THE IMPACTS OF IMPLEMENTING THE FLIPPED MODEL ON EFL HIGH SCHOOL STUDENTS' READING COMPREHENSION

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Abstract:
The flipped classroom is gaining more attention than ever before due to the pandemic of the COVID-19, by which online learning becomes a must in many countries and territories all over the world. The flipped model is a combination of online and face-to-face learning in which students watch instructional videos and do certain comprehension tasks at home prior to in-class lessons. To our knowledge, few studies have been conducted to explore the impact of flipped classrooms for teaching English reading skills in the high school context. The current experimental study has been conducted in a high school in the Mekong Delta with 52 students at Grade 11 in a high school in the Mekong Delta of Vietnam. Students were assigned to watch videos of instructions for 6 reading lessons in the English Grade 11 Textbook for 10 weeks. Learners' reading comprehension performance and attitudes are compared between the control group and the experimental group. The findings reveal some interesting implications for Vietnamese teachers teaching English at high school.

Keywords: flipped model, flipped reading class, blended learning, reading comprehension, EFL high-school students

1. Introduction

Reading, in general, is an important perceptive skill that provides readers with vocabulary and understanding of a subject to build up their knowledge of the field. However, according to Nation (2009), EFL students usually have to face challenges in their reading process. When native-speaking children learn to read, they have already been prepared a large vocabulary stock at an early age by many means such as listening to stories, interacting with other people, etc. As a result, they have background knowledge about books and reading conventions. This leads to their keenness to learn to

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read. By contrast, EFL students seem to have more difficulties in learning reading. They need teachers' instructions to develop their reading comprehension skills so that they can interpret the meaning of texts and develop their intrinsic motivation as well.

Simultaneously, with the rapid development of technology, especially mobile devices which enrich educational resources for students to use at any time and place, flipped classrooms have recently gained lots of attention from educational researchers (Bergmann & Sams, 2014; Shi-Chun, Ze-Tian, & Yi, 2014). While traditional teaching can cause students to encounter certain problems because of students' different pace learning or the lack of prior knowledge to understand newly-taught concepts (Alsowat, 2016), the flipped model can bring many advantages to EFL learners such as own-pace learning, peer-engaging concepts and reducing traditional classrooms' disadvantages (Shi-Chun et al., 2014). However, the flipped model in EFL teaching is "*under-evaluated, under-theorized and under-researched in general*" (Abeysekera & Dawson, 2015, p.3).

In Vietnam, the government is encouraging international integration in all aspects including education in which English and information and communication technology (ICT) are two essential components. Therefore, learning English, especially reading skills to expose to reference materials in English, and developing ICT competence become urgent matters for people to master knowledge in English-written materials from online database sources. Arising from those needs, teaching L2 reading in our context does not only mean providing students with tools to help them read and comprehend texts by themselves but taking advantage of online database platforms to engage learners' activeness and participation as well. This results in the necessity of conducting a study to examine the effects brought to EFL learners by the flipped reading comprehension class. Moreover, how this instructional model influences learners' intrinsic motivation needs to be explored as well.

2. Literature review

2.1 L2 reading comprehension
In the literature, there are various perspectives in defining reading. Nunan (1999) considers reading an interactive process in which readers interpret the writer's meaning through texts. Likewise, Nuttall (2005) states that reading means getting the message from the text which the writer put into. To a similar extent, Grabe (2009) states that reading comprehension is the reader's ability to process texts, understand its meaning, and to integrate with what the reader already knows. It can be concluded that reading is a process of making meaning from written texts involving word recognition, sentence structures, comprehension and motivation.

Reading can be a challenging skill for L2 readers, especially when the text is unfamiliar or complicated (Aidinlou, Sharefii, & Kordabadi, 2017; Castillo & Bonilla, 2014; Grabe, 2009). L2 readers may face problems in making meaning of texts because they usually treat texts as samples of language rather than information (Stanley, 1984 cited in Aidinlou et al., 2017). Similarly, Hedin, L. R. & Conderman, G. (2010) emphasize

the importance of understanding the meaning of texts as readers' purpose, not just being able to decode them. This can lead to the fact that students can read texts with accuracy and fluency without understanding the text being read which is indicated by students' inability to retell stories, answer questions related to the text or recall key information from it (Aidinlou et al., 2017). Therefore, to gain a general understanding of texts, students may need more efficient reading strategies.

2.2 History of the flipped classroom

The flipped classroom is a new term in the field, but its idea is not new when it has been used in teaching under different names for a relatively long period of time. This model can trace its origin to Mazur's (1997) peer instructional teaching method, in which learners were allowed to use their in-class time to discuss physics lecture-related questions with other students. Later, a new term called "inverted classroom" was developed by Lage, Platt, and Treglia in 2000. This notion indicates the way of learning in which economics lectures are reviewed at home and experiments, review questions and worksheets are discussed in class (Lage et al., 2000). In the same year, Dr. J. Wesley Baker (2000) introduced a similar method in teaching when he put his PowerPoint-lecture slides on the university's network and asked his students to read them prior to class.

Despite those approaches' resembles with the flipped instruction, it was not until Bergmann and Sams (2012) first coined the term that the flipped model was born. With a view to ensuring that their usually absent students did not miss any lecture without re-teaching, these two high school chemistry teachers recorded their lectures and posted them online. They found that not only students who were usually absent from class could benefit from the videos, but other students as well.

Thanks to these initiatives, educators have realized the potential benefits brought by this model when in-class time is free up for other productive learning activities. This set the foundation for the flipped model to develop.
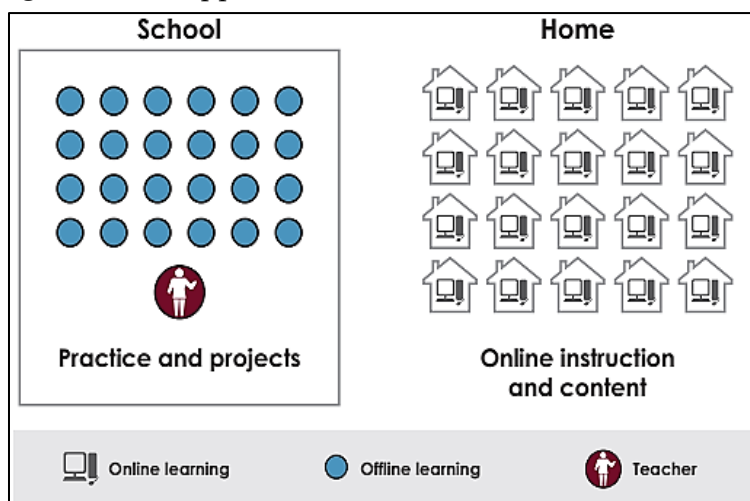
2.3 The flipped classroom

There are various interpretations of flipped classrooms (Tobin & Honeycutt, 2019 as cited in Yang & Chen, 2019). One of the most common interpretations of this concept is that the learning processes inside and outside of the class are inverted with the use of information technology. In the flipped classroom, teachers' traditional lectures – direct instructions – are inverted from group activities in class to individual activities at home, whereas the flipped part of the flipped classroom as the phase in which students watch or listen to lessons at home and do their homework in class (Bergmann & Sams, 2012; Fulton, 2012; Jensen, Kummer, & Godoy, 2015).

In the same vein, Touchton (2015) claims that the concept of the flipped classroom is assigning materials for learners to prepare in advance and in-class time is reserved for higher-order thinking activities, even without the use of online materials. However, Strayer (2012) asserts that technology can be used in this model to deepen learners' knowledge by prior introducing course content outside of the classroom.

The studies presented thus far provide evidence that the key feature of the flipped classroom is learners' prior exposure to learning content before they receive face-to-face instruction. In other words, the flipped instruction is a type of blended learning approach in which students are in charge of mastering the content of their own learning (see Figure 1).

Figure 1: The flipped-classroom model (Staker & Horn, 2012)

2.4 Advantages and disadvantages of flipped classrooms

2.4.1 Advantages

The flipped model has been reported to be beneficial for students in various learning settings. One of the potential benefits brought to learners by the flipped model is own-pace learning (Basal, 2015; Fulton, 2012; Shi-Chun et al., 2014; Vuong, Tan, & Lee, 2018; Yang & Chen, 2019). In this model, students can access the instructional videos or lectures anytime and anywhere they feel available. In addition, learners may turn the videos backward and forwards or review the whole lectures so that they can understand and master the pieces of information provided.

The second advantage observed in a flipped class is learners' participation (Fulton, 2012; Karimi & Hamzavi, 2017; Shi-Chun et al., 2014; Vuong et al., 2018). In a typical class, students learn new concepts in class and do further practice or homework at home. Meanwhile, flipped lessons allow students to expose to new knowledge at home and spend time in class on collaborative activities. As a result, this engages students in active learning activities.

Another benefit addressed by the flipped model is reducing the limitations of class time (Basal, 2015; Fulton, 2012; Karimi & Hamzavi, 2017; Shi-Chun et al., 2014; Vuong et al., 2018; Yang & Chen, 2019). While in a traditional class, teachers might experience the lack of time for students to practice after introducing the new knowledge (Loi, 2014), flipped class students can benefit from higher-order thinking skill activities during class time. In other words, when being previously exposed to knowledge at home, students

can maximize their practice and gain a deeper understanding of the knowledge through in-class activities.

Last but not least, learners' performances are reported to enhance remarkably by optimizing the educational environment (Huang & Hong, 2016; Karimi & Hamzavi, 2017; Loi, 2014; Vuong et al., 2018; Yang & Chen, 2019). Learners of lower levels can use instructional videos as a means of reference for their study when they can pause, rewind of fast-forward the videos. Simultaneously, stronger learners can take advantage of in-class extra activities. This model also works for learners who are not confident enough to clarify the problems by reviewing the lessons instead of asking the teacher.

In general, it can be concluded from the literature that the advantages gained from the flipped model consist of (1) own-pace learning, (2) collaborative learning with peers, (3) reducing class time limitations, and (4) optimizing the educational environment to students with different learning styles.

2.4.2 Disadvantages

However, previous studies pointed out certain drawbacks learners may face when taking part in a flipped class. The first challenge may be caused by learners' lack of immediate support at the time of watching instructional videos (Herlindayana, Sahlan, & Alberth, 2017; Shi-Chun et al., 2014; Yang & Chen, 2019). Some students may need more support from teachers during their learning process which cannot be satisfied in an out-of-class flipped lecture. Generally, inquiries that cannot be solved in time may result in preventing learners from being engaged in this teaching model.

The second shortcoming in applying the flipped model is learners' decrease in motivation owing to heavier workload. Surveys such as that conducted by Missildine, Fountain, Summers, & Gosselin, (2013) showed that students' satisfaction levels may be negatively influenced by an increase in out-of-class preparation time. This view is supported by Vuong et al. (2018) who find out that heavy learning workload cause students to devote more effort. In other words, learning in flipped classes demands learners to spend more time on pre-class preparation activities, which can cause them to be demotivated.

In addition, students' self-regulation in learning is as well a considerable downside. According to Vuong et al. (2018), learners face difficulties concentrating on learning at home because of many distractions such as social network applications. In contrast, a broader perspective has been adopted by Brown (2018) who points out that "*greater student responsibility to learning is essential for the successful implementation of the flipped classroom approach*". As a result, learners' self-regulation can be considered a major factor interfering with the success of the implementation of this approach.

Finally, a lack of ICT resources is reported as an obstacle in many studies (Shi-Chun et al., 2014; Vuong et al., 2018). Students in some outback areas may confront the challenge of inadequate ICT tools such as mobile devices, laptops or Internet access. This may cause negative influences on students' learning experience and performances

because pre-class activities in the flipped model primarily based on instructional videos provided online.

3. Material and Methods

3.1 Research questions
The primary aim of this study is to investigate the possible effects of the flipped classrooms on reading comprehension performance of high school EFL learners. It is also aimed at gaining more insight into learners' perceptions of the model. To address the aims, the following questions are raised:

1) To what extent does the implementation of the flipped classroom impact students' reading comprehension?
2) What are learners' perceptions of the flipped model?

3.2 Research design
This study was conducted as the experimental, mixed-method research using both quantitative and qualitative approaches (Fraenkel, Wallen, & Hyun, 2012). In detail, a pre-test, a post-test, and a questionnaire serving as quantitative instruments were jointly employed to answer the research questions. Firstly, the pre-test and post-test were administered to measure learners' reading comprehension performance before and after the intervention stage. Then, the questionnaire was adopted to find out participants' perceptions of the flip model in reading.

3.3 Participants
The participants were fifty-two eleventh graders from two classes in a high school in the Mekong Delta. They were randomly treated as one experimental group and one control group (Mills & Gay, 2019). In the study, participants of both groups were treated in the same conditions including the textbook used, homework, pre-test, post-test and distractive tests. However, the only significant difference was that the flip model was used to teach the experimental group whereas the control group experienced the traditional model.

3.4 Instruments
3.4.1 Reading comprehension tests
A pre-test before the intervention and a post-test at the end of the study will be administered to investigate the effect of the implementation of the flipped model on students' reading comprehension. The test is adapted from IELTS tests and VSTEP tests which are modified with tasks by the researcher to suit students' English proficiency (Oakland & Lane, 2004). The reading comprehension test include 20 questions employing multiple-choice, true/ false, matching and gap-fill items with different levels, based on revised Bloom's taxonomy (Krathwohl, D. R & Anderson, L. W., 2009). There are four questions in each of the following levels: 1 (recognition), 3 (application at low level) and

4 (application at high level) and 8 questions in level 2 (understanding). Most of the test items (75%) are designed under multiple-choice questions and the other 25% are fixed gap-filling answers. The design of the test assures their reliability by limiting the subjectivity in grading (Hughes, 2003, p.22).

3.4.2 Questionnaire

Questionnaires are considered to be a low-cost research tool that can help to collect data from a large number of respondents in a short period of time in spite of its disadvantages including dishonest responses and inflexibility to participants (Gay, Mills, & Airasian, 2012). A questionnaire was employed in this research as an efficient instrument to investigate learners' perceptions because of its feasibility to deliver, respond, and produce reliable data (Gay et al., 2012).

The questionnaire includes three clusters related to the flip model with a total of 15 items. There are two sections in the questionnaire using the five-point Likert scale ranging from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree. The first part includes a clear statement of research objectives, an inquiry into the personal information and instruction in answer to the questionnaire. The second part contains items divided into three clusters: own-pace learning, learners' participation, and reducing limitations of class (adopted from Basal, 2015 as cited in Yang & Chen, 2019).

3.5 Procedure

There was an 8-session treatment in total (during 10 weeks) including one session for the pre-test, one for the post-test, and the rest 6 sessions for the intervention.

First, students were asked to complete a reliable and validated pre-test constructed by the researcher. The test was related to the topics in the textbook that students had learned and their scores were gathered for later data analysis.

In the intervention stage, students were taught 6 reading sessions with the flipped model. There were six reading instructional videos based on 6 units in the textbook (units 10, 11, 12, 13, 15 and 16). Students were required to watch the videos prior to class, and then they joined in-class activities to reflect on, discuss, and practice what they had learned. Specifically, at home, learners were sent links to watch videos posted on the Moodle platform at least 3 days in advance. In those videos, students learned the vocabulary of new units, strategies to deal with tasks in the textbook and then they could practice doing the exercises in the book as well as adapted exercises given by the teacher on the Moodle quiz. In class, the teacher gave students time to review what they had learned from the instructional videos. In addition, the teacher had them practice similar tasks on reading and extensive tasks such as discussions so that students had a chance to memorize vocabulary and strategies learned at home. During this phase, learners were given 4 tests on reading comprehension including 2 one-period tests in the curriculum in order to distract students from the pre-test which was also used as the post-test to ensure the test reliability and the same level.

At the end of the study, a post-test was administered to investigate the effects of the flipped model on teaching reading comprehension. Besides the post-test, students were asked to give their opinions about the implementation of the flipped model through a questionnaire.

4. Results and Discussion

4.1 The impacts of the flipped model on learners' reading comprehension

To measure students' reading comprehension achievements, a 20-item reading comprehension test was used as both pre-test and post-test. The test was designed to examine learners' reading competence based on the three first levels in Bloom's taxonomy comprising remembering, understanding and applying.

4.1.1 Findings from the pre-test

A scale test was run to check the reliability of the test. The result indicated that the test was reliable with the Cronbach's alpha of .75 (α >.70). Descriptive statistics tests were then operated to measure the minimum, maximum, mean score and standard deviation from the test scores of the two groups.

Table 1: Descriptive statistics of two groups' pre-test scores

Group	N	Min	Max	Mean	SD
Control	26	2.50	8.50	4.73	1.70
Experimental	26	2.00	8.50	4.88	1.75

Table 1 depicts the pre-test mean scores of the control and experimental groups were 4.73 and 4.88 respectively. Therefore, a paired-sample t-test was run to figure out whether there was any statistically significant difference between the mean scores. The result showed that no remarkable difference between the mean scores was found (t=-.30, p=.77 >.05). It can be concluded that both groups attained the same level of reading comprehension competence prior to the main study.

4.1.2 Findings from the post-test

The data collected from the post-test were also computed by running descriptive statistics tests and paired-sample t-test. The outcomes of the tests illustrated in *Table 2* below.

Table 2: Descriptive statistics of two groups' post-test scores

Group	N	Min	Max	Mean	SD
Control	26	3.00	8.00	4.77	1.64
Experimental	26	3.00	8.00	5.17	1.60

As shown in Table 2, there were variations in the mean scores achieved from both groups. Thus, to check if the scores were considerably different between the two groups, a paired-sample t-test was calculated. However, it was reported that there was no difference

acknowledged (t=-.84, p=.41 >.05). In other words, after the period of receiving the treatment, there was no significant progress made by the experimental group compared with the control one.

Consequently, in order to probe the effect of the flipped model on learners' reading achievement, paired-sample t-tests were used between the mean scores of the pre-test and post-test within each group. Results from the calculation revealed that whereas the control group drew no distinction between the mean scores (t=-.81, p=.43 >.05), the experimental group experienced a significant difference (t =-3.11, p=.005 < .05). Taken together, these results suggested that although there was a significant increase in reading comprehension performance of the experimental group, no notable learning results were achieved compared to the control group.

In particular, the first question in this study sought to determine the influence of the flipped model on learners' reading competence. Findings from the pre-test and post-test showed that learners in the experimental group demonstrated significant progress in their learning after receiving the implementation. In accordance with the present results, previous studies conducted by Abaeian & Samadi (2016), Chavangklang & Suppasetseree (2018), Herlindayana, Sahlan, & Alberth (2017), and Karimi & Hamzavi (2017) have demonstrated that the flipped model has resulted in the development in learners' reading performance. In other words, the test was successful as it was able to identify students who performed better after the intervention.

However, contrary to expectations, this study did not find a significant difference in the reading performance achieved by the experimental group in comparison to that of the control one. The present finding seems to be consistent with the research conducted by Smallhorn (2017) which found that no noticeable increase in learners' academic performances under the flipped instruction was detected despite a rise in participants' engagement and positive attitude towards the model. The reason for this is not clear but it may have something to do with students' extracurricular learning activities. Although students have been reminded prior to the main study that no additional learning assistance should be received, it is not entirely certain whether the students are in compliance.

4.2 Students' perceptions of the flipped model

Turning now to the evidence on how learners perceive the instructional model, data from the second part of the questionnaire were analyzed. This section was illustrated by the data gained from fifteen items consisting of three main clusters: own-pace learning, learners' participation, and reducing the limitations of class time. A scale test was run to examine the reliability of the questionnaire. The result showed that this part of the questionnaire was reliable (α=.83 >.70).

For the purpose of measuring the minimum, maximum, mean scores and standard deviation of students' attitude toward this model, a descriptive statistics test was undergone. The results were described in Table 3 below.

Table 3: Descriptive statistics of students' perceptions of the flipped model

Clusters	N	Min	Max	Mean	SD
Own-pace learning	26	3.20	5.00	4.02	.45
Learners' participation	26	3.00	5.00	3.93	.51
Reducing limitations of class time	26	3.20	4.80	4.08	.39
Mean all clusters	26	3.47	4.73	4.01	.38
Valid N (listwise)	26				

As shown in Table 3, the mean scores of the three clusters investigating learners' perceptions of the flipped class ranged from 3.93 to 4.08 (in the 5-point Likert scale, from 1-strongly disagree to 5-strongly agree). Particularly, the mean scores of the items belonging to the Reducing limitations of class time domain ranked first with M=4.08, SD=.39. This was followed by the mean scores of the Own-pace learning and Learners' participations clusters with M=4.02 and M=3.93 respectively. Findings from this section suggested that participants had a tendency to agree with the statements in the questionnaire.

A one-sample t-test was then operated in order to check whether there was any statistical difference between the level of participants' perception of the impacts of the flip model (M = 4.01, SD=.38) as a high level of agreement and the test value of 3.5 considered as medium level in light of Oxford's framework which suggests a mean of 2.4 and lower for "low", a mean range of 2.5 to 3.4 for "medium," and a mean range of 3.5 to 5 for "high" levels of strategy use (Oxford, 1990). The result showed that a significant difference between the level of participants' perception of the impacts of the flip model and the test value was observed (p=.00<.05). This indicated that learners' level of perception of the impacts of the flip model in general was at the high level.

With a view to identifying participants' opinions about each aspect of the clusters, frequency tests were run. The results were presented in Table 4.

Table 4: Students' perceptions of own-pace learning

Items	SD %	D %	NEU %	A %	SA %
1. I can review the reading lessons from recorded videos to refer to vocabulary or concepts.	0.0	0.0	7.7	53.8	38.5
2. I can review the reading lessons from recorded videos to refer to reading strategies.	0.0	0.0	7.7	61.5	30.8
3. I feel more confident to ask for clarifications in class after watching the instructional videos at home.	0.0	0.0	19.2	42.3	38.5
4. The flipped instruction allows me to prepare for my class in advance.	0.0	0.0	34.6	42.3	23.1
5. Through the videos, I have enough time to acquire the sentence structures.	0.0	15.4	34.6	34.6	15.4

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

In the questionnaire, the *Own-pace learning* cluster was clarified through five items (1 – 5). As can be seen from Table 4, 92.3% of respondents agreed that they can review the

reading lessons from recorded videos to refer to vocabulary or concepts as well as reading strategies. The percentage of learners admitting that they felt more confident to ask for clarifications in class after watching the instructional videos at home was relatively high at 80.8%. However, only 65.4% of students thought that the flipped instruction helped them to prepare for class in advance. Likewise, only one half of them had enough time to acquire the sentence structures through videos whereas 15.4% reported that they didn't have time to achieve such knowledge.

Table 5: Students' perceptions of their participation

Items	SD %	D %	NEU %	A %	SA %
6. I actively participate in reading activities at home through videos.	0.0	3.8	11.5	65.4	19.2
7. I actively participate in reading activities in class.	0.0	0.0	34.6	42.3	23.1
8. I feel I am more in charge of my learning through the flipped instruction.	0.0	0.0	34.6	46.2	19.2
9. I follow the teacher's recommendations both in class and at home.	0.0	0.0	7.7	50.0	42.3
10. I voluntarily participate in reading activities without the teacher's recommendations.	0.0	7.7	38.5	42.3	11.5

Regarding the cluster of *Learners' participation*, items 6, 7, 8, 9, and 10 were constructed to measure the cluster. As observed in Table 5, most students (92.3%) agreed that they followed the teacher's recommendations both in class and at home. This was followed by the number of students who confirmed to actively participate in reading activities at home through videos at 84.6%. Following that, 65.4% of students acknowledged to actively participate in reading activities in class and the same ratio of students thought that they were more in charge of their learning through the flipped instruction. However, only 53.8% of participants voluntarily participate in reading activities without the teacher's recommendations.

Table 6: Students' perceptions of reducing limitations of class time

Items	SD %	D %	NEU %	A %	SA %
11. Classroom time was used effectively.	0.0	0.0	11.5	61.5	26.9
12. In class, I do further practice on reading strategies that I have learned at home through videos.	0.0	0.0	7.7	73.1	19.2
13. I discuss what I have learned and things I don't understand with my friends and teacher in class.	0.0	0.0	19.2	53.8	26.9
14. Online resources are helpful in learning English.	0.0	0.0	19.2	38.5	42.3
15. The flipped instruction made it easier for me to comprehend reading passages.	0.0	0.0	34.6	50.0	15.4

The last cluster investigating learners' perceptions of the flip model is *Reducing limitations of class time*, which was illustrated by five items from 11 to 15. Of the 26 students who gave responses to the questionnaire, 24 reported that in class they did further practice on reading strategies that they had learned at home through videos. Over 80% of students believed that online resources were useful for them (80.8%) and class time was used effectively (88.4%) when they could discuss with their friends and the teacher for clarification (80.7%). In addition, almost two-thirds of the participants (65.4%) thought that the flipped instruction made it easier for them to comprehend reading passages. (see Table 6)

Findings from the questionnaire highlight that the participants illustrated the highest level of agreement in the cluster enjoyment. This was followed by the two clusters gaining relatively high extent of agreement: curiosity and challenge. These findings were consistent with the data collected from the interviews in which interviewees stated they were engaged in the flip learning. The results may be explained by the fact that learners are more interested in new teaching methods, especially the ones relating to technology. One unanticipated finding was that the degree of consent in the competence cluster was the lowest among all clusters and it was considered in the medium level of agreement in light of Oxford's frame (1990).

5. Recommendations

These above-mentioned findings provide further implications that may benefit students, teachers and authorities in the field. Regarding EFL learners, the flipped instructional model in reading comprehension classes may be beneficial for them as it helps to provide knowledge prior to class. It can be seen from the post-test scores of the experimental group that there is a significant increase in their learning outcomes. Therefore, it can be supposed that students' reading performance in similar high school contexts may profit to some extent.

In terms of EFL teachers, this study may modify their teaching approaches towards blended learning and teaching with regard to enhancing learners' reading skill. In the new age of technology, traditional approaches may prove their hindrances relating to class time. In contrast, the flipped model may free up teachers' time in class for further activities to consolidate prior knowledge or improve learners' academic performance.

With respect to program developers, the implementation of this teaching model should be taken into consideration to adapt to the world's latest situation, in which F2F learning can become unpromising due to the current widespread and difficult to control phase of the COVID-19 pandemic. As regards authorities in the field, it is proposed that training programs as well as stable online-learning platforms should be invested so that all stakeholders can gain benefits.

6. Conclusion

Returning to the questions posed at the beginning of this study, it is now possible to state that the implementation of the flipped model has positive effects on L2 learners' reading competence. The results and findings from this paper suggest that the students who attended the flipped reading class have better achievement than those who did not although the difference in academic performance between the two groups is not really significant. One of the more significant findings to emerge from this study is that this model was highly perceived by students.

Overall, this study has deepened our knowledge of the flipped model and its impacts on EFL high school students' reading comprehension. It is suggested that EFL teachers in the Mekong Delta should adopt appropriate strategies and methods in teaching reading in order to enhance learners' academic performance. Furthermore, teachers should also consider using different resources to support students in their learning process. This can help to diverse teaching resources as well as vary teaching activities.

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