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TEACHING READING STRATEGIES TO SECONDARY SCHOOL LEARNERS: A FLIPPED LEARNING PERSPECTIVE

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TEACHING READING STRATEGIES TO SECONDARY SCHOOL LEARNERS: A FLIPPED LEARNING PERSPECTIVE

(M.A. Thesis)

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ABSTRACT

This study set out to determine the effects of flipped classroom on secondary school learners' use of reading strategies and their attitudes towards flipped classroom. The present study included 20 learners studying at Yunus Emre Secondary School in Van, Turkey. These learners were chosen from the 7th graders through purposive sampling on the basis of having the computer and the Internet connection. In this case study, the data were collected through both quantitative and qualitative data collection instruments. As qualitative data collection tools, a semi-structured attitude interview and reflections were applied in order to reveal the learners' attitudes towards flipped classroom. Reading Strategy Questionnaire was used as a quantitative data collection instrument. It was administered to investigate the effectiveness of reading strategy instruction through flipped classroom on learners' use of reading strategies as a pre-test before the treatment. The learners were instructed for six weeks through reading strategy instruction. During the treatment, six reading strategies were explicitly taught via flipped classroom. The learners were assigned to watch the video lectures concerning one reading strategy at home before the class. In-class time was allocated for exercises and reading text practices. After each

class, learners were asked to write reflections about their experiences in the process. At the end of the 6-week reading strategy instruction, the reading strategy questionnaire was conducted again as a post-test to find out whether there was a significant difference in the learners' use of reading strategies. The analysis of the quantitative data was performed using SPSS software. Paired samples t-tests were carried out in order to compare the results of the pre-test and post-test. The results demonstrate that there is a marked increase in the learners' use of reading strategies after the reading strategy instruction. Additionally, the attitude interview was conducted in order to disclose the learners' attitudes towards flipped classroom after the treatment. The findings of the interview clarify that learners have positive attitudes towards flipped classroom. These results indicate that reading strategy instruction through flipped classroom has a positive effect on the learners' use of reading strategies and attitudes towards flipped classroom.

Key words: Reading strategies, reading strategy use, reading strategy instruction, flipped classroom
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ORTAOKUL ÖĞRENCİLERİNE OKUMA STRATEJİLERİNİN ÖĞRETİLMESİ: TERS YÜZ EĞİTİM MODELİ BAKIŞ AÇISIYLA

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ÖZ

Bu çalışma, ters yüz eğitim modelinin ortaokul öğrencilerinin okuma stratejilerini kullanmaları ve bu modele yönelik tutumları üzerindeki etkisini belirlemek amacıyla yapılmıştır. Bu araştırmaya Van'daki Yunus Emre Ortaokulu'nda okuyan 20 öğrenci katılmıştır. Bu öğrenciler, bilgisayar ve İnternet bağlantısına sahip olmaları esas alınarak amaçlı örneklem aracılığıyla 7. Sınıf öğrencilerinden seçilmiştir. Bu durum çalışmasında, veriler hem nicel hem de nitel veri toplama araçlarıyla toplanmıştır. Nitel veri toplama araçları olarak, öğrencilerin ters yüz eğitim modeline karşı tutumlarını ortaya çıkarmak için yarı yapılandırılmış tutum görüşmesi ve yansımalar uygulanmıştır. Nicel veri toplama aracı olarak Okuma Stratejileri Anketi kullanılmıştır. Bu anket ters yüz eğitim modeli üzerinden okuma stratejisi eğitiminin, öğrencilerin okuma stratejilerini kullanmaları üzerindeki etkisini araştırmak için uygulama öncesi ön test olarak kullanılmıştır. Öğrencilere altı hafta boyunca okuma stratejisi eğitimi verilmiştir. Uygulama boyunca, ters yüz eğitim modeli aracılığıyla altı okuma stratejisi açık bir şekilde öğretilmiştir. Öğrencilerden, dersten önce evde bir okuma stratejisine ilişkin video dersleri izlemeleri istenmiştir. Sınıf içi zamanı ise alıştırmalar ve metin okuma uygulamalarına ayrılmıştır. Her dersten sonra, öğrencilerden süreçteki deneyimleri hakkında yansımalar yazmaları istenmiştir. Altı haftalık okuma

stratejileri eğitiminin sonunda, öğrencilerin okuma stratejilerini kullanmalarında anlamlı bir farklılık olup olmadığını belirlemek için okuma stratejisi anketi son test olarak tekrar uygulanmıştır. Nicel verilerin analizi SPSS yazılımı kullanılarak yapılmıştır. Ön test ve son test sonuçlarını karşılaştırmak için eşleştirilmiş örnekler t-testi yapılmıştır. Sonuçlar, okuma stratejisi eğitiminden sonra öğrencilerin okuma stratejilerini kullanmalarında belirgin bir artış olduğunu göstermektedir. Ayrıca, uygulama sonrasında öğrencilerin ters yüz eğitim modeline yönelik tutumlarını ortaya çıkarmak için tutum görüşmesi yapılmıştır. Görüşmenin bulguları, öğrencilerin ters yüz eğitim modeline karşı olumlu tutumlara sahip olduklarını göstermektedir. Tüm bu sonuçlar, ters yüz eğitim modeli aracılığıyla verilen okuma stratejisi eğitiminin, öğrencilerin okuma stratejilerini kullanmaları ve ters yüz eğitim modeline yönelik tutumları üzerinde olumlu bir etkiye sahip olduğunu göstermektedir.

Anahtar kelimeler: Okuma stratejileri, okuma stratejilerinin kullanımı, okuma stratejisi eğitimi, ters yüz eğitim modeli
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CHAPTER I

INTRODUCTION

English has a pivotal role all over the world in any field, such as science, trade, education, economics, travel, business, technology, tourism, etc. English has developed the power to erase borders and bridge the world. By virtue of its crucial importance, it is inextricable to devote rapt attention to teaching English as a foreign language for years. All around the globe, teaching and learning English have become a widely explored research area for many researchers. Continuous research in this field of study underscores the significance of English in the modern world. In this communicative world, one ought to become capable of language skills to become successful. For this reason, it is of primary importance to contemplate four skills for teaching and learning English. Four basic skills are decidedly prominent for language learning, but among other skills, reading is absolutely fundamental for foreign language learning, especially for the countries where English is not used in daily life because reading provides learners with significant foreign language input (Carrell, 1998). Many English as a foreign language learners have little chance to be exposed to English in real life. By means of reading, EFL learners can overcome this disparity and get the opportunity to be exposed to the target language (Richards & Renandya, 2002). Therefore, reading is all-important for foreign language learners and learning-teaching process.

Reading is the backbone of foreign language learning and teaching process inasmuch as it is a fruitful source of target language input. It is rich in vocabulary, form, target culture, and world knowledge. It caters the learners for a host of activities such as comprehension, getting important information, finding out ideas, interpreting the ideas and messages, learning new vocabulary, activating their background knowledge related to the written text they read. It goes without saying that reading is an interactive skill, and it equips the learners with the skills necessary for language learning.

Investigating reading is a continuing concern within the literature. Reading is "the skill or activity of getting information from written texts" (Cambridge Dictionary, 2019). There is not one certain definition describing reading. Grabe and Stoller (2002) elucidate reading as the process of understanding messages in written texts while Nuttall (2005) pinpoints that reading is the way of associating mind with mind and transferring thoughts and knowledge. These definitions demonstrate that reading helps the readers make sense of the world and interpret the meaning they get. In order to benefit in the best way from reading, it necessitates the full involvement of the readers with their attention, prior knowledge, cultural background, linguistic knowledge (Allan & Bruton, 1998; Grabe, 2009; Koda, 2007; Li, 2010; Wolf, 2007). Reading is a pillar of the foreign language learning process, and it should be scrutinized minutely because reading includes a number of elements such as vocabulary, form, punctuation (Grabe, 2004, 2009). If one asks for mastering a foreign language, s/he should master reading.

In the process of meaningful and effective reading, learners are supposed to be empowered to use reading strategies effectively. Reading strategies are the mainstay of effective and meaningful reading. Afflerbach, Pearson, and Paris (2008) define reading strategies as "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). That is to say, reading strategies are assistants of the readers to comprehend the written texts fully. Another apt definition of reading strategies is provided by Cohen (1990). He defines it as "mental

processes that readers consciously choose to use in accomplishing reading tasks" (p. 83). At this juncture, Wei's definition would be to the point. Wei (2006, cited in Ertekin, 2010) explicates reading strategies as actions used intentionally to obtain the message and meaning in the written text. The general consensus emerged among the researchers is the idea that reading strategies are deliberate, purposeful, and conscious actions taken by the readers to reap the benefits of the written texts. Seeing that reading strategies are the actions or techniques used deliberately and consciously, it necessitates explicit teaching for more fruitful reading. In other words, strategy instruction helps the learners be effective and successful readers; that is why strategy instruction is of great importance.

Aforementioned, a reading strategy is a conscious action. Therefore, by conscious knowledge of reading strategies, readers may establish effective control over texts. For the sake of effective and fruitful foreign language learning, learners need to develop a repertoire of several reading strategies. In this sense, teachers are supposed to give a hand with the learners for explicit teaching. However, it is palpable that the way of teaching is of concern for successful reading strategy instruction. Reading strategy instruction is to be compatible with the ways of teaching reshaped in the light of many studies and research within years.

As is known, today's world adopts technology-based teaching and learning approach because technology has a leading role in all walks of life. It is inevitable to see the effects of technology in foreign language learning. Thanks to the increasing presence of technology, a sundry of learning and teaching environments have sprung up. One of the aims of creating new environments is to use learning and teaching time, especially in-class time, in the most effective way. To serve this purpose, Bergmann and Sam in 2012 propounded a teaching method for more fruitful classroom time. This method, which is one of the most popular methods in the last decades, is "flipped classroom." Flipped classroom is pinpointed by Hamdan, McKnight, McKnight, and Arfstorm (2013) as "doing school work at home and home work at school." That is to say, flipped classroom suggests that

teaching should be at home, and the activities should be done at school. Flipped classroom furnishes the learners with the opportunity to make use of the classroom time effectively, especially for learner-centered tasks. It is the way to delimit the classroom time afresh. In other words, in-class time requires to be designed all over again. In this innovative model, on the contrary to the traditional classroom, in-class time does not stand for the instruction but the learner-centered tasks. Instead of teaching in the classroom, classroom time is allocated for learner-centered activities. As for teaching, it takes place at home with videos shot in advance by the teachers (Bergmann & Sams, 2012). Flipped classroom promotes an active learning atmosphere. This characteristic of flipped classroom is crucial for the optimal level of learning. This fresh method of modern teaching and learning environments makes the learners agents of learning. For these reasons, flipped classroom merits notable consideration and multidimensional study.

1.1. Statement of the Problem

In the current era, technology is fast becoming a key instrument in every stage of life. The educational world cannot resist this salient resource, as well, and it emerges as a powerful platform in education. The intense involvement of technology in education prompts such an obligation to use technology in every phase of foreign language education. Technology provides the educational world with great convenience and advantages. To estimate the utility of technology in foreign language education, it is a requisite to use it not only in class but also out of class. Since school hours are not enough for fruitful exposure to a foreign language, it is imperative to use school hours effectively and wisely. To achieve this, technology should be regarded as an integral part of the foreign language learning and teaching process. There are manifold ways and methods in favour of integrating technology into foreign language education. One of these ways is “Flipped Classroom.” Flipped classroom places learners at the center of education and offers more effective and

fruitful in-class time. This benefit is of paramount importance, especially for foreign language learners, inasmuch as foreign language learners do not have enough opportunity to be exposed to the target language in daily life.

In Turkey, which is one of the third circle countries (Kachru, 1985), teaching and learning a foreign language is not relatively simple in that foreign language is not spoken or used in daily life. To put it another way, learners are not efficiently exposed to the target language in their daily lives. Learners strive to learn English in formal education mostly; however, mainstream education does not allow learners to learn English at the ultimate level. The reason behind this stems from the fact that instructions take place in short periods, generally in 40 minutes and in crowded classrooms. It can be easily understood that it is not probable to teach and learn English in such a short period and crowded classrooms effectively and ultimately. Instructors have to reach certain and strict goals established in the curriculum in a short time. This leads to pressure on teachers and learners, time management problems, incomplete subjects, missing parts of the subject, failure to attach due importance to each part and skill, lack of desired learners' involvement, more teacher talking time, less learner talking time, and challenge to take into account individual speed of learners. Considering the curriculum and the goals set in the curriculum, it is accepted that learners are at the same level and learn at the same speed. However, some learners are successful and learn in an easy and fast way, whereas others are struggling, and their learning process takes a longer time. Thinking those at the equivalent level may harm both successful and struggling learners. It may cause that successful learners become slower to learn, or struggling learners feel less self-confident and insufficient. This situation is not desired for effective and fruitful foreign language learning. In order to handle this situation, it is necessary to foster active learning to create a learner-centered environment. To fulfil learners' learning needs, school hours should be used in a powerful and reasonable way to reap the utmost benefit.

These challenging issues pose problems for the foreign language learning and teaching process. In the process of meaningful and satisfactory foreign language learning, foreign language learners should be exposed to the target language as much as possible. Fruitful exposure to the target language is first and foremost in the language learning and teaching process. One of the most appropriate, applicable, and easy ways of exposure is reading. Reading is one of the critical language skills and substantial resources for target language input. In order to maximize the benefits of reading, it is necessary to use reading strategies properly. To use reading strategies properly, practice is the key. For practicing effectively, it is significant to allocate the school hours for learner-centered activities. In order to render it possible, teachers should modify the system and how to use in-class time afresh. By means of flipped classroom, teachers can offer a new insight into the traditional education system. Therefore, it is considered that flipped classroom can be the solution to the problems mentioned above.

For the reasons above, this study strives to find out the effects of flipped classroom on the learners' use of reading strategies and attitudes towards flipped classroom.

1.2. Purpose of the Study

Although a considerable amount of research has been conducted on the use of technology in classrooms, there is much less research on its use outside classrooms (Hung, 2015; Sung, 2015; Terrell, 2012). In order to use in-class time wisely and effectively, it is essential to make the most of technological opportunities. Inasmuch as the benefits of technology in class are obvious, it is worth investigating the effects of technology used outside the class. Due to the limited classroom time and overloaded curriculum, in-class time cannot be used in the desired way. Learners may be passive receivers of knowledge, may not have the chance to put what they have learned into practice or to advance at their own speed at times. To deal with these problems, delimiting in-class time and using in-

class time in accordance with learners' interests are required. To serve this purpose, a new model has been put forward in the last decade - Flipped classroom.

Flipped classroom has sprung up so as to reshape in-class time and activities and place the learners at the center of education. There is a growing body of literature that recognises the importance or effects of flipped classroom (Ediş, 2017; Morgan, 2014; Yang, 2017). To date, flipped classroom has been investigated in terms of grammar teaching, learners' autonomy, teaching speaking or writing mostly (Darıyemez, 2020; Ediş, 2017; Ekmekçi, 2014; Tuna, 2017). However, scant attention has been devoted to teaching reading strategies through flipped classroom (Yurdagül, 2018). Nevertheless, reading strategies are noteworthy ways to promote language learning, and they require thorough analysis and greater focus. Accordingly, the present study strives to blend reading strategies and flipped classroom and investigate learners' attitudes towards teaching reading strategies via flipped classroom. To enable learners to be successful readers, learners' attitudes should be taken into consideration since their attitudes exert an impact on their willingness to learn (Giannakos, Pappas, Jaccheri, & Sampson, 2017). This situation is valid, especially for learners at younger ages, because they are more inclined to act according to their likes and dislikes (Keskin, 2019). On account of that, for fruitful teaching and learning process, it is laid emphasis on learners' attitudes towards ways of teaching. Therefore, this study seeks to examine the learners' attitudes towards the flipped classroom. The main focus of this research is on revealing the effectiveness of flipped classroom on learners' use of reading strategies and attitudes of the learners towards flipped classroom.

In accordance with the aforementioned statements, the present study seeks the answers to these four questions:

RQ1: Does the subject group selected from the 7^{th} 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 7th 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 7th grade learners?

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

1.3. Significance of the Study

Despite the advancement of technology in education, the use of technology outside the class is poorly understood in literature (Akçor, 2018; Ekmekçi, 2014; Kurt, 2017). At this point, the present study will be instrumental in grasping more attention to the effective use of technology as robust support in the language learning process. This study aims to offer some more insights into applying flipped classroom in foreign language education in order to teach reading strategies. In this respect, this study is of interest to a wide range of studies because it examines the use of an innovative model in reading classes.

The present research also aims to contribute to this growing area of research by exploring secondary school learners' attitudes towards flipped classroom. Considering previous research done on flipped classroom in literature, it seems that the subject groups have been comprised of upper secondary school, university, or college learners in general (Akçor, 2018; Tuna, 2017; Yurdagül, 2018). However, this study was conducted with the 7th graders in a secondary school. In terms of its subject group, this research plays a critical role in making contributions to the literature.

Additionally, the study provides an important opportunity to advance the understanding of the effectiveness of flipped classroom in reading classes. To date, much research has focused on the role of flipped classroom on grammar or vocabulary teaching, learners'

autonomy, motivation, etc. (Çibik, 2017; İyitoğlu, 2018; Tuna, 2017). Nonetheless, this study has scrutinized the effects of flipped classroom on reading strategy use. It attempts to teach reading strategies to secondary school learners through flipped classroom. In the light of these statements, it is hoped that this research will make a major contribution to the related literature.

To sum the aims and contributions of this thesis up, it attempts to provide a significant opportunity to advance the understanding of flipped classroom. The purpose of this study is to unravel the effects of flipped classroom on the learners' reading strategy use and their attitudes towards flipped classroom.

1.4. Assumptions

This study employs a reading strategy inventory, interview, and reflections to collect the data. It is assumed that the participants reflect their proper points of view and answer the questions in the data collection instruments sincerely and honestly. Moreover, it is assumed that the sample group selected in terms of having the computer and the Internet connection through purposive (criterion-based) sampling represents the universe. Lastly, the researcher assumes that the learners in the sample group are at a similar level in English.

1.5. Limitations

This study was conducted in a secondary school in Van in Turkey; thus, it is unable to encompass the entire secondary schools in Turkey. This research is a case study. It is unlikely to generalize the results to larger populations in its nature.

In the second place, the study is limited to a six-week implementation. Some students who will participate in this study may not follow all the sessions owing to some problems; this may affect the results.

Additionally, it may be difficult to keep learners' full attention in the video classes, and learners may get bored at times.

Finally, qualitative data collection instruments are used in this study. The students' states of mind while answering the questions will affect the validity of the instruments.

CHAPTER II

REVIEW OF LITERATURE

In order to gain an understanding of the influence of flipped classroom in teaching reading strategies and the attitudes of the learners towards flipped classroom, it is necessary to review the literature related to the topic. This chapter will be devoted to defining the key terms. In the first place, a detailed explanation of reading and the position of reading in foreign language education will be provided. Afterwards, reading strategies and reading strategy instruction will be discussed. Then, flipped classroom will be explicated. Finally, the attitude and characteristics of adolescent learners will be mentioned succinctly.

2.1. Reading

There are manifold definitions to explicate the reading and reading process. To date, many a researcher has made every endeavour to unveil reading thoroughly and yield proper definitions to literature. A dictionary definition of reading is “the skill or activity of getting information from written texts” (Cambridge Dictionary, 2019). This dictionary definition is in line with the explanation of Grabe and Stoller. According to Grabe and Stoller (2002), reading is “the ability to draw meaning from the printed page and interpret the information appropriately” (p. 9). That is to say, reading is the process of understanding messages in

written texts. By the same token, Nuttall (2005) elaborates that reading is the way of associating mind with mind and transferring knowledge. Considering these definitions, reading is a means of receiving information from written texts. In other words, reading enables learners to make sense of what they read and make comments on what they obtain. Smith (1971) maintains that "reading is a specialized and complex skill involving a number of more general skills that have to be understood in any serious analysis of the subject" (p. 1). Reading is a complicated process because it requires full of learners' involvement, attention, concentration, and background knowledge (Grabe, 2009).

With regard to the description of reading, Grabe (1991) puts forward the notion of fluent reading. He claims that the appropriate way of describing reading is explaining fluent reading. Grabe (1991) identifies fluent reading as "rapid, purposeful, interactive, comprehending, flexible, and gradually developing" (p. 378). He enunciates the characteristics of reading as;

- ✓ Reading is rapid; the reader must manage a reasonable rate of information flow in order to make critical connections and inferences.
- ✓ Reading is purposeful because the reader reads for a reason.
- ✓ Reading is interactive since the reader combines information from the written page with information from his/her prior knowledge. Also, it needs multiple abilities to work together at the same time.
- ✓ Reading is comprehending in that the reader hopes to understand the message in the text.
- ✓ Reading is flexible; to read effectively, the reader applies a variety of strategies.
- ✓ Reading develops gradually; the fluency in reading does not occur abruptly. Fluent reading takes a long time and effort.

The description above points out that reading is a very complex process. The complexity of reading also draws on the fact that it includes a set of components. According to Grabe (1991), reading is subdivided into the component skills such as "automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge and skills monitoring" (p. 379).

By reason of that, reading deserves a multifaceted study and rapt attention. For years, researchers have underscored reading as a language skill, and they have delved into the position of reading in the language learning process. For the process of meaningful and fruitful language learning, it is well worth the effort to elaborate reading in this field of study.

2.1.1. Reading in English Language Teaching

Rivers (1981, p. 147, cited in Sert, 2012) proposes that "reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language" (p. 10). Hereupon, Rivers (1981) draws attention to the multiple roles of reading in the language learning process. Reading is one of the four basic language skills, which is a fundamental skill to master for successful language learning. Reading is the building block of the foreign language learning and teaching process granted that it furnishes a great amount of language input with readers (Carrell, 1998). It contains vocabulary, syntax, world knowledge, and target culture (Grabe, 2004, 2009). It caters the learners for a host of activities such as comprehension, getting important information, finding out ideas, interpreting the ideas and messages, learning new vocabulary, activating their background knowledge related to the written text they read (Cohen, 1990; Grabe, 1991). At this juncture, it is palpable that reading is an interactive skill, and it equips the learners with the

skills necessary for language learners (Koda, 2004). With the help of reading, learners bridge between background knowledge and newly learned knowledge. In this way, learners not only obtain new knowledge but also acquire certain skills. To exemplify, learners have the chance to preview the texts, use contextual clues to guess the meaning, infer and reconstruct meaning (Sheorey & Mokhtari, 2001). These skills are all-important to survive in the current era because this era necessitates learners having critical thinking skills and understanding easily and quickly what they read. With the advent of technology, individuals can encounter knowledge everywhere, and there are numerous ways to reach knowledge. Reading quickly,analysing, inferring, and reconstructing meaning empower learners to be distinctive and privileged (Grabe, 2009). As Lee (2012) maintains, reading is a "psycholinguistic process for active reconstruction of a message from written language" (p. 310).

According to Cohen (1990), accomplished reading has the power to enhance language learning. If one wants to master a foreign language, s/he is supposed to benefit at the best way from reading because reading supports the other skills of a foreign language. In this sense, Krashen (1981) asserts good reading multiplies the vocabulary of the readers. Grabe (1986) claims that reading is helpful to improve the readers' writing skills while Chastain (1988) highlights that reading pratices are resources for promoting fluency in other language skills. In addition, Koda (2007) explains that "reading builds on oral language competence and that learning to read uniformly requires making links between a language and its writing system" (p. 1). Floris and Divina (2009) agree that learners can both develop their reading skills and expand their English knowledge and abilities by means of reading. Drawing on the sources, it can be set out that reading forms a basis for quality language learning.

Reading constitutes a valuable source of target language input, especially for foreign language learners, by reason of the fact that English is not spoken or used in real life. These kinds of learners possess limited opportunities to be exposed to the target language

in their daily lives. That is why it is vital to find a fruitful source for exposure. Reading is the most appropriate option in the third circle countries (Kachru, 1985). Reading puts vocabulary, form, structure, punctuation, phrases, paragraphs, knowledge as to target culture at learners' disposal. For these reasons, reading plays a crucial role in language learning.

Thus far, a great amount of research has been conducted on reading. To dominate the reading process, three main reading models have emerged. In order to maximize the understanding of the reading process, the exploration of three reading models would be useful.

2.1.2. Reading Models

From past to present, a large and growing body of literature has investigated what processes emerge during the reading process. In general, there are three reading models; bottom-up, top-down, and interactive models.

2.1.2.1. Bottom-Up Model

Among the models, the preceding one is the bottom-up model. The model, which Gough (1972) put forward, draws on the notion that the reading process consists of a hierarchical sequence. The focus is on every detail starting from letters to meaning during reading. Liu (2010) enlightens that in the bottom-up model, "reading proceeds from part to whole" (p. 154). In this model, the reader begins the process by starting from the smallest units, such as letters or words. Then, s/he moves to the larger units such as phrases, clauses, or sentences so as to reach the level of meaning of the text (Brown, 1998).

According to Yiğiter, Sarıçoban, and Gürses (2005), "reading is a matter of decoding a series of written symbols" in the bottom-up model (p. 125). Since the primary focus of the

readers is on decoding and small units, “little time remains for comprehension” (Thompson, 1988, p. 618). The readers are supposed to obtain the meaning by noticing letters or words; therefore, it takes a long time to get the meaning.

The first step of this model is identifying the letters, and then it follows a linear fashion. The straight lines are first and foremost for this model. Eventually, this hierarchical order is followed automatically. In this sense, the readers pay their attention to the letters and words rather than the meaning systematically (Lee, 2007). The situation distracts the readers from the meaning.

On the contrary to the weaknesses of the bottom-up model aforementioned, the proponents of the phonics approach advocate the benefits of the bottom-up reading model (Fries, 1963; Parker, 2019). According to the phonics approach, successful decoding makes readers feel more secure because “facility and ease in identifying polysyllabic words, and in inferring their meanings from a knowledge of prefixes, suffixes, and roots, help students with comprehension” (Chall & Popp, 1996, cited in UKEssays, 2018). Likewise, Gough (1972) supports that this model helps the readers to improve pronunciation, spelling, and word recognition. Also, Gough (1972) asserts that it is a useful way for reading comprehension even if he thinks it is not sufficient in itself.

The bottom-up model is accepted as “lower level” reading process by many researchers (Grabe, 1991; Segalowitz, Poulsen, & Komoda, 1991; Thompson, 1988). For reading comprehension, the recourse to “higher level” reading is essential. These shortcomings of the model have led researchers to seek new ways to improve the reading process.

2.1.2.2. Top-Down Model

The top-down model appears as a reaction to the bottom-up model. Contrary to the view of the bottom-up theorists, the top-down model accepts that reading is beyond the text-based level. Brown (1998) pinpoints the top-down model as “knowledge-based and conceptually

driven" (p. 191). According to Brown (1998), readers make connections between their world knowledge and the text they read in the reading process.

Unlike the bottom-up model, the top-down model is chiefly meaning-based. Yiğiter, Sarıçoban, and Gürses (2005) explain that this model highlights "the reconstruction of meaning rather than the decoding of linguistic form" (p. 125). The heavy focus is on the meaning and ideas instead of the smaller linguistic parts. The top-down model objects to the notion that the readers should follow a linear order to get the meaning. This model advocates that these straight lines can distract attention from reading comprehension.

The top-down model is also known as 'Psycholinguistic model of reading' originated by Goodman (1967). Goodman defined reading as a "Psycholinguistic Guessing Game" (cited in Grabe & Stoller, 2002). In this model, the readers involve in the text by hypothesizing, predicting, and activating their background knowledge. Prior knowledge has a dominant position in the top-down model because it allows a strong interaction between the reader and the text to get the meaning. For this reason, the top-down model is accepted as 'high level' reading process (Eskey, 1988; Grabe & Stoller, 2002; Weber, 1984).

Although the top-down model offers a more comprehensible process than the bottom-up model, it has some drawbacks. According to Eskey (1988), this model works for successful readers, but it may not be appropriate for less proficient readers. To adopt this model effectively, readers are supposed to have a good level of grammar and vocabulary knowledge.

2.1.2.3. Interactive Model

The shortcomings and limitations of the former models have paved the way for the emergence of the interactive model. In fact, the 'interactive model' refers to two different interactions (Grabe, 1991). First of the interactions is between the reader and the text. Second, it refers to the combination of bottom-up and top-down models. It can be

considered as a holistic approach. In this model, readers deal with reading by (1) construing the linguistic units in the text (bottom-up processing) and (2) linking this information to what is already known about the world (top-down processing) (Carrell & Eisterhold, 1983; Grabe, 1991). The interactive model advocates the fact that both models complement each other, and the combination of these models will improve the reading process. Nassaji (2002) emphasizes "bottom-up and top-down processes rarely exist in isolation in reading comprehension in either L1 or L2" (p. 461). For this reason, combining these two models is of importance for reading comprehension.

Additionally, this model merges with lower-level and higher-level processes (Stanovich, 1980). In this sense, this model is considered as a compensation model "because it caters for both skilled and unskilled reading" (Zainal, 2003, p. 110).

All in all, these three models are the attempts to shed light on the processes in reading comprehension. Reading comprehension is a multifaceted issue, so it necessitates multidimensional study.

2.1.3. Reading Comprehension

Reading comprehension is one of the most fundamental objectives of the reading process (Literacy Information and Communication System, 2010). In justifying the importance of reading comprehension, Durkin (1993) states that reading comprehension is the "essence of reading" (cited in Dreyer & Nel, 2003). The main purpose of reading is considered primarily to comprehend the meaning beyond the print. Constructing meaning signifies building bridges between the text and the reader. This link between the text and the reader generates an interaction during the reading process, and this interaction leads to reading comprehension. Therefore, it is claimed that reading comprehension is an interactive process (Grabe & Stoller, 2002; Hayashi, 1999; Koda, 2007; Liu, 2010). The RAND Reading Study Group (2002) supports that comprehension is "the process of

simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11). The ultimate level of reading comprehension necessitates strong interaction and active involvement during the process of reading.

Reading comprehension sets a benchmark for successful reading. It "takes the learner to a new level of active understanding and insight" (NSW Department of Education and Training, 2010, p. 2). In this way, reading can go beyond print because the significance of reading is getting meaning. Comprehending the meaning constitutes a primary purpose for the readers. Literacy Information and Communication System (2010) illuminate this issue by uttering, "comprehension is the reason for reading" (cited in Richardson, p. 9). In other words, reading comprehension gives the readers reason to read.

To shed more light on comprehension, the RAND Reading Study Group (2002) claims that comprehension comprises three pillars; "the reader, the text and the activity" (p. 11). The reader is the person who uses his/her skills, capabilities, information, and perspectives to act reading. Text is, in general, considered as any printed or electronic text. As for activity, the goals, procedures, and outcomes should be included. It encompasses a harmony of activities, such as comprehending the ideas, commenting, deducing, explaining the features of the texts (Mullis, Kennedy, Martin, & Sainsbury, 2006). Sargent, Smith, Hill, and Morrison (2010) clarify comprehension as "the understanding of the text and often demands explanations, interpretations, applications, perspectives, empathizing, and self-monitoring" (p. 376). It demonstrates that comprehension is a highly demanding process.

As is whole, comprehension is the process of making sense of what is read; therefore, comprehension is notable for successful reading. Reading comprehension satisfies the readers' desire to read. That is to say, comprehension is the ultimate level of successful reading. In order to reach this level, readers should adopt strategic reading. Strategic readers can be described as the readers who are capable of using strategies in connection

with their purposes (Janzen & Stoller, 1998). Having this in mind, reading strategies should be scrutinized carefully.

2.2. Reading Strategies

Reading strategies are the indispensable parts of successful reading. To understand the role of reading strategies, it needs explaining thoroughly. Reading strategies have captured the attention of many researchers by virtue of their importance for effective reading (Abbott, 2006; Block, 1986; Oxford, 1990; Uzunçakmak, 2005). Baker and Boonkit (2004) briefly state reading strategies as "techniques and methods readers use to make their reading successful" (p. 302). That is to say, reading strategies are the assistants of the readers to read effectively. On the other hand, Abbott (2006) accentuates them as "mental operations and comprehension processes that readers select and apply in order to make sense of what they read" (p. 637). Readers apply reading strategies to interact with the text and bridge between themselves and what they read. They use some mental activities, which are called reading strategies, to reap the utmost benefits from what they read. Reading strategies provide great convenience to readers to construct, infer and interpret the meaning, accomplish the tasks, and comprehend what is tried to be told (Grabe, 1991). Another definition is offered by Pritchard (1990), which is "a deliberate action that readers take voluntarily to develop an understanding of what they read" (p. 275). In line with Pritchard, 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 of opinion over reading strategies is that they are tactics, methods, or techniques which are used consciously and purposefully. In other words, readers select them for a purpose, and reading strategies enable readers to comprehend the written text fully. Seeing that reading strategies have such an important role in reading comprehension,

and these are conscious and deliberate actions taken by readers, reading strategies demand explicit teaching for fruitful reading. Strategy instruction is essential in order to make learners effective and successful readers.

Prior to how to teach reading strategies, the focus of attention should be drawn on what reading strategies are. To date, researchers endeavour to reveal what reading strategies are and to leave no stone unturned as to reading strategies. In the light of the endeavours of researchers, several taxonomies, which are binary classifications in general, have sprung up. Drawing the frames of these different classifications and underscoring the basis of these classifications will help the readers to understand reading strategies much better.

- To start with, Block (1986) divided reading strategies into two groups; general comprehension and local linguistic strategies. General comprehension strategies are related to an overall understanding of the text. They include 'anticipating content, recognizing text structure, integrating information, questioning information in the text, interpreting the text, using general knowledge and associations, commenting on behavior or process, monitoring comprehension, correcting behavior and reacting the texts.' Readers deal with the whole text by using these strategies. On the other hand, local linguistic strategies draw on the much smaller units. In other words, these strategies are as to word-level. These strategies comprise of activities such as 'paraphrasing, rereading, questioning meaning of a word, clauses or sentences and solving vocabulary problems.' (Block, 1986, pp. 472-473).
- Another classification has been offered by Barnett (1988): text-level and word-level strategies. As its name suggests, text-level strategies are based on the whole text. In this category, reading the title, using background knowledge, predicting, skimming, and scanning are placed while using contextual cues to guess the meaning, identifying the grammatical category of words, understanding word references and

word formation are enumerated among word-level strategies since word-level strategies draw on the linguistic level.

- A counterpart categorization with Barnett's is Carrell (1989)'s local and global strategies. Carrell (1989) emphasizes that global strategies are 'top-down' type and include a general understanding of the text, the gist of the text, and text organization. On the other side, Carrell (1989) describes local strategies as 'bottom-up' strategies. In this group, to understand what is read is on the pathway of smaller units. It starts with sound-letter, word-meaning, sentence syntax, and text details, and then it is adapted into whole texts.
- Another categorization belongs to O'Malley and Chamot (1990): cognitive, metacognitive, and social-affective strategies. In cognitive strategies, learners use mental activities in the process of reading. Inferencing, paraphrasing, guessing from context, analysing, skimming, taking notes, and summarizing are samples of cognitive strategies. Metacognitive strategies subsume the activities such as planning, monitoring, arranging, and evaluating learning. As for the social strategies, they are relevant to cultural knowledge in the texts. Besides, they include the learning process with peers, asking for correction and feedback, group works, and cooperation. Affective strategies consist of encouraging the readers, lowering anxiety, and enhancing willingness to read. (Singhal, 2001).
- Direct and indirect strategies are two main groups provided by Oxford (1990). Direct strategies embrace memory, cognitive, and compensation strategies. Memory strategies enable readers to store and retrieve knowledge. Cognitive strategies are mentioned above; thus, they are not reiterated to abstain from repetition. Compensation strategies are used by the readers when they compensate for their lack of knowledge. Considering indirect strategies, they consist of metacognitive, affective, and social strategies. Metacognitive strategies help

readers to follow their own reading process. Affective strategies are used by the readers to overcome their negative feelings and attitudes towards reading and summon up their courage. Social strategies allow other people to involve in the reading process with the activities such as giving and receiving feedback, asking for clarifications, improving cultural knowledge, etc.

- The last classification mentioned in this study is Survey of Reading Strategies (SORS) of Mohktari and Sheorey (2002). Their classification comprises global, problem solving, and support strategies. Similar to metacognitive strategies, global strategies are related to activities used deliberately, such as monitoring, planning, and arranging the learning. Problem-solving strategies are described as directly used activities. These are used when a problem emerges. Handling problems such as loss of concentration, unknown words, lack of knowledge is the business of problem-solving strategies. Support strategies are used to back learners up so as to comprehend the texts with the help of activities such as taking notes, reading aloud, underlining important parts, translating into L1, using a dictionary.

Along with the classifications, a concise elaboration based on reading strategies presented in Figure 1 would be helpful to deepen the level of understanding of the issue.

Author	Coding Scheme	Example strategies under each category
Hosenfeld, 1977	a. main-meaning line b. word-solving	
Block, 1986	a. general b. Local	a. anticipating content, recognizing text structure, integrating information, questioning information, distinguishing main ideas, interpreting the text, using general knowledge and associations to background, commenting on behavior or process, monitoring comprehension, correcting behavior, focusing on textual meaning as a whole and reacting to the text. b. paraphrasing, rereading, questioning meaning of a clause or sentence, questioning meaning of a word, solving a vocabulary problem.
Barnett, 1988	a. text-level (global or top-down strategies) b. word-level (local or bottom-up strategies)	a. utilizing background knowledge, predicting, reading the title, skimming and scanning b. identifying grammatical categories of words, using reference words, identifying word families
Carrell, 1989	a. global or top-down b. local or bottom-up	
Cohen, 1990	a. global b. Specific	a. guessing new words from context b. performing interparagraph analysis to guess words
Block, 1992	a. meaning based b. word-level	
Janzen, 1996	a. comprehensive b. fix-up	a. summarizing, relating what is being read to the reader's background knowledge b. looking up an unknown word in the dictionary, rereading difficult segments
Alexander, Murphy, Woods, Duhan & Parker, 1997	a. deeper level b. lower level	a. summarizing, activating prior knowledge, elaborating on main ideas b. rereading, changing reading speed
Young and Oxford, 1997	a. global b. Local	a. integrating information, recognizing text structure, using background knowledge, anticipating content b. translating a word or a phrase, paraphrasing, breaking lexical items into parts
Brantmeier, 2000	a. global b. Local	

Figure 1. Categories of reading strategies based on foreign language reading strategy research. (Brantmeier, C. (2002). Second language reading strategy research at the secondary and university levels: Variations, disparities, and generalizability. *The Reading Matrix, 2*(3), 1-14.)

Regarding the focus of this thesis, reading strategies merit a clear explanation. In all the studies reviewed here, it is aimed to provide important insights into the related literature on reading strategies. Collectively, these studies were presented because they are considered to help understand the scope of the study.

All these classifications pointed above stand for shedding more light on reading strategies. As is seen, many a researcher has attached great importance for years and striven to gain a full understanding. In the spirit of the above, it can be said that reading strategies are an integral part of skilled reading. If one wants to excel in reading, it is essential to utilize reading strategies effectively. Effective use of reading strategies facilitates reading comprehension. Since reading comprehension is of essence in the process of reading, reading strategies deserve rapt attention. For this reason, teaching reading strategies has occupied a prominent place in this field of study. To provide further elucidation, the next section is allocated for reading strategy instructions.

2.2.1. Reading Strategy Instructions

Reading strategies are the pathway that leads to understanding print and beyond. They empower the readers to reach the ultimate goal of reading; reading comprehension. Reading strategies are the comprehension-based actions, and they determine how readers approach a task, how they interpret what they read, and what they do when they have difficulties while reading (Lee, 2012). Since reading strategies are the steps that should be taken for reading comprehension, many researchers have laid prevailing emphasis on them (Babayiğit; 2019; Bagci & Unveren, 2020; Floris & Divina, 2009; Li, 2010; Mokhtari & Sheorey, 2002). A general consensus of opinion on reading strategies is that reading strategies are the ways which readers choose intentionally and consciously for the sake of successful and effective reading. Accordingly, learners should be aware of reading strategies to benefit from reading and comprehend the texts fully. They are conscious and

purposeful tactics and methods. For this reason, it would be to the point to express the fact that reading strategies require strategy instructions.

Instruction can help the readers to develop a repertoire of strategies in favor of enhancing comprehension (Dreyer & Nel, 2003). For the sake of strategic and successful reading, "systematically orchestrated instruction or training" is of essence (Alexander, 1996, p. 90). By means of strategy instruction, the goal to be achieved is to make the readers comprehend what they read and become proficient, skillful, and strategic readers (Janzen & Stoller, 1998). More plainly, reading strategy instruction improves and enhances the quality of reading, so readers can derive benefit from reading and become more successful readers.

Instruction can be an effective way to reinforce comprehension and to preclude troubles during the reading process. Reading Study Group (2002) confirms that "good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems" (p. 29). Strategy instruction raises strategic awareness and helps readers take control of the text, thereby supporting them to become competent and strategic readers.

To maximize the benefits of strategy instruction, the sequence of steps which should be followed is (Chamot et al., 1999 as cited in Cohen, 2008):

1. Raising awareness of the strategies learners are already using.
2. Presenting and modelling strategies so that learners become increasingly aware of their own thinking and learning processes.
3. Providing multiple practice opportunities to help learners move towards autonomous use of the strategies through gradual withdrawal of the teacher scaffolding.

4. Getting learners to monitor and evaluate the effectiveness of the strategies used and their efforts to transfer these strategies to new tasks.

By means of these steps, readers take their own responsibilities and become more independent readers. Along with the steps above, teachers are supposed to give the opportunities for readers to "setting their own goals in advance for a particular task, identifying which strategies might work for them, determining their criteria for success, and then noticing after completing the task how well those strategies worked" (Cohen, 2008, p. 51).

As is seen, reading strategy instruction subsumes two key pillars; direct explanation and scaffolding. Direct explanation necessitates teachers to clarify the strategies, encourage and enlighten students as to benefits of utilizing strategies, offer students a clear and stepwise explanation on how to employ strategies, provide various contexts in order to help students comprehend how to modify their strategy use in response to changing purposes and assist students in evaluating their use of strategy (Sinatra, Brown, & Reynolds, 2001). The second pillar, scaffolding, pertains to accommodating readers with help to utilize strategies in case of need and difficulty. The premise behind scaffolding is that the support provided is reduced progressively via guidance, practice, and feedback in order to make readers independent while employing strategies (Paris et al., 1991; Uzunçakmak, 2005).

Reading strategy instruction offers a plethora of advantages to learners. Strategy instruction (Brown & Palincsar, 1982; Chamot et al., 1999 as cited in Cohen, 2008; Cohen, 1990; Duke & Pearson, 2002; Janzen & Stoller, 1998; Paris, Wasik, & Turner, 1991),

- makes learners aware of reading strategies and their benefits,
- enhances their reading and their learning,
- improves the understanding of learners,
- activates their background knowledge,
- enables learners to use time effectively while reading,

- helps learners to overcome the problems encountered during the reading process,
- learns how to start reading,
- provides learners for the chance to advance at their own pace,
- allows learners to reap the utmost benefits from reading, such as learning new vocabulary and knowledge related to the topic and discovering new structures and cultural issues, etc.
- makes learners independent and successful readers with the course of time.

To reach these benefits, necessary steps should be taken. The primary step is paying attention to the practicality and usefulness of instruction. As Oxford (1990) states, strategy instruction should not be theoretical but practical and helpful because practice is a prerequisite for strategy learning. Strategy instruction should furnish learners with the opportunity to practice. Another basic point is that teachers should explain strategies clearly and demonstrate how to use them. In other words, teachers should be guides and role models to learners in this process (Afflerbach et al., 2008).

As is well known, there are a variety of reading strategies in literature, and it is not probable to teach all of them at the same time. Instead of teaching them simultaneously, reading strategies should be taught in isolation. At a time, only a few reading strategies should be presented, and new strategies should be incorporated into the process over time (Barnett, 1988). Moreover, teaching reading strategies in isolation accommodates learners with ample time to practice each of them.

Furthermore, reading strategy instruction should be designed in such a way that learners can adapt the strategies into different contexts (Singhal, 2001). When learners learn reading strategies, they should implement them into different reading texts to acquire them ultimately. Hence, learners can transfer what they learn into any situation.

While teachers plan the strategy instruction, they should contemplate which strategies to teach. Along with this, considering how to teach these strategies is fundamental to strategic

reading. Additionally, it is of great importance to take into consideration where readers can utilize these strategies. In determining strategies, teachers should pay regard to the needs, purposes, background knowledge of learners, aims of the instruction, and what is read.

In order to teach reading strategies effectively, it is significant to consider the method of teaching. Since reading strategies demand practice, it is crucial to offer much more time to practice for learners. In this regard, teachers are lent a hand by technology. Teachers can use in-class time more effectively and wisely and reserve time for practice with the help of technology. The present study integrates technology into strategy instruction and adopts 'flipped classroom.' It is aimed at revealing the effects of flipped classroom on the learners' use of reading strategies and attitudes towards flipped classroom.

2.3. Integration of Technology into Education

Technology permeates every section of life. The proliferation of technology in every part of life has paved the way for many improvements. It is inevitable to encounter technology in the educational arena. Technology has brought considerable advantages into education. With the help of a number of technological tools, such as the Internet, computers, mobile devices, learners and teachers can be equipped with the necessary skills to survive in the information era, which has been surrounded by technology. Learners and teachers should keep up with this technology-enhanced age. They require to know how to reach knowledge quickly, infer and analyse it, think critically (O'Flaherty & Philips, 2015). In the present time, it is indispensable to foster technology-based teaching. Learners of today's world are 'the digital native' (Prensky, 2001). To fulfil the needs of these learners, it is crucial to integrate technology into education. This situation is valid for foreign language education.

2.3.1. Technology Use in English Language Teaching

Technology is an interactive tool which provides a great source of target language input (Stanley, 2013). Technology enables interaction with the world. It is crucially important because exposure to the target language is vital in order to learn a foreign language. Especially for English as a foreign language (EFL) learners, exposure to English is quite limited because English is not spoken in a real-life context. They are exposed to English at schools as a required course. Thanks to technology, it is viable to increase the amount of exposure. Technology caters for EFL learners numerous English resources so that they can get more chances to interact with English speakers. In addition to learners, technology integration provides great convenience for teachers to enrich their teaching environment and to create a learner-centered atmosphere. Teachers experience some difficulties in facilitating learning and creating a learner-centered environment due to the limited possibilities, such as inefficient school hours, crowded classrooms, overloaded curriculum. Technology can surmount these obstacles with its substantial resources. Learners have many opportunities to be exposed to English in numerous ways, such as listening to English songs, watching movies, cartoons, documentaries, series in English, reading e-books, articles, stories, playing games in English, or doing technology-enhanced homework (Ediş, 2017). They can always make use of these possibilities in every place, thus eliminating the problem of limited exposure to some extent. In order to benefit from the opportunities of technology ultimately, learners should be motivated and acquainted with these opportunities. At this juncture, teachers are supposed to guide learners in the use of technology.

With the unprecedented pace of technology, manifold new teaching ways have sprung up. The current era adopts technology-based approaches to facilitate learning and teaching environment. In this regard, teaching ways have undergone qualitative changes. Along with ‘what to teach,’ ‘how to teach’ has gained importance, and several innovative ways of teaching have been brought forward. One of the latest and modern methods is flipped

classroom. Effective use of in-class time is at the forefront of flipped classroom. This method suggests that learners' role as passive receivers in classroom should shift to active participants in the class. For this reason, flipped classroom needs to be examined thoroughly.

2.4. Flipped Classroom

The advent of technology leads educators to adopt technology in every phase of education for fruitful teaching and learning atmosphere. The main purpose is to enhance and facilitate the learning process. Technology enriches the learning environment and caters to educators for a host of advantages such as convenience in monitoring, assessing learning, making it entertaining, trying fresh and different ways of teaching. If technology gains a foothold in the process and is used wisely, it is quite probable to create a meaningful, effective, and entertaining learning and teaching process. In order to reap the ultimate benefit from technology, educators are supposed to update their entire world view and reflect it to their teaching. Educators should keep pace with the changes in technology and the education landscape and apply fresh and new ways to the teaching and learning process. One of the latest ways of teaching, flipped classroom, is the scope of this study, and it will be explicated thoroughly.

The construct of flipped classroom was first articulated by Bergmann and Sams in 2007. Jonathan Bergmann and Aoran Sams pioneered flipped classroom in their chemistry class for their learners who were deprived of the classes. The pioneers had a strong desire to help the learners to compensate for their missing classes. For this reason, they prepared PowerPoint slides, recorded their voice concurrently, and uploaded these slides online. Thus, learners accessed the slides and made up for the class they could not attend. These slides were also accessible for the learners present in the classroom. The learners not present in the classroom could compensate for their missing classes, and the learners could

revise the classes. This implementation exerted positive impacts on all the learners. With the help of these slides with voice records, learners could take notes, prepare questions and get ready to attend the next classes. Teachers could revise in-class time for feedback, learners' questions, and activities instead of lecturing. At times, this established a pattern and teachers prepared slides with voice records and led the learners to watch before classes. In this way, the traditional class was flipped, and 'flipped classroom' sprang up. In the educational world, flipped classroom was popularised in Bergmann and Sams' book: Flip Your Classroom: Reach Every Student in Every Class Every Day (2012).

Although flipped classroom has become well-known in the last decade, awareness of flipped classroom is not recent. It is estimated that flipped classroom has first been described in the 1970s by Calabro (1972). In these times, the learning environment gained noticeable importance, and many an educator and researcher have taken part in a myriad of trials to enrich the learning atmosphere and made an endeavour to find a way for fruitful and effective classroom time and teaching-learning atmosphere. This had a profound impact on the inverted classroom. Lage, Platt, and Treglia (2000) inverted their classroom through pre-prepared slides and videos. They released their paper: 'Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment.' The reason why teachers need to invert their classes is to create a learner-centered and fruitful atmosphere. In-class time is reserved for the learners so that learners participate in class and activities, take active roles, ask more questions, and compensate for the parts they miss. Flipped classroom intends to provide more feedback and facilitate the learning atmosphere.

Flipped Learning Network (2014) defines flipped learning clearly as:

> … a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (p. 5).

Flipped classroom draws on the idea that traditional homework done at home will be done in class, and lecturing or performance in class will be done at home (Bergmann & Sams, 2012). Flipped classroom makes alteration to the learning environment and the roles of the agents of learning. The premise of flipped classroom is based on active participation of learners, learner-centered atmosphere, new and fresh course design, learner interaction, and active learning. It is palpable to recognize that it differs from the traditional classroom with basic concepts.

In the table below, White (2012) provides a clear example of a flipped math class to illustrate the comparison between the traditional and flipped classrooms.

Table 1

A Comparison of the Traditional and Flipped Classroom (White, 2012)

	At school	**At home**
Standard classroom	Student listens to teacher introduce new math topic.	Student goes home and tries to do homework, often unsuccessfully and without the opportunity to get questions answered in a timely manner.
	At home	**At school**
Flipped classroom	Student watches brief video explanation of new topic online, or reads new material to be discussed in class the next day.	Student works on "homework" problems, with teacher answering questions or providing clarifying follow-up as necessary.

(White, R. (2012). How to Flip Your Classroom. Retrieved from http://www.hybridclassroom.com/blog/?p=819).

Table 1 shows that flipped classroom shifts the role of learners in favor of enabling them to take part in the teaching-learning process actively. In this technology-based way of teaching, learners seize many opportunities to put what they learn into practice. More important, flipped classroom facilitates learner ownership of learning. In other words,

flipped classroom attributes more responsibilities to learners for their own learning. Additionally, flipped classroom helps teachers to facilitate learning and create a more learner-centered environment. In flipped classroom, teachers are supposed to allocate in-class time for activities and student engagement.

In this regard, Bergmann and Sams (2012) draw a comparison of class time between traditional and flipped classroom.

Table 2

Comparison of Class Time in Traditional versus Flipped Classroom

Traditional Classroom		**Flipped Classroom**	
Activity	***Time***	***Activity***	***Time***
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

(Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* International Society for Technology in Education.)

Bergmann and Sams (2013) put careful thought into class time. Flipped classroom redefines how to use class time. The question, "What is the best use of face-to-face time with students?" forms a basis for the core of flipped learning (Bergman & Sams, 2012, p. 3). According to Bergmann and Sams (2012), flipped classroom enables teachers to provide a quality and rich learning atmosphere and experience for learners. The class time is restructured in order to enrich the class with learner-centered activities such as group work, project, discussion, problem-based learning. Table 2 encapsulates the amount of time allocated for the activities both in the traditional and flipped classroom. The discrepancy points out the place and importance of activities in flipped classroom. As is

clear, flipped classroom accommodates learners with more time to perform activities and practice.

To adopt flipped classroom properly, pretty good organization and planning are of essence. It is crucial to prepare clear and apparent video lectures and upload them on the Internet for learner access. To serve the purpose of flipped classroom, to create a fruitful and learner-centered class, proper activities and tasks should be implemented to enhance learning, and learners need to engage in these activities. In this way, the quality time in class will be reserved for practice which is one of the pillars of permanent learning. Learners devote effort to learn the subject at home and deepen what they learn in class and practice to make it permanent. Furthermore, learners have the opportunity to learn at their pace. They can watch the videos as many times as they want. Granted learners are aware of the fact that they are supposed to learn the subject and practice it in class, they will take their own responsibility to learn, and they will put in the effort until they learn.

2.4.1. Four Pillars of Flipped Classroom

Flipped Learning Network (2014) proposed four pillars to shed more light on flipped classroom. The initials of these four pillars form F-L-I-P; Flexible environment, Learning culture, Intentional content, Professional educators. Four pillars necessitate further elucidation according to Hamdan et al. (2013).

- *Flexible Environment:* By means of flipped classroom, teachers can create a flexible environment and utilize various ways to teach. “Educators often physically rearrange their learning space to accommodate the lesson or unit, which might involve group work, independent study, research, performance, and evaluation” (Hamdan et al., 2013, p. 4). Teachers may reorganise learning space according to the needs of learners, subjects, or units. Teachers also may undergo some modifications in line with the assessment of learners.

- *Learning Culture:* Learning culture refers to a shift in the roles of teachers and learners broadly. In traditional classrooms, teachers are considered as a repository of knowledge while learners are regarded as passive receivers of information. However, flipped classroom transforms teacher-set environments into learner-centered environments. Learner-centeredness is the hallmark of flipped classroom. Flipped classroom places learners at the center of the learning process (Hamdan et al., 2013).
- *Intentional Content:* In the light of learners' needs, teachers can redefine what to teach and how to organize teaching. They can rearrange the content and provide useful parts of the content. To achieve the goals of content, content can be tailored by design to create learner-centered and active learning.
- *Professional Educators:* In flipped classroom, teachers' role is more vital in comparison with traditional classroom because they should excel in multitasking. Teachers are supposed to continually monitor learners, offer support and feedback, evaluate their work. Besides, teachers should improve their instruction and tolerate criticism and problems in their classrooms (Hamdan et al., 2013).

2.4.2. Advantages of Flipped Classroom

Flipped classroom is a kind of reorganizing the learning environment and reversing the traditional mode of classroom. The principal aim of flipped classroom is to create a learning environment in learners' favour (Acedo, 2013). The basic framework of flipped classroom is established in the light of this notion. This new learning model has received a lot of critical attention because it has brought numerous to the field of education.

The pioneers of Flipped Classroom, Bergmann and Sams (2012, p. 19-33), enumerated the reasons why to flip the classes:

- Flipping speaks the language of today's students.
- Flipping helps busy students.
- Flipping helps struggling students.
- Flipping helps students of all abilities to excel.
- Flipping allows students to pause and rewind their teacher.
- Flipping increases student-teacher interaction.
- Flipping allows teachers to know their students better.
- Flipping increases student-student interaction.
- Flipping allows for real differentiation.
- Flipping changes classroom management.
- Flipping changes the way we talk to parents.
- Flipping educates parents.
- Flipping makes your class transparent.
- Flipping is a great technique for absent teachers.
- Flipping can lead to the flipped-mastery program.

There are a variety of ways concerning how to integrate technology into education, and flipped classroom is one of these ways. Flipped classroom draws on the use of technology both inside and outside the classroom substantially. To address the current millennial generation entails effective use of technology. The utilisation of technology satisfies their needs and promotes their engagement in education with ease.

Flipped classroom takes lecturing out of classroom by way of pre-recorded videos. In this way, it provides the opportunities to learn the content at their pace and capacity for learners. They can watch the videos as many times as they want, fast-forward or pause and

rewind in case of need. Learners have complete control of their learning. This aspect proves that care is taken to individual differences and self-paced learning in flipped classroom. In this way, flipped classroom takes a one-size-fits-all approach away from education (O'Flaherty & Philips, 2015).

Flipped classroom removes classrooms from being a center of instruction and transforms them into the center of activities. Instruction is carried out at home, and class time is allocated for activities such as discussion, collaborative exercises, problem-solving activities. It enables active, learner-centered, and interaction-based learning. Flipping the class allows both student-teacher and student-student interaction to increase in that it supports student engagement. Student engagement, active learning, and interaction excite a great deal of interest. Meanwhile, teachers' role evolves from the main source of information into being a coach, content expert, guide, or counselor.

Flipped classroom is a concept drawing on the maximum use of class time to create a more effective learning atmosphere. In flipped classroom, the lecturing part is dealt with the videos at home. The remaining time is devoted to learner-centered, collaborative, and interactional activities. This alteration to learning culture leads learners to apply higher-order thinking skills placed in Bloom's Taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). Bloom's Taxonomy suggests an order of levels of cognitive thinking from simple to complex. Each level depends on accomplishing the preceding one. In other words, to be able to maintain further learning, learners must first achieve one level. In the taxonomy, lower-order thinking skills are remembering, understanding and applying whereas analyzing, evaluating and creating fall in the category of higher-order thinking skills. In traditional classrooms, learners are unable to exceed lower-order thinking skills owing to class time reserved for lecturing while higher-order thinking skills are coped with at home via homework assigned. On the contrary, flipped classroom allows teachers to focus class time on higher-order thinking skills by taking lower-order thinking skills out of the classroom. The lower steps of the taxonomy are acquired at home through the videos or

other resources delivered by teachers. Learners who master lower-order thinking skills at home become available to accomplish higher steps of the taxonomy in the class by discussing and developing ideas, inferring, running projects, working collaboratively under the guidance of teachers. In this regard, it can be said that flipped classrrom is valuable to increase learners' higher-order thinking skills. Figure 2 consolidates the understanding of the discrepancy of Bloom's Taxonomy in the traditional and flipped classroom.

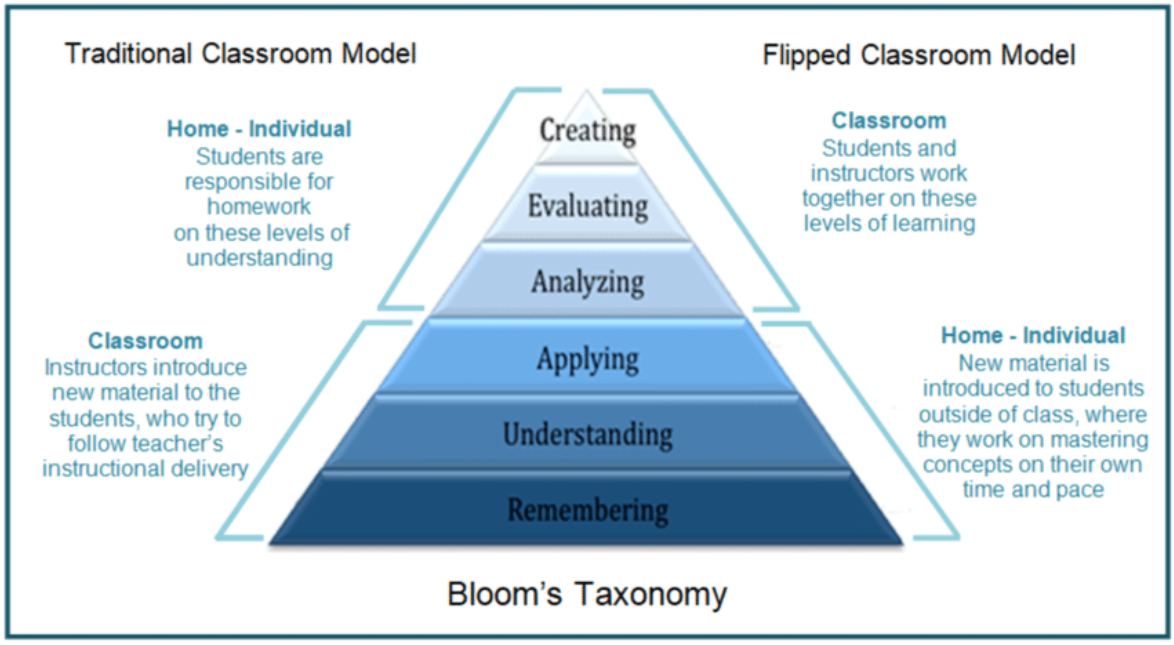


Figure 2. Connection between traditional and flipped classroom to Bloom's taxonomy (Lopes, A. P., & Soares, F. (2018, March). *Flipping a mathematics course, a blended learning approach.* Paper presented at INTED2018 Conference, Spain)

Another benefit of flipped classroom is that it ensures the continuation of lectures even if teachers or learners are absent. There are times when teachers or learners cannot attend the class for some special reasons or due to illnesses. Flipped classroom eliminates this problematic issue because learners cope with lecturing part via the videos at home, and teachers can compensate for their absence.

Parallel to Bergmann and Sams, teachers of the Byron School District near Rochester fostered 'flipped classroom' to create a learner-centered atmosphere. They preferred flipped classroom in order to fulfill the needs of Math classes, and Fulton (2012) gathered

the reasons why teachers adopted this method. Fulton (2012, pp. 20-24) outlines the reasons why to flip classrooms.

- Students move at their own pace.
- Doing “homework” in class gives teachers better insight into students difficulties and learning styles.
- Teachers can customize and update the curriculum, and provide it to students 24/7.
- Students have access to multiple teachers’ expertise.
- Teachers flip professional development by watching each other’s videos and learning from each other.
- Classroom time can be used more effectively and creatively.
- Parents have a window into the coursework.
- Students achievement is increasing, so is interest and engagement in higher-level math.
- Learning theory supports the new approaches.
- The use of technology is flexible and appropriate for 21st-century learning.
- Last, but certainly not least; Students like the flipped classroom!

From the list above, it is understood that these reasons coincide with the findings of the pioneers of flipped classroom. As is seen, there are obvious reasons to flip classrooms. Taken together, flipped classroom brings numerous potential benefits to education.

2.4.3. Disadvantages of Flipped Classroom

Despite a plethora of advantages, flipped classroom has its drawbacks. The most manifest disadvantage of flipped classroom is accessibility problems. Some antagonists of flipped model of teaching highlight the fact that not all the students have computers or the Internet connection outside the school (Graziano, 2016; Nielsen, 2011; November & Mull, 2012; Siegle, 2014). This issue prohibits the main condition of the model in that flipped classroom draws on the extensive use of technology. According to Bergmann and Waddell (2012), this situation may cause the inequality of opportunity between low- and high-income students. He asserts that "until broadband is in every home, the flipped classroom will disenfranchise a segment of students, leaving them lacking in necessary instruction while their more affluent peers continue to succeed" (p. 7). To overcome the opportunity gap among the students and handle the lack of accessibility, teachers can deliver the videos or other materials via DVDs, CDs, or flash drives to the students suffering from lack of the Internet (LaFee, 2013). As for the students who do not have computers, they can use other technological devices such as smartphones, tablets, iPods, iPads, and televisions, or benefit from the computer lab with the permission of school managements (Ediş, 2017).

Another criticism is whether students watch the videos or not (Gaughan, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015; Siegle, 2014). Some students tend not to study at home and be unprepared for the class. If students do not pay enough attention to the videos, they will not involve in the activities in the classroom. Asking questions or preparing quizzes related to the videos may be a solution to this problem (Bergmann & Sams, 2012).

One of the most common concerns is that students need their teachers to ask their questions while watching the video lectures (Gilboy et al., 2015). This leads to some negative feelings; students may feel lonely and abandoned in the learning process (Talbert, 2012). To tackle this problem, students can take notes of their questions during the videos and ask these questions when they come to class.

Another concern is that some teachers think that their role declines in importance since students take control of their learning (November & Mull, 2012). However, in flipped learning, teachers shoulder more responsibilities such as preparing videos and materials for out-of-class, creating learner-centered activities and rich learning environment, or using technology effectively. Flipped classroom requires a command of technology. Teachers and students should improve their technological knowledge, thereby benefiting from flipped learning in the best way.

Correa (2015, p. 122-123) draws the outline of concerns over the implementation of flipped classroom:

a) *Boring/not engaging lessons*: Without a teacher, watching videos at home may be boring and distractive. If teachers shoot short videos (10-15 minutes) and enrich videos with pictures, videos, or useful links, video lectures can be intriguing and entertaining.

b) *Deeming teachers non-necessary:* Teachers may feel like that students do not need them anymore. Teachers can overcome this feeling by improving their teaching via effective and interaction-based activities.

c) *Students not watching videos:* To ensure students watch the videos is not that easy. Teachers can remind students of the importance of being prepared and engaging in the activities actively.

d) *Not everything can be taught online:* Some contents are so complicated that a one-way video cannot be helpful to be taught. In this regard, some traditional lectures can be fostered instead of applying flipped classroom all the time.

e) *The approach is passive:* It is more passive to watch videos at home than watch a lesson in class. Since the most passive section of a class is the lecturing part, maximizing class time via discussions, questions and activities leads to more active learning by minimizing the passive part; lecturing.

f) *Insufficient (technological) resources:* Some schools do not possess ample resources to provide the videos or materials needed. However, teachers and schools can utilize numerous tools within their budgets.

g) *Insufficient time to produce the materials:* Preparing videos can be time-consuming at times, but as teachers produce videos, they can use these videos by updating in the following years.

h) *Using other teachers' videos would be unethical:* Teachers benefit from the textbooks or resources of other teachers; therefore, teachers can utilize the videos produced by teachers. Collaboration with other teachers is important to reinforce the learning environment.

To summarize, flipped classroom has several disadvantages although its advantages outweigh. The critiques mainly focus on the accessibility problems. However, technology has strengthened its presence in the educational world. Computers and the Internet are becoming widespread. That is why the accessibility problems can disappear within time, and flipped classroom can remove the most common concern.

2.5. Attitude

Attitude is a widely explored research area in the related literature because it takes on the task of the predictor of students' achievement in language learning (Tsiplakides & Keramida, 2010). For this reason, the attitude has been occupied the attention of many researchers not only in the field of psychology but also in the field of education for years.

Attitude is a construct that cannot directly be seen but can be deduced from the behaviors of individuals. "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour" (Montano & Kasprzyk, 2008, p. 71). Correspondingly, Cambridge Dictionary provides a brief and clear definition: "a feeling or

opinion about something or someone, or a way of behaving that is caused by this" (Cambridge Dictionary, 2021). These definitions establish a strong relationship that exists between attitude and individuals' behaviour. Attitude influences the way of behaving and shapes the reactions of individuals. If one has a positive attitude towards an object, s/he performs positively, or if one has negative values, s/he forms negative outcomes.

According to Baker (1988), attitudes are learnt, not innate. Learners are not born with any kind of attitude towards a language. They are neutral about language learning. Thomas (1992) interprets it as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 96). In other words, they adopt attitudes in accordance with their experience or several factors such as social life, school life. Learners can take positive attitudes or negative attitudes towards language learning. Teachers, class, atmosphere, assignments, or materials exert impacts on learners' attitudes.

Positive attitudes enhance learning (Verma, 2005). Attitude is one of the determinants of the learners' achievement. Ushioda (2008) clarifies that "good language learners have positive attitude or motivated" (p. 19). How learners approach language learning is shaped by attitude (Keskin, 2019). If learners have positive attitudes, they tend to achieve considerable progress in the language learning process. Those are usually more motivated, more willing to participate, and have better performance (Tsiplakides & Keramida, 2010). On the contrary, learners who have negative attitudes towards language are more prone to fail in language learning because they refrain from learning. Considering learners at younger ages, they usually behave according to what they like or dislike. If they do not like English, they are not willing to learn it (Keskin, 2019). If they have some bad experience while learning English, they adopt negative attitudes towards English, and this affects their approach to English. For the sake of the success of learners in learning English, it is of concern that learners take a positive attitude. Since it is accepted that attitude is learned, it

is possible to change attitude. For effective learning, negative attitudes should be turned into positive attitudes. In this respect, teachers should help learners.

It is acknowledged that attitude is one of the significant factors that influence language learning (Fakeye, 2010). Thus far, a considerable amount of literature has been published on attitude towards language learning (Eshghinejad, 2016; Keskin, 2019; Verma, 2005). This study seeks to discover the effects of flipped classroom on learners' use of reading strategies and the attitudes towards flipped classroom. Since the present study explores the attitudes of adolescent learners, the findings make an important contribution to the literature.

2.6. Adolescent Learners

Adolescent learners are those who are 10 to 15-18 years old (National Middle School Association, 2003). Blakemore (2008) characterizes adolescence as "the period of psychological and social transition between childhood and adulthood" (p. 40). This transition is determined by both physical and mental-emotional changes. According to Piaget (1954), adolescents are placed in the formal operational stage among stages of cognitive development. The sparkling point of transition from late childhood to adolescence is abstract reasoning, which emerges with the attainment of formal operational thought. This feature distinguishes adolescent learners from younger ones because it upskills adolescents to think abstractly, reason about hypothetical problems, analyse, establish causal relationships (Davis, 2012).

There are several factors that affect the characteristics of adolescent learners. "Adolescent learners' characteristics comprise the various attributes that shape the way individuals make meaning of their world" (Davis, 2012, p. 134). These attributes are shaped mainly by cognitive development (Blakemore, 2008). However, Piaget (1954) puts forward that the social environment is also effective on these attributes. The social environment is one of

the most noteworthy determinants of development in the phase of adolescence. Adolescents who are placed in social environments that do not suit their psychological demands are unlikely to succeed or be motivated (Eccles et al., 1993). Taking into consideration any social environment where adolescents are of essence because it has a crucial role in the development of adolescents. Despite the cognitive development, the shift from elementary school to middle and high school may cause some negative outcomes such as loss of interest, the decline in grades, dropouts (Davis, 2012). The change in the educational environment exerts impact on motivation, interest, self-perceptions, success, performance, behavior, relationships, school attendance of adolescents (Eccles et al., 1993). A good match between adolescents and the educational environment can ensure that these changes affect adolescents in a positive way.

Adolescent learners have some distinguishing characteristics. Inasmuch as they experience overly physical changes, they feel these changes in almost every area of their lives. They are quite moody, so it is difficult to keep pace with them. That is why it is profoundly important to be prepared for any kind of situation. Furthermore, they desire to be perceived as an adult; they tend to interact with adults. They desire social acceptance and independence. On the other hand, the degree of interaction with their family, friends, or teachers affects the characteristics of adolescents. They experience simultaneous emotional conflicts and can exaggerate anything. They can rebel against anyone, especially adults, easily (Lounsbury, 2000). Due to these distinctive features, there has been a marked increase in the attention devoted to adolescence over the years.

2.6.1. Adolescent Learners in Turkey

For the sake of the clarification of the context of the present study, it is crucially necessary to describe adolescent learners in Turkey. In Turkey, adolescent learners are placed in compulsory public education, and they have to attend education in approximately 20/30-

learner classrooms. The situation frustrates the efforts to deal with each and every learner individually at times. They are obliged to be educated according to the Ministry of National Education. For these reasons, it is accepted that adolescent learners are at the same level; therefore, they are educated in the same way. However, it is a problematic issue considering that learners have unique characteristic features, and it is crucial to take into account these features for effective learning.

CHAPTER III

METHODOLOGY

In this chapter, the design of the research, the setting of the study, study group, data collection procedure and instruments, data analysis methods, and treatment process are thoroughly scrutinized.

3.1. Research Design

The objective of the study is to explore the effectiveness of flipped classroom on learners' use of reading strategies and attitudes of the learners towards flipped classroom. For this purpose, a case study was conducted. Yin (1994) describes a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). A case study yields an "in-depth description of a single unit" (Ary, Jacobs, & Sorensen, 2010, p. 454). As Johnson (1992) agrees:

> Case studies can provide rich information about an individual learner. They can inform us about the processes and strategies that individual L2 [second language] learners use to communicate and learn, how their personalities, attitudes, and goals interact with the learning environment, and about the precise nature of their linguistic growth (p. 76).

Johnson's utterances consolidate the idea that a case study is deemed to be suitable for this research since the core concerns of this study are attitudes of secondary school learners towards flipped classroom and learners' use of reading strategies.

Additionally, a mixed-methods research design is employed in this case study. Mixed-methods research subsumes the features of both quantitative and qualitative research. Quantitative research depends on numerical data, which are analysed by statistical methods while qualitative research deals with textual data, which are analysed by non-statistical methods (Dörnyei, 2007). Being a relatively new breath among research methods, mixed-methods research combines both qualitative and quantitative research in order to consolidate triangulation. The premise underlying "mixing" research methods is merging the strengths of the methods and minimizing the weaknesses of these methods (Creswell, 2012). As Creswell and Clark (2011) interpret, mixed-method is an approach, which emphasizes collecting, analyzing, and mixing both quantitative and qualitative data with the purpose of providing more insights into the research problem. In this sense, mixed-methods research is deemed to be an appropriate way to reinforce the current research.

Within this scope, the present study researcher has applied the Reading Strategy Questionnaire as a quantitative data collection instrument. This inventory has been used as pre-test and post-test to enable comparison between the level of the learners' use of reading strategies before and after the treatment. As for the qualitative data collection tools used in this study, the researcher has employed a semi-structured interview and reflections to gather information regarding the attitudes of the learners towards flipped classroom.

3.2. Context

This research is conducted with the aim of diagnosing attitudes of secondary school learners towards flipped classroom and learners' use of reading strategies. To achieve this aim, it was carried out with the 7^{th} grade learners in a secondary state school in Van in

Turkey. This study was conducted in Van Yunus Emre Secondary School, which was founded in 2015. The age of the learners varies from 10 to 14. The curriculum comprises 35 hours of classes per week, and 4 hours of classes are allotted for English courses. They are educated in accord with the syllabus based on the Ministry of National Education (MoNE), and they use a coursebook designed according to the syllabus based on MoNE (2018).

3.3. Participants

The study was conducted in Yunus Emre secondary school in Van, Turkey, which serves 600 students between grade five and grade eight. The participants were chosen through purposive (criterion-based) sampling, which is non-probability sample selection based on predefined criteria determined by considering the needs of the study. In this study, the participants were recruited from the 7th grade learners on the basis of having the computer and the Internet connection inasmuch as the study depends on the technology itself. The sample of this research consists of 20 elementary-level learners in the 7th grade. Among the participants, there are 12 (60%) females and 8 (40%) males ranging in age from 11 to 13.

The reason why the 7th graders are chosen for the study is that they are the most available group among the secondary school learners. Firstly, in comparison with the 7th graders, 8th graders are exam-oriented inasmuch as they sit the exam named High School Entrance Exam developed by Assessment, Selection, and Placement Center (ASPC), known as ÖSYM in Turkey (2018). For this reason, the 8th graders are estimated that they cannot focus on the study. As for the 5th and the 6th graders, they are in the school adaptation period because they newly pass from primary school to secondary school. For these reasons, the participants are comprised of the 7th graders.

3.4. Procedure

The current study researcher has implemented the flipped classroom model for six weeks. At the very beginning of the study, the participants received an explanation of the process and what flipped classroom is. Prior to starting the implementation, the researcher applied a reading strategy inventory to the participants as a pre-test to reveal the current level of reading strategy use of the learners.

During the research, the researcher prepared video classes using a screen recorder and Microsoft PowerPoint program and loaded them on YouTube (See Appendix 4). Online links of these video lectures were given to the participants who were supposed to watch the video lessons prior to attending the classes. Video classes were 6-12 minutes in length. The reason for keeping the video lessons short was to prevent the students from getting distracted or bored. All these video classes were enriched with animated examples, pictures, tables, and organizers in order to get the students' undivided attention. Each video class pertained to one reading strategy. One reading strategy was striven to be taught each week. 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.

Afterwards, the researcher implemented the treatment as shown in Table 3. The participants were supposed to have attended the flipped classroom. They were assigned to watch the video lectures before classes and attend the classes to take active parts in activities each week. In the classroom, students undertook various learner-centered activities.

Additionally, students were required to write reflections about their experiences in the process each week. At the end of the process, they were employed a reading strategy questionnaire again as a post-test in order to discover the effectiveness of 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. Finally, the results were analyzed thoroughly and tabulated.

Table 3

Procedure of the Implementation

Before the implementation	During the implementation	After the implementation	Venue	Number of the participants
Pre-test	6-week implementation of flipped classroom Reflections	Post-test An interview	At secondary school	20

3.4.1. Reading Strategy Instruction

Following the data collection process of the pre-test, reading strategy instruction was provided. Before the sessions of the reading strategy instruction started, the researcher explained what flipped classroom and reading strategies were to the learners. After the clarification, the researcher prepared the video classes concerning reading strategies. One video class was shot for one reading strategy. The video classes started with the strategy 'finding the main idea' and continued with 'skimming-scanning', 'activating prior knowledge', 'using context clues', 'questioning', and 'visualising', respectively. In these video classes, it was striven to clarify what these strategies were and how they worked. Also, it was reinforced by sample reading texts and applying reading strategies. These video classes were loaded on Youtube. The links of these online classes were submitted to the learners. Learners were assigned to watch the video classes of the week before attending the classes at school.

In the classroom, it was aimed at creating a learner-centered atmosphere. Learners were provided the opportunity to implement the reading strategies on sample reading texts. Each week, they dealt with a reading text by applying the reading strategy of the week and the ones learned in the previous weeks. These reading texts were chosen in view of learners' age, language level, and interests. It is of crucial importance to take into consideration these factors in order to involve learners in the reading process while selecting a reading text (Saraçoğlu, 2016). Furthermore, attention was devoted to the fact that the reading texts used in this study were both fictional and non-fictional texts. In this way, learners could handle different types of texts. Additionally, these texts were selected according to the appropriateness for the strategies they would use. Taking into account all of these factors, six reading texts were used 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

All in all, the reading strategy instruction lasted six weeks in this way. The procedure of the instruction is elucidated week by week in the next sections.

- **1st week**

The first week of the reading strategy instruction was allocated for the first reading strategy, 'finding the main idea' (Carrell, 1989). The researcher shot a video about the topic. What differs this video class from the others is that the researcher told what reading strategies were at the very beginning of the video because it was the first video class in the reading strategy instruction. In this way, it was striven to provide a general understanding

of reading strategies for learners. After the elucidation of the reading strategies, the researcher taught how to find the main idea. For clarification, several graphs, shapes, and pictures were used. The video class was strengthened by sample reading texts with the use of the strategy of the week. The first video class lasted 11 minutes. When the video class was prepared, the researcher uploaded it to YouTube and shared its link with learners (See Appendix 4.1). Before attending the class, learners were asked to watch the video class.

In the classroom, the researcher asked learners whether they understood the video class and they had any questions about the topic. Following a short revision, the researcher submitted a reading text named *"The Three Little Pigs"* (See Appendix 5.1). The learners handled several exercises pertaining to the text by using the reading strategy "finding the main idea." Learners strove to find the main idea of the text by following the steps they learned in the video classes. While the learners were dealing with the reading text, the researcher monitored, guided, and encouraged them. When the learners finished the activity, the researcher accompanied the learners by using the strategy. The class-time session was ended by answering all of the questions of learners. Finally, the researcher reminded the learners to write reflections about their experiences of the week.

- **2nd week**

Second week's strategy was 'skimming &scanning' (Oxford, 1990). In this video class, the researcher explained these speed reading strategies one by one. Then, a comparison of these strategies was provided for the sake of clarification. The last half of the video was devoted to the implementation of these strategies on sample reading texts. The length of the video was 7 minutes. It was kept short in order to prevent learners from getting bored. The video class was uploaded to YouTube, and the link was shared with learners (See Appendix 4.2).

In the classroom, the researcher revised the topic of the week briefly. Later on, a reading text named *"What is the Most Popular Sport in the World?"* was given to the learners (See

Appendix 5.2). They completed the exercises of the reading text by using the reading strategies of the week. The last five minutes were allocated for learners' questions. The researcher ended the lesson by reminding the learners about the reflections of the week.

- **3rd week**

'Activating prior knowledge' was the reading strategy of the week (Barnett, 1988). The video class about the topic was uploaded to YouTube, and its link was shared with learners (See Appendix 4.3). The video class was 6 minutes in length. The learners watched this succinct video before attending the class.

In the classroom, the researcher started the lesson by asking some questions about the video to check whether learners watched and understood the topic. Then, in order to make learners utilize the reading strategy, a reading text named *"How Do Koreans Celebrate a Wedding?"* was submitted (See Appendix 5.3). They followed the instruction to complete the exercises by using the reading strategy. While learners were dealing with the text, the researcher monitored and encouraged them. At the end of the lesson, the researcher reminded them about the reflections of the week.

- **4th week**

This week's topic was 'using context clues' (Barnett, 1988). The video class about the topic was 8 minutes in length (See Appendix 4.4). The video class was reinforced with several pictures, graphs, figures, and sample texts in order to make it easier for learners to understand. Learners watched the video class prior to the class session.

The classroom session started with a short revision of the topic. Following the succinct elucidation, the learners started to handle a reading text named *"The Emperor's New Clothes"* (See Appendix 5.4). There were a number of unknown words in the text. Learners tried to guess the meanings of these words by using context clues they learned in the video class. After finishing the activity, they checked their answers with the researcher. Finally, the researcher told learners to write their weekly reflections.

- **5th week**

In the fifth week of the reading strategy instruction, the topic was 'questioning' (Block, 1986). The length of the related video class was 6 minutes. In the video, the researcher presented important points of the strategy and implemented it on several sample reading texts (See Appendix 4.5).

At the beginning of the class session, learners asked their questions about the video class and some points that they struggled to understand. After answering all the questions, the researcher gave a reading text named *"The Water of Life"* to the learners (See Appendix 5.5). The learners did the exercises of the text by using this reading strategy. When having difficulties, they sometimes asked for the researcher's help. Finally, it was reminded learners of reflections of the week.

- **6th week**

The last reading strategy taught in the reading strategy instruction was 'visualising' (O'Malley & Chamot, 1990). The video class of the last week was 5 minutes in length. Along with a clear description of the strategy, sample reading texts were presented in the video class (See Appendix 4.6).

In the classroom, the researcher revised the key points of the topic. Then, they were submitted a reding text named *"Alexander and Terrible, Horrible, No Good, Very Bad Day"* (See Appendix 5.6). They read the text by using this strategy. They sometimes worked with their peers. At the end of the class, the researcher explained that the reading strategy instruction was ended. It was reminded that the learners undertook the reading strategy questionnaire as a post-test next week.

Following the reading strategy instruction, the researcher conducted the post-reading strategy questionnaire and interview.

3.5. Data Collection

For gathering a wealth of data, the current study researcher applied the triangulation method, which means combining both the quantitative and qualitative research methods. For this reason, both quantitative and qualitative data collection instruments were used in order to obtain more satisfying and reasonable results. In this study, three different data collection instruments were used: a reading strategy questionnaire, an interview, and reflections. Since this study attempts to explore the effectiveness of flipped classroom on the frequency of reading strategy use of learners, a reading strategy questionnaire is required. In this study, Reading Strategy Questionnaire, which is translated version of Oxford et al.' (2004) questionnaire, was utilized so as to collect the quantitative data.

As for the interview, it was used to collect the qualitative data. The questions of the semi-structured interview were constructed by the researcher. It was implemented to unravel the attitudes of the learners towards flipped classroom. Reflections were employed to gain insights regarding the learners' opinions and views about their experience of the reading strategy instructions through flipped classroom.

Prior to administering the data collection tools, the researcher obtained the permission of the Research and Development Unit of the Provincial Directorate of National Education. This permission was required for the implementation of the research. Following the permission granted by the Provincial Directorate of National Education, the data collection procedure started.

3.5.1. Questionnaire

A questionnaire is "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, p. 23). In a questionnaire, there is

no correct or wrong answer (Dörnyei, 2007). Instead, the answers depend on the participants.

In this study, a reading strategy inventory was used as a questionnaire in regard to the aim. The current researcher applied 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 reason behind preferring this questionnaire was the fact that it was already applied, and its reliability and validity were confirmed. In addition, the researcher opted for this translated version in order to obtain more reliable results out of consideration for the conditions of the profile of the students, such as their level of English.

This inventory consists of 35 items related to the different reading strategies grouped under three categories; before, while, and after reading. Items 1, 2, 3 stand for the strategies used before reading. Items from 4 to 34 are related to the strategies adopted while reading, and Item 35 is relevant to the strategy used after reading. The inventory was in the form of 6-Likert-scale and ranged from '0' (almost never) to '5' (almost always). The students were supposed to answer the questions in this inventory sincerely. For this reason, students were not asked to write their names on the questionnaire. This reading strategy inventory was employed as a pre-test in order to gain considerable insights into the current level of the learners' use of reading strategies. This inventory was employed again as a post-test subsequent to the treatment with a view to discovering whether there was a substantial difference in the frequency of learners' use of reading strategies between pre-test and post-test.

3.5.2. Interview

By virtue of providing a great amount of detailed data, interviews are frequently used in qualitative research. Kvale (1996) defines an interview as "a way of seeking to describe

and the meanings of central themes in the life world of the subjects" (p. 5). It is used to get deeper information about the issue behind the participants. The interview is a type of conversation and involves getting data through asking and answering questions. That is why it is multifaceted. Cohen, Manion, and Morrison (2007) highlight that "the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p. 349). To abstain from the loss of data, the interview should be recorded and then transcribed.

A semi-structured interview out of three types of the interview was employed in this study. Semi-structured interviews are interviews which include both pre-determined questions and non-prepared questions. These questions are shaped throughout the interview, and they are generally open-ended questions because, in this way, participants have the chance to create the options to give a response. By means of open-ended questions, Creswell (2012) endorses that "participants can best voice their experiences unconstrained by any perspectives of the researcher" (p. 218).

In this study, the questions of the interview were constructed as regards the aim. Because of the participants' low level of English proficiency, the interview was conducted in Turkish. In this way, the participants were supposed to convey their thoughts and opinions more openly and accurately. The interview was carried out by the researcher. All the participants were interviewed, and the duration of each interview varied between 15 and 20 minutes on average. Prior to conducting the interviews, the researcher notified the participants of the aim and the content of the interview. The interviews were conducted in an empty classroom where only the researcher and the interviewee were present in order to set the interviewees at ease during the interview.

The interview was implemented to investigate the attitudes of the learners towards flipped classroom at the end of the process. With the consent of the participants, a one-to-one

interview was adopted, the interviews were recorded, and the recordings were transcribed to avoid the loss of any data.

3.5.3. Reflection

Reflection lends researchers a hand to capture a detailed and in-depth understanding of the research process. Reflections are all-important to obtain further information on the unnoticed data during the data collection process. Researchers have to devote full attention to the whole process; however, it would not be wrong to say that some data may be overlooked since there are a myriad of factors affecting research and results. Reflection can be an assistant of researchers to receive valuable and coincident feedback from the participants about the procedure (Angelo & Cross, 1993). In a study, researchers can make much of reflections in different ways; self-reflection or participant reflection. Researchers can keep self-reflections to write down their experiences, opinions, or views based on the research process. Researchers can also ask participants for writing down reflections. Participants are supposed to share their experience, opinions or thoughts pertaining to the research.

The present study employed participant-reflection to probe deeper into participants' views as to teaching reading strategies via flipped classroom. The participants were provided several questions (See Appendix 3) in order to help them shape their ideas about what they wrote or expressed. They were supposed to write down reflections each week after the implementation of flipped classroom. It was supposed that the participants shared their thoughts and experiences sincerely.

3.6. Data Analysis

In the current research, the data were gathered from a state secondary school located in Van, Turkey. While collecting the data, a questionnaire, an interview, and reflections were

employed in this study. Quantitative data were collected through the questionnaire while qualitative data were obtained by means of the interview and reflections.

Subsequent to the data collection procedure, all the responses were entered into Microsoft Excell and then transferred to the SPSS software. The quantitative data gathered through *Reading Strategies Questionnaire* were analyzed with the help of Statistical Package Social Sciences (SPSS). This software was used to compute the frequencies, percentages, and mean scores of the results. In order to investigate the difference between pre-test and post-test applied to the sample group, *paired Samples t-test* was carried out. According to Dörnyei (2007), a paired-samples t-test is utilized with the aim of comparing two measurements taken from the same group. The results gathered from the analysis of the questionnaire were tabulated descriptively.

The analysis process of the interview started with transcribing verbatim of the interview. To abstain from any loss of data, transcribing has a considerable role. After converting the interview into a written version, the data were analysed qualitatively. In this respect, it was striven to get the main patterns of the interview. Reflections were also analysed qualitatively. Then, the data were elaborated on and interpreted.

CHAPTER IV

RESULTS AND DISCUSSION

The findings acquired by means of various data collection instruments, as well as the discussion section, are provided in this chapter of the thesis. In the first place, the statistical data obtained from the analyses of pre-test and post-test based on the Reading Strategy Questionnaire are presented. Secondly, the findings of the follow-up interview, along with the findings gathered through reflections, are handled. Moreover, these findings are utilized in order to address the research questions of the study.

4.1. Analysis of the Pre and Post-Reading Strategy Questionnaire

The participants undertook a reading strategy questionnaire as a pre-test in order to reveal the level of their reading strategy use prior to the treatment. Following the treatment, the same questionnaire was carried out as a post-test to disclose whether there was a significant difference in the participants' reading strategy use. The original version of the reading strategy questionnaire belongs to Oxford et al. (2004). In this study, the translated version made and conducted by Uzunçakmak (2005) was employed. This questionnaire consists of 35 items on a 6-point Likert scale (Brown & Rogers, 2002) ranging from '0' (almost never) to '5' (almost always). The means of the items were computed, and the strategies were ranged in terms of their frequency of use according to the mean scores.

In order to illuminate the frequency of reading strategy use, the strategies were ordered from the least used to the most used ones according to the results collected from the participants. Criteria for ranging the strategies were drawn on the premise that the scale was categorised into three parts. By the criteria, 1,66 and 3,33 were accepted as a borderline to separate the reading strategies in that the questionnaire was designed on a 6-point Likert scale. Accordingly, the strategies whose mean scores were between 0 and 1,66 were taken as infrequently used ones. While the strategies of which means were between 1,67 and 3,33 fell into the category of moderately used ones, the strategies whose means were between 3,34 and 5,00 were included in the group of frequently used ones. The analysis of the reading strategy questionnaire was performed by using SPSS software. Once the pre-test and post-test were analyzed respectively, the results of each test were compared to ensure whether there was an increase in the strategy use of the participants.

4.1.1. Analysis of the Pre-Reading Strategy Questionnaire

Reading strategy questionnaire as a pre-test was conducted to ascertain the participants' current level of reading strategy use. The participants were asked to respond using a 6-point Likert scale ranging from '0' (almost never) to '5' (almost always). On completion of the data collection of pre-test, the process of data analysis was improved. Statistical analysis was performed making use of SPSS software. In order to rank reading strategies according to the frequency of use, the mean scores were calculated along with the standard deviation. These statistical findings are presented in Table 4. While the top half of the table shows frequently used reading strategies, the bottom half of the table provides infrequently used ones. As seen in Table 4, participants utilize 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 before the reading strategy instruction through flipped classroom. Once the overall results of the pre-test are displayed in Table 4,

they will be given in three categories: the least frequently, moderately and the most frequently used strategies, respectively.

Table 4

Reading Strategy Questionnaire Statistics of the Pre-test

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 1st 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 finger	20	3,35	1,725
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
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	Making 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 the 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
35	Summarizing the text	20	1,65	1,129
3	Skimming	20	1,60	,976
25	Trying to understand the text by not using non-target language	20	1,45	1,276

Note: N = number of participants; M = mean; Sd = standard deviation

Table 5

The Least Frequently Used Reading Strategies by the Seventh Graders

Item no	Reading Strategies	N	M	Sd
35	Summarizing the text	20	1,65	1,129
3	Skimming	20	1,60	,976
25	Trying to understand the text by not using non-target language	20	1,45	1,276

Note: N = number of participants; M = mean; Sd = standard deviation

Table 5 sets out reading strategies used in the least frequent way by the participants. On account of the predetermined criterion (1,66 and 3,33 are border means), three out of the reading strategies fall into the category of the least frequently used strategies since their mean scores are below 1,66. Trying to understand the text by not using non-target language is the least frequently employed reading strategy by the 7th grade learners. It shows that they are inclined to use Turkish so as to comprehend the text. However, this may impede their progress in language learning and reading in target language. The other two which are used infrequently are skimming and summarizing the text. Both strategies serve auxiliary functions in speed-reading and reading comprehension. For these reasons, Table 5 indicates that a reading strategy instruction is required to enhance the reading skills of learners.

Table 6

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

Note: N = number of participants; M = mean; Sd = standard deviation

Table 6 consists of the reading strategies whose mean scores are between 1,66 and 3,33. From the data in Table 6, it is apparent that the 7th grade learners implement most of the reading strategies to a certain extent, yet the level of use is not entirely satisfactory. For the purpose of facilitating reading skills, the frequency of reading strategy use should be increased. In particular, some strategies (Items 1, 5, 15, 17, 18, 24, 30, 33), which bring substantial benefits to successful reading, are not employed satisfactorily. This table is quite revealing in demonstrating that learners need reading strategy instruction.

Table 7

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 1st 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 finger	20	3,35	1,725
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

Note: N = number of participants; M = mean; Sd = standard deviation

Table 7 provides the most frequently used reading strategies by the 7th grade learners prior to the reading strategy instruction. However, closer inspection of the table shows the strategies with the highest means are not the desired ones for strategic and successful reading because these strategies may create some handicapping conditions for foreign

language learning. These strategies are as follows: translating each sentence into Turkish (Item 8), starting from the 1st 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 illustrates that the 7th grade learners implement some poor strategies frequently instead of more useful strategies, such as skimming, scanning, activating prior knowledge, visualising, using context clues, etc.

Overall findings of the pre-test produced rather remarkable outcomes. The tables above disclose the fact that the 7th grade learners make use of reading strategies to some extent, but not in the utmost degree. For the sake of more successful and strategic reading, learners need to increase the frequency of using reading strategies. For this reason, six reading strategies were chosen to be taught in order to enhance their reading in English with regard to their needs in their educational context. These strategies are finding the main idea, skimming-scanning, activating prior knowledge, using context clues, questioning, and visualising.

Taken together, the results of the pre-test provide valuable insights into answering the first research question.

RQ1: Does the subject group selected from the 7th 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?

Prior to reading strategy instruction through flipped classroom, it is explored that the 7th grade learners use reading strategies to a certain extent, but not adequately. While the most frequently used reading strategy is 'translating each sentence into Turkish,' the least frequently used reading strategy is 'trying to understand the text by not using non-target language.'

4.1.2. Analysis of the Post-Reading Strategy Questionnaire

Subsequent to the reading strategy instruction through flipped classroom, the participants responded to the same reading questionnaire again so as to uncover if there was a noticeable difference in their use of reading strategies. In the reading strategy instruction, six reading strategies (finding the main idea, skimming-scanning, activating prior knowledge, using context clues, questioning, and visualising) were striven to be taught. For this reason, the items concerning these strategies were calculated in the analysis of the post-test.

Table 8

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

Note: N = number of participants; M = mean; Sd = standard deviation

Table 8 presents the results obtained from the analysis of the post-test. In this table, the items based on the strategies which were instructed in the treatment process and showed an increase in comparison with the pre-test are displayed. Items 1 and 33 are related to figuring out the main idea. Items 3 and 5 depend on skimming while item 24 pertains to visualising. Items 15 and 18 is concerning activating background knowledge, and items 2 and 30 draw on questioning. Finally, Items 16 and 17 are related to using context clues. The following table stands for the items decreasing in comparison to the pre-reading strategy questionnaire.

Table 9

Items Decreasing in Comparison to the Pre-Reading Strategy Questionnaire

Item no	Reading Strategies	N	M	Sd
9	Starting from the 1st 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

Note: N = number of participants; M = mean; Sd = standard deviation

Table 9 stands for the items that show a decrease compared to the pre-test. The strategies in these items were frequently used by the 7th grade learners prior to the reading strategy instruction. However, this was not desired because the language learning process is somehow hindered by these strategies. Accordingly, it requires that the use of these reading strategies should be reduced. From the figures in Table 9, it can be inferred that as the learners were exposed to explicit reading strategy instruction, they tended to decrease the use of these strategies and utilize different strategies.

4.1.3. The Comparison of Pre-test and Post-test Results

Preliminary analyses were performed in order to reveal the results of the pre-test and post-test, respectively. However, it necessitates further analysis in order to answer the second and third research questions. The findings in this chapter serve the purpose of answering these research questions:

RQ2: Are there any changes in the frequency of reading strategy use of the subject group selected from the 7th 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 7th grade learners?

In an attempt to explore whether there is a significant difference between pre-test and post-test, the results of pre-test and post-test are analysed comparatively.

For the purpose of determining which test is applied to compare the results, firstly, the normality test was conducted.

Table 10

Test of Normality for the Pre- and Post-Reading Strategy Questionnaire

	Kolmogrov-Smirnov[a]			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Pre-test	,149	20	,200*	,958	20	,505
Post-test	,123	20	,200*	,966	20	,659

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

On account of the number of the sample, the results of the Shapiro-Wilk test is taken into consideration because it is convenient for small samples (Shapiro & Wilk, 1965). As Table 10 makes clear, the data gathered from the pre-test and post-test show a normal

distribution. It is ensured by the fact that the pre-test's value of Sig.= ,505 is greater than 0,05 (,505 > 0,05), and the post-test's value of Sig.= ,659 is also greater than 0,05 (,659 > 0,05). Accordingly, a comparison between the two tests was made using parametric tests in that the results of the test of normality have a normal distribution. In an attempt to ascertain whether there was a significant difference between both of the tests, *Paired Samples t-test* was implemented. The results of the test are set out in Table 11.

Table 11

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 17	2,25	4,10	1,348	,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

Note: Mean 1 is the mean scores of the pre-test, and Mean 2 stands for the mean scores of the post-test. Pair means the match of the pre-test and post-test results of related items.

Table 11 demonstrates that there is a significant difference between pre-test and post-test because the Significance value is less than 0,05. It encapsulates that the participants have become more inclined to use reading strategies after the reading strategy instruction. It can be inferred from the fact that the mean scores of post-test showed a considerable increase by comparison with the mean scores of the pre-test. As mentioned earlier, this analysis depends on the items related to the strategies which were instructed in the treatment process. For this reason, Items 1, 2, 3, 5, 15, 16, 17, 18, 24, 30, and 33 were computed and analyzed comparatively.

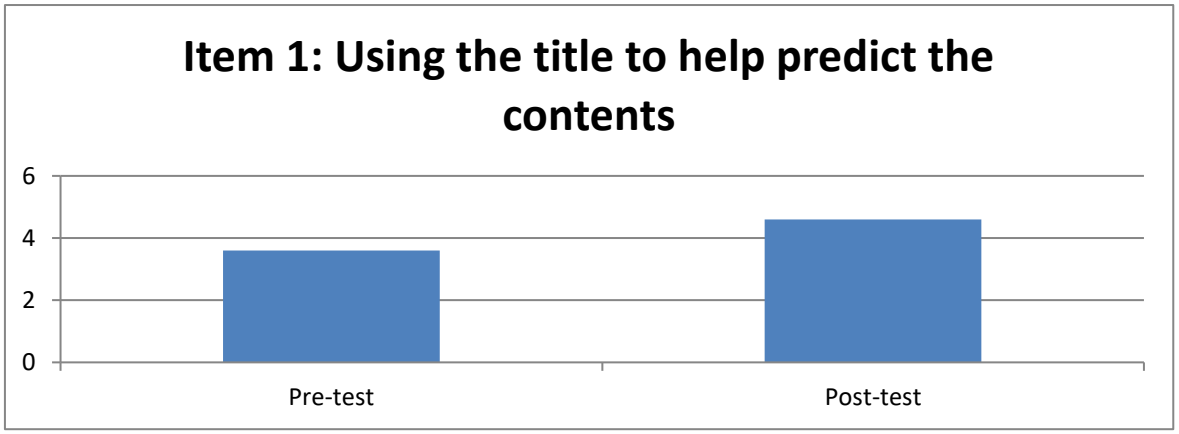


Figure 3. Mean scores of Item 1 in the pre-test and post-test

Figure 3 illustrates the mean scores (3,60-4,60) of Item 1 of both tests. It is clear that the reading strategy instruction via flipped classroom makes the students more aware that using the title is practical to develop their reading.

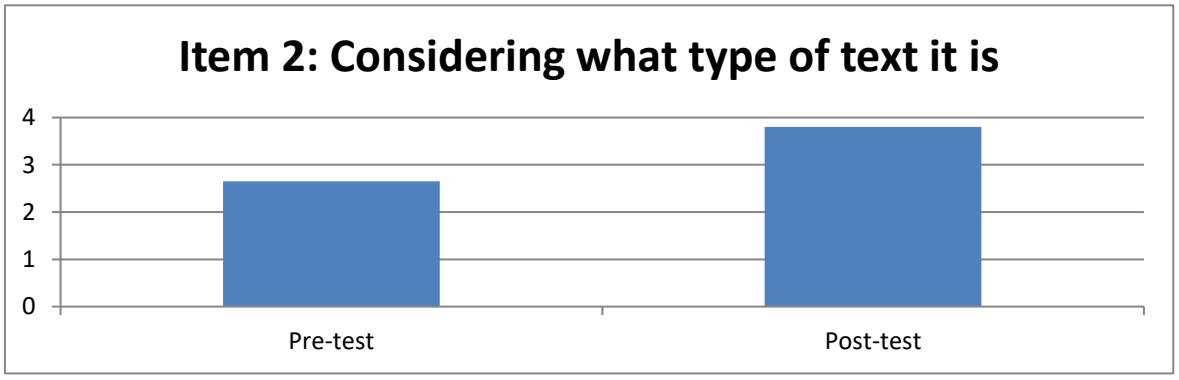


Figure 4. Mean scores of Item 2 in the pre-test and post-test

As shown in Figure 4, the mean scores of Item 2 increased greatly in the post-test compared to the pre-test. It shows that after the treatment, students began to pay attention to the type of text they read.

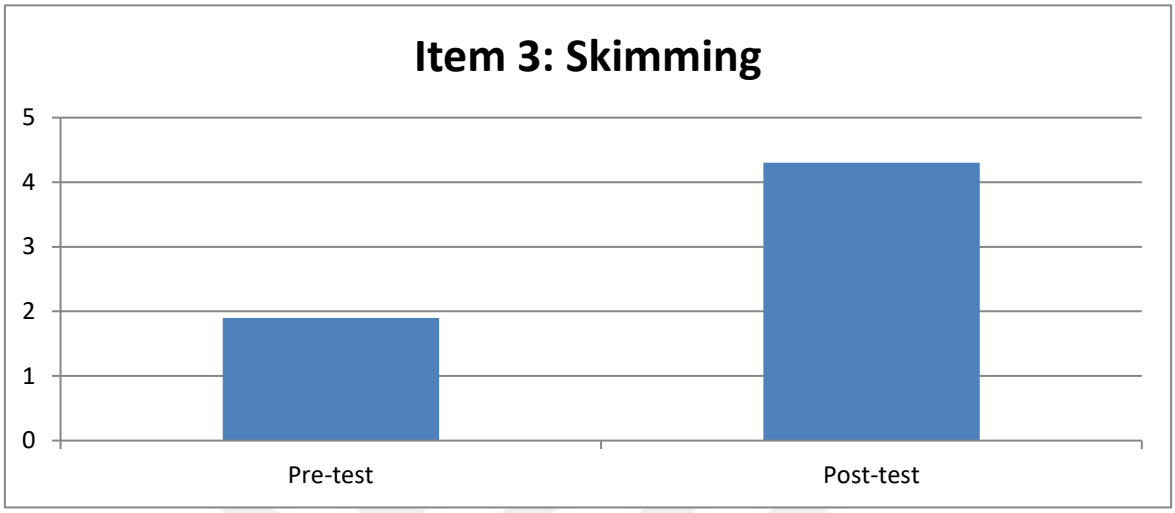


Figure 5. Mean scores of Item 3 in the pre-test and post-test

As seen in Figure 5 clearly, the reading strategy instruction through flipped classroom brought about a marked increase in the mean scores of Item 3. It shows that the instruction has been instrumental in increasing the use of the skimming strategy.

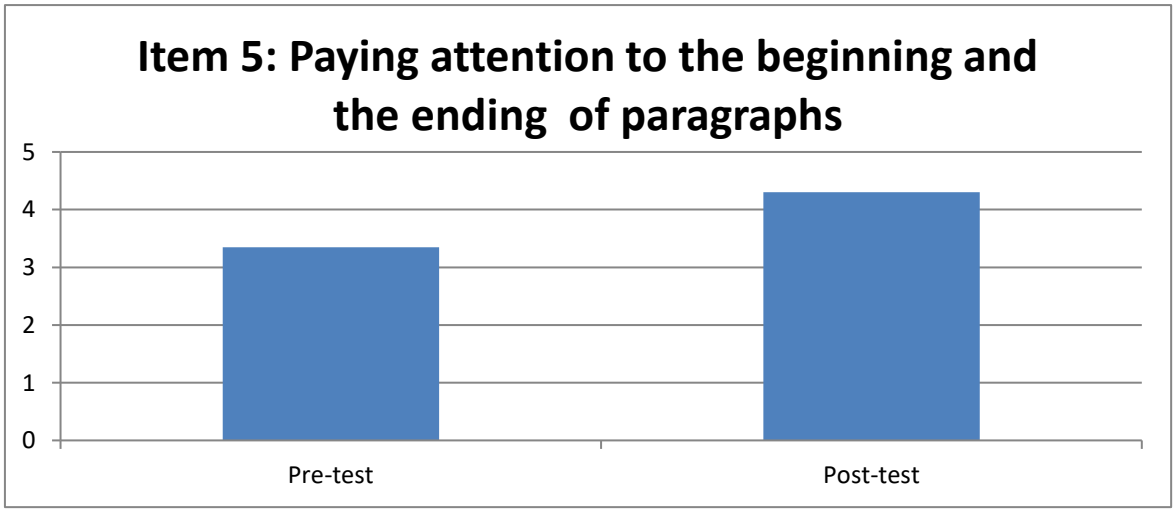


Figure 6. Mean scores of Item 5 in the pre-test and post-test

Figure 6 compares the mean scores of Item 5 in both the pre-test and the post-test. It can be seen that after the treatment, the students utilize this strategy more than before.

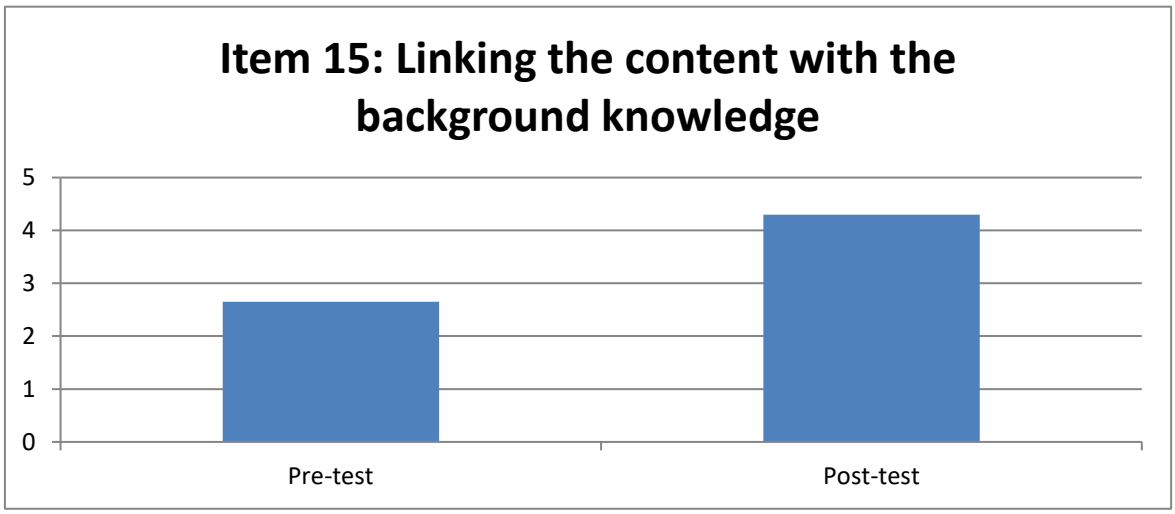


Figure 7. Mean scores of Item 15 in the pre-test and post-test

In Figure 7, there is a clear trend of increasing the mean scores of Item 15 in the post-test in comparison with the pre-test. Activating background knowledge has taken on growing importance after the treatment.

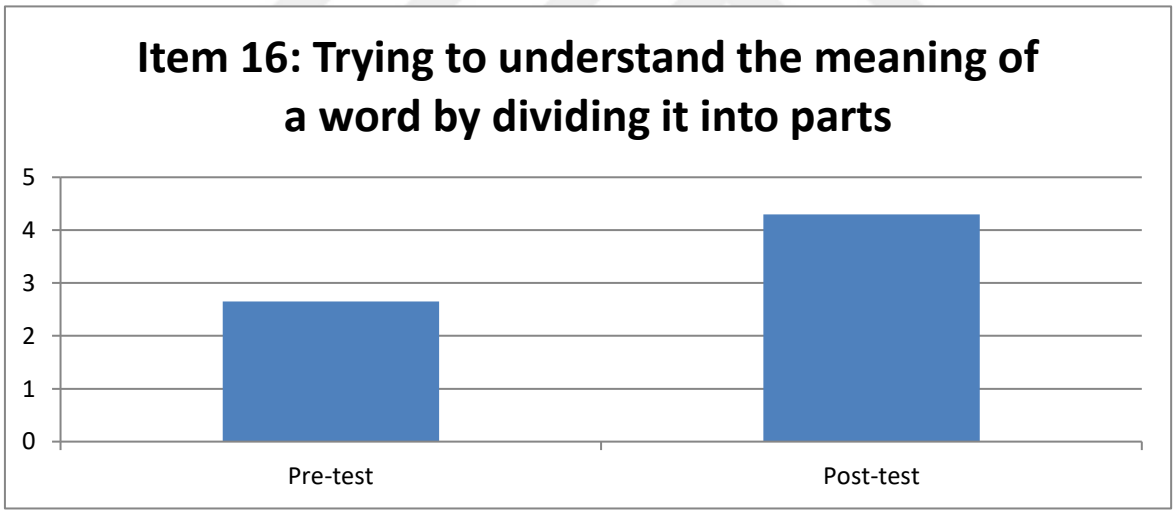


Figure 8. Mean scores of Item 16 in the pre-test and post-test

The difference between the mean scores of Item 16 in pre-test and post-test is highlighted in Figure 8. It is noted that students have made a successful endeavour to understand the meaning of a word after the treatment.

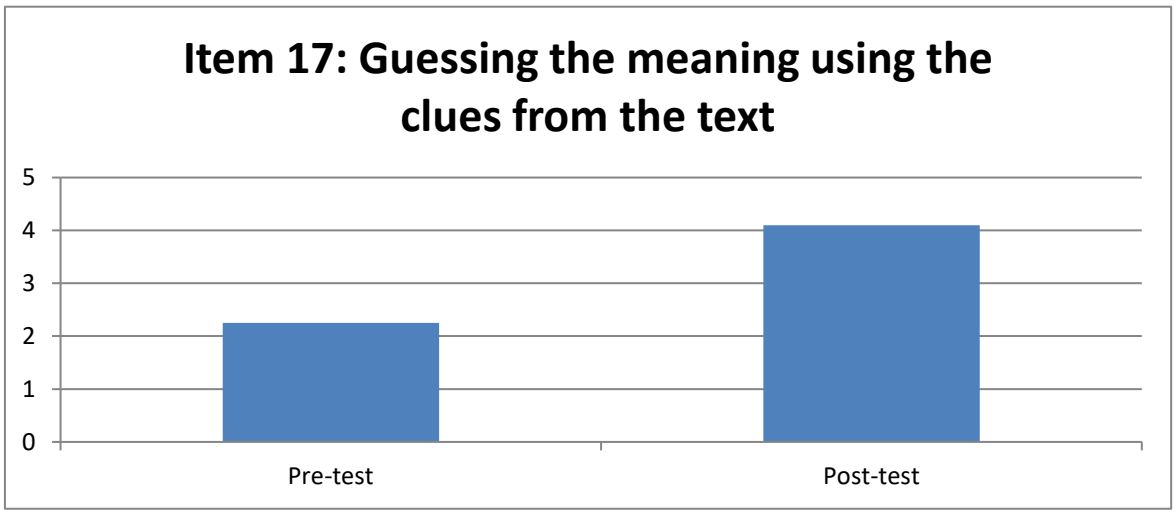


Figure 9. Mean scores of Item 17 in the pre-test and post-test

As shown in Figure 9, the difference in mean scores of Item 17 is rather dramatic. It indicates that there is satisfactory progress in using context clues.

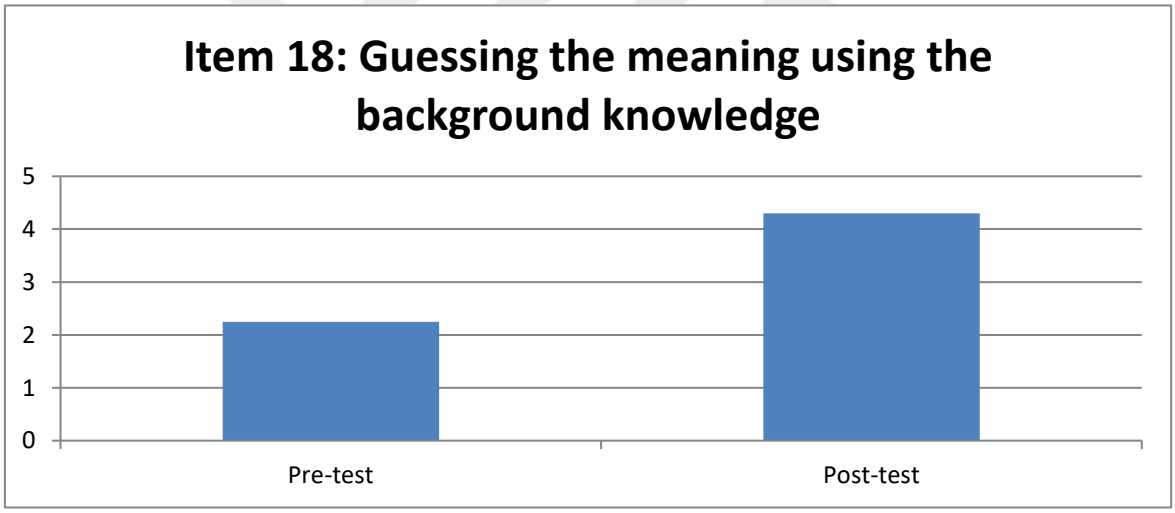


Figure 10. Mean scores of Item 18 in the pre-test and post-test

As Figure 10 makes it obvious, there is a desirable change in mean scores of Item 18. The learners recognize that they can guess the meaning of a word by activating their prior knowledge after the treatment.

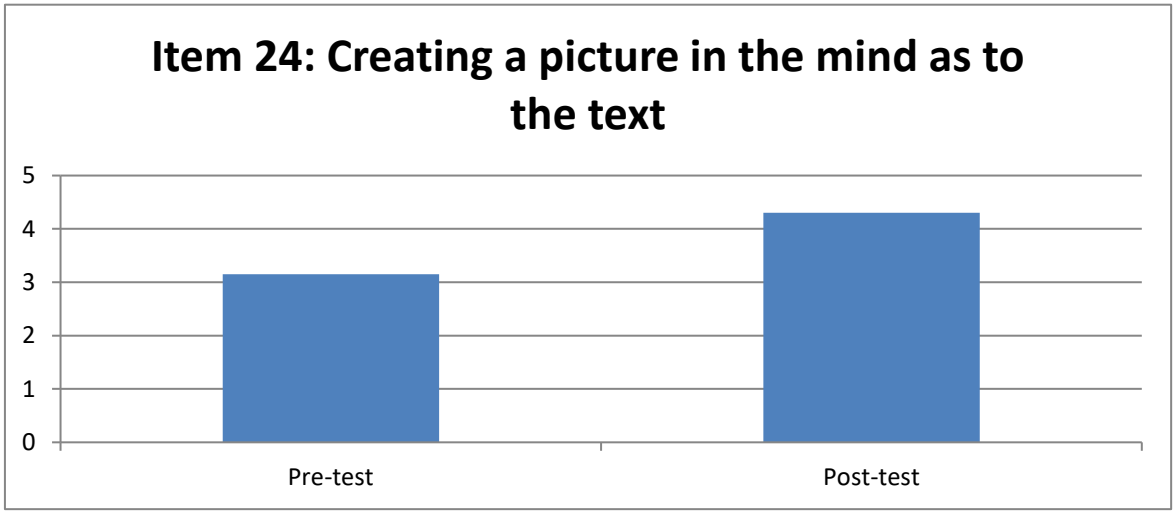


Figure 11. Mean scores of Item 24 in the pre-test and post-test

From the scores in Figure 11, it is apparent that visualising has become a frequently used reading strategy after the treatment.

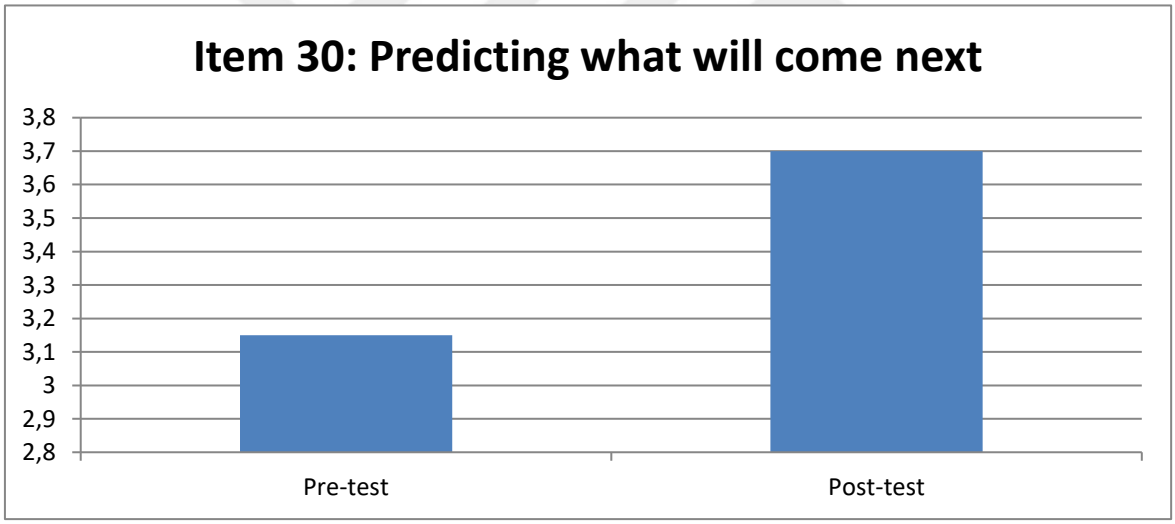


Figure 12. Mean scores of Item 30 in the pre-test and post-test

Figure 12 underscores that predicting what will come next experiences a substantial increase after the treatment. A clear benefit of the reading strategy instruction through flipped classroom employing this strategy could be identified in this graph.

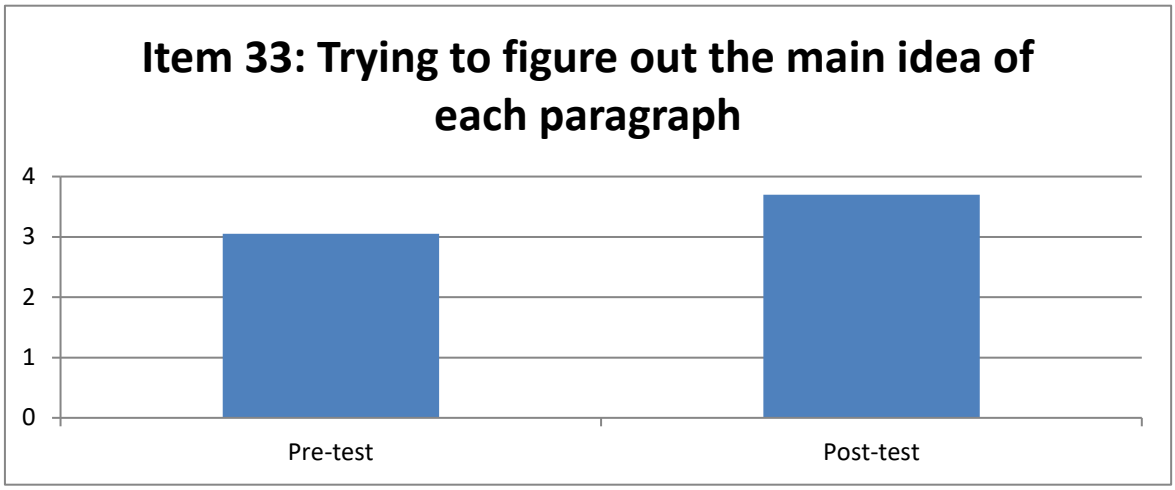


Figure 13. Mean scores of Item 33 in the pre-test and post-test

As illustrated in Figure 13, Item 33 represents a moderate increase in its mean scores compared to other items. However, it can be said that the treatment has succeeded in raising awareness of this strategy among the students.

Together these results indicate that the instruction seems to be an effective way in order to make students apply the reading strategies.

In addition, it was found that some strategies such as translating each sentence into Turkish or skipping unknown words were used frequently by the participants before the treatment. These strategies may create some handicapping conditions for foreign language learning. In order to reveal whether there are any changes in the frequency of use of these strategies after the treatment, the findings of these strategies in the pre and post-test were compared. These results are presented in Table 12.

Table 12

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

Note: Mean 1 is the mean scores of the pre-test, and Mean 2 stands for the mean scores of the post-test.

Table 12 displays the comparison of the mean scores of the items, which show a decrease after the treatment. Actually, this is an anticipated outcome in that these strategies are not the desired ones because of their impeding effects. It can be interpreted that the reading strategy instruction with flipped classroom has become beneficial to make the learners abstain from utilizing these strategies.

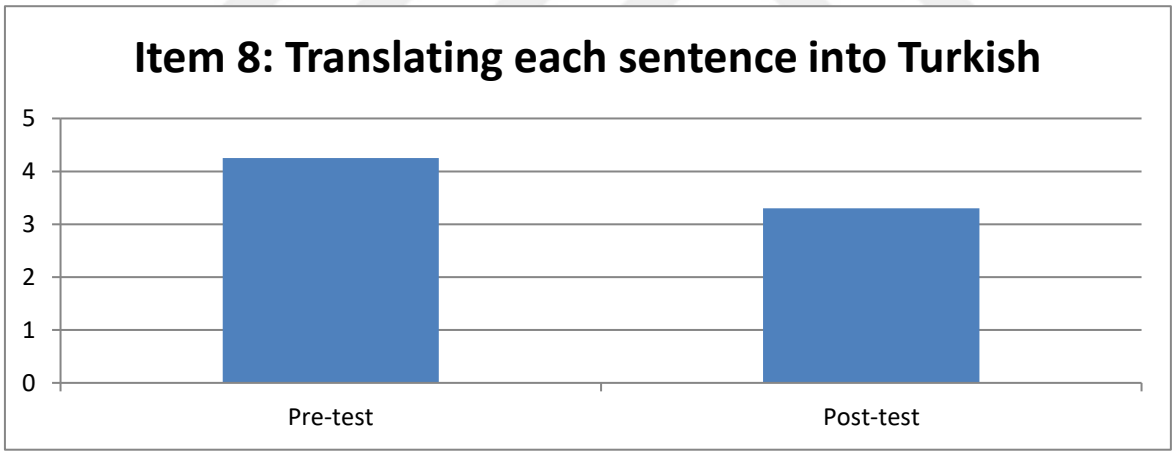


Figure 14. Mean scores of Item 8 in the pre-test and post-test

Translating each sentence into Turkish hampers the progress in language learning. For this reason, it is expected to reduce the frequency of this strategy use after various strategies were introduced. In Figure 14, it is obviously seen that the use of this strategy has experienced a significant decrease after the treatment.

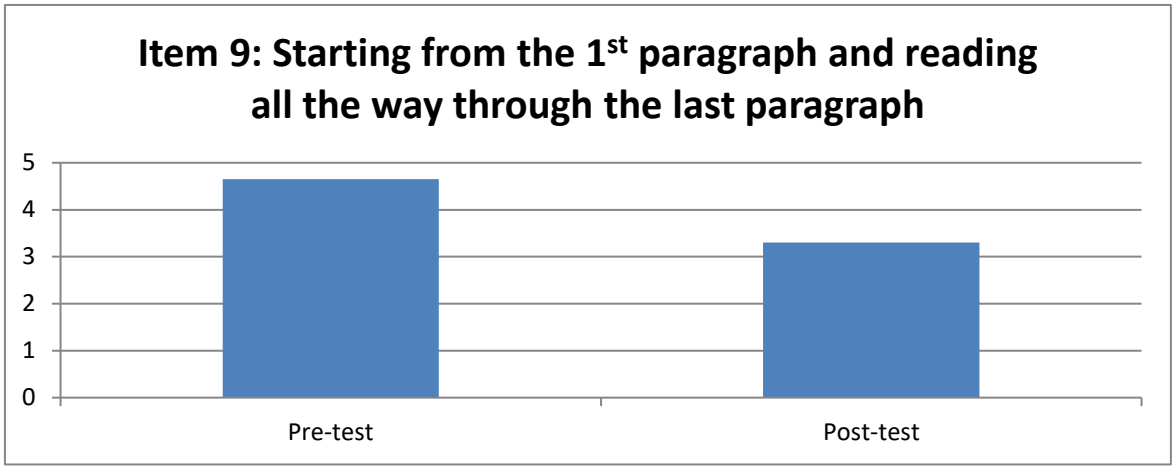


Figure 15. Mean scores of Item 9 in the pre-test and post-test

Figure 15 stands for Item 9, which is based on an undesired action learners take while reading. This strategy is the reverse of skimming, which is quite a useful strategy for successful and strategic reading. The results in Figure 15 demonstrates that after the treatment, learners chose this way less than before.

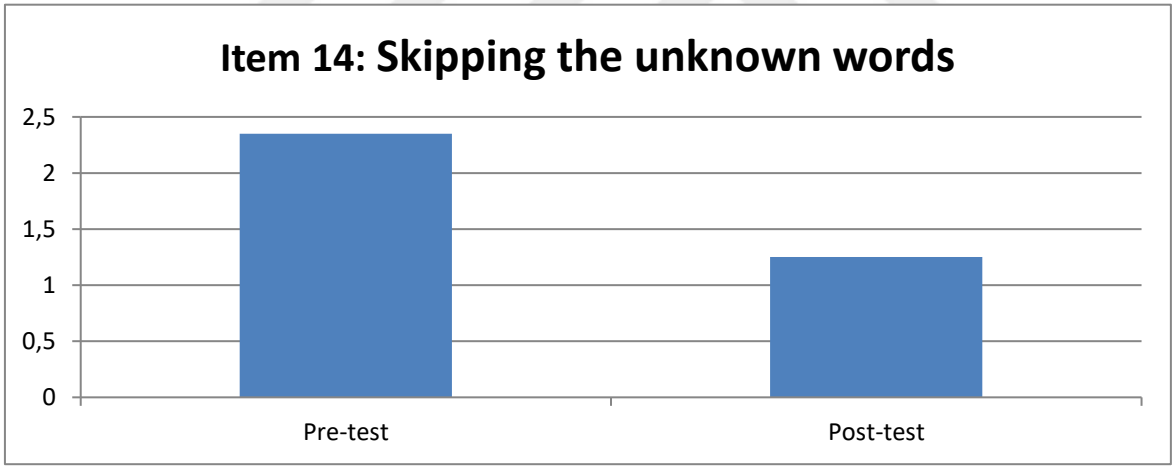


Figure 16. Mean scores of Item 14 in the pre-test and post-test

As it is observed in Figure 16, the mean scores of Item 14 decreased after the treatment. It may be implied that it is a positive effect of reading strategy instruction with flipped classroom. After the treatment, instead of skipping unknown words, learners may strive to understand the meaning of a word by using context clues.

Overall, the results obtained from the analysis disclose that reading strategies instruction through flipped classroom exerted a positive effect on learners' use of reading strategies.

4.2. Analysis of the Qualitative Data

Drawing upon two strands of research, the current study aims at exploring the effects of flipped classroom on the 7th grade learners' use of reading strategies and the attitudes of learners towards flipped classroom. For this reason, in order to probe deeper, both quantitative and qualitative research methods were used in this investigation. By employing qualitative modes of inquiry, it is attempted to unearth the attitudes of the 7th grade learners towards flipped classroom. In this thesis, reflections and a semi-structured interview were used as qualitative data collection instruments. The data obtained from these instruments are used to answer the fourth research question.

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

4.2.1. Analysis of the Learner Reflections

Reflections were adopted to obtain further in-depth information on the perceptions and thoughts of the learners as to reading strategy instruction and flipped classroom. Reflections allow the researcher to get deeper insights into what learners think about the process at regular intervals.

For the collection of data from reflections, 10 open-ended questions were provided for learners in order to guide them. Of these questions, four questions were related to reading strategies, and six questions pertained to flipped classroom. The learners were asked to write their reflections with regard to these ten questions after every-week implementation.

Question 1: *Which reading strategies have you learned this week?* This question was asked in order to ensure whether the students paid enough attention to classes or not. All the students answered this question correctly, and it shows that the students attended and followed the classes.

Question 2: *Have you used the reading strategy you have learned this week in classroom activities?* Although most of the students answered this question positively towards the end of the implementation, several students stated that they had difficulty in using the strategies in the first couple of weeks.

Question 3: *Do you think of using this strategy in your future readings? Why?* The majority of the students noted that they found the reading strategies useful and effective. While some of them thought of using these strategies certainly in the future, some of them stated that they wanted to use these strategies if they could.

Question 4: *Did you find the strategy useful? Why?* From the responses of the students, it is understood that most of the students were conscious of the usefulness of reading strategies. They added that reading strategies made the reading process easier. On the other hand, several students replied that they had some trouble while applying the strategies, so they found the strategies problematic.

Question 5: *How did you feel during the implementation of flipped classroom?* In the first week of the implementation, all the students expressed that it was a new experience for them. Therefore, most of them felt excited and willing; several of them were uneasy and anxious about what awaited them in the treatment process. Considering the overall treatment process, students said that they took a fancy to flipped classroom; flipped classroom attracted their interests, and they really relished studying with flipped classroom.

Question 6: *What do you think about video lectures?* The overall responses to this question were revealing about what students were really thinking. The majority of the students are in agreement on the usefulness of video lectures. They noted that they felt more relaxed while watching video lectures at home compared to taking classes at school. Also, they did not feel bored since the length of video lectures was short. Pausing, rewinding, or fast-forwarding videos were also some of the advantages of video lectures. On the contrary, a

minority of students criticised video lectures for not allowing them to ask their questions when they needed.

Question 7: *What do you think about spending school hours with various activities?* Most of the students responded to this question positively. They pointed out that the classroom atmosphere became more enjoyable and relaxed thanks to these activities. They added that they got more opportunities to participate in the classes. However, a few students voiced some complaints about the noise in the classroom generated from the activities at times.

Question 8: *Do you think flipped classroom is an effective model? How so? Why?* Most of the students thought that flipped classroom model was effective because they could be more active in the classes. They added that they could compensate for missing classes thanks to video lectures. Several students stated that instead of doing homework at home, attending the activities at school was more efficient. A minority of students pointed that they could not get accustomed to learning through videos without a teacher. However, they changed their ideas positively towards the end of the implementation of flipped classroom.

Question 9: *What do you like/dislike about flipped classroom?* All the students responded to the question. Except for a couple of students, they relished studying with flipped classroom in general. Most of the students mentioned that they were pleased that they were instructed in short videos, so they did not get bored. Also, they noted that flipped classroom created a more pleasurable atmosphere because they were more active in the classes. A small number of students disagreed with their friends. They thought that it caused some noise during the activity time, and they preferred the traditional method to flipped classroom.

Question 10: *What aspects do you find deficient or ineffective about flipped classroom?* The great majority of the learners were agreed that flipped classroom had some deficient aspects. Almost all students pinpointed that they desired to ask their questions about what

they could not understand while they were watching the video lectures. A few students added that it was necessary to drop the noise in the classroom.

The overall responses reveal that students have a positive construct to a large degree towards reading strategy instruction and flipped classroom although there are a few criticisms of students about the new teaching method, flipped classroom.

4.2.2. Analysis of the Interview

One of the goals of the current research was to explore the attitudes of the 7th grade learners towards flipped classroom. To measure their attitudes, a semi-structured interview was designed. This interview was constructed of twelve questions which were to determine the participants' attitudes and perceptions about flipped classroom. The interview was carried out after the implementation.

In an attempt to make the interviewees feel as comfortable as possible, the interview was conducted with one interviewee at a time. In this way, it was striven to help them express themselves openly. The medium of the interview was Turkish in order to gather accurate thoughts of interviewees. The responses of interviewees are as follows:

Question 1: *How did you find flipped classroom in general?* The great majority of students were agreed that flipped classroom was effective and enjoyable in general. Of the interview group, four students (20%) noted that it was difficult to study in flipped classroom.

Participant 1: *It was totally a new experience for me. I really had fun during this process.*

Participant 2: *Flipped classroom was exciting for me. I liked it a lot.*

Participant 3: *I think it was more effective than the traditional classes.*

Participant 4: *I had some difficulty understanding the subject without my teacher at times. To be honest, I did not like it much.*

Participant 5: *I did not get accustomed to studying with flipped classroom; I did not feel comfortable with this method.*

When the students were asked *How did you feel while studying in flipped classroom?* in Question 2, the majority responded positively. Three of them (15%) stated some negative feelings towards flipped classroom while one student expressed that he was neutral about flipped classroom.

Participant 6: *I felt fairly relaxed during this process. Also, I was quite happy because I do not remember getting bored at all.*

Participant 7: *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.*

Participant 8: *It was totally different from our other classes. Hence, I was so excited and enthusiastic that I looked forward to attending the classes.*

Participant 9: *I was not used to studying in flipped classroom. That is why I felt a bit uneasy during the process.*

Participant 10: *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 those interviewed indicated that flipped classroom was an effective way to promote learning. Flipped classroom was accepted as a useful method to some extent. However, two students have a contrary opinion.

Participant 11: *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.*

Participant 12: *It is a useful method because I recognized that I could learn better when I was relaxed. Since flipped classroom made me feel comfortable, I can say it is effective.*

Participant 13: *I think flipped classoom is quite beneficial method because I learned better through this model. I could reinforce what I learned in the videos with the activities in the classroom.*

Participant 14: *I am accustomed to traditional teaching, so I had some trouble to adapt flipped classroom, and that made learning harder for me.*

For Question 4, *In your opinion, what are the advantages of flipped classroom?, a*ll the students reported several advantages of flipped classroom:

Participant 15: *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 rewatch videos at home until I understood the subject.*

Participant 16: *I can miss some points at school, but video classes eliminate the possibility of missing them.*

Participant 17: *Thanks to flipped classroom, I could learn the subjects in a silent and relaxed atmosphere.*

When the students were asked *What are the weak and deficient points of flipped classroom?* in Question 5, almost all the students reported that flipped classroom was deficient in several respects.

Participant 10: *The only problem with flipped classroom was that I could not ask my questions about the subject while watching the video classes.*

Participant 7: *Learning subjects with video classes was really good, but the activities caused some noise at class at times, and it became disturbing.*

In response to Question 6: *Is there anything that you dislike about flipped classroom? If so, what are they?*, the majority said that they really relished the method by and large. However, they had some criticisms about flipped classroom. The responses to this question accord with the responses to Question 5.

Question 7 asked the students: *Did you find the video classes to be helpful in understanding the subjects?* Most of them were unanimous in the view that the video classes were useful. The common reason why they were effective is that video classes provide the opportunity to rewind, pause and fast-forward.

Participant 20: *I learned better by means of the video classes because I watched them until I understood.*

Participant 2: *I could watch videos again and again, so I believe that it was hard to forget for me.*

Participant 8: *With the help of the video classes, I could learn the subjects at home instead of in noisy and crowded classes.*

In this interview, Question 8 asked students, *What are the differences between traditional teaching and flipped classroom?* From the responses of students, it can be inferred that they are conscious of the differences between the two models. Except for three students, the majority of the students noted that flipped classroom differed from traditional teaching positively.

Participant 2: *Traditional classrooms are crowded and noisy, so I sometimes miss some points. However, flipped classroom offers a silent learning atmosphere at home.*

Participant 15: *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*.

Participant 16: *Flipped classroom is more enjoyable than the traditional classroom because the length of video lectures was quite short, so I did not get bored. Besides, I was so active in the classroom that I felt more energetic in flipped classroom.*

Participant 19: *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.*

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 interviewees reported that they preferred taking part in the activities in the classroom to doing homework at home. Two of them pointed that doing homework at home was better because s/he could focus on her/his homework at home due to lack of noise. Three of them were indecisive in determining which one was better. They stated that both of them were useful.

Participant 3: *Doing homework is boring and tiring. However, doing activities in the classroom was fun, so I felt energetic.*

Participant 20: *Taking part in the activities in the classroom is better because I could think creatively with the help of my teacher and friends.*

Question 10 asked students *In which model did you take more responsibilities for your learning; flipped classroom or traditional model?* Two discrete perspectives emerged from the responses to this question. Some of the students reported that they took more responsibilities in the traditional model. On the other hand, others expressed that they felt more responsible in flipped classroom.

Participant 4: *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.*

Participant 15: *I became more responsible in flipped classroom because I was supposed to learn the subjects at home.*

In responses to Question 11, *Has flipped classroom affected your learning style and manner?,* most of the students reported that it made learning fun, so they felt more enthusiastic about learning. Several of them mentioned that they understood the importance of the pace of learning. A few students noted that there is not any effect of flipped classroom on their way of learning.

Participant 8*: 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.*

Participant 12: *Flipped classroom helped me to recognize that I could learn by myself without authority.*

Question 12 asked the students: *Which one do you prefer for your further education; flipped classroom or traditional method?* Opinions differed in the responses to this question. Students indicated that they had some concerns although they really enjoyed flipped classroom because it was a totally new experience for them. Some of them added that they took classes in the traditional classrooms for years, so they were afraid of this radical change. On the contrary, some of the students stated that they definitely preferred flipped classroom since it was more enjoyable.

Participant 19: *I prefer the traditional model because I am used to it.*

Participant 20: *I prefer flipped classroom because it is more enjoyable and effective than the traditional method.*

In summary, the responses of the students to the interview demonstrate that the 7th grade students have positive attitudes towards flipped classroom. From the findings of the interview, it is apparent that flipped classroom was a pleasing experience for the students.

4.3. Discussion

In the scope of this study, the results indicate that the reading strategy instruction through flipped classroom has the desired effect on the learners' reading strategy use and their attitudes towards flipped classroom. This section was devoted to the discussions of these results.

The results obtained from the reading strategy questionnaire show that the 7th grade learners started to use reading strategies more frequently after the instruction. In addition, the instruction seems to be effective to make learners abstain from using undesirable reading strategies for language learning. These results may be explained by the fact that this instruction developed a repertoire of reading strategies for learners. It can be also interpreted that the reading strategy instruction through flipped classroom supports learners to be strategic readers.

Moreover, this study has gone some way towards enhancing our understanding of flipped classroom. In the present study, flipped classroom was implemented to teach reading strategies. The results reveal that flipped classroom has increased the frequency of the learners' reading strategy use because it furnishes learners with enough time to practice reading strategies in the classroom. This result may be explained that flipped classroom is a beneficial method for teaching reading strategies.

Another contribution of this study is that flipped classroom was implemented at a secondary school unlike a great number of studies done with university, college, upper secondary school learners. The findings indicate that the 7th grade learners relish studying in flipped classroom to a considerable extent. However, there are some concerns about this implementation. These learners take classes in traditional classrooms for years; therefore, they are accustomed to this way of teaching. For this reason, they had some difficulties to adapt this change of method at the beginning of the treatment. From these results, the inferences about the approach to learning and teaching can be drawn. Learners incline to take classes in the accustomed way of teaching even if they find flipped classroom more enjoyable and effective than the traditional classroom. Increasing the implementation of flipped classroom model can change the learners' concerns about flipped classroom and the approach to learning and teaching because learners have positive attitudes towards flipped classroom. In order to keep up with the current era and adapt the changes required by the era, necessary conditions, such as technological infrastructure and changes in the

curriculum should be provided. Especially disadvantaged areas should be prioritized. For instance, it can be said that Van is more disadvantaged city than many cities in Turkey in terms of technological facilities. For this reason, this study is of paramount importance to shed new lights on the related literature regarding the area where it was conducted.

Furthermore, the findings gathered from this study highlight that learners can learn better at their own pace. With the help of the video classes, flipped classroom provides self-paced learning. It can be said that learners are more likely to discover and develop their learning manner in flipped classroom.

In conclusion, the current study contributes to rapidly expanding field of flipped classroom in several ways. This study examines the combination of flipped classroom and reading strategies. The insights gained from this study may shed new light on the related literature because much less is known about this combination. Besides, the subject group of this study is of great significance for the related literature since it differs from the many studies in the field.

CHAPTER V

CONCLUSION AND IMPLICATIONS

This chapter of the current study was devoted to the conclusion part. In the first place, a brief summary of the study is submitted. Then, conclusions based on the findings are presented. Finally, some pedagogical implications and suggestions for further research are provided.

5.1. Summary of the Study

The present study was designed to determine the effects of reading strategy instruction through flipped classroom on the 7th grade learners' use of reading strategies and their attitudes towards flipped classroom. To date, many studies have focused on reading strategies and flipped classroom. These topics are widely explored research areas. Nonetheless, far too little attention has been paid to the relation between flipped classroom and reading strategies. The current study has put careful thought into this relationship. In an attempt to investigate this relationship, this study was conducted at a secondary school in Van, Turkey. The sample of the study was comprised of 20 learners selected from the 7th graders by means of purposive (criterion-based) sampling. In this study, flipped classroom model was implemented for 6 weeks. Before the implementation, the participants

undertook a reading strategy questionnaire so as to explore the current level of their reading strategy use. Throughout the implementation, the participants were supposed to write reflections on their perspectives and thoughts about reading strategy instruction with flipped classroom after each-week implementation. Following the implementation, the same questionnaire was carried out as a post-test to find out whether there was a significant increase in the frequency of their use of reading strategies. At the end of the process, an interview was conducted to illuminate the attitudes of the participants towards flipped classroom. As seen above, the data were collected via both quantitative and qualitative data collection instruments. The data obtained in the study were used to address the research questions.

- *RQ1: Does the subject group selected from the 7th 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?*

The first research question sought to determine the level of the 7th grade learners' reading strategy use before the treatment. For this reason, a reading strategy questionnaire was applied as a pre-test. The results of the pre-test indicate that the 7th grade learners use several reading strategies to some extent, but not at the desired level. Considering the rank of the strategies in light of the results of the pre-test, some of the strategies were placed in the category of the most frequently used reading strategies. However, these reading strategies may impede the language learning process. According to the mean scores of items in the pre-test, the most frequently used reading strategy was 'translating each sentence into Turkish' while the least frequently used reading strategy is 'trying to understand the text by not using non-target language' prior to the reading strategy instruction through flipped classroom. These findings prove that the 7th grade learners need explicit reading strategy instruction.

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

After six-week reading strategy instruction through flipped classroom, the reading strategy questionnaire was conducted again as a post-test. The data analysis was performed using SPSS software. Then, the results were compared with the results of the pre-test. The most obvious finding to emerge from the analysis is that there is a significant increase in the frequency of the 7th grade learners' reading strategy use. Additionally, as is expected, the strategies which are used frequently show a decrease after the treatment. It is estimated that the use of these strategies reduces as they learn new reading strategies.

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

In the reading strategy instruction, six reading strategies (finding the main idea, skimming and scanning, activating prior knowledge, using context clues, questioning, and visualising, respectively) were taught. To explore the effect of the instruction exactly, the related items based on the strategies taught were taken into consideration in the analysis of the post-test. The mean scores of these items in the pre-test and the post-test were compared to distinguish whether there was a significant difference or not. The current study found that there was a marked increase in the use of reading strategies of the 7th grade learners. It signifies that learners become more inclined to use reading strategies after the treatment. Overall, the results demonstrate that the reading strategy instruction through flipped classroom help students become more strategic readers.

- *RQ4: What are the attitudes of the subject group selected from the 7th grade learners towards flipped classroom?*

To disclose the attitudes of the 7th grade learners towards flipped classroom, reflections and an interview were conducted. Learners were asked to write reflections as to what they thought about reading strategy instruction and flipped classroom each week during the

treatment. The interview was set out to explore the attitudes of learners towards flipped classroom. The findings gathered from these qualitative tools show that the 7th grade learners have positive attitudes towards flipped classroom by and large. From the responses of learners, it can be understood that although some points were criticized by students, they were obviously pleased to experience flipped classroom. They complained about the noise generated in the classroom during the activities at times. Also, they had a few criticisms for not asking their questions to their teachers while watching the video classes. Apart from these criticisms, flipped classroom satisfied the participants. Taken together, these results encapsulate that the 7th grade learners hold positive attitudes towards flipped classroom.

5.2. Conclusion

The current study has yielded fundamental results contributing to the related literature. The main focus of interest in this study is reading strategy use and flipped classroom. There are a growing number of studies that recognise the importance of reading strategies for successful reading (Grabe, 1991; Mokhtari & Sheorey, 2002; Singhal, 2001). For achieving success in reading, the effective use of reading strategies is of concern. In order to use reading strategies effectively, reading strategy instruction is required (Grabe & Stoller, 2001). Investigating the impacts of reading strategy instruction on reading strategy use is a continuing concern within the literature (Karapınar, 2014; Wilkes, 2011). In this respect, this study makes a major contribution to the related literature by demonstrating the relation between reading strategy instruction and the frequency of use of reading strategies. The present study seems to be consistent with other research which found 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). Previously published studies were carried out mostly with high school or university

learners. However, this study was conducted at a secondary school. Considering the subject group, the results obtained in the current study are in line with those of the previous studies which were conducted with secondary or adolescent learners (Manoli, Papadopoulou, & Metallidou, 2016; Pekçabuk, 2019; Wilkes, 2011). In terms of the subject group, this study shed new light on the literature. Consistent with the literature, this research supports that reading strategy instruction increases the frequency of the 7th grade learners' reading strategy use.

Additionally, the present study lays the groundwork for further research into flipped classroom. In this study, the reading strategy instruction was carried out by means of flipped classroom. In this regard, this study yields new insights concerning flipped classroom into literature since the research to date has tended to focus on different language skills or components such as grammar, vocabulary, listening (Ediş, 2017; Ekmekçi, 2014; Hung, 2015; Kurt; 2017; Şık, 2019; Yang, 2017). Moreover, this study is differentiated from previous studies on account of its subject group. Although much research based on flipped classroom was conducted with mostly high school or university learners, the sample of this study was comprised of secondary school learners. Furthermore, the present study attempted to investigate the attitudes of learners towards flipped classroom. The findings of this study corroborate those of a great deal of the previous research regarding the attitudes of learners towards flipped classroom (Ceylaner & Karakuş, 2018; Ediş, 2017; Ekmekçi, 2014; Singay, 2020; Smith, 2013; Wilson, 2013). Comparison of the findings with those of other studies confirms that learners have positive attitudes towards flipped classroom. Overall, these results add to the rapidly expanded field of implementing flipped classroom model in language learning.

5.3. Implications

The current study has significant implications for the understanding of importance of reading strategy instruction and flipped classroom. One of the implications that emerges from the results of this study draws upon the reading strategy instruction. This study strengthens the idea that reading strategy training exerts positive impacts on successful and strategic reading. The results indicate that there is a growing tendency to use reading strategies more frequently among learners after the instruction. It can be interpreted that reading strategy instruction has raised awareness about reading strategy use. This study indicates that in favour of promoting learners' reading in English, a reading strategy instruction is of crucial importance. It enables learners to become strategic readers. Learners are enlightened that reading will become easier and satisfying if they use effective reading strategies. In light of this awareness, it can be said that learners become more enthusiastic about reading in English. Additionally, reading strategy training did not only increase the use of effective reading strategies but also reduced the frequency of use of impeding strategies such as translating each sentence into Turkish, quitting reading when faced with difficulty, skipping the unknown words. Since these strategies may create handicapping conditions for language learning, this benefit of reading strategy instruction is valuable.

Another important implication to ponder is the premise that flipped classroom is an effective method. The current data highlight the importance and effects of flipped classroom in language learning contexts. Flipped classroom provides great opportunities for agents of education. Flipped classroom offers learners a great chance to learn the subjects at their own pace. In this way, learners can discover their potentials for learning. They recognize that they can learn at their own pace. Along with the learning pace, they explore their learning needs and styles.

Additionally, this study proves that flipped classroom enables learners to become more active in the classroom. In flipped classroom, the class hours are allocated for learner-centered activities instead of teacher-based instructions. In this model, the teacher is not an authority or a leader but a guide or a motivator in the classroom. Thus, it creates a flexible and learner-based atmosphere.

The other implication that can be understood from the study is that learning is a continuing process. Flipped classroom accepts that learning is not restricted to school boundaries, and it sustains out of school as well. By means of video classes, flipped classroom proves to learners the fact that they can learn the subjects even at home and by themselves. Continuous learning plays a vital role in language learning because school hours are not enough for language learning due to the limited time and facilities.

Finally, flipped classroom increases a great awareness about using technology in the educational context. Integrating technology into learning is an inevitable outcome of the current era. Today's learners are accepted as digital natives, and hence, technology is an inextricable part of their lives. To keep up with those students, the integration of technology is of crucial importance. Flipped classroom makes it possible.

In summary, the insights gained from this study may be of assistance to emphasize the importance of reading strategy instruction and flipped classroom. The results of this study confirm that reading strategy instruction increases the frequency of reading strategy use, and learners take positive attitudes to flipped classroom. In general, therefore, it seems that the present study contributes to the related literature.

5.4. Suggestions

The current study was conducted with the 7th grade learners in order to investigate the effects of reading strategy instruction through flipped classroom and the attitudes of the 7th grade learners towards flipped classroom. However, to develop a full picture of reading

strategy instruction and flipped classroom, additional studies are needed. For further studies, some suggestions are listed below:

- This study was conducted with 20 learners in the 7th grade. Although the current study depends on a small sample of participants, satisfactory and valuable results were obtained. Despite these promising results, the generalizability of these results is subject to certain limitations. Therefore, further studies need to be undertaken with a larger group of participants.
- This study's treatment process lasted six weeks. Further research in this field should be done in a longer period of time.
- In this study, reading strategies were taught deductively because of the limited time. Further studies can implement inductive teaching methods. In this way, learning will be long term.
- This study was conducted in teaching reading strategies through flipped classroom. Further research in other language skills or components is an essential next step confirming the role of flipped classroom.
- Further studies drawing on flipped classroom can utilize manifold technological devices such as smartboards, smartpens, professional cameras, microphones, and presentation programs while preparing video classes.

In conclusion, it is believed that the reading strategy instruction through flipped classroom will make a great contribution to literature. This thesis expected to provide a deeper insight into implementing flipped classroom in the field of language learning and a great inspiration for further studies.

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APPENDICES

APPENDIX 1. Reading Strategy Questionnaire (Okuma Stratejileri Anketi)[1]

Okuma Stratejileri Anketi

Bir metni okurken ne kadar sıklıkla strateji kullandığınızı uygun numarayı yuvarlak içine alarak gösteriniz. 0 (sıfır) "hemen hemen hiç" anlamındayken, 5 (beş) "hemen hemen daima" anlamına gelmektedir.

Hemen Hemen Hiç					Hemen Hemen Daima
0	1	2	3	4	5

1. Metnin içeriğini tahmin etmek için konu başlığını kullanırım.	0 1 2 3 4 5
2. Ne çeşit bir metin olduğunu (gazete makalesi, bilimsel yazı, hikaye vb.)göz önünde bulundururum.	0 1 2 3 4 5
3. Metni önce ana hatlarıyla okurum, daha sonra geri döner detaylı bir şekilde okurum.	0 1 2 3 4 5
4. Cümlelerin içindeki sözcük grubu ve yan cümlecik gibi cümlelere dikkat ederim.	0 1 2 3 4 5
5. Her bir paragrafın başlangıç ve sonunu dikkatlice okurum.	0 1 2 3 4 5
6. Fiillerinin zamanlarına dikkat ederim. (geniş zaman, şimdiki zaman, geçmiş zaman vb.)	0 1 2 3 4 5
7. Metindeki her kelimenin anlamını kavramaya çalışırım.	0 1 2 3 4 5
8. Metindeki her kelimeyi Türkçeye çeviririm.	0 1 2 3 4 5
9. Okumaya birinci paragraftan başlayıp metnin sonuna kadar okurum.	0 1 2 3 4 5
10. Cümle yapılarına (özne, nesne, yüklem vb) dikkat ederim.	0 1 2 3 4 5
11. Okurken zorluk yaşasam da okumaya devam ederim.	0 1 2 3 4 5
12. Okuma hızımı, metnin zorluk derecesine göre değiştiririm.	0 1 2 3 4 5
13. Metnin zor bölümlerini yüksek sesle okurum.	0 1 2 3 4 5

[1] It is the translated version of Oxford et al.'s (2004) Reading Strategy Questionnaire by Pınar Uzunçakmak and adopted from her thesis Successful and Unsuccessful Readers' Use of Reading Strategies, Bilkent University, Ankara.

14. Metnin içindeki bilmediğim kelimeleri atlarım.	0 1 2 3 4 5
15. Metnin içeriğiyle o konuyla ilgili önceden bildiklerim arasında bağlantı kurarım.	0 1 2 3 4 5
16. Bilmediğim bir kelimenin anlamını kelimeyi parçalarına bölerek anlamaya çalışırım.	0 1 2 3 4 5
17. Bir sözcük ya da sözcük grubunu anlamadığım zaman, metindeki ipuçlarını kullanarak anlamını tahmin ederim.	0 1 2 3 4 5
18. Bir sözcük ya da sözcük grubunu anlamadığım zaman, metnin konusuyla ilgili bildiklerimi kullanarak anlamı tahmin ederim.	0 1 2 3 4 5
19. Her bir zamirin neyi kastettiğini kontrol ederim.	0 1 2 3 4 5
20. Önemli yerlerin altını çizerim.	0 1 2 3 4 5
21. Önemli yerleri renkli kalem kullanarak ya da yanına yıldız çizerek işaretlerim.	0 1 2 3 4 5
22. Metnin zor bölümlerini birkaç kere gözden geçiririm.	0 1 2 3 4 5
23. Bütün metni sesli bir şekilde okurum.	0 1 2 3 4 5
24. Metinde anlatılanları kafamda canlandırmaya çalışırım.	0 1 2 3 4 5
25. Metni Türkçeye çevirmeden anlamaya çalışırım.	0 1 2 3 4 5
26. Anlamakta zorluk çekersem önceki cümlelere dönerim.	0 1 2 3 4 5
27. Okumakta olduğum satırı parmağımla ya da kalemimle takip ederim.	0 1 2 3 4 5
28. Bir cümleyi gramer (dil bilgisi) kurallarına göre parçalarına ayırmak için çizgiler (/) çizerim.	0 1 2 3 4 5
29. İçindeki bütün kelimeleri bilmeme rağmen bir cümleyi anlamadıysam, o cümleyi atlarım.	0 1 2 3 4 5
30. Metinde daha sonra neler anlatılacağını tahmin ederim.	0 1 2 3 4 5
31. “Buna rağmen” ve “Bunun yanında” gibi bağlaçlara dikkat ederim, böylece cümlenin yapısını anlayabilirim.	0 1 2 3 4 5
32. Anahtar kelimeleri yazarım.	0 1 2 3 4 5
33. Metindeki her bir paragrafın ana fikrini çıkarmaya çalışırım.	0 1 2 3 4 5
34. Önce soruları okuyup sonra metni okurum.	0 1 2 3 4 5
35. Bir metni okuduktan sonra metni kendi cümlelerimle özetlerim.	0 1 2 3 4 5

APPENDIX 2. 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?

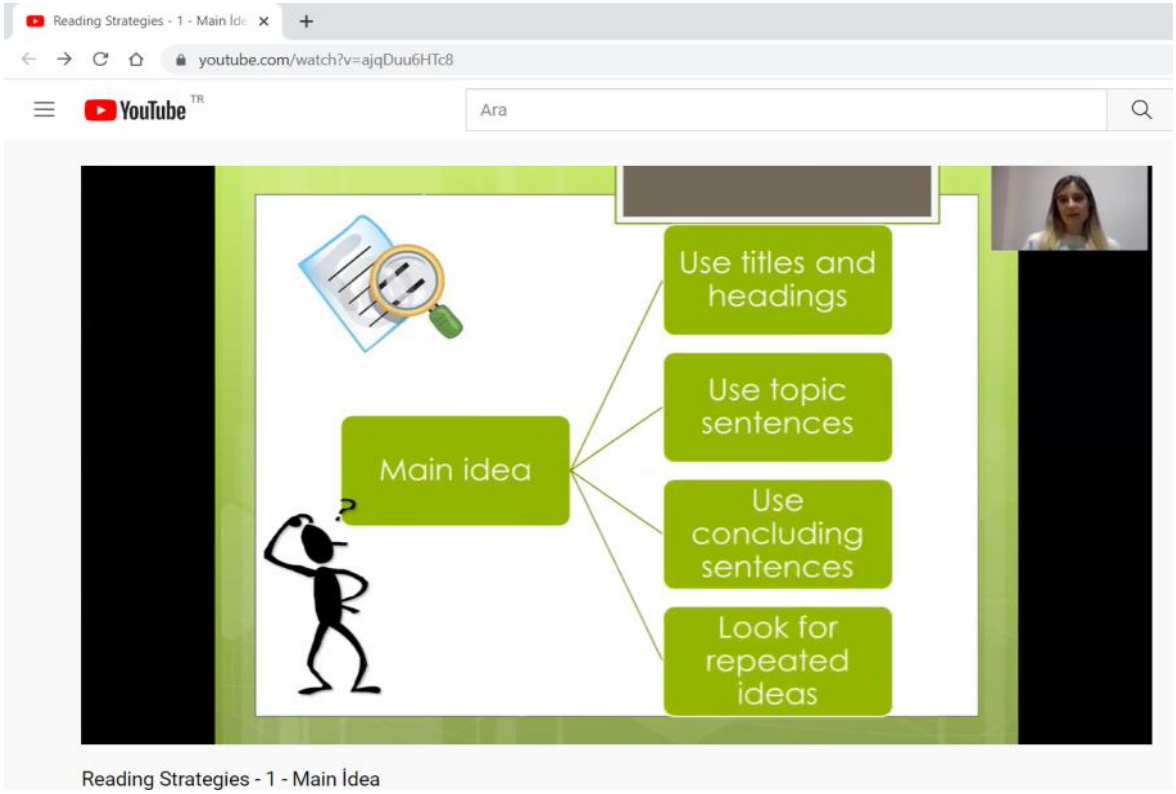
APPENDIX 3. Reflection

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.

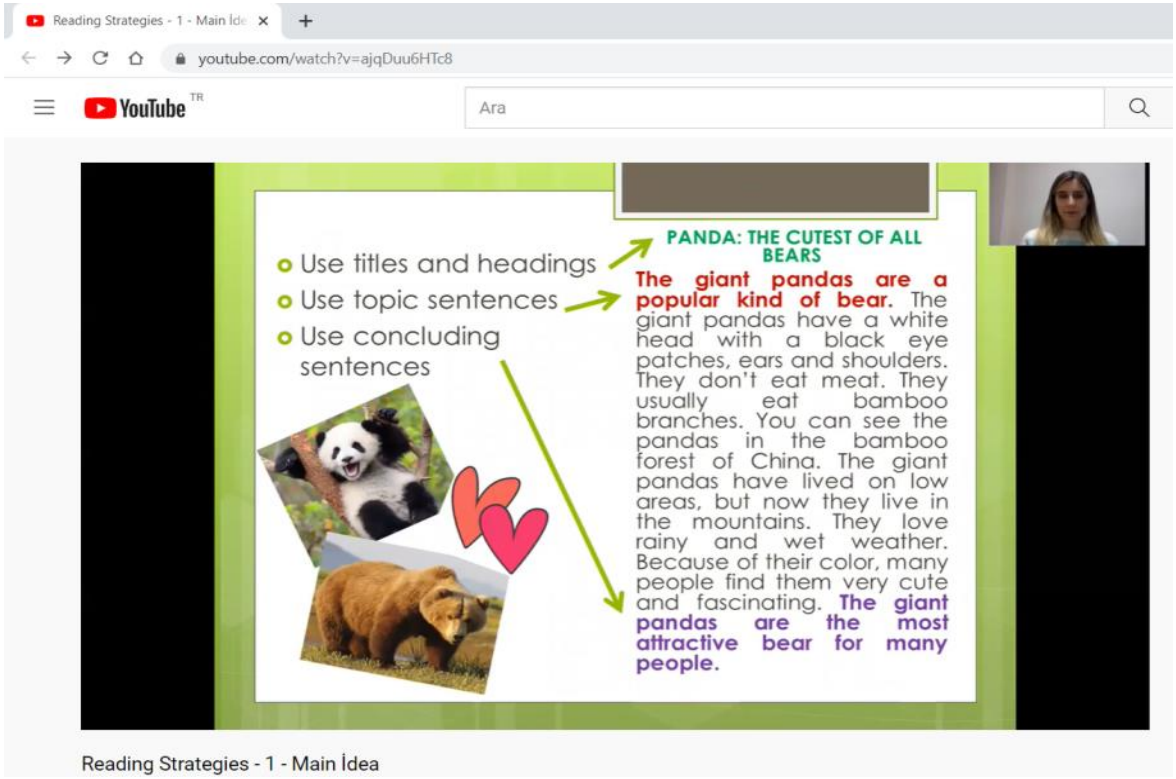
1. Which reading strategies have you learned this week?
2. Have you used the reading strategy you have learned this week in classroom activities?
3. Do you think of using this strategy in your future readings? Why?
4. Did you find the strategy useful? Why?
5. How did you feel during the implementation 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?

APPENDIX 4. The Content and Links of Video Lectures on YouTube

4.1. Finding the Main Idea (https://youtu.be/ajqDuu6HTc8)

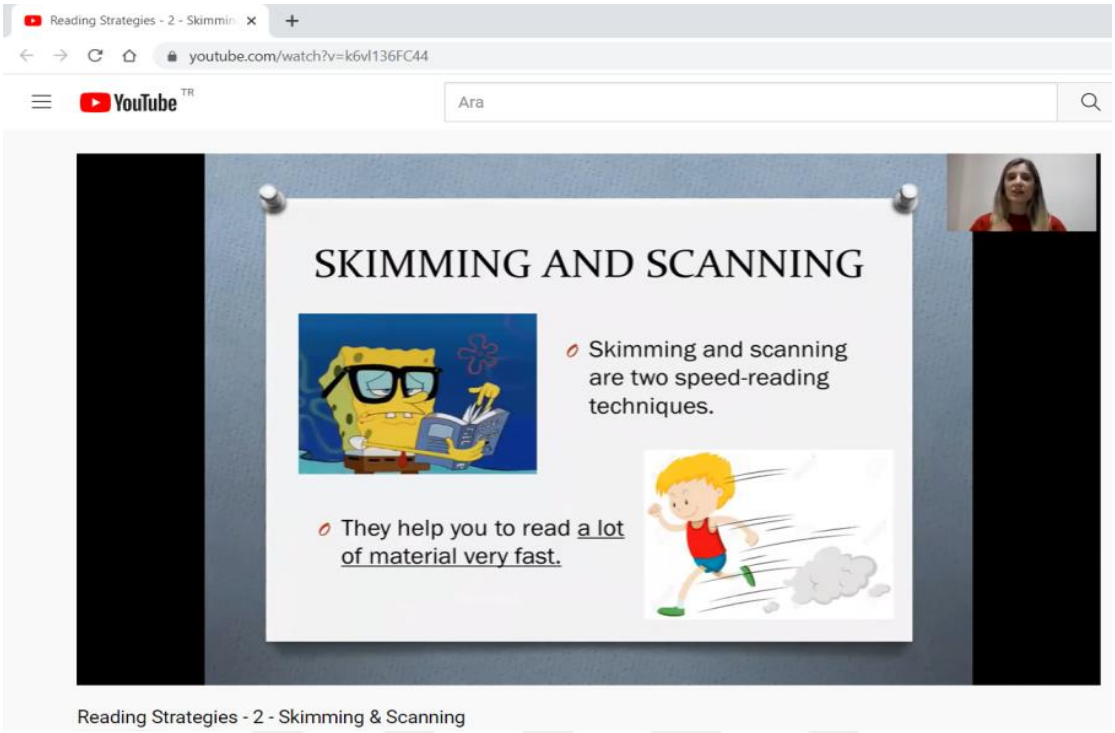


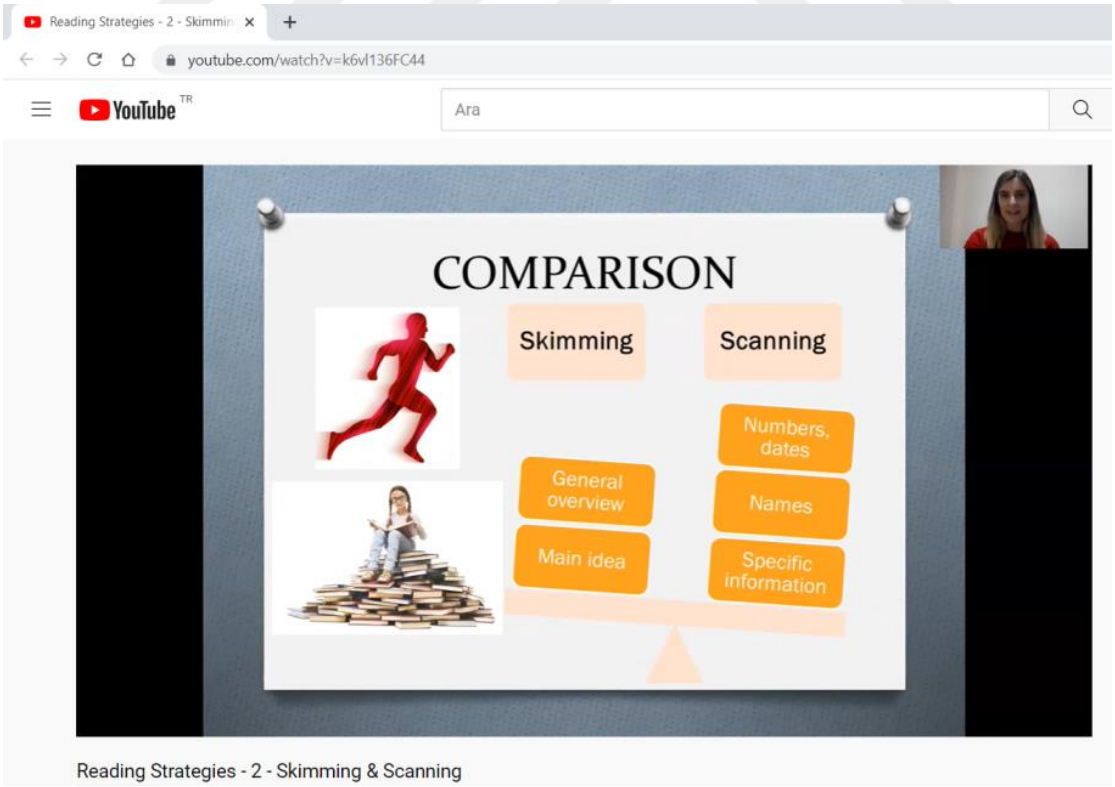
Reading Strategies - 1 - Main İdea



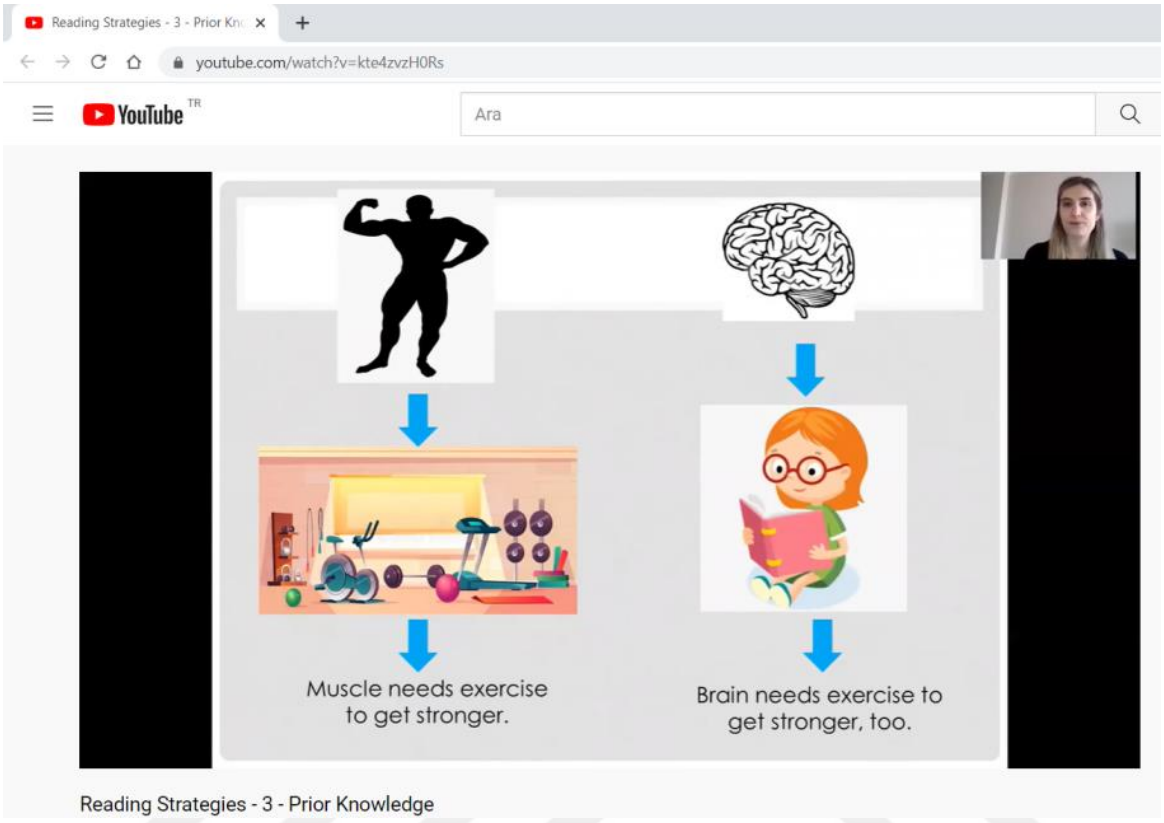
Reading Strategies - 1 - Main İdea

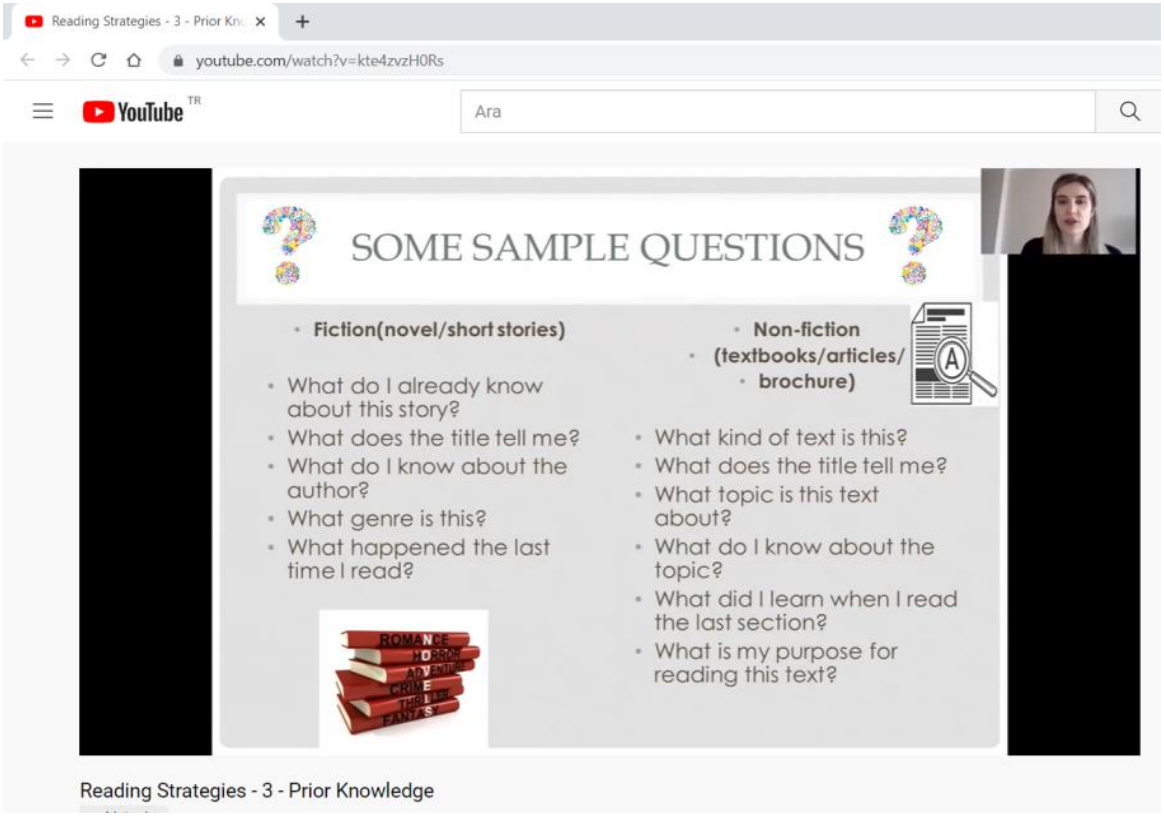
4. 2. Skimming & Scanning (https://youtu.be/k6vl136FC44)



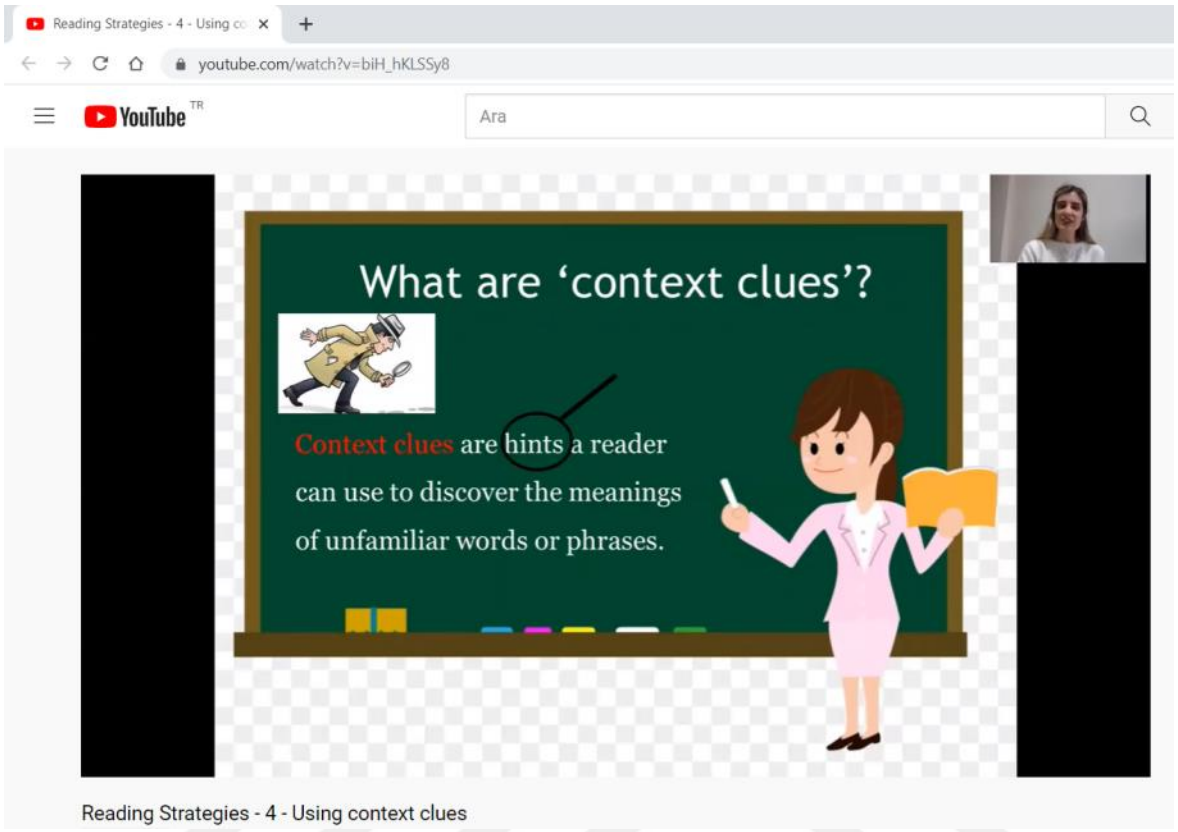


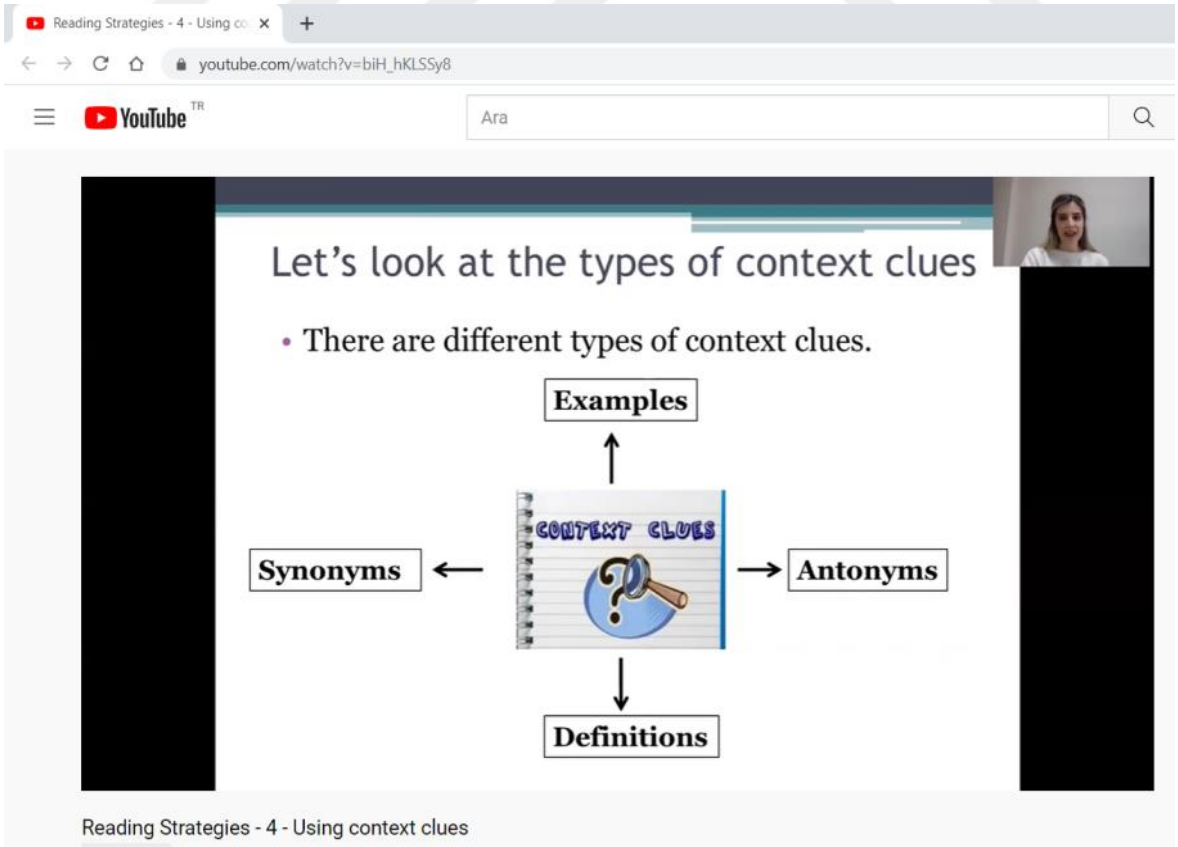
4.3. Activating Prior Knowledge (https://youtu.be/kte4zvzH0Rs)



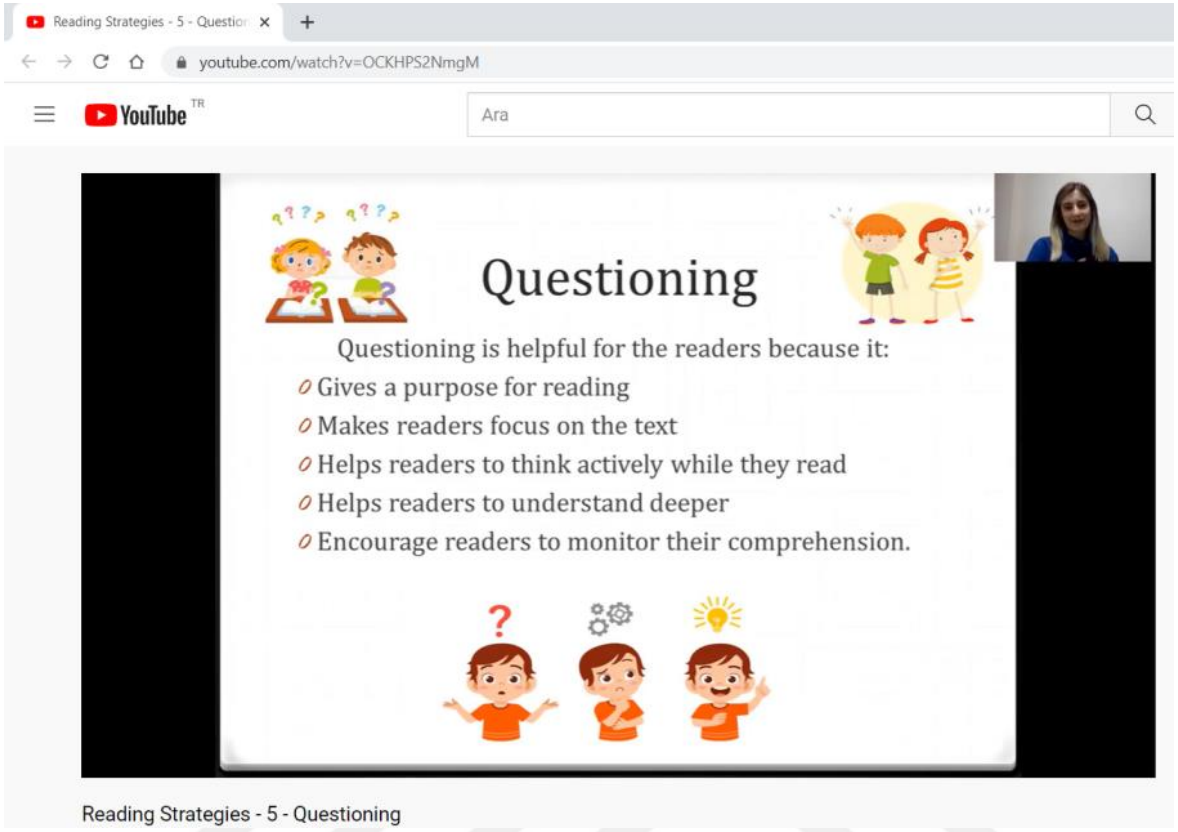


4.4. Using Context Clues (https://youtu.be/biH_hKLSSy8)

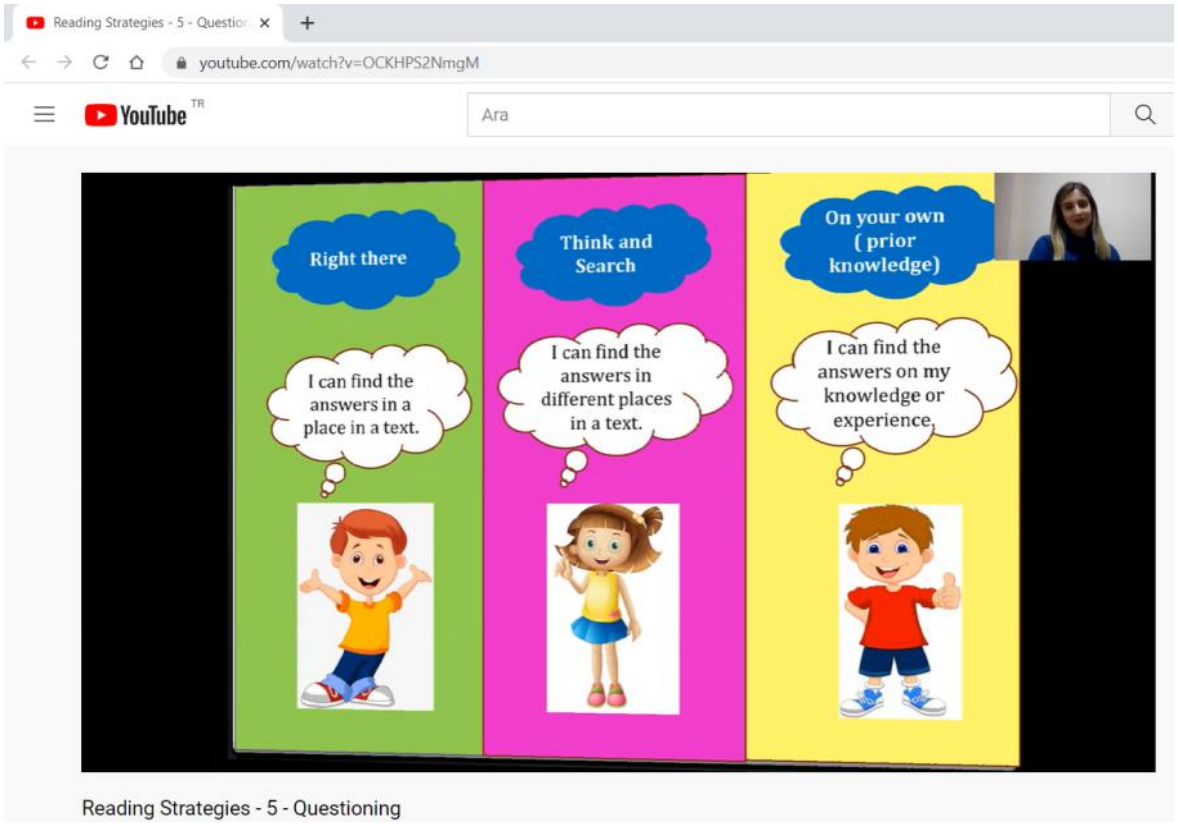




4.5. Questioning (https://youtu.be/OCKHPS2NmgM)

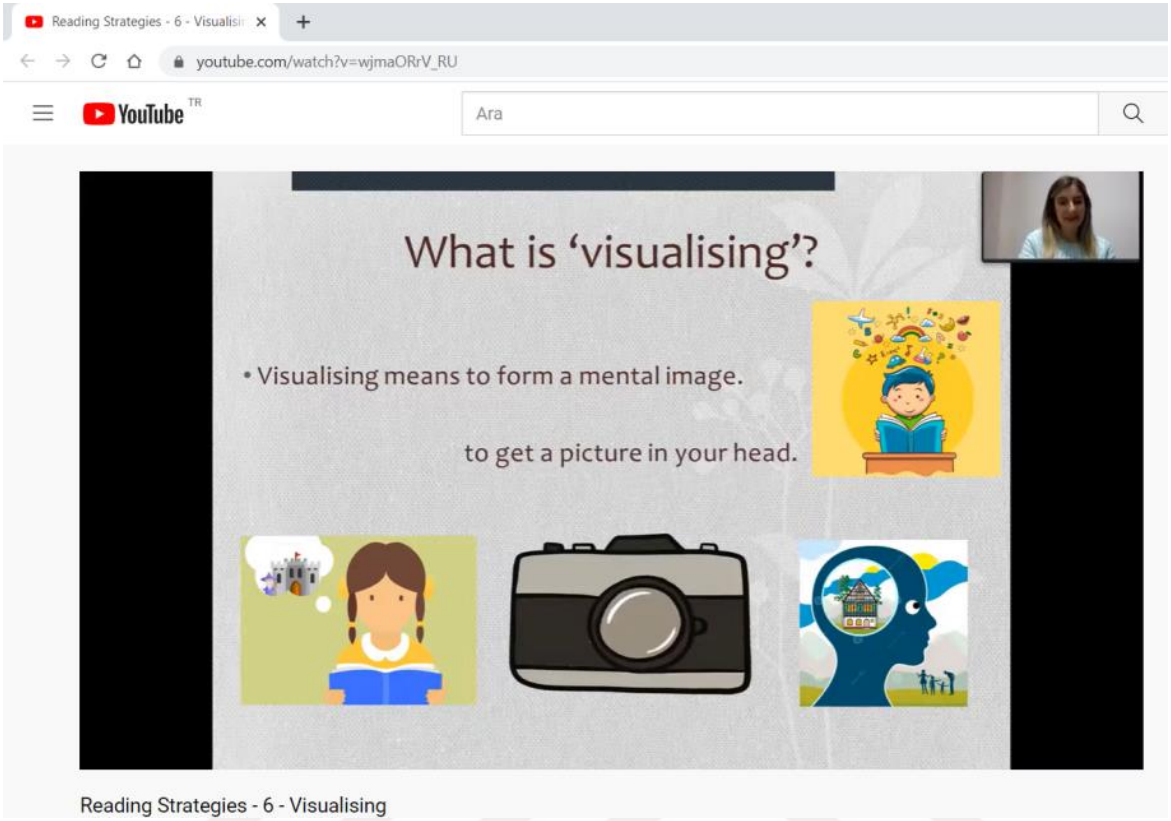


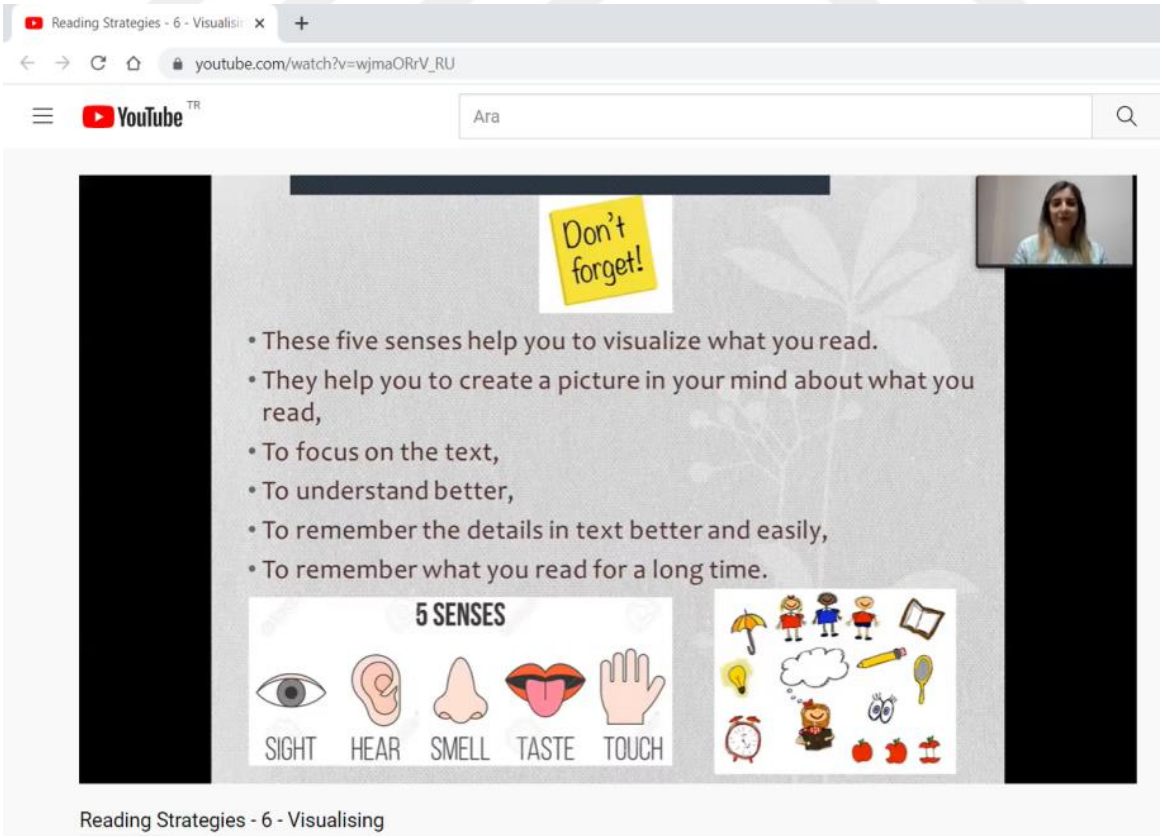
Reading Strategies - 5 - Questioning



Reading Strategies - 5 - Questioning

4.6. Visualising (https://youtu.be/wjmaORrV_RU)





APPENDIX 5: Reading Texts Used in the Classroom

5.1. The Three Little Pigs

(taken from https://americanliterature.com/childrens-stories/the-three-little-pigs)

THE THREE LITTLE PIGS



Once upon a time, there was an old mother pig who had three little pigs and not enough food to feed them. So when they grew up, she sent them out into the world to make their own houses and find their own food.

The first little pig was very lazy. He didn't want to work at all, and he built his house out of straw. The second little pig worked a little bit harder, but he was somewhat lazy too, and he built his house out of sticks. Then, they sang and danced and played together for the rest of the day.



The third little pig was very hardworking. He worked hard all day and built his house with bricks. It was a strong house with a fine fireplace and chimney. It looked like it could withstand the strongest winds.

The next day, a wolf came where the three little pigs lived, and he saw the first pig and his straw house. He was hungry and thought the pig would make a delicious meal.

So he knocked on the door and said:

"Little pig! Little pig! Let me in! Let me in!"

But the little pig saw the wolf's big paws through the keyhole, so he answered back:

"No! No! No! Not by the hairs on my chinny chin chin!"

Then the wolf showed his teeth and said:

"Then I'll huff, and I'll puff, and I'll blow your house down."



So he huffed, and he puffed, and he blew the house down! The wolf opened his jaws very wide and bit down as hard as he could, but the first little pig succeeded in running away to the second little pig's house.

The wolf went to the second house made of sticks, and he saw the house. He was hungry, and he hoped to find a fine dinner in that house.

So he knocked on the door and said:

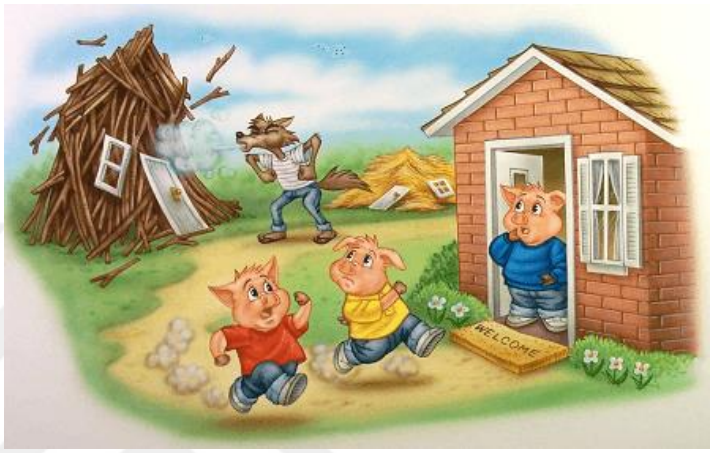
"Little pigs! Little pigs! Let me in! Let me in!"

But the little pigs saw the wolf's pointy ears through the keyhole, so they answered back:

"No! No! No! Not by the hairs on our chinny chin chin!"

So the wolf showed his teeth and said:

"Then I'll huff, and I'll puff, and I'll blow your house down!"



So he huffed, and he puffed, and he blew the house down easily! The little pigs were frightened, and they ran to the third pig's house.

The wolf followed them, but they arrived at the brick house and closed the door before the wolf came. The three little pigs were very frightened; they knew the wolf wanted to eat them. And that was very, very true because the wolf was very hungry.

So the wolf knocked on the door and said:

"Little pigs! Little pigs! Let me in! Let me in!"

But the little pigs saw the wolf's narrow eyes through the keyhole, so they answered back:

"No! No! No! Not by the hairs on our chinny chin chin!"

So the wolf showed his teeth and said:

"Then I'll huff, and I'll puff, and I'll blow your house down."

Well! He huffed and he puffed. He puffed, and he huffed. And he huffed, huffed, and he puffed, puffed, but he could not blow the house down. At last, he was so out of breath that he couldn't huff, and he couldn't puff anymore. So he was very tired and stopped to have a rest.

He tried to enter the house again, but he couldn't succeed because the brick house was very strong. Finally, he gave up and went to his own house to eat his dinner. So the three little pigs survived.



But the two little pigs understood their mistakes and promised that they wouldn't be lazy anymore. They built their new houses with bricks and lived happily ever after.

5.2. What is the Most Popular Sport in the World?

(taken from Broukal, M. What a World Reading 3, Pearson Longman)

WHAT IS THE MOST POPULAR SPORT IN THE WORLD?



Soccer – which is called *football* in most places – is the world's most popular sport. It is played in parks, fields, schools, and streets all over the world. It has about 250 million male and female players in more than 200 countries. It has more than 250 million fans. In fact, billions of people watched the 2006 World Cup tournament. It is the most watched television sporting event.

The exact origins of soccer are unknown. However, records show that the Chinese and Japanese played similar games over 2,000 years ago. Later, the ancient Greeks and Romans played it. The Romans took the game to Britain, which was the birthplace of modern soccer.

In Britain, the game was called *football* because only the players' feet could touch the ball. However, when the British played football, it was more like war than a game. Towns and villages played against each other, and sometimes 500 people played on each team. One game could last all day. Naturally, many people died and were injured. Several kings banned the game because it was so rough.

Football was played in many English schools as early as the 1800s, but it had no formal rules. Later, some rules were developed. The Football Association of England was formed in 1863. The game is still known as football in most parts of the world, but North America uses *soccer* commonly.

Football quickly became popular in Europe and South America, and in 1900, it became one of the first team sports played in the Olympic Games. In 1904, seven countries; Belgium, Spain, Sweden, France, the Netherlands, Denmark, and Switzerland,

met in Paris to form FIFA, the Fédération Internationale de Football Association. FIFA has been the governing body of the sports. Today, it has 204 member countries. Every four years, the world's strongest national football teams compete to be world champions and to win the World Cup. The World Cup started in 1930. Beginning in 1958, it was held in Europe and the America, but it was held in the United States in 1994, in 2002, in Japan and South Korea, and in South Africa in 2010.

Traditionally, football had been a game for male players, but now it has become popular with female players. Though women played football in China about 2,000 years ago, it was not known.



Throughout history, football was not for women in Europe, and they were banned from playing. However, in the 1970s, women were allowed to play again, and the sport's popularity started to grow. Since 1996, women's football has been included in the Olympic Games, and today more than 7 million young girls play in the United States alone. The United States won the World Cup in women's football twice and also won two Olympic gold medals and one silver medal. Players on the American team were the first women players to be paid as full-time professionals. Though salaries are over $100,000 a year for the top female professionals, male players' salaries are $5 million.

Every country thinks it has the best football team, but they accept that Brazil is the world's greatest football-playing country. The sport was first introduced to Brazil by a British man named Charles Miller, who started a team there. In 1899, they played Brazil's first recorded game of football. Today, football is a way of life in Brazil. The Brazilian team was the first team to win the World Cup five times, and it has more professional teams than any other country in the world. Its talented players, such as Pelé, Garrincha, Zico, Ronaldo, Ronaldinho, and many others, have made Brazil famous over the world.

The players started out very poor and became incredibly rich. The dream of most boys in Brazil is to become a professional football player.

Brazil is not the only country with football stars. Britain's David Beckham has become an idol for many young people. They read magazines about him and wait for his latest hairstyle copy. In Tokyo, a giant, nearly 3 meters statue of Beckham made of chocolate was made to introduce a new kind of chocolate. Beckham has starred in many commercials.

Football is one of the oldest sports in the world. It has been gaining fans across the world for over 2,000 years. Will football continue to be the most sport in the world? Most people think it will!

5.3. How do Koreans Celebrate a Wedding?

(taken from Broukal, M. (2011). What a World Reading 2, Pearson Longman)

HOW DO KOREANS CELEBRATE A WEDDING?



In the past, parents in Korea arranged marriages for their children. As a rule, they hired a matchmaker to help them. A matchmaker was usually a woman in the village. People gave them a large amount of money to find a good match for their son and daughter. The couple generally did not meet each other until the day of the wedding. However, arranged marriages are rare today and are more common in rural areas.

Today, there are two ways to get married in Korea. The first is by a love match; two people meet, fall in love, and get married. There is no need for a third person. The second way is an arranged marriage: a third person or a matchmaking service chooses two people to marry each other. If the two families agree on the match, the couple visits a fortune teller.

Koreans believe in the “four elements.” These are the year, month, day, and hour of a person’s birth. A fortune-teller uses these four “elements” to predict a couple’s destiny. Before a couple gets married, the fortune-teller looks at their four elements to see whether the two people can be happy together. If the four elements are bad for the couple, the family returns to the matchmaker to try again. If the four elements are good for the couple, the two can get engaged.

The time before the marriage celebration, the two families get together. They can meet at the young woman’s house, a hotel, or a restaurant, but never at the young man’s

house. Today, families usually meet in a restaurant to set a date for the wedding. They always give each other lots of gifts. Some Korean families spend $30,000 to $40,000 on engagement gifts.

The time before the marriage celebration is very exciting for the boy called *the groom*, and the girl, called *the bride*. The groom's family sends a box of gifts for the bride. Usually, the gifts are jewelry and some red and blue fabric for a traditional dress.

The day of the wedding arrives! Traditionally, the groom first gives his new mother-in-law the gift of a goose. The goose is a symbol of love because a goose takes only one partner in its life. Today, the groom gives a goose made of wood. Then it's time for the celebration. They have the celebration at the table. The bride and groom sit at the table. They each have a cup full of a special wine, and they take a sip. Then someone takes the cups, mixes the wine together, and pours it into their cups again. The bride and groom each sip the mixed wine. This is a symbol of their new life together.

Korean Americans have a celebration that is a little different. Family and close friends attend the celebration. The bride gives her mother-in-law gifts of fruits and candies. They represent children. This is a symbol of her wish to give them grandchildren.



When it is time to have a big wedding dinner, everybody eats noodle soup. Noodles are symbols of a long and happy life. For dessert, there are sweet cakes and a sweet rice ball. It has chestnuts, candies, and pine nuts. These are all symbols of children.

When the eldest son of a family gets married, it is traditional for his parents to move in with him and his new wife. This shows that the son will always take care of his parents and also that his wife will take care of his parents.

5.4. The Emperor's New Clothes

(taken from https://americanliterature.com/author/hans-christian-andersen/short-story/the-emperors-new-clothes)

The Emperor's New Clothes

By Hans Christian Andersen



Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money on being well-dressed. He cared nothing else; he only thought about showing off his new clothes. He had a coat for every hour of the day. For other kings or **emperors,** "he is sitting in council," is said, but here it was said for him, "The Emperor is sitting in his wardrobe."

One day, two strangers, calling themselves **weavers**, came to town. They said that they knew how to make the perfect dresses with the most beautiful colors and fabrics. Their clothes were **invisible** to people who were unfit for their office and stupid. The intelligent people only could see their clothes.

"These must, indeed, be wonderful clothes!" thought the Emperor. "If I had such a dress, I might, at first, find out what men in my kingdom are unfit

for their office and stupid! I must have these clothes immediately." And he gave the two weavers a large sum of money to start to make his dresses.

The two weavers set up two looms and **pretended** to work very busily, but in reality, they didn't work at all. They wanted the most delicate silk and the purest gold thread for the dresses, but they put both into their own bags, and then they worked at the empty looms until late at night.

"I would like to know how the weavers are getting on with my cloth," said the Emperor to himself, but he felt uncomfortable when he remembered that those who were unfit for their position would not be able to see the fabric. To be sure, he preferred sending somebody else to learn about his new clothes. All the people in the city heard the wonderful and magical clothes, so all were anxious to learn how wise or how stupid they were.

"I will send my honest old minister to the weavers," said the Emperor at last, "he will be the best one to see how the cloth looks because he is a sensible man, and no one can be more suitable for this job."

So the honest old minister went to the weavers' room with the empty looms. He opened his eyes wide, "I can't see anything." However, he didn't say his thoughts aloud.

The weavers wanted the old minister to come nearer to the looms, and then asked him, "Are you pleased about the design? Do you think the colors

are beautiful?" showing the empty looms. The poor old minister looked and looked; he could not see anything on the looms. He couldn't believe his eyes. "What!" thought he again? "Am I stupid or unfit in my office? No one must know it. I will never say that I could not see anything."

"Well, Sir Minister!" said one of the weavers, still pretending to work. "You do not say anything."

"Oh, it is excellent!" replied the old minister, looking at the loom through his glasses. "This pattern and the colors, yes, I will tell the Emperor how very beautiful they are."

"We are very happy to hear that," said the weavers. Then, they asked for more money, silk and gold to finish the dresses and put them in their bags.

And now the Emperor himself wished to see his expensive clothes while it was still in the loom. He went to the weavers' room with the old minister. They continued pretending to work in the empty looms.

"Is not the work absolutely excellent?" said the old minister. "Just look, Your Majesty, what colors! What a design!" They pointed to the empty looms, each supposing that the others could see the things.

"What's this?" thought the Emperor. "I can't see anything. This is terrible! "How is this?" said the Emperor to himself. "Am I stupid, or am I unfit to be an Emperor? That would be the worst thing that could happen--Oh!

The cloth is charming," said he, aloud. And he smiled and looked closely at the empty looms. The old minister said, "Oh, how beautiful!" and advised the Emperor to wear this excellent cloth in the approaching procession.

The weavers worked the whole of the night before the procession and burned sixteen candles to show they were busy finishing the Emperor's new clothes. They pretended to cut the air with their scissors; and sewed with needles without any thread in them. At last, they said, "The Emperor's new clothes are ready!"

And now the Emperor came to the weavers, and the weavers raised their arms as if they were holding something, saying, "Here are your Majesty's trousers! Here is the scarf! Here is the coat! The whole suit is as light as a spider web. One might think he had nothing at all on when dressed in it; however, that makes them so fine. "

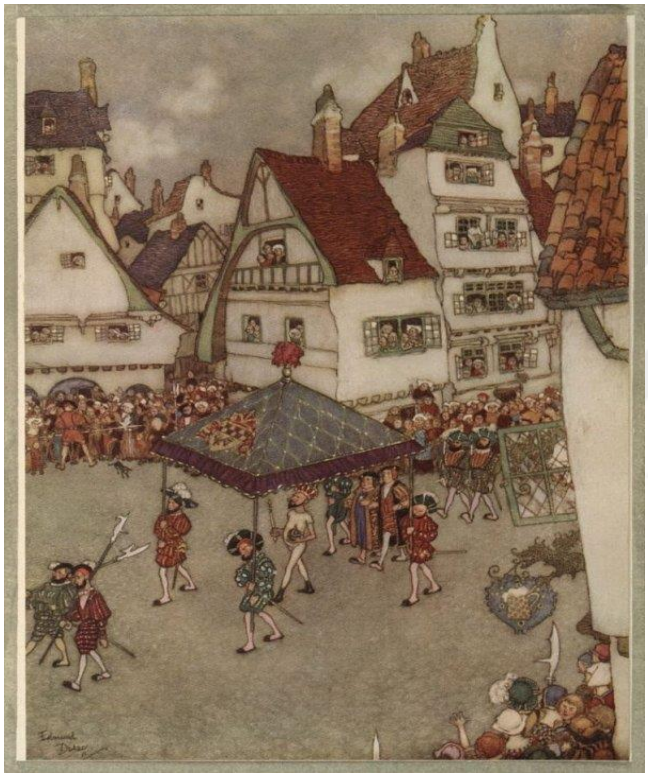
The Emperor wanted to try another dress, and the weavers pretended to make him dress up; the Emperor turned round, from side to side, but he could see nothing.

"How splendid his Majesty looks in his new clothes, and how well they fit!" everyone cried out. "What a design! What colors!"

The old minister said, “Your Majesty, everything for the procession is ready.”

"I am quite ready," answered the Emperor. "Do my new clothes fit well?" asked he, turning himself round again.

So now the Emperor walked under his high canopy in the midst of the procession, and all the people standing cried out, "Oh! How beautiful are our Emperor's new clothes! What a magnificent mantle, and how gracefully the scarf hangs!" No one would allow that he could not see these new clothes; because he would have declared himself either stupid or unfit for his office.



"But the Emperor is **naked**; he has nothing at all on!" said a little child.

"Listen to the voice of innocence!" exclaimed his father, and what the child had said was whispered from one to another.

At last, all the people cried out, "But he has nothing at all on!" The Emperor was angry because he knew that the people were right, but he thought the procession must go on now! So he walked more proudly than ever.

5.5. The Water of Life

(taken from https://americanliterature.com/author/the-brothers-grimm/fairy-tale/the-water-of-life)

THE WATER OF LIFE

By Brothers Grimm

Once upon a time, there was a King who was so ill that everybody thought he would die, and his three sons were very sorry. There was a wise old man in the country. They told him their father was very ill, and nothing could save him. The old man said, "if he drinks of the water of life, he will recover and get better; but it is very difficult to find the water of life."

"I will soon find it," said the eldest son, and he asked for his father's permission to find the water of life. "No, it is very dangerous," said the King; "I prefer to die." But, the son convinced the King, and the Prince went away, thinking in his own heart, "If I bring this water, I am the dearest to my Father, and I shall inherit his kingdom."

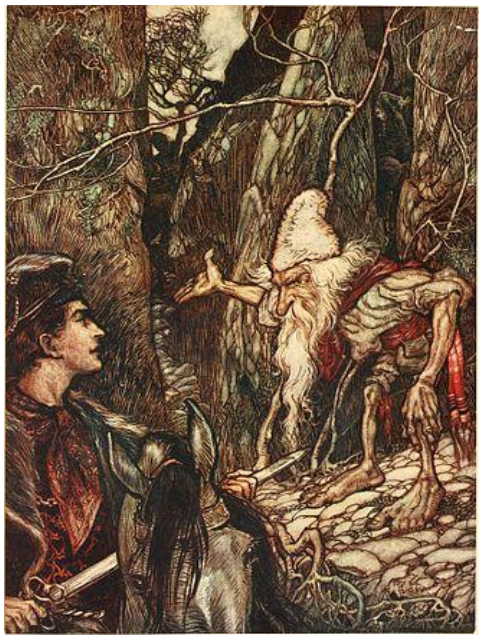
After he took a long way, he met a Dwarf on the road, who asked him, "Where are you going so quickly?"

"You stupid little man," replied the Prince proudly, "why should I tell you that?" and he left, but the little Man was angry. He wished a bad thing for the Prince. The Prince came into a narrow mountain pass, and the farther he

rode, the narrower it grew, till at last, he could get no farther, and he couldn't turn his horse around.

Meanwhile, the sick King waited a long while for him, but he did not come; and the second son asked to go and find the water, for he thought to himself, "If my brother is dead, the kingdom comes to me." The second Prince went on the same road as the elder one had taken and also met the same Dwarf, who stopped him and asked him, "Where are you going so fast?" "Little man," replied the Prince, "what do you want to know for, stupid?" and he rode his horse. The Dwarf wished the same thing for the second Prince, and it happened to him as it had to his brother: he came to a place where he could move neither forward nor backward.

Now, when the second Son did not return, the youngest wanted to go and find the water. When he met the Dwarf and was asked where he was going so hurriedly, he stopped and replied kindly, "I seek the water of life, for my Father is dying."



"Do you know where to find it?" asked the Dwarf. "No," replied the Prince, "I will show you where the water of life is because you are very kind. It flows from a fountain in the court of an enchanted castle. If you

knock at the door with an iron rod three times, and it will open. There will be two lions in the garden, but if you give each a loaf of bread, they will be quiet. Then, run and take the water of life before it strikes twelve because the door shuts when it is twelve o'clock."

The Prince thanked the Dwarf, and he took the rod and bread. He arrived at the castle, and at the third knock, the door opened, and when he saw the lions, he gave the bread to them. He walked into a fine, large hall, where sat several enchanted Princes, and he also took away with him a sword and some bread which lay there. A little farther on, he came to a room wherein stood a beautiful Princess, who was so happy to see him that she kissed him and said, "if you make me free, you will have my whole kingdom, and if you come next year, we will get married."



Then she told him where the fountain of the water of life was placed, and he ran on as he didn't have much time. Finally, he found the water and filled in a bottle. He started to go to his hometown and saw the Dwarf on the way. When the Dwarf saw the sword and bread with the Prince, he said, "with the sword, you can destroy whole armies, and with the bread, you can feed lots of people." Now, the Prince didn't want to return home to his Father without his Brothers, and so

he said to the Dwarf, "Dear Dwarf, can you tell me where my Brothers are? They went out before me to find the water of life, and did not return." the Dwarf replied, "They are stuck fast between two mountains because they were so rude, I enchanted them there." Then the Prince wanted the Dwarf to save his brothers. The Dwarf accepted, but he warned the Prince to be careful, for they had bad hearts.

When his brothers came, he was very glad, and he told them everything, how he found the water of life and how he saved a beautiful Princess. While they were talking, they entered a country where there was a war. The youngest Prince went to this King and gave him the sword to defeat all his enemies and the bread to feed his whole people. After the King used the sword and bread, the Prince took them back and kept going.



On the way home, they passed over the sea by a ship. The two elder brothers said to one another, "Our brother has found the water of life, so our father will give the kingdom to him." They were so jealous that they poured the water of life into their bottles and filled his bottle with bitter salt water while the third Prince was sleeping.

As soon as they arrived home, the youngest brother took his cup to the sick King. He drank salt water, and he became worse than before, for it was too bitter. While the King was lying in his bed, the two elder Princes came and accused their brother of poisoning their father, and they gave the right water to the King. As soon as he drank the water of life, he became as strong and healthy as in his young days.

The two Brothers now went to the youngest Prince, mocking him, and saying, "You certainly found the water of life, but you had the trouble, and we had the reward; you should have been more careful and kept your eyes open, for we took your bottle while you were asleep on the ship.

The old King was very angry with his youngest son because he believed his son tried to poison him with the water. The King wanted the third Prince leave his country and not to return home. The Prince left the country and started to live in another country.

A short time, three wagons with gold and precious stones came to the King's palace for his youngest son. The King, who used the sword and bread of the third Prince, sent them to thank him. When the King saw these wagons, he understood that the third Prince was innocent. The King decided to call his son and apologize to him.

Meanwhile, the Princess made a golden road to her castle, and she told her guards that whoever should ride straight up this road would be the right person, and one whom they might let him in the castle; but, on the contrary, whoever should ride up not on the road, but by the side, they were ordered on no account to admit, for he was not the right person.

One year later, the eldest Brothers decided to go to the castle of the Princess. They rode their horses and arrived at the castle. When he came in front of the castle and saw the fine golden road, they thought it would be a shame to ride on it, and so they turned to the left hand and rode up out of the road. But, the guards told him they were not the right person.



After his brothers left the castle, the youngest Prince came to the castle. He missed the Princess so much that he didn't see the golden road. He passed on the golden road and arrived at the door. The guards understood that he was the right man and opened the door. The Princess became so happy to see him. They got married, and the Prince became the King.

The Prince learnt that his father called him to his country again and rode to the old King's palace. The Prince told everything about his brothers to the King. The King got very angry and wanted to punish his sons. They were

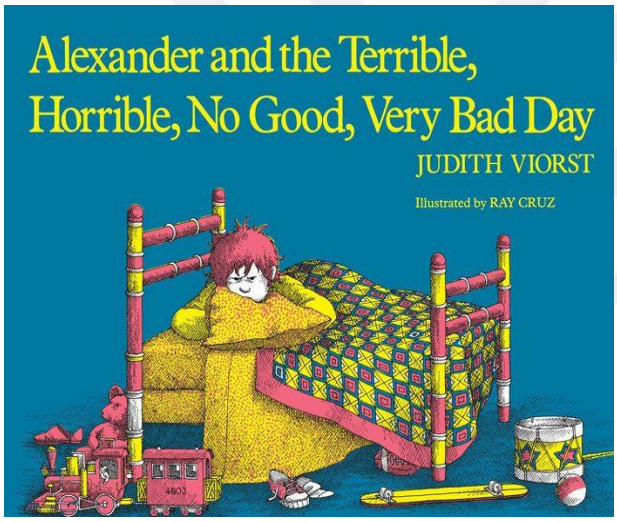
very scared and promised that they wouldn't do bad things and be honest. The third Prince asked the King to forgive his brothers. The King forgave his sons, and they lived happily for a long time.

5.6. Alexander and the Terrible, Horrible, No Good, Very Bad

(taken from https://www.northiowa.org/wp-content/uploads/2018/04/ALEXANDER-AND-THE-TERRIBLE.pdf)

"ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY"

By Judith Viorst



I went to sleep with gum in my mouth, and now there's gum in my hair, and when I got out of bed this morning, I tripped on the skateboard, and by mistake, I dropped my sweater in the sink while the water was running, and I could tell it was going to be a terrible, horrible, no good, very bad day.

At breakfast, Anthony found a Corvette Sting Ray car kit in his breakfast cereal box, and Nick found a Junior Undercover Agent code ring in his breakfast cereal box, but in my breakfast cereal box, all I found was breakfast cereal.

I think I'll move to Australia. In the carpool, Mrs. Gibson let Becky have a seat by the window. Audrey and Elliott got seats by the window, too. I said I was being scrunched. I said I was being smashed. I said, if I don't get a seat by the window, I am going to be carsick. No one even answered. I could tell it was going to be a terrible, horrible, no good, very bad day.

At school, Mrs. Dickens liked Paul's picture of the sailboat better than my picture of the invisible castle. At the singing time, she said I sang too loud. At counting time, she said I left out sixteen. Who needs sixteen? I could tell it was going to be a terrible, horrible, no good, very bad day.

I could tell because Paul said I wasn't his best friend anymore. He said that Philip Parker was his best friend, and Albert Moyo was his next best friend and that I was only his third best friend.

There were two cupcakes in Philip Parker's lunch bag, and Albert got a bar of chocolate, and Paul's mother gave him a croissant. Guess whose mother forgot to put in dessert? Of course, my mom! It was a terrible, horrible, no good, very bad day.

That's what it was because after school my mom took us all to the dentist, and Dr. Fields found a cavity just in me. Come back next week, and I'll fix it, said Dr. Fields. Next week, I said, I'm going to Australia.

So then we went to the shoe store to buy some sneakers. Anthony chose white ones with blue stripes. Nick chose red ones with white stripes. I chose blue ones with red stripes, but then the shoe man said, "We're all sold out." They bought plain old white ones for me, but I don't like them.

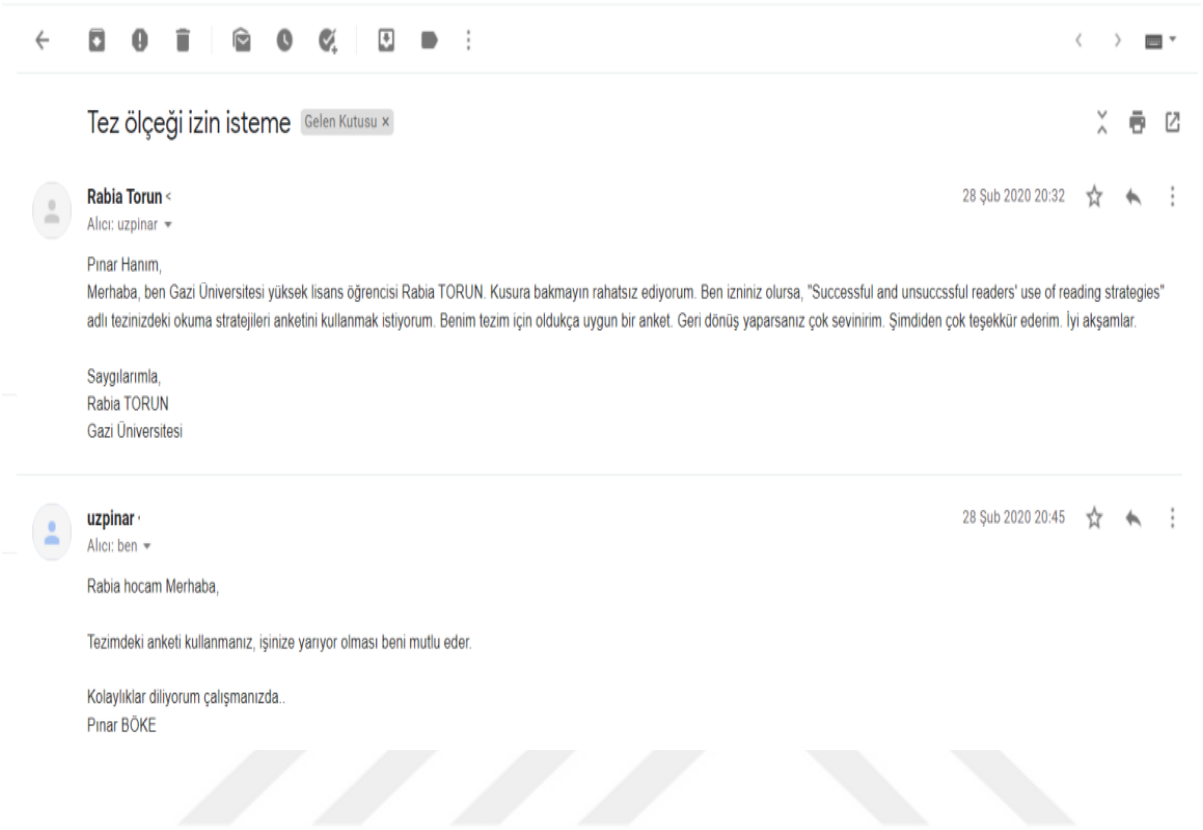
When we picked up my dad at his office, he said I couldn't play with his copying machine, but I forgot. He also said to watch out for the books on his desk, and I was careful as could be except for my elbow. He also said, "Don't fool around with his phone," but I think I called Australia. My dad said, "Please don't pick him up anymore." It was a terrible, horrible, no good, very bad day.



My bath was too hot, I got soap in my eyes, and I had to wear my railroad-train pyjamas. I hate my railroad-train pyjamas. When I went to bed, Nick took back the pillow. He said, I could keep, and the Mickey Mouse nightlight burned out, and I bit my tongue. The cat wants to sleep with Anthony, not with me. It has been a terrible, horrible, no good, very bad day.

My mom says some days are like that, even in Australia.

APPENDIX 6. Permission to Use the Reading Strategy Questionnaire



Tez ölçeği izin isteme Gelen Kutusu ×

Rabia Torun <
Alıcı: uzpinar

28 Şub 2020 20:32

Pınar Hanım,
Merhaba, ben Gazi Üniversitesi yüksek lisans öğrencisi Rabia TORUN. Kusura bakmayın rahatsız ediyorum. Ben izniniz olursa, "Successful and unsuccssful readers' use of reading strategies" adlı tezinizdeki okuma stratejileri anketini kullanmak istiyorum. Benim tezim için oldukça uygun bir anket. Geri dönüş yaparsanız çok sevinirim. Şimdiden çok teşekkür ederim. İyi akşamlar.

Saygılarımla,
Rabia TORUN
Gazi Üniversitesi

uzpinar
Alıcı: ben

28 Şub 2020 20:45

Rabia hocam Merhaba,

Tezimdeki anketi kullanmanız, işinize yarıyor olması beni mutlu eder.

Kolaylıklar diliyorum çalışmanızda..
Pınar BÖKE

APPENDIX 7. Permission to Conduct the Research and Collect the Data

Evrak Tarih ve Sayısı: 09.06.2021-E.102204

T.C.
GAZİ ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-17311665-302.99-102204 09.06.2021
Konu : Veri Toplama Talebi

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Ilgi : 26.05.2021 tarihli ve 25598450 sayılı yazı.

Van Valiliği İl Milli Eğitim Müdürlüğünün ilgi yazısı konusu nedeniyle ekte gönderilmektedir.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Bekir BULUÇ
Rektör Yardımcısı

Ek:İlgi yazı ve eki (2 sayfa)

Bı

T.C.
VAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-70562350-605.01-25598450 26.05.2021
Konu : Rabia YILMAZ'ın
Veri Toplama Talebi

Gazi Üniversitesi Emniyet Mah. Bandırma Cad. No:6/1 06560 Yenimahalle ANKARA

DAĞITIM YERLERİNE

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans öğrencisi Rabia YILMAZ'ın anket çalışmasına ait Valilik Makamının 24/05/2021 tarih ve 25468679 sayılı onay yazısı ekte gönderilmiştir. Ekteki onay doğrultusunda gerekli idari iş ve işlemlerin yapılması hususunda;

Bilgilerinizi ve gereğini arz ederim.

Hasan TEVKE
İl Milli Eğitim Müdürü

Ek : Onay yazısı (1 Sayfa)

Dağıtım:
1-İpekyolu İlçe Kaymakamlığına
(İlçe Milli Eğitim Müdürlüğü)

2- **Gazi Üniversitesi**
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

T.C.
VAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-70562350-605.01-25468679 24/05/2021
Konu : Rabia YILMAZ'ın Veri
Toplama Talebi

VALİLİK MAKAMINA

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitim Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Rabia YILMAZ'ın "Teaching Reading Strategies to Secondary School Learners: A Flipped Learning Perspective" konulu tez çalışması yapılabilmesi hususundaki yazıları incelenmiştir.

Söz konusu anket uygulama çalışmasının, Van İlimize bağlı İpekyolu İlçe Milli Eğitim Müdürlüğü bünyesinde bulanan Yunus Emre Ortaokulunda anket/Görüşme/Yansıtıcı Günlükler (Reflections) uygulayabilmesi için, derslerin aksatılmaması kaydıyla ve gönüllülük esasına göre yapılması müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Talat TOY
İl Milli Eğitim Şube Müdürü

Uygun görüşle arz ederim.

Hasan TEVKE
İl Milli Eğitim Müdürü

OLUR
Furkan DUMAN
Vali a.
Vali Yardımcısı Vekili

Bu belge güvenli elektronik imza ile imzalanmıştır



GAZİLİ OLMAK AYRICALIKTIR...