Using Flipped Classroom Learning Model in developing some EFL Reading Skills among students at the Faculty of Specific Education

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Introduction:

Reading is defined as an active and interactive process of communication enhancing the process of language acquisition and

generates an interest to develop communicative competence. Reading comprehension plays a central role in teaching and learning reading as an important requirement for academic success. Reading comprehension is the act of understanding and interpreting the information within a text.

Kewaza & Welch (2013) and Deane & Song (2014) assert that reading is significant in the daily life for most people. It is practical as people read road signs, fill forms, or apply for jobs. It is essential to school achievement, and hence, learning to read at the right time is conclusive to one's academic success.

Serafini (2012) stated that reading comprehension is the process of generating viable interpretations within texts, and one's ability to construct understanding from different perspectives; including textual references, personal experiences, social-cultural, and the author's intentions.

Reading comprehension sub-skills:

Hussein (2007) viewed some reading comprehension skills as the literal, inferential and critical levels. These skills are:

a. Literal skills

-Understanding the unity of the sentence.

-Understanding explicitly declared information.

-Skimming to have quick core of what you read.

-Scanning to define specifically required information.

b. Inferential skill

-Finding the major idea.

-characterizing the idea from supporting details.

-Recognizing topics.

-Locating topic sentence.

-Recognizing the writer's technique and mood of the passage.

-Identifying comparisons and contrasts.

c. Critical skills

-Distinguishing facts from opinions.

-Reaching conclusion and portending outcomes.

-Setting the author's purpose.

-Evaluating the presented material and pointing opinion.

Tierney (2005) stated that learning to read is not only learning to realize words, but also learning to make sense of texts. It has a great deal of cognitive ability available for comprehension.

Smith (1971) considered critical reading as the third level skill following the development of literal and interpretative reading, as going beyond those two levels to share the reader in evaluating and passing judgment on the quality, value, and accuracy of what is read. Webster (2003) asserted that critical reading is the capacity to estimate what has been read using strategies as comparing and contrasting, analyzing, and critiquing.

- The characteristics of Critical Readers:

Chatel (2002) stated that the critical reader is the person who uses information from the text to create prediction relied on what is read, analyzes the author's profession using literary devices, estimates explicit and implicit information and themes within a written work, shows an awareness of values, customs, and beliefs in a written work, and lastly selects, synthesizes and uses information within a written work to include in a restraint to the work.

Critical Reading and Teaching Strategies:

Burke (2001) indicated that today's students face many contending texts in different forma and media, as it is time to teachers to assist students' set not only what should be read but also how it should be read. **Surjosuseno and Watts (1999)** asserted that Bloom's Taxonomy is a useful tool for planning to teach critical reading in EFL classes. It has a framework that encourages EFL teachers to design a variety of learning activities that promote critical reading capabilities in EFL as analysis, synthesis and evaluation processes are founded on comprehension and application processes.

A flipped classroom teaching strategy is when a teacher sets notes, lectures, or website links online and students get in the classroom website

to restore and view the information before going to school. Class time is for discussion of the information and carrying out activities **(Butt, 2014).**

The flipped classroom may produce benefits such as improving students' learning attitudes, increasing test scores, and providing in valuable benefits for students with specific needs **(Flipped Learning Network 2012).** Flipped classroom advocates report that this practice increases teacher-student interaction, raises students' engagements in class, provides a student-centered learning environment (**Bergman and Sams 2012, p. 20**). Students turn to the web and social media for information and communication, as the use of short video may fast students' learning engagement and develop their learning outcome in English.

Context of the problem:

The problem of the current study could be stated in the poor performance of reading comprehension of EFL sophomore students enrolled in the Faculty of Specific Education, Zagazig University. This problem was proved by the results of the pilot study conducted by the researcher. Thus, in an attempt to face the problem, the current study suggested the use of flipped learning to develop reading comprehension skills.

Significance of the study:

1. This study is significant for second year students in the English section, Faculty of Specific Education regarding these areas:

(a) Developing students' EFL reading comprehension skills

(b) Developing students' cognitive awareness of English language during their exposure to new structures and contexts

2. Also, the study is significant for EFL teachers in order to:

(a) Provide them with a strategy based on Flipped Learning for teaching English language.

(b) Support them by giving them the chance to be acquainted with Flipped Learning for developing reading comprehension skills of students.

3. It is significant for EFL curriculum designers to: Provide them with a flipped learning strategy which helps them during practicing their work as designers.

Purpose of the study:

This study aims at using flipped classroom learning model in developing some EFL reading skills among students at the faculty of a Specific Education.

Delimitations of the study:

The present study is delimited to:

- A group of thirty EFL sophomores at the faculty of Specific Education, Zagazig University.
- Some EFL reading comprehension skills (structural, literal, interpretation, inferential and evaluation) required for second year students English section at the Faculty of Specific Education, Zagazig University.

Hypotheses of the study:

Based on the related studies, the researcher hypothesizes the following

1. There are statistically significant differences between the mean score of the study participants in the pre-post reading comprehension test favoring the post-test's results.
2. There is statically significant correlative coefficient between the mean scores of the participants in the post reading comprehension test.
3. Flipped Learning strategy would be effective in developing EFL reading comprehension skills.

Procedures of the study

To answer the questions of the study, the procedures were as follows:

1. Identifying EFL reading comprehension skills required for the second year student teachers through:

- Reviewing literature and previous studies related to EFL reading comprehension skills and self-efficacy among second year students teachers.
- Preparing a list of EFL reading comprehension skills necessary for second year student teachers.

- Submitting the EFL reading comprehension skills list to jury members to verify its validity.
- Modifying the list according to the jury members' opinions.

2. Identifying the features of a flipped learning strategy to develop EFL students' reading comprehension skills among second year students at the Faculty of Specific Education through:

- Reviewing literature and previous studies related to Flipped Learning.
- Selecting techniques, tasks, and activities, included in a flipped learning strategy.
- Preparing the steps of the flipped classroom strategy; to develop EFL reading comprehension skills among second year students at the Faculty of Specific Education.

3. Identifying the effect of Flipped Learning on developing EFL reading comprehension skills among student teachers through:

- Preparing a pre-post EFL reading comprehension skills test to score it.
- Submitting the pre-post EFL reading comprehension skills test to jury members to verify its validity.
- Modifying the test, according to the jury members' opinions.
- Setting the test and the scale in its final version.
- Selecting participants, one group, from second year at the Faculty of Specific Education students.
- Administering the EFL reading comprehension pre-test to the study participants, before teaching using the flipped learning; in identify their level.
- Teaching the study participants, using the Flipped Learning.
- Administering the EFL reading comprehension skills post-test to the participants, after applying the Flipped Learning.
- Collecting and analyzing the data statistically.
- Interpreting the results.
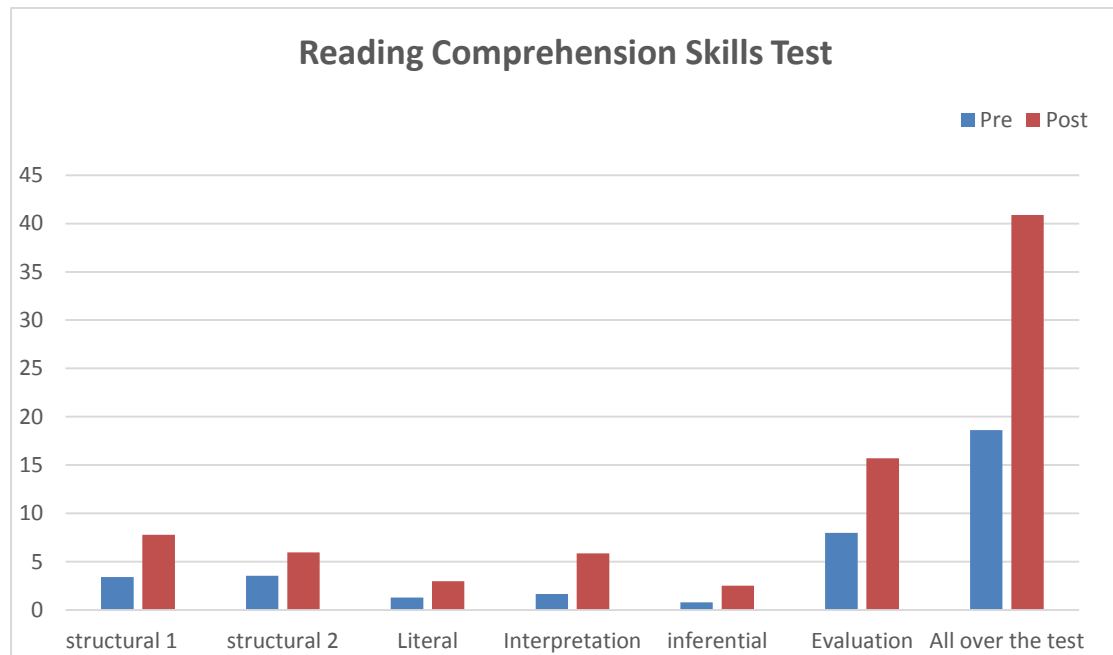- Presenting the recommendations and suggestions.

Results of the study:

Skills		Test	No.	Mean	Std. Deviation	t-value	DF	a Sig	μ2
Structural		Pre	30	3.43	1.43	16.23	29	0.01	0.901
		Post	30	7.80	0.41				
Structural		Pre	30	3.55	1.06	11.97	29	0.01	0.832
		Post	30	5.97	0.19				
Literal		Pre	30	1.30	0.47	19.98	29	0.01	0.932
		Post	30	3.00	0.00				
3	Interpretation	Pre	30	1.67	0.80	18.94	29	0.01	0.925
		Post	30	5.87	0.82				
Inferential		Pre	30	0.80	0.48	11.47	29	0.01	0.819
		Post	30	2.53	0.63				
All over 3		Pre	30	3.77	1.28	28.84	29	0.01	0.966
		Post	30	11.40	0.86				
Evaluation		Pre	30	8.00	2.23	21.63	29	0.01	0.942
		Post	30	15.70	1.29				
All over the test		Pre	30	18.63	2.19	75.54	29	0.01	0.995
		Post	30	40.87	1.87				

The results of the present study revealed also that the students' performance in the reading skills was better in the post treatment comparing with the pre treatment which may be attributed to the support of the assessment of the contribution of videos as a visual medium. In the respondents' judgements, watching videos between classes, abetted learning in the sense of amplifying interest, alleviating boredom and enriching the learning process and to a lesser extent, as enriching involvement in the learning, understanding of the learning material, and confidence in understanding it. A partial explanation of this finding is

rooted in the lack of immediate way to interact with the instructors, who may play a helping and guiding role in the learning process.

The results also revealed that the students' performance in reading was significant in the post treatment which may be due to the fact that the students valued the flipped classroom model as a helpful and fun learning model for both in and outside classroom session. In the pre-classroom(outside classroom) session, the use of technology and online material helped them understand and get prepared for the in-class session, whereas in the classroom, teacher reviews toward the online material helped them better understand and clarify the misunderstanding toward the online material. The collaborative group activity in the class also helped their learning through the role of teacher guidance and peer feedback activities.

The following figure shows that

Reading Comprehension Skills Test (Pre / Post) — bar chart showing categories: structural 1, structural 2, Literal, Interpretation, inferential, Evaluation, All over the test.

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تطبيق استراتيجيه الفصل المعكوس لتنميه مهارات الفهم القرائى لطلاب كلية التربية النوعية

ملخص البحث:

تهدف هذه الدراسة الي معرفة اثر تطبيق استراتيجية الفصل المعكوس علي تنميه مهارات الفهم القرائى بين طلاب الفرقه الثانيه بقسم اللغه الانجليزيه كليه التربيه النوعيه وتتكون عينه الدراسة من (٣٠) طالب مجموعه واحده.ولجمع البيانات قبل الاستخدام الاستراتيجيه قدمت الباحثه اختبار قبلي لمهارات الفهم القرائى ثم استخدام استراتيجيه الفصل المقلوب. وبعد تنفيذ الاستراتيجيه قامت الباحثه بتقديم اختبار بعدي لمهارات الفهم القراءي وتمت تحليل البيانات كشفت النتائج عن وجود فروق داله احصائيه بين الاختبار القبلي والبعدي مما يوضح فاعليه استراتيجيه الفصل المقلوب في تنميه مهارات الفهم القراءي بين طلاب الفرقه الثانيه بقسم اللغه الانجليزية كلية التربية النوعية.

الكلمات الإفتتاحية: مهارات الفهم القرائى، الفصل المعكوس