing. Third, teacher must raise awareness among students in higher education of the importance of using technology for their benefit and use it as learning tool. In addition, they have to be informed about the existance of such methods as the FC because we find that most students in our university are illiterate about it. Fourth, authorities have to intervene in improving the quality of online learning by optimizing internet connexion and the required technological means to give equal learning opportunities for students and make them available for teachers too. Special attention to training teachers in technology assisted methodologies is also advisable. Fifth, the integration of the flipped classroom approach in Algerian universities has become inevitable due to its promising outcomes.

Limitations of the Study

As any investigation work, our modest research has seen some ups and downs. To start with, finding reliable resources was a little bit tiring. Second, getting quick responses to our online questionnaire from students was somehow difficult. Third, since the questionnaire was semi-structured and data were not totally quantitative, the generalisation of the results was not possible. Last but not least, we were not able to conduct an experiment due to time constraints. Therefore, we advise future researchers to replicate this study by conducting an experiment to test causation between the two variables.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

This questionnaire is a part of a Master Dissertation. It aims to collect data about improving EFL learners' reading comprehension through the flipped classroom approach. We would be grateful if you could devote a few minutes of your time to fill in this questionnaire. Your contribution as first-year Master student is significant for this research. Be assured that your responses will remain strictly confidential and will not serve any other purpose than the one stated above. Responses are anonymous so we urge you to provide honest feedback. You are kindly invited to answer by crossing ☒ the right answer(s) and providing full answers when required. We appreciate your sincere contribution.

Abir ROUABHIA & Nadjiba ALLEL

Department of English

Faculty of Letters and Language

University 8 May 1945, Guelma

Section One: General Information

1. How many years have you been learning English (including this year)?

……years.

2. How would you describe your level of English language mastery?

a. Beginner☐

b. Intermediate☐

c. Advanced ☐

3. Which skill is the most difficult for you?

a. Writing☐

b. Reading ☐

c. Listening☐

d.Speaking☐

Section Two: Reading Comprehension

4. Do youenjoyreading?

a. Yes ☐

b. No ☐

5. Which materials do you prefer to read?

a.Written printed materials ☐

b.Oral digital materials ☐

6. When reading a complex text, do you find it important to summarize the main points or themes in your own words?

a.Yes☐

b.No☐

7. which reading strategies do you rely on?

a.Skimming☐

b.Scanning☐

8. Have you ever struggled to understand the meaning of a passage? a. Yes ☐

b. No ☐

-If yes, what are the reasons behind that?

-lack of vocabulary

-non-effective employment of reading techniques

-non-effective employment of reading strategies

-other (s), would you please specify below

……

9. Which of these factors are the most motivating while reading?

a. Personal interest in the topic ☐

b. Difficultwords' Challenges ☐

c. Motivation ☐

d. other(s), would you please specify below ☐

……..

10. How do you assess your own understanding of a text?

a. High ☐

b. Average☐

c. Low ☐

11. Which of these strategies do you think is most useful in order to maintain concentration and interest during the reading process?

a. Active Reading ☐

b. Breaks ☐

c. Environment☐

d. Setting Goals ☐

e. Discussions ☐

f. Self-rewards☐

12. How frequently do you evaluate yourself after reading a book?

a. Always ☐

b. Sometimes☐

c. Rarely☐

d. Never ☐

13. Do you attempt to find better methods and strategies of reading after you evaluate your performance?

a. Yes ☐

b. No ☐

14. Do you agree that reading comprehension is essential for academic success ? a. Strongly Agree

b. Agree

c. NeitherAgreenorDisagree

d. Disagree

e. StronglyDisagree

Section Three : The Flipped Classroom Approach in Reading Comprehension

15. Are you familiar with the concept of flipped classroom ?

a.Yes☐

b.No☐

16. Have you ever experienced the flipped classroom before ?

a. Yes ☐

b.No☐

17. What do you think about the idea that all students should use the flipped classroom approach in their reading comprehension?

a. StronglyAgree

b. Agree

c. NeitherAgreenorDisagree

d. Disagree

e. StronglyDisagree

18.Do you prefer learning new concepts through traditional lectures or by watching pre-recorded lectures at home ?

a. Traditional lectures ☐

b.Pre-recorded lectures ☐

19. How frequently do you use the flipped classroom model to prepare for your reading? a. Always ☐

b. Sometimes☐

c. Rarely☐

d. Never ☐

20. On the following scale, rate the usefulness of the Flipped Classroom model in Reading Comprehension.

Useless 1 2 3 4 5 6 7 Useful

21. How comfortable are you with the using of Flipped Classroom Model ?

a.Very comfortable ☐

b.Comfortable☐

c.Neutral☐

d.Uncomfortable☐

e.Very uncomfortable ☐

22.Do you think the Flipped Classroom Model approach will help you to understand what you are reading ?

a.Yes☐

b.No☐

23.What do think about the challenges that are facing the flipped classroom model

?a.Technology issues ☐

b.Students' engagement ☐

c.Time management ☐

d.Lack of teachers' collaboration

e. other (would you please specify below)

…….

24. Please feel free to add any information concerning this topic.

……..

……..

……..……..…

……..

Thank you for your cooperation

ملخص

يعتبر تحسين فهم القراءة من الأهداف المهمة بالنسبة لأقسام اللغة الانجليزية كلغة أجنبية. لكن الطرق التقليدية للتعليم لا تضمن الفهم الجيد للتلاميذ سواء بالنسبة للنصوص المكتوبة أو الرقمية. تبحث هذه الدراسة مدى فعالية استعمال مقاربة القسم المقلوب من أجل تعزيز مستوى استيعاب القراءة لدى طلبة الإنجليزية كلغة أجنبية. كما تهدف أيضا الي اكتشاف مدى تأثير القسم المقلوب على قدرات فهم القراءة للطلبة. يتضمن نموذج القسم المقلوب دروسا أو موادا تعليمية مسجلة سابقا ومقدمة خارج إطار القسم، مما يسمح بفسح المجال لنشاطات حل المشكلات و المناقشات التفاعلية خلال الحصص الحضورية. حيث افترضت الدراسة أن مقاربة القسم المقلوب ستؤدي الي مستوى عال من الفهم القرائي. من أجل اختبار صحة هذه الفرضية اعتمدنا المنهج الوصفي الكمي من خلال إجراء استبيان منظم لطلبة السنة أولى ماستر لجمع بيانات كمية حول الموضوع .وقد خلصت الدراسة إلى أن القسم المقلوب له تأثير إيجابي على زيادة فهم طلبة الإنجليزية كلغة أجنبية أثناء القراءة.

Résumé

Améliorer la compréhension de la lecture est un objectif important dans les salles de classe d'EFL. Cependant, les méthodes traditionnelles d'enseignement ne garantissent pas la compréhension des étudiants des supports imprimés et numériques. Cette étude examine l'efficacité de l'utilisation de l'approche de la classe inversée pour améliorer le niveau de compréhension de la lecture des étudiants d'EFL. Elle vise également à explorer l'impact de la classe inversée sur les capacités de compréhension de lecture des étudiants. Le modèle de classe inversée implique la diffusion de matériaux pédagogiques préenregistrés en dehors de la salle de classe, permettant des activités interactives et basées sur des problèmes lors des sessions en face-à-face. Par conséquent, on suppose que l'approche de la classe inversée pourrait conduire à une meilleure compréhension de la lecture. Pour tester l'hypothèse, la méthode descriptive quantitative sera adoptée en administrant un questionnaire structuré aux étudiants de première année de Master pour obtenir des données quantitatives sur cette question. Les résultats ont indiqué que la classe inversée a une influence positive sur la compréhension de la lecture des apprenants d'EFL.