IMPLEMENTATION OF FLIPPED MODEL IN EFL READING CLASSROOMS

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ABSTRACT

Among many technology-enhanced teaching strategies, flipped classroom is one that gained popularity in recent years. This approach supports a more student-centered and communicative learning environment in English as a Foreign Language (EFL) classrooms. Although this approach is getting popular in the field, little research has examined the incorporation of flipped classroom approach in EFL classrooms. To address this gap, this study presented some tools to provide teachers an idea of how to flip a language classroom and make the learning process more active and communicative. Also, flipped classroom was examined through the eyes of EFL students. The data were collected through a learning experience questionnaire, focus group interviews and teacher observations. Descriptive statistics was used to demonstrate the mean scores of the questionnaire items. Content analysis was utilized for the interview data. The results revealed that EFL students had positive attitudes towards flipped classroom. Additionally, online assignments and discussion tasks were found to be useful for the implementation of flipped classroom in EFL reading classroom courses.

Keywords: EFL students, reading skills, flipped classroom approach, Edmodo.

INTRODUCTION

Most of the students of today are considered as part of the Millennium century and called as digital natives. They prefer to learn in an environment with continuing developments of technology (Prensky, 2001). Since expectations of today's learners are discrete, their learning styles are divergent from their predecessors as well. Savion (2016) exemplifies this with the use of MOOCs (Massive Open Online Course) for searching and finding information instead of encyclopedias. Accordingly, the advancements in technology and changes in learning profits have changed the instructional approaches. Moreover, the sudden transition to online education during the COVID-19 pandemic lead to an evolution in teaching methodologies. With this unplanned transition, several problems arose related to teacher-student interaction, time management, accessibility of materials and assessment.

The use of technology in English as a foreign language (EFL) class has changed the teacher-centered instruction into a more student-centered, interactive and communicative-based approach. Various technology-enhanced teaching strategies have been developed to strengthen student interactivity and active involvement. One of the most common methods transformed student-centered instruction is flipped classroom model, which can simplistically be defined as "school work at home and home work at school". The present study followed the recent meta-analyses related to flipped learning (e.g. Lāg & Sæle, 2019; Vitta & Al-Hoorie, 2020) and adopted a general definition which is "A flipped intervention first involves presentation of new content to learners to be independently studied before class, and then class time is devoted to reinforcing and engaging with the 'flipped' content". Although the flipped classroom has become increasingly popular (Chen Hsieh & Huang & Wu, 2017; Goodwin & Miller, 2013), there is little research that supports the effectiveness of the flipped classroom in EFL reading skills classrooms (Al-Amri, 2022). Most of the studies on flipped classroom have been in various disciplines such as science, technology, engineering, and math (STEM) (Berrett, 2012; Vogelsang et al., 2019). Regarding the use of flipped model in language classes, Filiz and Benzet (2018)

reviewed 50 studies. Speaking and writing were the most commonly researched areas in language teaching (Filiz & Benzet, 2018; Hashemifardnia, Shafiee, Rahimi Esfahani & Sepehri, 2021; Turan & Akdag-Cimen, 2020). Thus, more research on flipped learning interference is a need to apprehend deeply how useful and effective flipped classroom is within the multidimensional L2 reading context. The present study shows an attempt to help EFL teachers create their own flipped classrooms by trying a variety of tools in an EFL class. Moreover, the article examined EFL students' beliefs on flipped classroom in an EFL reading skills class.

LITERATURE REVIEW

Flipped Classroom Approach

In a traditional classroom, the instructor gives lecture in the class and gives assignments to be completed after the class. In such classes, students listen to the teacher and complete the assignments passively. This results commonly in low student satisfaction and engagement. On the contrary, flipped classroom changes the mindset of class time and direction of focus from teacher to student. Flipped classroom model provides opportunity to students to get prepared for the class and identify knowledge gaps that need to be clarified (Mehring, 2016). This model of classroom enables teachers to elevate the discussion time, provide some authentic examples and tasks related to course content, increase students' critical thinking skills and monitor students' learning process (Flipped Learning Network, 2014).

Nowadays, flipped classroom approach has got attention of good deal of educators and researchers in online movement in education because of COVID-19 pandemic. Thus, flipped classroom approach in English language learning and teaching depend on various technological techniques which enable students to become more interactive inside and outside the class and have more opportunities for further development and confidence in their academic language proficiency (Kawinkoonlasate, 2019).

The flipped classroom model necessitates some in-class and out-class activities. Some typical in-class activities for flipped classroom are quizzes, group activities, students' presentations, problem-solving, mind-maps and discussions. The out-class activities include reflections, quizzes, presentations, research projects, discussions, readings, and videos (Akcayir & Akcayir, 2018; Al-Amri, 2022; Nugroho, Basari & Maryano, 2020).

Theoretical Foundations

The flipped classroom approach dates from constructivist learning theory which emphasizes the eminence of learners' role in their learning process. This approach may encourage them to become active learners while improving their engagement in the class (Aycicek & Yanpar Yelken, 2018).

The flipped classroom approach comprises of two elements which are receiving instructional content from online media such as articles, videos or some other outside class learning activities and using interactive in-class activities. According to Morton and Colbert-Getz (2017), flipped classroom approach is based on the high levels of knowledge inside the classroom and low levels of knowledge outside the classroom. Almasseri and AlHojailan (2019) claimed that Bloom's Taxonomy is helpful to classify knowledge and helps instructors to set objectives and assessment tools. Bergmann and Sams (2014) claim that prior to face-to-face class, lower-level content can be done through articles, videos or other outside class learning activities. That is to say, lower content might be the lower levels of Bloom's Taxonomy such as remembering and understanding. Moreover, higher level content covered as in class activities target the higher levels of Bloom's Taxonomy which are applying, analyzing, evaluating, and creating. In this way, students' higher-order thinking skills can be developed in class (Ho and Lam 2016; Lee & Lai, 2017; Liu & Zhang, 2022). In the form of flipped classroom model, students first get exposed to the learning process through readings, videos, mind maps or e-notes before the class hour. During the class time, the focus is to process this learning through analysis, discussion, syntheses, problems or case based learnings or group learning (Bishop & Verleger, 2013).

Vygotsky's (1978) Zone of Proximal Development (ZPD) is another rationale underlying the flipped classroom approach. The principle of ZPD focuses on the differences what individuals can do independently with the help of problem-solving tasks followed by solving a problem with a peer or more knowledgeable person through collaboration. In a flipped classroom, learners benefit from lower-level and higher-level

cognitive studies within the context of ZPD. Learners are first responsible for pre-class task(s). Later, the inside classroom time is used to fill gaps between what has been learned in pre-class tasks and the ability to perform the knowledge which still need guidance or peer collaboration. Students have discussions and presentations with their peers which may enable them to realize, analyze or evaluate different subjects with different perspectives (Yildiz Durak, 2022).

The Flipped Classroom for Language Learning

Over the last decade, flipped classroom approach has been used commonly in diverse STEM-related fields but it also attracted language educators' attention (Brinks Lockwood, 2014; Kostka & Marshall, 2017). Previous studies designated that flipped classroom approach also improves EFL learners' language skills incorporating writing, reading, speaking, grammar and listening (Ahmad, 2016; Song, 2015). Huang and Hong (2015) signified that flipped classroom has a positive, significant, and quick impact on experimental groups' information and communication technology (ICT). Flipped classroom was found to promote learners' engagement and enhance their learning motivation. Moreover, the results demonstrated that students also strengthen their English reading comprehension abilities quickly and effectively. Farsi et. al (2022) suggested that flipped teaching raised students' awareness related to reading strategies. Flipping the reading skills class also helps learners to lower their reading anxiety and perform better regarding EFL reading (Mohammaddokht & Fathi, 2022).

Sun (2017) discovered that flipped classroom approach helped learners to use varied learning strategies. Moreover, content-based instruction in flipped classroom promoted comprehensive input and chances with reference to meaningful use of language. The cooperation design enabled students to dig deeper into the subject matter and benefit from each other's comments. Previous studies additionally examined the effectiveness of the flipped classroom approach through pre-test and post-test or by comparing it with traditional teaching. It was found that flipped classroom approach is more effective than traditional teaching (Boyraz & Ocak, 2017; Cetin Koroglu & Cakir, 2017; Ekmekci, 2017; Huang & Hong, 2016; Yu & Wang, 2016).

Although research on effectiveness of flipped classroom designated a positive result in previous studies, Mehring (2016) detected that most EFL teachers hesitated to flip their classes since the workload was heavier than traditional classes. Lee (2019) also found that pre-service EFL/ESL teachers had some concerns regarding flipped classroom approach. They claimed that learners' technology access and technical ability might be limited which may cause problems during the learning process. Moreover, it was found to be risky to rely on students taking responsibility for their own learning.

Student Perceptions of Flipped Learning

A number of studies on students' perceptions of the flipped classroom have been administered in a variety of fields including language teaching. The previous studies certified that majority of the students have a positive attitude toward flipped classroom (Farsi et. al, 2022; Samiei & Ebadi, 2021). Sun (2017) reported that students' attitudes and personal gains were positive toward the content-based flipped classroom approach in terms of content knowledge and language gains. This result supported Valeo's (2013) study that indicates students are more motivated and participate more willingly when they focus on something distinct than language itself. On the other hand, students' perceptions about teacher involvement varied because some were in the idea that an appropriate degree of teacher involvement was necessary while others like the idea of learning by doing and discovering independently. Mehring (2016) additionally discovered that some students were less positive about self-regulated learning videos and some of them felt uncomfortable with this approach.

Mok (2014) and Enfield (2013) stated that students found instructional videos and following embedded quizzes and self-evaluation questions helpful, engaging and appropriately challenging to study on their own pace. Another finding related to student perceptions of flipped learning was stated as "this model enabled weaker but diligent students to study at their own pace and come to class as prepared as their stronger contemporaries. This could have helped build up their confidence and enjoyment of the subject matter" (Mok 2014, p. 10).

Although majority of the previous studies found positive perceptions towards flipped classroom, mixed or negative perceptions were also reported. Chen Hsieh et al. (2017) stated that most of the students found pre-class tasks helpful but found the in-class activities (e.g., team teaching, discussion, problem sets) confusing. Moreover, some students shared that they could not learn through group activities in class since not every student was participating equally. In a similar vein, Khanova et al. (2015) found that minority of the students expressed pre-class modules heighten their learning. Thus, students described the flipped classroom as self-taught learning, and they shared that they feel the lack of teacher guidance.

These positive, negative and mixed responses of students indicate the prominence of keeping a good balance between in-class activities and out-of-class learning tasks.

Tools for EFL Flipped Classroom

With the developments of technology and the spread of COVID-19 virus, a high number of computer applications with reference to language learning and teaching are used in EFL classes. It promotes both synchronous and asynchronous learning and teaching methods. The flipped classroom also depends on utilizing distinct digital technologies and tools such as videos, websites, and online discussion boards. Flipped classrooms use instructional materials instead of teacher lectures. Picture-based vocabulary tasks, videos, presentations or reading texts are some of the sample tasks that students interact with when they are at home. Some of the effective tools to be used in flipped classroom are Edmodo, Google Classroom and YouTube (Aydin & Demirer, 2017; Urfa, 2018)

1) Edmodo is a free educational social media which is usually called as "Facebook for Education". It was launched in 2008 but it has been one of the top learning tools for education. Warawudhi (2017) designated that it is an effective web-based learning environment because it makes the learning process more interesting and engaging (Dere & Yalcinalp, 2016). Moreover, it combines individual and collaborative tasks. Teachers cannot only upload texts, audio, and video files but also create assignments and quizzes. Students can study via computer, smartphone or tablet anywhere they want. Moreover, they can engage in discussion boards regarding the assigned task.

2) Google Classroom helps instructors to store all instructional materials in one place. Using it in the flipped classroom helps learners to combine other features of google such as Drive, Docs, Sheet, and Gmail. Thus, it might make the process easier for both teachers and students (Cobena & Surjuno, 2022).

3) YouTube is widely used in language classes as supplementary material for better understanding and knowledge of the lectures (Aydin & Demirer, 2017). Moreover, it makes the learning process more engaging and fun for students. YouTube has been favored by all ages because it provides learners and teachers with authentic situations that will help learners to improve their performance in English. Hence, YouTube can be functional in flipped classrooms in dealing with learners' difficulties and barriers.

All the tools listed above can help to create a flipped classroom. The technology helps more for learner autonomy, time to practice the theory and more time for hands-on activities. With the help of these tools, learners can study on their own outside or inside the classroom by individualizing their learning experience.

PURPOSE OF THE STUDY

By means of the full-time online education, engaging students in the class became more difficult than face-to-face education. There are divergent reasons why some students lost their motivation or interest in their classes. Some of them got tired or did not enjoy listening to lectures in front of the computer or others got distracted in online learning (Al-Nofaie, 2020). To solve this problem, a more dynamic and interactive learning environment in which the instructors guide students as they practice concepts and engage creatively in the subject is needed.

The present study was conducted by means of a group of Turkish first year English Language Teaching Department students who took reading skills-II course. The goal of the present study is to expand the current understanding of flipped classroom approach in the language teaching area. Moreover, it is significant to

examine and apply the approach for pre-service teachers because previous studies displayed that EFL/ESL teachers have some hesitations to implement the approach (Kiang & Yunus, 2021). Therefore, the aims of the study were to examine the use of flipped classroom tasks in an EFL classroom and describe pre-service EFL teachers' attitudes towards utilizing the flipped classroom. In line with the aims of the study, the following research questions guided the investigation:

(1) What are Turkish students' attitudes towards using flipped classroom approach in EFL reading classroom?

(2) Which tasks were useful for the implementation of flipped classroom in an EFL reading classroom?

METHOD

Research Design

A mixed-methods model permitting both quantitative and qualitative data collection and analysis was utilized in the present study. This method enables a deep picture for the reality of the practical situation being researched. In such model, quantitative analysis is used to test and approve hypothesis and gain understanding of predictors (Teddlie & Tashakkori, 2003). On the other hand, qualitative analysis is used to obtain a broader understanding which includes the reasons for the outcomes (Robins, Ware, dosReis, Willging, Chung & Lewis- Fernandez; 2008).

Context

The present study was conducted in an English Language Teaching Department of a foundation university in Istanbul, Turkiye. The research was implemented in a Reading Skills- II course offered in spring 2020. The course was offered as a must for undergraduate first-year English Language Teaching department students. This course lasted 15 weeks, with one session per week of two hours. The instructor was the researcher and had taught the course twice. While teaching the course, the teacher realized that too much time on reading was spent. Students also reflected that reading the materials before the class hour helps more to apprehend the content and participate in in-class activities. Therefore, the researcher decided to flip the class by required reading texts and pre-class quizzes. More detail how the researcher flipped the classroom is given below in treatment and procedures section.

Participants

55 freshmen Turkish EFL students between the ages of 18-22 participated in the study. All of the participants passed the proficiency exam and matriculated into their departments. Thus, their language proficiency could be described as somewhere in between B2 and C1 according to Common European Framework for Languages. All the participants were enrolled in a Spring 2020 reading skills course. The mode of instruction was online because of COVID-19 crisis.

Before each class, the students were guided to study on the lesson materials such as reading a text, watching a video and completing a pre-class quiz. Then, they did various in-class activities such as creating a mind map, having discussions on reading comprehension questions asked by the instructor on weekly readings, writing thought provoking questions and answers on weekly readings, and preparing picture-based discussions in groups. All these tasks were done on Edmodo since the students used this LMS in their previous years. Therefore, they knew how to access or download the materials, post a question or comment and upload an assignment.

Data Collection

The researcher, who was the instructor of the course, came together with the participants every week regularly for two hours. Before collecting the data, participants signed a consent form to participate voluntarily in the present study. The weekly readings were sent to students two days before the class. A day before the class, they were also required to complete an online reading comprehension quiz.

1. Questionnaire

To measure attitudes of students on flipped classroom approach, a learning experience questionnaire (LEQ) of Haghighi et al. (2019) was employed. The questionnaire contained 20 questions in a 5-point Likert scale (See Appendix #1). The LEQ measures students' attitudes towards the treatments they had received in six constructs: motivation, usefulness, engagement, autonomy, anxiety, and satisfaction. All participants signed an informed/consent form to participate voluntarily in the current study.

2. Focus Group Interviews

Focus group interviews were conducted with 10 volunteer participants. The aim of the interview was to obtain insights in correspondence with participants' attitudes towards the flipped classroom. Four in-depth questions were asked to grab detailed information about students' attitudes towards the treatment. Each interview lasted around 40-45 minutes. The interview data was recorded and transcribed by the researcher. In order to optimize the participants' range of expression, they were free to use either Turkish or English. The participants signed an informed/consent form to participate voluntarily in the focus group interview. The following questions were asked during the interview:

1. What do you think of the flipped classroom in comparison with your regular classes in terms of time and effort you made, effectiveness, and your reading skills?
2. Did you face any problems during this experience in terms of materials, article contents, communication tool (e.g., Edmodo) used for Q&A, and activities?
3. How do you think the flipped classroom you experienced can be improved?
4. What was your favorite part of flipped classroom?

3. Teacher Observation

A systematic classroom observation was conducted to measure classroom behaviors from direct observations that specifies both the events and/or behaviors. Field notes collected in observation data included how competitive, cooperative, and enthusiastic students were while doing the tasks, the type of questions they asked to the teacher and each other, and the amount of time they spent on the tasks.

Treatment and Procedure

The students participated in a 9-week intervention of flipped classroom on Mondays via Zoom meetings. The two hours EFL reading class followed the following procedure and tasks as it is also seen in Table 1.

1. Reading the required article two days before the class.
2. Completing an online quiz on Edmodo to check their reading comprehension one day before the class (see Appendix #2). The teacher gave feedback on their quiz during the class hour.
3. Warm-up by mind-mapping regarding the required article (see Appendix #3). The teacher shared a whiteboard on the Zoom screen, wrote the topic of the article and students wrote whatever comes to their mind related to the article on the whiteboard. After they finish the mind map, they had a class discussion on their notes.
4. Class discussions were held to check students' comprehension. The teacher asked a number of open-ended reading comprehension questions.
5. Picture-based discussions were implemented at the end of the class. The students took or found a picture related to the weekly reading as a group and utilized their pictures as the topic of discussions. Each week, one group led a discussion based on their picture.
6. Discussion board was used after the class (see Appendix #4). The students were asked to post one thought-provoking question about the related topic each week and answer at least two of their friends' questions on the Edmodo class page. They were given 24 hours to finish this task.

Table 1. In-class and out of class activities used in each session

Class	In-class activities	Out-of-class activities
Reading	Mind map	reading the required article
Skills	Feedback on pre-class quiz	pre-class quiz
	Answering RC questions	discussion board
	Picture-based discussion	

Data Analysis

With respect to the first research question, the attitudes of participants toward the flipped classroom intervention in EFL reading classes a learner experience questionnaire and focus group interview were employed. Descriptive statistics were used to illustrate the mean scores of the participants for each item of the questionnaires. The interview results were analyzed by content analysis. The three Cs strategy was used, which includes coding, categorizing and concepts, to find major themes in interview data (Litchman, 2014). An inductive process in which the researcher discovers major themes and categories from a specific data was done. In the end, similar findings were labeled, and sub-themes were grouped to highlight the theme in the data.

As for the second research question, the teacher's observation notes were used to qualitatively analyze the level of participants' engagement in-class activities. During the lesson, the teacher took notes whatever attracts her attention. After the lesson, she organized her notes and added more detail. These notes were conducted systematically for each week. The three Cs strategy was again utilized by using the similar process.

FINDINGS

Students' Attitudes towards Flipped Learning Experience

In order to investigate Turkish students' attitudes towards utilizing flipped classroom approach in an EFL reading classroom, the Flipped Learning Experience questionnaire was conducted. The questionnaire embraced six constructs which are usefulness, autonomy, engagement, satisfaction, motivation, and anxiety. Table 2 displays the descriptive statistics for student attitudes measured by the questionnaire. Table 2 indicates that students' attitudes towards flipped classroom in EFL reading class was positive with the mean scores of 3.75, 3.56, 3.50, 3.50, 3.23 and 3.61 for usefulness, autonomy, engagement, satisfaction, motivation, and anxiety, respectively.

Table 2. Descriptive statistics of attitudes towards flipped classroom experience

Construct	Mean	SD	Min.	Max.	N
Usefulness	3.75	0.72	2	5	55
Engagement	3.56	0.69	1	4	55
Satisfaction	3.50	0.86	1	5	55
Motivation	3.23	1.05	1	5	55
Anxiety	3.61	1.02	1	5	55

According to Table 2, flipped classroom was (1) useful and supportive for their learning process, (2) helpful to elevate learner autonomy, (3) encouraging to engage in the process of learning, (4) giving learners satisfaction with their learning process, (5) motivating students to comprehend the reading materials well, and (6) reducing their anxiety. The results for each construct have been expanded below.

Usefulness

57% of the students were positive about the flipped classroom. They found flipped classroom tools useful and supportive for their learning process. Moreover, the students believed that flipped classroom helped them to learn more and better (Q1 to Q4)

Autonomy

Majority of the students agreed that flipped classroom encouraged them to regulate and control their own learning activities. Flipping the classroom gave them the opportunity to practice the content on their own at home before the class time. Moreover, the students preferred flipped classroom rather than regular classes thanks to the immediate feedback (Q5 to Q8)

Engagement

Based on the results on Q9 to Q12 of the questionnaire, 57% of the students agreed or strongly agreed that flipped classroom encouraged them to engage more than regular classes. Since they spend more time and effort for the flipped classroom, they feel more confident to participate in the class activities. Thus, it can be said that flipped classroom materials such as articles, online quizzes, mind maps, Q&A discussion board increased the student participation time.

Satisfaction

The results of the fourth section of the questionnaire (Q13 to Q16) designated that students were satisfied with the flipped classroom model. While 47% of them agreed or strongly agreed that flipped classroom experience was satisfactory, 34% of them were neutral. For the Q16 which stated "I plan to register in flipped classrooms for other subjects in future", 45.4% of the students chose to agree or strongly agree. This reveals students were satisfied with format and structure of the flipped learning materials.

Motivation

Results of Q17 to Q19 revealed that students were motivated to get prepared for the class prior to the class. These materials prior to the class helped them to take the course more serious, spend more time on studying the subject and feel more motivated.

Anxiety

With regard to the last part, 60.1% of the students agreed or strongly agreed that flipped classroom reduces their anxiety level. Since students do the lecture time at home on their own, they get some background information about the subject and do not fear of failing.

Focus Group Interview

With 10 volunteer students among the same group, an interview was conducted on their flipped classroom experiences. With regard to the first question (see Table 3), the majority of the students claimed that they spent similar amount of time for flipped classroom in comparison with their regular classes. Nevertheless, they specified that the time they are spending prior to the class is more effective thanks to the required tasks in flipped classroom. They all specified that out-of-class materials provide them some background information concerning the subject. Moreover, all of the students believed that it is very effective to use flipped classroom model in EFL reading skills class because they usually cannot concentrate on reading long texts during the class hour. When they had the opportunity to read the required articles beforehand, they had the chance to look up for unknown words, re-read the complex parts and analyze the text. Since they spent the reading time out of the class, they remarked that they could spend more time on in-class activities. Moreover, one of the participants stated that he felt more prepared mentally for the class discussions after reading the article and completing the

tasks on his own pace before the class hour. Similarly, another student claimed that she developed her critical thinking skills by reading the articles priorly. In traditional classes, students are generally given 10-15 minutes to read a passage. This time might not be enough for everyone to read deeply.

Table 3. Percentage and frequency-based results for 1st interview question

Category	%	f	n
Effective	100%	10	10
Similar time	80%	8	10
Positive reading outcome	70%	7	10

All of the participants believed that flipped classroom materials were functional for reading skills class. They liked completing an online quiz related to the article before the class because this encouraged them to read the article. Some of them asserted that they would not read the assigned articles if they did not have the quizzes.

In response to the second question (see Table 4), none of the students faced with any serious problems during this flipped classroom experience in terms of materials, article contents, communication tool (Edmodo) for Q&As, online quizzes and other activities. They found Edmodo a user-friendly app and made the communication easy. Three of the students shared that reading the articles out of the class was sometimes difficult because of their heavy schedule. When they did not read the assigned article, they could not participate in the class. At such times, they felt as they ruin the flow of discussion in class activities.

Table 4. Percentage and frequency-based results for 2nd interview question

Category	%	f	n
Positive	70%	7	10
Negative	30%	3	10

With regard to the third interview question (see Table 5), students were asked how the flipped classroom could be improved. The students enjoyed flipped classroom in general but made a few suggestions. One of the participants suggested to add online games to flipped classroom. Another student spotted that the use of quiz was very effective but she said another quiz after the class can be implemented. The last comment to improve flipped classroom was to elevate the grades of out-of-class activities. Since most of the students receive grade-oriented education in Turkiye, one of the biggest motivations for them is their grade.

Table 5. Percentage and frequency-based results for 3rd interview question

Category	%	f	n
Online games	10%	1	10
Post-quiz	10%	1	10
Grade	10%	1	10
Satisfied	70%	7	10

With regard to the last question, the most favorite part of the flipped classroom was the Q&A discussion boards. Students liked the opportunity to discuss the topic on an online platform out-of-the class. One of the students specified that she enjoys reading other questions more than writing her own question. She noticed that very good thought-provoking questions arose from students who are very silent and mostly passive in the class. The other favored part of flipped classroom was creating a mind map at the beginning of the class based on the assigned article. The mind map helped them to recognize some substantial parts they have missed while reading.

Table 6. Percentage and frequency-based results for 4th interview question

Category	%	f	n
Q&A	90%	9	10
Mind-map	70%	7	10

All of the participants added that they found flipped classroom very useful for reading class. They were all aware of the fact that the effectiveness of flipped classroom might change depending on the course content. For example, one of the students specified that this model might not be appropriate for a writing class but was perfect for the reading class.

Teacher Observations

The researcher, who is also the teacher of the class, conducted observations systematically incorporating class procedure and student behaviors. Online quiz which was shared a day before the class was found to be helpful. In the initial two weeks of the semester, students did not receive any pre-class task except reading an assigned article. It was observed that some students came to class without reading the article. Thus, this problem was solved because students had to read the article to complete the quiz. Moreover, it was observed that students read the articles more critically when they were required to complete a quiz. Students could maximize class discussion by performing this task.

Creating a mind-map related to the topic of the week was found to be engaging. In online education, students are usually passive. Having access on the zoom screen made them participate willingly. They wrote whatever comes to their mind in accordance with the article. Then, they were expected to explain what they meant by that word and how it was related to the topic of the week. Five minutes was spent on creating a mind map and 15 minutes to have a discussion on the mind map. This task helped students to activate their knowledge concerning the article. Moreover, the discussions enhanced their production of refusal.

Since students were required to read the weekly articles before the class hour, not extra time was spent for in-class reading. Only five minutes was given to skim the text. Reading the assigned materials in advance and performing the required tasks motivated students because they felt more confident about the topic. By this way, active class participation was achieved, and the class was managed in a discussion format rather than a lecture format. All the discussion questions asked by the teacher were related to the required article. These questions aimed to think more deeply on the topic by having a class discussion. The articles shared by the teacher improved their reading skills and the discussion questions asked by the teacher enhanced their critical thinking skills and oral proficiency level. The class discussion based on the teacher questions lasted approximately 35 minutes.

Each week, one group led a picture-based discussion related to the assigned article. The group talked about the assigned topic and asked some questions related to the topic. Although the discussions were carried out successfully generally, some groups made it into a presentation rather than a discussion. Thus, this was a difficult task to handle in online classes.

Edmodo used for the Q&A activity was a convenient platform for language learning because of its easiness of use. Students were required to write thought provoking questions related to the assigned article and answers to their friends' questions. They did not find writing a question an easy job but they enjoyed it. Discussions were effective and gave chance to practice more after the class.

DISCUSSIONS AND CONCLUSION

The present study examined the use of flipped classroom tasks in an EFL reading skills class and described EFL students' learning experiences of such a model of instruction. The results of the study revealed that (1) students had a positive attitude towards flipped classroom and (2) online assignments and discussion tasks were useful for implementation of flipped classroom in an EFL reading classroom.

Overall, most of the EFL students had positive attitudes towards flipped classroom (Farsi et. al, 2022; Samiei & Ebadi, 2021). Majority of the participants believed that the flipped classroom was more engaging than traditional approaches (Mohammaddokht & Fathi, 2022). Participants also indicated that they enjoyed having a learner community in which they can ask some though provoking questions and think critically to comment on each other's' questions. Additional to the in-class discussions, participants also appreciated having out-of-class instructional tasks. The implementation of the discussion board was somewhat similar to that of Fautch (2015) and Lee and Martin (2019). While it was not clear whether students detected the discussion boards beneficial in Fautch's (2015) study, students in Lee and Martin's (2019) study appreciated to use discussion boards.

Participants shared that they were more motivated to read the assigned articles regularly due to the assigned online tasks. The results of the present study seem to be consistent with research conducted by Fautch (2015), Mok (2014) and Vaughan (2014) in which students are more willing to take control over their learning in a flipped classroom. Participants found the pre-class tasks especially helpful because they developed their critical thinking and problem-solving skills (Yulian, 2021). They enjoyed to completing pre-class tasks which gave them opportunity to gain control when learning in a flipped classroom (Braun et al, 2014). Students indicated that they could learn at their own pace and practice the pre-class learning tasks many times if necessary.

There is the concern that flipped learning generally dependents on student participation. In this study, this concern was providing the students articles and online quizzes in which they were required to complete before the class hour. Similarly, Haghighi (2019) assigned students with were required to complete study log and send their learning result to the teacher before the class. They also spotted that pre-class tasks increase student participation.

The findings from this research not only strengthen the understanding of the students' attitudes towards the flipped classroom instructional strategy but also display how to implement a flipped classroom in practice. The implementation of a flipped classroom in an EFL teacher-training environment led to gain a better understanding of the instructional value and challenges of the flipped classroom. Moreover, flipped classroom provide various opportunities to EFL students to use the language more communicatively and collaboratively. In addition to developments in their language proficiency, flipped classroom increases learner autonomy, motivation, engagement, satisfaction, and confidence. All in all, it can be suggested that teachers can design their EFL reading courses by flipping the class to devote more class time to communicative tasks that allow for a more efficient use of class time (Maharsi et. al, 2021).

Limitations and Implications

There are some limitations in the present study that need to be acknowledged. First, this study was administered on the researcher's own students. Future studies could be done with other participants to affirm that the findings were not influenced by any bias made by the researcher. Second, the sample size might be bigger to confirm the positive effect of flipped learning on EFL reading skills. The number of students who answered the questionnaire was limited to fifty-five. Finally, the effect of flipped classroom on EFL students' reading skills could be compared with an experimental group. These two groups can be compared taking account of their reading skills development.

In this digital age, teachers should integrate information and communication technologies to their classes in order to motivate students to participate actively. This became a concern of teachers particularly in the process of COVID-19 pandemic. Flipped classroom can be implemented in face-to-face, online and blended learning environments. Teachers can diversify the classroom activities with flipped model so that they can manage a more active and engaged learning environment. Moreover, students' critical thinking skills can be developed with the help of flipped model in EFL reading skills courses.

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APPENDIX 1

Learning Experience Questionnaire

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	I learned more and better In the flIpped classroom than regular classes					
	The flipped classroom helped me to use refusal strategies more appropriately in real life					
	My knowledge of the subject increased as a result of flipped classroom					
	The flipped classroom has useful tools for supporting my learning.					
	I have developed self-study skills via flipped classroom activities.					
	Flipped learning gave me more time to practice the content					
	Thanks to flipped classroom, it is more convenient and easy for me to study English at home					
	I would rather flipped classrooms because I receive immediate feedback					
	I spent more time and made more effort than usual on my flipped classroom learning activities					
	We have the chance to participate in the class activities more than before in flipped classrooms					
	The flipped classroom gave me more opportunities to interact with other students					
	The flipped classroom is more engaging than conventional classroom instruction.					
	Overall, I am satisfied with flipped classroom experience					
	I found that following the flipped classroom procedures gave me a sense of deep personal satisfaction					
	I am satisfied with the format and structure of the learning materials					
	I plan to register in flipped classrooms for other subjects in future					
	I was eager to read the articles and other materials set for this course prior to the class					
	The structure and format of flipped classrooms motivated me to take the subject more seriously and spend more time on learning them					
	I feel more motivated about learning English because of the flipped classroom					
	The use of the flipped learning reduces the feeling of fear and tension because of the prior preparation					

APPENDIX 2

A Sample from the Online Quizzes

Sorular	Total Questions: 5 | Total Points: 7

1. What are the reasons of decrease in mortality rate?

Birden Fazla Cevap (3 puan)

2. Children of educated mothers are more likely to survive than children of mothers with no education.

Doğru/Yanlış (1 puan)

3. All countries achieved universal health coverage and provide access to safe and affordable medicines and vaccines for all including women, men and children.

Doğru/Yanlış (1 puan)

4. How can you define a guardian of health?

Kısa Cevap (1 puan)

5. Explain shortly what "Tosepan Pajti" is.

Kısa Cevap (1 puan)

A Sample from the Mind-Maps

mental health awareness   robust   exercise   Japan has the highest average age in the world

health care services   vaccine

hospital   energy   sport

health care service   Healthcare system   being active   stress management

murat: sweden   doing exercise   good living conditions

good habits   ıtır: nutrition   Good Health and Well-Being

good nutrition   being fit

Education   medicine   well-being   medical

peace   quality sleep   assistance

evrim:biology sciences

yoga   physical exercise   vaccine   mental health

accessibility   eating habits   healthy life style   mental and physical condition

healthy diet   hospitals   japan

healthy diet   Doctor

happiness   well developed countries

having opportunities   japan   Respecting people

A Sample from the Discussion Boards

Can the quality of education be improved without a certain amount of money?

Tercüme et

2 Beğeniler • 6 Replies • 22 Mar 2021, 4:50 PM

Daha fazla cevap göster...

Of course, it can be improved without a certain amount of money. I firmly believe that money should not be a matter when education comes into question. In my opinion, the most important factor in education is the qualification of the teacher. What ı mean is if the instructor is well equipped then money does not change anything including the quality of the education. Moreover, still, there are many well-known schools which provide many facilities; therefore, students are able to socialize and engage activities but other than the social activities students cannot receive any proper education from teachers because instructors are insufficient.

Tercüme et

Beğen • Mar 23, 2021, 9:07 PM

I think it is impossible. Without any investment in education, there will not be a qualified education. The essential part of qualified education is teachers' quality, facilities, and equipment. All of these needs require some money. If the money is not a need for a qualified education, so why is the number of uneducated people in poor countries high? Every country which considers their citizens must allocate some money for education. However, it is not only money that is needed for education. Also, a country should arrange a system of education. Every student should reach a qualified education. Teachers should be well-educated.

Beğen • Mar 23, 2021, 10:29 PM

The article mentions that girls do not have the same equalities to study as boys. How do you think this affects society?

Tercüme et

Beğen • 4 Replies • 22 Mar 2021, 5:11 PM

Daha fazla cevap göster...

With gender equality in education, great developments can be achieved since the inequality in the education field blocks the nurturing of young girls. Significant growth in the economy is also achievable with equality in education. When women receive the education they deserve to get, they can help to improve the conditions the society lives in. Education allows women and men to participate in social, economic, and political life and provides the basis for the development of a democratic society.

Tercüme et

1 Beğen • Mar 22, 2021, 10:49 PM

The cause for it is the culture of those people, their opinions and such cause this. The way this affects societies can be given examples from a lot of situations. One of them is the mother role of the woman. These women are usually married at an early age, because they lack education, proper knowledge in many things they can't grow children properly. This way the growing child is not grown properly, if not gets better, these children create a cycle and this bad culture continues. Another one could be that as genders have different natures, girls are the balancers of the society (imo). If they are not educated enough, they might lose their influence. By that, I mean the effect they deliver can get scarred, especially in some cultures.