**An Investigation of EFL Learners’ Feelings towards the Use of Flipped Classroom Approach in Reading Comprehension Classes**

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**Abstract**

 Flipped Classroom Approach (FCA) is a significant teaching approach which provides a blended learning environment and allows the students to engage in active learning. However, very few studies have investigated learners’ feelings regarding the application of FCA in the classroom. This study aims to examine English as a Foreign Language (EFL) students’ feelings towards FCA in reading comprehension classes. The data were collected using a questionnaire, oral interviews, and observations. 40 students, who were studying English as a compulsory course in Bam High schools, were selected using convenience sampling. The data were analyzed using descriptive statistics and thematic analytic strategies. The frequencies of the responses for the questionnaire items showed a positive attitude towards FCA. Besides, most of the themes obtained from the oral interviews revealed a positive evaluation of the experience with flipped learning. The observations also confirmed the findings of the questionnaire and interviews. The findings demonstrate that the implementation of flipped learning in an Iranian context is optimistically recommended since it can enhance an active learning experience and alter student’s attitude towards teacher and student roles. This study provides implications for EFL instructors, educators, curriculum designers, and learners.

**Keywords:** *Flipped Classroom Approach; learners’ feelings, reading comprehension; English as a Foreign Language; interview; observation*