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TRENDS AND OUTCOMES IN FLIPPED LEARNING-BASED INSTRUCTION IN TEACHING READING: SYSTEMATIC LITERATURE REVIEW

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Abstract
Despite the flipped learning growing popularity, empirical research to increase students' reading abilities is still lacking. The majority of research concentrates on students' impressions of the English language rather than particular language abilities. If there is, speaking, listening, and writing is dominant. This systematic literature review summarizes study findings on trends and outcomes of flipped learning-based instruction in teaching reading. The identification, screening, feasibility, and inclusion phase found thirty-one articles between 2015 and 2022 from the Scopus database with a premium Scopus account to access all sources without limits. The results showed that the research trend of flipped learning in teaching reading was less attractive to researchers than other English skills. It can be seen from the lack of publications from year to year and even tends to decline until May 2022. Further research on flipped learning in teaching reading can enrich the literature on knowledge. In addition, Flipped Learning has positive outcomes in influencing students' performance, especially if combined with other methods. For future research, several different research scopes can be considered, such as creating models or designs to apply flipped learning to students' reading performance and comprehension.

Keywords: flipped learning-based instruction, systematic literature review, teaching reading

Introduction
Some educators advocate using an active and creative educational paradigm known as flipped learning, based on current advancements and breakthroughs in design and technology in active learning pedagogical techniques (Birgili et al., 2021; Lopes & Soares, 2018). Flipped learning, also known as inverted learning, uses online platforms to extend traditional three-hour learning beyond classroom time constraints (Karabulut-Ilgu et al., 2018). The most basic definition is a teaching method in which students study teaching materials before class and apply the content of teaching materials during

class (Van Alten et al., 2019). It devotes more in-class time to discussions, projects, and other forms of meaningful interactions (Tohei, 2018). Some researchers also conceive it as blended learning (Arslan, 2020).

FL method has been increasingly popular since the Covid-19 pandemic began (Santhanasamy & Yunus, 2022). As a result, educators must adapt to quick changes in the educational system, mainly through flipped learning. Along with this, research related to FL is increasing to present practical studies in the classroom. Many educational institutions are using flipped learning, according to researchers. The usefulness of the flipped learning strategy in enhancing students' skills becomes a question. As a result, numerous scientific journals publish systematic review research (Arslan, 2020; Birgili et al., 2021; Karabulut-Ilgu et al., 2018; Santhanasamy & Yunus, 2022; Turan & Akdag-Cimen, 2020).

The benefits of flipped learning to increase students' speaking abilities were self-regulated learning, interaction, motivation, and accomplishment (Santhanasamy & Yunus, 2022). In several systematic reviews, Yunus and Santhanasamy (2021) focus on the flipped learning strategy to improve students' oral skills from 39 articles published between 2017 and 2020. Arslan (2020) found one of the most reported advantages of flipped learning in this field is that it has positive effects on improving students' English skills in writing and speaking (Arslan, 2020). According to Birgili et al. (2021), flipped learning improves student performance and impacts cognitive, emotional, and soft skills (Birgili et al. 2021). In more detail, in her review, Bond (2020) discovered that the strategy strongly supports student involvement, with 93% of research noting at least one behavioural, emotional, or cognitive engagement component. In contrast, just 7% of studies revealed disengagement faces (Bond, 2020).

Despite the flipped learning approach's growing popularity, empirical research on the flipped learning approach's ability to increase students' reading abilities is lacking. The majority of research concentrates on students' impressions of the English language rather than particular language abilities. If there is, speaking, listening, and writing abilities are dominant. As a result, this systematic literature review aims to summarize study findings on the benefits of flipped learning in developing reading abilities. This study aims to help policymakers, educators, and students comprehend the advantages and connections between the flipped learning method and reading skills. We seek to address the following two primary research issues using a collection of literature:

1. What are the research trends of flipped learning in teaching reading between 2015 and 2022 in terms of (a) year, (b) subject areas, (c) sources, (d) affiliation/ country or territory, (e) documents type, (f) variables, and (g) methods?
2. What are the research outcomes on flipped learning in teaching reading between 2015 and 2022 in terms of (a) results and (b) implications/recommendations?

To answer these issues, we first review the literature on flipped learning, highlight critical subjects, and explore existing research strengths and opportunities for

further research. We also discuss how reversed teaching and reading learning are linked to beneficial learning results for students.

Method

A systematic review is a literature review that aims to find all available data on a subject to minimize the impact of bias on the study's conclusions (Arslan, 2020). authors select, place, and evaluate the research to answer formulated research questions (Santhanasamy & Yunus, 2022). This research identifies articles related to flipped learning in teaching reading in the Scopus database, the most inclusive journal indexer with the highest impact factor and reputation. This study describes the distinctiveness of the flipped learning method when compared to standard learning techniques since it intends to examine the benefits of this strategy in teaching reading. The identification phase, screening phase, feasibility phase, and inclusion phase are the four phases involved.

Table 1. Keywords used to find relevant articles

Databases	Keywords
Scopus	TITLE-ABS-KEY "flipped learning AND teaching reading."
Limit to	The inclusion and exclusion criteria
Open Access	All ticked
Year	All ticked (2015 to May 2022)
Author Name	All ticked
Subject Area	All ticked
Document Type	All ticked (Article, Conference Paper)
Source Title	All ticked
Publication Stage	All ticked
Keywords	Teaching, Flipped Classroom, Flipped Class, Flipped Classroom Model, Flipped Learning, Flipped Method, Flipped, Reading, Reading comprehension, and Critical Reading
Affiliation	All ticked
Funding Sponsor	All ticked
Country/Territory	All ticked
Source Type	Journal, Conference Proceedings
Language	English

At the identification stage, we explore finding the most reliable, relevant, up-to-date research using a premium Scopus account to access all sources without limits. Articles are identified through related keywords, as shown in Table 1 Heading 1. In phase 2: The Screening Phase, the articles are then filtered by title and abstract. Titles are screened because they match the keywords used. After that, each article's abstract was skimmed and scanned. Article abstracts are read while selecting articles that match the inclusion and exclusion criteria. It is accorded to Xiao and Watson (2019), stated that article abstracts were read to better determine the research topic's relevance. Next, in phase 3: The eligibility Phase and phase 4: The exception Phase, articles are analyzed and checked for eligibility. Table 1 Heading 2 lists the inclusion and exclusion criteria for papers. Only full-text articles are acceptable; limited pieces are not. In other words,

the article selection process should be guided by the research topic. As a result, to construct high-quality research, inclusion and exclusion criteria must be used to remove book chapter articles, books, review and meta-analysis papers, and publications not published in English. This stage is essential because it allows you to perfect your search for relevant articles from flipped learning in reading. The PRISMA flowchart in Figure 1 summarizes the details of the search procedure.

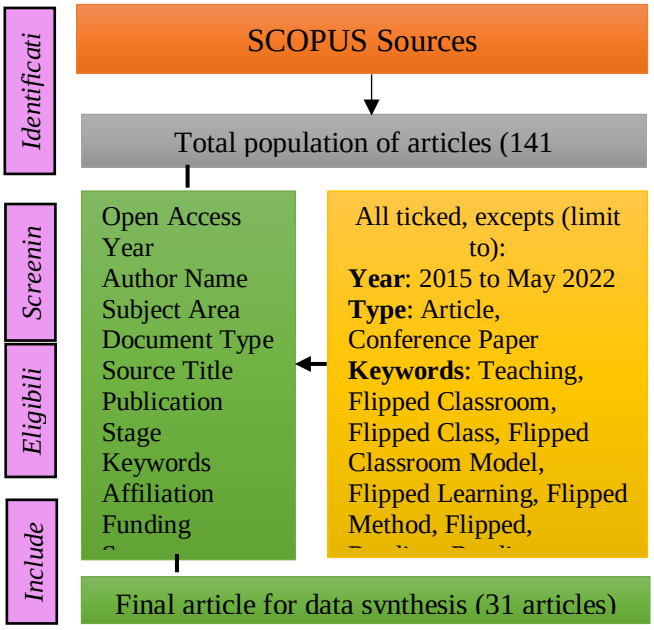


Figure 1. Procedures for selecting articles

Findings and Discussion

The frequency of research related to flipped learning in teaching reading from 2015 to 2020 using the results of the VOSviewer bibliometric analysis with three article search sources, Scopus, Crosreff, and Google Scholars, can be seen in Figure 2.

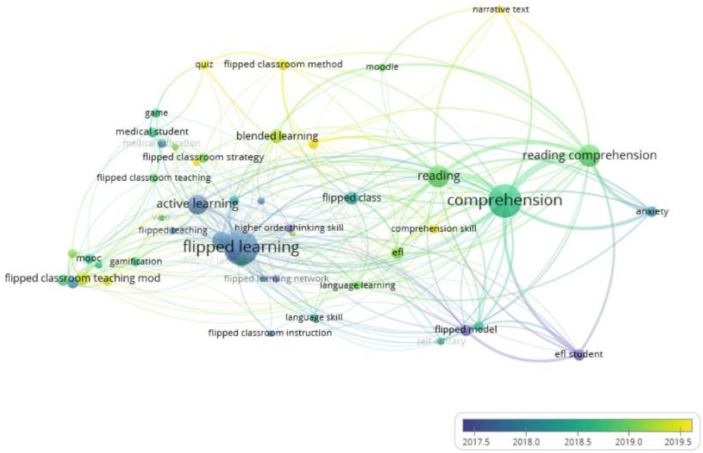


Figure 2. VOSviewer bibliometric analysis

Figure 2 shows that flipped learning in teaching reading research is mainly carried out from 2018 to 2019 by looking at the larger circles on "Flipped Learning" and "Comprehension." The darker the circle colour in the image indicates the time of research published in the past few years and vice versa. The light shows the more recent time. Meanwhile, when paying attention to the series of curved lines in the image, "flipped learning" is related to "reading, reading comprehension, language skills, etc." It shows that research has been done by relating some of these variables. The small "reading" circle indicates that very little research has been done on the flipped learning variable. It provides information regarding the lack of related literature, so further research needs to consider this (flipped learning in teaching reading). Thus, selecting an article using the four stages of PRISMA is presented in table 2.

Table 2. The articles' metadata

No	Articles' Metadata
1	Reflianto, Setyosari, P., Kuswandi, D., & Widiati, U. (2022). English teachers' competency in flipped learning: Question level and questioning strategy in reading comprehension. International Journal of Instruction, 15(1), 965–984 (Reflianto et al., 2022)
2	Ahmed, A. A. A., Kumar, T., Iksan, M., Subrahmanyam, S., Kokhichko, A. N., Hussein Ali, M., Mhaibes Tuama, H., & Sadat Mousavi, M. (2022). Comparing the Effectiveness of Massive Open Online Course (MOOC) and Flipped Instruction on EFL Learners' Reading Comprehension. Education Research International, 2022 (Ahmed et al., 2022)
3	Samiei, F., & Ebadi, S. (2021). Exploring EFL learners' inferential reading comprehension skills through a flipped classroom. Research and Practice in Technology Enhanced Learning, 16(1) (Samiei & Ebadi, 2021)
4	Song, P. (2021). Computer Flipped Classroom in Critical Reading of College English. Journal of Physics: Conference Series, 1992(4) (Song, 2021)
5	Yulian, R. (2021). The flipped classroom: Improving critical thinking for critical reading of efl learners in higher education. *Studies in English Language and Education*, *8*(2), 508–522 (Yulian, 2021)
6	Lau, K. L. (2021). Integrating E-learning into Self-regulated Learning Instruction: A Holistic Flipped Classroom Design of a Classical Chinese Reading Intervention Program. *29th International Conference on Computers in Education Conference, ICCE 2021 - Proceedings*, *1*, 503–509 (Lau, 2021)
7	Reflianto, Setyosari, P., Kuswandi, D., & Widiati, U. (2021). Reading comprehension skills: The effect of online flipped classroom learning and student engagement during the COVID-19 pandemic. *European Journal of Educational Research*, *10*(4), 1613–1624 (Reflianto et al., 2021)
8	Gok, D., Bozoglan, H., & Bozoglan, B. (2021). Effects of online flipped classroom on foreign language classroom anxiety and reading anxiety. Computer Assisted Language Learning, 1-21 (Gok et al., 2021)
9	Wu, W.-C. V., Hsieh, J. C., & Yang, J. C. (2021). Effects of Flipped Reading–Writing Constructivist Instruction on EFL Learners' Writing Performance and Intercultural Sensitivity. Asia-Pacific Education Researcher (Wu et al., 2021)

10 Öztürk, M., & Çakıroğlu, Ü. (2021). Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills. *Smart Learning Environments*, *8*(1), 2 (Öztürk & Çakıroğlu, 2021)

11 Yang, C. C. Y., Chen, I. Y. L., Akçapınar, G., Flanagan, B., & Ogata, H. (2021). Using a Summarized Lecture Material Recommendation System to Enhance Students' Preclass Preparation in a Flipped Classroom. *Educational Technology & Society*, *24*(2), 1–13 (Yang et al., 2021)

12 Mufliharsi, R., Emzir, & Mayuni, I. (2020). Flipped classroom for reading enrichment: EFL learners' participation. International Journal of Advanced Science and Technology, 29(4 Special Issue), 1744–1749 (Mufliharsi et al., 2020)

13 Bhavsar, V. M. (2020). A Transparent Assignment to Encourage Reading for a Flipped Course. College Teaching, 68(1), 33–44 (Bhavsar, 2020)

14 Bassett, K., Olbricht, G. R., & Shannon, K. B. (2020). Student preclass preparation by both reading the textbook and watching videos online improves exam performance in a partially flipped course. CBE Life Sciences Education, 19(3), 1–9 (Bassett et al., 2020)

15 Lin, Q. (2020). A Study on the Practice of Private College English Intensive Reading Flipped Classroom Based on Production Oriented Approach. *Proceedings - 2020 International Conference on Big Data and Informatization Education, ICBDIE 2020*, 267–270 (Lin, 2020)

16 Xia, J. (2020). Exploring the Application of English "Reading-Writing Integration" in Flipped Classroom Teaching Based on SPSS. Proceedings - 2020 International Conference on Information Science and Education, ICISE-IE 2020, 642–646 (Xia, 2020)

17 Yang, C. C. Y., Chen, I. Y. L., Huang, A. Y. Q., Lin, Q.-R., & Ogata, H. (2020). Can self-regulated learning intervention improve student reading performance in flipped classrooms? *International Journal of Online Pedagogy and Course Design*, *10*(4), 1–13 (Yang et al., 2020)

18 Aghaei, K., Rajabi, M., Lie, K. Y., & Ajam, F. (2020). Flipped learning as situated practice: A contrastive narrative inquiry in an EFL classroom. *Education and Information Technologies*, *25*(3), 1607–1623 (Aghaei et al., 2020)

19 Fernández, A. . (2020). A Flipped Learning Experience on Decoloniality: Recreating a Sociohistorical Perspective on Shunko by Reading His Story and Watching His Progress. *Hispania*, *103*(2), 161–166 (Fernández, 2020)

20 Hwang, G.-J., Chen, M.-R. A., Sung, H.-Y., & Lin, M.-H. (2019). Effects of integrating a concept mapping-based summarization strategy into flipped learning on students' reading performances and perceptions in Chinese courses. *British Journal of Educational Technology*, *50*(5), 2703–2719 (Hwang et al., 2019)

21 Tse, W. S., Choi, L. Y. A., & Tang, W. S. (2019). Effects of video-based flipped class instruction on subject reading motivation. *British Journal of Educational Technology*, *50*(1), 385–398 (Tse et al., 2019a)

22 Girmen, P., & Kaya, M. F. (2019). Using the Flipped Classroom Model in the Development of Basic Language Skills and Enriching Activities: Digital Stories and Games. *International Journal of Instruction*, *12*(1), 555–572 (Girmen & Kaya, 2019)

23 Miller, K., Lukoff, B., King, G., & Mazur, E. (2018). Use of a Social Annotation Platform for Pre-Class Reading Assignments in a Flipped Introductory Physics Class. *Frontiers in Education*, *3* (Miller et al., 2018)

24	Lee, Y.-H. (2018). Scripting to enhance university students' critical thinking in flipped learning: implications of the delayed effect on science reading literacy. *Interactive Learning Environments*, *26*(5), 569–582 (Lee, 2018)
25	Tijai, N., & Kanjug, I. (2018). Using constructivism learning environment management system to flipped classroom and enhance an EFL'S English reading comprehension. ICCE 2018 - 26th International Conference on Computers in Education, Workshop Proceedings, 582–587 (Tijai & Kanjug, 2018)
26	Alhasani, H., Mohd, F. W., & Masood, M. (2017). The effect of flipped classroom with peer instruction on ESL students' reading comprehension and engagement. *Proceedings of the International Conference on ICT, Society and Human Beings 2017 - Part of the Multi Conference on Computer Science and Information Systems 2017*, 27–34 (Alhasani et al., 2017)
27	Persky, A. M., & Hogg, A. (2017). Influence of reading material characteristics on study time for pre-class quizzes in a flipped classroom. *American Journal of Pharmaceutical Education*, *81*(6) (Persky & Hogg, 2017)
28	Harris, E. A., Thai, M., & Barlow, F. K. (2017). Fifty Shades Flipped: Effects of Reading Erotica Depicting a Sexually Dominant Woman Compared to a Sexually Dominant Man. *Journal of Sex Research*, *54*(3), 386–397 (Harris et al., 2017)
29	Huang, Y.-N., & Hong, Z.-R. (2016). The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension. *Educational Technology Research and Development*, *64*(2), 175–193 (Huang & Hong, 2016)
30	Brown, C. A., Danvers, K., & Doran, D. T. (2016). Student perceptions on using guided reading questions to motivate student reading in the flipped classroom. Accounting Education, 25(3), 256–271. (Brown et al., 2016)
31	Sage, M., & Sele, P. (2015). Reflective Journaling as a Flipped Classroom Technique to Increase Reading and Participation with Social Work Students. *Journal of Social Work Education*, *51*(4), 668–681 (Sage & Sele, 2015)

From the thirty-one articles in table 2, the findings of this review will display two main parts. The first part presents the results related to the first research question, the research trends in terms of (a) year trends, (b) subject areas, (c) affiliation and country, (d) documents type, (e) research variables, (f) research methods. In the second part, the results of the second research question present the data in terms of (a) research results and (b) implications and recommendations.

The research trends

The documents by year

The distribution of research related to flipped learning in teaching reading in figure 3 shows an increasing dynamic trend. But as of May 2022, it only offers two publications. This review indicates that flipped learning with the reading variable is rarely done, even from 2015 until now, with only 31 articles published. It also shows that there is still little literature related to these variables.

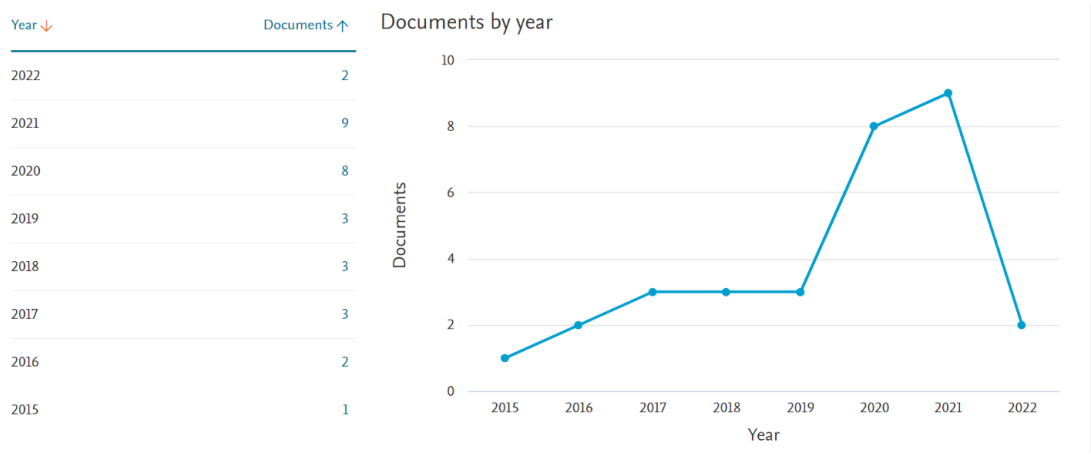


Figure 3. The scopus' documents by year

The documents by subject area

The publication documents are based on the subject area, as figure 4 shows that flipped learning is in great demand in social science. When reviewing the articles one by one, it was found that 51.8% of the documents were researched in Language Education. The diversity of subject areas shown in figure 4 emphasizes that flipped learning can be applied in any field of scientific study.

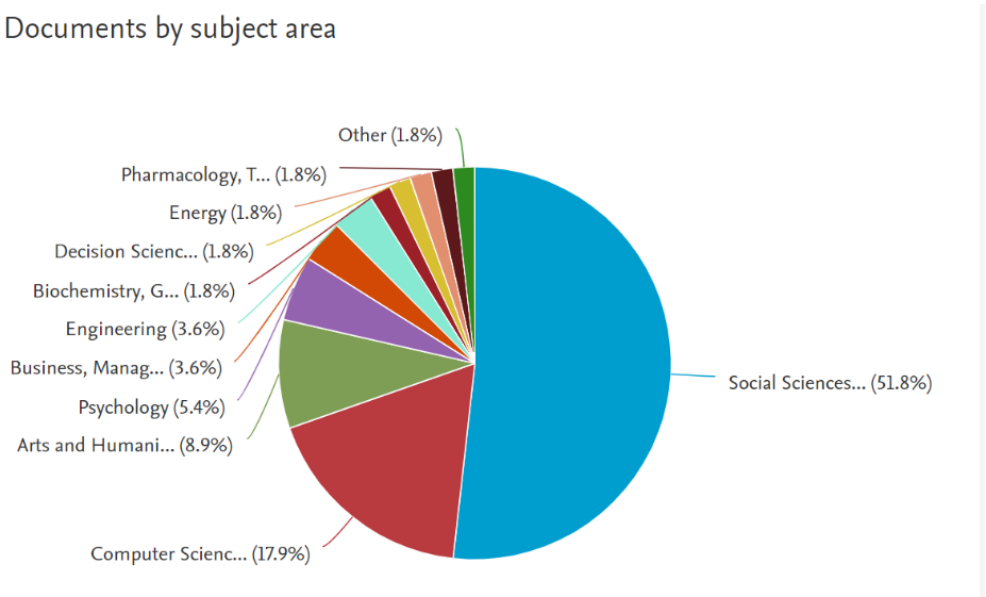


Figure 4. The scopus' documents by subject area

The documents by affiliation and country/ territory

Reviewing the distribution of publications by affiliation and country/territory, as shown in Figure 5, shows that the author's affiliation is dominated by Kyoto University from Japan, National Central University in Taiwan, and Malang State University, which is located in Indonesia. Meanwhile, writers from Taiwan (n=6), the United States

(n=6), China (n=5), and Indonesia (n=5) dominate the country or territory. Both affiliates and territories that appear are representatives of 15.

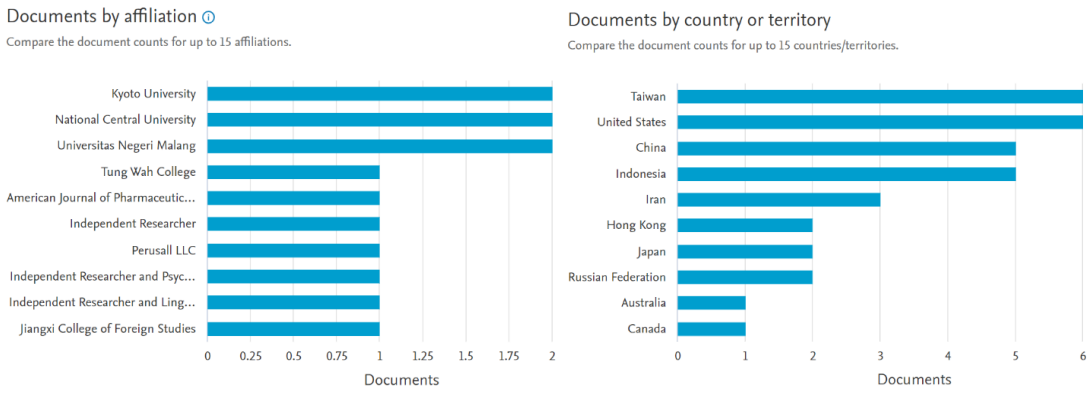


Figure 5. The scopus' documents by affiliation and country/ territory

The documents by type

Furthermore, figure 6 shows the document type of the reviewed articles, which are papers from journal articles (n=23) and conference papers (n=8). It becomes the inclusion criteria at the screening stage to select articles from both sources. The inclusion of conference papers is intended to increase the author's reading sources in conducting reviews, considering that few articles are entering the inclusion stage.

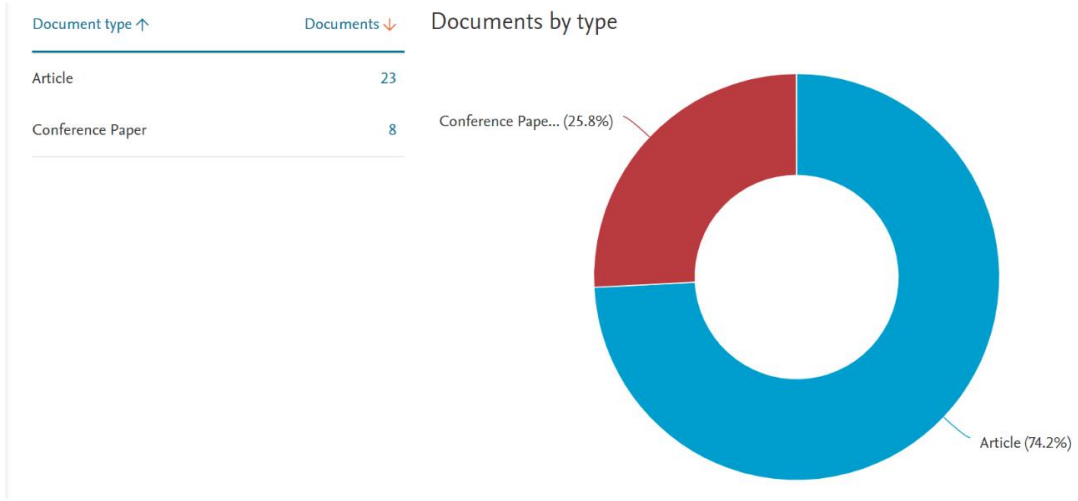


Figure 6. The scopus' documents by type

The documents by research variables

Figure 7 shows some distributions of research variables flipped learning approach in both dependent and intervening. As shown, distributions for dependent variables have been structured and placed into five outcomes concepts. They are reading comprehension (n=15), reading performance (n=8), critical reading and thinking (=4), reading motivation and engagement (n=4), and reading anxiety (n=1).

At the same time, there are many tools-assisted flipped approaches for intervening variables. For example, classroom intervention (n=2), peer instruction (n=1), summarization strategy (n=2), platforms (n=3), production-oriented approach (n=4), watching videos online (n= 3), self-regulated learning (n=2), reading instruction (n=6), computer-assisted (n=2), MOOC (n=1), and question-level and strategy (n=3).

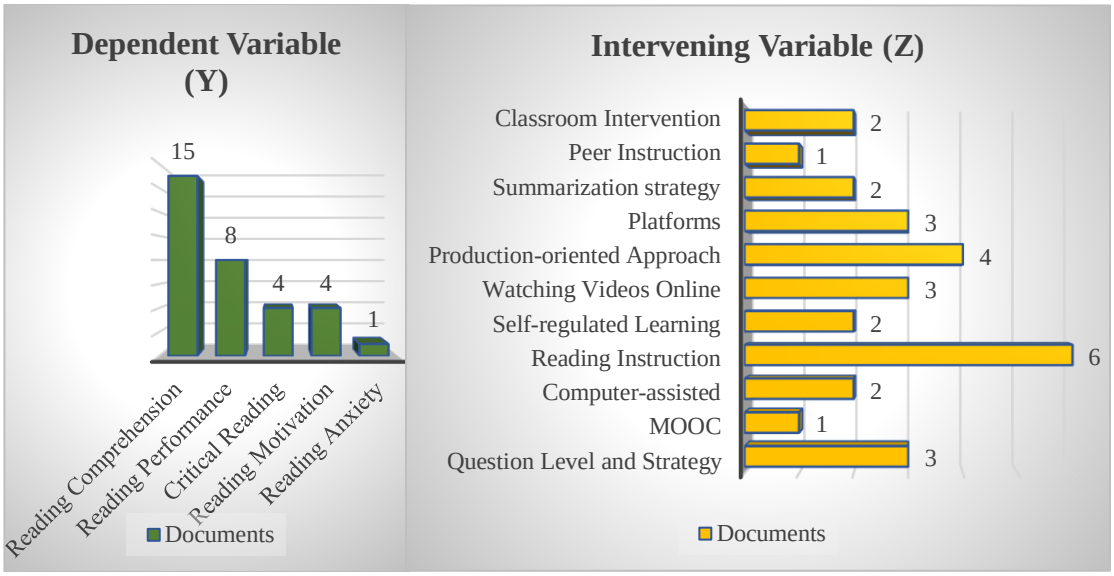


Figure 7. The documents by research variables

The documents by research methods

The distribution of research methods used in these thirty-one articles, as seen in figure 8, are qualitative (n=4), quantitative (n=21), and mixed method (n=6). There are narrative inquiry, observational research, and content analysis in the qualitative approach as study design. The survey, descriptive, and experimental research are for the quantitative approach, while action research and RND are parts of the mixed method. Figure 8 shows the researcher's tendency towards a quantitative approach while lacking interest in qualitative and mixed methods. In addition, surveys and descriptive studies also show researchers' lack of interest in the quantitative strategy and the RND model in the mixed approach. This data informs that flipped learning researchers can consider several research methods that were less attractive to previous researchers.

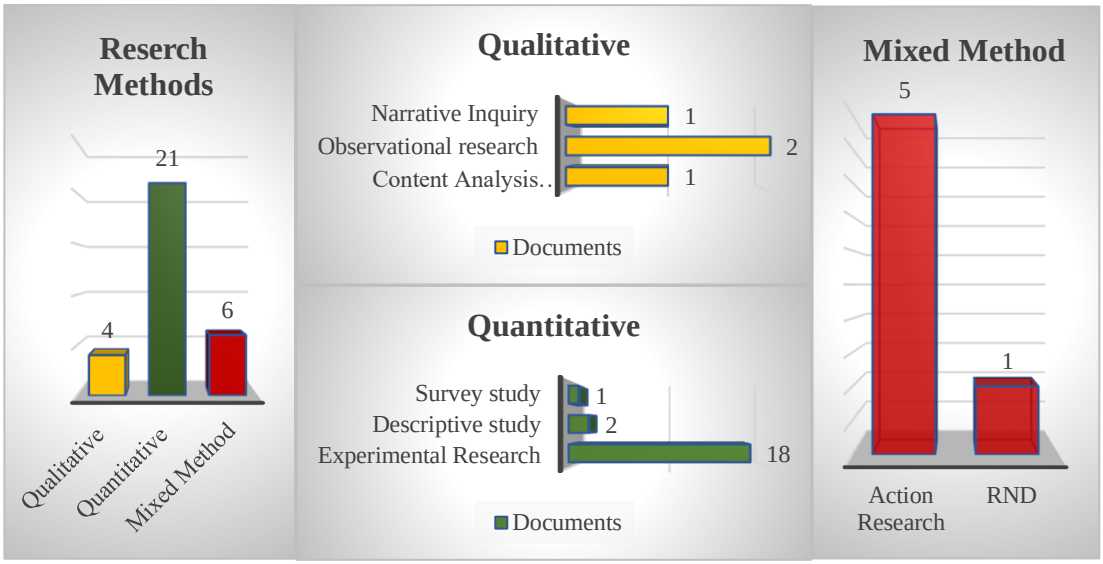


Figure 8. The documents by research methods

The research outcomes

The positive influence of flipped learning on students' performance

The whole article shows the positive effect of the flipped learning method on student performance. The sample articles that show a positive influence are as follows: "improving reading comprehension skills" (Mufliharsi et al., 2020; Reflianto et al., 2021, 2022; Samiei & Ebadi, 2021) and "reading performance" (Bassett et al., 2020; Bhavsar, 2020; Wu et al., 2021) "critical reading," (Song, 2021; Yulian, 2021) "reading motivation," (Bassett et al., 2020; Brown et al., 2016; Tse et al., 2019b) and "reading anxiety solution" (Gok et al., 2021).

For example, Reflianto et al. (2021) worked on a study investigating the students' responses during the online flipped classroom learning process. They found that the student's reactions to the learning provided positive feedback for improving reading comprehension skills (Reflianto et al., 2022). Wu et al. (2021) investigated the benefits of a reading-writing relationship. The researchers discovered that the instructional design improved EFL learners' reading results, sharpened their cross-cultural observations, and boosted their intercultural sensitivity (Wu et al., 2021). Song P. (2021) investigated the use of computer-based flipped classrooms in college English critical reading and discovered that replies to high-cognition questions positively influence students' essential thinking growth (Song, 2021). Bassett et al. (2020) investigated students' attitudes about the partial classroom flip, different aspects of the videos, and the in-class problem set. They found that reading and watching videos effectively delivered content outside class and affected students' motivation (Bassett et al., 2020). At the same time, To explore the influence on language classroom and reading fears, Gok et al. (2021) incorporated the flipped classroom approach into the "Advanced Reading and Writing" course. Their findings suggested that FL becomes a solution for very worried adolescents who require assistance with schoolwork and classroom engagement (Gok et al., 2021).

Finally, the findings of the content analysis of the linked literature demonstrate that the flipped learning approach is a very effective teaching strategy in most studies regarding students' reading comprehension skills, performance, critical reading, motivation, and decreased anxiety. However, students must always be under the teacher's supervision as flipped learning allows students to learn independently. Hence, the teacher's role as an external support system greatly supports the successful implementation of flipped learning.

The flipped learning as a positive learning approach combining other methods

Several articles measure flipped learning and the application of other methods as an intervening variable. Some of these methods show significant results in supporting the effectiveness of learning objectives through flipped learning. Intervention strategies that attract attention are reading instructions and production-oriented approaches—reading material characteristics as reading instruction is one component that was positively correlated to study time for completing students' self-assessments. One of the significant findings from Persky & Hogg's (2017) study is that study time is much greater than predicted reading time-based on word count or page length. Thus, instructors utilizing the flipped model need to account for student study time by using more than just how "long" the pre-class assignment is (Persky & Hogg, 2017). In terms of a production-oriented approach, there is reflective journaling. Students must describe significant concepts from the text and remark on their application for this project. It may be utilized as a flipped classroom strategy to measure reading adherence while also providing opportunities for reflective subject processing. Students may demonstrate their understanding and think about how they can apply it; this frees up classroom time for further in-depth discussion and practice (Sage & Sele, 2015).

Teachers may use guided reading questions to assist flip classrooms and encourage students to come to class more prepared and ready to handle the topic of the day (s). It gives additional time in class for active learning and problem-solving and allows students to participate in higher-quality class discussions (Brown et al., 2016). In addition, there is a question-level and questioning strategy where the interventions applied are guided by reading questions and a transparent assignment. While "transparent" assignments explicitly describe how the task relates to the course's learning aims or thematic module and students' personal goals, such as career skills or hobbies. Then there are transparent assignments, which include clear directions and defined accomplishment criteria, and, if feasible, examples of good work (Bhavsar, 2020).

A digital narrative is an artistic, creative, and aesthetic output made in a digital format utilizing the multimedia resources available to a storyteller. It can be used for teaching content by teachers in the education process and can by students during individual learning or digital story preparation. Moreover, there are also platforms and computer-assisted functional tools in flipped learning classrooms, such as digital stories and games. In comparison, the emerging concept of game or gamification describes motivating participants through the addition of game elements. Designing a game with a topic planned to be learned in a simple explanation or homework will

positively affect the participants' desire for participation, interest, attitudes, motivation, and success (Girmen & Kaya, 2019).

From these findings, educators can take advantage of the application of the flipped learning approach by combining several teaching methods. Many strategies can be used as intervening variables in supporting student achievement in reading performance. Educators can try to apply it and see to what extent it affects students.

Conclusions

The current systematic literature review on flipped learning in teaching reading from 2005-May 2022 includes 31 final articles for further analysis. The findings show that flipped learning research with reading as a dependent variable is less attractive to researchers than other English skills. It can be seen from the lack of publications from year to year and even tends to decline until May 2022, even though reading is also the primary skill that educators must consider in implementing flipped learning, especially during the pandemic and post-pandemic times. Finally, the lack of literature on conducting research reviews limits the scope of the research reviewed. All articles that appear in that time frame with search keywords become a source of data in conducting research reviews. These findings can be used to add to the literature regarding the relationship between flipped learning and teaching reading. Further research on flipped learning in teaching reading can enrich the literature on knowledge. In addition, several other research scopes can be considered, such as creating models or designs in the application of flipped learning to students' reading performance and comprehension.

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