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## Effects of the Flipped Classroom Model on Learners' Reading Strategy Use and Attitudes

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### ABSTRACT

In this research, the aim is to integrate the flipped classroom model into reading strategy instruction and to determine the effects of the flipped classroom model on the frequency of learners' reading strategy use and learners' attitudes towards flipped classroom. This study was conducted with 20 elementary-level learners in the 7th grade at a secondary school in Van, Turkey. The data were collected through both quantitative and qualitative data collection instruments. Reading Strategy Questionnaire was implemented to examine the level of learners' reading strategy use before and after the treatment. It was found in the analysis of Paired Samples t-test that there was a marked increase in the level of learners' reading strategy use after the instruction. An attitude interview and weekly reflections were employed to disclose the attitudes of learners towards flipped classroom. The findings demonstrate that the 7th grade learners hold positive attitudes towards flipped classroom.

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Investigating language learning and teaching process is a widely explored research area for many researchers. Continuous research in this field of study underscores the significance of reading. On account of its importance, reading is a major area of interest within the literature. Grabe and Stoller (2002) explicate reading as "the ability to draw meaning from the printed page and interpret the information appropriately" (p. 9). This definition proves that reading is more than decoding words in written texts. Reading is a complicated cognitive process in that it necessitates a variety of activities such as understanding messages, activating background knowledge, commenting on ideas, learning new vocabulary (Cohen, 1990; Grabe, 1991; Koda, 2007). Reading can be defined as transferring the knowledge and associating mind with mind (Nuttall, 2005). It can be interpreted that reading draws on the concept of multifaceted interaction which occurs between the reader, the text and the activity (Reading Study Group, 2002).

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Reading is an important component and plays a critical role in language learning because reading is a fruitful source of target language input, especially for foreign language learners (Carrell, 1998). These kinds of learners lack enough opportunity to be exposed to the target language in their daily lives. Reading empowers language learners to find a valuable source of exposure. It shows that reading is the gateway to success in language learning. In order to benefit in the best way from reading, learners need to be strategic readers (Plonsky, 2011). Skilled and successful reading contains a plethora of intentional and goal-directed attempts named as reading strategies (Kern, 1989). According to Afflerbach, Pearson, and Paris (2008), reading strategies are “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meanings of the text” (p. 368). Reading strategies shape how readers deal with, comprehend, and interpret the text.

Reading strategies play a critical role in conveying the meaning. Reading strategies assist readers in going beyond the print. In justifying the importance of reading strategies, many researchers have put careful thought into reading strategies (Abbott, 2006; Feller, Kopatich, Lech, & Higgs, 2020; Koch & Spörer, 2017; Mokhtari & Sheorey, 2002; Oxford, 1990). Previous studies have been conducted with university or college learners mostly. However, there are few studies that have focused on secondary school learners. In this respect, this study makes a major contribution by centering on secondary school learners.

In examining the effectiveness of reading strategies, it is essential to contemplate the way of instruction. In order to address the needs of 21<sup>st</sup> century’s learners, combining instructions and technology would be useful in pursuit of language learning. With the rapid development of technology, a number of teaching and learning methods have sprung up. One of the alternative teaching methods is flipped classroom, popularized by Bergmann and Sams (2012) in their chemistry classroom. Flipped classroom emerged to help learners to compensate for their missing classes. This starting point paved the way for active use of class time. Flipped classroom promotes learner-centred atmosphere, active learning, interaction-based learning, and self-paced learning (Amiryousefi, 2017; Bergmann & Sams, 2012; Chen, Wang, Kinshuk, & Chen, 2014; Strayer, 2012). These characteristics of flipped classroom are vitally important for ultimate learning. In order to disclose the effectiveness of flipped classroom on teaching reading strategies, this study adopts flipped classroom for reading strategy instruction. In this vein, this study is a great contribution because most of the studies on flipped classroom draw on other language skills or components (Amiryousefi, 2017; Ediş, 2017; Ekmekçi, 2014; Fathi & Rahimi, 2020; Şık, 2019; Tuna, 2017).

Another striking point in this study is that flipped classroom was implemented at a secondary school. Although there is a growing trend towards flipped classroom method in recent years, very little attention has been paid to the effects of flipped classroom at a secondary school. For this reason, the present study provides new insights into the related literature on flipped classroom.

The importance and originality of this study are that it combines flipped classroom and reading strategy instruction in the context of secondary school. This study attempts to investigate the effects of reading strategy instruction through flipped classroom on learners’ use of reading strategies and their attitudes towards flipped classroom. In accordance with its aim, the present study seeks the answers to these four questions:

RQ1: Does the subject group selected from the 7<sup>th</sup> grade learners use reading strategies while reading in English before the treatment? If so, what are the least and the most frequently used reading strategies?

RQ2: Are there any changes in the frequency of reading strategy use of the subject group selected from the 7<sup>th</sup> grade learners after the treatment?

RQ3: How does reading strategy instruction through flipped classroom affect the use of reading strategies of the subject group selected from the 7<sup>th</sup> grade learners?

RQ4: What are the attitudes of the subject group selected from the 7<sup>th</sup> grade learners towards flipped classroom?

## 2. Literature Review

### 2.1. Reading Strategies

A substantial amount of literature has been published on reading strategies since reading strategies are an integral part of meaningful and adequate reading (Sheorey & Mokhtari, 2001). Baker and Boonkit (2004) briefly suggest that reading strategies are “techniques and methods readers use to make their reading successful” (p. 302). Similarly, Abbott (2006) explicates them as “mental operations and comprehension processes that readers select and apply in order to make sense of what they read” (p. 637). Reading strategies are special ways which facilitate reading comprehension. Reading strategies provide great convenience to readers to construct, infer and interpret the meaning, accomplish the tasks, and comprehend the text (Grabe, 1991). In line with Grabe, Afflerbach et al. (2008) elucidate reading strategies as “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode the text, understand words, and construct meanings of the text” (p. 368).

A general consensus on reading strategies is that they are tactics, methods, or techniques which are used consciously and purposefully. Accordingly, readers should be conscious of reading strategies for successful reading. Reading strategies empower readers to achieve reading comprehension, which is the ultimate purpose of reading. Therefore, it would be useful to point out that reading strategies are comprehension-based techniques, and they enable readers to comprehend the written text fully.

The critical importance of reading strategies has paved the way for a detailed exploration of how to teach reading strategies. A strong relationship between reading strategy instruction and reading strategy use has been reported in the literature (Afflerbach et al., 2017; Brevik, 2019; Brown, 2017; Chamot & O’Malley, 1996; Fathi & Soleimani, 2019; Grabe, 2009; Janzen & Stoller, 1998; Koda, 2007). Instruction assists readers in building up a repertoire of reading strategies in favour of facilitating comprehension (Dreyer & Nel, 2003). According to Alexander (1996), successful reading requires “systematically orchestrated instruction or training” (p. 90). Reading Study Group (2002) maintains that “good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems” (p. 29). Reading strategy instruction consolidates to foster strategic awareness and become more successful and skilled readers.

A key aspect of reading strategy instruction is its practicality and utility. Oxford (1990) suggests that strategy instruction should be practical and useful, not theoretical because practice is a prerequisite for learning strategies effectively. Strategy instruction necessitates enough opportunity to practice for learners. In this process, teachers are supposed to become guides or role models for learners (Afflerbach et al., 2008). Another important point to ponder is that strategy instruction should be tailored in such a way that learners can adjust the strategies into a variety of contexts (Singhal, 2001). In order to master reading strategies, learners need to apply them to different reading materials.

A primary concern of reading strategy instruction is determining the method of teaching. Considering that reading strategies entail enough practice, it is of essence to allocate far more time to practice for learners. In this vein, teachers can derive substantial benefits from technology. With the aid of technology, teachers can make better use of in-class time and set aside additional time for practice. This current study integrates technology into reading strategy instruction and adopts the flipped classroom model. In this paper, the aim is to explore the effects of flipped classroom on the 7<sup>th</sup> grade learners’ reading strategy use and their attitudes towards flipped classroom.

## 2.2. Flipped Classroom

Recently, a considerable literature has grown up around the themes of flipped classroom. Flipped classroom is a novel instructional method. It depends on the notion that traditional homework done at home will be completed in class, lecturing in class will be given at home (Bergmann & Sams, 2012). In traditional classroom, learners learn the subjects in the classroom; they do homework to practice at home. However, in flipped classroom, learners learn the subjects at home, and attend classes to take part in the activities. Seemingly, the educational landscape has undergone considerable alteration. This extensive modification is carried out by means of video classes. Lecturing sections take place at home through video classes prepared by teachers. Learners watch these video classes to acquire the subjects at home before attending the class. Learners attend the class to practice through various activities what they learn in the video classes. In this way, flipped classroom “moves the lectures outside the classrooms and uses learning activities to move practice with concepts inside the classroom” (Strayer, 2012, p. 171). Hereupon, the aim is to devote the time for lecturing at school to the activities.

The hallmark of the flipped classroom model is video classes. However, flipped classroom is more than video classes (Bergmann & Sams, 2012). Flipped classroom aims to create a learning atmosphere in learners’ favour (Acedo, 2013). The main contribution of flipped classroom is that it allows more time to be allocated for classroom activities. Flipped classroom converts classrooms from the centre of instruction to the centre of activities. In-class time can be spent with manifold activities, such as “team-based discussions, panel discussions, expert-led discussions, role-plays and student presentations, discussions and debates” (O’Flaherty & Philips, 2015, p. 87). As seen, flipped classroom creates a learner-centred learning atmosphere and meaningful interaction in the classroom. It facilitates an interaction-based learning and increases learner engagement. Flipped classroom also enhances learners’ activeness and ownership in the classroom. With the aid of classroom activities, learners take more active roles and more responsibilities for their own learning.

Using pre-recorded video classes, flipped classroom moves lecturing out of the classroom. By virtue of video classes, learners seize the opportunity to learn the subjects at their own pace and capacity. They have unlimited access to the video classes and can pause, rewind, or fast-forward when necessary (Chen Hsieh, Wu, & Marek, 2017). In flipped classroom, great care is taken to self-paced and individualized learning. In this regard, flipped classroom eliminates one-size-fits-all approach from education (O’Flaherty & Philips, 2015). Flipped classroom puts careful thought into individual differences.

The aspects of flipped classroom are represented by the initials of F-L-I-P proposed by Hamdan, McKnight, McKnight, and Arfstrom (2013). The initials constitute four pillars of flipped classroom, i.e. flexible environment, learning culture, intentional content, and professional educators (Flipped Learning Network, 2014). Flexible environment expresses reorganising learning space. It encompasses online learning and learning in the classroom. Learning culture refers to the alteration to the roles of teachers and learners abstractly. In flipped classroom, learners are active participants in the learning process instead of passive receivers while teachers are a coach, counsellor or content expert rather than a repository of knowledge. Flipped classroom also places learner-centred environments where learners actively participate in the activities at the centre of the learning process. As for intentional content, it means rearranging the content to create a learner-centric and active learning atmosphere. Finally, in flipped classroom, teachers are professional educators who observe learners, offer feedback and support, and evaluate learners’ work and performance.

These significant features of flipped classroom excite a great deal of interest. To date, a burgeoning body of studies have been published in the literature of flipped classroom. However, there is little published data on the adoption of this technology-based method for teaching reading strategies.

The current study will generate fresh insight into the related literature by examining the effects of flipped classroom on learners' reading strategy use and their attitudes towards flipped classroom.

### 3. Method

#### 3.1. Participants

The study was conducted at Yunus Emre Secondary School in Van, Turkey. Purposive sampling was used to choose the participants. The participants were selected from the 7<sup>th</sup> grade learners on the basis of having the computer and the Internet connection. The sample of this study was comprised of 20 elementary-level learners in the 7<sup>th</sup> grade. Among the participants, there are 12 (60%) females and 8 (40%) males ranging in age from 11 to 13.

#### 3.2. Data Collection

In this study, the present researchers employed a mixed case study research design. The data were collected by means of both quantitative and qualitative data collection instruments. In this study, explanatory sequential design was implemented. The purpose of this design is to enrich the quantitative data with the aid of follow-up qualitative data (Creswell & Creswell, 2018). The data collection process of the current study started with the quantitative data collection instrument. In the follow-up phase, qualitative data collection instruments were applied. In this sense, it was aimed at consolidating triangulation by increasing the strengths and overcoming the weakness of the methods (Creswell, 2012). In this regard, the Reading Strategy Questionnaire was used as a quantitative data collection tool. The questionnaire, which was the translated version of Oxford et al.'s (2004) *Reading Strategy Questionnaire* by Pınar Uzunçakmak and adopted from her thesis entitled *Successful and Unsuccessful Readers' Use of Reading Strategies*, Bilkent University, Ankara. The rationale for choosing this questionnaire was that it had already been utilized, and its reliability and validity had been confirmed. Additionally, the researchers chose this translated version in an attempt to gather more reliable results considering learners' profile and their English proficiency. This reading strategy questionnaire was implemented as a pre-test to obtain significant insights into the learners' present level of reading strategy use. Subsequent to the treatment, this questionnaire was applied again as a post-test to disclose whether there was a significant difference in the frequency of the learners' reading strategy use between the pre-test and post-test. This questionnaire has 35 items related to different reading strategies and in the form of 6-Likert-scale ranging from '0' (almost never) to '5' (almost always). While analysing the questionnaire, in order to enlighten the frequency of the reading strategy use, the strategies were categorised into three groups; the least frequently used, moderately used, and the most frequently used strategies.

As qualitative data collection instruments, a semi-structured interview and reflections were implemented. The interview was employed in order to reveal learners' attitudes towards flipped classroom at the end of the treatment. The interview was comprised of 12 pre-determined questions and the questions shaped during the interview. These questions were constructed by the current researchers so as to discover the learners' perceptions and thoughts about the flipped classroom model. In this research, participant-reflection was employed to elicit more information about the learners' perspectives on teaching reading strategies in the flipped classroom. Several questions were given to the learners to assist them in shaping their opinions about reading strategies and flipped classroom. Learners were supposed to write their reflections each week after the instruction.

### 3.3. Procedure

In this study, the flipped classroom model was implemented in order to teach reading strategies for six weeks. Before the implementation, Reading Strategy Questionnaire was employed as a pre-test to discover the current level of reading strategy use of the learners.

The following step was to prepare video classes. Each week, one reading strategy was taught through video classes. Six reading strategies were chosen. These are finding the main idea, skimming and scanning, activating prior knowledge, using context clues, questioning, and visualising, respectively. In the video classes, these reading strategies were explicitly taught, and put into practice via several reading texts. The participants were asked to watch the video classes at home before the classes and attend the classes to participate in the activities actively each week. In addition, learners wrote reflections about their opinions and experiences in the process each week.

In the classroom, it was intended to create a learner-centred environment. On sample literary texts, learners were given the opportunity to apply the reading strategies. Each week, they handled a reading text by using the reading strategy of the week as well as those learned in prior weeks. These reading texts were chosen based on the age, language level, and interests of the learners. These aspects must be considered in order to engage learners in the reading process while selecting a reading material (Saraçoğlu, 2016). Furthermore, the fact that the reading texts employed in this study were both fictional and non-fictional texts was taken into consideration. In this way, learners would be able to handle different types of texts. These texts were also selected drawing on their suitability for the strategies they would utilize. Considering all of these factors, six reading texts were adopted in the classroom sessions:

- *The Three Little Pigs*
- *What is the Most Popular Sport in the World?*
- *How do Koreans Celebrate a Wedding?*
- *The Emperor's New Clothes*
- *The Water of Life*
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

At the end of the implementation, the reading strategy questionnaire was applied again as a post-test to disclose the effectiveness of reading strategy instruction through flipped classroom on the frequency of reading strategy use of the learners after the treatment. In addition to the questionnaire, the researcher implemented an interview to uncover the attitudes of the learners towards flipped classroom at the end of the process.

### 3.4. Data Analysis

The quantitative data obtained via Reading Strategy Questionnaire were analysed by means of Statistical Package Social Sciences (SPSS). The mean scores of the items were calculated, and the strategies were ranked by their frequency of usage based on the mean scores. In order to reveal the frequency of reading strategy use, the strategies were ranged from the least used to the most used ones. The criteria for ordering the strategies were developed based on the idea that the scale was divided into three parts. Since the questionnaire was created on a 6-point Likert scale, 1,66 and 3,33 were acknowledged as a borderline to separate the reading strategies. As a result, the strategies with mean scores between 0 and 1,66 were considered as infrequently used ones. The strategies whose means were between 1,67 and 3,33 dropped into the moderately used category while those whose means were between 3,34 and 5,00 belonged to the category of frequently used ones. Following the analysis of pre-test and post-test

respectively, the results were compared to see whether there was an increase in the participants' reading strategy use.

Prior to the comparison, the normality test was performed first in order to determine which test should be used to compare the results. The results of the Shapiro-Wilk test showed that the results of the pre-test and post-test have a normal distribution because the value of Sig.=,505 in the pre-test is greater than 0,05 ( $,505 > 0,05$ ), and the value of Sig.=,659 in the post-test is also greater than 0,05 ( $,659 > 0,05$ ). Accordingly, parametric tests were used to compare the two tests as the results of the normality test show a normal distribution. The Paired Samples t-test was employed to ensure whether there was a significant difference between the two tests.

The attitude interview and reflections were analysed qualitatively. In this regard, the key patterns of the qualitative data were attempted to be captured by examining each question minutely.

#### 4. Results

Statistical analysis of the pre-test draws upon the mean scores and standard deviation of each item. Reading strategies were ranked in accordance with the mean scores. Based on the results, it can be said that before the reading strategy instruction via flipped classroom, learners use the "translating each sentence into Turkish" strategy the most frequently and the "trying to understand the text by not using non-target language" strategy the least frequently. The results of the pre-test were presented in three categories: the least frequently, moderately and the most frequently used strategies, respectively.

Table 1  
The Least Frequently Used Reading Strategies by the Seventh Graders

Item no	Reading Strategies	N	M	Sd
35	Summarizing the text	20	1.65	.1129
3	Skimming	20	1.60	.0976
25	Trying to understand the text by not using non-target language	20	1.45	.0276

Table 1 provides the reading strategies which the 7<sup>th</sup> grade learners use infrequently. In the light of the table, the least frequently used reading strategy by the 7<sup>th</sup> grade learners is trying to understand the text by not using non-target language. This, however, may obstruct their development in language learning and reading in the target language. The other infrequently used reading strategies are skimming and summarizing the text. Table 1 proves that a reading strategy instruction is essential to improve learners' reading skills.

Table 2  
Moderately Used Reading Strategies by the Seventh Graders

Item no	Reading Strategies	N	M	Sd
26	Going back to previous sentences when had difficulty	20	3,20	1,281
32	Writing down key words	20	3,20	1,508
24	Creating a picture in the mind as to the text	20	3,15	1,182
33	Trying to figure out the main idea of each paragraph	20	3,05	,999
31	Paying attention to linking words	20	3,05	1,356
11	Continuing reading in spite of difficulties	20	3,05	1,538



1	Using the title to help predict the contents	20	3,05	1,050
5	Paying attention to the beginning and the end of each paragraph	20	2,95	1,234
10	Paying attention to sentence structure	20	2,90	1,294
6	Focusing on the tense of a verb	20	2,90	1,021
14	Skipping unknown words	20	2,85	1,461
19	Checking what each pronoun refers to	20	2,85	1,089
13	Reading aloud the difficult parts	20	2,75	1,682
15	Linking content with background knowledge	20	2,65	1,137
16	Trying to understand the meaning of a word by dividing it into parts	20	2,65	,745
30	Predicting what will come next	20	2,45	1,099
2	Considering what type of text it is	20	2,30	1,218
18	Guessing meaning using background knowledge	20	2,20	1,105
34	Reading the comprehension questions before reading the text	20	2,15	1,872
28	Using slashes to divide a sentence grammatically	20	2,15	1,424
17	Guessing meaning using the clues from the text	20	2,00	1,026
29	Skipping sentences that are not understood	20	1,95	1,572
23	Reading aloud the entire text	20	1,90	1,553

Table 2 stands for the reading strategies with mean scores ranging from 1,66 to 3,33. As shown in Table 2, the 7<sup>th</sup> grade learners employ most of the reading strategies to some extent, but the level of use is not sufficient. In order to enhance reading skills, the frequency of the reading strategy use should be increased. In particular, some strategies (Items 1, 5, 15, 17, 18, 24, 30, 33), which provide significant benefits to successful reading, are not used satisfactorily. This table is quite revealing in highlighting the importance of reading strategy instruction for learners.

Table 3  
The Most Frequently Used Reading Strategies by the Seventh Graders

Item no	Reading Strategies	N	M	Sd
8	Translating each sentence into Turkish	20	4,10	,852
20	Underlying important parts	20	4,05	,999
9	Starting from the 1 <sup>st</sup> paragraph and reading all the way through the last paragraph	20	3,95	,945
21	Marking important parts, using colored pens or drawing stars	20	3,90	1,021
7	Trying to understand the meaning of every word	20	3,85	,875
22	Going over difficult parts	20	3,55	1,234
27	Following the lines read with pen or	20	3,35	1,725

	finger			
12	Changing reading speed depending on the difficulty of a text	20	3,35	1,348
4	Paying attention to parts of sentences	20	3,35	1,137

Table 3 illustrates the reading strategies used the most frequently by the 7<sup>th</sup> grade learners prior to the reading strategy instruction. However, closer inspection of the table demonstrates that the strategies with the highest means are not the desired ones for strategic and meaningful reading since they may present some barriers to foreign language learning. These strategies are as follows: translating each sentence into Turkish (Item 8), starting from the 1<sup>st</sup> paragraph and reading all the way through the last paragraph (Item 9), trying to understand the meaning of every word (Item 7), going over difficult parts (Item 22), following the lines read with pen or finger (Item 27). This demonstrates that the 7<sup>th</sup> grade learners are inclined to utilize ineffective strategies frequently instead of more effective strategies, such as skimming, scanning activating prior knowledge, using context clues, etc.

In the present study, six reading strategies (finding the main idea, skimming-scanning, activating prior knowledge, using context clues, questioning, and visualising) were attempted to be taught in the reading strategy instruction through flipped classroom. As a result, the items related to these strategies were calculated in the post-test analysis.

Table 4  
Reading Strategy Questionnaire Statistics of the Post-test

Item no	Reading Strategies	N	M	Sd
1	Using the title to help predict the contents	20	4,60	,681
24	Creating a picture in the mind as to the text	20	4,30	1,031
5	Paying attention to the beginning and the end of each paragraph	20	4,30	,923
33	Trying to figure out the main idea of each paragraph	20	4,25	1,070
3	Skimming	20	4,20	,834
15	Linking the content with background knowledge	20	3,95	,999
2	Considering what type of text it is	20	3,95	,945
16	Trying to understand the meaning of a word by dividing it into parts	20	3,85	,875
30	Predicting what will come next	20	3,70	1,559
18	Guessing the meaning using background knowledge	20	3,60	1,095
17	Guessing the meaning using the clues from the text	20	3,40	1,046

The results of the post-test analysis are presented in Table 4. The items which were taught in the instruction were placed in this table. Compared to the pre-test results, Table 4 shows that the frequency of these items experiences an increase after the treatment. Items 1 and 33 are based on figuring out the main idea. Items 3 and 5 are related to skimming while item 24 depends on visualising. Items 15 and 18 pertain to activating background knowledge, and items 2 and 30 are concerning questioning. Finally, Items 16 and 17 rely on using context clues. The following table sets out the items decreasing in comparison to the pre-reading strategy questionnaire.

Table 5  
Items Decreasing in Comparison to the Pre-Reading Strategy Questionnaire

Item no	Reading Strategies	N	M	Sd
9	Starting from the 1 <sup>st</sup> paragraph and reading all the way through the last paragraph	20	3,00	1,124
8	Translating each sentence into Turkish	20	2,65	,813
14	Skipping unknown words	20	1,60	1,188

Table 5 represents the items which have decreased after the instruction. Prior the reading strategy instruction, these strategies were utilized by the 7<sup>th</sup> grade learners. Nonetheless, this is not a favourable situation because these reading strategies may obstruct the language learning process. It can be deduced from the figures in Table 5 that as learners are exposed to the reading strategy instruction, they tend to use these strategies less frequently.

After the analysis of the pre-test and post-test results respectively, the results were compared by means of the Paired Samples t-test.

Table 6  
Comparison of the Results of the Pre- and Post-Tests with regard to the Related Strategies

	Mean 1	Mean 2	Standard deviation	Sig (2-tailed)
Pair 1	3,60	4,60	1,257	,002
Pair 2	2,65	3,80	1,694	,004
Pair 3	1,90	4,30	1,142	,000
Pair 5	3,35	4,50	1,348	,001
Pair 15	2,65	4,30	1,348	,000
Pair 16	2,65	4,10	,759	,000
Pair 18	2,20	4,30	1,447	,000
Pair 24	3,15	4,30	1,309	,001
Pair 30	2,45	3,70	1,410	,001
Pair 33	3,05	4,25	1,399	,001

Table 6 encapsulates that there is a significant difference between the pre-test and post-test because the Significance value is less than 0,05. It presents that the participants have become more inclined to implement reading strategies following the reading strategy instruction. As seen in Table 6, the mean scores of post-test showed a marked increase by comparison with the mean scores of the pre-test. These findings suggest that the instruction appears to be an effective way to make learners use the reading strategies.

Additionally, it was shown that the participants adopted several strategies, such as translating each sentence into Turkish or skipping unknown words before the treatment. These strategies may create some handicapping conditions for foreign language learning. The results of these strategies in the pre-

test and post-test were compared to see if there were any changes in the frequency of use of these strategies after the treatment. Table 7 summarizes these results.

Table 7  
Comparison of the Items Whose Mean Scores Decrease

	Mean 1	Mean 2	Standard deviation	Sig (2-tailed)
Pair 8	4,25	3,30	1,317	,004
Pair 9	4,65	3,90	1,410	,003
Pair 14	2,35	1,25	1,774	,001

Table 7 displays the comparison of the mean scores of the items, which decrease after the instruction. In fact, due to their impeding effects, this is an expected result. It can be interpreted that the reading strategy instruction via flipped classroom has proven to be beneficial to make the learners abstain from using these strategies.

#### 4.1. Qualitative Data

Qualitative data were collected through reflections and an attitude interview in this study. Learners were supposed to write their reflections weekly to express and elaborate on their opinions and experience of the reading strategy instruction and flipped classroom. In reflections, 10 questions were provided as prompts to give learners some ideas. These questions were related to both reading strategies and flipped classroom.

In answering the questions about reading strategies, the majority of the learners mentioned the effectiveness and usefulness of reading strategies. They also noted that reading strategies made the reading process easier. On the other hand, some of the learners stated that they had difficulty applying the reading strategies, thus they found the strategies problematic.

The questions regarding flipped classroom were answered positively, in general. Most of the learners expressed that flipped classroom was an effective way in many aspects. It created more relaxing learning atmosphere, made them feel excited, comfortable, and active in the learning process. Few learners added that flipped classroom was a new experience for them, so they felt uneasy and anxious while studying in flipped classroom. They also said that the lack of teacher presence in the video classes made the learning process harder.

The general responses to reflections show that learners have a positive attitude to a significant extent towards reading strategy instruction and flipped classroom although there are a few criticisms about the flipped classroom model.

A semi-structured interview was carried out to elicit learners' attitudes towards flipped classroom. For the collection of data from the interview, 12 open-ended questions were prepared to unearth the 7<sup>th</sup> grade learners' attitudes and perceptions about flipped classroom. The interview was implemented after the treatment. Each question was analysed one by one thoroughly. Findings were reinforced with the notable excerpts from the learners (L).

Question 1: *How did you find flipped classroom in general?* The large number of learners was agreed that flipped classroom was effective and pleasurable. Four learners in the interview group stated that it was challenging to study in flipped classroom.

L1: *It was totally a new experience for me. I really had fun during this process.*

L4: *I had some difficulty understanding the subject without my teacher at times. To be honest, I did not like it much.*

Question 2: *How did you feel while studying in flipped classroom?* The majority answered positively. Three of them had negative feelings towards flipped classroom, and one claimed that he was neutral about flipped classroom.

L7: *It made me feel safe because I could learn the subject at home. Besides, I went to school having already learned the subject, so I can say that I felt more confident.*

L9: *I was not used to studying in flipped classroom. That is why I felt a bit uneasy during the process.*

L10: *Actually, I cannot give a precise answer. I sometimes felt comfortable and excited, but I was sometimes bored and reluctant.*

In response to Question 3 '*Do you think that flipped classroom is an effective method?*', most of the learners thought that flipped classroom was an effective way to facilitate learning. To some extent, flipped classroom was regarded as a useful method. However, two learners expressed a contrary opinion. L11: *Flipped classroom is quite effective because I learned the subjects better thanks to video classes. I had the opportunity to watch the videos as much as I needed.*

L14: *I am accustomed to traditional teaching, so I had some trouble to adapt flipped classroom, and that made learning harder for me.*

When learners were asked '*In your opinion, what are the advantages of flipped classroom?*' in Question 4, all learners pointed out several advantages of flipped classroom.

L15: *The best feature of flipped classroom is the video classes. I could understand better by means of video classes because I could not rewind our teacher at school, but I could rewind and replay videos at home until I understood the subject.*

L16: *I can miss some points at school, but video classes eliminate the possibility of missing them.*

In response to Question 5 '*What are the weak and deficient points of flipped classroom?*' a number of disadvantages were reported.

L10: *The only problem with flipped classroom was that I could not ask my questions about the subject while watching the video classes.*

L7: *Learning subjects with video classes was really good, but the activities caused some noise at class at times, and it became disturbing.*

Question 6: '*Is there anything that you dislike about flipped classroom? If so, what are they?*' By and large, the majority said that they really valued and enjoyed the method. Nonetheless, they had some criticisms about flipped classroom. The responses to this question are in line with the responses to Question 5.

Question 7 was '*Did you find the video classes to be helpful in understanding the subjects?*' The vast majority of learners were unanimous in the premise that the video classes were useful. The flexibility to rewind, pause and fast-forward in the video classes is a common reason for their effectiveness.

L2: *I could watch videos again and again, so I believe that it was hard to forget for me.*

L8: *With the help of the video classes, I could learn the subjects at home instead of in noisy and crowded classes.*

Question 8 was '*What are the differences between traditional teaching and flipped classroom?*' It can be inferred from the responses of the learners that they are aware of the distinctions between the two models. Except for three students, the majority of the students thought that flipped classroom was superior to traditional teaching model.

L15: *In flipped classroom, I followed the lectures carefully, and so I did not miss anything watching video lectures because there was no distraction like noise.*

*L19: I think traditional teaching is better than flipped classroom. I was more engaged and active in the classroom because I could ask my questions when I struggled in the traditional teaching method.*

In response to Question 9 ‘Which one did you like most; doing homework at home or taking part in the activities in the classroom?’, over half of the learners pointed out that they preferred participating in the activities in the classroom to doing homework at home. Two of them noted that doing homework at home was preferable because they could focus on their homework at home thanks to the lack of noise. Three of them were indecisive in determining which one was better. They stated that both of them were useful.

*L20: Taking part in the activities in the classroom is better because I could think creatively with the help of my teacher and friends.*

*L3: Doing homework is boring and tiring. However, doing activities in the classroom was fun, so I felt energetic.*

In this interview, Question 10 was ‘In which model did you take more responsibilities for your learning; flipped classroom or traditional model?’ The responses to this question revealed two distinct points of view. Some of the learners said that they took much more responsibilities in the traditional teaching model. On the other hand, others stated that they felt more responsible in flipped classroom.

*L4: I think I took more responsibilities for my own learning in the traditional model because I had to do my homework at home on my own.*

*L15: I became more responsible in flipped classroom because I was supposed to learn the subjects at home.*

Question 11 asked the learners: ‘Has flipped classroom affected your learning style and manner?’ Many noted that it made learning more enjoyable, thereby increasing their motivation to learn. Several of them indicated that they were aware of the value of learning at their own pace. A few students expressed that flipped classroom had no effect on their way of learning.

*L8: I noticed that I could learn better at my own pace. In the traditional classroom, our teacher sometimes moves fast to follow the curriculum, so there may be some missing points. Flipped classroom overcame this problem.*

*L12: Flipped classroom helped me to recognize that I could learn by myself without authority.*

Question 12: ‘Which one do you prefer for your further education; flipped classroom or traditional method?’ Opinions differed in answering this question. Students reported some concerns despite the fact that they appreciated flipped classroom because it was a completely new experience for them. Some of them said that they took classes in the traditional classrooms for years, so they were afraid of this dramatic change. On the contrary, some of the students explained that they definitely favoured studying in flipped classroom because it was more enjoyable.

*L19: I prefer the traditional model because I am used to it.*

*L20: I prefer flipped classroom because it is more enjoyable and effective than the traditional method.*

*Taking together, these findings suggest that the 7<sup>th</sup> grade learners have positive attitudes towards flipped classroom. The responses of the learners enlighten that studying in flipped classroom was a pleasing experience for the learners.*

## **5. Discussion and Conclusion**

The present research aimed to investigate the effects of reading strategy instruction through flipped classroom on the 7<sup>th</sup> grade learners’ reading strategy use and attitudes towards flipped classroom. This study has produced fundamental outcomes contributing to the related literature.

Examining the effects of reading strategy instruction on reading strategy use is a continuing concern within the current literature (Karapınar, 2014; Wilkes, 2011). In this regard, this study makes a major contribution to the field of research by indicating the relation between reading strategy instruction

and the frequency of reading strategy use. In the study, the results gathered from the reading strategy questionnaire demonstrate that the 7<sup>th</sup> grade learners started to utilize reading strategies more frequently following the instruction. The present study is consistent with the previous research which revealed the fact that the reading strategy instruction helps to increase the frequency of learners' reading strategy use (Brevik, 2019; Salatacı & Akyel, 2002; Shih & Reynolds, 2018; Uzunçakmak, 2005). Additionally, the instruction appears to be beneficial in preventing learners from employing the undesirable reading strategies for successful reading. This situation may be interpreted that the reading strategy instruction developed a repertoire of reading strategies for the learners. It can be also interpreted that flipped reading strategy instruction encourages learners to become strategic readers.

Furthermore, previously published research on reading strategies focused primarily on college or university learners. However, this study was undertaken at a secondary school. In terms of the subject group, it is encouraging to compare the results with those of earlier studies targeting secondary or adolescent learners (Manoli, Papadopoulou, & Metallidou, 2016; Pekçabuk, 2019; Wilkes, 2011). This study supports the findings of Fathi and Soleimani (2019), who placed the learners aged 11-13 in their research. These researchers investigated the effects of reading strategy instruction on reading self-efficacy and reading attitudes and found that reading strategy training exerts positive impacts. Likewise, the findings of Pekçabuk (2019), who conducted her research with the 8<sup>th</sup> grade learners to examine the effects of reading strategy instruction on learners' reading strategy use, support those of earlier research. The current research confirms the literature by showing that reading strategy instruction enhances the frequency of the 7<sup>th</sup> grade learners' reading strategy use.

Moreover, this study has gone some way towards enhancing the understanding of the flipped classroom model. In this study, flipped classroom was applied in order to teach reading strategies. In this sense, the study adds to the rapidly expanding field of research because the focus of attention in previous studies is on other language skills or components, such as listening, writing, grammar, vocabulary (Ediş, 2017; Ekmekçi, 2014; Hung, 2015; Kurt, 2017; Şık, 2019; Yang, 2017). The results obtained from the study illustrate that flipped classroom has led to an increase in the frequency of the 7<sup>th</sup> grade learners' reading strategy use. It can be implied that flipped classroom has become effective in teaching reading strategies since it provides learners with enough time to practice in the classroom.

Further, the current research is differentiated from the earlier research in terms of its subject group. The sample of this study consists of the 7<sup>th</sup> grade learners although much flipped classroom research has been carried out with predominantly upper secondary school, college or university learners. The study was designed to determine the 7<sup>th</sup> grade learners' attitudes towards flipped classroom. The findings of this study highlight that the 7<sup>th</sup> grade learners hold positive attitudes towards the flipped classroom model. These findings are in agreement with those obtained by Ediş (2017), who investigated the effects of flipped classroom on Anatolian High School 10<sup>th</sup> grade learners' attitudes and autonomy. This experimental study found that learners had positive attitudes towards flipped classroom, and flipped classroom was a satisfying experience for learners. Similarly, Doman and Webb (2017) revealed that learners adopted positive attitudes towards flipped classroom. The results of this mixed research conducted at the University of Macau overlap with those of the current study. In line with these results, Smith (2013) discovered that learners held favourable attitudes towards flipped classroom by collecting data in his chemistry class. Consistent with the results of other studies, the present study confirms that flipped classroom have a positive effect on learners' attitudes.

This study indicates that the 7<sup>th</sup> grade learners highly value flipped classroom. However, these learners have taken classes in the traditional classroom for years; hence, they are accustomed to this method of teaching. As a result, they had some difficulty adapting the change of teaching method at the beginning of the implementation of the flipped classroom model. It can be inferred that learners tend to

study in the accustomed classroom model even if they find flipped classroom more pleasing and effective than traditional classroom. Increasing the adoption of flipped classroom can reduce the learners' concerns about flipped classroom.

In order to satisfy the needs of the current era's learners and keep up with the era, necessary conditions, such as technological infrastructure and changes in the curriculum should be accommodated. Especially disadvantaged areas should be prioritized. For instance, Van is a more disadvantaged city than many other cities in Turkey in terms of technological facilities. In this regard, the current research is of profound importance to provide a deeper insight into the related literature considering the area where it was conducted.

In addition, the insights gained from this study may be of assistance to underscore that learners can learn at their own pace. In accordance with the qualitative study conducted with 47 learners at a state university by Basal (2015), flipped classroom accommodates learners with the opportunity to learn at their own pace. In a similar vein, Chen Hsieh, Wu, and Marek (2017) report that video classes allow learners to learn at their own pace with the aid of the flexibility to pause, rewind, or replay. The results of the previous research confirm the results of the current research. Flipped classroom enables self-paced learning by means of video classes. In flipped classroom, learners are more inclined to identify and recognize their learning manner.

In essence, the present study offers valuable insights into the research field of flipped classroom. This study probes deep into the combination of reading strategies and the flipped classroom model. Therefore, this study advances the understanding of the related topics because very little is currently known about this combination. Additionally, the subject group of the study is vitally important in that it distinguishes the study from many studies in the field.

## 6. Implications

Several implications arise from the results of the present study for the understanding of the significance of reading strategy instruction and flipped classroom. This study emphasizes the impact of reading strategy instruction on meaningful and strategic reading. The results demonstrate that there is an increasing tendency to apply reading strategies more frequently after the training. It is possible to conclude that reading strategy instruction has increased awareness about reading strategies. Furthermore, reading strategy instruction has decreased the frequency of use of handicapping strategies, such as quitting reading when faced with difficulty or translating each sentence into Turkish. This aspect of reading strategy instruction is highly beneficial since these strategies may create undesired conditions for language learning.

Another implication is the premise that flipped classroom allows learners to be more engaged in classes. Instead of teacher-led instructions, flipped classroom devotes class time to learner-centered activities. Teacher in this model is a guide or a motivator rather than a leader or an authority. As a result, it fosters a flexible and learner-centred environment.

This study also implies that learning is a continuing process. Flipped classroom recognizes that learning is not restricted to the classroom, and it occurs outside of the classroom as well. Flipped classroom proves that learners can learn the subjects at home and on their own by means of video classes. Continuous learning is fundamental to learning a language, and flipped classroom renders it possible.

Finally, flipped classroom raises a growing awareness of use of technology in the educational landscape. Integration of technology into education is an inextricable outcome of the current era. Today's learners are considered digital natives, and technology plays a pivotal role in their lives. In order to address the needs of these learners, flipped classroom is fast becoming a key instrument.



### *7. Study Limitations and Recommendations for Further Research*

The present study was carried out with the 7<sup>th</sup> grade learners in an attempt to reveal the effects of reading strategy instruction through flipped classroom on learners' reading strategy use and the attitudes of the 7<sup>th</sup> grade learners towards flipped classroom. However, to establish a full picture of flipped classroom and reading strategy instruction, additional research will be needed. Some suggestions for further studies are listed below:

- The study was undertaken with 20 learners in the 7<sup>th</sup> grade. Although this study relies on a small sample of participants, it yielded valuable and satisfactory results. Notwithstanding these promising results, there are certain limitations to their generalizability. Further research should be done with larger samples.
- The treatment period for this research was six weeks. In this field, more studies should be conducted over a longer length of time.
- Due to time constraints, reading strategies were taught in a deductive way. Inductive teaching methods can be employed in further studies for long-term learning.
- In this study, the flipped classroom model was implemented to teach reading strategies. Further research based on other language skills or components are necessary to substantiate the role of flipped classroom.
- Further studies on flipped classroom can prepare video classes by using a variety of technological devices, such as smart boards, smart pens, microphones, professional cameras, and presentation applications.

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## APPENDIX A

### Attitude Interview Questions about Flipped Classroom

1. How did you find flipped classroom in general?
2. How did you feel while studying in flipped classroom?
3. Do you think that flipped classroom is an effective method?
4. In your opinion, what are the advantages of flipped classroom?
5. What are the weak and deficient points of flipped classroom?
6. Is there anything that you dislike about flipped classroom?
7. Did the video classes help you understand the subjects?
8. What are the differences between traditional teaching and flipped classroom?
9. Which one did you like most: Doing homework at home or taking part in the activities in the classroom?
10. In which model did you take more responsibilities for your learning; flipped classroom or traditional model?
11. Has flipped classroom affected your learning style or manner?
12. Which one do you prefer for your further education; flipped classroom or traditional method?

## APPENDIX 2.

### Reflection

Write your experiences, thoughts, and feelings about flipped classroom for this week. In your reflection, write down what you think about your experience. The questions can help you generate ideas. You can also add different questions.

1. Which reading strategies have you learned this week?
2. Have you used the reading strategy you have learned this week in classroom activities?
3. Do you think of using this strategy in your future readings? Why?
4. Did you find the strategy useful? Why?
5. How did you feel during the implementation of flipped classroom?
6. What do you think about video lectures?
7. What do you think about spending school hours with various activities?
8. Do you think flipped classroom is an effective model? How so? Why?
9. What do you like/dislike about flipped classroom?
10. What aspects do you find deficient or ineffective about flipped classroom?