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TRADITIONAL ENGLISH CLASS**

MASTER'S THESIS

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APPROVAL

Upon the submission of the dissertation, Özlem ERDEM ÇAVDAR has defended the study “Integrating Flipped Classroom Approach into Traditional English Class” in partial fulfilment of the requirements for Master Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous/ majority vote on 29.05.2018.

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To my dad and my dearest son, Furkan Aras

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ABSTRACT

With the advancements in technology, educational specialists in various subject areas employ different teaching techniques to motivate the students. Each student's background knowledge, his/her techniques and strategies for learning are different; which in turn affect students' performances. In traditional methods of language teaching, most of the class time is allocated for covering the subject and the students are responsible for their own practice. Flipped classroom, which reverses the learning process, allows students follow their own pace of learning via videos proposed by the teacher and the class time is allocated mostly for practice, discussion and question-answer. The purpose of this study is to investigate how Flipped classroom is experienced in a tertiary level EFL classroom in Turkey. It focuses on students' performance in a Flipped classroom comparing it with a Traditional classroom by using a quasi-experimental design. It also uses interviews, teaching journal and an attitude questionnaire to analyze students' and the teacher's perceptions towards the new teaching approach. Concluding from the results of pre-post tests, there is not a statistically significant difference between the scores of control and experimental groups. However, the results of attitude questionnaire, interviews showed that the students have a positive attitude towards Flipped Classroom. Additionally, the data from teaching journal resulted in positive attitude of the teacher towards the new teaching/learning approach, too.

Key words: Flipped Classroom, Blended Learning, Student-Centered Learning, Computer Assisted Language Learning (CALL)

ÖZET

Teknolojinin gelişmesiyle birlikte farklı konu alanlarındaki eğitim uzmanları öğrenci motive edecek ve daha etkili eğitim sağlayacak farklı teknikler kullanmaya başladılar. Her öğrencinin ön bilgisi ve öğrenme teknik ve stratejileri farklıdır ve bu dolayısıyla öğrencinin başarısını etkiler. Geleneksel dil öğretme metodlarında, sınıf içi zamanın çoğu konuyu anlatmaya ayrılmıştır ve uygulama, pratik yapma kısmı öğrencilerin kendi sorumluluğuna bırakılmıştır. Çalışmanın konusu olan Ters Yüz sınıf yaklaşımı öğrenme sürecini tersine çevirir ve öğretmenin verdiği videolar ya da ödevler aracılığı ile öğrencilerin kendi öğrenme hızına göre öğrenmelerine olanak sağlar. Ters Yüz sınıf yaklaşımında sınıf içi zaman daha çok uygulama, tartışma ve soru-cevap için ayrılmıştır. Bu çalışmanın amacı, Ters Yüz sınıf yaklaşımının Türkiye’de bir Yükseköğretim kurumunda uygulanışını incelemektir. Çalışma yarı-deneysel bir dizayn kullanarak Ters Yüz sınıf ve geleneksel sınıf öğrencilerin performansları açısından karşılaştırmayı amaçlamaktadır. Aynı zamanda, yarı yapılandırılmış görüşmeler, algı anketi aracılığı ile öğrencilerin ve öğretmenin Ters Yüz sınıfa olan yaklaşımları ve algılarını incelemeyi amaçlamıştır. Uygulanan ön-test ve son-test sonuçları incelendiğinde, öğrencilerin performansı konusunda deney grubu ve kontrol grubu arasında anlamlı bir fark çıkmadığı gözlemlenmiştir. Fakat, algı anketi ve görüşmelerin analizinden çıkarılan sonuçlar öğrencilerin Ters Yüz sınıf yaklaşımına karşı olumlu tutumlar geliştirdiğini göstermiştir. Buna ek olarak, öğretmen güncesinin analizinden çıkarılan sonuçlara göre öğretmenin de yeni öğrenme/öğretme yaklaşımına karşı olumlu bir tutum geliştirdiği gözlemlenmiştir.

Anahtar Kelimeler: Ters-Yüz Sınıf Yaklaşımı, Harmanlanmış Öğrenme, Öğrenci Merkezli Öğrenme, Bilgisayar Destekli Dil Eğitimi

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LIST OF ABBREVIATIONS

CALL	: Computer-Assisted Language Learning
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
ESOL	: English to speakers of other languages
FC	: Flipped Classroom
ICT	: Information and Communication Technologies
IT	: Information Technology
L2	: Second Language
LMS	: Learning Management Systems
M	: Mean
MOODLE	: The Modular Object-Oriented Dynamic Learning Environment
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences
TC	: Traditional Classroom
TPR	: Total Physical Response
Std	: Standard Deviation

INTRODUCTION

In the contemporary world, teaching has evolved into a one-way conversation on the side of the teacher because of crowded classrooms, limitation of time and money. That is why, there evolved a need for more individualized learning in order for teachers to leave one-way teaching behind and become facilitators of learning (Francl, 2014). Furthermore, developments in technology have necessitated the integration of technology in education (Gençer, Gürbulak, & Adıgüzel, 2014). Considering the needs mentioned above, methods that are integrating technology with education to provide individual learning opportunities for students and changing teacher's role as the guide have become more prominent. As Akin (2016:100) mentioned in his study; "Technological developments, which entered into educational environment, led up new developments on behalf of rescuing education from locking in certain environments by expanding its domain.". The style of teaching and learning activities have also been transformed by the developments in technology.

In the meantime, the lives and thoughts of new generation have changed strikingly with the advancements in technology. Prensky (2001) offered the terms 'digital natives' and 'digital immigrants', which clarifies the gap between the new generation students and teachers. Using Prensky's terms, Temizyürek and Ünlü (2015) state that the students in this age are 'digital natives' that grew up with technology everywhere, the teachers are 'digital immigrants' that are trying to keep up with the developments in technology. The education system, in-class activities and materials should be organized to meet students' needs as 'digital immigrants', who reach information easily, prefer more figures than texts and who like group-work and like rapid-feedback (Prensky, 2001).

Another important factor not to be neglected is students' individual differences. Each student's background knowledge, his/her techniques and strategies for learning are different; which in turn affect student's performance. That is why, teachers may face some difficulties concerning the gap in students' background knowledge, learning styles (Alavi, Maralani, & Salehi, 2016). Similarly, Lage, Platt, and Treglia (2000) also asserts that educational institutions should ensure to have a good match between the students' needs and instructors' teaching styles.

Granting all the developments and changes in the needs of students, educational specialists are looking for new ways, methods or approaches that fit their needs. Flipped Classroom Approach (FC) that integrates technology with education and changes the responsibility of teacher to a counselor has the potential to fulfill the needs of today's education system to some extent. With the integration of Flipped Classroom Approach, activities done in classroom environment such as; lecturing, homework and exams can be transferred to a website and can be done online so that students can

access them everywhere they want. By doing this, they would spare more in-class time for practicing the new subject. Students have unlimited number of digital sources such as YouTube, Khan Academy, which allow them to spare their free time on learning whenever they want (Zainuddin, 2017).

Similarly, teachers look for different ways to save time to take students' individual differences in consideration together with pursuing the content and having students take responsibility of their own learning. FC offers an option to solve this problem by bringing individual based learning and technology together (Boyras & Ocak, 2017).

With the help of FC, students have been transformed to active listeners from the passive listeners mode (Zainuddin, 2017). That is to say; “many teachers and university professors are flipping or inverting their classrooms by taking advantages of technology to introduce content to the students outside of class and trying engaging students inside the class” (Alavi et al., 2016).

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Statement of the Problem

Over the last centuries, the educational institutions and specialists have been searching for better ways for effective teaching and learning. Especially in the 21st century, which is also known as the digital age, teachers have started to search ways that integrate technology and teaching.

To fulfill the needs of the new 'digital age', there has been the shift from traditional format of learning to flipped learning concept that resembles an environment in which students exist in outside the classroom (Bormann, 2014). Flipped Learning, which is defined as "doing school work at home and home work at school" by Hamdan et. Al (2013) seems to bring a variety to traditional language learning. To be more precise on the approach, Flipped learning 'flips' traditional learning, which is restricted with classroom environment, allows students to learn the subjects by watching videos proposed earlier by the teacher and use class time mostly for practice and discussions.

There has also been a development of paradigm from 'behaviorist' approach to 'constructivist' approach with the needs stated above. In traditional methods of language teaching, most of the class time is allocated for covering the subject and the students are responsible for their own practice. Flipped classroom, which reverses the learning process, allows students to follow their own pace of learning via videos proposed by the teacher and the class time is allocated for practice, discussion and question-answer.

Furthermore; FC can be seen as a supplement, addition to Traditional Classroom (TC) in which many of the learning difficulties can be attributed to passive role of students in that FC encourages active learning compared to traditional methods. As Yemma (2015) suggests; "Active learning strategies have proven to impact the student learning environment and increase engagement. However, the practices used in active learning often consume a large portion of class time that is also needed to fulfill course content coverage requirements" (Yemma, 2015:12). That is to say; FC is an alternative tool to supplement TC in that it allocates more in-class time for active learning activities since students come to class ready by watching videos on the subject and accordingly, increase student engagement in class.

1.2. Purpose of the Study and Research Questions

In this digital age, education and technology are pieced together to make learning effective and permanent. With the help of technological tools and internet, the students have chance to learn outside the class in their own pace. As Östman (2018:1) states; “Today’s advancements in technology have provided students with the opportunity to take their learning beyond the boundaries of the classroom and they can study when it is convenient for them” .

Considering the shift from traditional methods to alternative, more student-centered ones, FC can be considered useful to be practiced in education, especially in language teaching. Therefore, the aim of this study is to investigate how FC is experienced in a tertiary level EFL classroom in Turkey. It also states some points on the side of the teacher using a teaching journal in order to see the effects of FC on both sides; students and the teacher. All in all, this study, which will be a quasi-experimental one, aims to answer four major, one minor questions as;

1. Would there be any differences on students’ performance between the experimental group and the control group considering their pre-test post-test results?
2. What do students think about FC approach?
 - 2.1. What are students’ experiences and perceptions of FC?
3. What effects does an FC have on student performance?
4. What does the teacher experience in an FC environment?

1.3. Significance of the Study

The primary concerns of educational institutions are to improve teaching, enhance students’ experiences of learning and meet the needs of students. Since every student is different and each of them need different styles of teaching, methods, models or approaches that place student more into the center have come into prominence. Students have started to take the responsibility of their own learning and the teachers have performed as facilitators and advisors for the students.

Looking from this perspective, it is important to employ effective methods or models that both the students and the teachers would find useful, motivating and enjoyable. On the other side, individualization of the teaching/learning process, letting students take the responsibility of their own learning are the key concepts that the teaching specialists are looking for in the new teaching/learning methods. One way of individualizing the learning process is making use of technology, employing more student-centered activities in or out of class.

Flipped Classroom Approach, which reverses the learning cycle and assigns videos or readings for students to be done before the class rather than in-class instruction, allows students to grasp the subject with the help of videos and readings out of class in their own pace and allocate in-class time for more practice, group works and real-life activities rather than instruction. This present study can reveal how FC as an active learning approach may effect students' motivation and perception and achievement.

There are a variety of studies employing technology and CALL (Computer Assisted Language Learning) in English classes; however, FC approach, which has currently come into prominence, has not been studied much so far. Specifically, there have not been many experimental studies that would compare and contrast FC and TC. Looking from this perspective, this present study is important in that it carries out a quasi-experimental research combining qualitative and quantitative data collection tools and looks at the effect of the new approach on students' performances comparing the two classes; experimental and control. In addition, it also evaluates the flexibility of the method in Turkish context including students' and the teacher's ideas.

Furthermore, this study, which investigates students' feelings and attitudes towards FC together with discussing its effects on students' success, is important in that it may support the experimental studies done on the subject. It may also show some possible drawbacks and advantages of the approach. Finally, the study may also shed light upon the subsequent ones since it evaluates FC in different perspectives; students' achievement, students' perceptions and teacher's own perception by using various data collection instruments. That is why, this study is important since it presents the effects of FC on students' success together with focusing on students' feelings and preferences. It also looks at the side of the teacher with the data from teaching journal that has been kept by the researcher herself.

It is also significant in that FC is a relatively new approach, which is currently used by teaching authorities. This study, which is conducted in an English as a Foreign Language (EFL) classroom is expected to evaluate the feasibility of this new approach in English Language Teaching (ELT) and shed light upon the prospective studies done in the field of ELT.

1.4. Limitations and Suggestions for Further Research

The present study was conducted with a limited number of students and two different groups; experiment and control. Additionally, the duration of the study was 7 weeks for the experiment part. Longitudinal studies should be conducted for further research to have more valid and reliable findings and to see the effects of FC on students' performance in a long period of time. There may be longer studies or some other longitudinal ones that can compare the improvement of students instructed with FC model along the years.

The study is limited to English course. There may be other studies including all the courses given in the department with FC model, which will be compared to TC. Another limitation is that there were students that did not pull their weight; did not watch the videos. When the students were asked about how often they watched the videos, 2 students answered 'never' and 5 students answered 'sometimes'. After the experiment period, the researcher wanted to interview those students about how they perceived FC and to find the reason behind this behavior. Since the names of the students were not given in the questionnaire, the researcher did not know who were those students. The students were invited for in-depth interview; however, they were not willing to conduct the interview and the ones that did not watch the videos did not want to show themselves. Only one student who said 'sometimes' to that question was volunteer for the interview and the analysis of her comments are given in Results section.

The questionnaires of the students who said 'never' were excluded from the study; however, since the researcher did not know the names, she could not exclude their pre-test and post-test results from the qualitative data. This may be a limitation of the study but thinking that the subject is summarized in class and there are some students also in TC that did not take part in all the activities, it can be said that the results are reliable and valid.

When we look at students' perception of FC from the results of attitude questionnaire and semi-structured and focus group interviews, the students were seen to be generally positive about integration of FC in English courses and they believed that FC would contribute to their success in English. Considering the findings and outcomes of the present study, some suggestions can be made for further research.

1. Some factors as students' educational background, social surroundings and their effect on students' success in FC should be discussed deeply.
2. The role of e-learning readiness of students instructed with FC model and its impacts on their success should be analyzed and evaluated deeply in the following studies.
3. Larger groups may be used for FC to generalize the findings.
4. More studies can be conducted with more than one experiment and control groups comparing and contrasting the groups with each other.
5. FC can be integrated to English courses in different levels as; primary, secondary, high school and tertiary level. The results of the studies can be compared and contrasted.
6. Longitudinal studies should be conducted to investigate FC over a period of time and see the changes in students' success levels and their perception and motivation.

1.5. Outline of the Study

The present study consists of five chapters. The first chapter is the framework of the study that states the problem, gives background information about the study together with referring to significance of studying this subject. It also provides the research questions, which are answered in the study with the help of different data collection tools.

Secondly, the following chapter is ‘literature review’, which gives information about the relevant studies undertaken on the subject. It introduces language teaching methods and approaches and continues with theoretical framework of FC, studies in ELT and in Turkey on FC and advantages and disadvantages of FC mentioned in related studies.

The third chapter offers methodology utilized in this study. It presents information on data collection procedure, the setting, the participants, materials, the treatment and data analysis procedure. Along with the titles given, all of the materials are examined thoroughly in the chapter.

Analyses of data are given in the fourth chapter. The chapter also includes discussion of findings of the present study comparing them with the results of similar studies.

The last chapter, conclusion gives an overall framework of the study by combining the results found within the research questions. It also gives information on the pedagogical implications of the study.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter is an overview of literature done in the field with a reference to Flipped Classroom. First of all, methods and approaches in language teaching are discussed giving information about the history of language teaching. Then, it continues with Flipped Classroom Approach by offering theoretical framework of FC; the approaches, methods and trends that FC is based upon. Furthermore, the chapter continues with detailed information of FC; definitions given in similar related studies and a brief history of FC.

Studies on FC were analyzed deeply categorized as the general important ones, studies done in Turkey and studies done in the area of ELT. Additionally, advantages and disadvantages of FC are discussed and comparison of FC and TC are given in the chapter.

2.1. Language Teaching Methods and Approaches

Before focusing on Flipped Classroom Approach, it would be helpful to gain an insight into the history of language teaching touching upon the key concepts, theories, approaches and methodologies.

The first language teaching approach was Grammar Translation Method, which came into sight about 500 years ago with Latin, which was the most widely studied foreign language then. It is defined as “a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language” (Richards and Rodgers,2001:5).

The Grammar-Translation Method was not found effective in making students use the target language for communication; that is why, the Direct Method came into prominence, in which the meaning is conveyed directly with the help of visual aids or demonstration; without the need for translation (Larsen-Freeman & Anderson, 2013; Richards & Rodgers, 2001).

By the mid 1950's, Audio-Lingual Method replaced Direct Method with the need for foreign experts for teaching English. In Audio-Lingual Method, target language patterns are acquired by conditioning, by drills (Larsen-Freeman & Anderson, 2013). However, in the 1960s linguist Noam

Chomsky argued that language acquisition could not be achieved by habit formation but it must be “a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language” (Larsen-Freeman & Anderson, 2013: 53).

After that time, the upcoming methods were based on the affective-humanistic approach; which respects the students as individuals and places emphasis on their feelings. The Silent Way was introduced by Caleb Gattegno asserting that the teacher should be as silent as possible in the classroom in order to encourage the learner to produce as much language as possible (Larsen-Freeman & Anderson, 2013).

Another humanistic approach; Suggestopedia was offered by Georgi Lozanov to help students the negative feelings that hinder their success and help them overcome the barriers of learning. It uses musical rhythms, integration of fine arts, decoration, and furniture to lower students’ affective filter (Harmer, 1991). Community Language Learning, which is also based on humanistic principles, wants teachers who are sensitive to students’ fears and feelings and who can help students overcome the negative feelings.

According to Larsen-Freeman and Anderson (2013), in 1960s and 1970s research gave rise to the hypothesis that language learning should start first with understanding and later proceed to production. “Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 2001:73)

In the late 1970s and early 1980s, a shift from structure-centered approach to Communicative Approach happened, asserting that communication is required more than mastering linguistic structures (Larsen-Freeman & Anderson, 2013). Communicative Language Teaching (CLT) came into existence with these needs. CLT offers that “if students are involved in meaning-focused communicative tasks, then ‘language learning will take care of itself’ and plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill” (Harmer, 1991:69).

There are three more approaches that are taking ‘communication’ in the center; Content based Instruction (CBI), Task-Based Instruction (TBI) and Participatory Approaches. In Content Based Instruction, teaching is organized around the content. It is grounded on two central principles; “(a) People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. (b) CBI better reflects learners’ need for learning a second language.” (Richards and Rodgers, 2001:207). However, TBI takes the certain tasks as the center of learning process. It is based on the belief that “if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms”

(Harmer, 1991). According to Larsen-Freeman and Anderson (2013), Participatory Approach also begins with the content; however, the content is not the subject matter texts; rather, it is based on issues that are meaningful for students.

There is another approach, Cooperative Learning or Collaborative Learning that makes use of cooperative activities as group works or pairs. It gives importance to peer-tutoring and peer-monitoring believing that minority of the students would fail in a cooperative learning environment with the help of successful students (Richards & Rodgers, 2001).

Howard Gardner, a psychologist, influenced language teaching circles with his work on Multiple Intelligences. The seven distinct intelligences are; logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal and verbal/linguistic. Teachers began to acknowledge that students have different types of intelligences for learning and feel the need to find activities to address students with different intelligence types (Larsen-Freeman & Anderson, 2013).

As seen from the change in methods and approaches, it is clear that language teaching circles have been searching for more effective ways for years. As a result, there is not a clear right or wrong way of teaching according to an approach or method. By the end of 20th century, people started to speak on death of methods and approaches by using the term 'post-methods era'(Richards & Rodgers, 2001).

Concluding from the process of language teaching and learning methods throughout the history, after employing different techniques, models and approaches, it can be stated that there is not a definite model of teaching and some principles of the already used methods can be combined by the teacher according to needs of his/her own learners. However, it can also be deduced that there has been a shift to more constructivist, communicative and humanistic approaches that put the students in the center and that give importance to learners' feelings.

In the recent years constructivism has become prominent as it suggests that "Learners do not transfer knowledge from the external world into their memories, they build personal interpretations of the world based on individual experiences and interactions."(Ertmer & Newby, 1993).

Looking from this point of view, FC seems to fulfill the need to make students active and take the responsibility of their learning together with minimizing students affective filter and motivating them towards the course since they come to course prepared.

2.2. Theoretical Framework of Flipped Classroom

Gaining an insight on language teaching methods and approaches, this part discusses how FC can be related to key approaches, methods and ideas in teaching and in second language classrooms. The theoretical base for employing flipped classroom is the need for using classroom time more efficiently with more practice and production activities rather than using it only to deliver lectures.

To begin with, considering the shift to more constructivist, communicative and humanistic approaches that put the students in the center and that give importance to learners' feelings, the current methods need to take these needs into account. Constructivism, encourages learners construct their own understandings and then to validate these new perspectives through social negotiation (Ertmer & Newby, 1993). Considering the main principles of FC, it can be based upon the ideas of constructivism in that it focuses on the students as well as the content of the course. Similarly, Soliman (2016) states that FC allows students to be exposed to constructivist principles of learning with the activities done in-class and also behaviorist principles of learning via the activities done outside the class.

Jonassen, Davidson, Collins, Campbell, and Haag (1995:21) pointed out that “Constructivism can provide theoretical bases for unique and exciting distance learning environments. These environments should emerge from authentic tasks, engage the learners in meaningful, problem -based thinking, and require negotiation of meaning and reflection on what has been learned. Computer-mediated communication (especially computer conferencing), computer-supported intentional learning environments, and computer-supported collaborative work environments all support constructive learning”.

Another theoretical foundation that FC can be based upon is Cooperative Learning or Collaborative Learning that makes use of cooperative activities as group works or pairs. It gives importance to peer-tutoring and peer-monitoring believing that minority of the students would fail in a cooperative learning environment with the help of successful students (Richards & Rodgers, 2001).

Yemma (2015:16) also grounds the instructional strategies and pedagogies practiced in FC in constructivist learning philosophies of active learning through Kolb's experiential learning and collaboration through Vygotsky's zone of proximal development”.

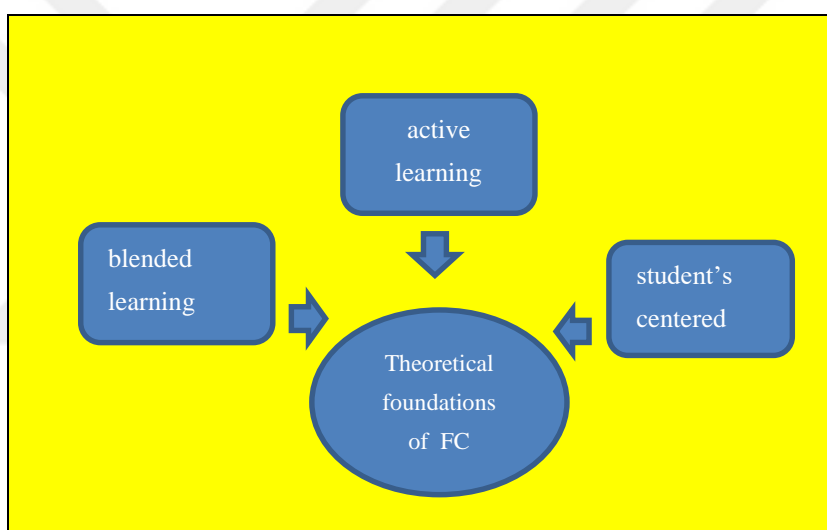
Furthermore, Östman (2018:3) agrees “The Flipped Classroom has the same foundation as the communicative classroom, namely Lev Vygotsky's sociocultural perspective”. That perspective supports the idea that placing direct instruction outside the class with video lectures allows more time for active learning inside the classroom, which can create a collaborative and constructivist classroom environment (Szparagowski, 2014). The students have opportunities to use and

contextualize the foreign language with different activities done in class. That is to say, a Flipped Classroom can achieve a ‘high level of collaborative learning’ by activities such as; group activities, discussions and group problem solving (Szparagowski, 2014).

A different idea on theoretical foundations of FC belongs to Fattah (2017: 36). In Figure 1, his ideas on theoretical foundations of FC are shown in a diagram. He states that;

Blended learning represented the cornerstone in flipped learning. It maximizes the benefits of online learning and traditional learning. The second foundation of flipped learning is active learning concept. Flipped learning is used for practice, exercises, discussion-based activities, and team-based learning.

Figure 1: Theoretical Foundations of Flipped learning



Source: Fattah, 2017:35

Blended learning is described as “the learning that combines online learning and face to face interaction between learners and instructors by Ahmed (2016). From this point of view, FC approach is also regarded as a type of blended learning.

Another key point to be evaluated in relation to FC is Stephen Krashen’s Input Hypothesis. According to Krashen, the learner acquires the second language when he/she understands the input that contains grammatical forms and that are $i+1$; that is to say; a little more advanced than the current state of the learner’s interlanguage, which is also named as ‘comprehensible input’ (Mitchell & Myles, 2004).

Closely linked to input hypothesis, Krashen also put forward “The Affective Filter Hypothesis”, which means that the learners should be ready to take the ‘comprehensible input’ to

acquire the forms of second language. In other words, the hypothesis of ‘affective filter’ defines the relationship between affective variables and acquisition (Mitchell & Myles, 2004). Krashen (1982) classifies affective variables in three categories as;

a) Motivation [performers with high motivation generally do better in second language acquisition (SLA)], b) Self confidence (performers with self-confidence and a good self-image tend to do better in SLA), c) Anxiety (low anxiety appears to be conducive to SLA, whether measured as personal or classroom anxiety)

Linking these two hypothesis by Krashen to FC approach, it can be said that since the students come to class ready by watching the assigned video about that week’s subject, they feel more motivated and less stressed for the course. Since they know the subject when they come to class, they are more open to practice higher-level skills on the subject and the input is more ‘comprehensible’ for them. In other words, FC helps students to decrease their affective filter so that they feel free and more competent to take part in activities done in class, and accordingly; more open to acquire the second language.

Last but not the least, technologies used in FC are consistent with Communicative Language Teaching because FC emphasizes ‘learning by doing’(Ahmed, 2016). In Communicative language teaching (CLT), which allows interaction and engagement with the materials, student-centered classrooms are crucial; accordingly, in FC, the students are canalized to do more student-centered activities in class time. FC approach also allows the teacher to be more accessible and also available online, which is a necessity of CLT (Doman & Webb, 2017). Furthermore, in FC, instruction for grammar happens outside the classroom without spending the in-class time, which solves the criticism to CLT that it overlooks accuracy and the need for language instruction (Doman & Webb, 2017). The technologies used in FC are consistent with Communicative Language Teaching because FC emphasizes ‘learning by doing’(Ahmed, 2016).

In Communicative language teaching (CLT), which allows interaction and engagement with the materials, student-centered classrooms are crucial; accordingly, in FC, the students are canalized to do more student-centered activities in class time. FC approach also allows the teacher to be more accessible and also available online, which is a necessity of CLT (Doman & Webb, 2017). Furthermore, in FC, instruction for grammar happens outside the classroom without spending the in-class time, which solves the criticism to CLT that it overlooks accuracy and the need for language instruction (Doman & Webb, 2017).

Fattah (2017) also agreed that FC has foundations with CLT and CALL;

Trends in Teaching English as a Foreign Language have continually been moving towards improving students’ oral and written language abilities- shifting away from translation and moving towards delivering vast amounts of “comprehensible input to finally making language classrooms

more communicative with Communicative Language Teaching (CLT). Computer Assisted Language Learning (CALL) and Technology Enhanced Language Learning (TELL) are 21st century educational techniques used to improve language learning, involving students in authentic tasks that they use in their daily lives. Teachers must thus equip themselves with various computer skills in order to stay updated in the field of English Language Teaching (ELT) and to meet the needs of today's generation of learners. The flipped model of learning takes CALL and TELL one step further-shifting the physical location of the classroom to anywhere an internet or Wi-Fi connection exists, be it a café, a library, a bus, or even a beach. The flipped model also alters the concept of the walled classroom and creates a boundless classroom-an idea which is in line with 21st century learning and which mixes constructivist theories of Second Language Acquisition with behaviorist principles of teaching and learning

As can be concluded, FC seems to have relations with many theories, the most important of which are; Krashen's comprehensible input and affective filter, Vygotsky's zone of proximal development, Constructivism and Communicative Language Teaching together with blended learning and student-centered learning.

2.3. Flipped Classroom/Learning

2.3.1. Definition

There is not a unified definition for the concept of Flipped Classroom. These terminological and conceptual uncertainties make comparisons and discussions difficult (Wolff & Chan, 2016). There is also an ambiguity about the term itself; there are many terms used for the approach, as; Inverted Classroom, Flipped Instruction but Flipped Classroom is the most commonly used one (Talbert, 2012). This study uses the term "Flipped Classroom" abbreviated as FC to refer to the approach itself. A variety of definitions from important studies in the literature are given below;

The pioneers of FC, Bergmann and Sams (2012) defined a flipped classroom as "a setting where the things traditionally done in class is now done at home, and the things that are traditionally done as homework is now completed in class". Basal (2015:29) saw this definition incomplete and asserts that the time spent in class should be more important than the videos. He makes some suggestions as; "Classroom time can be used for engaging in activities, discussing concepts, clarifying hard-to-understand information, and investigating questions related to content".

Similarly, Y. Chen, Wang, Kinshuk, and Chen (2014) defined Flipped Classroom as 'offering in-class activities outside the class and bringing out of class activities to classroom environment'. As can be understood from the definition, the word 'flipped' seems to best fit the learning style itself. However, there are also other reasons why it is named as 'flipped' acronym of 'flexible environments, learning culture, intentional content and professional educators (Y. Chen et al., 2014). They are named as 'four pillars of flip' and evaluated in detail.

Hamdan et al. (2013) defines Flipped Learning as;

Flipped Learning is 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.

The definition given above by Flipped Learning Network is the key definition that this thesis is based upon. However, throughout the study, the term 'Flipped Classroom (FC)' is used since the pioneers Bergmann and Sams (2012) used this term in their book. To be clear, Flipped Learning and Flipped Classroom do not mean the same thing. Hamdan et al. (2013) wants to eliminate the misconception that the terms 'Flipped classroom' and 'Flipped learning' can be used interchangeably. They state that;

Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice; Flexible Environment, Learning Culture, Intentional Content and Professional Educator.

Four pillars should be examined in detail according to the definition by Hamdan et al. (2013). The first pillar of F-L-I-P is the Flexible Environment, which asserts that the educators create their own learning environments for better learning and they are flexible in assessing students' success. They generally monitor students and provide alternative ways to learn.

The second pillar is Learning Culture. Hamdan et al. (2013) defines learning culture as;

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

The third pillar of F-L-I-P is Intentional Content, which asserts that educators determine what they are going to teach or what students are supposed to search for. They use intentional content to adopt classroom activities for active and student-centered learning.

The last pillar is the key Professional educator. This seems to be the most crucial pillar of Flipped Learning. It is described by Hamdan et al. (2013) as follows;

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

There are other studies that define the key concepts and pillars of FC. To begin with, Bishop and Verleger (2013) divides flipped learning into two parts; interactive group learning activities inside the classroom and direct computer based individual instruction outside the classroom. Accordingly, He, Holton, Farkas, and Warschauer (2016) define flipped learning as having three attributes; (a) a mandatory pre-class learning of new material followed by (b) in depth explanation, practice and productive use of knowledge in class through active learning strategies, (c) where class attendance is mandatory.

Secondly, Turan and Göktaş (2015) state in their study that in this decade, when synthesizing and producing from knowledge is important rather than pure learning, it is important for the teachers to allocate more time for practicing inside class. Keeping these in mind, this method of learning best contributes to Bloom's taxonomy of learning, which is one of the best teaching models. Flipped classroom gives teachers an opportunity to observe students while they are engaging in 'high level' activities as; application, analysis and synthesis (Gilboy, Heinerichs, & Pazzaglia, 2015).

Furthermore; Abeysekera and Dawson (2015) state that flipped classroom approaches are characterized by;

(a) a change in use of classroom time, (b) a change in use of out-of-class time, (c) doing activities traditionally considered 'homework' in class, (d) doing activities traditionally considered as in-class work out of class, (e) in-class activities that emphasize active learning, peer learning, problem-solving, (f) pre-class activities, (g) post class activities and (h) use of technology, especially video.

Chilingaryan and Zvereva (2017:1504) remarked a different misunderstanding of FC stating that FC does not place computer in the role of the teacher and minimize teacher-student communication; rather, it allows more time for face to face interaction inside the classroom;

Flipped classroom does not intend to replace the teacher's image into his virtual copy or make the student communicate not with the teacher but with the computer. It is a part of integrated education, which includes a variety of methods, both traditional and innovative.

Flipped Learning Network (2014) also delivers that "FC enables instructors to combine the different activities with different learning strategies and engage students more deeply than TC.

To sum up, FC is an approach that has four pillars as; Flexible Environment, Learning Culture, Intentional Content and Professional Educator. These are the key elements to create a successful and efficient Flipped Classroom.

2.3.2. Origination of Flipped Classroom Approach

In the early 1990s Eric Mazor, a physics teacher at Harvard University incorporated computer-based instruction for his physics students to guide them outside the class (Graziano, 2016). The first steps of FC can be seen in the works of Eric Mazor.

Later, J. W. Baker (2000) suggested flipped learning, wanted his students to engage in activities out of class and allocate more time for constructivist activities in class. He shared lecture notes with his students online and used class time for group work for problem solving activities.

In the same year, Lage et al. (2000) offered a strategy for teaching that appeals a variety of learning styles, which is also increasing contact time without sacrificing course contents. The name of the new strategy is “inverted classroom” and they define it as; “events that have traditionally taken place inside the classroom now take place outside the classroom or vice versa”(Lage et al., 2000).

However, the pioneers of flipped learning were Bergmann and Sams who had the intent to eliminate lectures in class. In 2007, they were trying to find ways to make up for the students who are absent from school and they decided to video-record their classes and deliver the materials to students who could not attend the classes (Bergmann & Sams, 2012). Their study showed that FC resulted in greater student-teacher collaboration and it increased interaction among students. The book, which may be a vital source for teachers who are planning to flip their classroom, gives some suggestions on how to flip the classrooms and introduces ‘Flipped Mastery Model’.

2.3.3. Studies on Flipped Classroom

In the literature, there are some studies that evaluate Flipped Classroom and its principles and give some suggestions, develop different models in order to improve FC environments. Below are some examples of key studies.

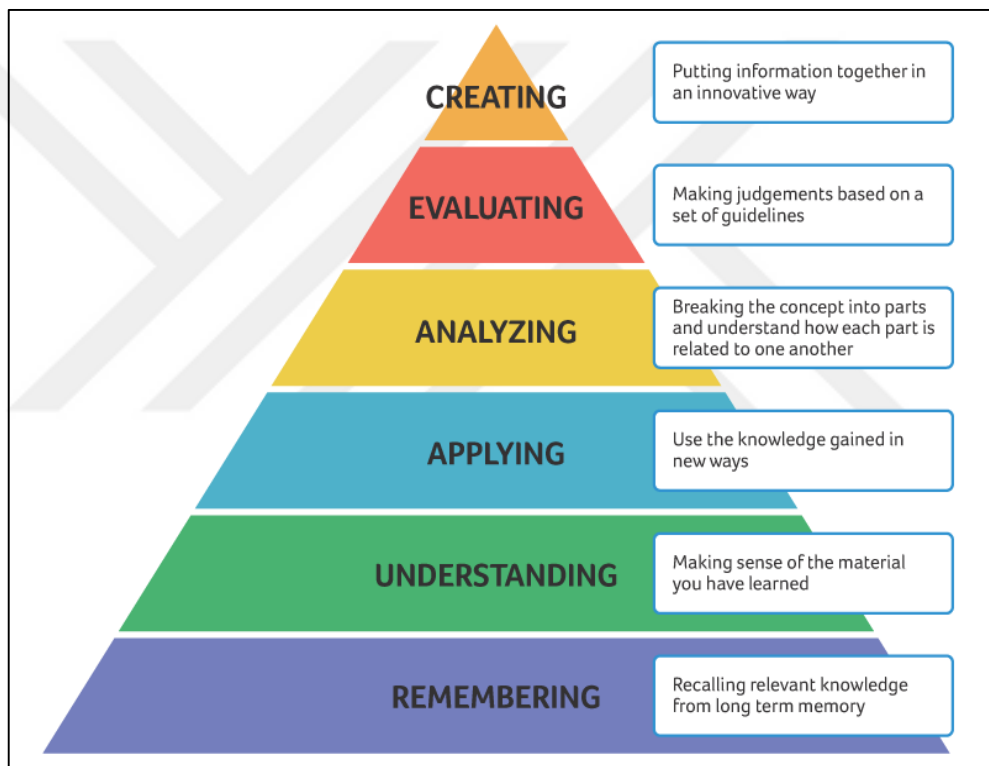
First of all, Y. Chen et al. (2014) evaluates the four important elements of FLIP; Flexible environments, Learning culture, Intentional content, Professional educators. They develop a model for flipped learning in higher education stating that the schema has many inadequacies. They suggest ‘FLIPPED’ model with three additional components to ‘FLIP’ model, they are; Progressive networking activities, Engaging and effective learning experiences, and Diversified and seamless learning platforms.

Abeysekera and Dawson (2015) analyze flipped classroom approach by using two educational theories; self-determination theory and cognitive load theory and suggest some propositions. These

are; learning environments of flipped classroom satisfy student needs for competence, autonomy, and relatedness supply more intrinsic motivation, extrinsic motivation; pre-recorded lectures may reduce cognitive load.

There are studies that connect Flipped classroom with Bloom's taxonomy of learning. Karjanto and Simon (2016) offer a two-dimensional model for Bloom's taxonomy and integrate it with Flipped Classroom method in Calculus course. The model can be seen in Figure 2. In Bloom's taxonomy, 'Remembering' and 'Understanding' are in the easiest steps; in the inverted revised one 'List', 'Recognize', 'Summarize' and 'Classify' are the easiest ones.

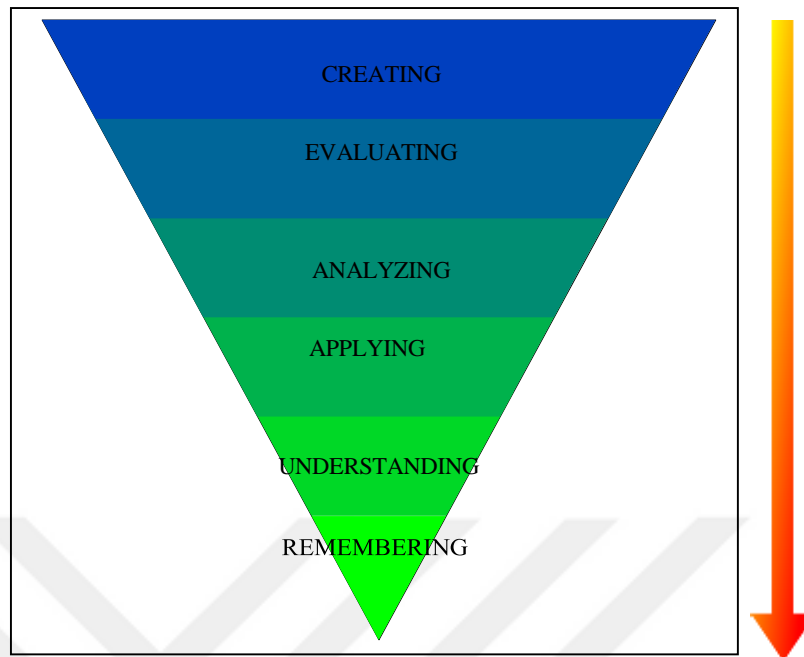
Figure 2: Bloom's Taxonomy



Source: Karjanto & Simon, 2016:5

In traditional method, the easy steps (the ones in the bottom) are acquired in the classroom and the difficult steps (the ones on the top) are acquired outside the classroom. Karjanto and Simon (2016) offer reversed form of Bloom's taxonomy for Flipped Classroom (Figure 3) stating that the students can acquire the steps on the top in the flipped learning environment, where the teacher is ready to assist as well as their classmates to discuss in collaborative work.

Figure 3: Comparison of Traditional and Flipped Classroom on Bloom's Taxonomy



Source: Karjanto & Simon, 2016:6

Correa (2015) evaluated Flipped classroom with critical pedagogy following Vygotsky and Freire. She argued that Flipped classroom and problem-posing models of education are “two sides of the same coin when it comes to shifting learning responsibility to students, scaffolding and rejecting the banking model of education.”

The second type of studies on FC in the literature are the ones that focus on the perceptions of either students or the educators. Most of the studies on perceptions resulted in positive attitudes of teachers and students in favor of FC.

To start with, Låg (2016) worked on students' perceptions and cognitions on flipped classroom comparing it with traditional classroom by using an evaluation form. There were equal distributions found between Traditional Classroom (TC) and Flipped Classroom (FC). However, evaluating the comments of the students, it was concluded that FC was perceived both useful and high quality.

Yemma (2015) studied a different aspect of FC by focusing on the experiences of higher education staff who have shifted from traditional model to FC. Teachers' motivations to change, outcomes, challenges and benefits of FC were analyzed in detail by and interviews conducted.

G. B. Johnson (2013) investigated students' perceptions of FC in maths courses. There were 63 students that took part in the study. The results conveyed that the students were mostly positive

about FC asserting that they liked the ‘self-paced’ nature of the course and FC supported their learning.

In the literature, there are some studies with experimental design that examined the effect of FC on students’ performance together with the ones which combine qualitative and quantitative methods to focus on the perceptions of students or teachers about FC, too. Most of the studies comparing performance of students in FC and TC, found significant differences in students’ performances in favor of FC. A variety of them also resulted in positive attitudes of students towards FC.

In an experimental study by Zownorega (2013) on the implementation of flipped classroom model in physics course, the students were found to perform similarly with the flipped model and traditional model. However, he also states in the results that the students had a better learning experience with the flipped classroom model.

Similarly, Fattah (2017) studied with 33 fourth level university students at English Department in Applied Linguistics course. He used pre and post-tests with five different types of questions and the results revealed that Flipped learning approach has significant effects on students’ linguistic level.

The other study on students’ performance belongs to Karimi and Hamzavi (2017). They used Flipped Classroom approach to assess reading comprehension abilities of EFL learners. They used experimental method applying a reading comprehension test as a post test and administered a questionnaire regarding students’ attitudes towards Flipped Classroom model. The study resulted in positive impact of Flipped Classroom method on EFL students’ reading comprehension. The results of the attitude questionnaire showed that students in the experimental group had a positive attitude towards flipped classroom model.

A different experimental study by Yestrebsky (2016) was conducted with two large classrooms. In most of studies in literature, it can be observed that the classes are not crowded; that is why, Yestrebsky (2016) preferred using FC model with larger classes with more than 300 students and compare the two. As a result of the study, she found that the students in FC model class showed a greater percentage of higher grades compared to the control group which was taught by traditional method. Another interesting result the study showed us was that students with low-level of performance were not helped by this method; rather, the students with high motivation showed greater performance in flipped classroom compared to the traditional one.

There were also experimental studies that did not result in positive effect of FC on students’ performances. However, most of them concluded in positive perceptions of students about FC even if they do not perform better in FC than TC.

To begin with, L. Johnson and Renner (2012) studied with 62 high school students to analyze FC by comparing it to a TC in a computer applications course. They used a likert-scale questionnaire to analyze the perceptions of the students and pre-test post-test experimental design to analyze the effect of FC on students' performances. They also interviewed with the teacher of both of the classes. As a result, they found no significant effect of FC on students' performances. Furthermore, it was found that the students do not have positive perceptions of FC.

Another study that did not result in positive effect of FC on students' performances belong to Davies, Dean, and Ball (2013). They studied with 188 tertiary-level students in an Excel course and used pre-test post-test quasi-experimental mixed method design. They found no significant difference between the scores of students in FC and students in TC. They added that the instruction process frustrated the students and decreased their motivation to learn. However, the students stated that FC increased their motivation of learning and it was more effective than TC.

Accordingly, Findlay-Thompson and Mombourquette (2014) found no effect of FC on students' performance. They conducted the study with 108 tertiary level students in a Business Administration course. As a result of the study, they found no differences in grades of students in FC and TC. However, the students in FC perceived FC positive stating that they had more in-class opportunity to ask questions to their teacher.

Last but not the least, Love, Hodge, Grandgenett, and Swift (2014) worked with 55 tertiary level students in a linear algebra course. They also found no significant result between students' performances and FC. Similar to the studies above, they concluded in positive attitudes of students towards FC.

All in all, it can be concluded that FC has been evaluated by different studies either by experimental design to compare students' performances of FC and TC. There are also some studies that purely focus on students' or teachers' perceptions of FC. However, most of the studies have experimental design that both focus on students' performance and their perceptions.

2.3.4. Advantages and Disadvantages

The students have unique learning styles as individuals and that matching learning experience with particular learning styles improves educational outcomes. The most important advantage of flipped learning is that it offers students learning environments which are suitable to their own pace and are independent from time and place (Bergmann & Sams, 2012; Soliman, 2016). Using the online videos, the students have the chance to access the learning material anytime, anywhere and learn at their own pace (McDonald & Smith, 2013). However, out of class learning itself is not enough for

effective learning; pre-class and in-class activities should also be integrated. They complement each other and are integral parts of learning.

Flipped learning is a method that integrates technology with academic success, student participation and motivation (Karaca, 2016) The educational activities have shifted from behaviorism to constructivism, which keeps the student in the center. Keeping this in mind, active learning seems to best fit today's needs. Such an active learning environment can be ensured by integrating flipped classroom method. In flipped model, information-transmission task of traditional lecture is moved out of class and class time is allocated to more interactive activities designed for active learning (Abeysekera & Dawson, 2015).

According to Doman and Webb (2017), FC allows students to work individually since the instruction is done before the class via videos or handouts, where students can watch and read as much as they want to fully grasp the new subject. Another advantage is that the teacher can bring supplementary materials or tutor students individually if he/she sees that the students are having difficulty with the new concept. Accordingly, it is stated in the study of Chilingaryan that; "Flipped classroom model places greater responsibility on the students, giving them an incentive to experiment. The activities can be led by the students, and the communication between the students can become the driving engine that determines the process aimed at learning through practical skills. Flipped classroom leads to a significant shift of priorities from the simple delivery of topics to work on their improvement." (Chilingaryan & Zvereva, 2017: 1504).

Furthermore, there are studies concerning that flipped learning decreases students' anxiety levels and encourages students for cooperative learning (Strayer, 2012). Pre-class learning helps reduce students' anxiety and perceived difficulty of the course and it raises perceived instructional clarity. It is also like a preparation for students to more challenging in-class activities (He et al., 2016).

He (2016) stated many advantages of using flipped classroom in the study. However, he also states that some students resented the change of teaching method since they were accustomed to the old one. Furthermore, some students could not see the logic of teacher guided problem solving in class. The other disadvantage is that students may get easily distracted by other websites while they are watching videos online, especially the ones with low motivation, poor self-discipline, weak time management and academic skills. So, they conclude that highly-motivated, academically well-prepared students might be more receptive to flipped instruction.

Studies have shown that Flipped learning has improved teacher-student interaction, it gives opportunity for real-time feedback and it encourages active student engagement (Gilboy et al., 2015; Soliman, 2016). In other words; students are more actively involved in learning process in flipped

classes. Moreover, the method motivates students for learning and students come to class with prior knowledge about the subject after watching the suggested videos. Flipping also gives teachers the opportunity to track students while they are fulfilling the assignments, to determine the misunderstandings and skills to be developed (Bishop & Verleger, 2013)

Students can use their critical thinking and problem solving skills as they engage in group projects; they can collaborate with their group members and they can be creative and more innovative as they engage in more independent learning activities. These in-class activities encourage students to use their high-order thinking skills in taxonomy of Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) as; analysis, synthesis, evaluation and creation. Accordingly, the students possess key vital competencies for actual world especially in the workplace (Ahmed, 2016; Soliman, 2016).

Similar to the studies above, Chilingaryan and Zvereva (2017) stated advantages of FC as;

(a) it increases the contact time between the teacher and the student (b) it is a kind of personalized approach to each student (c) it gives an opportunity for the teacher to create authentic mini-lectures (d) it increases the responsibility and autonomy of the learner (e) it gives the absent students chance to catch up with the missing subject (f) each student can work on his/her own pace (g) it gives the ability to concentrate more on the subject in a free environment (h) it increases the motivation of the student (i) it improves the atmosphere in the classroom, making it more welcoming and comfortable (j) it increases and creativity and critical thinking of students (k) the students can access the online material continuously; when preparing for the exams, the students can re-listen the video (l) it turns the teacher into a kind of counselor, guide.

He et al. (2016) and Graziano (2016) proposed some benefits of flipped learning as a result of their study. These are; (a) the flexibility of watching videos (b) improved preparedness for class, (c) capacity to accommodate more elaboration, application and teacher-student interaction.

Enfield (2013) resulted in some advantages of employing Flipped classroom model as;

(a) the videos provided a good source to direct students when they are absent, (b) most of the students found instructional videos helpful, engaging; the students could move through the instruction at their own pace (c) most students found regular quizzes to be strong motivation to keep up with the instructional videos. Lastly, most students stated that they were more confident in their ability to learn a new technology without taking a formal course.

Soliman (2016) stated some challenges he experienced in the practice and suggested that sufficient time must be spent developing the videos and students should be able to access videos without delays or other technical issues. In class activities should also be well-planned.

Correa (2015) listed some potential problems about Flipped Classroom model, these are;

(a) boring/not engaging lessons, (b) deeming teachers non-necessary, (c) students not watching the videos, (d) not everything can be taught online, (e) the approach is passive (f) insufficient technological resources (g) insufficient time to produce the material and lastly (h) using other

teacher's videos would be unethical. However, she also made useful suggestions for each problem in order to disregard the negative factors that may cause flipped model to fail.

Y. Chen et al. (2014) suggested a different disadvantage of integrating flipped learning, that is; students may put up resistance to new forms of learning because they got used to their 'passive listening' role.

Another disadvantage of using FC model is focused in the study of Yestrebsky (2016). She asserts that FC model is more time consuming for the instructor since he/she is responsible from recording the lectures. However, she also adds that once the lectures are recorded, updating the lectures for future use will require less time.

A different perspective to FC, Yilmaz (2017) studied on the relationship between E-learning readiness of the students and the efficacy of FC. He studied with 336 undergraduate students to investigate the effect of E-learning readiness on students' success, satisfaction and motivation in an FC. He collected data using E-learning readiness scale whose subscales are; computer self-efficacy, internet self-efficacy, online communication self-efficacy, self-directed learning, learner-control and motivation towards E-learning. He concluded that e-learning readiness is an important factor for satisfaction and motivation in FC. This may be regarded as a disadvantage for FC since it would be difficult to work with students to be instructed in an FC if they are not ready for E-learning.

Yilmaz (2017:252) also added that "Students fail in E-learning because they do not complete E-learning classes and do not follow online classes due to such reasons as not being motivated for E-learning programs and not being able to manage one's own learning process."

Graziano (2016) added some challenges about FC as; students may not have a computer or internet connection out of the class, students need to be motivated to complete their assignments at home and all the teachers may not have the ability or time to form all the courses online for students to watch before the class.

2.3.5. Flipped Classroom in ELT and EFL

Students need to develop their language skills step by step and need to practice a lot. So, digital devices, platforms help students practice independently at their own pace out of the class (İlin, Kutlu, & Kutluay, 2013). Considering this, FC may be an effective approach that can be used in language classes and encourage students to develop their language skills further. There are many studies done on FC in the field of language teaching and education, the focus of the present study is the practice of FC in English classrooms.

Zainuddin (2017) worked with 27 students about their experiences in the EFL Flipped Classroom. According to the study, the majority of the students perceived the flipped classroom highly positive and they were found to have achieved 'higher-level' learning of Bloom's taxonomy. Similarly, Boyraz and Ocak (2017) conducted a quasi-experimental study on students' success and their perceptions of FC in a compulsory English preparation class in Turkey. The results showed a statistically significant difference between the scores of students in the flipped classroom and the traditional classroom. Concordantly, the students were positive about FC.

Soliman (2016) studied the efficiency of FC in an English for Academic Purposes Course. It also suggests some recommendations and guidance for implementation of this method and also examined the challenges that may be faced. Similarly, Doman and Webb (2017) conducted a large-scale study on students' perceptions of Flipped Classroom. They worked with students who were taking English as a foreign language course as a required course. The study concluded that students in flipped classroom showed more positive attitudes to language learning experience than the ones in traditional classroom. They found that students spend more time for engaging with the materials in a FC; so especially in EFL classroom, it means that students will have more opportunities for practicing the language and acquire new language patterns.

There are also some studies that focus on specific skills in English, rather than the general English course. To exemplify; Kang (2015) compared traditional and flipped classrooms in terms of grammar and vocabulary by using pre and post-tests. The study concluded in statistically significant result in favor of FC. The attitude questionnaire and interview results concluded in highly positive attitudes towards FC in terms of satisfaction, helpfulness, in-class activities and teacher's role. The most important disadvantage mentioned in the study is that there are students who are not doing their assignments as watching the videos before coming to class.

Ahmed (2016) investigated the effect of FC on writing skills of EFL students and their attitude towards FC with a total of 60 students; 30 in control, 30 in experimental group. He used an EFL writing test as pre-post tests and an attitude questionnaire. As a result, the FC outperformed the Traditional classroom and the students were observed to have positive attitudes towards FC. Similarly in the study done in Turkey, Ekmekci (2017) compared Flipped and traditional writing classes on the basis of writing performances. As the result of the study, he found a statistically significant difference between their writing performances in favor of the class instructed using FC approach. The majority of the students were positive towards FC approach.

Furthermore, Wang, An, and Wright (2018) conducted a study on beginner level learners about their oral proficiency. They wanted to see if there was a difference in the development of students' oral proficiency and their progress rates. The study results showed that students in FC performed better especially in oral proficiency compared to the ones in TC and their progress rates are faster.

The other significant result was that the students were positive towards FC and they spared more out-of-class time for their learning of English.

2.3.6. Flipped Classroom in Turkey

Educational system of Turkey is considered to have failed according to the results of PISA, which is the broadest educational research in the world (Gençer,2014). The reasons of this failure were stated to be excessive number of exams, mischaracterized homework, system not offering an individual learning environment and lack of using technology. They examine the practicability of Flipped Classroom method in Turkey by looking at the literature and concluded that it is not widely used in Turkey. The reasons were stated to be; teachers' unwillingness, lack of wish and lack of motivation to use technological instruments. They also specify four conditions to be met in order to practice Flipped Learning effectively. These are;

(a) making necessary arrangements for the system; (b) informing teachers about the benefits of the system; (c) exploring the fields that flipped learning can effectively be used and identifying its benefits to education system; (d) creating the necessary educational platforms for this system to be used at schools.

In order to create better education opportunities and support effective learning, educational specialists in Turkey have been searching for new methods, models to support their teaching. That is why, FC has been studied by many researchers in the educational area, in many subjects including language teaching.

To exemplify; Kurt (2017) worked with pre-service English teachers to measure the effectiveness of FC approach by using control and experimental group method. The results showed that students in experimental group have higher levels of self-efficacy beliefs and better learning outcomes. The perceptions of students were also positive.

Turan and Göktaş (2015) conducted a study on students' views on flipped classroom method. They worked on 58 students for ten weeks. As the result of the study, most of the students stated that flipped classroom method increased their retention for learning, facilitated learning and it was entertaining and flexible. However, there were also negative views such as; their lack of technological tools, FC being time consuming because of the need for watching before the lesson.

Akın (2016) conducted a study on availability of FC in Turkish education. He evaluated many studies done in Turkey on Flipped Classroom and with the light of this research; he made some recommendations about teaching Ottoman Turkish. Concluding, he suggests that the model allows a more comfortable learning environment for teacher and the students and set forward a more effective and productive learning process.

Basal (2015) conducted a study on the perceptions of prospective English language teachers in Turkey about Flipped Classroom/Learning. The result was that pre-service English teachers had a positive attitude towards using Flipped Classroom stating that it is beneficial in that (a) it allows student learn at their own pace (b) students come class with preparation (c) it overcomes the limitations of class time (d) it increases participation in the classroom.

However, there are also some practices to use technology and flipped classroom method; especially in tertiary level in Turkey. To exemplify; MEF University offers its courses by using Flipped model of learning in all of its faculties and bachelor degrees.

Sırakaya (2017) works with 47 pre-school education students' perceptions of gamification in flipped classroom model in computer education course. In conclusion; the students showed positive attitudes towards the model stating that they enjoy learning and it is feasible for the other courses too.

There are also some theses written on FC in Turkey together with the papers. Looking at a general perspective, most of the theses on FC were conducted in English courses. First of all, Çibik (2017) studies with ELT (English Language Teaching) students to see the effects on FC on learner autonomy and analyze the perceptions of students on FC. The study came up with the idea that the students were mostly positive towards the use of FC in their courses and FC contributed their learner autonomy and the process of learning.

Another thesis on FC in Turkey belongs to Ekmekçi (2014), who worked with ELT Prep class students in a writing class. He conducted quasi-experimental research with control and experimental groups. As the result of the study he found a statistically significant difference between the writing performances of both groups. Concluding from the attitude questionnaire given, it can be inferred that most of the students were positive towards using FC in writing class. He also suggests using FC English as Second Language (ESL) and English as Foreign Language (EFL) contexts adding that it may lessen the boredom and hardship of writing classes.

Accordingly, Umutlu (2016) studied FC in different points by conducting a study with six experimental and one control group. She also analyzed students writing performance with pre-test, post-test experimental design.

Additionally, Boyraz (2014) worked with 86 students in compulsory preparation class with a pre-test post-test control experimental group design. He designed a focus group interview to identify students' feelings about the new approach. As the result of the study suggests, the students in FC were found to be more successful compared to the ones in TC. Furthermore, the results of focus group interview suggest mostly positive perceptions of students towards FC.

Although FC is a relatively new approach, it can be concluded that there have been various studies conducted in Turkey on the implementation of FC in different subject areas. Alongside the studies or papers, there are also some thesis conducted on FC concerning students' performance and perceptions. All in all, the evidence from the studies conducted in Turkey on FC suggests that FC has been given much importance by the educational specialists in Turkey.

2.3.7. Traditional Classroom vs. Flipped Classroom

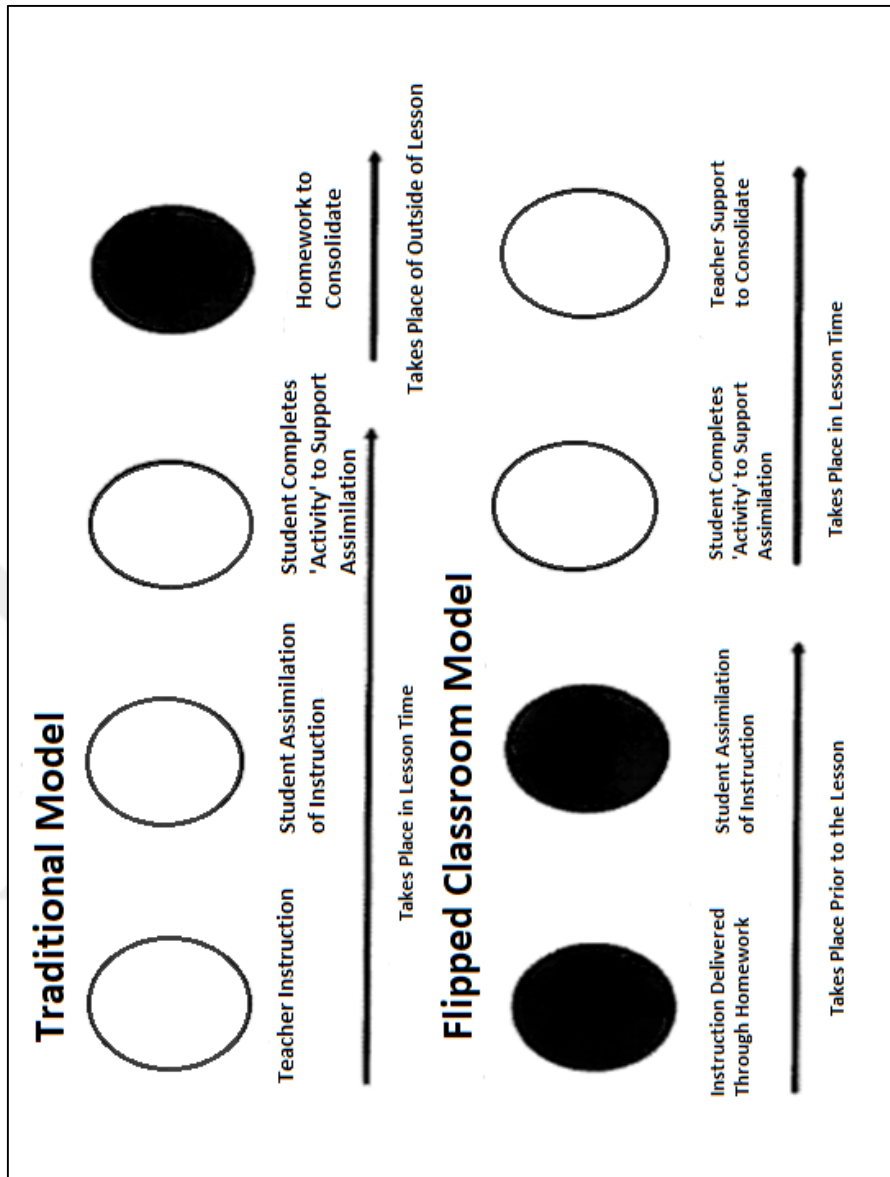
Table 1: A comparative analysis between traditional learning and flipped learning

Comparative Points	Traditional Learning	Flipped Learning
Environment	Inside the classroom, lectures are the only means. Outside the classroom, Practice exercises & problems solving	Inside the classroom; Practice exercises & problem solving. Outside the classroom, Video, PowerPoint lectures, close ended quizzes & practice exercises
Teacher's Role	Represents the authority, source of information, deliver his lecture and answer students' questions.	Prepares his materials at home, He is the supervisor, developer, researcher, guide and helper.
Students' Roles	Inside the classroom only and go for his own outside the class.	They do higher level analysis/critical thinking. Guided support, providing examples-links between content and real world.
Teaching Tools	Classroom setting; boards, projector, marks.	Storages, dropbox, mediafire, etc., for sending video files and presentations. Social media programs; WhatsApp, Facebook, etc., for discussions Mail; Gmail; Yahoo, for receiving home assignments.

Source: Fattah, 2017:33

Zownorega (2013) defines Flipped classroom approach by using a figure that compares Flipped Classroom with Traditional Classroom (Figure 4). As seen in the figure; in traditional method of teaching, students get the theoretical knowledge from the teacher and they are responsible for the homework part; however, in Flipped Classroom model, students have the responsibility of their own learning and they have time to share information and discuss with their classmates inside the classroom.

Figure 4: Comparison of Traditional and Flipped Classroom



Source: Zownorega, 2013:7

CHAPTER THREE

3. METHODOLOGY

This chapter presents the methodological approach followed in this study analyzing the tools and materials used. It also covers the nature of the study, the participants, the setting, the materials and data collection tools, the procedure and the summary of the treatment.

3.1. The Nature of the Study

The current study is a mixed-method research, combining qualitative and quantitative data collection methods, with pre-test post-test experimental design, an attitude questionnaire, semi-structured and focus group interviews, teaching journal entries and weekly check-lists.

In support of mixed-method approach in research Dornyei (2007:24) states; “quantitative research involves data collection procedures that result primarily in numerical data which is the analyzed primarily by statistical methods”. Qualitative research is defined as “involving data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods” by Dornyei (2007:24).

Johnson and Onwuegbuzie (2004:17) define mixed methods research as; “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”. They also add that the data can be collected by using each method either sequentially or concurrently. Mixed method research is also “an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers’ choices (Johnson and Onwuegbuzie, 2004:17). There is another term used for mixing both qualitative and quantitative method; triangulation. Triangulation is perceived as; “ a strategy for increasing the validity and evaluation of research findings” (Mathison, 1988:13). The present study is also regarded as using triangulation since it employs both qualitative and quantitative data. Throughout the experiment period, the researcher collected quantitative data via questionnaire and pre-post test results; simultaneously, she collected qualitative data via interviews and teaching journal.

The study was purposefully designed as mixed-method research combining both qualitative and quantitative research techniques in order to support the findings of both research procedures with

each other. Fraenkel, Wallen, and Hyun (2015) suggest some strengths of using mixed-methods research as it gives explanations on the relationships between variables and it provides researchers an opportunity for an in-depth exploration of relationship between variables. Thirdly, it helps researcher to confirm the findings of the data found about the relationship between the variables.

The current study used two-group experimental study design to see the difference between the scores of experimental and control groups. Two classes with similar language levels are studied in the study; one is experimental group which used Flipped Classroom method; the other class, the control group is instructed in the classroom environment by using Traditional methods. Both of the groups had two hours of English courses in a week conducted by the same teacher. They used the same course book named “Headway Elementary”. That is to say; the two groups studied the same curriculum in two different classroom environments.

The first aim of the study is to see the difference in students’ scores and decide which approach worked better for effective learning; Flipped Classroom or Traditional Classroom. The results of the students’ scores give an insight on the effectiveness of integration of FC in a traditional language classroom. Secondly, the study intends to see the preferences and perceptions and experiences of the students about FC approach. Interviews and teaching journal help the researcher deeply analyze the students’ thoughts on the approach itself.

Table 2 shows the general research design used in this current study. There are 96 students who participated in the study and the experiment period lasted 7 weeks with 13 weeks in total with all the data collection process.

Table 2: General Research Design

Research Type	Mixed-method; qualitative and quantitative/action research Quasi-experimental research
Sampling	Convenience Sampling
Participants	96 tertiary level students (52 in the experiment group; 44 in the control group)
Data Collection	<ul style="list-style-type: none"> • Pre-test, post-test results
Instruments	<ul style="list-style-type: none"> • Questionnaire • 3 Semi-structured interviews • 3 weekly check-lists • Focus group interview • Teaching Journal
Data Analysis	Qualitative Quantitative-SPSS
Time and Duration	7 weeks of experiment-13 weeks total with pre-post tests, interviews

3.2. Sample, Setting and Participants

The present study was conducted at Artvin Coruh University. It is a state university founded in 2007. The research was carried out with first year vocational school students. The students were taking the English I course, a required course for general education when data was collected.

According to the university regulations, the students who feel competent in English take the English Proficiency Exam held by the University and the ones that are not successful in that exam take English I and II courses for two semesters. The course is given to over 1500 students all across the university.

The university has its wireless internet connection all over the campus and there are computer laboratories that students can make use of. Thus, students can gain access to internet and computers easily in campus.

Since the study covers both out-of-class and in-class procedures, we made use of internet for out-of-class activities. A free online learning platform was used to share video lessons and establish online interaction outside the class. The students could follow their own learning activities and they could interact with their classmates via online discussions or forums in the platforms. They were also able to ask questions to their teachers via Edmodo, which will help them contact the teacher out of the class and have on-time feedback or answers to their questions.

The participants of the study were selected in accordance with convenience sampling. For convenience sampling, Dornyei (2007:99) states that “criterion of sample selection is the convenience of the researcher: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer”. This researcher used her own institution as the context of the study and two classes, which are volunteer and similar to each other, were chosen as the samples for this research.

One of the aims of the study is to examine the efficacy of FC approach comparing it with a class which is instructed traditionally. The context of this study covers 1st grade Vocational School students at Artvin Coruh University taking English I course, which is a required course for general education. The researcher chose two classes from this context; one was the experiment group, which was instructed in a FC environment, the other was the control group, which was instructed in a traditional class setting.

The classes selected for experiment were two different sections of the same department; Paramedics regular and evening classes. By doing this, the researcher expected to have two classes

with similar educational backgrounds. The regular class was chosen as the control group to be instructed in a Traditional Classroom and the evening class was chosen as experiment group instructed in a FC environment. The levels of students were relatively similar; Elementary. The results of the Proficiency Test that is deeply evaluated in the Results chapter show that two classes are similar in their English levels.

At the first sight, there were 120 students invited to participate in the experiment process; however, 110 students completed at least some elements of the data collection. Of these 110 students, 90 students completed placement test, pre-test and post-test, all. The students who did not take part in all the tests were excluded from the study.

To obtain quantitative data, the researcher carried out a pre-test and a post-test to both control and experiment groups. A total of 52 students in the control group and 44 students in the experimental group took the tests. Furthermore; the students in the experimental group were administered the attitude questionnaire with 34 items so as to see any change, if any, in their attitude after the experiment.

There were also three interviews conducted with the students in experimental group. There were four students in the first interview, which was done in the first week of the experiment, 5 students were interviewed in the second one. The last one was a focus group interview, which was conducted after the experiment period. There were nine participants in the last focus group interview. The interviews lasted from 4:51 minutes to 6:20 minutes; whereas, the focus group interview lasted 35 minutes.

Table 3 shows the number of students included in different kinds of data collection instruments throughout the process.

Table 3: Number of students that took part in data collection procedures

Data Collection Instruments	Number of Students		
	Experiment	Control	Total
Proficiency Test	54	50	104
Pre-Post Tests	52	44	96
Questionnaire	48(3 excluded)	--	48
1 st Semi-Structured Interview	4	--	4
2 nd Semi-Structured Interview	5	--	5
Focus Group Interview	9	--	9
3 rd Interview with non-attending students	1	--	1

3.3. Materials

Throughout the experiment period, the researcher utilized a lot of materials either to collect data for the study or gather information on the students. The other materials were employed to conduct the experiment period effectively and the engage students in the materials to keep them active and to make sure that the students do what they are supposed to do.

3.3.1.A Proficiency Test

A proficiency test by Oxford Publications (Solutions Placement Test-Elementary to Intermediate) was applied to students before the treatment period with a view to making sure that both of the classes were similar in their English levels.

In the Table 4, shown below, the mean of proficiency test for experiment and control groups are given. Considering the table, it can be said that the mean score of experiment group is 31.19 with a standard deviation of 8.18; whereas, control group has a mean of 33.04 with a standard deviation of 6.90. The fact that the success rates of both groups are close shows that the two groups are similar in their level of English.

Table 4: The Means of Proficiency Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Placement	Experiment	54	31,19	8,182	1,113
	Control	50	33,04	6,907	,977

Table 5 shows the Independent Samples T-test results of the proficiency test conducted to both groups; experiment and control. As can be understood from the Table, there is no statistically significant difference between the success rates of the two groups; $t = .216$, $P > .05$. It means that the English levels of the participants are similar, which helps the reliability and validity of the study.

Table 5: Independent Samples T-test Results for Proficiency Test

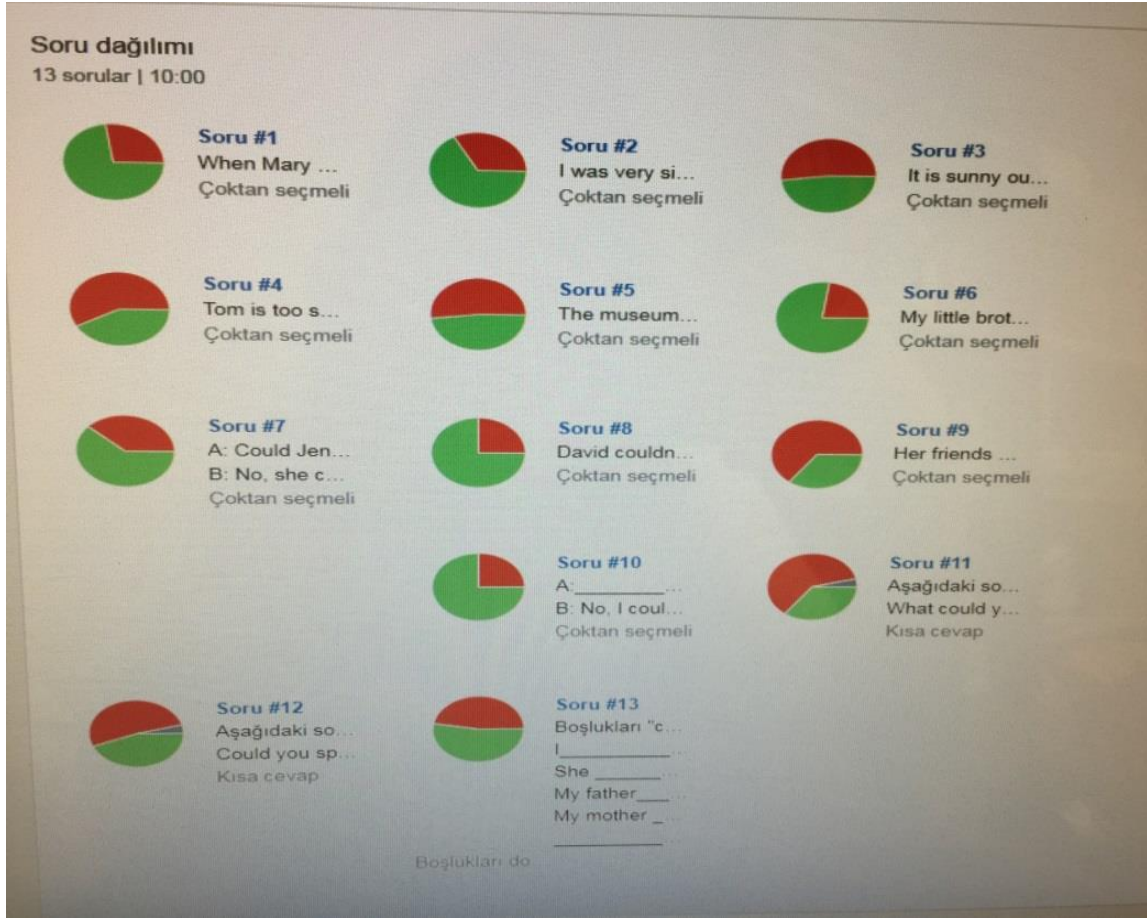
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,636	,427	-1,244	102	,216	-1,855	1,491	-4,812	1,102
Equal variances not assumed			-1,252	101,163	,213	-1,855	1,481	-4,793	1,083

3.3.2. Pop Quizzes on Edmodo

To encourage students' attendance throughout the semester, unannounced pop quizzes were administered via Edmodo. The results of pop quizzes added extra points to students' final grades. The teacher kept an online calendar presenting the dates when each subject should be finished for the flipped classroom and which sections would be covered for the traditional classroom. That helped students to make some planning to be successful in the pop-quizzes and from the course in the end.

Employing quizzes also served to encourage the students to watch the videos prior to the lesson. The quizzes were comprised of questions about the videos of that week, aiming to identify the problematic points that the students might have had. The teacher could have an idea about what points she should focus in the next course examining the quiz results. Edmodo platform also shows the percentages of each of the questions, which would in turn help the teacher identify the unclear points easily. Figure 5 shows the results of the last pop-quiz assigned to students; the green parts indicate the correct answers; whereas the red ones indicate the wrong ones.

Figure 5: Sample Quiz Results on EDMODO



After taking the quiz, the students can see their results and the highest-ranking six students in class. They can also see their mistakes and the correct answers, together with teacher's feedback if there are some questions that the teacher need to grade.

3.3.3. Videos for Lessons

In a flipped classroom, videos are recorded before a lesson and sent to students over the internet (Basal, 2015). In the current study, eleven videos were used for the introduction of the subjects of the weeks. The students learn the subject from the videos and the class time was spent more on activities and exercises on the subject.

Most of the videos were taken from YouTube and embedded to the researcher's class in Edmodo. The students were informed by Edmodo when the teacher uploads a video or writes a post. The videos were uploaded two days before the course to give students enough time to watch them before the course.

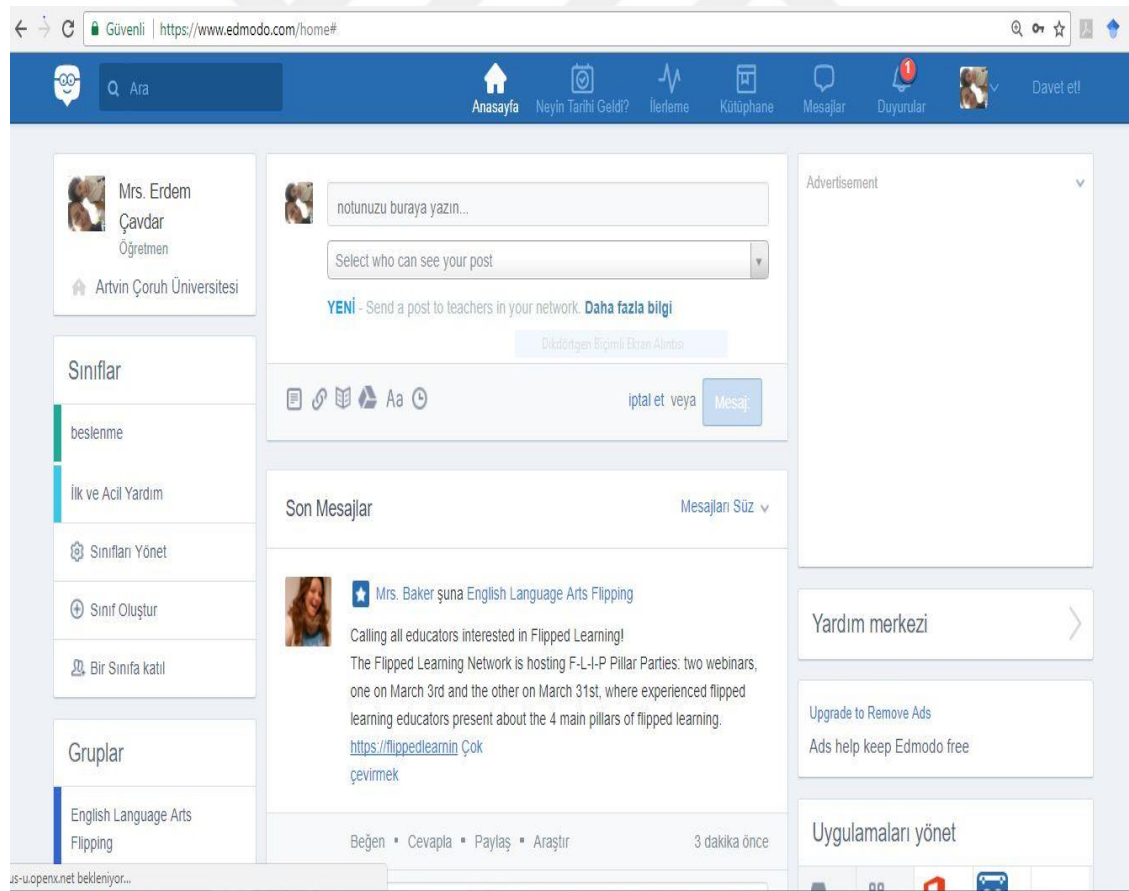
Based on the idea that long videos would bore the students or might lead to procrastination, all the recorded or preferred videos were not more than 15 minutes. The longest video was 11:25 minutes; whereas the shortest one was 2:15.

3.3.4. Edmodo/The learning platform

In order to keep all the tools in control, upload the videos and share the videos with students, a learning management system named Edmodo was used. Benefitting from Edmodo, the teacher could establish an organized Flipped classroom. Edmodo is a 'free online platform' to share the videos and establish online interaction outside the class.

Students could follow their own learning activities with the help of Edmodo such as watching the videos, taking the quizzes, uploading their homework or their work, discussing with their teacher and their peers and asking questions. Figure 6 shows the main page of EDMODO for teachers.

Figure 6: EDMODO Main Page for a Teacher



3.4. Data Collection Tools

In order to gain an insight into the matter being discussed and provide triangulation, the researcher used a variety of tools to obtain data. Throughout the study, qualitative and quantitative data were collected. The results of pre-test and post-test, together with the results of likert-sclae items in the attitude questionnaire, were used to gather quantitative data. Qualitative data were gathered from open-ended questions in the questionnaire, individual interviews, teaching journal and the focus group interview conducted at the end of the study. The reason why the researcher employed different tools for data collection was to increase the reliability of the findings.

3.4.1. Pre-Post tests

Before the instruction, both of the groups were given a pre-test on the subjects that will be studied. After six-week period, the students will be given the same test as a post-test on what they have been learning. Both tests are the same in order to get a more reliable result at the end.

The results of pre-tests and post-tests for both groups; experimental and control are given in Chapter 4 in a detailed way. Independent Samples T-Test was used to compare and contrast the scores of both groups.

3.4.2. Teaching Journal

Teaching journals are defined as written or recorded accounts of teaching experiences by Richards and Lockhart (1994). Teaching journals also allow teachers to develop some strategies for in-class teaching. The idea behind teaching journals is to write about teaching experiences over a period of time to analyze them later for patterns (Richards & Lockhart, 1994).

Considering the reasons given, the researcher in the present study aimed to utilize a teaching journal, the teacher keeps a teaching journal to make notes on what he/she experiences during the practice period of the study. Observing the students and the classroom environment, the teacher takes notes what she sees, what problems occur inside the class and outside the class.

Evaluating the entries in teaching journal, the teacher had chance to work on the pitfalls and make learning more effective. In the discussion part, there is a subtitle including the important remarks of the teacher and some suggestions that the teacher takes to get rid of the possible pitfalls in the teaching/learning period.

3.4.3. Attitude Questionnaire

In order to get information about the students' perceptions towards FC, an attitude questionnaire was administered to students at the end of the experiment period.

Questionnaires are defined as “printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously ”(Seliger& Shohamy,1989:172) . The present study employs a Likert scale questionnaire to see the perceptions of the students in the experimental group about being instructed in a FC.

The questionnaire has 5 point Likert scales ranging from ‘Strongly disagree’ (1) to ‘Strongly agree’ (5). Likert scales are defined as; “close ended items, which consists of a characteristic statement and respondents are asked to indicate the extent to which they ‘agree’ or ‘disagree’ with it by marking one of the responses ranging from ‘strongly agree’ to ‘strongly disagree’ (Dornyei,2007:105). The questionnaire was prepared in Turkish in order to ensure that students understand the items well and their answers to the questionnaire would produce a reliable result.

Some of the questionnaire items are adapted from the studies of Roth (2016), Gilboy et al. (2015), Turan and Göktaş (2015), He et al. (2016); Karimi and Hamzavi (2017), Doman and Webb (2017), S. C. Chen, Yang, and Hsiao (2016), Grabau (2015), Smith (2015), Roth (2016), Ahmed (2016); Holik (2016).

The questionnaire was administered to 51 students in the experimental group and the Cronbach Alpha reliability score was found to be 0,958, which shows that the questionnaire is reliable and valid.

Table 6: Cronbach Alpha Value of the Questionnaire

Cronbach's Alpha	N of Items
,958	34

3.4.4. Semi-Structured Interview

In order to get more in-depth data about how students perceive FC, interviews were conducted with volunteer students. Two semi-structured interviews were carried out with students in experimental group in order to discuss the advantages and disadvantages of the approach together with their motivation, preferences of the new teaching/learning approach. Keeping the students' answers in mind, there is a subtopic including students' views, preferences on FC model.

According to Seliger and Shohamy (1989), interviews are data collection instruments that give information on attitudes and motivation. A Likert-scale questionnaire was administered to students to have an idea on their perceptions of FC. However, a semi-structured interview was also needed for a deeper understanding of students' preferences and perceptions concerning the excerpt from Dornyei below;

“No matter how we formulate the items, they are unlikely to yield the kind of rich and sensitive description of events and participant perspectives that qualitative interpretations are grounded in. If we are seeking long and detailed personal accounts, other research methods such as interviews are likely to be more suitable for our purpose” (Dornyei, 2007:105).

In a semi-structured interview, although there are pre-prepared open-ended questions to guide the discussion, the interviewee is free to go deeper in the subject with the guidance of the interviewer (Dornyei, 2007).

The interviews were carried out at the beginning of the study, in the middle of the study to see the difference in students' thoughts. 4 students were interviewed in the first one done at the beginning of the experiment, the second one was with 5 students who were willing to attend the interviews and talk about their experiences of FC. The second interview was done in the 4th week of experiment period. The students who were interviewed were chosen from the group of 51 students in the experiment group.

The interview items were adapted from different studies on Flipped Classroom approach as; Roth (2016) & Doman and Webb (2017), Alavi et al. (2016) and Clark (2013).

3.4.5. Focus Group Interview

In order to collect in-depth information about students' experiences and perceptions of FC, a focus group interview was conducted at the end of the experiment period. Östman (2018:9) suggests that “Focus group discussions have a tendency to be less stressful for students than a single-person interviews as they are in a safe environment with peers”. By using focus-group interviews, the students are given chance to evaluate themselves and the whole experiment period with FC. The questions of focus group interview were adapted from the studies of Alavi et al. (2016); Clark (2013).

When conducting the focus group interview, the guidelines in Krueger and Casey (2002) were utilized in order to create a relaxing environment to get worthy results. The focus group interview was conducted after the experiment period and before the post test.

The interview was conducted in the meeting room of the faculty with nine students. The participants were selected on the basis of their attendance, their activities on Edmodo, in-class performance and their willingness to be a part of the interview. The students, interviewer and the secretary were seated around a long table and a Smartphone was used to record the discussion. There was a secretary who was taking notes while the students were discussing the questions with the moderator. The secretary was also an instructor in the same university giving the same course as the interviewer. That is why, she had an idea about what to talk and where to take notes. The recordings were transcribed afterwards to be analyzed.

It took about 40 minutes for students to discuss about the questions the researcher asked. In order to create a more relaxing environment, the researcher offered the participants tea with some cookies. A photo from the interview is presented below.

Figure 7: A photo from focus group interview



The interview was conducted in Turkish in order to get a detailed data from the participants-students. Otherwise, the students would not be willing to speak or attend the interviews since they do not feel so competent in speaking English. This way, the students were in a freer and more relaxed environment, which in turn affect the reliability and validity of the focus group interview.

3.5. The Procedure

In the study by Ogrenci (2015), they allocated the first two weeks for training as a result of experiencing students' falling downs in the previous years of their practice of FC model. Concerning this study, we also thought that, it would be useful to train students about the new method of teaching and the process of learning before starting the instruction. They should know what they are supposed to do throughout the semester in advance. That is why; we had two extra weeks for familiarizing students to the new method of teaching in order not to have any problems afterwards related to students' unfamiliarity of teaching method. This also helped us to avoid negative effects of using a new method. The students in the experimental group were introduced with the new concept "Flipped Classroom" approach. The teacher also stated her expectations from the students and the responsibilities of the students. No other official training was needed for the students to start the experiment period.

The textbook, Headway Elementary Oxford Publications, was used for both groups in order to pursue the same curriculum. There was also an online forum where the students can ask questions to their peers or to the teacher about the videos or quizzes. This helped to minimize students' complaints about lack of possibilities to ask questions or teachers' lack of control (Ogrenci, 2015). The quizzes, exams, pre and post-tests were of equal difficulty covering the same topics on the related chapters. The problems that were encountered during the class time for flipped class were noted and evaluated for better learning.

The study took 7 weeks of instruction; 2 hours per week. However, considering the whole procedure, it took more than 13 weeks (a whole semester) to finalize the experiment with pre-test, post-test and interviews. The detailed procedure is given below. Table 7 gives the detailed procedure of the experiment period week by week.

1. Familiarizing students with the new teaching approach -before the treatment-2 weeks.
2. Conducting proficiency test to both groups -before the treatment-1 week.
3. Conducting pre-test to both groups -before the treatment-1 week.
4. Adopting the flipped classroom (the experimental group)-It lasted for 7 weeks.
5. Keeping a teaching journal (throughout the experiment period).
6. Conducting the first interviews on students' perceptions in the first week (experimental group).
7. Conducting the second interviews on students' perceptions in the middle of the experiment (experimental group).
8. Conducting the attitude questionnaire (experimental group) –the last week of the treatment.
9. Conducting a focus group interview (experimental group) -after the treatment-1 week.
10. Conducting the post-test (both groups)- after the treatment-1 week.

Table 7: The Procedure week by week

Week	Video	Reading	Activity
1. 27.09.2017			<ul style="list-style-type: none"> Introducing the new approach Creating Edmodo accounts
2. 4.10.2017			<ul style="list-style-type: none"> Introducing the new approach Creating Edmodo accounts
3. 11.10.2017			<ul style="list-style-type: none"> Conducting Proficiency exam
4. 18.10.2017			<ul style="list-style-type: none"> Conducting Pre-test
5. 25/10/2017	<ul style="list-style-type: none"> Asking and Telling the Time Question words The Simple Present (Frequency Adverbs) 		<ul style="list-style-type: none"> Summarizing the topic Activities on Simple Present Tense Conducting 1st interview
6. 1/11/2017	<ul style="list-style-type: none"> Activities/Ving Like+Ving Social Expressions 	Reading on Jamie Cullum Shilpa Shetty (on the book)	<ul style="list-style-type: none"> Summarizing the topic Role play-social exp. Questionnaire on Work-life balance
7. 8/11/2017	<ul style="list-style-type: none"> There is/There are Prepositions of place 	Reading on vocabulary about home/street	<ul style="list-style-type: none"> Summarizing the topic Group work on using prepositions and there is/there are together (the groups were given different pictures and try to write as many sentences as possible using there is/are and prepositions.)
8. 22/11/2017	Mid-term week		
9. 29/11/2017	No classes		
10. 6/12/2017	Some/any/a lot of/a/an This/that/these/those		<ul style="list-style-type: none"> Summarizing the topic Exercises on this/that/these/those Exercises on some/any/a/an/a lot of
11. 13/12/2017	Numbers Can/can't	Reading on the book The White house Good and bad adjectives	<ul style="list-style-type: none"> Summarizing the topic Discussing the quiz on Edmodo Group work on can/can't (Groups were assigned to draw a picture of their hero and write as many sentences as they could) Conducting the 2nd interview
12. 20/12/2017	Was/were		<ul style="list-style-type: none"> Summarizing the topic Exercises on was/were Group work on was/were (Students were expected to form sentences with pictures and the words given)
13. 27/12/2017	Could		<ul style="list-style-type: none"> Administration of the questionnaire Discussing the quiz questions on Edmodo Group work on could/was/were (The students were expected to form groups and play a game of silent movie trying to express the action verbs given and form as many sentences as possible with the verb using could and was/were) Preparation for Final Exam
14. 04.01.2018			<ul style="list-style-type: none"> Focus-group interview
15. 13.01.2018			<ul style="list-style-type: none"> Post-test

3.6. The Treatment

Before the Class

The students watch the video about the topic and answer online quiz and send their answers via Edmodo. The aim of conducting the online quizzes is to make sure that the students have come to class after watching the videos assigned for them.

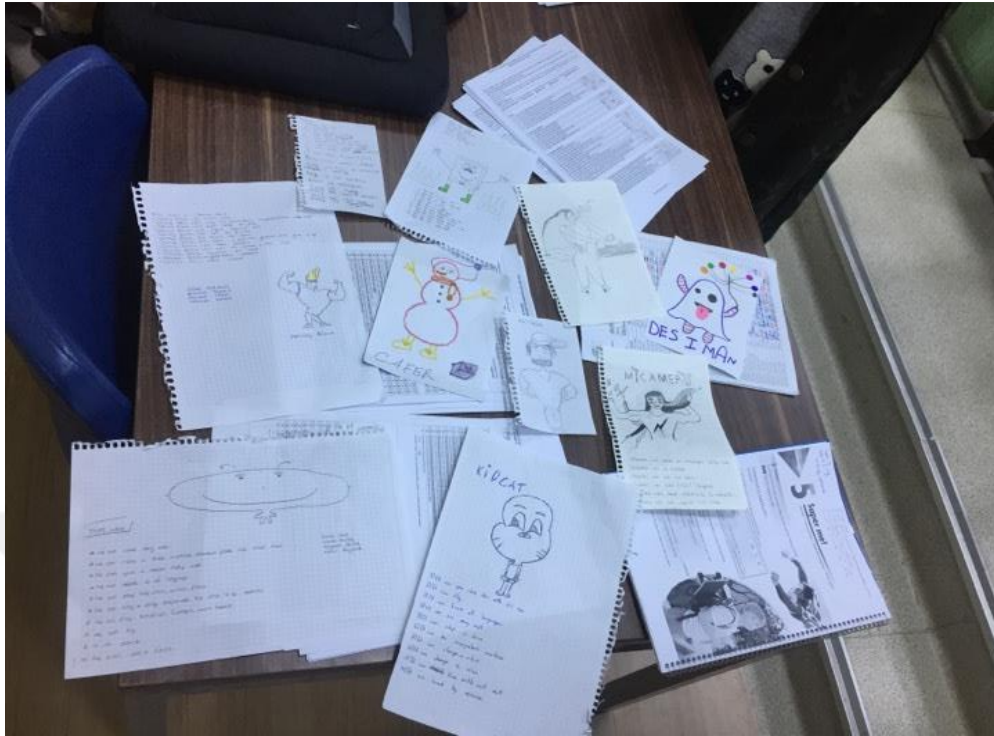
During the Class

The teacher starts class by summarizing the topic for about ten minutes. He/she answers questions about the video/presentation. The remaining time was spent on more independent learning activities and active learning practices as; brainstorming, concept mapping, in-class writing and group works as; group discussions, group projects and literature circles, group problem solving tasks.

The students learnt through more hands-on activities and group discussions, engaging with the new material, acquiring new language items rather than listening to instructors or explanations during the limited class time (Doman & Webb, 2017). In other words, they used class time for more ‘real-world’ activities and problem solving.

Figure 8 shows an example of in-class activity. The students were asked to draw the picture of their fantastic hero and write as many sentences as they can about what he/she can do. By doing this exercise, students have the opportunity to practice the subject can/can't.

Figure 8: An Example of in-class Activities



After Class

The students were asked to surf the web for more information about the lecture topics. They also have homework for more practice. They are expected to watch the videos on next week's subject.

3.7. Data Analysis

A mixed method analysis approach was implemented in this study. Qualitative and quantitative data were obtained from various data collection tools. The attitude questionnaire, three weekly check-lists, and the results of pre-post tests provided quantitative data for the study.

First of all, an attitude questionnaire with 34 Likert-scale items was used to learn about students' perceptions of FC approach. The data from the questionnaire were analyzed using SPSS program and results are given in detail in discussion part.

Secondly, quantitative data were obtained from students' pre-test and post-test results, which in turn show the difference between the scores of the control and the experimental group. Considering the tests, the study includes an independent variable (Flipped Classroom Approach) and dependent variable (students' success).

As stated earlier, the qualitative data were obtained from four different sources; the interviews, and teacher's diary and open-ended questions in the questionnaire and one last semi-structured interview done with a non-attending student.

First of all, there were three sessions of interviews conducted throughout the study, one is at the beginning, one is in the middle of the experiment period. The last one was a focus group interview, which was conducted after the experiment period.

Secondly, the teacher as a researcher kept a diary on what she experienced in the course of whole experiment period. Keeping a diary was an important source of data because considering the other data collection instruments, diary was the only one that gave us information on teacher's perspective. By means of the diary, we can have an idea about teachers' experiences throughout the whole period and discuss what she thought in the discussion part.

There were also open-ended questions at the end of the questionnaire concerning students' experiences of FC, which could also be regarded as qualitative data.

3.7.1. Analysis of Quantitative Data

The quantitative data from the study comes from pre-test and post-test results of the students and questionnaire items. After collecting the data from pre-post tests, Shapiro Wilk normality test was used to see whether the data is normally distributed or not.

If the data is normally distributed, an Independent Samples T-test is conducted; if the data is not normally distributed a Mann Whitney U-test is conducted to see the difference between the groups.

The results of Shapiro Wilk normality for each group are given in detail in discussion part. Data from both groups; experiment and control were found to be normally distributed, so; an Independent Samples T-test was used to see the differences between the scores of both groups. By doing, the researcher would attain results to see whether flipped learning has a positive effect on students' learning or not.

For the questionnaire items, SPSS 20 program was used to analyze the results. The analyses of questionnaire results give information about perceptions of students' towards using FC approach. The means, percentages of each item are given in the discussion part.

3.7.2. Analysis of Qualitative Data

The data from open-ended questions in the questionnaire, individual interviews, focus group discussions and teaching journal were analyzed through qualitative data analysis methods. The qualitative data were transcribed, translated, and then content analysis was done. The researcher found some patterns, categories, and themes by organizing the data into more abstract units of information (Chien, 2013).

The steps on Gay and Mills (2015) were used to analyze qualitative data and tables were formed on the interviews and open-ended questions following the steps below;

- 1) Becoming familiar with the data and identifying potential themes (reading/memoing).
- 2) Examining the data in depth to provide detailed descriptions of the setting, participants, and activity (description).
- 3) Categorizing and coding pieces of data and grouping them into themes (classifying).

Besides forming tables for categorization of themes, the researcher also included some excerpts especially from interviews and teaching journal in order to show the common themes found.

3.8. Pilot Study

Piloting is a necessary process to be done before employing a data collection tool in order to see the points that need to be revised, corrected or developed. Throughout the experiment period, there was also a “piloting class” which was instructed using FC approach together with the experiment class.

This “piloting class” was used to pilot the questionnaire and the activities to be done in the experiment group. By doing so, the researcher had the chance to see what problems she might have in the real experiment class and tried to find solutions to these unprecedented problems.

In this study, the questionnaire was developed by the researcher; that is why, it was piloted two times with the piloting group and the suggested corrections were done by the researcher concerning students’ feedback in the piloting group. The questionnaire was also reviewed by four different instructors in the research area to ensure validity and reliability. It was adapted many times after the experts’ feedbacks. All in all, it can be said that the questionnaire has four different versions with all the drafts. All the corrections and changes done in the questionnaire are given in Appendix part.

To go in details about the corrections and alterations that are done in the questionnaire, it can be said that the first version of the questionnaire had 25 items, the second one had 28 items, the third

one had 40 items, the last version has 37 items. Here are some changes in the format of the questionnaire;

Table 8: Changes Made in the Format of the Questionnaire

<i>1st Version</i>	<i>2nd Version</i>	<i>3rd Version</i>	<i>4th(Last) Version</i>
Personal information was at the beginning.	Personal information was at the beginning.	Personal information was at the beginning.	Personal information was at the end of the questionnaire.
No definition of FC	No definition of FC	The definition of Flipped Classroom Approach was added.	-
The fonts were 9	The fonts were 9	The fonts were 9	The fonts were made 10
The Likert Scales (Agree, Strongly agree etc.) were given at the top of the items.	The Likert Scales (Agree, Strongly agree etc.) were given at the top of the items.	The Likert Scales (Agree, Strongly agree etc.) were given at the top of the items.	The Likert Scales were given in the explanations part to make them easy to read by students.
The instructions were given before at the top of the questionnaire items.	The instructions were given before at the top of the questionnaire items.	The instructions were given at the top of the questionnaire.	The instructions were given at the top of the questionnaire.
The items were given as a whole.	The items were given as a whole.	The items were divided into four sections as; general points, student proficiency, in-class, out-of-class.	The items were divided into four sections as; general points, student proficiency, in-class, out-of-class.
The open-ended questions were given at the front page of the questionnaire.	The open-ended questions were given at the front page of the questionnaire.	The open-ended questions were given at the back page of the questionnaire.	The open-ended questions were given in the back page of the questionnaire.

Other than the changes made in the format, there were also various changes, alterations, omissions and insertions in the questionnaire items. Since the questions were in Turkish, the items in Table were given in Turkish the process how the last version of the questionnaire was formed can be seen in the appendix part (See Appendix 7).

The last version of the questionnaire was piloted with 34 students in the piloting group and the feedbacks were taken from the participants in order to ensure that the questions were clear and reliable. The data from the piloting was evaluated using SPSS Program. The Cronbach Alpha result of the questionnaire was found to be 0,960, which means that the questionnaire is reliable and valid.

Table 9: Cronbach Alpha Value of Piloted Questionnaire

Cronbach's Alpha	N of Items
,960	34

3.9. Ethical Considerations

Since the participants of the study were students of the researcher herself, special care was taken in order to avoid subjectivity and personal feelings. All members of the class signed a consent form since they were going to take the course in a different way and their engagement was important throughout the semester. Special care was taken in order not to offend any of the participants.

Before they took the questionnaire, they were kindly asked to give sincere answers and they were told not to write their names on the questionnaires if it would affect their answers.

The students who participated in the interviews also signed consent forms and they were told that nothing would be in their disadvantage and they could leave the study whenever they wished. Especially before the focus group interview, the students were told that the tape-recording would be in the researcher's responsibility and nobody would use it for different purposes.

Moreover, the videos that were utilized during the experiment period were taken from Youtube and the web addresses for the videos were given in the references part (See the references).

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

In this chapter, the findings and the analyses of the data gathered are discussed. First of all, the chapter gives demographic information about the participants in order to see if the participants are suitable for the treatment and analyze the other factors that may affect students' success or perceptions of FC. Secondly, analyses of pre-post tests were given to see if there is a difference in success levels of students in experimental and control groups.

Questionnaire items were analyzed to get information on students' perceptions of FC and semi-structured interviews were analyzed along with the focus group in order to deeply analyze students' preferences and thoughts on FC.

Lastly, data from teaching journal were analyzed in order to look FC from the teacher's perspective. Teaching journal was analyzed in five different points as; students' perceptions, teacher's feelings, students' performance, classroom environment and the problems faced.

4.1. Demographic Information

A total number of 96 students attended the study; 52 students were in the experimental group and 44 were in the control group. Table 10 gives the gender distribution of students in experimental and control groups.

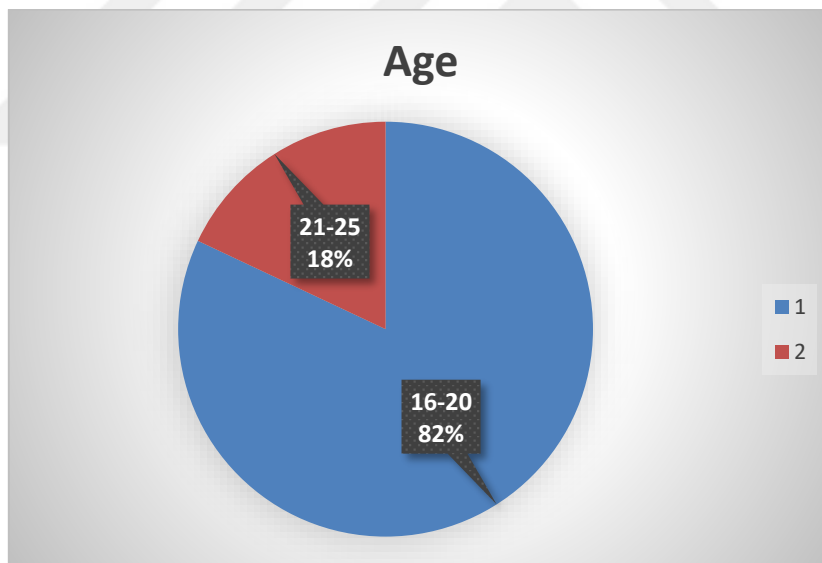
Analyzing the table, the students that actively took part in the study with their pre-post test results, it can be concluded that 44,2 percent of the students in the experiment group are female; whereas, 55,8 of them are male. Looking at the results of control group, it is seen that 61,4 of the students in control groups are female; whereas, 38,6 of them are male.

Table 10: Gender Distribution in Experimental and Control Groups

Group		Frequency	Percent
Experiment	Female	23	44,2
	Male	29	55,8
	Total	52	100,0
Control	Female	27	61,4
	Male	17	38,6
	Total	44	100,0

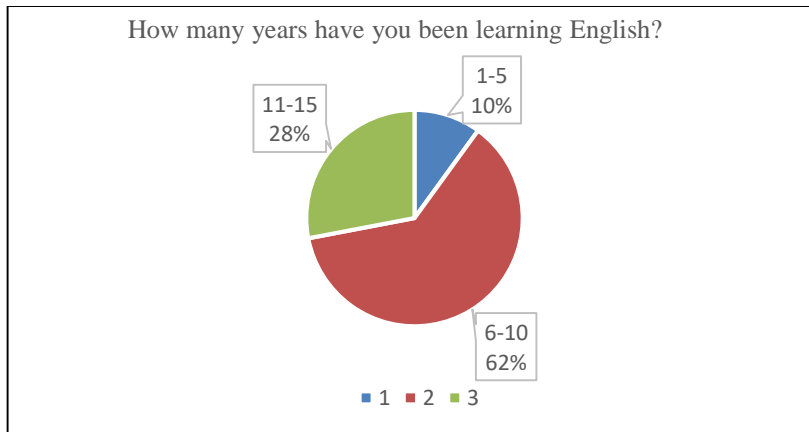
As Figure 9 reveals, most of the students in the experimental group are between the age 16 and 20 with a percentage of 82 % and 18% of them are between 21-25 (see Figure 9).

Figure 9: Age distribution of Students in Experimental Group



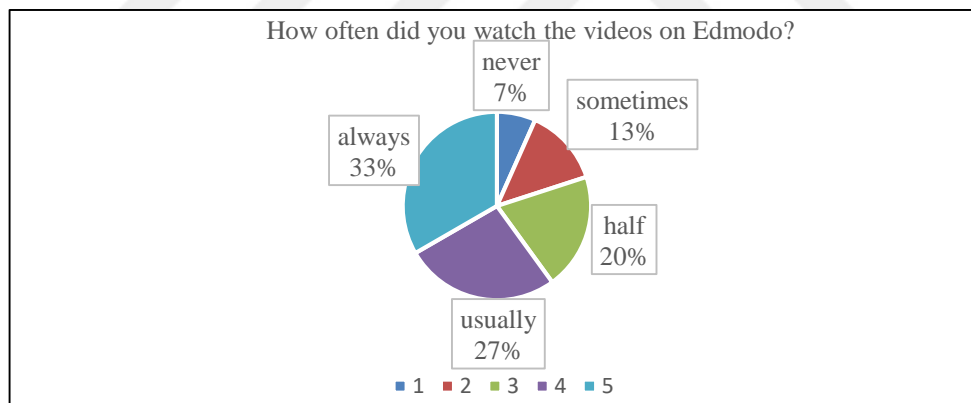
When the students in the experimental group were asked about their English background, 62 % of them answered that they had 6-10 years of English background; however, 28 of them added that they had 11-15 years of English background. 10 % of them declared that they had 1-5 years of English background (see Figure 10).

Figure 10: English Background of the Students in the Experimental Group



In response to the question; “How often did you watch the videos?” Figure 11 shows that 7% of the students (2 students) stated that they did not watch the videos. 13% of the students (5 students) answered that they sometimes watched the videos. However, 60 % of the students stated that they usually or always watched the videos.

Figure 11: Students' answers to the question "How often did you watch the videos?"



4.2. The Analysis of Pre-post tests

For the aim of finding answers to the research questions given, pre-post tests were carried out with students in control and experimental groups

Research Question 1: Would there be any differences on students' performance between the experimental group and the control group?

Research Question 3: What effects does FC have on students' performance?

Before applying a T-test to see the difference between the both groups normality tests were carried out to make sure that the data from both groups were distributed normally. Table 11 shows normality test results of control group; whereas, Table 12 shows the normality test results of experimental group.

Table 11: Normality Test Results of Control Group

Kolmogorov-Smirnov ^b			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
,124	44	,087	,970	44	,307

a. Group = Control

b. Lilliefors Significance Correction

Table 12: Normality Test Results of Experimental Group

Kolmogorov-Smirnov ^b			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
,084	53	,200*	,969	53	,177

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

a. Group = Experiment

b. Lilliefors Significance Correction

In the tables above, normality test results were given for each class; experiment and control. Both Kolmogorov-Smirnov and Shapiro-Wilk tests assess the normality of distribution of scores. A non-significant result (Sig value of more than .05) indicates normality. Significance value for Kolmogorov-Smirnov test is .087 for control group and .200 for experimental group, suggesting that the assumption of normality is satisfied ($p > .05$). Shapiro-Wilk test has a significance value of .307 for control group and .177 for experimental group which is also indicating that normality assumption is satisfied. So, it means that the normality assumption is satisfied for both control and experimental groups and Independent Sample T-test can be done in order to compare the scores of both groups.

Table 13: Pre-Post Test Results of both Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experiment	52	42,25	12,560	1,742
	Control	44	45,70	11,567	1,744
Post-test	Experiment	52	65,06	15,276	2,118
	Control	44	71,43	10,915	1,645

As seen in Table 13, the mean of the scores from FC ($m=65,06$ $sd= 15,27$) was not significantly different from the mean of TC ($m=71,43$ $sd= 10,91$)

In the end, to assess whether there was a statistically significant difference between the academic performances of both groups; experiment and control, an independent samples T-test was conducted. In the T-test success is the dependent variable and the independent one is the teaching method/approach itself.

Table 14: Independent Samples T-test Results of both Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
difference	Equal variances assumed	2,454	,121	-1,167	94	,246	-2,91958	2,50185	-7,88706	2,04790
	Equal variances not assumed			-1,192	93,27	,236	-2,91958	2,44923	-7,78308	1,94391

In Table 14, Levene Test results indicate that the variances of two groups is equal ($p = ,121$ $p>.05$), so 'Equal variances assumed' row is interpreted. According to the results of t-test, it can be stated that there is not statistically significant difference in students' success rates in FC compared to the ones in TC; ($t =0,246$, $p>.05$). That is to say; there is no significant difference between the success rates of both groups.

Regarding the research questions of the study, Independent Samples T-test gives answer to the 1st research question; "Would there be any differences on students' performance between the

experimental group and the control group?”. The results seen from the table show that FC approach did not have a positive effect on students’ performances when compared to TC. This also answers the second research question asking what effects an FC environment has on student performance. It seems that FC had a slightly negative effect concerning students’ performances.

Contrary to the the findings of the present study, there are many studies that found positive correlation between students’ success and the integration of FC (Ahmed, 2016; Boyraz, 2014; Ekmekçi, 2014; Fattah, 2017; Kang, 2015; Karimi & Hamzavi, 2017; Kurt, 2017; Yestrebsky, 2016)

There are also studies that have similar results with the following study (Davies et al., 2013; Findlay-Thompson & Mombourquette, 2014; L. Johnson & Renner, 2012; Love et al., 2014; Zownorega, 2013).

Specifically, L. Johnson and Renner (2012) found no difference between the students who were instructed in a TC and the ones who were instructed in FC. Furthermore, they found that the students in FC have negative perceptions towards FC and they asked less questions compared to the students in TC.

4.3. Analysis of Questionnaire Items

Research Question 2: What do students think about FC approach?

2.1. What are the students’ experiences and perceptions of FC?

In order to answer the research questions above, an attitude questionnaire was conducted with the students in experimental group. The questionnaire was divided into four sections as general points, effects on FC on English skills, in-class activities and out of class tasks. The results of each section were given separately in Table 15, Table 16, Table 17 and Table 18 accordingly.

Analyzing Table 15, it can be concluded that students are generally positive about the use of FC with a total mean of 4,005. It is also striking that 85,4 % of the students think that they would prefer to continue English courses in an FC environment; however, the item that FC should be used in other courses has the lowest percentage; 52,1 % of the students agree that FC should be used in other courses. The questions in the semi-structured interview concerning the use of FC in other classes can give more detailed information on the reasons behind this percentage. Perhaps, the most interesting data worth discussing here is that 84,3% of the students were found to prefer an instructor who uses videos and visuals. Supporting these findings, responses given to item 6, indicate that 85% of the students were observed to prefer to continue the course in an FC environment.

Table 15: Descriptive Statistics of Questionnaire Items on General Points

No	Items	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean
		N	%	N	%	N	%	N	%	N	%	
1.	Flipped Classroom approach enables more effective learning.	1	2,1	1	2,1	6	12,5	15	31,2	25	52,1	4,29
2.	Flipped Classroom approach enables learning to be more permanent.	1	2,1	3	6,2	5	10,4	21	43,8	18	37,5	4,08
3.	Flipped Classroom approach should be used in other classes, too.	6	12,5	6	12,5	11	22,9	8	16,7	17	35,4	3,50
4.	I would prefer being instructed by a teacher who uses videos and visuals.	---	---	4	7,8	2	3,9	13	25,5	30	58,8	4,45
5.	I would rather being instructed by a teacher than watching the video of the course.	5	10,0	7	14,0	14	28,0	5	10,0	17	38,0	3,52
6.	If possible, I would prefer to continue learning English in a Flipped Classroom environment.	1	2,1	1	2,1	5	10,4	16	33,3	25	52,1	4,31

Table 16 shows the means and percentages of questionnaire items asking students perceptions of FC about the improvement of their English skills. It is notable to see that 88,1 % of the students agree about the point that FC enables them to be more successful in English. Accordingly, 79,8% of the students agree that FC enables them to take responsibility of their own learning. When it comes to English skills, 83,3% of the students agree that FC improves their listening skills; a significant number of students (60,4%) think that FC improves their speaking skills; 72,9% of the students agree that FC improves their writing skills and a great number of (69,7%) of the students agree that FC improves their reading skills. All in all, it is seen from the results of questionnaire items on English skills that a great majority of the students are positive towards FC concerning the improvement of their skills in English.

Table 16: Descriptive Statistics of Questionnaire Items on English Skills

Items	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean
	N	%	N	%	N	%	N	%	N	%	
FC;											
7. improves my speaking skill in English.	1	2,1	3	6,2	15	31,2	15	31,2	14	29,2	3,79
8. improves my listening skill in English.	1	2,1	1	2,1	6	12,5	25	52,1	15	31,2	4,08
9. enables me to be more successful in the course.	1	2,1	1	2,1	9	18,8	14	29,2	23	47,9	4,18
10. improves my writing skill in English.	1	2,1	4	8,3	8	16,7	20	41,7	15	31,2	3,91
11. enables me to take the responsibility of my own learning.	1	2,1	2	4,2	7	14,6	19	39,6	19	39,6	4,10
12. improves my reading skill in English.	1	2,1	4	8,3	10	20,8	19	39,6	14	29,2	3,85
13. improves my pronunciation in English.	1	2,1	4	8,3	8	16,7	22	45,8	13	27,1	3,87

Analyzing Table 17 about students' perceptions of FC on in-class activities, it is apparent that 97,9 % of the students agree with the item that FC enables group work, which is one of the significant advantages of FC stated in the previous studies. Accordingly, 91,7 % of the students are on the idea that FC enhances their interaction with their classmates. What stands out on the table is that 89,4% of the students agree that group activities enable effective learning. Another significant implication is that 89,6% of the students agreed that FC makes the course enjoyable; accordingly, 89,6 % of the students state that FC allows them to be more active in the classroom.

Furthermore, the percentage of students who think that FC watching videos before the course make them feel ready for the course is 87,5; accordingly, 80,9% of the students agree that they feel motivated when they watch the videos beforehand, which offer that students feel more motivated and ready in an FC since they watch the videos of the subjects beforehand. It is also atriking to see that 87,5 % of the students agree that watching videos before the course enables them to use class time more efficiently.

All in all, the analysis of questionnaire items on group work seems to have the highest percentages; students seem to be more positive about the group works done in the classroom. The responses of students verify the fact that they are positive towards using FC for the use of videos before the class since it enbales many advantages and convenience for them. A following focus group interview evaluated students' responses to the items about group work, use of videos and activities in class, which would give a deeper understanding of students' perception towards the use of FC.

Table 17: Descriptive Statistics of Questionnaire Items on In-Class Activities

Items	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean	
	N	%	N	%	N	%	N	%	N	%		
FC;												
14. makes the course more exciting.	1	2,1	--	--	5	10,4	19	39,6	23	47,9	4,31	
15. allows learning from the group members in the group works.	--	--	1	2,1	1	2,1	22	41,7	26	54,2	4,47	
16. enables me to work in groups with my friends.	--	--	1	2,1	--	--	20	41,7	27	56,2	4,52	
17. enables me to get face-to-face feedback from the teacher in class.	--	--	--	--	9	18,8	17	35,4	22	45,8	4,27	
18. makes the course more enjoyable.	1	2,1	--	--	4	8,3	14	29,2	29	60,4	4,45	
19. helps to improve my English communication skills.	1	2,1	2	4,2	6	12,5	22	45,8	17	35,4	4,08	
20. allows me to be more active in class.	1	2,1	3	6,2	1	2,1	24	50,0	19	39,6	4,18	
21. enhances my interaction with my classmates in the course.	--	--	--	--	4	8,3	19	39,6	25	52,1	4,43	
22. improves my self-confidence about expressing myself in English.	1	2,1	1	2,1	16	33,3	13	27,1	17	35,4	3,91	
23. Watching the videos of instruction before the course increases my motivation to learn English.	1	2,1	1	2,1	7	14,9	18	38,3	20	42,6	4,17	
24. Watching the videos of instruction before the course enables to use in-class time more effectively.	2	4,2	--	--	4	8,3	17	35,4	25	52,1	4,31	
25. Watching the videos of instruction before the course make me feel ready for the course.	1	2,1	3	6,2	2	4,2	17	35,4	25	52,1	4,29	
26. Compared to traditional class environment, FC environment employs different techniques.	1	2,1	--	--	2	4,2	24	50,0	21	43,8	4,33	
27. Group activities in the classroom enable me to learn effectively.	--	--	2	4,2	3	6,2	15	31,2	28	58,3	4,43	

Table 18 illustrates the means of questionnaire items on out-of-class tasks in FC. What stands out in the table is that 89,1 % of them agree that videos enable them to study individually. Accordingly, closer inspection of the table shows that 85,5 % of the students agree with the item that

using videos allows them to learn in their own learning rates. It is also striking to see that 85,4 % of the students agree that FC ensures a more comfortable environment than a TC.

Table 18 is quite revealing in some other ways. To exemplify; 83,3% of the students think that FC helps them study the incoherent subjects out-of-class. Furthermore, a vast majority of the students (79,2%) are on the idea that reaching videos before the class facilitates their learning. Taken together these results provide important insights into the advantages of FC over TC since it allows students to learn out-of-class via the videos and homework provided by the teacher. All in all, it is observable that the majority of the students are positive about using FC concerning out-of-class activities and the use of visuals and videos.

Table 18: Descriptive Statistics of Questionnaire Items about Out-of-class Tasks

Items	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean
	N	%	N	%	N	%	N	%	N	%	
28. Using the videos for instruction allows me to learn in my own learning rate.	2	4,2	4	8,3	1	2,1	21	43,8	20	41,7	4,10
29. Using the videos for instruction enables student-centered learning.	2	4,2	2	4,2	7	14,6	22	45,8	15	31,2	3,95
30. Using the videos for instruction enables students to study individually.	1	2,1	2	4,2	6	12,5	16	33,3	22	45,8	4,19
31. Reaching the videos before the course facilitates my learning.	1	2,1	4	8,3	5	10,4	18	37,5	20	41,7	4,08
32. Using the visual aids (videos, pictures) enhances the permanency of learning.	2	4,2	2	4,2	6	12,5	13	27,1	25	52,1	4,18
33. Flipped Classroom Approach ensures a more comfortable learning environment compared to traditional ones.	1	2,1	4	8,3	2	4,2	24	50,0	17	35,4	4,08
34. Flipped Classroom Approach enables me study the incoherent subjects out-of-class.	1	2,1	1	2,1	6	12,5	18	37,5	22	45,8	4,22

Taking the questionnaire as a whole, it can be concluded that the means of the items range from 3,52 to 4,52. Analyzing students' responses to the questionnaire items deeply, it can be deduced that the students are mostly positive about the group works or activities done in the classroom and agree that FC makes the course enjoyable. Moreover, most of the students (93,3%) agree that they can focus on the points they do not understand out-of-class with the help of FC; which is also a significant

finding. In brief, eliciting from the tables above, it can be concluded that the the students are generally positive towards using FC in English classes. When the overall means and percentages of the items are considered, it can be stated that a vast number of students are in favor of integrating FC in a traditional English class.

The results of the attitude questionnaire support the findings of the studies conducted to analyze students' perceptions of FC. Many of the studies in the literature resulted in positive attitudes of the students; the students find FC motivating, effective, useful, autonomous (Abeysekera & Dawson, 2015; Ahmed, 2016; Boyraz, 2014; Çibik, 2017; Doman & Webb, 2017; Ekmekçi, 2014; Kang, 2015; Karimi & Hamzavi, 2017; Låg, 2016; Sırakaya, 2017; Zainuddin, 2017; Zownorega, 2013).

4.4. Analysis of Open-Ended Questions in the Questionnaire

Open-ended questions were given at the end of the questionnaire for the aim of having a deep understanding of students' perceptions and feelings towards FC.

Research Question 2: What do students think about FC approach?

2.1. What are the students' experiences and perceptions of FC?

Research Question 3: What effects does FC have on student performance?

In order to answer the research questions above, “What effects does an FC have on student engagement?” and “What are students' general perceptions of FC?”, open-ended questions were added to Likert-Scale questionnaire items. There were three open ended questions in the questionnaire to analyze what students feel about FC and give students opportunities to state their own thoughts on the approach itself.

Table 19 shows students' answers on the question asking them to evaluate the approach and note down positive and negative things. As can be concluded from the table, the students had mostly positive ideas about the approach. For example; 15 students out of 48 noted that FC environment was enjoyable; similarly, 11 students stated that they come to class prepared by watching the videos before the course and it affects their success and performance in the course.

As for the negative ones, two students remarked the point that the students might come to class without watching the videos. One student stated that “I generally learn by writing; it is not helpful for me”, which is not a common thought, as we analyze the table. Additionally, two students asserted that the activities sometimes took long time, which may in turn make class boring.

Table 19: Content Analysis of Open-Ended Items in the Questionnaire

	Positive	N	Negative	N
1	increases success	5	1 I sometimes may not want to watch the video	2
2	enjoyable	14	2 I cannot speak English myself	1
3	Didactic	1	3 I don't have a chance to ask my teacher the points that are not clear after watching the video.	1
4	preparation before coming to class	1	4 I sometimes forgot my Edmodo password	1
5	permanent learning	6	5 I generally learn by writing; it is not helpful for me (Student 16)	1
6	Understandable	1	6 When the activities last too long, it may be boring	2
7	improves listening skills	1	7 I may not have an access to internet every time; that is why, I couldn't take the quizzes.	1
8	improves speaking skills	2	8 I couldn't get used to this approach	1
9	being active in class	6	9 Tiring	1
10	expressing myself in English	2	10 It destroys student-teacher interaction	1
11	being active in class with group works	3	11 I cannot understand when I just listen to the video, I have problems when we start doing exercises	1
12	education should be integrated with technology since it is technology era	1	12 The class should be more disciplined	1
13	more activities in class	5	13 If we come to class without watching the video, we may have problems	1
14	improves English	1		
15	makes the course exciting	4		
16	helps students pass the course easily	1		
17	good	2		
18	interaction with group members	6		
19	learn well with the help of activities rather than listening to the teacher instructing	1		
20	Productive course	1		
21	Not boring	2		
22	Different	2		
23	Use class time efficiently	1		
24	Being motivated for the course	1		
25	Helpful	1		
26	Permanent because of visual aids as videos	1		
27	Permanent learning because we do hands-on activities	2		
28	We can access to videos whenever we want	2		
29	Feasible	2		
30	We can study whenever we want (flexible)	1		
31	We have the necessary sources ready for us	1		
32	Increases self confidence in learning English with the group activities	1		
33	We spent more quality time with the teacher	1		
34	More effective	1		

Analyzing students' answers to the open-ended questions, it can be concluded that the present study has similar results with the studies conducted on students' perceptions of FC. The results found about the advantages of FC support the studies in the literature in that most of them concluded in positive perceptions of the students. To exemplify, Chilingaryan and Zvereva (2017) stated thirteen advantages of FC as;

(a) it increases the contact time between the teacher and the student (b) it is a kind of personalized approach to each student (c) it gives an opportunity for the teacher to create authentic mini-lectures (d) it increases the responsibility and autonomy of the learner (e) it gives the absent students chance to catch up with the missing subject (f) each student can work on his/her own pace (g) it gives the ability to concentrate more on the subject in a free environment (h) it increases the motivation of the student (i) it improves the atmosphere in the classroom, making it more welcoming and comfortable (j) it increases and creativity and critical thinking of students (k) the students can access the online material continuously; when preparing for the exams, the students can re-listen the video (l) it turns the teacher into a kind of counselor, guide. Accordingly, in the present study, students mentioned that FC makes course enjoyable, it prepares students for the course, learning is more permanent, it gives students chance to be active in class and group works, it is not boring but exciting and it uses class time efficiently.

However, there are also disadvantages or pitfalls of FC found in literature as well as in the present study. To exemplify, the students stated that they may not watch the video, they don't have a chance to ask key points to the teacher spontaneously after watching the video, they could not get used to this approach and so on. Analyzing the studies in the literature Correa (2015) listed some potential problems of FC as;

(a) boring/not engaging lessons, (b) deeming teachers non-necessary, (c) students not watching the videos, (d) not everything can be taught online, (e) the approach is passive (f) insufficient technological resources (g) insufficient time to produce the material and lastly (h) using other teacher's videos would be unethical.

In the open-ended questions, there are some quotations that should be considered important for the study. To exemplify, considering the positive comments about FC, there is one student who commented as;

"It is better because it allows us to get ready before coming to class. The course becomes more enjoyable and the subject becomes more permanent.... It is the most enjoyable English class I attended in 13-years time." (Q2)

"I think it enhances team spirit with group work and makes us more active in class." (Q14)

"It makes us feel exciting because it is different from traditional teaching methods." (Q15)

Along with the positive comments, there are also negative comments on FC in open-ended questions as;

"I sometimes do not want to watch the video because I cannot see the man/woman who is instructing in the video." (Q10)

“I think videos are not sufficient because we do not have the possibility to ask the teacher the points we do not understand; either at the beginning or at the end of the videos.” (Q14)

“The fact that activities are longer may sometimes be boring” (Q15)

Table 20 shows students’ answers on the question asking them to compare FC and TC. As seen from the table, the students mostly preferred to comment on FC rather than TC. The most different comment here is that “*it addresses different learning styles*”. Seven students out of 48 asserted that FC is more enjoyable than TC. Three students also added that they could watch the videos again for the unclear points; whereas, in the TC, if they do not understand the teacher, the subject stays unclear. Concluding from the table, it can be said that students were mostly positive about the FC asserting that the learning was effective with the help of videos, it uses time effectively, it employs different teaching-learning techniques, and it makes students active through the course. However, in TC classic techniques were used, there were mostly note-taking activities, the students mostly feel asleep throughout the course.

There are some significant quotations of the students on their experiences of FC and TC. To exemplify;

“I think we spend more time in class in TC since the teacher is responsible for teaching the subject in class; that is why, FC is more appropriate for us.” (Q37)

“I have the chance to re-watch the videos and it helps me learn better. I can listen to the course more carefully and I can understand more.” (Q34)

Turan and Göktaş (2015) found similar results in their study as the students in the study added that FC increased their motivation for learning, facilitated learning and it was entertaining and flexible.

Table 20: Analysis of Open- Ended Items in the Questionnaire on Comparison of two Classes

Flipped Classroom	Traditional Classroom
1. Effective learning with the help of videos	1. ---
2. More permanent	2. ---
3. More successful (2times)	3. ---
4. Effective but it has some disadvantages	4. ---
5. More enjoyable (7 times)	5. ---
6. More activities	6. ---
7. Can Access the sources easily	7. ---
8. More exciting	8. ---
9. More active (4 times)	9. ---
10. Being prepared for the course	10. Not have full knowledge of the subject
11. Makes me active with group works (2 times)	11. Develops my English
12. Effective use of time	12. Loss of time with the teacher instructing in class
13. We can watch and re-watch the videos if we really need to. (3 times)	13. The students may not understand the teacher and need to repeat the information. (2 times)
14. I can watch the videos more carefully and understand more easily. (2 times)	14. ---
15. Not boring	15. ---
16. Everybody is active in the course	16. ---
17. I can be more active in an FC	17. More boring compared to FC
18. Different teaching techniques	18. Classic techniques
19. Addresses different learning styles	19. System-based learning, classical
20. Permanent learning with visual and audial aids.	20. ---
21. Coming to class ready motivates me for the course.	21. ---
22. I can participate in class discussions	22. ---
23. The course is more productive for me.	23. ---
24. I prefer learning with fun	24. ---
25. More enjoyable	25. More boring (2 times)
26. It connected me to the course	26. ----
27. The courses are exciting	27. The courses are monotonous
28. It improves communication between students	28. ----
29. We can give lots of examples on the subject	29. We did not have time for giving examples
30. We can have more feedback	30. Less feedback
31. ----	31. More note-taking activities
32. ----	32. We cannot do group work
33. Interaction with the classmates, repetition of the courses, video lessons, developments with activities	33. Come to class, listen and finish
34. I am more active	34. I mostly sleep

4.5. Analysis of Weekly Check-Lists

In order to collect data on immediate feelings of the students just after the course, weekly check-lists were given to students three times in the experiment period. The items in the check-list were taken from the questionnaire; the second section of the questionnaire that asks students' ideas on in-class activities.

Table 21 shows the analysis of the 1st check-list conducted on the fourth week of the experiment. Concluding from the table, it can be inferred that 95,9 % of the students agree that FC

enables theö to work in groups. Likewise, a great number of students (86,8%) think that FC enhances their interaction with classmates. Another striking result is that 82% of the students agree that watching videos before the course allows them to use class time more efficiently. It is also remarkable to see that a significant number of students (73,7%) agree that FC helps to improve their English communication skills.

Table 21: Analysis of the 1st Check List

Items	Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean		
	N	%	N	%	N	%	N	%			
FC;											
1. makes the course more exciting.	-	-	-	-	10	26,3	13	34,2	15	38,5	4,13
2. allows learning from the group members in the group works.	-	-	1	2,6	3	7,7	17	43,6	18	46,2	4,33
3. enables me to work in groups with my friends.	-	-	-	-	2	5,1	16	42,1	21	53,8	4,49
4. enables me to get face-to-face feedback from the teacher in class.	1	2,6	1	2,6	3	7,7	22	56,4	12	30,8	4,10
5. makes the course more enjoyable.	-	-	2	5,3	12	31,6	8	21,1	16	42,1	4,00
6. helps to improve my English communication skills.	1	2,6	1	2,6	8	21,1	19	50,0	9	23,7	3,89
7. allows me to be more active in class.	-	-	1	2,6	10	26,3	16	42,1	11	28,2	3,97
8. enhances my interaction with my classmates in the course.	-	-	1	2,6	4	10,5	13	34,2	20	52,6	4,37
9. improves my self-confidence about expressing myself in English.	1	2,6	3	7,9	13	34,2	13	34,2	8	21,1	3,63
10. Watching the videos of instruction before the course increases my motivation to learn English.	-	-	1	2,6	7	17,9	13	33,3	18	46,2	4,23
11. Watching the videos of instruction before the course enables to use in-class time more effectively.	-	-	1	2,6	6	15,4	11	28,2	21	53,8	4,33
12. Watching the videos of instruction before the course make me feel ready for the course.	1	2,6	-	-	6	15,4	11	28,2	21	53,8	4,31
13. Compared to traditional class environment, FC environment employs different techniques.	-	-	1	2,6	6	15,4	17	43,6	15	38,5	4,18
14. Group activities in the classroom enable me to learn effectively.	1	2,6	1	2,6	7	17,9	15	38,5	15	38,5	4,08

Additionally, Table 22 shows the analysis of the 2nd check-list conducted on the fifth week of the experiment. Analyzing the table, it can be concluded that it gives similar results with the 1st check-list that was conducted one week before. To be more precise, 82% of the students agree that watching videos before the course make them feel ready for the course. A vast number of students (72,7%) think that FC makes the course exciting and 87,4% of them state that FC enables them to get face-

to-face feedback from the teacher. Another interesting result is that more than half of the students (55,3%) think that FC improves their self-confidence about expressing themselves in English.

Table 22: Analysis of the 2nd Check List

Items	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean
	N	%	N	%	N	%	N	%	N	%	
FC;											
1. makes the course more exciting.	--	--	--	--	10	26,3	13	34,2	15	38,5	4,25
2. allows learning from the group members in the group works.	--	--	1	2,6	3	7,7	17	43,6	18	46,2	4,20
3. enables me to work in groups with my friends.	--	--	--	--	2	5,1	16	41,	21	53,8	4,30
4. enables me to get face-to-face feedback from the teacher in class.	1	2,6	1	2,6	3	7,7	22	56,4	12	30,8	4,09
5. makes the course more enjoyable.	--	--	2	5,3	12	31,6	8	21,1	16	42,1	4,25
6. helps to improve my English communication skills.	1	2,6	1	2,6	8	21,1	19	50,0	9	23,7	4,02
7. allows me to be more active in class.	--	--	1	2,6	10	26,3	16	42,1	11	28,2	4,00
8. enhances my interaction with my classmates in the course.	--	--	1	2,6	4	10,5	13	34,2	20	52,6	4,09
9. improves my self-confidence about expressing myself in English.	1	2,6	3	7,9	13	34,2	13	34,2	8	21,1	3,86
10. Watching the videos of instruction before the course increases my motivation to learn English.	--	--	1	2,6	7	17,9	13	33,3	18	46,2	4,17
11. Watching the videos of instruction before the course enables to use in-class time more effectively.	--	--	1	2,6	6	15,4	11	28,2	21	53,8	4,25
12. Watching the videos of instruction before the course make me feel ready for the course.	1	2,6	--	--	6	15,4	11	28,2	21	53,8	4,32
13. Compared to traditional class environment, FC environment employs different techniques.	--	--	1	2,6	6	15,4	17	43,6	15	38,5	4,27
14. Group activities in the classroom enable me to learn effectively.	1	2,6	1	2,6	7	17,9	15	38,5	15	38,5	4,02

In the last week of the experiment, the students were given the 3rd check-list, the results are shown in Table 23 below. As can be seen from the table, a remarkable number of students (86,1%) agree that FC employs more different techniques compared to TC. Another striking finding is that 69,7 % of the students think that group activities in FC enable them effective learning.

Table 23: Analysis of the 3rd Check List

Items	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean
	N	%	N	%	N	%	N	%	N	%	
FC:											
1. makes the course more exciting.	--	--	1	2,3	7	15,9	16	36,4	20	45,5	4,23
2. allows learning from the group members in the group works.	--	--	1	2,3	7	15,9	18	40,9	18	40,9	4,19
3. enables me to work in groups with my friends.	--	--	1	2,3	5	11,4	18	40,9	20	45,5	4,28
4. enables me to get face-to-face feedback from the teacher in class.	--	--	1	2,3	11	25,0	15	34,1	17	38,6	4,07
5. makes the course more enjoyable.	1	2,3	1	2,3	6	13,6	14	31,8	22	50,0	4,21
6. helps to improve my English communication skills.	--	--	3	6,8	11	25,6	11	25,6	18	41,9	3,98
7. allows me to be more active in class.	2	4,7	2	4,7	7	16,3	15	34,9	17	39,5	3,98
8. enhances my interaction with my classmates in the course.	1	2,3	2	4,5	8	18,2	14	31,8	19	43,2	4,07
9. improves my self-confidence about expressing myself in English.	1	2,3	5	11,4	7	15,9	17	38,6	14	31,8	3,86
10. Watching the videos of instruction before the course increases my motivation to learn English.	--	--	1	2,3	8	18,2	16	36,4	17	38,6	4,15
11. Watching the videos of instruction before the course enables to use in-class time more effectively.	--	--	1	2,3	6	14,0	18	41,9	18	41,9	4,23
12. Watching the videos of instruction before the course make me feel ready for the course.	--	--	--	--	5	11,6	20	46,5	18	41,9	4,30
13. Compared to traditional class environment, FC environment employs different techniques.	--	--	1	2,3	5	11,6	19	44,2	18	41,9	4,26
14. Group activities in the classroom enable me to learn effectively.	2	4,7	--	--	10	23,3	13	30,2	17	39,5	4,02

Considering the results of all the check-lists it can be concluded that the students are generally positive towards integrating FC approach in their English courses. There are different aspects of FC that need to be discussed here as; group work, effective use of in-class time, learning from peers, having a more enjoyable course and being motivated; however, looking at the general perspective, FC seems to be regarded as positive by the students.

4.6. Analysis of Semi-Structured Interviews

Three semi-structured interviews were conducted with volunteer students in order to get deeper understanding of students' experiences of FC and their feelings towards the new approach.

Research Question 2: What do students think about FC approach?

2.1. What are the students' experiences of FC?

Research Question 3: What effects does an FC have on students' performance?

In order to answer the research questions above, the researcher conducted three semi-structured interviews with volunteer students. There are three interviews; one is at the beginning of the experiment and the other one is in the middle and the last one is after the experiment period with a non-attending student. First of all, the questions in the interview are important to see the points that need to be highlighted while analyzing the data. The aim of conducting interviews was to evaluate students' perceptions of FC in depth in the event that questionnaire items may not give an in-depth reason or evaluation of students' thoughts.

In the present study, each interview was analyzed in detail and common themes were given in separate tables for each interview. In order to see if there was any change in students' perceptions through the weeks, analyses of two interviews were compared and contrasted. Table 24 shows the common themes found in the first semi-structured interview.

Table 24: Analysis of the First Semi-Structured Interview

Questions	Answers	Number
1.What contributions may FC have on your success?	• Being prepared for class	3
	• Not time consuming	2
	• We spare more time for in-class activities	1
	• No difference between online and in-class courses	1
	• Watching videos at home is more relaxing and comfortable	2
	• Flexible	1
2.Do you think FC would contribute to your four skills in English? Writing, Reading, Speaking, Listening?	• Pronunciation	
	• Speaking	
	• Grammar	
	• Listening	
3.Which one do you prefer; FC or TC? Why?	• FC;	4
	• Information is more permanent	
	• Focus more on the subject	
	• More student-centered	
4.Do you think FC should be used in other courses? Why?	• possible for the courses other than the departmental ones	1
	• for certain courses, TC should be used+	2
	• it certainly should be used for all courses	1
5.What are the disadvantages of FC?	• No disadvantages	3
	• Students may not watch the videos	1

Table 24 (Cont.)

Questions	Answers	Number
6.How does it affect your motivation to use videos in FC?	• Positive	3
	• Different activities	1
	• New method, we are curious and excited	1
	• Use of visuals	1
	• Can watch many times/positive	1
	• Ready to use source	1
	• Flexibility/You can watch whenever you want	1
	• Comfortable learning environment	1
7.What are the things you mostly like about FC?	• Watching the videos in advance	1
	• Students can watch the videos in his/her own pace	1
	• Group work	1
	• Interaction with peers	1
	• You can watch the video whenever you want	1
	• You can watch the video again and again	1
	• Flexibility	1
	• Learning environment	1
	• Student-centered	1

The first question asks about the benefits of FC. Student three answered that he tried learning from videos and it worked. That is why, he was so positive about the method:

“I somehow tried something like this when I was preparing for university entrance exam, I could not go to a private teaching institution, I watched videos on YouTube and I realized that I could understand the subjects. Later, with the help of my teachers at school, I could reinforce the subjects with examples.” S3

The same student added that there is no difference between an online course and an in-class course, which showed that he was so positive about integrating technology in education:

“I think there is no difference between the teacher who is instructing in class and the teacher who is listened online from the internet, rather being at home is more comfortable.” S3

Another student pointed out a different advantage of FC stating that in TC, they had difficulty in finding the appropriate source for preparing for the following course, if they wanted to do so. However, FC allowed students to be ready for the course with the materials that were approved by the teacher himself/herself:

“In TC, our teachers want us to get ready for the following course, either through reading or searching. We sometimes have problems with reaching the right and correct information. What is important, which ones would the teacher focus etc. There is not a certain source for it and most of the students came to class not prepared. FC will help us to be better since we listen to the course contents beforehand.” S2

Accordingly, Student 1 mentioned that students are not so active and courses are boring in TC, she adds that FC may help students participate more in classroom discussions:

“Not everyone else is active in the classroom, just 2-3 people. If the in-class activities would be more enjoyable, the students might also want to participate in discussions done in the classroom. This approach may help the other students participate in class.” S1

For the second question asking the contributions of FC to four skills, Student 1 mentioned about the benefit of FC on her pronunciation:

“I may not have a chance to have the students repeat the pronunciation of a word in class but I can rewind the video and listen it many times.” S3

When the students were asked which they prefer FC or TC, all of the students were on the side of FC. One of the students stated that TC had not contributed much to her and FC would help her learn better:

“TC did not have much contribution for me. This new approach may contribute. I could not learn English till this time. With FC, I can focus more on the subject and learning may be more permanent.” S4

Another student added that:

“Teachers should improve themselves about preparing and sharing videos online. I believe that a really effective learning/teaching would happen this way.” S3

The best things the students liked about FC were; the flexibility, free learning environment and student-centered learning. Below are some excerpts from the students:

“The students’ levels are not the same, some of the students know the subject, some do not. The ones that need can watch the video more than once, the ones that know the subject can watch it just once. In TC, the students may be bored of the subject if they know it before when the teacher is trying to introduce the subject to the ones that do not know.” S2

“We watch the video in advance, not everybody is in the same level. Some students are familiar with the subject, some have no idea. When the teacher is instructing in class, the ones who have background knowledge participate; however, in FC the ones who do not know may watch it many times until they feel competent with it.” S2

“Each student can watch the video in his/her own pace if he/she needs but you cannot rewind the teacher in class to watch him/her again.” S2

Lastly, the students did not mention any disadvantages for FC, there was just one student stating the disadvantages of the new approach.

“There may be some students that come to class without watching the videos. They have to listen to the teacher in class in some way but when they are supposed to do it at home, they may not do it.” S1

Table 25 shows the common themes found in the analysis of second semi-structured interview;

Table 25: Analysis of the Second Semi-Structured Interview

Questions	Answers	Number
1. What are the benefits of FC to you?	<ul style="list-style-type: none"> • Preparation for class beforehand • You can watch the video in your bed/ flexible environment, • Comfortable learning environment • Good for reinforcement • Permanent learning • Knowing what to do in class before the course • Interaction with classmates • Effective learning with the help of visual aids • Being more active with in-class activities 	<p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p>
2. Do you think FC contributed to your four skills in English? Writing, Reading, Speaking, Listening?	<ul style="list-style-type: none"> • Mostly developed speaking skill • Not writing • Speaking maybe a bit • Listening • Reading/comprehension • Expressing oneself 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>
3. Which one do you prefer; FC or TC? Why?	<ul style="list-style-type: none"> • It depends on the course • FC Cause; <ul style="list-style-type: none"> • Being prepared for the course • Interaction with classmates • Use of visual aids • Being active in class 	<p>1</p> <p>4</p>
4. Do you think FC should be used in other courses? Why?	<ul style="list-style-type: none"> • Not suitable for all courses. • It can be used in all courses, does not matter it is theoretical or practical part of the course. 	<p>1</p> <p>4</p>
5. What are the disadvantages of FC?	<ul style="list-style-type: none"> • Students may not watch the videos. • No disadvantages • Videos may not be understood • Summarizing the subject in class may not be enough • Internet problems 	<p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p>
6. How does it affect your motivation to use videos in FC?	<ul style="list-style-type: none"> • Positive • Different activities • New method • Can watch the video many times • Ready sources for the exam • The levels of the videos are suitable for us • Being active in class 	<p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>2</p> <p>1</p>

Table 25 (Cont.)

Questions	Answers	Number
7. How does it affect your motivation to use videos in FC?	• Positive	3
	• Different activities	1
	• New method	1
	• Can watch the video many times	1
	• Ready sources for the exam	3
	• The levels of the videos are suitable for us	2
	• Being active in class	1
8. What are the things you mostly like about FC?	• Being prepared for the course	1
	• There is no teacher pressure	1
	• Flexible	1
	• Comfortable	1
	• Interacting with friends	3
	• Not boring	3
	• Motivating	2
	• Making students active	1
	• Activities done in class	2
	• The quizzes	2
	• Sharing the work done in class on Edmodo	1
	• Group work	1
	• Use of visual aids	1
	• Improving English skills	1
9. How did in-class activities affect your success or motivation?	• Develops interaction among classmates.	1
	• Learning from peers	1
10. Can you please state one word which best expresses you experience with FC	• Comfort	1
	• The integration of education and technology	1
	• Change	1
	• Enjoyable	1
	• Happiness	1
	• Easy grasping/Easy learning	1

Student 5 willingly participated in the study, he himself wanted to attend the interview on purpose thinking that he could not learn English in any way, he cannot be active in class and has problems especially in speaking.

To start with, the students were asked to discuss on the benefits of FC to themselves. Besides the themes found in Table 25, the students spoke of their experiences as:

“You have to go to studying room in order to study for other courses but you can watch the video in your bed, in a comfortable environment.” S1

“In group work, I communicate with the classmates, even the ones that I do not know so closely.” S3

For the second question asking the contributions of FC to their four skills, the students asserted that FC mostly developed their speaking and reading comprehension skills. There are three excerpts that would be useful to touch upon:

“I use the words I learnt while communicating with different people in different places. For example, when I am playing computer games, I can participate in online discussions. Seeing the others understand me increases my motivation.” S2

“I usually listen to songs in English and I realized that I could understand the words and sentences in the songs, which is a thing I could not do before FC.” S3

“At first, I did not realize that I knew that much but when I tried to use it in class with the activities, I noticed that I could do it, I could use them; for example the prepositions; in,on,at... That is to say; it allows us to reveal our talents, what are already in us.” S4

Three of the students out of five preferred FC rather than TC and two of them indicated that it depends on the course. The following excerpts give the reasons why the students preferred FC:

“I prefer FC because we are the generation grown up in a digital age. That is why, we should integrate technology to education and teachers should adapt teaching materials for this aim with the use of digital media.” S2

“To say the truth, in the first weeks of the term, while we were using TC, I was always like asleep. I did not want to attend the courses. However, now I feel more active, in FC it is so enjoyable, communicating, discussing with friends. S4

When the students were asked if they want to use FC in other courses, two of the students mentioned that it is not suitable for all courses but three of them stated that it can be used in all courses. The following excerpts specify students’ preferences:

“The teacher sometimes has to give some instructions before practicing the subject. You can come to class watching the video beforehand and the teacher can demonstrate how it is done. Then, each student can do hands-on practice to reinforce what he/she watched from the video. That is why; this is also feasible for practical part of the courses.” S2

Student 3 stated that she changed her mind when she took courses using FC:

“In the first interview, I said that I did not want to, especially in practical courses; however, now I think differently, I think it can be used in all courses because the number of students in our class is too much (60) and especially in practical courses, we sometimes may not have a chance for hands-on activities, even we cannot see what the teacher is doing. With the help of videos, we at least have an idea on the subject, and spare more time for hands-on practice.” S3

“It should be used in all courses. For example; we are going to learn intubation in resuscitation course. We should first be introduced with resuscitation materials before learning how to do intubation. In FC, we can watch the videos about the materials and save time for in-class, hands-on activities.” S4

For the disadvantages, two of the students thought that there were no disadvantages they could state, the others stated some problems as; students may not watch the videos, videos may not be understood or they may sometimes have internet problems:

“Some students may not understand the video totally. He/she may be shy to ask the teacher repeat the subject in class again. Summarizing the subject may not be enough for that student since he/she did not get the subject at first but for me I did not have such a problem.” S4

The use of videos affects positively to students’ motivation for the reasons that it is a new method, there are ready sources for the exam, and the levels of videos are suitable:

“The use of videos really helps us. It is a ready source for us to prepare for the exams. You do not need to look for other sources, we cannot decide which one is reliable or not. Videos are reliable sources for us; it already helped me while studying for the mid-term.” S4

There are various things students stated that they like about FC as; it is flexible, comfortable, motivating. Some students liked the quizzes given on Edmodo and activities in class:

“In TC, we come to class but do not have any idea about the subject. The teacher instructs but we cannot participate, the course becomes boring. However, in a FC, I do not feel bored.” S1

“The quizzes are so useful, seeing that I am one of the best six students in class motivates me and makes me happy.” S2

Commenting on the effect of in-class activities on their success or motivation, students touched upon interaction between the classmates and learning from peers:

“We exchange information with our classmates. We form sentences together. It reinforces what we have learnt.” S1

4.7. Analysis of Semi-Structured Interview with Non-Attending Student

As given under the title of demographic information, two students stated that they did not watch the videos assigned for them on Edmodo. There were also five students who stated that they sometimes watched the videos. In order to analyze these students’ feelings and perceptions of FC, the researcher wanted to conduct an interview with these students. Since the names of the students were not given in the questionnaire by the students for ethical purposes and reliability, the teacher had to ask class for the ones who had answered ‘never’ and ‘sometimes’ to the questions ‘How often did you watch the videos?’. However, the students were not willing to express themselves, just one student who said ‘sometimes’ to the question was willing to conduct an interview about the pitfalls of FC.

When we look at the studies conducted especially on disadvantages of FC, it can be concluded that there might be some factors affecting the efficacy of FC. To exemplify, we can go back to the study of Correa (2015) who listed some potential problems of FC. He touched upon the problem that the students may not watch the videos, everything cannot be taught online. There are also similar problems encountered during the present study. In order to determine the problems, it is vital to interview with low-achieving or unmotivated students. That is why, in this section, the interview conducted with that student is to be analyzed by the researcher in order to get different ideas from a student who look at from a different perspective.

To start with, the student asserted that she was accustomed to traditional model of teaching/learning and she had difficulties in adapting herself to the new approach;

“We were not being instructed in class and I did not have much chance to interact with the teacher, it was difficult for me to get accustomed to being instructed via a video since I was accustomed to learning in traditional way.”

Student’s declaration supports the ideas of Y. Chen et al. (2014) as they suggest that may put up resistance to new forms of learning because they got used to their ‘passive listening’ role.

Furthermore, she did not like the idea of watching videos instead of the teacher. She mentioned that she preferred being instructed by a teacher and being able to note down the important points in class;

“The videos were not enough for myself. I thought that I could not get what I wanted to get from the videos. At some point, thinking that I could not understand, I stopped watching the videos, or just watch once to fulfill the responsibility.”

She was not so negative about FC, she was positive especially about the activities done inside the classroom;

“For me, FC had a positive aspect, it was; it saved time and we could spare more in-class time on group-works. I could interact with my classmates, it was good.”

“I liked the group activities but if you assign the activities to do at home individually, I think I would not make them.”

Although most of the students in either semi-structured interview or the focus group one stated that they felt ready for the course since they watched the video before the class and that increased their motivation for the course, this student thought differently;

“The fact that the class was crowded hindered me about asking questions on the videos to make some points clear, I stepped back; that is why, I could not get much efficiency from this new approach. I expected to note down the important points when the teacher was instructing.”

When the researcher asked about the effect of FC on her success, the student answered that it neither improved nor inhibited her English skills.

“It made me become careless about the course. I think this second semester which would be carried out in a TC, would be better for me.”

“Especially when I heard that it would be virtual; the videos are to be watched from the internet, I became to get careless about the course thinking that I would not be successful.”

At the end of the interview, she added that she was not successful in the final exam and she passed the course by taking the make up exam and she studied for the exam with one of her friends’ one-to-one instruction. Analyzing the difference between her pre-test and post-test scores, it seems that she just had 3 points of difference between the two exams, that means FC did not help her to be successful in English course.

Analyzing the student’s responses, it would be better to refer to E-learning readiness, which would have an important role on FC. According to Yilmaz (2017:251), “...students’ e-learning readiness was a significant predictor of their satisfaction and motivation in FC model of instruction.” He also adds that students need to have some responsibilities and opportunities in order to create an effective FC environment. Otherwise, it would not be possible for the students to be successful in the course, participate in in-class activities and utilize these activities effectively (Yilmaz,2017:252).

Looking at this point of view, it can be asserted that some of the students, like the one interviewed, had problems with e-learning readiness, which in turn affected their performance and perceptions of FC.

4.8. Analysis of Focus Group Interview

In order to find answers to following research questions, a focus group interview was conducted with nine volunteer students at the end of the experiment period;

Research Question 2: What do students think about FC approach?

2.1. What are the students’ experiences of FC?

Research Question 3: What effects does an FC have on students’ performance?

Before starting the focus-group interview, the researcher asked students to introduce themselves in brief. The students also talked about their English background; just one student said that she had a good English background; whereas, three students mentioned that they did not have

an English background with a low level. Five of them asserted that they did not have so good English background.

While talking about their general thoughts on English one student mentioned that English is a preference, a like and a hobby for him rather than a subject of talent.

“For me English is not a thing of talent but it is more a preference and hobby. FC made me love English course, I started to get involved in English activities” Halim

Another student added that he was not a successful student in English courses but did not know the reason so far. However, with the help of FC, he evaluated himself and stated that seeing the other students active motivated him and he somehow felt the need to participate in group discussions:

“English has been the worst course for me since my primary school years; I may not have talent. I have not been a student who is active in English courses. Now, I am not so active at all but at least I have to participate in group discussions in class, watch the videos” Mehmet

One student remarked a different point of view stating that English is important for their work life and they need to learn it in some way:

“I think English is important especially for our department (Paramedics) because the people you encounter outside in your work life may not be always Turkish, we may have to contact with foreigners, too. That is why, I see English as an important course.” Kaya

The other point that the students touched upon was the use of technology for educational purposes. The student also added that FC should be integrated to classes in high school or lower degrees:

“Since my childhood, technology has been perceived as making people lazy but with the help of Edmodo(FC), we use technology for educatory purposes with FC. FC should be used at university level but also in higher education, too. Each house has internet, smartphone, computer or tablet; we should use them for good things such as; learning a language, not only for social media, games and so on.” Kaan

When the students were discussing on their general thoughts on FC, one student stated that it allowed the class members to socialize and know each other closely:

“Since the day we started using Edmodo, the classroom members socialized with each other much more than before.” Sibel

Table 26 shows the common patterns mentioned during Focus group interview. Concluding from the table, the students are generally positive towards FC asserting that it furnishes a relaxing, free learning environment, increases motivation, minimizes their stress level and takes the student in the center not the teacher etc.

Table 26: Analysis of Focus Group Interview

1. What are your general thoughts about FC?	<ul style="list-style-type: none"> • Ensures more relaxing learning environment • Increases motivation • Enhances our interest to English. • With the help of FC we started to spare more time for English. • Helps us come to class prepared. • Helps us minimize our stress level. • Helps to improve speaking skills. • Takes the students in the center, not the teacher. • Prepares us for the following course (3 times) • Enjoyable activities in the classroom • With the increase of interaction in class with group work, social cohesion also took place with class members. • The videos are ready for us on Edmodo to study for the exams, too. • The students not being able to attend the class can watch videos afterwards to keep up with the subjects. • The classroom environment is positive • The sources are open every time. It hinders forgetting. • We use technology for educational purposes with the help of FC rather than playing games and social media. 		
2. What contributions did FC have on your success?	<ul style="list-style-type: none"> • One student mentioned that he learnt how to form a sentence in English • The perceptions of students are generally positive. • It is helpful for learning English. • The quizzes we took from Edmodo after watching the videos are very useful for being prepared for the upcoming class. • Ready sources to watch whenever and wherever you want (3 times) 		
3. Which one do you prefer; FC or TC?	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • TC • Everybody is on his/her own • Teachers' instruction • The participation is low • It is exam-oriented • Mostly theoretical • Examples are insufficient • Note-taking is difficult </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • FC • Everybody has a task to do • The students have to be active • Participation increases. • It is for effective learning • Mostly practice • Many examples • Easy to access videos • More productive • More permanent • More meaningful context • Chance for repetition • No need for note-taking </td> </tr> </table>	<ul style="list-style-type: none"> • TC • Everybody is on his/her own • Teachers' instruction • The participation is low • It is exam-oriented • Mostly theoretical • Examples are insufficient • Note-taking is difficult 	<ul style="list-style-type: none"> • FC • Everybody has a task to do • The students have to be active • Participation increases. • It is for effective learning • Mostly practice • Many examples • Easy to access videos • More productive • More permanent • More meaningful context • Chance for repetition • No need for note-taking
<ul style="list-style-type: none"> • TC • Everybody is on his/her own • Teachers' instruction • The participation is low • It is exam-oriented • Mostly theoretical • Examples are insufficient • Note-taking is difficult 	<ul style="list-style-type: none"> • FC • Everybody has a task to do • The students have to be active • Participation increases. • It is for effective learning • Mostly practice • Many examples • Easy to access videos • More productive • More permanent • More meaningful context • Chance for repetition • No need for note-taking 		
4. Do you think FC should be used in other courses? Why?	<ul style="list-style-type: none"> • In verbal courses (3 times) • Not for departmental courses (3 times) • Can be used in all courses (4 times) • In theoretical courses (3 times) 		

Table 26 (Cont.)

5. What are the disadvantages of FC?	<ul style="list-style-type: none"> • The students sometimes come to class not watching the videos. (2 times) • There may be problems with internet connection. • The noise from the groups in group-works may be distracting for other groups (2 times) • If the activities are long, it may be boring. • Watching videos about courses may be boring./There should be more enjoyable videos with more examples and activities.
6. What are your thoughts on continuing the course with FC approach? Why?	<ul style="list-style-type: none"> • They can keep up with their classmates by watching the videos if they miss a class. • Learning process is flexible, more comfortable • It increases students' motivation to learn English • It is a good alternative to exam-oriented, memorization-based learning. • Easy to reach information • Competition with quizzes motivate students • Having prior knowledge about the subjects motivate students and make them willing. • Relaxing classroom environment
7. What are the things you mostly like about FC?	<ul style="list-style-type: none"> • Use of visual aids • Competitive environment in class with group-works (2 times) • The information is permanent • Peer-learning • Sharing information with classmates or group members • Following the course is easy • Comfortable learning environment • Effective use of technology • It gives importance to practice not only the theoretical knowledge
8. What is the word that best expresses your experience of FC?	<ul style="list-style-type: none"> • happiness, • diversity, • fun, • comfort, • evolution of education, • interactive learning, • efficiency, • ease, • flexibility

When the students were asked about their ideas on using FC in other courses, there were two different ideas in the group. First of all, some of the students stated that it would be effective mostly in verbal courses. It would be effective especially for these compulsory courses which are given to all of the departments. In departmental courses, which are important for students for their future professions, they prefer teacher instruction. Since the class was Paramedics, they stated that they have courses for practicing and they prefer to watch the teacher while he/she was showing how to make a cardiac massage; then, practice it themselves one by one.

However, some of the students stated that it should be used in all of the courses stating that students might come to class watching the videos and add the new information to the ones they learnt from the videos. Especially for the practice courses, they asserted that many of the students do not have enough time for practicing what the teacher showed in class. If they watch the video earlier and come to class ready, the teacher can summarize and focus on the key points. Then, they can start practicing and spare more time for hands-on activities and the teacher can give one-to-one feedback, which would work better.

When the students were asked if they would want to continue the course with FC, all of them were positive about FC and stated that they prefer continuing courses with FC. One student reported that:

“It is not just for exams; it is a life-long thing. In order to teach English like a second language and to make it permanent, FC is better.” Kaya

Another student believes that FC, which focuses more on practice would be more effective than TC, which is exam-oriented.

“Since the education system in Turkey mostly based on memorization and exam-oriented, I believe that FC, which is mostly based on practice, exercises would be more successful than the TC.” Bulut

When the students were asked about the best thing they liked about FC, their answers were; the use of visual aids, competitive and free learning environment, learning from classmates, effective use of technology and so on. The excerpt below shows how students feel in a FC environment:

“The best thing for me is to follow the course in a relaxed mood” Halim

Finally, when the students were asked to narrate their experiences of English in one word, the students’ answers were; happiness, diversity, fun, comfort, evolution of education, interactive learning and efficiency, ease and flexibility.

4.9. Analysis of Teaching Journal

In order to find answers to the research questions given, a teaching journal was kept. Throughout the experiment period, including the weeks of pre-test post-test and orientation, the teacher wrote a teaching journal herself in order to note down the important points she had experienced.

Research Question 2: What do students think about FC approach?

2.1. What are the students’ experiences of FC?

Research Question 3: What effects does an FC have on students' performance?

Research Question 4: What does the teacher experience in an FC environment?

The entries of teaching journal were analyzed under five categories as; Students' perceptions, Teacher's Perceptions and Feelings, Students' Performance, Classroom Environment and Problems Faced.

4.9.1. Students' Perceptions

Analyzing the entries of teaching journal, it can be concluded that the students were positive towards the new teaching/learning approach. They were curious and exciting about FC, before the experiment period started. The following excerpt is an example for this:

“The students generally have positive attitudes towards the new approach thinking that it will help them be successful in English course. Some state that the models, methods or approaches they have used before have not been successful enough; so new approaches should be tried.”

The week before the experiment, when the teacher was getting students ready for the new approach, the students were a bit worried about the method when the teacher said that the students would be more active in FC:

“The students do not seem to like the idea of being active or having responsibility of their own learning. I am curious if their opinions will change when the experiment part is over. They may like to take the responsibility of their learning.”

In the fourth week of the experiment the students seemed to be happy about FC;

“The students seemed very happy with the way we conduct the course. Most of them seem satisfied with their performance in English.”

The same week, the teacher decided to give an online quiz for the students to solve before the course and added that the students were excited to see their quiz results as in the example:

“Yesterday, thinking that some of the students may not sign in to Edmodo to watch the videos, I decided to prepare a 15-points quiz on the subject. Today, after reviewing the subject, we solved the questions together. They were excited to see their scores and wanted to see their mistakes. I think solving questions on the subject is another way of making learning effective, especially in English.”

4.9.2. Teacher's Perceptions and Feelings

The aim of using a Teaching Journal as a data collection tool for the present study was to see the effects of FC on teacher's own side since no other data collection tool gave use teacher's perspective. That is why, the analysis of teaching journal for teacher's feelings is more important than the other ones. On the basis of these reasons, the excerpts in the teaching journal were more on teacher's side.

In the first week of the experiment, the teacher was also happy and excited about the new approach:

"I felt very relaxed and happy inside the classroom because I was free to move around and check the students while the students were working on the exercises. They were so excited to show me their answers to give feedback."

There are some advantages of FC mentioned by the teacher as pointing out the common mistakes and focus on the problematic points:

"I realized the common mistakes made by the students, if I see the mistakes again and again; I feel the need to repeat the necessary rule to the whole class. It was nice for me to see points with which the students have problems and focus on the students who need more assistance from the teacher."

The same week, the excerpt by the teacher stating that the students were exciting about showing their work to the teacher indicates that the students being active and excited motivates the teacher for the course and she feels satisfied with what she is doing in class:

"When I was focusing on one student, the others were excitingly waiting for me to check their answers shouting 'hocaaamm' inside the class. This may sometimes be irritating when you focus on one thing but I feel good and motivated when I see the students so exciting about the course."

In the third week of the experiment, the teacher mentioned another advantage of FC for the teachers. It allowed the teacher give one-to-one feedback to the students and realize their needs:

"I was walking around checking their sentences and giving feedback, by doing this, I could talk with each group one by one and see the common mistakes."

Similarly, in the fifth week, she adds that she was happy to see the students active and trying to participate in group-works done inside the classroom:

"When the students were engaging with the activity, I was wandering around checking their work sentences, answering the questions, correcting their mistakes and giving feedback. I was happy to see most of the students active in their groups and also see them participating and using their knowledge, information to form sentences."

She also pointed out that letting students do hands-on work enabled effective learning:

“I believe that the best way to find the most problematic points is to have the students create their own work and check it one by one with the student himself/herself.”

In the sixth week of the experiment period, the teacher focuses on students' being prepared for the course by watching the videos. With the help of online quizzes, the teacher ensured that more students watched the videos because they could not give right answers for the questions in the quiz otherwise. Accordingly, with the help of quiz results, the teacher could see the problematic points for the students before the course and she had the opportunity to prepare exercises that focus on the problematic points:

“As I mentioned the previous week, assigning quizzes really help them feel motivated to watch the videos.”

“Quizzes are so useful to see what mistakes they made and which point they had problems most before the class. The students come to class by watching the video, knowing the subject but also the teacher is prepared this way because s/he knows where the students have problems and s/he can focus on that part much.”

In the last week of the experiment, the teacher wants to summarize her experience in one paragraph stating that she has enjoyed the experience and has had chance to interact with the students in class with the help of FC approach:

“All in all, to summarize my own experience as a teacher trying to flip her classroom, I should say that I feel very happy to see students so active in class. Traditional classroom environment does not give this kind of chance to me since I was trying to give all the details of the subject in class and there was not so much time left for activities to see whether the students are competent with the subject or not.”

She also mentioned some pitfalls of the method for a teacher as; it is sometimes a burden for a teacher to find or prepare videos and prepare in-class activities that would make students active in class time. However, she also states that seeing students active, motivated and willing to learn English worths all that burden.

“As a teacher, I should mention one more thing as a challenge for a teacher. You need to spare much time before coming to class as a teacher. You have to find or create a video for each week, you have to prepare a quiz before the course and also grade the ones that were submitted before the course. You have to find a suitable activity which is feasible, making students active, to the point and enjoyable. These are the things that take much of the teacher's out of class time. However, as I have stated earlier, seeing that your students are motivated and excited to come to English class and most of them are active during the course really worth it.”

In the literature, the study by Gençer et al. (2014) supports teacher's feelings on the practice of FC. They state that the teacher may not be willing or motivated to use technological instruments. They also offered conditions to be met in order to practice FC effectively;

a) making necessary arrangements for the system; b) informing teachers about the benefits of the system; c) exploring the fields that flipped learning can effectively be used and identifying its benefits to education system; d) creating the necessary educational platforms for this system to be used at schools.

4.9.3. Students' Performance

When it comes to journal entries on students' performance, the teacher observed some students who were not willing to do the exercises together with the ones who are active inside the classroom. Below are some excerpts from teaching journal on students' performance especially in class.

In the second week of experiment period, the teacher observed that the students were not willing to do speaking exercises but teacher also adds that the students may be more active in the following weeks when they become more familiar with the new approach:

“Today, I was again wandering around the class trying to do some speaking exercises on social expressions but the students feel very shy to speak in English. I think they will get accustomed to it when the weeks pass. I am always trying to encourage them about speaking...”

In the third week of the experiment period, after the mid-term, the teacher prepares a competition as an in-class activity to encourage students and make them active inside the classroom. As concluded from the excerpt, even the non-participating students participated in the group work since there was a competition between the groups:

“They were too excited when I said the word ‘competition’ and I realized that even the students who are not willing to attend the course were trying to do something.”

“I said that we would elect the best three in class and they seemed excited for doing the activity. I think they like this kind of competitions.”

The same week, teacher observed that the students were learning from each other with the help of group work, which made teacher happy.

“As far as I observed, the students liked the activity and being in class. Even if there are students that come class not watching the videos, I observed that they learnt from their group members in group activity. It was pleasing to see some students trying to teach English to their peers.”

In the last week of the experiment period, there was also a competition between the groups and the students were again excited to participate in-class activities:

“The students were so happy and excited to take part in the game. They were really active, trying to make more sentences than the other groups.”

4.9.4. Classroom Environment

As mentioned before, FC approach allows students watch videos online before the course and do some exercises to practice on the subject more in-class. That is why; the classroom environment in FC is expected to be more student-centered.

In the first week of the experiment, thinking that there would be difference between the students who watched the videos four days ago or the previous night, the teacher decided to upload the videos to the learning platform every Monday, two days before the course. In the excerpt below, she mentions this situation:

“I uploaded the videos on Monday, so the students would have time to watch the videos till Wednesday.”

The teacher continues with the next excerpt by talking about the general atmosphere in class and states that there are students who are not engaging with the activity as in TC; however, the fact that the teacher is free to move around the class, checking students work, seems to encourage this non-participating student in some way:

“There were also students who do not engage in the exercises and just sitting, but I think this is not a problem related to FC, the TC also has such kind of students. In FC, I have the chance to walk around the class and sometimes talk to them about their problems. They may sometimes feel sorry when they see me coming close to them and feel the need to engage with some activities.”

In the sixth week of the experiment, approaching to the end, the teacher talks about the activity they are doing in class stating that the students are having difficulty in completing the task; though, with the help of the teacher, the students manage to do it.

“Each group has a paper with 12 pictures without any sentences and they were also given some vocabulary cards with subjects “was/were” and the rest of the sentence. By looking at the pictures, the students were trying to form sentences using the vocabulary cards. As far as I noticed, the students had some difficulty in forming the sentence in advance, with a little help from the teacher who is guiding them when they were working on the activity, they managed it.”

The same week, teacher remarks that Edmodo, the learning platform, is used not only for the videos, but also for different purposes. The students take a picture of their tasks after completing it and share it on Edmodo, where their classmates can also see their work, like and comment on it:

“After finishing their work, the students took a picture of their paper with sentences ready and upload it to Edmodo platform to share their work with their classmates in other groups.”

4.9.5. Problems Faced

Along with all the advantages mentioned, there were also disadvantages and pitfalls of this approach that needed to be faced. The teacher notes down some possible pitfalls of FC, hoping that these would help her develop her teaching skills and adapt the new approach considering the negative sides.

In the week before the experiment when the teacher was getting students' ideas on the new approach, the teacher noted down that there were students who were not sure about doing what they were supposed to do out-of-class:

“One student stated that there will be some students who will not watch the videos.”

The students had problems with signing up to the new online learning platform, Edmodo although it was easy. The teacher had some different experiences concerning this problem:

“I have encountered a student who has signed up to Edmodo as a teacher. ☺”

There were also other problems that were not related to the students, rather the subject itself. Finding the best video that fit her aim and the levels of students was not so easy as she had expected:

“The subject was more on vocabulary, social expressions; so, I had difficulty in finding the most suitable videos for my aim.”

“The students had difficulty in understanding the first video on like+Ving and talking about preferences because the video was in English.”

The other negative thing remarked by the teacher was that finding an appropriate video, planning the in-class activities, preparing quizzes were all burden for a teacher. However, she continued that it worth all she had done when she saw the students active and motivated to learn English.

“I should agree that I spent much time on finding a good and appropriate video for students. The other time-consuming thing for me was finding appropriate activities and exercises for each subject which would make the students active in class, without boring them. However, seeing the students happier and more engaging worths this time, I think.”

In the fourth week of the experiment, she talks about the same problem:

“In TC, where I mostly use the course book for activities, I do not have to spend much time on finding activities. However, if this approach works well, if the students are more active, more motivated, everything worths it. ☺”

The teacher's experience here as being busy and spending much more time for the activities and finding the videos support the findings of Yestrebsky (2016). She asserts that FC model is more time consuming for the instructor since he/she is responsible from recording the lectures. However, she also adds that once the lectures are recorded, updating the lectures for future use will require less time.



CONCLUSION AND IMPLICATIONS

The purpose of the current study was to evaluate the use of Flipped Classroom in teaching English as a foreign language and explore the students' experiences in relation to the integration of FC into traditional classroom with a focus on their perceptions and preferences. It also aimed to see if there were any significant differences between the success scores of students in a TC and students in a FC environment by using a pre-post test experimental design.

Another motive behind conducting this study is that students taking service English courses see English as a 'course only to pass', a common observation and an agreed point among language teachers and therefore are not willing to spend their out-of-class time for practicing English. With this in mind, it was also sought to see whether FC would make any difference in their attitudes towards English.

Starting from this point, this study is an attempt to develop English teaching practices with the integration of Flipped Classroom Approach. With this in mind, the researcher conducted a quasi-experimental study concerning the effect of FC on students' performance and students' and the teacher's perception towards the integration of FC. The population of the present study consists of students in Artvin Coruh University taking English I course in the Fall semester of 2017-2018 academic year. Convenience sampling was used to decide on the classes as control and experimental group. Qualitative and quantitative data collection instruments were used in the study. The results of pre-tests and post-tests, Likert-scale questionnaire items were used to collect quantitative data in the study. Accordingly, open-ended questionnaire items, semi-structured interviews, teaching journal and a focus group interview were used to collect qualitative data for the study.

Before the experiment period, the researcher conducted a proficiency test to both groups in order to see that the groups are similar in their English levels. The following week, both of the groups were given a pre-test to see what they know about the subjects to be learnt. Then, the students in the experimental group started to take English course in an FC environment; whereas the ones in the control group continued their education in a TC environment. Both of the classes followed the same syllabus in two different classroom environments. At the end of 7 weeks of instruction, the students were given the post-test and attitude questionnaire. There were also two semi-structured interviews conducted with students in the experiment period. After the treatment finished, a focus group interview was conducted with nine students. The teacher also wrote a teaching journal for each week in order to express her thoughts and experiences about FC.

As for the results of the study; the pre-post test results showed no significant difference in terms of students' success between experimental and control groups as identified by exams. It is however, very remarkable to note that most of the students were observed to be in favor of integrating FC in English course as it became evident from the interviews and open-ended questionnaire items. With the help of FC, the students were observed to develop a positive attitude towards English language course since they overwhelmingly found FC enjoyable and 'play-like' in their interviews.

The most significant findings to emerge from the analysis of attitude questionnaire are that 88,1 % of the students agree that FC enables them to be more successful in English. Another important finding worth discussing is that 91,7% of the students think that FC enhances their interaction with their classmates. It is also obvious from students' answers that 89,6 % of them think that FC makes the course enjoyable and 89,6 % of them state that FC allows them to be more active in the classroom. Another striking result is that 79,8 % of the students agree that FC enables them to take the responsibility of their own learning. Analyzing the results as a whole, it can be inferred that FC approach in English courses increases students' motivation to learn, allow them to take the responsibility of their own learning, encourage them to communicate with their classmates and accordingly; make them active in class. Overall, the students are observed to have a positive attitude towards the integration FC on their English course.

Evaluating the findings from pre-post tests and attitude questionnaire, it is observable that although the results of pre-post tests did not show a statistically significant result in favor of FC, the results of the attitude questionnaire suggest that students developed a positive attitude towards FC although it was a new approach, a different type of learning for them. The students seem to have the idea that FC would serve as a positive reinforcement for English class as they previously thought it as 'a course to pass'. With the help of FC, students think that they would encourage themselves, take the responsibility of their own learning, study at their own rates, learn from their group members, and be active in class, as guessed from the results of the attitude questionnaire and semi-structured interviews.

A study in the literature by Yestrebsky (2016) may give an idea about the result that there was not a significant correlation found between the integration of FC and students' performance. Yestrebsky (2016) concluded in her study that FC did not help low-level students even if highly-motivated students seem to be more successful and showed greater performance in the FC compared to the TC. Concluding from this, it can be said that since the students were in Elementary level and were not so motivated for a different kind of teaching method, the students may have had problems with doing what they were responsible for; thereby, it is reflected on their post-test scores.

Analyzing students' answers to semi-structured interviews, there are some striking results that worth discussing. First of all, students suggest that FC allows them to be prepared for the course, it

is not time-consuming, it is flexible and watching videos at home is comfortable and relaxing. The students seem to prefer FC over TC stating that information is more permanent in FC, it focuses more on the subject and it is more student-centered. When the students were asked about the things they mostly liked about FC, the most striking answers were; flexibility, group work, interaction with peers, watching videos before the course and studying at their own pace. Comparing students' answers with the results of attitude questionnaire, it is observable that students focused on the same advantages of FC.

The analysis of teaching journal gives us an insight on the teacher's experiences of FC. The entries of teaching journal indicate that the teacher also was very excited about using a new approach for her course and curious about students' reactions. The most obvious findings of teaching journal were that the teacher thought that FC is a burden for the teacher since she was responsible for finding good videos, preparing good activities for in-class. However, she also states that it worths all that burden when she sees students motivated, active and excited throughout the course.

These findings of this study make several contributions to the current literature. First of all, it evaluates the integration of FC in a traditional EFL classroom in Turkey. It compares FC with and TC environment with a quasi-experimental design. The result did not show a significant correlation between the integration of FC and students' success. However, a vast number of studies conducted on FC provide a significant correlation between the integration of FC and students' success. That is why, this study is important in that it offers a different result. The results of semi-structured interviews and focus group interview suggest positive attitudes of students towards FC. It is also worth studying that although the students were positive towards the new approach, it did not show a positive result in their performances. Another important point of this study is that there are not many studies on FC considering teacher's attitude, perceptions and experiences of FC. This study, employing a teaching journal has also highlighted some points on the side of the teacher.

As stated in the literature review part, many studies resulted in learners' positive perceptions towards flipped classroom model. The present study aims to correlate with the findings of the previous similar studies and shed light to future studies on flipped language learning.

As the conclusions drawn from the study offer, integration of FC on a traditional classroom environment has many advantages. This research has thrown up many questions in need of further investigation.

First of all, since the students have positive attitudes towards FC and the integration of technology, there should be longer-lasting studies that integrate FC approach in different courses, which may in turn end up with positive effect on students' performance, too. Enough material, source and training should be offered both for the students and the teachers to use FC approach more

effectively in the courses. In addition, further research is necessary to see how the various pedagogic elements or factors affect students' success rates.

Furthermore; FC can be seen as a supplement for TC in which many of the learning difficulties can be attributed to passive role of students in that FC encourages active learning compared to traditional methods. As Yemma (2015) suggests; "Active learning strategies have proven to impact the student learning environment and increase engagement. However, the practices used in active learning often consume a large portion of class time that is also needed to fulfill course content coverage requirements" (Yemma, 2015:12). That is to say; FC allocates more in-class time for active learning activities and accordingly increase student engagement in class.

As G. B. Johnson (2013) suggests, technology can liberate the teacher to move towards an asynchronous student-centered learning environment where each student receives a personalized education program. On the basis of this idea, FC gives the teacher opportunity to create a more student-centered environment where the students themselves take the responsibility of their own learning. Strictly speaking, it moves learning from a passive format to an active one.

The other point that is vital for an FC is E-learning readiness. Before starting instruction in FC approach, the students should be trained about E-learning on its advantages and how to improve their skills of E-learning. Forcing students who are not ready for e-learning may cause more negative attitudes on the side of the students (Yilmaz, 2017). Accordingly, the teachers, who are willing to employ FC in their courses, should be trained about E-learning readiness in order to overcome the problems about it in the instruction period.

The quality and the feasibility of the videos are also important for FC approach. As concluded from the interviews done in the study, the students sometimes stated that there should be more interesting and motivating videos on the subject so that they feel more willing to watch the videos before the class. That is why, the teachers should be careful about the content, duration of the video and if possible, they should prepare their own videos even if it may be a burden on teachers, themselves.

To conclude, this study is a contribution to the rapidly growing field of English Language Teaching (ELT) and the use of CALL in English classes. This study is aimed at inspiring further research on Flipped Classroom, use of computers in language classrooms and the improvement of language teaching in Turkey.

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APPENDICES

APPENDIX 1. THE QUESTIONNAIRE IN ENGLISH

QUESTIONNAIRE ON STUDENTS' PERCEPTIONS OF USING FLIPPED CLASSROOM APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

<p>This questionnaire is aimed to identify students' perceptions and preferences of Flipped Classroom. It will take about 10-12 minutes to finish the questionnaire.</p>					
<p><i>Flipped Classroom Approach gives an opportunity for the students to learn the subject herself/himself out-of-class and practice what he/she learnt in class.</i></p>					
<p>Section 1. Questionnaire on Preferences Rate each item on the scale provided below to indicate your agreement.</p>					
<p>1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree</p>					
<p>General Points;</p>					
1. Flipped Classroom approach enables more effective learning.	1	2	3	4	5
2. Flipped Classroom approach enables learning to be more permanent.	1	2	3	4	5
3. Flipped Classroom approach should be used in other classes, too.	1	2	3	4	5
4. I would prefer being instructed by a teacher who uses videos and visuals.	1	2	3	4	5
5. I would rather being instructed by a teacher rather than watching the video of the course.	1	2	3	4	5
6. If possible, I would prefer to continue learning English in a Flipped Classroom environment.	1	2	3	4	5
<p>Flipped Classroom Approach;</p>					
7. improves my speaking skill in English.	1	2	3	4	5
8. improves my listening skill in English.	1	2	3	4	5
9. enables me to be more successful in the course.	1	2	3	4	5
10. improves my writing skill in English.	1	2	3	4	5
11. enables me to take the responsibility of my own learning.	1	2	3	4	5
12. improves my reading skill in English.	1	2	3	4	5
13. improves my pronunciation in English.	1	2	3	4	5
<p>Flipped Classroom Approach;</p>					
14. makes the course more exciting.	1	2	3	4	5
15. allows learning from the group members in the group works.	1	2	3	4	5
16. enables me to work in groups with my friends.	1	2	3	4	5
17. enables me to get face-to-face feedback from the teacher in class.	1	2	3	4	5
18. makes the course more enjoyable.	1	2	3	4	5
19. helps to improve my English communication skills.	1	2	3	4	5
20. allows me to be more active in class.	1	2	3	4	5
21. enhances my interaction with my classmates in the course.	1	2	3	4	5
22. improves my self-confidence about expressing myself in English.	1	2	3	4	5
23. Watching the videos of instruction before the course increases my motivation to learn English.	1	2	3	4	5
24. Watching the videos of instruction before the course enables to use in-class time more effectively.	1	2	3	4	5
25. Watching the videos of instruction before the course make me feel ready for the course.	1	2	3	4	5
26. Compared to traditional class environment, FC environment employs different techniques.	1	2	3	4	5
27. Group activities in the classroom enables me to learn effectively.	1	2	3	4	5
<p>Outside the class;</p>					
28. Using the videos for instruction allows me to learn in my own learning rate.	1	2	3	4	5
29. Using the videos for instruction enables student-centered learning.	1	2	3	4	5
30. Using the videos for instruction enables students to study individually.	1	2	3	4	5
31. Reaching the videos before the course facilitates my learning.	1	2	3	4	5
32. Using the visual aids (videos, pictures) enhances the permanency of learning.	1	2	3	4	5
33. Flipped Classroom Approach ensures a more comfortable learning environment compared to traditional ones.	1	2	3	4	5
34. Flipped Classroom Approach enables me study the incoherent subjects out-of-class.	1	2	3	4	5

Please look at the back page...

35. What are your thoughts about Flipped Classroom environment?

Positive	Negative

36. Can you please compare Flipped Classroom environment and Traditional Class environment with regard to your experiences and observations?

37. Other comments (If possible).

Section 2. Personal Information

1. Name and Surname(Optional)

2. Age:

16-20 21-25 26-30 31+

3. How long have you been learning English? (in years)

1-5 6-10 11-15 16-20

4. Sex:

Female Male

5. Which electronic devices do you have? (You can choose more than one.)

Devices	How proficient you are?				
<input type="checkbox"/> Computer	<input type="checkbox"/> Very bad	<input type="checkbox"/> Bad	<input type="checkbox"/> No idea	<input type="checkbox"/> Good	<input type="checkbox"/> Very good
<input type="checkbox"/> Smart phone	<input type="checkbox"/> Very bad	<input type="checkbox"/> Bad	<input type="checkbox"/> No idea	<input type="checkbox"/> Good	<input type="checkbox"/> Very good
<input type="checkbox"/> Tablet	<input type="checkbox"/> Very bad	<input type="checkbox"/> Bad	<input type="checkbox"/> No idea	<input type="checkbox"/> Good	<input type="checkbox"/> Very good
<input type="checkbox"/> Other	<input type="checkbox"/> Very bad	<input type="checkbox"/> Bad	<input type="checkbox"/> No idea	<input type="checkbox"/> Good	<input type="checkbox"/> Very good

6. How often did you watch the videos?

Never Sometimes Half Usually Always

Thank you,
Inst. Özlem ERDEM ÇAVDAR

APPENDIX 2. THE QUESTIONNAIRE IN TURKISH

TERS YÜZ SINIF YAKLAŞIMI KULLANARAK YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNE YÖNELİK ÖĞRENCİ ALGI ANKETİ

Bu anket öğrencilerin Flipped Classroom (Ters Yüz Sınıf) ile ilgili algılarını ve tercihlerini belirlemek için hazırlanmıştır. Anketi cevaplamak yaklaşık 10-12 dakikanızı alacaktır.					
<i>Ters Yüz Sınıf Yaklaşımı geleneksel öğrenim-öğretimin aksine öğrenciye teorik bilgiyi evde kendi başına öğrenip, öğrendiklerini okulda uygulama fırsatı sunar.</i>					
<i>Sınıf ortamında, öğrencinin kendi başına çalıştığı konularla ilgili daha çok bireysel veya grup olarak problem çözme aktiviteleri yapma ve öğrencilerin bireysel olarak karşılaştığı problemlere grupça odaklanma imkanı sunan, öğretmenin öğrenen ile birebir ilgilenmesine fırsat veren bir yaklaşımdır.</i>					
Bölüm 1. Algı anketi					
Her ifadenin sizin için ne kadar geçerli olduğunu, derecelendirmeye bakarak, 1,2,3,4,5'ten birini işaretleyerek belirtiniz.					
1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum 5. Kesinlikle katılıyorum					
Genel;					
1. Ters yüz sınıf yaklaşımı daha etkili öğrenmeye olanak verir.	1	2	3	4	5
2. Ters yüz sınıf yaklaşımı daha kalıcı öğrenmeyi sağlar.	1	2	3	4	5
3. Ters yüz sınıf yaklaşımı İngilizce dersleri haricindeki derslerde de kullanılmalıdır.	1	2	3	4	5
4. Sınıfta videolar, görseller kullanan bir öğretmenden ders almayı tercih ederim.	1	2	3	4	5
5. Bir dersin videosunu seyretmektense, dersin öğretmen tarafından anlatılmasını tercih ederim.	1	2	3	4	5
6. Eğer mümkünse, İngilizce öğrenmeye Ters yüz sınıf ortamında devam etmek isterim.	1	2	3	4	5
Ters yüz sınıf yaklaşımı;					
7. İngilizce konuşma becerimi geliştirir.	1	2	3	4	5
8. İngilizce dinleme becerimi geliştirir.	1	2	3	4	5
9. derste daha başarılı olmama sağlar.	1	2	3	4	5
10. İngilizce yazma becerimi geliştirir.	1	2	3	4	5
11. kendi öğrenmemin sorumluluğunu almama sağlar.	1	2	3	4	5
12. İngilizce okuma becerimi geliştirir.	1	2	3	4	5
13. İngilizce telaffuzumun gelişmesine katkıda bulunur.	1	2	3	4	5
Ters yüz sınıf yaklaşımı;					
14. dersi daha heyecanlı hale getirir.	1	2	3	4	5
15. grup içerisinde öğrenmeye fırsat verir	1	2	3	4	5
16. arkadaşlarımla grup çalışmaları yapmama fırsat verir.	1	2	3	4	5
17. sınıf içerisinde öğretmenimden birebir dönüt almama olanak verir.	1	2	3	4	5
18. dersi daha eğlenceli hale getirir.	1	2	3	4	5
19. İngilizce iletişim becerilerimin gelişmesine katkıda bulunur.	1	2	3	4	5
20. derse daha aktif katılmama sağlar.	1	2	3	4	5
21. derste arkadaşlarımla olan etkileşimimi artırır.	1	2	3	4	5
22. kendimi İngilizce ifade etmem konusunda özgüvenimi artırır.	1	2	3	4	5
23. Ders anlatımı videolarını ders öncesinde seyretmek İngilizce öğrenme motivasyonumu artırır.	1	2	3	4	5
24. Ders anlatımı videolarını ders öncesinde seyretmek sınıf içi zamanın daha verimli kullanılmasını sağlar.	1	2	3	4	5
25. Ders anlatımı videolarını ders öncesinde seyretmek derse hazır hissetmemi sağlar.	1	2	3	4	5
26. Ters yüz sınıf ortamında geleneksel (klasik) sınıfa ortamına göre daha farklı teknikler kullanılır.	1	2	3	4	5
27. Sınıf içerisinde yapılan grup aktiviteleri daha etkili öğrenmemi sağlar.	1	2	3	4	5
Sınıf dışında;					
28. Dersin videolar aracılığı ile anlatılması, kendi öğrenme hızıma göre çalışmama imkan verir.	1	2	3	4	5
29. Dersin videolar aracılığı ile anlatılması, öğrenci merkezli öğrenme için olanak sağlar.	1	2	3	4	5
30. Dersin videolar aracılığı ile anlatılması, öğrencinin bireysel olarak çalışmasına olanak sağlar.	1	2	3	4	5
31. Ders anlatım videolarına ders öncesinde erişebilmek, öğrenmemi kolaylaştırır.	1	2	3	4	5
32. Görsel eğitim araçlarının (videolar, resimler) kullanımı öğrenmenin kalıcılığını artırır.	1	2	3	4	5

Devamı arka sayfada.....

33. Ters yüz sınıf yaklaşımı geleneksel (klasik) sınıflardan daha rahat bir öğrenme ortamı sağlar.	1	2	3	4	5
34. Ters yüz sınıf yaklaşımı anlamadığım konuları sınıf dışında çalışmama fırsat verir.	1	2	3	4	5
35. Ters yüz sınıf ortamı hakkında düşünceleriniz nelerdir?					
Olumlu			Olumsuz		
36. Deneyim ve gözlemlerinize dayanarak, Ters yüz sınıf ortamı ve geleneksel sınıf ortamını karşılaştırabilir misiniz?					
37. Varsa, eklemek istedikleriniz?					
Bölüm 2. Kişisel Bilgiler					
1. <u>Adınız Soyadınız (isteğe bağlı):</u>					
2. <u>Yaşınız:</u>					
<input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+					
3. <u>Kaç yıldır İngilizce öğreniyorsunuz?</u>					
<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20					
4. <u>Cinsiyetiniz:</u>					
<input type="checkbox"/> Kız <input type="checkbox"/> Erkek					
5. <u>Sahip olduğunuz elektronik cihazlar nelerdir? (Birden fazla işaretlenebilir.)</u>					
Cihazlar	Varsa, kullanım düzeyiniz?				
<input type="checkbox"/> Bilgisayar	<input type="checkbox"/> Çok kötü	<input type="checkbox"/> Kötü	<input type="checkbox"/> Kararsızım	<input type="checkbox"/> İyi	<input type="checkbox"/> Çok iyi
<input type="checkbox"/> Akıllı telefon	<input type="checkbox"/> Çok kötü	<input type="checkbox"/> Kötü	<input type="checkbox"/> Kararsızım	<input type="checkbox"/> İyi	<input type="checkbox"/> Çok iyi
<input type="checkbox"/> Tablet	<input type="checkbox"/> Çok kötü	<input type="checkbox"/> Kötü	<input type="checkbox"/> Kararsızım	<input type="checkbox"/> İyi	<input type="checkbox"/> Çok iyi
<input type="checkbox"/> Diğer	<input type="checkbox"/> Çok kötü	<input type="checkbox"/> Kötü	<input type="checkbox"/> Kararsızım	<input type="checkbox"/> İyi	<input type="checkbox"/> Çok iyi
6. <u>Ders anlatım videolarını ne sıklıkla izleyebildiniz?</u>					
<input type="checkbox"/> Hiçbir zaman <input type="checkbox"/> Bazen <input type="checkbox"/> Yarı yarıya <input type="checkbox"/> Genelde <input type="checkbox"/> Her zaman					

Teşekkürler,
Öğr. Gör. Özlem ERDEM ÇAVDAR

APPENDIX 3. INTERVIEW QUESTIONS

1. Ters-Yüz sınıf yaklaşımı ile ders işlemek size ne gibi faydalar sağladı?
2. Ters-Yüz sınıf yaklaşımı ile İngilizce öğrenmenin İngilizce becerilerinize katkısı oldu mu?
Dinleme/Okuma/Yazma/Konuşma
3. Olduysa ne tür faydalar sağladığını biraz açabilir misiniz?
4. Ters- Yüz Sınıf yaklaşımının diğer derslerde de kullanılmasını ister misiniz? Neden?
5. Ters-Yüz Sınıf yaklaşımının sevmediğiniz tarafları nelerdir?
6. Ters yüz sınıfın en beğendiğiniz/hoşunuza giden yönleri nelerdir?
7. Geleneksel sınıf ve Ters-yüz sınıf yaklaşımından hangisini tercih edersiniz?
8. Videoların kullanımı İngilizce öğrenme motivasyonunuzu nasıl etkiledi?
9. En çok hangi aktiviteler hoşunuza gitti? Bir örnek verebilir misin?
10. Dersi daha zevkli hale getirmek için sizce neler yapılabilir? Bu konuda önerileriniz var mı?
11. Ters-yüz sınıf yaklaşımı ile yaşadığınız deneyimi tek kelime ile anlatmak isteseydiniz o kelime ne olurdu?

APPENDIX 4. FOCUS GROUP INTERVIEW QUESTIONS

1. Kendinizi kısaca tanıtır mısınız?
2. Bu dönem süresince Ters yüz sınıf yaklaşımı hakkında ne düşünüyorsunuz?
3. (Genel düşünceler)
4. Ters-Yüz sınıf yaklaşımı ile ders işlemek size ne gibi faydalar sağladı?
5. Geleneksel sınıf ve Ters-yüz sınıf yaklaşımından hangisini tercih edersiniz?
6. Ters- Yüz Sınıf yaklaşımının diğer derslerde de kullanılmasını ister misiniz? Neden?
7. Ters yüz sınıf yaklaşımının avantajları sizce nelerdir?
8. Dezavantajları hakkında ne söyleyebilirsiniz?
9. Derse Ters yüz sınıf yaklaşımı ile devam etmek konusunda düşünceleriniz nelerdir?
10. Ters yüz sınıf yaklaşımını etkili bir öğrenme yöntemi olarak düşünüyor musunuz?
11. Ters-Yüz Sınıf yaklaşımının sevmediğiniz tarafları nelerdir?
12. Ters yüz sınıfın en beğendiğiniz/hoşunuza giden yönleri nelerdir?
13. Dönem içerisinde yapılan aktivitelerden en çok hangileri hoşunuza gitti? Bir örnek verebilir misiniz?
14. Ters-yüz sınıf yaklaşımı ile yaşadığınız deneyimi tek kelime ile anlatmak isteseydiniz o kelime ne olurdu?
15. Ters-Yüz sınıf yaklaşımı ile İngilizce öğrenmenin İngilizce becerilerinize katkısı oldu mu?
Dinleme/Okuma/Yazma/Konuşma
Olduysa ne tür faydalar sağladığını biraz açabilir misiniz?

APPENDIX 5. PRE-POST TEST

<p>A. Choose the Correct Answer (2pts each, 50 Total)</p> <p>1. Babur reallyto go to university. A. washes B. earn C. teaches D. wait E. wants</p> <p>2. A:.....? B:About \$80.000 a year. A. How do you travel to work? B. How much does your husband earn? C. Who earns more you or your husband? D. How many years do you have? E. How long does it take?</p> <p>3. Mozart was a prodigy. Hewrite songs when he was five. A. can B. can't C. could D. couldn't E. was</p> <p>4. What are the spring months? A. August- September- November B. January- February - March C. December – January- February D. March-April-May E. August – July - June</p> <p>5. A:Who the first man on the Moon? B:Neil Armstrong, of course. A. is B. are C. can D. was E. were</p> <p>6. A:.....any shopping centres in Artvin? B:No,..... A. Are there/there aren't B. Is there/ there aren't C. Are there/there are D. Is there/there isn't E. Are there/ there is</p> <p>7. A:? B: No,I wasn't at home. A. Were you in school B. Why were you at home yesterday C. Where were you last night D. Are you at home today E. Were you at home yesterday</p> <p>8. We weren't at home..... A. today B. yesterday C. at the moment D. now E. tomorrow</p>	<p>9. Yesterday.....Thursday. TodayFriday. A. were/was B. was/are C. isn't/was D. is/wasn't E. was/is</p> <p>10.I hate cycling so A. please, don't buy me a bike. B. I go cycling every evening. C. my sister likes it D. I never understand other people E. I always ride my bike.</p> <p>11.....you walk when you.....one? A. Can/was B. Could/was C. Could/were D. Could/are E. Was/could</p> <p>12.A:..... picture is a Picasso. B:Really? Cool! A. These B. That C. Those D. There E. They</p> <p>13.A: There aren't.....glasses in the cupboard. B: There are.....on the shelf. A. any/some B. some/some C. some/a lot of D. a lot of/any E. any/any</p> <p>14.A: What is the matter with you? B: I have.....problems. A. any B. much C. not D. some E. a lot</p> <p>15.A: Can you play tennis? B: No, I can't A. at all B. really well C. quite well D. a little bit E. very well</p> <p>16.I live.....my parents in a flat. A. to B. in C. about D. of E. with</p> <p>17.A: Are there restaurants in Artvin? B: Yes, are. A. some/there B. any/they C. some/they D. any/there E. a lot of/they</p>
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<p>18. milk is very fresh. Can I have another glass?</p> <p>A. A B. An C. Any D. These E. This</p> <p>19. There is a/anin the living room</p> <p>A. armchair B. shower C. chemist's D. pavement E. fridge</p> <p>20. There aren't any Chinese students in our class.</p> <p>A. some B. any C. a D. an E. much</p> <p>21. My father the piano very well.</p> <p>A. can't plays B. can't play C. don't plays D. doesn't plays E. don't play</p> <p>22. A: Picasso's parents rich? B: No, they</p> <p>A. was/were B. were/were C. were/weren't D. weren't/was E. was/wasn't</p> <p>23. I read and write when I just five.</p> <p>A. could/were B. could/am C. were/could D. was/could E. could/was</p> <p>24. There is flat to rent the third floor.</p> <p>A. on B. in C. at D. of E. to</p> <p>25. A: Do you what time it is? B: Yes, it is ten o'clock</p> <p>A. prefer B. know C. mean D. like E. want</p>	<p>B. Match the times. (1pts each, 5 Total)</p> <table style="width: 100%;"> <tr> <td>1 12.57</td> <td>a It's just before one.</td> </tr> <tr> <td>2 It's quarter to eight.</td> <td>b 7.45</td> </tr> <tr> <td>3 2.20</td> <td>c 1.30</td> </tr> <tr> <td>4 6.40</td> <td>d It's twenty past two.</td> </tr> <tr> <td>5 It's half past one.</td> <td>e It's twenty to seven</td> </tr> </table> <p>C. Complete the text with the words in the box. (1pts each, 5 total)</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>go have walk stay love</p> </div> <p>Hello, my name's Adiba. I come from India but I live in Sweden. I usually _____ (1) to bed late so I don't get up early. For breakfast I _____ (2) some toast and coffee. I _____ (3) to work – my office is near the house! I sometimes _____ (4) late at work. But that's OK because I _____ (5) what I do.</p> <p>D. Choose the Correct Answer (2pts each, 10 Total)</p> <p>A Look at (1) those / these flowers outside! They're lovely! B Thanks. (2) This / These vegetables are from the garden too. A You have a lot of cupboards in the kitchen. B (3) That / Those cupboards are for cups and glasses. A What about (4) these / this ones? B (5) This / These one is for plates and that one is for mugs.</p> <p>E. Complete the sentences with "some, any, a, or an" (2 pts each, 16 Total)</p> <p>Is there a diary in your bag?</p> <p>1 Are there ___ dictionaries on the bookshelf? 2 There aren't ___ cups in the dishwasher. 3 I need ___ help in the garden this morning. 4 Is there ___ bus at the bus stop? 5 He doesn't have ___ address book. 6 There aren't ___ pictures on the walls. 7 There are ___ keys on the table. 8 There aren't ___ trains on Sundays.</p>	1 12.57	a It's just before one.	2 It's quarter to eight.	b 7.45	3 2.20	c 1.30	4 6.40	d It's twenty past two.	5 It's half past one.	e It's twenty to seven
1 12.57	a It's just before one.										
2 It's quarter to eight.	b 7.45										
3 2.20	c 1.30										
4 6.40	d It's twenty past two.										
5 It's half past one.	e It's twenty to seven										

F. Read the text and the sentences. Write *T* (true), *F* (false) (2pts each, 14 T.)

Tennis prodigy

Mika Reynolds is 15 years old and lives in Florida, USA. Her mother is Japanese, and her father is American. When she was four she started playing tennis – and she could play brilliantly.

Mika goes to a special high school. She can study maths, languages, and science, but she also plays a lot of tennis with other talented young players. She studies Japanese and English, and can play the guitar and the piano.

Mika says: ‘When I was young, I couldn’t have friends because I played tennis a lot. That was a bit hard for me. But I have a passion for tennis – it’s my life, and I play five hours a day. I want to be world-famous and win Wimbledon. That’s my dream.’

1. Mika’s mum and Mika’s dad are Japanese.	
2. She could play tennis when she was three.	
3. She can play two musical instruments.	
4. At the weekend, she likes to study.	
5. When she was young, Mika could visit friends.	
6. Mika thinks writing in Japanese is hard.	
7. Mika loves playing tennis.	

APPENDIX 6. SAMPLE EXCERPTS FROM THE TEACHING JOURNAL

01.11.2017 Wednesday

(1st week of the experiment)

I uploaded the videos on Monday, so the students would have time to watch the videos till Wednesday. Thinking that there may be a difference between the students who watched earlier and the ones who watched sooner, I decided to upload the videos two days before the class time. The students were happy with the videos, they liked them. We started with exercises on Simple present tense, which is an important subject for their mid-term exams two weeks later. I think they were more motivated to do the exercises because they knew that the exams are approaching. I felt very relaxed and happy inside the classroom because I was free to move around and check the students while they were working on the exercises. They were so excited to show me their answers to check. I realized the mistakes they had done, if I see the same mistakes again and again, I feel the need to repeat the necessary rule to the whole class. It was nice for me to see where the students have problems and focus on the students who need more assistance from the teacher. When I was focusing on one student, the others were excitedly waiting for me to check their answers shouting 'hocaamm' inside the class :) This may sometimes be irritating when you focus on one thing but I feel good and more motivated when I see the students so excited about the course.

There were also students who do not engage in the exercises and just sitting, but I think this is not a problem related to flipped classroom approach; the traditional classroom also has such kind of students. In flipped one, I have the chance to walk around the class and sometimes talk with them about their problems. They may sometimes feel sorry when they see me coming close to them and feel the need to engage with some activities.

Keeping my observations in mind from the first week, I feel that this approach will work and the students will be more motivated for learning English inside the classroom. They seem to be excited and positive about the new teaching/learning style.

27.12.2017

(7th week of the experiment)

This is the last week of the experiment period. We came to the end. Today, I carried out the questionnaire and I will give their post-test as the final exam on 8th January. I am so curious about the results 😊. The students seemed very happy with the way we conducted the course. Most of them seem satisfied with their performance in English.

When it comes to this week, I uploaded a video on the subject “could” on Edmodo on Monday in order to give them at least two days to watch the video before the course. On Tuesday evening I prepared an online quiz on the subject “could” and assigned them as exam to be done before the course. As I mentioned the previous week, assigning quizzes really help them feel motivated to watch the videos.

I started the class by summarizing the key points on the subject “could” and linking it to the previous subjects “was/were” and “can” trying to make sure that the students can establish connections on the subjects. After summarizing, we solve the items in the quiz together and I try to make the problematic points clear as Edmodo gives me the statistics of each of the questionnaire items and I know the problematic points earlier, before I come to class.

Making sure that the students grabbed the important points, I shift to in-class activity to make students more active. As the in-class activity, I wanted to make something more enjoyable and active since this is the last course of the semester. I divided the class into groups of 8-10 and gave each group 10 action verbs. The students were going to describe the verb to the group members without speaking, just with body language as in the game “silent movie”. When the group found the verb, the student draws a time expression or age from another box and the whole group try to form a sentence using the verb and the expression like “I could ride a bike when I was seven”. They gain one point for each correct sentence.

The students were so happy and excited to take part in the game. They were really active, trying to make more sentences than the other groups. At the end, the group with 6 sentences was the first one.

All in all, to summarize my own experience as a teacher trying to flip her classroom, I should say that I feel very happy to see students so active in class. Traditional classroom environment does not give this kind of chance to me since I was trying to give all the details of the subject in class and

there was not so much time left for activities to see whether the students are competent with the subject or not.

As a teacher, I should mention one more thing as a challenge for a teacher. You need to spare much time before coming to class as a teacher. You have to find or create a video for each week, you have to prepare a quiz before the course and also grade the ones that were submitted before the course. You have to find a suitable activity which is feasible, making students active, to the point and enjoyable. These are the things that take much of the teacher's out of class time. However, as I have stated earlier, seeing that your students are motivated and excited to come to English class and most of them are active during the course really worth it.



APPENDIX 7. CHANGES MADE IN THE QUESTIONNAIRE AFTER PILOTING AND EXPERT OPINIONS

	<i>1st Version</i>	<i>2nd Version</i>	<i>3rd Version</i>	<i>4th(Last)Version</i>
<i>Item</i>	Öğretmenim Ters Yüz sınıfı kullandığında daha etkili öğreniyorum.	Ters Yüz Sınıf ortamı; daha etkili öğrenmeye olanak verir.	Ters Yüz Sınıf ortamı daha etkili öğrenmeye olanak verir.	Ters Yüz Sınıf ortamı daha etkili öğrenmeye olanak verir.
<i>Item</i>	Ters yüz sınıfının düzeni öğrenmek için geleneksel sınıflardan daha rahat bir ortam sağlıyor.	geleneksel sınıflardan daha rahat bir ortam sağlar. (moved to 37 th item)	Ters yüz sınıf yaklaşımı daha kalıcı öğrenmeyi sağlar.	Ters yüz sınıf yaklaşımı daha kalıcı öğrenmeyi sağlar.
<i>Item</i>	Ters yüz sınıfta öğrenci tek başına da çalışıp pratik yapabilir.	öğrencinin tek başına çalışmasına olanak sağlar. (moved to 33rd item)	Ters yüz sınıf yaklaşımı İngilizce dersine karşı olan endişelerimi azaltmama yardımcı olur. (omitted)	Ters yüz sınıf yaklaşımı İngilizce dersleri haricindeki derslerde de kullanılmalıdır.
<i>Item</i>	Ters yüz bir sınıfta daha iyi öğrendiğimi düşünüyorum.	daha iyi öğrenmeyi sağlar. (omitted)	Ters yüz sınıf yaklaşımı İngilizce dersleri haricindeki derslerde de kullanılmalıdır. (moved to 3 rd item)	Sınıfta videolar, görseller kullanan bir öğretmenden ders almayı tercih ederim.
<i>Item</i>	Ters yüz sınıfların İngilizce yazma kabiliyetimi daha da geliştirdiğini düşünüyorum.	İngilizce yazma becerimi geliştirir. (moved to 12 th item)	Sınıfta teknolojiyi kullanan bir öğretmenden ders almayı tercih ederim. (moved to 4 th item)	Bir dersin videosunu seyretmektense, dersin öğretmen tarafından anlatılmasını tercih ederim.
<i>Item</i>	Ters yüz sınıf modelinin İngilizce konuşma kabiliyetimi daha da geliştirdiğini düşünüyorum.	İngilizce konuşma becerimi geliştirir. (moved to 9 th item)	Bir dersin videosunu seyretmektense, dersin öğretmen tarafından anlatılmasını tercih ederim. (moved to 5 th item)	Eğer mümkünse, İngilizce öğrenmeye Ters yüz sınıf ortamında devam etmek isterim.

<i>Item</i> 7	Ters yüz sınıf modeli sınıf dışında kendi problemlerimi çözmeme fırsat verir.	sınıf dışında öğrenme ile ilgili problemlerimi çözmeme fırsat verir. (moved to 38 th item)	Öğretmenim ters yüz sınıf modelini kullanmak için yeterli birikime sahiptir. (omitted)	Ters yüz sınıf yaklaşımı İngilizce konuşma becerimi geliştirir.
<i>Item</i> 8	Bilgisayar ve internet ile ilgili teknik sıkıntılar metodun etkin kullanılmasını engelliyor.	teknik sıkıntılardan (bilgisayar, internet kaynaklı) olumsuz etkilenir. (moved to 36 th item)	Eğer mümkünse, İngilizce öğrenmeye Ters-yüz sınıf ortamında devam etmek isterim. (moved to 6 th item)	Ters yüz sınıf yaklaşımı İngilizce dinleme becerimi geliştirir.
<i>Item</i> 9	Ters yüz sınıf modelinin İngilizce konuşma kabiliyetimi daha da geliştirdiğini düşünüyorum. (omitted-the same with 6 th item)	İngilizce okuma becerimi geliştirir. (moved to 14 th item)	Ters yüz sınıf yaklaşımı akıcı İngilizce konuşabilmeme yardımcı olur. (moved to 7 th item)	Ters yüz sınıf yaklaşımı derste daha başarılı olmamı sağlar.
<i>Item</i> 10	Ters yüz sınıf modeli İngilizce öğrenme motivasyonumu artırır.	İngilizce öğrenme motivasyonumu artırır. (moved to 26 th item)	Ters yüz sınıf yaklaşımı İngilizce dinleme becerimi geliştirir. (moved to 8 th item)	Ters yüz sınıf yaklaşımı İngilizce yazma becerimi geliştirir.
<i>Item</i> 11	Ters yüz sınıf modelinde yapılan uygulamalara katılmak için yeterli bilgisayar / teknoloji kullanım bilgisine sahibim.	dahilinde yapılan uygulamalara katılmak için yeterli bilgisine sahibim. (moved to 16 th item)	Ters yüz sınıf yaklaşımı derste daha başarılı olmamı sağlar. (omitted)	Ters yüz sınıf yaklaşımı kendi öğrenmemin sorumluluğunu almamı sağlar.
<i>Item</i> 12	Öğretmenim ters yüz sınıf modelini kullanmak için yeterli eğitime sahiptir. (moved to 25 th item)	İngilizce dersleri haricindeki derslerde de kullanılmalıdır. (moved to 4 th item)	Ters yüz sınıf yaklaşımı İngilizce yazma becerimi geliştirir. (moved to 10 th item)	Ters yüz sınıf yaklaşım İngilizce okuma becerimi geliştirir.

<i>Item</i> 13	Ters yüz sınıf modeli dil dersleri haricindeki derslerde de kullanılmalıdır. (moved to 12 th item)	İngilizce dinleme becerimi geliştirir. (moved to 10 th item)	Ters yüz sınıf yaklaşımı kendi öğrenmemin sorumluluğunu almamı sağlar. (moved to 11 th item)	Ters yüz sınıf yaklaşımı İngilizce telaffuzumun gelişmesine katkıda bulunur.
<i>Item</i> 14	Ters yüz sınıf modelinin İngilizce dinleme becerimi kabiliyetimi daha da geliştirdiğini düşünüyorum. (moved to 13 th item)	derste daha başarılı olmamı sağlar. (moved to 11 th item)	Ters yüz sınıf yaklaşımı İngilizce okuma becerimi geliştirir. (moved to 12 th item)	dersi daha heyecanlı hale getirir.
<i>Item</i> 15	Ters yüz bir sınıfta eğitim gördüğümde daha yüksek notlar alacağımı düşünüyorum. (moved to 14 th item)	dersi daha heyecanlı hale getirir. (moved to 17 th item)	Ters yüz sınıf yaklaşımı İngilizce telaffuz becerimin gelişmesine katkıda bulunur. (moved to 13 th item)	Ters yüz sınıf yaklaşımı grup içerisinde öğrenmeye fırsat verir
<i>Item</i> 16	Bilgisayar kullanımı ve ters yüz sınıf modeli , dersi daha heyecanlı ve zevkli hale getirir. (moved to 15 th item)	dersi daha eğlenceli hale getirir. (moved to 21 st item)	Ters yüz sınıf ortamı dahilinde yapılan uygulamalara katılmak için yeterli bilgisayar bilgisine sahibim. (omitted)	Ters yüz sınıf yaklaşımı arkadaşlarımla grup çalışmaları yapmama fırsat verir.
<i>Item</i> 17	Sınıfta teknolojiyi kullanan bir öğretmenden ders almayı tercih ederim. (moved to 24 th item)	kendi öğrenmemin sorumluluğunu almamı sağlar. (moved to 33 rd item)	Ters yüz sınıf yaklaşımı dersi daha heyecanlı hale getirir. (moved to 14 th item)	Ters yüz sınıf yaklaşımı sınıf içerisinde öğretmenimden birebir dönüt almama olanak verir.
<i>Item</i> 18	Ters yüz sınıf modeli kendi öğrenmemin sorumluluğunu almamı sağlar. (moved to 17 th item)	kendi öğrenme hızıma göre çalışmama imkan verir. (moved to 31 st item)	Ters yüz sınıf yaklaşımı grup içerisinde öğrenmeye fırsat verir. (moved to 15 th item)	Ters yüz sınıf yaklaşımı dersi daha eğlenceli hale getirir.

<i>Item</i> 19	Ters yüz sınıf modeli ile kendi öğrenme hızıma göre çalışabilirim. (moved to 18 th item)	arkadaşlarımla grup çalışmaları yapmama fırsat verir.	Ters yüz sınıf yaklaşımı arkadaşlarımla grup çalışmaları yapmama fırsat verir. (moved to 16 th item)	Ters yüz sınıf yaklaşımı İngilizce iletişim becerilerimin gelişmesine katkıda bulunur.
<i>Item</i> 20	Ters yüz sınıf modeli sınıf içerisinde arkadaşlarımla grup çalışmaları yapmama fırsat verir. (moved to 19 th item)	grup içerisinde öğrenmeye fırsat verir. (moved to 18 th item)	Ters yüz sınıf yaklaşımı sınıf içerisinde öğretmenimden birebir dönüt almama olanak verir. (moved to 17 th item)	Ters yüz sınıf yaklaşımı derse daha aktif katılmamı sağlar.
<i>Item</i> 21	Ters yüz sınıf modeli grup içerisinde iletişimin ve öğrenmenin olmasına fırsat verir. (moved to 20 th item)	öğrenci merkezli öğrenme için uygundur. (moved to 32 nd item)	Ters yüz sınıf yaklaşımı dersi daha eğlenceli hale getirir. (moved to 18 th item)	Ters yüz sınıf yaklaşımı derste arkadaşlarımla olan etkileşimimi artırır.
<i>Item</i> 22	Ters yüz sınıf modeli öğrenci merkezli öğrenme için uygundur. (moved to 21 st item)	derslerde zamandan tasarruf etmemizi sağlıyor. (moved to 27 th item)	Ters yüz sınıf yaklaşımı İngilizce iletişim becerilerimin gelişmesine katkıda bulunur. (moved to 19 th item)	Ters yüz sınıf yaklaşımı kendimi İngilizce ifade etmem konusunda özgüvenimi artırır.
<i>Item</i> 23	Ters yüz sınıf modeli derslerde zamandan tasarruf etmemizi sağlıyor. (moved to 22 nd item)	görsel eğitim araçlarının (videolar, resimler) öğrenmede etkin rol oynamasını sağlar. (moved to 35 th item)	Ters yüz sınıf yaklaşımı derse daha aktif katılmamı sağlar. (moved to 20 th item)	Ders anlatımı videolarını ders öncesinde seyretmek İngilizce öğrenme motivasyonumu artırır.
<i>Item</i> 24	Ters yüz sınıf modelinde kullanılan görsel eğitim araçları(videolar, resimler) öğrenmemin daha etkili olmasını	Sınıfta teknolojiyi kullanan bir öğretmenden ders almayı tercih ederim. (omitted)	Ters yüz sınıf yaklaşımı derste arkadaşlarımla olan etkileşimimi artırır. (moved to 21 st item)	Ders anlatımı videolarını ders öncesinde seyretmek sınıf içi zamanın daha verimli

	sağlıyor. (moved to 23 rd item)		kullanılmasını sağlar.
<i>Item</i> 25	Öğretmenim ters yüz sınıf modelini kullanmak için yeterli birikime sahiptir. (omitted)	Ters yüz sınıf yaklaşımı İngilizce temel konuşmalara katılma konusunda özgüvenimi geliştirir. (moved to 22 nd item)	Ders anlatımı videolarını ders öncesinde seyretmek derse hazır hissetmemi sağlar.
<i>Item</i> 26	Öğretmenim ters yüz sınıf ortamında farklı teknikler kullanır. (moved to 29 th item)	Ders anlatımı videolarını ders öncesinde seyretmek İngilizce öğrenme motivasyonumu artırır. (moved to 23 rd item)	Ters yüz sınıf ortamında geleneksel (klasik) sınıfa ortamına göre daha farklı teknikler kullanılır.
<i>Item</i> 27		Ders anlatımı videolarını ders öncesinde seyretmek sınıf içi zamanın daha verimli kullanılmasını sağlar. (moved to 24 th item)	Sınıf içerisinde yapılan grup aktiviteleri daha etkili öğrenmemi sağlar.
<i>Item</i> 28		Ders anlatımı videolarını ders öncesinde seyretmek ders öncesinde izlemek derse hazır hissetmemi sağlar. (moved to 25 th item)	Dersin videolar aracılığı ile anlatılması, kendi öğrenme hızıma göre çalışmama imkan verir.
<i>Item</i> 29		Ters yüz sınıf ortamında geleneksel sınıfa ortamına göre daha farklı teknikler kullanılır. (omitted)	Dersin videolar aracılığı ile anlatılması, öğrenci merkezli öğrenme için olanak sağlar.
<i>Item</i> 30		Sınıf içinde yapılan grup aktiviteleri daha	Dersin videolar aracılığı ile anlatılması,

	etkili öğrenmemi sağlar. (omitted)	öğrencinin bireysel olarak çalışmasına olanak sağlar.
<i>Item</i> 31	Dersin videolar aracılığı ile anlatılması kendi öğrenme hızıma göre çalışmama imkan verir. (moved to 28 th item)	Ders anlatım videolarına ders öncesinde erişebilmek, öğrenmemi kolaylaştırır.
<i>Item</i> 32	Dersin videolar aracılığı ile anlatılması öğrenci merkezli öğrenme için olanak sağlar. (moved to 29 th item)	Görsel eğitim araçlarının (videolar, resimler) kullanımı öğrenmenin kalıcılığını artırır.
<i>Item</i> 33	Dersin videolar aracılığı ile anlatılması öğrencinin bireysel olarak çalışmasına olanak sağlar. (moved to 30 th item)	Ters yüz sınıf yaklaşımı geleneksel (klasik) sınıflardan daha rahat bir öğrenme ortamı sağlar.
<i>Item</i> 34	Ders anlatım videolarına sınıf dışından erişebilmek öğrenmemi kolaylaştırır. (moved to 31 st item)	Ters yüz sınıf yaklaşımı anlamadığım konuları sınıf dışında çalışmama fırsat verir.
<i>Item</i> 35	Görsel eğitim araçlarının (videolar, resimler) kullanımı öğrenmenin kalıcılığını artırır. (moved to 32 nd item)	
<i>Item</i> 36	Ters yüz sınıf yaklaşımı teknik aksaklıklardan	

	(bilgisayar, internet kaynaklı) olumsuz etkilenebilir. (omitted)
<i>Item</i> 37	Ters yüz sınıf yaklaşımı geleneksel sınıflardan daha rahat bir öğrenme ortamı sağlar. (moved to 33 rd item)
<i>Item</i> 38	Ters yüz sınıf yaklaşımı İngilizce ile ilgili öğrenme problemlerimi sınıf dışında çözmeme fırsat verir. (moved to 34 th item)

APPENDIX 8. CONSENT FORM

Gönüllü Katılım Formu

Bu yüksek lisans tez çalışması, Üniversite düzeyi İngilizce sınıflarında Ters-Yüz Sınıf Yaklaşımı'nın değerlendirilmesi amacıyla yürütülmektedir. Çalışmanın amacı, katılımcıların Ters-Yüz Sınıf (Flipped Classroom) ile ilgili algıları hakkında bilgi toplamak ve Ters-yüz Sınıf yaklaşımının öğrencilerin başarısı üzerinde etkisi olup olmadığını belirlemektir. Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Katılımınız ve cevaplarınız kesinlikle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek veriler bilimsel yayımlarda kullanılacaktır.

Çalışma kapsamında uygulanacak anket, kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda, anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Tez çalışması sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için İngiliz Dili ve Edebiyatı Bölümü Öğretim Görevlisi Özlem ERDEM ÇAVDAR (Oda: 305; Dahili: 6021; E-posta: o_erdem@artvin.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX 9. THE VIDEOS USED FOR EDUCATIONAL PURPOSES

1. <https://www.youtube.com/watch?v=kuLt890cCVo> (Telling the Time)
2. <https://www.youtube.com/watch?v=QUVscCzjIEg> (The Simple Present Tense)
3. <https://www.youtube.com/watch?v=Ubg7liGkJ0E> (Months and Seasons)
4. https://www.youtube.com/watch?list=PLJntHWbVeEU9lXxN_nkePJ9irvwdCdfIb&v=NWnECL_AIDVQ (like, love, hate+Ving)
5. <https://www.youtube.com/watch?v=w7ygOVh6T-Y> (Prepositions)
6. https://www.youtube.com/watch?time_continue=1&v=2wIDfIxUL88 (There is/are)
7. https://www.youtube.com/watch?v=7d_oNAqJRGY (a/an/some/any)
8. <https://www.youtube.com/watch?v=Hok4HpPCA1c> (this/that/these/those)
9. https://www.youtube.com/watch?list=PLJntHWbVeEU_2j3XXsvH1ht4yWCz7t-Ti&v=sSAmVbaXGAE (can/can't)
10. <https://www.youtube.com/watch?v=GOO7P2QXnpA> (was/were)
11. <https://www.youtube.com/watch?v=i86DmOPvBCw> (could/couldn't)

CURRICULUM VITAE

Özlem ERDEM ÇAVDAR was born in Artvin in 1986. She completed her primary education in Gazi Primary School and continued Artvin Anatolian High School for her secondary education. Completing Artvin Anatolian Teachers' High School, she started her bachelor degree in English Language Teaching Department at Middle East Technical University. In 2014, she started her master's degree in Karadeniz Technical University Applied Linguistics programme. She has been working as an English instructor at Artvin Coruh University since 2009.

Çavdar is married and has a two-year-old son. She knows English and German.

