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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**THE EFFECT OF FLIPPED CLASSROOM MODEL ON STUDENTS'**
**LEARNING ENGLISH**

**THESIS BY**
**Gökçen ÜNSAL**

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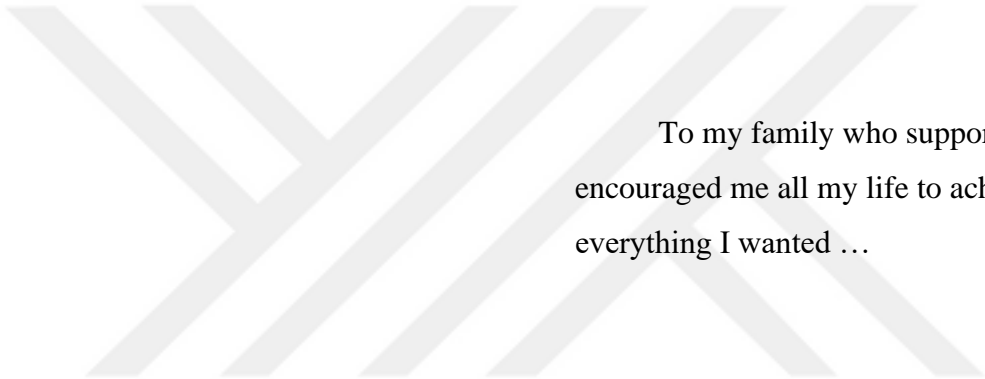(The Original Copy Hold in The Institute Directorate is Signed.)


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**DEDICATION**

To my family who supported and
encouraged me all my life to achieve
everything I wanted …

# ETHICS DECLARATION

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I prepared this thesis within the framework of academic and ethics rules,

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# ABSTRACT

## THE EFFECT OF FLIPPED CLASSROOM MODEL ON STUDENTS' LEARNING ENGLISH

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Today, technology surrounds people in every field of life. Everything is done with the help of technology. New information can also be obtained from the internet with or also without teacher guidance. While learning a foreign language, it can be achieved online and supporting activities can be done in class. This is one of the most up to date models of teaching in recent years. It is called Flipped Classroom Model (FCM) and has also been applied at some schools or universities all around the world. Therefore, FC has been studied and evaluated by the researchers from different perspectives. This study describes the investigation which tries to find out the effect of flipped classroom on the perceptions and achievement scores of the preparatory class students. It was applied at Cappadocia University with 22 participants of a preparatory class. The data was collected with both qualitative and quantitative instruments such as pre-test score, post-test score, survey, interview and field notes. The data was analysed by coding, categorizing, using IBM SPSS 25, getting means, frequency and standard deviation. The data showed that the participants had positive perceptions about both non-flipped and flipped classrooms. However, the pre-test and post-test scores of the students did not show a significant difference after the implementation.

**Keywords:** Flipped classroom, non-flipped classroom, preparatory class, effect, perception

# ÖZET

## TERS YÜZ EDİLMİŞ ÖĞRENME MODELİNİN ÖĞRENCİLERİN İNGİLİZCE ÖĞRENMELERİNE ETKİSİ

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Günümüzde teknoloji hayatın her alanında insanları kuşatmaktadır. Her şey teknolojinin yardımıyla yapılmaktadır. Yeni bilgiler de öğretmen rehberliğinde veya rehberliği olmaksızın internetten elde edilebilmektedir. Yabancı dil öğrenimi çevrimiçi gerçekleştirilerek sınıfta destekleyici etkinlikler yapılabilir. Bu, son yıllardaki en güncel öğretim modellerinden biridir. Ters Yüz Edilmiş Sınıf Modeli olarak adlandırılır ve tüm dünyada bazı okullarda veya üniversitelerde de uygulanmaktadır. Bu nedenle Ters Yüz Edilmiş Sınıf Modeli, araştırmacılar tarafından farklı açılardan incelenmiş ve değerlendirilmiştir. Bu çalışma, ters yüz sınıfın hazırlık sınıfı öğrencilerinin algı ve başarı puanları üzerindeki etkisini bulmaya çalışan araştırmayı tanımlamaktadır. Kapadokya Üniversitesi'nde 22 hazırlık sınıfı katılımcısı ile uygulanmıştır. Veriler, ön test puanı, son test puanı, anket, görüşme ve alan notları gibi hem nitel hem de nicel araçlarla toplanmıştır. Veriler kodlanarak, kategorilere ayrılarak, IBM SPSS 25 kullanılarak, ortalama, frekans ve standart sapma elde edilerek analiz edilmiştir. Veriler, katılımcıların hem ters çevrilmemiş hem de ters çevrilmiş sınıflar hakkında olumlu algılara sahip olduğunu göstermiştir. Ancak öğrencilerin ön test ve son test puanları uygulama sonrasında anlamlı bir farklılık göstermemiştir.

**Anahtar Kelimeler:** Ters yüz sınıf, ters yüz olmayan sınıf, hazırlık sınıfı, etki, algı

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# ABBREVIATIONS

| | |
|---|---|
| FC | : Flipped Classroom |
| FCM | : Flipped Classroom Model |
| EFL | : English as a Foreign Language |
| ELT | : English Language Teaching |
| PSELT | : Pre-service English Language Teacher |
| TBL | : Team-based Learning |
| CUCEI | : College and University Classroom Environment Inventory |
| TFM | : Text-formatted Material |
| IDV | : Instructor-Developed Video |
| ASV | : Alternative Source Video |
| GSL | : Guest Speaker's Lecture |
| COVID-19 | : Corona Virus Disease |
| ALMS | : Academic Learning Management System |
| LMS | : Learning Management System |
| SOFL | : Synchronous Online Flipped Learning |

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**CHAPTER I**

**1. INTRODUCTION**

This thesis subjects the perception of the students regarding the application of Flipped Classroom and explores how it affects a preparatory class at Cappadocia University in Nevşehir, Turkey. In this chapter, the background, problem statement, purpose, research questions, the significance, limitations, operational definitions, and the synopsis of the thesis will be delineated.

**1.1. Background of the Study**

In the past, there used to be a few methods and approaches that the researchers used to discuss language teaching such as grammar-translation, direct method or the natural approach etc. However, in today's world which people do everything with the help of technology, the ways people choose to acquire new information have changed a lot. The general consensus about the field is that language learning involves more than just being exposed to information (Barr, 2016). Learners need to see how the language is used appropriately in real-life situations and additionally, they try to use them actively when they need to communicate. In a formal learning atmosphere, in other words, in classes, learners listen to what their teacher says; try to figure out the topic and it takes time to adapt themselves to the topic. They do a few exercises just after the topic is presented by their teacher. When the learners go home, they forget about what they have learned in the class because they do not take the responsibility of learning. Not until teachers get the exam results, can they recognize that students are not competent enough about what is taught in the class some time before.

Based on the Bloom's taxonomy, constructivism disputes whether using communication and interactive activities in which learners play engaged and active roles may inspire learning and achieve all of the learners' goals (Ahmed, 2016). These two theories are related to flipped classroom approach because FCM also leads students to be active, conscious, responsible and successful during their learning process (Eppard & Rochdi,2017).

In traditional or non-flipped classrooms, teachers come to class, present a topic and give students assignments for them to do at home for the purpose of practice; however, flipped classrooms lead students to learn the intended topic at home and then

come to class to have different activities in order to have a more permanent idea about it (Bell, 2015). It is one of the most widely known kinds of blended learning which reverses the concept of learning which is mostly believed as 'Learning takes place in the class'. Prevalla and Uzunboylu (2019) define the flipped classroom as providing videos and extra materials for students to reach the information online at home. With this new model of teaching, students are assigned to watch videos or read about the topic related to weekly content of the lesson online. For instance, students study the subject area of Present Perfect Tense or for vocabulary about travelling online on their own. They take notes, prepare their questions or they get a quiz about the related topic at home. Then, they talk about their questions to fully understand the subject and they do exercises which include higher-order thinking skills like discussions and solving problems in class. Therefore, students become more active, aware and responsible for their learning.

As Gopalan and Klann (2017) think, flipped classroom gives students the chance to have an active and responsible role in their learning process. Flipped teaching is a special type of education which can trigger an alteration in the culture of education in this century by connecting the technology with being sociable at the same time (Strohmyer, 2016). By giving a chance to students to take responsibility for their own learning and make them active learners, flipped classroom can change learning habits substantially (Ayçiçek & Yanpar Yelken, 2018).

The effectiveness of FCM has been exemplified by some universities like MEF university (https://www.mef.edu.tr/tr/flipped-learning) and the University of Texas Austin (https://facultyinnovate.utexas.edu/flipped-classroom). They have been giving all the lessons in flipped classroom concept for the last few years and the effects of using FC have been discussed since then.

## 1.2. Statement of the Problem

Students generally feel they completely understand a subject when it is presented in class, but the other day when you ask a question about it, you understand that students actually have not understood that subject (Willingham, 2003). Moreover, there is a limited amount of class time; not all learners are at the same rate of acquiring the information and learners are not active enough in typical classes (Ayçiçek & Yanpar Yelken, 2018). In these circumstances, efficient learning may not be achieved as a whole class. Therefore, there has been an increase in the number of innovative

techniques in order to provide a more effective and permanent learning process for the students (Kozikoğlu, 2019).

In the first week of the semester, I tried to get to know my students, their competence, performance and level. The first thing which drew my attention was that my students were at different levels. Actually, the students were placed in the classes of the same levels according to OOPT (Online Oxford Placement Test) scores but some of them were newcomers with a high capacity of learning a language and a few of the students were the ones who failed in the previous year and were going to study the same level again. Therefore, when a new topic was given, time management became a big dilemma in the class because when more time was advocated for more activities for the sake of repeating students to make them become more competent, the other group of students started to lose their interest as they felt bored. Therefore, I had to find a way to solve this situation. I searched about flipped classroom model. As it enables both slow learners and competent learners to learn at their own pace and it encourages lecturers to manage the time and keep students' interest alive, I decided to apply it in my classroom in order to help the students get prepared for the topic beforehand, reach the same level of knowledge about the target topic and feel ready for practicing by exercises. In addition, to be able to improve ourselves in language teaching and learning in Turkey, lecturers should be open to try new techniques, innovative models in the field. Moreover, the new generation is already accustomed to searching and learning new things online and they are liable to using technology in every part of their lives.

## 1.3. Purpose of the Study

Sometimes teachers encounter students with different English competence levels in class. They search for different methods, get help from communicative activities and use some strategies to handle this difference of levels. FC is one of those models which is in the high rate of use in recent years in order to overcome this problem.

The aim of this research is to apply flipped classroom and explore the perceptions of the students about flipped classroom and the effects of it on a preparatory class at Cappadocia University.

## 1.4. Research Questions

In this study, it is aimed to find out the answers to the research questions below by applying FCM:

1. What are the perceptions of the students towards non-flipped and flipped classroom model?
2. Is there a significant difference in the scores of the students after the flipped classroom model applied?
3. What are the advantages and disadvantages of using flipped classroom model in a preparatory classroom?

## 1.5. Significance of the Study

A great number of researchers have searched for the effectiveness of FCM by doing experiments at high schools and universities. In these studies, perceptions of the students, achievement scores, classroom engagement, effect of FCM on classroom atmosphere has been searched (Strohmyer, 2016; Szparagowski, 2014). As far as this matter has been examined from the online sources, with the needs arising from current reasons, the interest and curiosity in the effect of the flipped classroom have increased more and there is a need for studies in different contexts.

Thus, this study will contribute to the literature by indicating another result of the application of FC in terms of students' perceptions and achievement; and exploring how it affects a preparatory class context consisting of students who are going to study English Language and Literature or English Translation and Interpreting at Cappadocia University in Nevşehir, Turkey.

Besides, in this technology world of this century, while using popular ways of teaching such as FCM, this thesis presents empirical and objective data to the academicians who research about the same topic. It illustrates both quantitative and qualitative results about the effect of FCM by applying it in the class as a researcher and collecting data from different tools such as surveys, field notes and interviews.

This study has been written in COVID-19 pandemic period when use of FCM has increased in direct proportion to broader use of technology. Therefore, it also addresses another aspect about the use of technology, online education, time management and FCM distinctively.

## 1.6. Operational Definitions

'Flipped classroom' is a type of classroom in which the things we do in the class is interchanged with the things we do at home. It can be said that students learn the topics by multimedia sources at home and when they come to school, they practice what they learn at home (Bergmann & Sams, 2012). The term 'non-flipped classroom' is different from flipped classroom in a number of respects. It was chosen on purpose since it is different from traditional classroom in the sense of practice. Before the implication of flipped classroom, the teacher used different kinds of methods and activities for the students to speak and interact. The topics were not directly presented by lecturing in the class as in traditional classroom (Eichler & Peeples, 2016; Szparagowski, 2014).

The survey has four categories and each of them is defined in this context as below:

'Motivation' encompasses feeling motivated, enjoying and preferring the model.

'Effectiveness' signifies being efficient and good way of learning and helping students learn a lot of things in a meaningful way.

'Engagement' represents being active in learning procedure and spending time and effort for learning.

'Overall satisfaction' stands for being happy and satisfied with the model in general.

## 1.7. Synopsis of the Chapter

This thesis is constructed in five chapters. The present chapter is devoted to present the subject of the thesis and explain the background, problem, aim, research questions, importance, operational definitions, and the synopsis of the thesis.

The second chapter includes the related literature review. In this context, it includes the introduction, the studies on FCM as a new approach for learning English, the studies concentrating on the perception of students about FCM, and the studies deal with FCM and its role in the pandemic period.

The third chapter explains the methodology of the study. Accordingly, a mixed type of methodology is employed in the thesis. In this context, research design, setting and participants, implementation of FCM, data collection tools, procedure, ethical matters and data analysis are explained.

The fourth chapter dwells on the findings of the study. In this context, findings are presented by four sections: survey findings, interview findings, field notes findings, and scores of pre-test and post-test.

The fifth chapter is the conclusion part in which overview of the chapters, summary of the study and overall discussion are included. In addition, all the data is analysed in comparison with the literature.

**CHAPTER II**

## 2. LITERATURE REVIEW

### 2.1. Introduction

The first implementation of flipped classroom is done by two chemistry teachers who are called Jonathan Bergmann and Aaron Sams (2012). Some different types of students who have true excuses about not being able to learn a subject efficiently enabled them to generate ideas about flipped learning. For instance, one of the students had difficulty in taking notes because their lecturer spoke too fast; or another student could not attend the classes because of her busy sports life. Besides, there was also a student who performed well in the exams but she could not understand the intended topic well. Based on these situations, the concept of the teachers was shaped by the wish of help. Moreover, they started to record their lessons and put them online so that students could catch up with what was taught in the class.

### 2.2. Perceptions of Students about FCM

Perception is such a crucial phenomenon that determines the opinion of people about the implementation and sustainability of learning approaches (Özdemir, 2017). Moreover, it constructs the behaviour of people and their enthusiasm towards the lessons (Özüdoğru et al., 2018). Therefore, perception is worth to be concentrated on in relation to education. Besides, there are several academic studies focused on investigating the perception of students on learning models. To illustrate, in lessons of physiology at Southern Illinois University Edwardsville, Gopalan and Klann (2017) did research on FCM involving 187 participants and compared their perceptions and performance. Only one of the instructors flipped his class and also combined it with team-based learning (TBL) for sixteen weeks. Final grades of the students were obtained and an anonymous survey was applied to the students in order to get feedback about FCM. It was inferred that most of the students liked the feeling of getting ready for the next lesson. According to the results, the flipped model is more effective but still, more studies need to be done about some specific topics in flipped classroom concepts.

Another FCM was applied as a case study in a mathematics intensive core course with biomedical engineering students during five weeks and searched by Corrias and Hong (2015). The researchers utilized a survey to find out the students' opinion about their learning experience and a reward system to make the process enjoyable and motivating and self-assessment quizzes for the students to be able to recognize their competence level about their target subject. Although there was an improvement in the performance of the students, they did not attribute this improvement wholly to FCM.

Long, Logan & Waugh (2016) used videos as pre-class learning in environmental soil science at a university in the Southeastern US. They utilized Text-formatted Material (TFM) and three different kinds of videos which can be classified as (a) the Instructor-Developed Video (IDV), (b) the Alternative Source Video (ASV), and (c) the Guest Speaker's Lecture (GSL). In the study, there were 55 participants of which 51 took the survey at the end of the course. The researchers applied the survey to find out the perceptions and attitudes of the students about their FCM experiences. There were also open-ended questions, which turned the study into a mixed type. Descriptive analysis and open coding were used to analyse the data. The results of the study indicate that the participants' attitudes towards FCM were largely positive. They could learn the topic much easily with the help of interesting and useful videos and quizzes.

Akçor (2018) implemented FCM in an English Language Teaching (ELT) class and searched about the perceptions and attitudes of the students by making analysis of both quantitative and qualitative instruments. The researcher applied four weeks flipped classroom with 29 Pre-service English Language Teachers (PSELTs) and utilized a pre-experimental One-Group pre-test and post-test design. According to the analysis of the instruments, the study shows that PSELTs have positive perceptions and fulfilling experience of FCM. The students found the model enjoyable and motivating. In addition, they thought that the flipped classroom provided participants to follow the videos and learn the topic in accordance with their pace. However, participants did not like the quizzes and delay in the uploading process of the videos because of the poor internet connection. From the instructor's perspective, it is a useful model which deserves to be tried.

Çavdar (2018) practiced FCM at Artvin Coruh University with 52 students in the control group; 44 students in the experiment group for seven weeks with the aim of finding out whether FCM changes students' attitudes, perceptions and performance. The researcher utilized a quasi-experimental design and collected her data with pre-test,

post-test, a survey, four different kinds of interviews and a journal. The students believe that flipped classroom is an enjoyable way to learn English as it stimulates them to interact with their peers and take responsibility for their own learning. The students showed a positive change in their attitudes. As can be inferred from the research that teachers can use this model as a subsidiary teaching to traditional way of teaching. Additionally, according to the results from all the data analysis, it should be taken into consideration that the videos chosen must be attractive for the students and ascertained that the students are academically competent enough to attempt E-learning.

There may also be some misperceptions about flipped teaching. Some notable examples are that flipped classroom can only be applied by videos; it weakens interaction between students and teachers; teachers cannot control if students have learned a topic, and it is the same as online courses (Filiz & Kurt, 2014).

Students may also have a prejudice about learning something online because they may think that they cannot learn alone and always need someone else to support them. When they are alone, they may feel too comfortable to concentrate and get disciplined.

It can be said that flipped classroom model is applied in different lessons during different periods. In general, students have positive perceptions about the model and they find it enjoyable, motivating and effective way of learning. However, some students are not satisfied with the uploading process of the videos. In addition, there are a few misperceptions about flipped classroom model because it is thought that videos may take teachers' place, there may not be enough interaction between students and teachers. Moreover, it may be difficult to control students. However, it should be kept in mind that videos in flipped classroom do not take teacher's position in teaching; flipped classroom is not just an online course or it does not prevent students from socializing (Szparagowski, 2014). It is a new trend in teaching that has some merits and demerits which require to be examined thoroughly and carefully. Having analysed the pros and cons of the model by research done until now, this study was started up to make a contribution to the field.

## 2.3. The Effect of FCM on Students' Performance

In one of the studies, the flipped classroom was applied in three classes and four classes were taught in traditional ways at Lone Peak high school in Highland Utah; and

the scores of the experiment group were compared with the control groups' (Bell, 2015). There was not a significant difference in students' scores but according to a survey applied to the experiment group, answers to the statement 'How much did the students believe that the flipped classroom has helped/would help them learn' show a slightly positive association towards learning in the flipped classroom with a mean of 3.219. However, the study illustrates that students' performance in flipped class is similar to that in traditional class.

Elian and Hamaidi (2018) investigated the effect of FCM on fourth grade students' achievement in the subject of science in a private school in the Amman area by using a pre-test/post-test Quasi-Experimental Design. The total number of the students was 2134; however, in the sample of the study, 22 students in the experimental group and 22 students in the control group were included in the study. After getting training about the implementation, the teacher applied FCM for three weeks. The researchers concluded that flipped classroom enhances students' academic performance because it showed that there was a significant difference in the modified means of control and experimental group. However, the means of scores did not show a statistically significant difference according to gender. It was also suggested by the researchers that teachers should be educated about the use of modern education styles such as flipped classroom and the FCM model should be applied to other levels and lessons.

At the Texas A&M Health Science Center Rangel College of Pharmacy, FCM was applied in an Integrated Pharmacotherapy lesson with 89 students in the education year of 2012. Like most of the other researches, to be able to obtain both qualitative and quantitative results, scores of the students were compared as pre-test and post-test via paired *t*-test; additionally, pre-course – post-course surveys in which there are some open-ended questions were given to students. Their performance made progress fundamentally in the course (Koo et al., 2016).

A meta-analysis was done by Karagöl and Esen (2019) and in the study, they give information about what kind of learning FCM is; its origin; the role of the teachers and students and its effects on student achievement. The main aim of the researchers was to find out the effect of FCM on academic achievement in accordance with student number, level, time, teacher and being national or international. According to the research which includes the analysis of scientific journals, master's and doctoral theses, studies could not reach a convergence on the effect of FCM because in some studies

students got higher results; in others students showed lower scores after the application of flipped classroom. However, it can be concluded from their study that FCM is more successful when it is implemented with at most thirty primary school level students between one to four weeks and it also promotes learning and supports teachers' classroom management.

Another research was conducted by Çalışkan (2016) with the aim of saving the class from being teacher-centred by giving students the chance to practice with the use of engaging group activities and take their own responsibility in learning. She practiced flipped classroom for five weeks. A mixed – methodology study in which students' grades were analysed as pre-test and post-test, focus group interviews were done and field notes were taken about the implementation of flipped classroom was carried out with 22 elementary level students at a private university in Turkey by Çalışkan. The results of her study indicate that flipped classroom affects students' performance in a positive way because of the advantages of technological innovations in this era of technology.

In addition to the practices of FCM at universities, there is also research in which FCM was experimented with seventh grade students at a secondary school in Turkey for four weeks. The number of the participants for the experiment and control group was 20 per group. In order to collect data, the researchers (Ayçiçek & YanparYelken, 2018) implemented an inventory called 'Classroom Engagement Inventory' which was adapted and decreased to 23 items. It can be inferred from the results of the difference between the post-test scores of the experiment and control group, students showed a higher level of engagement in the class. Besides, it increases the interaction between students and teachers; teachers can focus more on the individuals and it provides a freedom from time and place.

To sum up, it is clear that the implementation of flipped classroom model in the classes affected the performance of the students in a positive way according to the most of the studies. The students who took part in the research got higher scores in the exams or engaged themselves more in the class when flipped classroom was applied for even three or four weeks.

**2.4. Flipped Classroom and Its Role in Education During Pandemic Period**

Since the spring term of education year 2019-2020, lessons have been given in the form of distance education. In the fall semester, due to the risk of spread of COVID-19, it has been decided by the government that the lessons will be given in 'hybrid' form. Hence, it seems really logical that FCM can be adopted in especially foreign language teaching contexts. During the stay-at-home period, every school or university adapted their teaching styles to the online education and assessment. To be able to improve in online education, lecturers have produced more about how to teach their subjects more effectively.

During the pandemic, online education was adopted all around Bangladesh because of lockdown. Khan and Abdou (2020) presented a pathway especially for the schools which do not have a teaching platform by using FCM for institutions of higher education in Bangladesh. First suggestion was about sharing materials, videos, notes, slideshows about a postgraduate course via Google Drive/ Gmail and creating a discussion board with the aim of collaborative learning on Facebook group.  Second suggestion was about organizing an online synchronous lecture after sharing all the resources with the students two days before the lesson that is held on the Zoom platform. Students ask questions for more clarification and give suggestions for the next lesson and at the end of lessons, the teacher gives information about the next class. Because of the limitations of the suggestions above, teachers can also record their voice to give more explanation for confusing subjects; plan lessons in a very detailed way; find different ways for students to participate in the learning process actively.

Another research was done with 123 students who study Pedagogy and Primary Education in the University of Málaga to explore the students' perception about the usefulness of FCM. The teachers supported their students by working both synchronously and asynchronously through Google Meet and Blackboard Ultra. Students showed their performance by preparing individual e-portfolios and reflections and group presentations. For the purpose of collecting data, an online survey was applied to the participants. The study shows that FCM promotes students' self-directed learning and amends the use of time (Colomo et al., 2020).

In the University of 17 Agustus 1945 Surabaya, Indonesia, FCM was conducted in law school by using comparative and conceptual methods during COVID-19 in order to find out the best way to teach and learn with the help of technology. In this

qualitative research, data was collected via narratives to see if FCM works in legal education. A Learning Management System (LMS) was used to provide material and communicate with the students. As the flipped learning process was beneficial and productive, it has been suggested that this method can be preferred during the pandemic period (Pakpahan, 2020).

Ma (2020) examined the effect of synchronous online flipped learning (SOFL) on 60 students who study ELT at Xi'an International University in China by collecting data from an online survey and interviews with 25 students. ChaoXing platform and other platforms like Zoom were used efficiently to organize online lessons, record videos, interact with students, provide material such as articles, tasks and homework; and evaluate learning. A task was given before each lesson. In online lessons, problems were discussed and different engaging activities were chosen for students. The survey handles five categories; social presence, teaching presence, cognitive presence, evaluation and effect. According to the results of the survey, most of the students were satisfied with the model because of diverse sources, more interaction, online contemporary feedback, discussion with peers. As regards the interview, students liked the concept of using pseudonyms in asynchronous lessons; however, they stated that it was hard for them to perpetuate their concentration during synchronous lessons. All in all, they opted for SOFL rather than traditional e-learning.

Consequently, it depicts that FCM was preferred by most of the schools during pandemic period. Different materials, applications, learning systems/ platforms and evaluation methods were utilized. It is suggested that FCM can be benefited to promote learning for students during distance education.

**CHAPTER III**

**3. METHODOLOGY**

The methodology of this study is based on not only revival of the secondary sources but also the primary data collection by interview carried out with 8 students and survey carried out with 22 students at Cappadocia University. Besides, field notes taken by the researcher to observe the impacts of FCM are also benefited. To create empirical and reliable data on the flipped classroom, a mixed research methodology is utilized. According to Johnson and Onwuegbuzie (2004), this method is a third way of research consisting of both qualitative and quantitative methodologies to draw on experiences, and statistical data to the issue. The main rationale behind this preference is both to be able to grasp deeply the perceptions of the students so as to flip classrooms and strengthen the findings of the study through benefiting from the advantages and reducing the disadvantages of each method. In this context, the disadvantages of quantitative methodology, which is reflecting the limited information on the issue as it requires specific answers listed in the structured form, are endeavoured to reduce by using open-ended questions through semi-structured interviews. Also, the disadvantages of qualitative methodology, which has prejudices and manipulations, are struggled to be reduced by using surveys which are incapable of intervention by the researcher. Accordingly, not only statistical data is obtained from the survey analysis but also in-depth insight of the fieldwork participants is garnered. Therefore, the study is able to prove cause and effect relations. Overall, while quantitative methodology provides a general perspective on the topic, qualitative methodology ensures a deeper understanding.

**3.1. Research Design**

This study is designed through the sequential explanatory design among the research designs of mixed type. That is because this design enables the researcher to collect both quantitative and qualitative data sequentially and compare the findings of each data (Creswell, 2013). Additionally, the data garnered from the quantitative research methods is designed by a pre-experimental study which enables the researcher to apply one group pre-test, post-test, and a survey (Frey, 2018). The data collected by the qualitative research method is designed by a case study to reveal the perception of

the participants in the natural atmosphere (Yıldırım & Şimşek, 2016). In this regard, the data from the survey is analysed and presented in the subtitle of quantitative findings while the data from the interview is analysed and presented in the subtitle of qualitative findings in the Chapter IV Findings. Subsequently, each data is compared and discussed in the Chapter V Discussion and Conclusion.

## 3.2. Settings and Participants

The study was carried out at Cappadocia University in Nevşehir, Turkey. It is a private foundation university and has different kinds of programs such as associate's degree programs for aviation, health and tourism guidance, Equine studies (a program which teaches care, training, and riding of horses), and faculties which are Faculty of Economics and Administrative Sciences, and Humanities, and Faculty of Health Sciences. Some of these programs have obligatory preparatory classes in which students are taught English from A1 level to B2 level because 30% of their lessons are given in English. All of the preparatory programs have both English main courses and skills lessons. Main course and skills lessons are given by different lecturers for each group.

The class for the research was chosen by convenience sampling. Taherdoost (2016) asserted that convenience sampling is employed by the researcher since the participants are already available and easy to contact for the researcher. Therefore, to follow the steps of FCM much more easily, the researcher chose the class which was taught by herself.

The research was conducted with the preparatory class for the students of not only English Language and Literature but also Translation and Interpreting. For these classes, Empower B2, Cambridge University Press, was preferred as a main course book as it consists of both receptive and productive skills. The main rationale behind this choice was to enable the students to think, discuss, criticize and explore the topics in detail.

According to the score obtained from OOPT (Oxford Online Placement Test), which is applied at the beginning of each term, the English competency level of the students was determined as intermediate. However, there were still divergences among the students. That is because some of them had a high capacity of English as they graduated from the foreign language department of the high schools while some of them graduated from the mathematics, literature, or science departments of the high schools.

Besides, some of the students failed the preparatory class in the previous academic year and they had to repeat the class.

## 3.3. Implementation of Flipped Classroom

In this section, at first, preparations for flipped classroom, later on, stages about the implementation of flipped classroom will be delineated.

### 3.3.1 Preparations for Flipped Classroom

To analyse and grasp how long the students watched the videos, several websites such as Edmodo and Edpuzzle were practiced by researchers. However, neither of them provided detailed information. Hence, the Academic Learning Management System (ALMS- Advancity) assisted by the university appealed to the researcher. The necessary permissions were taken from the school administration to utilize the system. The researcher uploaded videos and watched the process of the students. After this procedure, the department of distance education created the students' accounts on the system. Their username and passwords were delivered to the students. According to the weekly content and length of the term, a 'study calendar' was prepared to make the process more organized and disciplined (Appendix C). Different videos between 5-15 minutes on YouTube were selected and watched carefully by the researcher to be able to present them to the students. For each target topic, videos were chosen according to the criteria of being uncomplicated, beneficial and pleasant at the same time; and were uploaded on the system before the lesson. Here, Basal (2015) suggests that the videos which were in a format of quiz show and a part of a film /series must be chosen so that students could be more active was followed. Thus, some of the videos were chosen from the parts of films or series while some of them were chosen in the format of a funny quiz show in which two people are competing with each other on the target topics. Additionally, students can stop the video and answer the question and then they continue the video and see the correct answer. Thus, they become more conscious about what they are learning.

### 3.3.2. Stages about the Implementation of Flipped Classroom

The fieldwork study was conducted in one preparatory class during sixteen weeks. Weeks were divided into two terms so as to search for students' reactions. In the

first term, namely during the twelve weeks, the students were taught with non-flipped classroom techniques. In the second term, namely the following four weeks, the students watched the videos about grammar topics related to the weekly content in the website https://uzaktanogretim.kapadokya.edu.tr/. From the system, a report, which demonstrated who watched the video; how much of the video they watched, was received. During the study, the attitudes and participation of the students to the class activities were observed to achieve a much deeper opinion as to repercussions of FCM.

For each new topic, appropriate videos were browsed on YouTube before the lessons. Videos ranging from five to 20 minutes were taken from the following channels; The Grammar Gameshow, mmmEnglish, Oxford English Now, Anglo-link.com, Perfectly Spoken. As the research was done during main course lessons, grammar topics were focused. Although course books include 4 skills (reading, listening, writing, speaking), firstly grammar structure is given beforehand and 4 skills practice comes later on. If students do not know about how to make grammatically correct sentences, they have difficulty in producing the language. In addition, theoretical part can be learnt individually but practice should be done between two people or in a group. In general, students spend a lot of time on grasping the structure of sentences in the class and also, this part especially challenges students most. They get most of the points from the grammar part in the exams. Besides, since Passive Voice and Conditionals are more difficult topics to learn for students, two videos were chosen to enhance students' comprehension for these topics

Each video was uploaded in the afternoon before the next lesson. The participants were reminded to watch the uploaded videos until the next lesson. They were also informed that they could watch the videos again and again until they comprehended most of the points about the topic. They were also asked to take notes, write at least three sentences which were related to their real lives on their notebooks or mobile phones by using the target structure and prepare questions to discuss in the class. In case of not being able to log into the system, video links were shared with the students through email.

At the beginning of the lessons on each day when a new topic would be discussed, students' notes and sentences were checked out by their lecturer. During the first ten minutes of the lesson, while having a look at what the students did at home, the lecturer got feedback from the students verbally. Later on, the students were asked to comment on videos in respect of the accent of presenters; clarity and understandability

of the content. There were some students who did not come to the class on the previous day or did not watch the video or get prepared before the lesson. In order to compensate for this, the target topic was revised by the students on the board by sharing what they learnt.

For a better understanding, one of the FC subjects implemented in the class during the study was as follows.

The first flipped classroom implementation started with the subject 'Gerund and Infinitive' and it was detailed as below:

Participants were asked to watch the video which was shared on the system as homework; take notes about the new topic; prepare their questions and write three sentences by using the related topic. Next morning, it was controlled from the system if the participants had watched the videos. There were a few participants who had not watched the video. In the class, the notes of the students were checked by the lecturer one by one. The participants who had not watched the videos said that they had no/ poor internet connection. The participants were asked a few questions such as: 'How was the video? Was it understandable? Did you like it?'. The participants shared their opinion about the video. In order to clarify the topic, one of the volunteers were asked to come to the board and act like a lecturer. She summarized the topic and wrote three sentences and asked whether they were true or not. A few of the participants asked for clarification about different use of some verbs like try, start and stop. The lecturer showed some tables about the use of gerund & infinitive to facilitate remembering. They asked questions to each other. They shared their own sentences and asked if they had used the verb in a correct way. Then, they worked in pairs and did the communication exercise in the back of the book (Appendix L). They tried to persuade each other to visit each other's place by giving attractive activities to do in those tourist attractions by using verbs in gerund and infinitive form like 'You can try going on a tour' or 'It's important to see famous sights here.' After they finished these activities, they went on talking about the vocabulary for travel and tourism, answering the questions on the book.

Below both the topic and duration of the videos and the activities in the class are presented (see Table 1).

Table 1.

*Topic – Duration – Related Activity for Videos*

| Video Topic | Duration | Activity |
|---|---|---|
| Gerund & Infinitive | 11.27 min | On board activity – Volunteer student - Pair work |
| Passive Voice 1 | 19.33 min | On board activity – Group Discussion - Kahoot |
| Passive Voice 2 | 14.29 min | |
| So & Such | 7.00 min | Exercises in the coursebook |
| Too & Enough 1 | 8.28 min | Exercises in the coursebook |
| Conditionals 1 | 13.08 min | Whole class – Speaking – Completing conditional sentences |
| Conditionals 2 | 6.04 min | |
| Causatives | 5.09 min | Exercises in the coursebook |
| Defining & Non-defining Clause | 12.51 min | On board activity |
| Reported Speech | 10.15 min | Group activity – Who, What, Where Game |

## 3.4. Data Collection Tools

When the literature was reviewed, it was found out that researchers generally examined the effectiveness of FCM by benefitting quantitative, qualitative or mixed types of analyses. In this study, a mixed type of methodology was utilized to reach much deeper and empirical data. By triangulation (Zohrabi, 2013), surveys, pre and post-tests, interview, and field notes were applied to validate the results and augment the reliability of the study.

To be able to answer the first research question, two surveys about the perception of non-flipped and flipped classrooms were utilized. For the second research question, the midterm-I and midterm-II scores were compared as a pre-test and post-test scores. And finally, in order to find the answer for the third research question, interviews with participants and researcher's field notes were utilized and analysed.

### 3.4.1. Quantitative Data Collection Tools

Firstly, as quantitative data, midterm-I results were taken as pre-test; midterm-II as post-test. Secondly, two surveys were applied to the students. The first survey was conducted before the students were introduced to FCM. The students answered the survey 'Perception of Non-flipped Learning Experience Survey.' (see Appendix D). It was developed by three researchers, Chen, Wu and Marek (2017). The original name of the survey is 'Perception of Flipped Learning Experience Survey' but all the 'flipped' words were adapted and turned into 'non-flipped' and conducted in that form to be able to find out the perception of the students about non-flipped class before the implementation of flipped class. The survey consists of 14 questions which evaluate the questions from strongly disagree to strongly agree, in other words from the rate of 1-5 Likert type. This instrument was previously utilized to learn about Pre-service English Language Teachers' (PSELTs') attitudes toward and perceptions of a pre-class learning experience and materials. In this study, it was applied to the preparatory class students to find out if they perceive the flipped class positively or negatively. The statements in the survey should be clear and make the participants feel comfortable (Canals, 2017) so this instrument was found very suitable for this research. The survey matches the purpose and research questions of the study to a large extent. The statements in the survey generally focus on how students feel during the lessons. The 5-point Likert scale instrument includes 14 statements based on four constructs which are motivation (items 2, 4, 7, 9, 11), effectiveness (items 1, 3, 8, 10), engagement (items 5, 6, 12, 13), and overall satisfaction (item 14). Cronbach's alpha reliability score of the instrument is $\alpha=$ .962. Cronbach's alpha measures the internal consistency of a survey according to the number of the items (Vaske et.al, 2017). If the reliability coefficient is .70 or higher, it is considered 'acceptable' in studies.

The second survey 'Perception of Flipped Learning Experience Survey' (see Appendix E) was conducted after the students experienced the FCM. The questions of this survey are the same as the non-flipped ways of learning English, only the names of teaching techniques were changed. Before starting the survey, they replied the question whether they held FCM before, and if so, when. However, none of the students had been taught in flipped classrooms before.

### 3.4.2. Qualitative Data Collection Tools

Seidman (2006) expressed in his book that the fieldwork participants evaluated their experiences and gave the details about how they felt during their experience with the help of an interview. In this context, to reveal the feelings and opinions of the participants of the fieldwork study the interview was conducted with eight students selected randomly. The semi-structured interview had three questions to reveal the perception of students towards flipped classroom method (see Appendix F). The interview questions were prepared in advance. Considering the advice of Fylan (2005), semi-structured interview questions could be extended, added or changed according to the answers given by the participants.

Moreover, to support all the information gathered via interviews, the researcher took field notes during the lessons and these field notes include the observations of non-verbal cues, behaviours and feelings of the students (see Appendix Q). That is because the observations are crucial to show how active and happy the participants are in their environment (Sutton & Austin, 2015).

### 3.5. Procedure

Before conducting the fieldwork study, a consent form was signed by the administrator of the university and the 53 participants (see Appendix B). After that, it was planned to practice a non-flipped classroom approach for the twelve weeks of the term, and a flipped classroom approach for the four weeks of the term. The procedure of the practices initiated with the pre-test score stemmed from midterm-I (see Appendix H). Later on, the students were informed about the research topic and the process. After the implementation of non-flipped classroom during twelve weeks, the survey 'Perception of Non-flipped Classroom' was applied to the participants. Later on, the FCM was commenced to apply for four weeks, and related videos were uploaded in the ALMS. During in-class tasks, the lecturer observed the situation of the students and took notes to see how they react to the new technique as well. At the end of four weeks, a post-test was applied to the students, the score of which was based on the midterm-II (see Appendix J). Besides, after the implementation of flipped classroom was completed, the lecturer conducted the survey 'Perception of Flipped Classroom' to the participants. Finally, eight students who were randomly selected were interviewed by the researcher to grasp the perception of the participants on FCM in detail.

**3.6. Ethical Matters**

In the thesis, all questions of data collection tools were approved by the ethical committee of the Çağ University. Both the survey and the interviews were carried out per the highest ethical standards to protect the respondents. Also, the data was obtained within the time reported to the ethical committee. The survey and interviews were preferred to be conducted face-to-face at Cappadocia University. Before starting the survey and interviews, respondents were given detailed information about the targets of the study. Also, they were informed that they could quit the survey or interview whenever they wished. All participants and the interviewees signed the consent form to specify their voluntary participation in the thesis (see Appendix B). In terms of confidentiality, the respondents were anonymized and for ethical purposes, they were identified as P1, P2, P3, and so on.

**3.7. Data Analysis**

The data garnered from the fieldwork study was analysed by two techniques. On one hand, data collected from the survey participants were analysed by IBM SPSS Statistics 25, and calculated by descriptive statistics. In this context, frequencies, percentages, and mean scores were taken into consideration, and the data presented and interpreted in this sense. The normal distribution of numerical variables was analysed with Shapiro–Wilk test of normality and Q-Q graphics. Through this way, empirical and reliable data was obtained. All data was presented in tables. In addition, paired t-test was used to compare the scores of pre-test during non-flipped classroom and the scores of post-test during flipped classroom based on midterm-I and midterm-II. The main rationale behind this comparison was to investigate whether there was a significant difference in the scores of students in relation to application of FCM. All data was presented by tables and the mean scores were ranked and evaluated as below (Damianus et al., 2020):

1.00 - 1.80 Very low
1.81 - 2.60 Low
2.61 - 3.40 Moderate
3.41 - 4.20 High
4.21 - 5.00 Very High

On the other hand, the data gathered from the interviewees, were scrutinized by context analysis forming categorization by the software program ATLAS.ti. Accordingly, the emerging themes were coded under the categories of advantages and disadvantages of the FCM. The data were presented with the quotations from the sentences of the interviewees. As regards the academic confidentiality and ethical purposes, the interviewees were anonymised and presented in the study as P1, P2, and so forth.

In addition, field notes of the lecturer were categorized manually. The main goal of the researcher was to interpret the findings per her observations. All the codes were interpreted in the discussion section by merging with the analysis of data collected by interviews.

## CHAPTER IV

## 4. FINDINGS

This chapter is devoted to presenting the findings obtained from qualitative and quantitative research methodologies. The findings of the fieldwork study will be presented in four parts. The first one illustrates the survey analysis under the quantitative methodology. The second one demonstrates the analysis of the interviews under the qualitative methodology. The third one shows the analysis of the field notes as a part of the qualitative methodology. The last one demonstrates the pre-test and post-test scores. All data were presented through the same themes and codes.

### 4.1. Quantitative Findings

### 4.1.1. Survey Findings: Perception of Non-flipped Classroom

Survey findings will be presented in two sections. In the first, the analysis of the survey applied before flipped classroom technique will be illustrated. In the second, the analysis of the survey applied after flipped classroom technique will be demonstrated according to the criterion of the mean scores which are categorized in five criteria. The score of mean 1.00 to 1.80 is categorized as 'very low', 1.81 to 2.60 is categorized as 'low', 2.61 to 3.40 is categorized as 'moderate' 3.41 to 4.20 is categorized as 'high', and 4.21 to 5.00 is categorized as 'very high'. In this context, the mean score 1.00 to 2.60 conveys the negative perception while the mean score 3.41 to 5.00 conveys the positive perception.

### 4.1.1.1. The Analysis of the Survey Applied Before FCM

The survey was conducted under four categories: motivation, engagement, effectiveness and overall satisfaction. All themes will be illustrated subsequently.

### 4.1.1.1.1. Motivation

Regarding motivation, it was aimed to compare the responses of the students during the implementation of non-flipped classroom by 5 items (see Table 2).

Table 2.

*Descriptive Statistics of Pre-motivation Items*

| Item | Item Scale Strongly Disagree f (%) | Disagree f (%) | Neutral f (%) | Agree f (%) | Strongly Agree f (%) | Descriptive Mean | SD |
|---|---|---|---|---|---|---|---|
| 2- I enjoyed the non-flipped classroom teaching approach. | 0(0.0) | 1(4.5) | 7(31.8) | 12(54.5) | 2.0(9.1) | 3.68 | 0.72 |
| 4- I feel motivated in a non-flipped classroom. | 0(0.0) | 3(13.6) | 8(36.4) | 8(36.4) | 3(13.6) | 3.50 | 0.91 |
| 7- I thought the time and effort I spent in the non-flipped classroom was worthwhile. | 1(4.5) | 3(13.6) | 6(27.3) | 10(45.5) | 2(9.1) | 3.41 | 1.00 |
| 9- I prefer the non-flipped classroom to another kind of classroom. | 0(0.0) | 3(13.6) | 8(36.4) | 11(50.0) | 0(0.0) | 3.36 | 0.73 |
| 11- I experienced pleasure in the non-flipped classroom. | 0(0.0.) | 4(18.2) | 5(22.7) | 10(45.5) | 3(13.6) | 3.54 | 0.96 |

To determine the pre-motivation of the survey participants regarding FCM, 5 statements were scrutinized. To begin with, the survey participants were asked to what extent they agreed with the statement that 'I enjoyed the non-flipped classroom teaching approach' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.68) is ranked as high. In addition, the survey participants were asked to what extent they agreed with the statement that 'I feel motivated in a non-flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.50) is classified as high. Furthermore, the survey participants were asked to what extent they agreed with the statement that 'I thought the time and effort I spent in the non-flipped classroom was worthwhile' on a scale ranging from 'strongly

disagree' to 'strongly agree'. Here, the mean score (3.41) is categorized as high. Subsequently, the survey participants were asked to what extent they agreed with the statement that 'I prefer the non-flipped classroom to another kind of classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.36) is ranked as moderate. Lastly, the survey participants were asked to what extent they agreed with the statement that 'I experienced pleasure in the non-flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.54) is ranked as high.

The mean scores illustrate that the participants have a positive perception to the non-flipped classroom teaching approach. However, they have a moderate perception about preferring the non-flipped classroom to another kind of classroom.

### 4.1.1.1.2. Effectiveness

Regarding effectiveness, it was aimed to analyse the responses of the students during the implementation of non-flipped classroom by 4 items (see Table 3).

Table 3.

*Descriptive Statistics of Pre-effectiveness Items*

| Item | Item Scale Strongly Disagree f (%) | Disagree f (%) | Neutral f (%) | Agree f (%) | Strongly Agree f (%) | Descriptive Mean | SD |
|---|---|---|---|---|---|---|---|
| 1- 1- A non-flipped classroom is a good way of learning. | 0(0.0) | 1(4.5) | 6(31.8) | 13(59.1) | 2(9.1) | 3.73 | 0.70 |
| 3- I think the non-flipped classroom is an effective and efficient way to learn. | 0(0.0) | 2(9.1) | 5(22.7) | 14(63.6) | 1(4.5) | 3.64 | 0.73 |
| 8- I learned a lot of things in the non-flipped classroom. | 0(0.0) | 0(0.0) | 8(36.4) | 7(31.8) | 7(31.8) | 3.95 | 0.84 |
| 10- I think the non-flipped classroom learning guided me toward understanding of the course topics. | 0(0.0) | 2(9.1) | 5(22.7) | 13(59.1) | 2(9.1) | 3.68 | 0.78 |

To determine the pre-effectiveness of the students, 4 statements were evaluated. Firstly, the survey participants were asked to what extent they agreed with the statement that 'A non-flipped classroom is a good way of learning' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.73) is ranked as high. Secondly, the survey participants were asked to what extent they agreed with the statement that 'I think the non-flipped classroom is an effective and efficient way to learn' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.64) is ranked as high. Thirdly, the survey participants were asked to what extent they agreed with the statement that 'I learned a lot of things in the non-flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.95) is ranked as high. Lastly, the survey participants were asked to what extent they agreed with the statement that 'I think the non-flipped classroom learning guided me toward understanding of the course topics' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean score (3.68) is ranked as high.

The mean scores demonstrate that the participants have a positive perception about the non-flipped classroom teaching approach regarding efficiency of learning.

### 4.1.1.1.3. Engagement

Regarding engagement, it was aimed to scrutinize the responses of the students during the implementation of non-flipped classroom by 4 items (see Table 4).

Table 4.

*Descriptive Statistics of Pre-engagement Items*

| Item | Item Scale Strongly Disagree f (%) | Disagree f (%) | Neutral f (%) | Agree f (%) | Strongly Agree f (%) | Descriptive Mean | SD |
|---|---|---|---|---|---|---|---|
| 5- I participated and engaged myself in learning in the non-flipped classroom. | 0(0.0) | 2(9.1) | 1(4.5) | 14(6.36) | 5(22.7) | 4.0 | 0.82 |
| 6- I became an active learner in the non-flipped classroom. | 0(0.0) | 4(18.2) | 7(31.8) | 4(18.2) | 7(31.8) | 3.6 | 1.13 |
| 12- I devoted myself to the instructional/class activities in the non-flipped classroom. | 0(0.0) | 4(18.2) | 9(40.9) | 8(36.4) | 1(4.5) | 3.27 | 0.83 |
| 13- I spent a lot of time and effort on my non-flipped classroom learning activities. | 2(9.1) | 2(9.1) | 7(31.8) | 11(50.0) | 0(0.0) | 3.22 | 0.97 |

To determine the pre-engagement of the students, 4 statements were elaborated. To begin with, the survey participants were asked to what extent they agreed with the statement that 'I participated and engaged myself in learning in the non-flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (4.0) is ranked as high. In addition, the survey participants were asked to what extent they agreed with the statement that 'I became an active learner in the non-flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.6) is ranked as high. Moreover, the survey participants were asked to what extent they agreed with the statement that 'I devoted myself to the instructional/class activities in the non-flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.27) is accepted as moderate. Lastly, the survey participants were asked to what extent they agreed with the statement that 'I spent a lot of time and effort on my non-flipped classroom learning activities' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.22) is accepted as moderate.

Here, it needs to be emphasized that the highest rate (4.0) among the means belongs to the statement 'I participated and engaged myself in learning in the non-flipped classroom.' while the lowest rate (3.22) belongs to the statement 'I spent a lot of time and effort on my non-flipped classroom learning activities'. Accordingly, the participants have a positive perception about participation in the non-flipped classroom.

### 4.1.1.1.4. Overall Satisfaction

Regarding overall satisfaction, it was targeted to elaborate the responses of the students during the implementation of non-flipped classrooms by 1 item (see Table 5).

Table 5. *Descriptive Statistics of Pre-overall Satisfaction Items*

| Item | Item Scale | | | | | Descriptive | |
| | Strongly Disagree f (%) | Disagree f (%) | Neutral f (%) | Agree f (%) | Strongly Agree f (%) | Mean | SD |
|---|---|---|---|---|---|---|---|
| 14- Generally, I am happy and satisfied with this non-flipped learning experience. | 0(0.0) | 3(13.6) | 8(36.4) | 8(36.4) | 3(13.6) | 3.50 | 0.91 |

To determine the pre-overall satisfaction of the students, the survey participants were asked to what extent they agreed with the statement that 'Generally, I am happy and satisfied with this non-flipped learning experience' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.50) is evaluated as high that reflects a positive perception of the participants about non-flipped classroom learning approach.

### 4.1.1.2. The Analysis of the Survey Applied After FCM

The main rationale behind the survey applied after FCM technique is to compare the findings of the survey applied before FCM technique to understand the perception of the survey participants. The survey has four categories; motivation, engagement, effectiveness and overall satisfaction. All themes will be illustrated in turn.

**4.1.1.2.1. Motivation**

Regarding motivation, it was aimed to compare the responses of the students during the implementation of flipped classroom by 5 items (see Table 6).

Table 6.

*Descriptive Statistics of Post-motivation Items*

| Item | Item Scale | | | | | Descriptive | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | |
| | f (%) | f (%) | f (%) | f (%) | f (%) | Mean | SD |
| 2- I enjoyed the flipped classroom teaching approach. | 1(4.5) | 3(13.6) | 7(31.8) | 7(31.8) | 4(18.2) | 3.45 | 1.10 |
| 4- I feel motivated in a ṗped classroom. | 0(0.0) | 4(18.2) | 5(22.7) | 5(22.7) | 8(36.4) | 3.77 | 1.15 |
| 7- I thought the time and effort I spent in the flipped classroom was worthwhile. | 0(0.0) | 4(18.2) | 7(31.8) | 7(31.8) | 4(18.2) | 3.50 | 1.01 |
| 9- I prefer the flipped classroom to another kind of classroom. | 3(13.6) | 5(22.7) | 8(36.4) | 4(18.2) | 2(9.1) | 2.86 | 1.17 |
| 11- I experienced pleasure in the flipped classroom. | 0(0.0) | 2(9.1) | 8(36.4) | 9(40.9) | 3(13.6) | 3.59 | 0.85 |

To determine the post-motivation of the students, 5 statements were elaborated. To begin with, the survey participants were asked to what extent they agreed with the statement that 'I enjoyed the flipped classroom teaching approach' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.45) is ranked as high. Besides, the survey participants were asked to what extent they agreed with the statement that 'I feel motivated in a flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.77) is evaluated as high. Furthermore, the survey participants were asked to what extent they agreed with the statement that 'I thought the time and effort I spent in the flipped classroom was

worthwhile' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.50) is sorted as high. Subsequently, the survey participants were asked to what extent they agreed with the statement that 'I prefer the flipped classroom to another kind of classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (2.86) is moderate. Finally, the survey participants were asked to what extent they agreed with the statement that 'I experienced pleasure in the flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.59) is rated as high.

The mean scores illustrate that the participants have a positive perception about flipped classroom learning approach but they are moderate about preferring the flipped classroom to another kind of classroom.

### 4.1.1.2.2. Engagement

Regarding engagement, it was aimed to compare the responses of the students during the implementation of flipped classroom by 4 items (see Table 7).

Table 7.

*Descriptive Statistics of Post-engagement Items*

| Item | Item Scale | | | | | Descriptive | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | |
| | f (%) | f (%) | f (%) | f (%) | f (%) | Mean | SD |
| 5- I participated and engaged myself in learning in the flipped classroom. | 1(4.5) | 3(13.6) | 5(22.7) | 11(50.0) | 2(9.1) | 3.45 | 1.01 |
| 6- I became an active learner in the flipped classroom. | 1(4.5) | 4(18.2) | 4(18.2) | 9(40.9) | 4(18.2) | 3.50 | 1.14 |
| 12- I devoted myself to the instructional/class activities in the flipped classroom. | 2(9.1) | 3(13.6) | 6(27.3) | 7(31.8) | 4(18.2) | 3.36 | 1.21 |
| 13- I spent a lot of time and effort on my flipped classroom learning activities. | 3(13.6) | 3(13.6) | 7(31.8) | 8(36.4) | 1(4.5) | 3.05 | 1.13 |

To determine the post-engagement of the students, 4 statements were elaborated. Firstly, the survey participants were asked to what extent they agreed with the statement that 'I participated and engaged myself in learning in the flipped classroom.' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.45) is classed as high. Secondly, the survey participants were asked to what extent they agreed with the statement that 'I became an active learner in the flipped classroom.' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.50) is rated as high. Thirdly, the survey participants were asked to what extent they agreed with the statement that 'I devoted myself to the instructional/class activities in the flipped classroom.' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.36) is accepted as moderate. Lastly, the survey participants were asked to what extent they agreed with the statement that 'I spent a lot of time and effort on my flipped classroom learning activities.' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.05) is evaluated as moderate.

The mean scores show that the participants have a positive perception about being an active learner, however, they are moderate about spending their effort in the flipped classroom.

### 4.1.1.2.3. Effectiveness

Regarding effectiveness, it was aimed to analyse the responses of the students during the implementation of flipped classroom by 4 items (see Table 8).

Table 8.

*Descriptive Statistics of Post-effectiveness Items*

| Item | Item Scale | | | | | Descriptive | |
|---|---|---|---|---|---|---|---|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | |
| | f (%) | f (%) | f (%) | f (%) | f (%) | Mean | SD |
| 1- A flipped classroom is a good way of learning. | 2(9.1) | 3(13.6) | 5(22.7) | 8(36.4) | 4(18.2) | 3.41 | 1.22 |
| 3- I think the flipped classroom is an effective and efficient way to learn. | 0(0.0) | 4(18.2) | 7(31.8) | 7(31.8) | 4(18.2) | 3.50 | 1.01 |
| 8- I learned a lot of things in the flipped classroom. | 1(4.5) | 4(18.2) | 6(27.3) | 4(18.2) | 7(31.8) | 3.54 | 1.26 |
| 10- I think the flipped classroom learning guided me toward understanding of the course topics. | 1(4.5) | 3(13.6) | 6(27.3) | 5(22.7) | 7(31.8) | 3.64 | 1.22 |

To determine the post-effectiveness of the students, 4 statements were analysed. Firstly, the survey participants were asked to what extent they agreed with the statement that 'A flipped classroom is a good way of learning' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.41) is high. Secondly, the survey participants were asked to what extent they agreed with the statement that 'I think the flipped classroom is an effective and efficient way to learn' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.50) is accepted as high. Thirdly, the survey participants were asked to what extent they agreed with the statement that 'I learned a lot of things in the flipped classroom' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.54) is high. Lastly, the survey participants were asked to what extent they agreed with the statement that 'I think the flipped classroom learning guided me toward understanding of the course topics' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.64) is rated as high. Overall, the mean scores indicate that the participants have a positive perception about flipped classroom learning.

**4.1.1.2.4. Overall satisfaction**

Regarding overall satisfaction, it was targeted to evaluate the responses of the students during the implementation of flipped classrooms by 1 item (see Table 9).

Table 9.

*Descriptive Statistics of Post-overall Satisfaction Items*

| Item | Item Scale | | | | | Descriptive | |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | |
| | f (%) | f (%) | f (%) | f (%) | f (%) | Mean | SD |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 14- Generally, I am happy and satisfied with this flipped learning experience. | 1(4.5) | 1(4.5) | 8(36.4) | 7(31.8) | 5(22.7) | 3.64 | 1.05 |

To determine the post-overall satisfaction of the students, the survey participants were asked to what extent they agreed with the statement that 'Generally, I am happy and satisfied with this flipped learning experience.' on a scale ranging from 'strongly disagree' to 'strongly agree'. Here, the mean (3.64) rated as high that shows the participants have a positive perception about flipped classroom learning approach.

**4.1.1.3. General Perception of the Fieldwork Participants**

In this section, general perception of the fieldwork participants was tried to be evaluated through the comparison of the mean scores of pre-test and post-test survey categories (see Table 10).

Table 10.

*Descriptive Statistics of Pre-test Total and Post-test Total - Survey*

| Variables | n | Mean | SD | Min | Max | t | p |
|---|---|---|---|---|---|---|---|
| Pre-motivation | 22 | 17.50 | 3.41 | 10.00 | 18.00 | 0.250 | 0.805 |
| Post-motivation | 22 | 17.18 | 4.79 | 8.00 | 23.00 | | |
| Pre-effectiveness | 22 | 15.00 | 2.11 | 12.00 | 18.00 | 0.855 | 0.402 |
| Post-effectiveness | 22 | 14.09 | 4.35 | 5.00 | 19.00 | | |
| Pre-engagement | 22 | 14.14 | 2.29 | 10.00 | 18.00 | 0.857 | 0.401 |
| Post-engagement | 22 | 13.36 | 3.13 | 4.00 | 18.00 | | |
| Pre-overall satisfaction | 22 | 3.50 | 0.91 | 2.00 | 5.00 | -0.420 | 0.678 |
| Post-overall satisfaction | 22 | 3.63 | 1.05 | 1.00 | 5.00 | | |

In respect of motivation, according to the results of the survey applied before and after the implementation of FCM, it shows that most of the participants are motivated for both approaches as there is not a significant difference (p= 0.805) between the means of pre-motivation (17.50) and post-motivation (17.18).

Regarding the engagement, according to the results of the survey which was applied before and after the implementation of FCM, it illustrates that the participants got engaged both in the non-flipped and flipped classroom as there is not a significant difference (p= 0.401) between the means of pre-engagement (14.14) and post-engagement (13.36).

Concerning the effectiveness, according to the results of the survey which was applied before and after the implementation of FCM, it demonstrates that the participants perceived both flipped and non-flipped classroom effective and useful as there is not a significant difference (p= 0.402) between the means of pre-effectiveness (15.00) and post-effectiveness (14.09).

In regard to overall satisfaction, according to the results of the survey which was applied before and after the implementation of FCM, it shows that the participants felt satisfied with both of the approaches as there is not a significant difference (p= 0.678) between the means of pre-overall satisfaction (3.50) and post-overall satisfaction (3.63).

Table 11.

*Comparison of Pre-test Total and Post-test Total - Survey*

| Variables | n | Mean | SD | t | p |
|---|---|---|---|---|---|
| Pre-test TOTAL | 22 | 3,58 | 0.53147 | 0.579 | 0.569 |
| Post-test TOTAL | 22 | 3,44 | 0.90463 | | |

In respect of total results of the survey, the mean of the pre-test is 3,58; the mean of the post-test is 3,44. It also depicts that there is not a significant difference between the total means (p=0.569). According to the scale limits, both of the means are accepted as 'high'. It depicts that the implementations of both non-flipped and flipped classroom model are appreciated by the participants (see Table 11).

### 4.1.1.4. Analysis of Pre-test and Post-test Scores of the Participants

Pre-test score is a name of midterm-I applied for all the fieldwork participants before the implementation of FCM (12.11.2019). It included 3 parts which were 'Use of English and Reading (34 points); Listening (18 points); Writing (48 points)'. It encompasses 17 questions 9 of which are gap-fill vocabulary questions, 8 of which are about completing the sentences with phrases; 6 of which are listening for gap-fill questions in the listening part, and 15 of which are about completing the sentences and 5 of which are about rewriting the sentences and a writing task about the topic given in the writing part. All of the participants took the midterm-I. The highest score was 95 while the lowest one was 26, and the mean score of the participants was 67,32.

Post-test score is a name of the midterm-II applied for all the fieldwork participants after the implementation of FCM (24.12.2019). It included 3 parts which were 'Use of English and Reading (54 points); Listening (24 points); Writing (22 points)'. It consists of 39 questions 7 of which are gap-fill vocabulary questions, 10 of which are 'correct form of the verb' gap-fill questions, 5 of which are word matching, 5 of which are reading comprehension questions in the Use of English part, 6 of which are listening gap-filling questions, and 6 of which putting in an order questions in the listening part 'correct form of the verb' gap-fill questions and a writing task about the topic given in the writing part. All of the participants took the midterm. The highest

score was 92 while the lowest one was 26. The mean score was 66.55 (The scores of the pre-test and post-test are presented in the Appendix G).

Table 12.

*Comparison of the Pre-test and Post-test Scores of the Participants*

| Variables | | | | | | | |
|---|---|---|---|---|---|---|---|
| | n | Mean | SD | Min | Max | t | p |
| Pre-test Score TOTAL | 22 | 67.32 | 20.20 | 26.00 | 95.00 | 0.244 | 0.810 |
| Post-test Score TOTAL | 22 | 66.55 | 19.57 | 26.00 | 92.00 | | |

The mean score of the sample before the implementation of FCM is 67.32 and the mean score of the sample after the implementation of FCM is 66.55. According to the p-value (0.810) of the means, there is not a significant difference between the two mean scores of the participants (p > 0,05) (see Table 12). It illustrates that the implementation of flipped classroom did not have a significant impact on the exam results.

## 4.2. Qualitative Findings

### 4.2.1 Interview

This part of the study is devoted to further understanding the perception of the students about flipped classrooms through in-depth interviews which were conducted with 8 interviewees. Within the scope of the interviews, data was delineated in the context of two themes which are advantages, and disadvantages. Here four codes appeared: participation, preparation, usefulness, and feelings (see Table 13).

Table 13.

*Categorization of Data Gathered from the Interviewees*

| CODES | THEMES | |
|---|---|---|
| | ADVANTAGES | DISADVANTAGES |
| **Preparation** | efficiency<br>revision<br>more responsibility<br>less probability of making mistakes<br>regular study | lack of technological tools |
| **Participation** | more active participation<br>more focus | concentration loss<br>impossibility for directing spontaneous questions |
| **Usefulness** | learning fast<br>helpfulness<br>more memorability<br>timesaving<br>more practice<br>correct pronunciation<br>more permanency<br>attractiveness | incorrect learning |
| **Feelings** | motivation<br>comfort<br>self-confidence<br>enjoy | tiresome<br>boredom<br>restriction |

The analysis of the categories was presented by codes and quotations from the expressions of the interviewees.

The interviews were audio-taped and transcribed. In addition, field notes of the lecturer and interviews were coded and categorized using the software program ATLAS.ti. Narrative analysis of the study was done. By choosing both the survey and interview with the students and field notes of the lecturer, it was aimed to explore whether the students and their lecturer have the same thoughts and feelings about the lessons.

**4.2.1.1 Advantages**

As aforementioned, under the theme of the advantages of flipped classrooms four codes emerged that are preparation, participation, usefulness, and feelings. In the context of the codes, the perception of the interviewees will be explained subsequently. Before presenting the data, it needs to emphasize that the majority of the interviewees (N=6) perceive the flipped class is a method that bears several advantages.

**4.2.1.1.1. Preparation**

In the context of preparation, many positive expressions appeared that are 'efficiency', 'revision', 'more responsibility', 'less probability of making mistakes', and 'regular study'. Here, the majority of the interviewees perceive the flipped classroom as a method which increases the efficiency of learning as preparing for the class leads them to feel more responsible. They seem not to hesitate making mistakes in class activities thanks to participation in the class as being familiar to the subjects. Besides, they consider studying brings success since they have a chance to revise the topics studied at home, and discussed in class. These results can be seen with the expressions of P6:

> *'I think it is very helpful to watch the relevant videos at home and come to the class. If the student has shortcomings with the subject, it helps to complete them or to satisfy the curiosity that occurs in his mind. When preparing at home and going to school, the student is less likely to make mistakes in the exercises with the lecturer. As a result, the student is more motivated when he or she makes a few mistakes and his/her participation in the course increases even more. In addition, when the student's self-confidence increases, the success rate increases, as well.'*

Another interviewee (P3) commented on preparation with regard to 'more responsibility' as below:

> *'I think it is a different experience to turn it into something else because when my lecturer said, ' watch the video about 'relative clause' and take notes' at home, I felt more ready. When I came to the class, I felt*

*in a place where I could show myself more, and naturally this was more beneficial for me.'*

The perception of another interviewee (P1) commenting on preparation as regards 'revision' is expressed as follows:

*'When I watched videos at home, I understood the topics very well on my own in a quiet environment. When I came to the classroom, I practiced this. In other words, it is more useful when you see it beforehand and process it later.'*

Another interviewee (P4) commented on preparation regarding revision and regular studying:

*'In the Flipped Classroom, I can learn fast and review the topics which I missed and could not concentrate in the class. It is a really useful and necessary way of learning more for students. Besides, this efficient and regular studying makes them be successful in the lessons.'*

### 4.2.1.1.2. Participation

In respect to participation, two expressions appeared mostly concentrated by the interviewees. These are 'more active participation' and 'more focus'. Here, the data illustrates that the majority of the interviewees participate more actively in the classroom activities thanks to flipped classroom. That is because they could study in an appropriate way to their learning style, and they are ready to discuss the topics. Based on the field notes of the researcher, as a repercussion of preparation for the class, students could increase their awareness of the topics before the class, concentrate more on the class activities, produce more examples, and reinforce the topic. In addition, perhaps the best aspect of this technique is that it provides an advantage to the students, who share the same level, becoming relatively an equivalent because of watching videos beforehand. That is because, although the students are placed in the classes according to the score which they get from the OOPT exam, there might still be minor divergences for speed of grasping the topic. Accordingly, one of the interviewees (P3) claimed that:

*'The transformation of the ongoing system to a new one is an invaluable experience. When you asked to prepare for the topic of relative clauses, I took notes and revised again and again before the class, and I felt confident that I can show my ability to participate in class activities. I want to add that although I know this topic, some of my friends did not know about it. If we had not prepared beforehand, namely to get familiar with the topic at home, it would be a waste of time for me and to the ones who are a little bit higher level than the others. Thus, with this way, we could practice more and discuss the topic altogether without spending a lot of time to understand the topic.'*

Another interviewee (P4) commented on participation with regard to focusing more:

*'In the Non-Flipped Classroom, there was a time when I missed and could not focus on the topics. Sometimes, I had the lessons which I was not active enough so I needed to learn it again and I had to review. Thus, The Flipped Classroom helps the students to learn the topics again by participating, enjoying them and reviewing.'*

### 4.2.1.1.3. Usefulness

In regard to usefulness, there are several responses collected by the interviewees. Here, most of the interviewees consider the flipped classroom as 'learning fast', 'helpfulness', 'more memorability', 'time saving', 'more practice', 'correct pronunciation', 'more permanency', and 'attractiveness'.

Besides, all the interviewees explained their perception regarding usefulness by comparing flipped classroom with non-flipped classroom. For instance, P5 expressed the usefulness with following sentences:

*'If I compare the flipped and non-flipped classroom, honestly, the flipped classroom is a more effective and useful method for students. Because when we study the subject beforehand and make practice in the classroom, we can share the extracted information with the classmates,*

*and the information can be more permanent in the memory. Of course, non-flipped education is important, too. But it is not as effective and useful as flipped classroom.'*

One of the interviewees (P6) commented on usefulness as regards learning fast and usefulness as follows:

*'I think it is very helpful to watch the relevant videos at home and go to class because there is time to study for the topic before the class. It is a very helpful way for the student in terms of learning the topic faster.'*

One interviewee (P5) commented on usefulness in respect of permanence and memorability:

*'As I prepare for the lesson with multimedia resources at home, I become a more self-confident, conscious person who has an idea about that subject, my knowledge becomes more permanent and I refresh my knowledge in this way. Also, the student is open to innovations and tries to take precautions not only against that lesson but also in many areas of his life. Moreover, learning this information makes learning more memorable and enthusiastic, and the more the student shares this information with his/her friends the more memorable this information becomes.'*

One of the interviewees (P7) commented on usefulness with regard to saving time and practice as follows:

*'Studying before the lecture can be a timesaver in the sense of grasping the material. These are the perspectives of a student but as for the lecturer, the flipped classroom could be much more helpful. If the lecturer does not spend the time teaching or explaining, there will be more opportunities to exemplify and practice.'*

As P7, P3 also commented on:

*'Rather than committing to the if clause for two hours, it is much better for me to determine the points that everyone does not understand at home and ask them here, in the class, and to go over those points and go over the subject for half an hour and do an activity for an hour and a half.'*

One of the interviewees (P4) commented on usefulness as regards correct pronunciation and attractiveness of the flipped classroom approach as follows:

*'...In addition, by listening to some pronunciation tests online, I was able to be familiar with the difficult pronunciation of words. This was the best motivating way of learning and attending the lessons. It is a really useful and necessary way of learning more for students. Besides, this classroom activity is enjoyable and attractive by seeing and watching some things about lessons.'*

As P4, P2 also commented on regards correct pronunciation:

*'Listening to the accent of the native speakers sounds very good in terms of speaking and listening. Maybe I can improve on that.'*

Since usefulness has an impact on feelings, the next subtitle turns to delineate the feelings of the interviewees.

### 4.2.1.1.4. Feelings

In relation to the feelings, the majority of the interviewees appear to have positive feelings and they perceive the flipped classroom as a method to feel 'motivated', 'more comfortable', 'self-confident', and 'enjoyed'. Attending the class knowing the subject and participating in class activities during the lesson seem to increase both the self-confidence of the students and their enthusiasm for learning. To illustrate, one of the interviewees (P1) clarified that:

*'In the Flipped Classroom, I can learn fast and review the topics which I missed and could not concentrate in the class. It is a really useful and necessary way of learning more for students. Besides, this classroom activity is enjoyable and attractive by seeing and watching some things about lessons. In the Non-Flipped Classroom, there was the time when I missed and could not focus on the topics. Sometimes, I had the lessons which I was not active enough so I needed to learn it again and I had to review. Thus, The Flipped Classroom helps the students to learn the topics again by enjoying them and reviewing.'*

Data gathered by the interviewees illustrated that the majority of the interviewees perceive the flipped classroom as an alternative way of learning English in an efficient way. Overall, advantages of the flipped classroom can be delineated by the expression of P4 as follows:

*'I can give many examples about the advantages of Flipped Classroom. For instance, many students can review the lessons via this classroom and we can do our homework in an easier way and full of responsibilities. Thanks to visual materials such as videos, voices and graphics, the topics could be memorable in our minds. This technique also improves our motivation, and encourages us to participate in class activities.'*

One of the interviewees (P8) commented on feelings as regards self-confidence:

*'It gives confidence to study the subject of the lesson beforehand therefore I can be more active when exercising in the class.'*

Another interviewee (P7) expressed her perception about feeling of self-confidence:

*'With such preparation, my approach to the lecture began to be more confident. I could reckon what to deduce from the lecture in advance. In addition to that, in terms of the performance I displayed was*

*much more assertive. Thanks to prior studying, I knew what to say or do not say to some certain points about the lecture.'*

One of the interviewees (P3) mentioned feeling more comfortable by saying as below:

*'Flipped classroom model might be difficult for a little kid, but the youngest in the class is 18 so we are at a certain level anyway. That is better. I was more comfortable.'*

### 4.2.1.2. Disadvantages

As aforementioned, under the theme of the disadvantages of flipped classroom four codes emerged that are preparation, participation, usefulness, and feelings. In the context of the subsequent codes, the perception of the interviewees will be explained in turn. Before presenting the data, it needs to highlight that only two interviewees perceive the flipped class is a method that bears some disadvantages.

### 4.2.1.2.1. Preparation

As regards preparation, lack of technological tools appears to be the disadvantage of flipped classroom. In flipped classrooms, teachers share videos or materials with students and students need to download the related material onto their mobile phones or laptops. However, some students have poor internet connection at home or they have very limited internet quota on their mobile phones. This concern was expressed by P6 as *'The students who have not technological tools might be challenged to benefit from this approach. Except that possibility, there is no disadvantages of FCM.'*

### 4.2.1.2.2 Participation

Two broad themes emerged from the analysis regarding participation. First, only 2 out 8 of interviewees indicated that they 'lose concentration' or they are 'unable to direct questions to their lecturers spontaneously' while they are watching the videos or taking notes about the related material at home. Here, one of the interviewees seems to

be inclined to teacher-centred approaches because the traditional classroom is a really favoured method of learning as the topic is directly presented to students.

To illustrate, P2 clarified that:

> *'I sometimes do not understand a point in the video and I cannot ask my lecturer about it. If I learn the topic at school, I have the opportunity to ask my question quickly. I feel as if I did not learn the topic completely because there is no interaction with my lecturer at that moment. When it is presented in the class, I think it is easier to learn the topic.'*

Another interviewee identified an issue about her friends' attitude and (P4) claimed that:

> *'I have to say that as a disadvantage of Flipped Classroom, maybe students are sometimes bored of watching and listening to the video. In addition, some students can lose their concentration and motivation for lessons because of this.'*

### 4.2.1.2.3. Usefulness

Of the 8 interviewees who participated in the interview, just one participant (P8) indicated that she had a sense of 'incorrect learning'. She reported that FCM may give rise to incorrect learning because students may perceive something in a different way when they try to learn it at home on their own. She commented as below:

> *'We can revise the topic at home when we learn it at school. Nevertheless, when we learn a topic at home and support it with activities at school, it may cause incorrect learning. Considering that we remember the topic in the way we first learn it, if we learn a topic in the wrong way, it becomes permanent in our mind and this may cause a problem.'*

### 4.2.1.2.4. Feelings

In terms of feelings, although the interviewees specified that listening to the native accent is an opportunity to be familiar with the pronunciation, they still have

negative feelings and they perceive the flipped classroom as a technique that leads to being tired, bored, and restricted. Here, studying at home by themselves is perceived as tiring, and practicing at class is perceived as a boring activity. Besides, not to ask questions directly to the lecturer while watching video paves the way of feeling restricted. In addition, some of them consider that the lessons consist of only videos. Hence, they feel that they learn less than in the real class.

Overall, disadvantages of the flipped classroom can be summarized by the expression of P2 as follows:

*'I cannot ask my questions to my lecturer directly while watching the videos and this makes me feel restricted. Not being able to ask everything that comes to my mind is a disadvantage for me.'*

One of the interviewees (P4) stated about feelings as regards 'boring' that:

*'Videos may be boring for some of my friends because of watching it again and again while trying to understand it.'*

Talking about the disadvantages of FCM, one participant (P5) commented as follows:

*'Unfortunately, the flipped classroom has some disadvantages, for instance, the student may get tired and have a hard time with some activities and it may be very difficult for the student to study.'*

### 4.2.2. Field Notes

This part of the study is devoted to further understanding the issue by observation of the lecturer about flipped classrooms through field notes. In this context, the notes were categorized in accordance with the aforementioned themes, namely advantages, and disadvantages of flipped classroom, and the analysis of the categories was presented in accordance with the codes mentioned above, namely participation, preparation, usefulness, and feelings. The field notes of the lecturer were categorized using the software program ATLAS.ti, and presented below.

Table 14.

*Codes of Field Notes*

| Advantages of FCM | Disadvantages of FCM |
| --- | --- |
| Confidence | Technical problem |
| Fewer mistakes in the in-class activities | Fear of getting confused |
| Feeling of more comfortable with support | Beginner level students |
| Understandable accent | |
| Guiding the students to discuss and produce about the structure | |

As advantages of FCM, five codes emerged according to the field notes of the lecturer: confidence, fewer mistakes, comfort, understandable accent, and guiding. Regarding being comfortable, even if the students watched the videos at home, they still needed support in the class. They felt more comfortable when we did so. The participants sometimes needed my support to clarify how a structure is used in sentences in a correct way. They were also encouraged to present their sentences on the board by their lecturer.

As disadvantages of FCM, three codes emerged according to the field notes of the lecturer: technical problems, fear of getting confused, and non-applicability for the beginner level students. Regarding technical problem, some of the students could not watch the videos because of some technical problems on their mobile phones or laptops. However, they deduced some rules about the topic. Regarding fear of getting confused, one of the students got worried about getting confused when they watched the videos and therefore, she did not watch some of the videos.

Regarding inapplicability for the beginner level students, this model is really useful but the level of the class that FCM will be applied to should not be beginner as a beginner level student may have difficulty in understanding and they need more guidance. However, a pre-intermediate level student can concentrate on the topic much more easily.'

During the implementation of FCM, even if materials were shared with the students by the teacher, students always needed extra explanation, revision and practice about the target topic. Some of them could not watch the videos because of some technical problems on their mobile phones or laptops. However, they deduced some rules about the topic when it was discussed in the class. They recognized their

deficiency. With the help of the teacher, what they watched was clarified in the class. Even if the students watched the videos at home, they still needed support in the class. They felt more comfortable when we did so. Another issue which stands out is about the quality of the video. Especially enjoyable videos which include exercises and teachers who have a clear accent are liked by the students.

# CHAPTER V

## 5. DISCUSSION AND CONCLUSION

This chapter is devoted to discuss the findings of the field work study and concluding remarks of the study. To begin with, the perception of the fieldwork participants on FCM will be drawn comparing the findings of surveys applied before and after FCM techniques. Secondly, the pre-test score and post-test score of the students will be compared and discussed. Later on, the advantages and the disadvantages of the FCM will be discussed by interview and field notes. It also sheds light on noteworthy points and suggestions stemmed from the study. Finally, overall discussion, limitations and suggestions are presented for further studies.

## 5.1. Discussion of the Research Questions

The first question aimed to find out the perceptions of the participants about implementation of FCM. According to the findings of the survey, the participants feel motivated, engaged and satisfied both during non-flipped and flipped classroom and they find the approaches effective for their learning. When they get prepared for the lesson beforehand, they feel more self-confident. Although the means of the responses for flipped and non-flipped classroom do not show a significant difference, interviewees enjoy flipped classroom in general. The responses illustrate a high-level of agreement on the statements. The most remarkable finding is that the participants get satisfied by both of the implementations. Moreover, in the participants' opinion, both approaches include engaging activities. The reason for this result could be that the participants are always kept active in the lessons during the whole semester. Pair/group work and role-play activities are often done in the class. Thus, they may not have recognized a big difference in the classroom environment.

Perceptions of the participants are discussed within four themes of survey and interviews by merging in relation. Taking into consideration, the categories of the survey are related to the codes of the interviews. Accordingly, the data stemmed from the 'engagement' theme of the survey is discussed in relation to the data related to 'participation' theme of the interview; the data stemmed from the 'effectiveness' theme of the survey is discussed in relation to the data related to 'usefulness' theme of the interview; the data stemmed from the 'overall satisfaction' theme of the survey is

discussed in relation to the 'feelings' theme of the interview. In appropriate places, the field notes are attached. All the data is presented below.

Regarding the preparation and motivation of the fieldwork participants on FCM, the findings of a survey applied before FCM demonstrate that the mean of the statement 'I enjoyed the non-flipped classroom learning approach' is ranked as high. However, the preparation and motivation of the fieldwork participants on FCM shows that the mean of the statement 'I enjoyed the flipped classroom learning approach' is high, too. Here, it is seen that the mean score belonging to the flipped classroom is similarly ranked to the mean score belonging to the non-flipped classroom. To illustrate, in the study of Akçor (2018), it appears the participants enjoyed the videos and felt motivated. The reasons behind this situation can be explained by the perception of the participants about advantages of each learning model. Accordingly, the students are used to non-flipped classroom and they are active in the class with pair work and group work. They could also adapt to flipped classroom because activities were similar and there has been a motivating atmosphere in the class. They especially enjoyed watching videos of native speakers of English.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I experienced pleasure in the non-flipped classroom' is ranked as high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I experienced pleasure in the flipped classroom' is categorized as high, as well. Here, it is seen that the mean belonging to the flipped classroom is similar to the mean belonging to the non-flipped classroom. The reasons why the participants experience pleasure in the FCM can be explained that FCM might drive the students to study for the topic actively, and practice on it in the class. Hence, they become inclined to make fewer mistakes. In short, the more responsible the participants are, the more successful they become. To illustrate, in the study by Klann (2017) that is most of the students liked the feeling of getting ready for the next lesson. It also appears in the study of Çavdar (2018) that the students believe that flipped classroom is an enjoyable way to learn English as it stimulates them to interact with their peers and take responsibility for their own learning. On the other hand, in non-flipped classroom, the participants were also responsible because they were generally assigned homework. They felt ready to ask questions to their lecturer.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I feel motivated in a non-flipped classroom' is high. On the other hand, the

findings of a survey applied after FCM shows that the mean of the statement 'I feel motivated in a flipped classroom' is high, as well. Here, it is seen that the mean belonging to the flipped classroom is similar to the mean belonging to the non-flipped classroom. The reasons behind this could be that studying for the topic before the class enables the students to have knowledge and feel prepared for the in-class activities. Furthermore, the exercises of students represent their own words, and the discussions of the videos include the original words of the students. Also, the students seem eager to learn English with enjoyable videos. On the other hand, in flipped and non-flipped classrooms, the students were appraised by their lecturer when they showed good performance in the class.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I thought the time and effort I spent in the non-flipped classroom was worthwhile' is high. On the other hand, the findings of a survey applied after FCM show that the mean of the statement 'I thought the time and effort I spent in the flipped classroom was worthwhile' is high, as well. Here, it is seen that the mean belonging to the flipped classroom is similar to the mean belonging to the non-flipped classroom. The reasons behind this result could be explained by the fact that FCM provides learning English faster. In the context of time saver, the literature indicates that through FCM provides a freedom from time and place as lecturers could focus more on the students (Ayçiçek & YanparYelken, 2018). However, it does not mean that the students do not put effort for their learning. The students also spend time while learning through non-flipped classroom by making revision and doing homework at home. Therefore, they think that both models help the students be occupied by learning activities.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I prefer the non-flipped classroom to another kind of classroom' is moderate. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I prefer the flipped classroom to another kind of classroom' is moderate, as well. The reason why the students are moderate about both of the models could be explained by the fact that FCM might lead students to feel restricted as they cannot ask their questions simultaneously while watching the videos. Moreover, adapting to the new technique might not be easy for all the students. Furthermore, prejudices about flipped methods might pave the way for the feeling as if the students learned a topic in a wrong way on their own. Besides, the fieldwork study participants seem accustomed and liable to traditional approaches rather than FCM. That is why most of the fieldwork

study participants do not prefer the flipped classroom to another kind of classroom. However, it needs to be highlighted that the time allocated for the FCM in practice might not be efficient for adapting or understanding FCM technique.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I participated and engaged myself in learning in the non-flipped classroom' is high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I participated and engaged myself in learning in the flipped classroom' is high, as well. Here, it is seen that the mean belonging to the flipped classroom is similar to the mean belonging to the non-flipped classroom. The findings of a survey applied before FCM demonstrate that the mean of the statement 'I became an active learner in the non-flipped classroom' is high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I became an active learner in the flipped classroom' is high, as well. Here, it is seen that the mean belonging to the flipped classroom is similar to the mean belonging to the non-flipped classroom. The reason for this result might be explained by the fact that the participants engaged themselves in both of the models. They took part in both in class and out of class activities. They commented on what they learned and what they were trying to learn. They asked questions to each other and learned from each other. When they were confused about the topic, they asked for clarification from their lecturer during both of the implementations.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I devoted myself to the instructional/class activities in the non-flipped classroom' is moderate. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I devoted myself to the instructional/class activities in the flipped classroom' is moderate, as well. The reasons behind this situation can be explained by the fact that FCM, as a technique, might trigger the students to study in an appropriate way to their learning style, and to be ready to discuss the topics and produce more examples in the class. They felt more prepared and confident in the class on the other day. They discussed the content of the videos; they made their own sentences. Here, it needs to be noted that this finding concurs with the study by Koo et al. (2016) that shows the participants enjoyed the online videos, discussions and feeling of being active during the implementation of flipped classroom. On the other hand, the participants committed their energies to be successful during the non-flipped and flipped learning process.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'A non-flipped classroom is a good way of learning' is high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'A flipped classroom is a good way of learning' is high, as well. Here, it is seen that the mean belonging to the flipped classroom is similarly ranked to the mean belonging to the non-flipped classroom. Accordingly, they believed that both models are favoured. The reason might be that the participants benefitted both of the implementations. They tried to learn a lot of things by watching videos, getting prepared with the materials, discussing about the topics and showing that they learnt it. However, there are various views in the literature. For instance, Erdem Çavdar (2018) asserts that the students ought to be academically competent enough to attempt E-learning while Elian and Hamaidi (2018) claim that the FCM model should be applied to other levels. Also, Karagöl and Esen (2019) cite that FCM stimulated learning when it is implemented with primary school level students.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I think the non-flipped classroom is an effective and efficient way to learn' is high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I think the flipped classroom is an effective and efficient way to learn' is high, as well. The findings of a survey applied before FCM demonstrate that the mean of the statement 'I learned a lot of things in the non-flipped classroom' is high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I learned a lot of things in the flipped classroom' is high, as well. Accordingly, some of the fieldwork participants seem to perceive a non-flipped classroom is an effective approach to learn English thanks to the efforts of the lecturer by presenting the topic with all the details in the class while some of them perceive flipped classroom model as an effective approach to learn English thanks to the possibility of intensive preparation and practice.

The findings of a survey applied before FCM demonstrate that the mean of the statement 'I think the non-flipped classroom learning guided me toward understanding of the course topics' is high. On the other hand, the findings of a survey applied after FCM shows that the mean of the statement 'I think the flipped classroom learning guided me toward understanding of the course topics' is high, as well. Here, it seems that both a non-flipped classroom approach and flipped approach guide students to learn English.

The second question focused on the pre-test and post-test scores of the participants in order to see if FCM affected the participants' achievement scores. As it can be seen from the appendix G, most of the participants' scores increased after the implementation but there are a few participants who got really low marks from both of the exams (Midterm-I and Midterm-II). Therefore, it affected the mean in a negative way. There are several possible explanations for this result. One of the reasons could be that the implementation period may not have been long enough to affect their achievement. Although most of the participants got higher marks after the implementation, this might not be entirely attributed to FCM as Corrias and Hong (2015) reported in their studies. Another possible explanation for this is that there were some repeat students who study the same course again and they were fed up with the same subjects. They did not want to study hard and their motivation level was not high in general. The pre-test scores of the fieldwork participants show that the mean score of the participants before the implementation of FCM is 67.32. The post-test scores of the fieldwork participants illustrate that the mean score of the sample after the implementation of FCM is 66.55. According to the p-value (0.179) of the means, there is not a significant difference between the two mean scores of the participants ($p > 0,05$). It illustrates that there is not a remarkable increase in the scores of the participants after the implementation of FCM. This result concurs with Bell's study (2015) as there was not a significant difference in students' scores after the implementation of FCM. Correspondingly, the study depicted that students' performance in flipped class was analogous to their performance in traditional class. Students' scores showed a slight increase after the implementation. This result is in agreement with the findings of Corrias and Hong (2015). However, as they mentioned, this increase may not be related to FCM. These results reflect those of Erdem Çavdar (2018) who also found that the students showed a positive change in their attitudes. However, there was not a significant difference in their scores after the implementation. This outcome is contrary to that of Koo et al. (2016) who found that the participants' performance made essential progress in an Integrated Pharmacotherapy lesson at the Texas A&M Health Science Centre Rangel College of Pharmacy.

The third question tried to examine the advantages and disadvantages of using videos in preparatory class by means of interviews and field notes. In respect of advantages, firstly, videos enable the participants to prepare for the topic before the lesson and thus, they feel more confident to show their classmates that they learn

something. This also decreases the amount of the mistakes they make during the lessons. Another important advantage was that the participants benefit from the native speakers' accurate accent in the videos in terms of pronunciation. Videos help the participants be more responsible, make revision easily, focus more in the class and the topics, in turn, become more permanent in their minds. As for disadvantages, when videos are shared online, it might be difficult for some participants to download or watch it because they may lack equipment. In addition, participants might lose concentration if the video is too long for them. Furthermore, they could feel tired, bored and restricted while watching the videos. The reasons why the mean belonging to FCM is similarly ranked as high might be explained through the field notes and interviews. On one hand, interviewees appear to feel motivated, more comfortable, self-confident, and rejoiced thanks to the FCM approach. The main rationale behind these feelings is to learn the topics from the native speakers, to become familiar with the different accent, and to improve listening skills. This finding is peculiar to the literature that shows flipped learning processes are beneficial and productive (Çalışkan, 2016; Long, Logan & Waugh, 2016; Ma, 2020; Pakpahan, 2020). On the other hand, they also feel happy in non-flipped classroom atmosphere. Some of the issues emerging from this finding relate specifically to Turkish education system. Students usually start learning a foreign language with prejudice. They think that they cannot learn a language easily. Moreover, English is a totally different language with a different morphology and phonology for Turkish people. Besides, most of the students are accustomed to traditional way of learning because they have been taught in that way since primary school so it may be challenging for them to adapt to a new model of learning in terms of learning a topic on their own.

## 5.2. Conclusion

This chapter includes two sections. The first presents the summary of the study, and the last encompasses the overall discussion by three subtitles: suggestions for further studies, and limitations of the study.

### 5.2.1. Summary of the Study

FCM is an open to question topic which has been studied and evaluated by the researchers from different points of view. This study describes the study which aimed to

find out the effect of flipped classroom. It was applied at Cappadocia University with 22 participants of a preparatory class. The data was collected with both qualitative and quantitative instruments such as pre-test, post-test, survey, interview and field notes. The data was analysed by coding, categorizing, using IBM SPSS 25. And the data revealed that the participants had positive perceptions about both non-flipped and flipped classroom. However, the pre-test and post-test scores of the students did not show a significant difference after the implementation.

### 5.2.2. Overall Discussion

The statistics show that both approaches were welcomed by the students. It can be concluded that if students feel positive in the class, they accept everything which their teacher applies in the class. In addition, FCM may affect the classroom atmosphere positively. However, profiles of the students and their study habits, scores to enter the university may have affected the result of this study. Sometimes students even could not adapt to new lessons, levels, lecturers or classes. Besides, the length of the implementation was short. It could have been longer.

With the help of FCM, students take the responsibility of their learning. The time which is spent for learning a topic is determined by learners according to their speed of grasping a topic. Therefore, all learners become ready to practice the target structure in the class. In general, students have positive perceptions about flipped classroom model. It helps students have higher achievement scores and help students be more engaged in learning process.

### 5.2.3. Suggestion for Further Studies

This approach was applied at only one English language preparatory class. Firstly, it could be conducted in another lesson in other departments; for instance, in the faculty of human sciences. It could also be useful for this study to be done during one more term with another group by giving courses in the approach of FCM. An evaluation method could be conducted after each video is assigned to the students in order to have an idea of how many of the students have watched the videos and how much of the content has been comprehended. The participants of the study consist of the students who repeat the same level. This may have a negative effect on the results because those students are in a more desperate and aimless mood. The achievement scores of the

students could increase more if FCM is applied for a longer period, for example; for a term. In addition, every student's score and perception can be compared.

The fieldwork of this study was not employed before the pandemic period but the desk study was employed during then. Therefore, the studies regarding English teaching showed that flipped classroom could also be implemented during the pandemic.

In future investigations, it might be possible to make participants more aware of different teaching methods and then start using a different model of teaching. In addition, we, as lecturers, should investigate innovative models, techniques and methods and be open to apply them in our classes to be a shining example for new generations. It could be implemented in primary, secondary, high schools and universities. However, especially when teaching English, it could be difficult for beginner students because students may not have learner autonomy.

## 5.2.4. Limitations of the Study

This study only consists of the effects of flipped classroom model on students' learning English. Other contexts of teaching and their effects are out of the scope of this research. The study was applied only in sixteen weeks. In the first twelve weeks, a non-flipped form of education was conducted, and in the rest, flipped classroom model was utilized throughout the fall term of 2019-2020 education year since the time chosen for the application of the study was arranged in accordance with the calendar of Cappadocia University.

Besides, another limitation of this study could be that the study is conducted in one class, and it demonstrates only the perception of this class. Because of the finite number of the students, it cannot be generalized including the whole students. This study could be conducted with a larger group of participants to get further implications about the phenomena. In this regard, scores and perceptions of each participant could be compared.

Moreover, all the students in the class were in the intermediate competence level in English. Hence, these students had similar background knowledge in English, so they did not have so much difficulty in watching and understanding the videos which they watched online at home. Watching and trying to understand the details about some grammar structures or vocabulary might be difficult to figure out for some beginner level students because of their limited vocabulary knowledge.

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## APPENDICES

## Appendix A. Ethics Committee Approval Document

| | T.C |
|---|---|
| | ÇAĞ ÜNİVERSİTESİ |
| | SOSYAL BİLİMLER ENSTİTÜSÜ |
| | TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU |
| ÖĞRENCİ BİLGİLERİ | |
| T.C. NOSU | |
| ADI VE SOYADI | GÖKÇEN ÜNSAL |
| ÖĞRENCİ NO | 20188013 |
| TEL. NO. | |
| E - MAİL ADRESLERİ | |
| ANA BİLİM DALI | İNGİLİZ DİLİ EĞİTİMİ |
| HANGİ AŞAMADA OLDUĞU (DERS / TEZ) | TEZ |
| İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI | 2019 / 2020 - GÜZ DÖNEMİ KAYDINI YENİLEDİM. |
| ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER | |
| TEZİN KONUSU | Ters-yüz edilmiş sınıf modelinin İngilizceyi öğrenmelerine etkisi |
| TEZİN AMACI | Bu çalışmanın amacı Ters-yüz edilmiş sınıf modelinin bir hazırlık sınıfındaki öğrencilerinin uygulama öncesi ve sonrası notlarını karşılaştırarak İngilizceyi öğrenmelerine etkisini ve öğrencilerin algısını ölçmektir. |
| TEZİN TÜRKÇE ÖZETİ | Ters-yüz edilmiş sınıf modeli Kapadokya Üniversitesinde 27 kişilik bir hazırlık sınıfında uygulanacaktır. Öğrencilerin kısa sınav ve ikinci vize sınav sonuçları karşılaştırılacak. Nitel ve nicel veri toplama araşları kullanılacaktır. Deney ve kontrol grubu olacaktır. Geleneksel eğitim modeli algısı ve ters-yüz edilmiş sınıf modeli algısı ölçekleri uygulanacak; rastgele seçilmiş 4 öğrenci ile görüşme yapılacak ve öğretmen (araştırmacı olarak) dersler esnasında gözlem notları tutacaktır. Elde edilen veriler nicel ve nitel çalışmalar doğrultusunda analiz edilecektir. |
| ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI | Kapadokya Üniversitesi |
| İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ) | Kapadokya Üniversitesi - Mustafapaşa Yerleşkesi - Nevşehir - Ürgüp |
| YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER | Bu çalışma Kapadokya Üniversitesi Mustafapaşa yerleşkesinde bulunan Beşeri Bilimler Fakültesinde Mütercim Tercümanlık ve İngiliz Dili Edebiyatı okuyacak olan Yabancı Diller birimi bünyesindeki B2 seviyesindeki bir hazırlık sınıfındaki öğrencilerle yapılacaktır. Öğrencilerle ilk sekiz hafta geleneksel eğitim modeli daha sonra onunla ilgili algılarını ölçen 'Öğrencilerin Geleneksel Öğrenme Deneyimi Algısı Anketi' ve diğer sekiz hafta ters-yüz edilmiş eğitim modeli uygulandıktan sonra öğrencilerin algısını ölçen 'Öğrencilerin Ters-yüz Edilmiş Öğrenme Deneyimi Algısı Anketi' uygulanacak. Rastgele seçilmiş dört öğrenciyle ters-yüz edilmiş eğiyim modeliyle ilgili detaylı düşüncelerini öğrenmek için mülakat yapılacaktır. |
| UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI | Perception of Traditional Learning Experience Questionnaire<br>Perception of Flipped Learning Experience Questionnaire |
| EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR) | 1) 2 (iki) Sayfa Öğrencilerin Geleneksel Öğrenme Deneyimi Algısı Anketi.<br>2) 2 (iki) Sayfa Öğrencilerin Ters Yüz Edilmiş Öğrenme Deneyimi Algısı Anketi.<br>3) 1 (bir) Sayfa Mülakat Soru Formu |

| ÖĞRENCİNİN ADI - SOYADI: Gökçen ÜNSAL | ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 25/ 11/ 2019 |
|---|---|

| TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU | |
|---|---|

**1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.**

**2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.**

| 1.TEZ DANIŞMANININ ONAYI | 2.TEZ DANIŞMANININ ONAYI (VARSA) | SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI | A.B.D. BAŞKANININ ONAYI |
|---|---|---|---|
| Adı - Soyadı:. Semiha KAHYALAR GÜRSOY | Adı - Soyadı: …………..…… | Adı - Soyadı: Murat KOÇ | Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ |
| Unvanı : Dr.Öğr.Üyesi | Unvanı: …………..… | Unvanı:Doç. Dr. | Unvanı: Prof. Dr. |
| İmzası : Evrak onayı e-posta ile alınmıştır | İmzası: …………..…… | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır |
| 25/ 11/ 2019 | / / 20 | 25/ 11/ 2019 | 25/ 11/ 2019 |

| ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER | | | | |
|---|---|---|---|---|
| Adı - Soyadı: **Mustafa BAŞARAN** | Adı - Soyadı: **Yücel ERTEKİN** | Adı - Soyadı: **Deniz Aynur GÜLER** | Adı - Soyadı: **Ali Engin OBA** | Adı - Soyadı: **Mustafa Tevfik ODMAN** |
| Unvanı : Prof. Dr. | Unvanı : Prof. Dr. | Unvanı: Prof. Dr. | Unvanı : Prof. Dr. | Unvanı: Prof. Dr. |
| İmzası : Evrak onayı e-posta ile alınmıştır | İmzası : Evrak onayı e-posta ile alınmıştır | İmzası : Evrak onayı e-posta ile alınmıştır | İmzası : Evrak onayı e-posta ile alınmıştır | İmzası : Evrak onayı e-posta ile alınmıştır |
| 25/ 11/ 2019 | 25/ 11/ 2019 | 25/ 11/ 2019 | 25/ 11/ 2019 | 25/ 11/ 2019 |
| **Etik Kurulu Jüri Başkanı - Asıl Üye** | **Etik Kurulu Jüri Asıl Üyesi** | **Etik Kurulu Jüri Asıl Üyesi** | **Etik Kurulu Jüri Asıl Üyesi** | **Etik Kurulu Jüri Asıl Üyesi** |

| **OY BİRLİĞİ İLE** | | **Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 25 / 11/ 2019 - 10 /01/ 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.** |
|---|---|---|
| **OY ÇOKLUĞU İLE** | X | |

**AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.**

**Appendix B: Consent Form**

**Cappadocia University/ Department of Foreign Languages**

**Project:**

**Responsible Researcher:** Gökçen Ünsal

**Name of Participant:**      The administrator / students of Cappadocia University

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

2. I understand that the purpose of this research is to investigate the contributions of English teachers to create a positive atmosphere in the class.

3. I understand that my participation in this project is for research purposes only.

4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

5. In this project, I will be required to sign this form and answer the questions about the research topic of the interviewer.

6. I understand that my interview will be audio-taped.

7. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

9. I understand that after I sign and return this consent form, it will be retained by the researcher.


**Participant Signature:**                                      **Date:**

**Appendix C: Study Calendar**

| Week | Activity |
|---|---|
| 16.09.2019 | Unit 1 – Non-flipped Class -The beginning of the fall term– Starting to review the literature |
| 23.09.2019 | Unit 1 Non-flipped Class |
| 30.09.2019 | Unit 2 Non-flipped Class |
| 07.10.2019 | Unit 2 Non-flipped Class |
| 14.10.2019 | Unit 3 Non-flipped Class - Giving information about Flipped Classroom; Creating the Edmodo and Edpuzzle accounts for trial |
| 21.10.2019 | Unit 3 Non-flipped Class |
| 28.10.2019 | Unit 4 Non-flipped class |
| 4.11.2019 | Unit 4 Non-flipped class (Applying the Perception of Non-Flipped Learning Experience Survey) |
| 11.11.2019 | Unit 5 Non-flipped class - MIDTERM - I (Data collection as a Pre-test) |
| 18.11.2019 | Unit 5 Non-flipped class |
| 25.11.2019 | Unit 6 Non-flipped class |
| 2.12.2019 | Unit 6 Non-flipped class |
| 9.12.2019 | Unit 7 Flipped class |
| 16.12.2019 | Unit 8 Flipped class |
| 23.12.2019 | Unit 9 Flipped class |
| 24.12.2019 | Unit 10 Flipped class - MID-TERM-II (as post-test) (Applying the Perception of Flipped Learning Experience Survey) |
| January-2021 | Data analysis by IBM SPSS 25 and ATLAS.ti. |
| February – March – April - 2021 | Extension of all the parts and writing findings and discussions |
| June - 2021 | Submission of thesis |

**Appendix D: Perception of Non-flipped Learning Experience Survey**

Please tick (√) all that apply to you.

**Gender:** Female………… Male………….

Please circle the answer which best reflects your overall thoughts about each statement.

There is no right or wrong answers.

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | A non-flipped classroom is a good way of learning. | | | | | |
| 2 | I enjoyed the non-flipped classroom teaching approach. | | | | | |
| 3 | I think the non-flipped classroom is an effective and efficient way to learn. | | | | | |
| 4 | I feel motivated in a non-flipped classroom. | | | | | |
| 5 | I participated and engaged myself in learning in the non-flipped classroom. | | | | | |
| 6 | I became an active learner in the non-flipped classroom. | | | | | |
| 7 | I thought the time and effort I spent in the non-flipped classroom was worthwhile. | | | | | |
| 8 | I learned a lot of | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | things in the non-flipped classroom. | | | | |
| 9 | I prefer the non-flipped classroom to another kind of classroom. | | | | |
| 10 | I think the non-flipped classroom learning guided me toward understanding of the course topics. | | | | |
| 11 | I experienced pleasure in the non-flipped classroom. | | | | |
| 12 | I devoted myself to the instructional/class activities in the non-flipped classroom. | | | | |
| 13 | I spent a lot of time and effort on my non-flipped classroom learning activities. | | | | |
| 14 | Generally, I am happy and satisfied with this non-flipped learning experience. | | | | |

**Appendix E: Perception of Flipped Learning Experience Survey**

Please tick (√) all that apply to you.

**Gender:** Female………… Male………….

**I have taken a flipped course before.** Yes…………No…………

**If yes, in which course?**..................... **when?**.......................................

Please circle the answer which best reflects your overall thoughts about each statement.

There is no right or wrong answers.

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | A flipped classroom is a better way of learning. | | | | | |
| 2 | I enjoyed the flipped classroom teaching approach more. | | | | | |
| 3 | I think the flipped classroom is a more effective and efficient way to learn. | | | | | |
| 4 | I feel more motivated in a flipped classroom. | | | | | |
| 5 | I participated and engaged myself more in learning in the flipped classroom. | | | | | |
| 6 | I became a more active learner in the flipped classroom. | | | | | |
| 7 | I thought the time and effort I spent in the flipped classroom was worthwhile. | | | | | |
| 8 | I learned more and better in the flipped classroom. | | | | | |
| 9 | I prefer the flipped classroom to a lecture-based classroom. | | | | | |

| 10 | I think the flipped classroom learning guided me toward better understanding of the course topics. | | | | | |
|----|---|---|---|---|---|---|
| 11 | I experienced pleasure in the flipped classroom. | | | | | |
| 12 | I devoted myself more to the instructional/class activities in the flipped classroom. | | | | | |
| 13 | I spent more time and effort than usual on my flipped classroom learning activities. | | | | | |
| 14 | Generally, I am happy and satisfied with this flipped learning experience. | | | | | |

**Appendix F: Interview Questions**

The interview questions for the students are:

1- How do you feel when you get prepared for the lesson with multi-media sources at home and doing exercises in the class?

2- Compare the flipped classroom with the non-flipped classroom.

3- What can you tell me about the advantages and disadvantages of Flipped Classroom?

**Appendix G: Pre-test and Post-test Scores of the Participants**

| St. N. | Pre-test | Post-test |
|---|---|---|
| 19872006 | 87 | 69 |
| 19837004 | 63 | 79 |
| 19838011 | 78 | 89 |
| 19873004 | 87 | 72 |
| 18838038 | 53 | 38 |
| 19838014 | 65 | 75 |
| 18838008 | 60 | 74 |
| 19838027 | 57 | 26 |
| 18836001 | 52 | 35 |
| 19872004 | 94 | 92 |
| 19873007 | 48 | 67 |
| 19837002 | 76 | 80 |
| 18838007 | 85 | 71 |
| 18838026 | 26 | 46 |
| 19872002 | 86 | 90 |
| 19838009 | 37 | 48 |
| 19872005 | 90 | 84 |
| 19873005 | 36 | 53 |
| 19873010 | 54 | 48 |
| 19837007 | 95 | 82 |
| 19873016 | 79 | 88 |
| 19873002 | 73 | 58 |
| MEAN | 67,31818 | 66,54545 |

**Appendix H: Midterm – I**

| Ders | İngilizce | | |
|---|---|---|---|
| **Sınav Türü** | Yazılı – Mid-Term-I | **Akademik Yıl-Dönem** | 2019-2020- Güz |
| **Bölüm/Program** | Lisans - Hazırlık | **Fakülte/Enstitü/Yüksekokul** | Beşeri Bilimler Fakültesi |

| Ad-Soyad | | | |
|---|---|---|---|
| **Okul No** | | **Tarih** | **12.11.2019** |
| **Öğrenci İmzası** | | **Öğrenci Notu** | |
| Duration: 50 minutes. | | | |
| Öğr. Gör. ……………………….......................... | | | |

## PART I - USE OF ENGLISH & READING

**A- Complete the sentences with the correct words or phrases from the box. (9x2=18)**

| priority | outstanding | targets | eager | strict |
|---|---|---|---|---|
| faulty | come up with | survey | decrease | |

1. Soon, our scientists will _____ a formula for 20 calories chocolate cakes.
2. Because police can't provide security, local shops are the new _____ of the mafia.
3. Because of the _____ performance, everyone was excited for the new show.
4. Economic experts are hoping for a sharp _____ in meat prices.
5. I am _____ to show my teacher how much I have learned over the summer holiday.
6. Student's safety is our top _____, in both inside and outside of the campus.
7. You can earn some money by answering online _____ questions.
8. We should call the costumer services and complain about the_____ product they sold us.
9. The new government has _____ rules about family issues.

**B. Read the text about a man's bravery and complete the sentences according to the information in the text. (8x2=16)**

---

### *Local Man's Bravery Rewarded*

George Reeder, 63, of Watchet in Somerset has been given a bravery certificate for saving the life of a six-month-old baby.

It was a cold and windy morning in Watchet in January 2013. The local harbour master, George Reeder, was carrying out his regular duties when he heard a noise that caught his attention. On the other side of the harbour, some people were pointing and shouting, so he cycled over as fast as he could.

Mr Reeder expected to see a dog in the sea, but instead he saw a baby's buggy in about four metres of freezing cold water. A woman was screaming desperately – her six-month-old baby boy was strapped into the buggy and was in the water. The strong wind had blown the buggy into the sea. Mr Reeder quickly decided to do something.

'I went over and saw that the buggy was upside-down … and I jumped in,' said Mr Reeder. He pulled the buggy over to the sea wall. Some other people helped to tie a rope to the buggy, and they managed to pull it out of the water and to safety, but not before the baby had spent around five minutes in the sea.

Tanya Allen, a passer-by (who, fortunately, was a nurse), gave the baby CPR and was able to get him to breathe again. Mr Reeder remembered seeing a little bit of breath coming out of the baby's mouth. 'I thought, he's all right. He's alive. Brilliant!' he said. Then an air ambulance helicopter arrived and the baby was taken to hospital. Mr Reeder said it was incredible that the baby survived. 'It's such a miracle,' Mr Reeder added.

After he'd finished helping the baby and the helicopter had gone, Mr Reeder went home to recover from the experience. The child's grandfather knew Mr Reeder and, a little later, went to his house to tell him that the boy was out of danger. Mr Reeder was very relieved and happy to hear that.

Mr Reeder said that he hadn't really been brave. 'It was everyone – from Tanya doing the CPR to the helicopter pilot,' he said. 'I'm just glad I could help.' But when Mr Reeder got the certificate, a council spokesperson said that what he'd done was very courageous. 'This was an extremely brave act, as he put his own life at risk.' The council has advised local people to avoid walking along the seafront in very windy weather.

**\*\*Baby's Buggy;** is a small folding seat with wheels, which baby can sit in.

\*\* **CPR;** is a medical technique for reviving someone whose heart has stopped.

1. George Reeder is a _____ in Somerset.

2. When Reeder _____, he ran over to see what was happening.

3. He saw a baby's buggy _____ metres of cold water.

4. He hoped to see _____ in the sea but it was a baby's buggy.

5. The baby had spent _____in the sea.

6. The baby was taken to hospital by _____.

7. The baby's grandfather came to Mr. Reeder's house to say _____

8. Mr. Reeder was given _____for his bravery.

## PART-II    LISTENING

**A-  Listen to the two conversations and complete the missing parts according to the record. Missing parts must be completed with <u>more than one word</u>. (Track-1) (6x3=18)**

**A**

**Mum:** Why do you dress like this, Jordan?

**Jordan:** Well, Mum, I promise, it isn't_____[1] you.

**Mum:** Really?

**Jordan:** Really! I dress like this because I like it. And it's _____[2] comfortable.

**Mum:** Oh, comfortable!

**Jordan:** Yes, Mum. And it's_____[3] different, too.

**B**

**Larry:** What does it take _____[4] to the top in a sport like cycling?

**Janet:** Hard work, Larry! Cycling's not easy and you have to work hard, train a lot, _____[5] in the best physical condition possible.

**Larry:** And you need talent, too, I guess.

**Janet:** Well, yes. You know, _____[6] a top cyclist, you have to love cycling and have a certain talent for it.

**PART-III   WRITING**

A. **Complete the past story with the correct form of the verbs in brackets. Where possible you can use <u>used to</u>. (15x1=15)**

20 years ago, there _____ [1](be) an old man with big hands and a limp, and he _____ [2] (live) in the same house all of his life. The house was about to _____ [3](fall) apart and he_____ [4](not, paint) it for years, so it _____ [5] (look) as if it would collapse at any moment. We _____ [6](walk) past his house every day, and he _____ [7] (always, work) in his garden and he _____ [8] (say) hello. One day, I _____ [9] (come) home alone – in fact, I _____ [10] (never, walk) home alone before. I _____ [11] (look) up and _____ [12] (see) the man at his window. He _____ [13] (watch) me, and I felt as if he _____ [14] (watch) me for a long time. Then he _____ [15](come) out of the house …

B. **Rewrite the sentences using the words in brackets. (5x3=15)**

1. You can eat whatever you want. (need to)
:_____ a hamburger.
2. You don't have to wear this shirt.
(can):_____if you like.
3. I wasn't allowed to use a mobile-phone.(let):
They_____.
4. I think you should call them. (ought): I
think_____.
5. They made me give them my books.(forced):
They_____.

C. **Imagine that you own a company of your own. Regarding topics below, describe your imaginary company with <u>at least 60 words</u>. (18 pts)**

-What is the name of the company?

-What kind of business do you do? (factory, technology, etc.)

-How is the working environment?(offices, canteens, etc.)

-How many workers do you have?

**Appendix I: The Answer Key of Midterm - I**

### ANSWER KEY

| Ders | İngilizce | | 12.11.2019 |
|---|---|---|---|
| **Sınav Türü** | Yazılı – Mid-Term-I | **Akademik Yıl-Dönem** | 2019-2020- Güz |
| **Bölüm/Program** | Lisans - Hazırlık | **Fakülte/Enstitü/Yüksekokul** | Beşeri Bilimler Fakültesi |

## PART I - USE OF ENGLISH & READING

**B-  Complete the sentences with the correct words or phrases from the box.  (9x2=18)**

**10.** Soon, our scientists will __COME UP WITH_____ a formula for 20 calories chocolate cakes.

**11.** Because police can't provide security, local shops are the new __TARGETS_____ of the mafia.

**12.** Because of the __OUTSTANDING_____ performance, everyone was excited for the new show.

**13.** Economic experts are hoping for a sharp _DECREASE_____ in meat prices.

**14.** I am _EAGER_____ to show my teacher how much I have learned over the summer holiday.

**15.** Student's safety is our top _PRIORITY_____, in both inside and outside of the campus.

**16.** You can earn some money by answering online ___SURVEY_____ questions.

**17.** We should call the costumer services and complain about the___FAULTY_____ product they sold us.

**18.** The new government has __STRICT_____ rules about family issues.

**B. Read the text about a man's bravery and complete the sentences according to the information in the text. (8x2=16)**

**YOU CAN ACCEPT ALL ALTERNATIVE ANSWERS ACCORDING TO THE TEXT.**

9. George Reeder is a ___LOCAL HARBOUR MASTER_____ in Somerset.

10. When Reeder __HEARD A NOISE_____, he ran over to see what was happening.

11. He saw a baby's buggy  FOUR/4_____ metres of cold water.

12. He hoped to see  ___A DOG_____ in the sea but it was a baby's buggy.

13. The baby had spent  __AROUND 5 MINUTES_____in the sea.

14. The baby was taken to hospital by __HELICOPTER_____.

15. The baby's grandfather came to Mr. Reeder's house to say _THE BABY WAS OUT OF DANGER_____.

16. Mr. Reeder was given  ___A CERTIFICATE_____for his bravery.

## PART-II    LISTENING

**B-   Listen to the two conversations and complete the missing parts according to the record. Missing parts must be completed with <u>more than one word</u>. (Track-1) (6x3=18)**

**A**

**Mum:** Why do you dress like this, Jordan?

**Jordan:** Well, Mum, I promise, it isn't__TO ANNOY_____¹ you.

**Mum:** Really?

**Jordan:** Really! I dress like this because I like it. And it's _____TO

BE_____² comfortable.

**Mum:** Oh, comfortable!

**Jordan:** Yes, Mum. And it's__IN ORDER NOT TO BE_____³

different, too.

**B**

**Larry:** What does it take ___TO GET_____⁴ to the top in a sport like

cycling?

**Janet:** Hard work, Larry! Cycling's not easy and you have to work hard, train a lot, ___SO AS

TO BE_____⁵ in the best physical condition possible.

**Larry:** And you need talent, too, I guess.

**Janet:** Well, yes. You know, _IN ORDER TO BECOME_____⁶ a top cyclist, you have to love

cycling and have a certain talent for it.

**PART-III   WRITING**

**D.   Complete the past story with the correct form of the verbs in brackets. Where possible**

**you can use <u>used to</u>. (15x1=15)**

A hundred years ago, there __WAS/USED TO BE_____ ¹(be) an old man with big

hands and a limp, and he __HAD__LIVED_____ ² (live) in the same house all of his

life. The house was about to _FALL ___ ³(fall) apart and he____HADN'T

PAINTED_____ ⁴(not, paint) it for years, so it __LOOKED_____ ⁵ (look) as if it would

collapse at any moment. We _USED TO__WALK_____ ⁶(walk) past his house every

day, and he _ALWAYS WORKED /USED TO WORK____ ⁷ (always, work) in his

garden and he ___SAID_/USED TO SAY____ ⁸ (say) hello. One day, I __WAS

COMING_____ ⁹ (come) home alone – in fact, I _HAD NEVER WALKED_____

¹⁰ (never, walk) home alone before. I ___LOOKED_____ ¹¹ (look) up and

_SAW_____ ¹² (see) the man at his window. He __WAS WATCHING_____ ¹³ (watch)

me, and I felt as if he _HAD BEEN WATCHING___ ¹⁴ (watch) me for a long time. Then

he __CAME_____ ¹⁵(come) out of the house …

**E. Rewrite the sentences using the words in brackets. (5x3=15)**

**6.** You can eat whatever you want. (need to) :__YOU DON'T NEED TO EAT_____ a hamburger.

**7.** You don't have to wear this shirt. (can):___CAN WEAR THIS SHIRT_____if you like.

**8.** I wasn't allowed to use a mobile-phone.(let): They__DIDN'T LET ME USE A MOBILE-PHONE_____.

**9.** I think you should call them. (ought): I think___YOU OUGHT TO CALL THEM._____.

**10.** They made me give them my books.(forced): They_FORCED ME TO GIVE THEM MY BOOKS_____.

**F. Imagine that you own a company of your own. Regarding topics below, describe your imaginary company with at least 60 words. (18 pts)**

*Student's own answers according to the topic.*

| _18 pts in total, grade writing part according to the rubric._ | **Very Good (4,50-4 p.)** | **Satisfactory (3-2 p.)** | **Unsatisfactory (1 p.)** | **No answer/irrelavant response (0 p.)** |
|---|---|---|---|---|
| **Accuracy of Grammar** | | | | |
| **Accuracy of Vocabulary** | | | | |
| **Degree of Coherence** | | | | |
| **Task Fulfilment** | | | | |

**Appendix J: Midterm - II**

| Ders | İngilizce | | |
|---|---|---|---|
| Sınav Türü | Yazılı–MidTerm-II | Akademik Yıl-Dönem | 2019-2020-Güz |
| Bölüm/Program | Lisans – Hazırlık (B2) | Fakülte/Enstitü/Yüksekokul | Beşeri Bilimler Fakültesi |

| Ad-Soyad | | | |
|---|---|---|---|
| Okul No | | Tarih | 24.12.2019 |
| Öğrenci İmzası | | Öğrenci Notu | |
| **Duration: 50 minutes.** <br><br> Öğr. Gör. …………………………….......................... | | | |

PART I - USE OF ENGLISH & READING

| convenient | calm down | safe | conflict | transport |
|---|---|---|---|---|
| painful | accommodation | donate | award | |

A-    Complete the sentences with the correct words in the box. There are <u>2 extra words</u>.  (7x2=14)

1. Rosie was in London to receive her _____ as Mum of the Year.
2. Movement can be _____ when you've hurt your back.
3. The city's_____ system is one of the most efficient in Europe.
4. You'd better _____ and level your voice when you give a speech.
5. You'll find these meals quick and _____ to prepare.

6. The book's theme is the _____ between love and duty.

7. The price for the holiday includes flights and _____

**B- Read the article and fill the missing parts with correct forms of the verbs in brackets. Sentences <u>can be</u> in passive form. (10x2=20)**

In the 1940s, cinemas were hugely popular in Britain. In 1946, over 1.4 billion tickets _____[1] (sell) and throughout the decade, many British films had worldwide success. By the late 1950s, televisions were becoming common in British homes. Sales of tickets _____[2] (fall) to around 500 million. Many good films _____[3] (still, produce) but more people were staying at home. The 1960s was a decade of quality British film-making. In 1962, Dr No, the first James Bond film, _____[4] (release), along with the classic Lawrence of Arabia. Both films were hugely popular worldwide. By the end of the decade, four of the Best Picture Oscars _____[5] (take) home by British-made films. Over the next 20 years, the world economy had a significant effect on the film industry all over the world. Audiences continued to _____[6] (fall) and less and less money _____[7] (invest) in film-making. In 1981, only 24 films _____[8](produce) in Britain and by 1984, tickets sales were down to a record low of 54 million. Many talented people_____[9](leave)Britain for Hollywood. The 1990s saw a rebirth of British film-making. In films such as the hit romantic comedy Four Weddings and a Funeral, the money came from America and the stars and the scripts _____[10](provide) by the British.

**C- Read the article about the man who walks on air and match the places with the correct events according to the text. (5x2=10)**

---

*The man who walks on air*

One Saturday afternoon in June, in the busy streets of central London, something strange happened. A man was seen apparently floating beside a London bus as it drove about town. One of his arms was stretched out and was attached to the roof of the bus. This arm appeared to be the only thing supporting the rest of his body. The man waved to the crowds with his other hand and moved his legs. Was he really walking on air? How was it possible? It turned out to be the latest illusion from Dynamo, one of the world's most thrilling illusionists and the star of his own TV show, Dynamo: Magician Impossible.

This wasn't the first time Dynamo had amazed the people of London. Two years earlier, tourists walking by the River Thames were a little concerned to see a young man go down some steps to the edge of the river and look thoughtfully across to the other side. Was he going to throw himself in? More and more people gathered on the bridge to see what was going on. And then, to their complete disbelief, he lifted up his foot and stepped onto the freezing water. He didn't sink! Then he took another step, and another, and another.

The man was walking on water! A few minutes later, when the man was a quarter of the way across the river, a police boat arrived. The man was pulled into the boat and they sped away, leaving a huge crowd of amazed spectators. Of course, hundreds of photos were taken by onlookers and the next day newspapers were full of the fascinating story.

Dynamo is the stage name of Stephen Frayne, who was born in the northern English town of Bradford. His grandfather was a keen amateur magician and taught Stephen many of his tricks. As a child, Stephen visited New Orleans and saw street magicians for the first time. It was then that Stephen knew he wanted to be a magician when he grew up. He started off learning card tricks and later combined them with a bit of break dancing to create an original act. He was soon making a name for himself.

He won a few local and national Magic Circle championships. A TV show quickly followed and featured celebrities including Dizzee Rascal, Ms. Dynamite, Will Smith and One Direction. As his famous guests watched, Dynamo performed tricks like turning a five-pound note into £20 and turning paper butterflies into real ones. But what everyone wants to know now is: after walking on air and walking on water, what is he going to do next?

*So how is it done?*

Most people agree that the bus illusion involves a fake arm with a metal pole running through it. This arm is attached to the bus and is used to support Dynamo's body. The walking on water illusion is more difficult to explain. Some people think he walks on glass boards that are put in the water before. Others say he's attached by invisible ropes to camouflaged helicopters that fly high above. What do you think?

---

1. Central London _____          a. Crowds watch a man walk out onto the

   river

2. The banks of the River Thames _____b. Dynamo gets into a police boat.

3. On the River Thames _____ c. Dynamo's home town.

4. Bradford _____ d. Dynamo falls in love with magic.

5. New Orleans _____ e. Dynamo waves to crowds from a bus.

**B. Read the article and answer the questions according to the article. (5x2=10)**

1. What was the strange thing about the man in London?

_____ .

2. Where did he do his previous trick?

_____ .

3. What was the fascinating story on newspapers?

_____ .

4. Who trained him as a magician?

_____ .

5. What do you think about his trick (walking on water)?

_____ .

## PART-II   LISTENING

**A-     Listen to the conversations and complete the sentences according to the record. (Track-1) (6x2=12)**

Conversation-1

Nadia: Well listen, some of us are going to the cinema on Saturday. Why _____ ?

Sean: The cinema? Well, I'm not a big fan.

Nadia: OK, no problem. See you Monday then.

Sean: No, wait, just a minute. _____ come. What time on Saturday?

Nadia: I'm not sure yet. _____ me a call this evening?

Conversation-2

Sarah: Waw – that sound like a great idea.

Graham: OK then. _____ along?

Sarah: That would be great - _____. Thanks Graham.

Graham: No problem. _____some friends along with you?

Sarah: OK, I'll call some people.

**B-** **Listen to the radio programme and put the main ideas in the correct order (1-6) (Track-2) (6x2=12)**

a.    Food is a great way to get to know another culture.  _____

b.    Beiju is a type of bread from Brazil. _____

c.     Sushi is one of Japan's most popular foods. _____

d.    Falafel in pitta bread is popular in Saudi Arabia. _____

e.     International food can be made with local ingredients. _____

f.    Today, Food Close Up will visit the International Food Festival. _____

## PART-III   WRITING

**A.    Read Mike's blog about how he would change his life if he could. Write the correct form of the words in parentheses to complete the paragraph. Use contractions where possible. (9x1=9)**

---

*Mike's blog:* Changing my life

MikeD Today 1:28 p.m.

Don't get me wrong. I mean I_____[1] (like) my life right now. But if I had a lot of money, I think my life _____[2] (be) quite different. Like, if I _____[3] (win) the lottery, I _____[4] (do) stuff to my house. Actually, if I _____[5] (be) lucky enough to win a lot, I guess I _____[6] (be able to buy) a bigger and better house. If I _____[7] (not have to) work, I _____[8] (go) to college or do more things I like. I suppose I _____[9] (use) a lot of my time thinking about how to spend the money.

---

**B.    Choose <u>one</u> of the problems below and write a solution to your problem. Write a paragraph about the problem and your solution for it. You must write <u>at least 50 words</u>. (13 pts)**

1.    Students manage their money.

2.     Illegal immigration.

3.    School uniforms or strict dress codes in schools.

4.    Something you have trouble learning to do.

5.   Traffic around your town.                    Problem No:_____

**Appendix K: The Answer key of Midterm - II**

| Ders | İngilizce – Mid-Term-II 24.12.2019 | | |
|---|---|---|---|
| Sınav Türü | Yazılı | Akademik Yıl-Dönem | 2019-2020-Bahar |
| Bölüm/Program | Lisans – Hazırlık | Fakülte/Enstitü/Yüksek okul | Beşeri Bilimler Fakültesi |

ANSWER KEY

PART I - USE OF ENGLISH & READING

| convenient | calm down | safe | conflict | transport |
|---|---|---|---|---|
| painful | accommodation | donate | award | |

**A-** **Complete the sentences with the correct words in the box. There are 2 extra words. (7x2=14**

1. Rosie was in London to receive her ___AWARD_____ as Mum of the Year.

2. Movement can be ____PAINFUL_____ when you've hurt your back.

3. The city's____TRANSPORT_____ system is one of the most efficient in Europe.

4. You'd better __CALM DOWN_____ and level your voice when you give a speech.

5. You'll find these meals quick and ___CONVENIENT_____ to prepare.

6. The book's theme is the _CONFLICT_____ between love and duty.

7. The price for the holiday includes flights and __ACCOMODATION_____.

**B- Read the article and fill the missing parts with correct forms of the verbs in brackets. Sentences <u>can be</u> in passive form. (10x2=20**

In the 1940s, cinemas were hugely popular in Britain. In 1946, over 1.4 billion tickets ___WERE SOLD_____[1] (sell) and throughout the decade, many British films had worldwide success. By the late 1950s, televisions were becoming common in British homes. Sales of tickets __HAD FALLEN_____[2] (fall) to around 500 million. Many good films WERE STILL BEING PRODUCED_____[3] (still, produce) but more people were staying at home. The 1960s was a decade of quality British film-making. In 1962, Dr No, the first James Bond film, _WAS RELEASED_[4] (release), along with the classic Lawrence of Arabia. Both films were hugely popular worldwide. By the end of the decade, four of the Best Picture Oscars _HAD BEEN TAKEN_ [5] (take) home by British-made films. Over the next 20 years, the world economy had a significant effect on the film industry all over the world. Audiences continued to FALL_____[6] (fall) and less and less money _WAS INVESTED/WAS BEING INVESTED_____[7] (invest) in film-making. In 1981, only 24 films __WERE PRODUCED_____[8](produce) in Britain and by 1984, tickets sales were down to a record low of 54 million. Many talented people___LEFT_____[9](leave)Britain for Hollywood. The 1990s saw a rebirth of British film-making. In films such as the hit romantic comedy Four Weddings and a Funeral, the money came from America and the stars and the scripts _WERE PRODUCED_____[10](provide) by the British.

**C- Read the article about the man who walks on air and match the places with the correct events according to the text. (5x2=10)**

1. Central London  __E____                a. Crowds watch a man walk out onto the river

2. The banks of the River Thames  __A____    b. Dynamo gets into a police boat.

3. On the River Thames  ___B___            c. Dynamo's home town.

4. Bradford  __C____                    d. Dynamo falls in love with magic.

5. New Orleans  ___D___                e. Dynamo waves to crowds from a bus.

**B. Read the article and answer the questions according to the article. (5x2=10)DO NOT PENALIZE FOR GRAMMAR MISING TO THE TEXT.**

1.    What was the strange thing about the man in London?

__HE COULD WALK ON THE AIR.

2.    Where did he do his previous trick

__HE DID IT ON RIVER THAMES.

3.    What was the fascinating story on newspapers?

__HE COULD WALK ON WATER AND HE DIDN'T SINK.

4.    Who trained him as a magician?

___HIS GRANDFATHER TRAINED HIM.

5.    What do you think about his trick (walking on water)?

____STUDENTS' OWN SENTENCES

**PART-II    LISTENING**

**A-    Listen to the conversations and complete the sentences according to the record. (Track-1) (6x2=12)**

Conversation-1

Nadia: Well listen, some of us are going to the cinema on Saturday. Why _DON'T YOU COME ALONG____ ?

Sean: The cinema? Well, I'm not a big fan.

Nadia: OK, no problem. See you Monday then.

Sean: No, wait, just a minute. __I'D LOVE TO____ come. What time on Saturday?

Nadia: I'm not sure yet. ___WHY DON'T YOU GIVE_____ me a call this evening?

Conversation-2

Sarah: Waw – that sound like a great idea.

Graham: OK then. _DO YOU FANCY COMING_____ along?

Sarah: That would be great - __I'D LOVE TO_____. Thanks Graham.

Graham: No problem. __HOW ABOUT BRINGING_some frineds along with you?

Sarah: OK, I'll call some people.

**B-    Listen to the radio programme and put the main ideas in the correct order (1-6) (Track-2) (6x2=12)**

   a.   Food is a great way to get to know another culture.  __2___

   b.       Beiju is a type of bread from Brazil. ___6__

c.      Sushi is one of Japan's most popular foods. __4___

d.         Falafel in pitta bread is popular in Saudi Arabia. __5___

e.      International food can be made with local ingredients. __3___

f.      Today, Food Close Up will visit the International Food Festival. __1___

## PART-III   WRITING

**A.      Read Mike's blog about how he would change his life if he could. Write the correct form of the words in parentheses to complete the paragraph. Use contractions where possible. (9x1=9)**

*Mike's blog:* Changing my life

MikeD Today 1:28 p.m.

Don't get me wrong. I mean I_____LIKE_____[1] my life right now. But if I had a lot of money, I think my life _WOULD BE_____[2] (be) quite different. Like, if I _WON_____[3] (win)  the lottery, I _COULD DO_____[4] (do) stuff to my house. Actually, if I __WAS/WERE_____[5] (be) lucky enough to win a lot, I guess I _WOULD BE ABLE TO BUY_____[6] (be able to buy) a bigger and better house. If I _DIDN'T HAVE TO_____[7] (not have to) work, I ___COULD GO__[8] (go) to college or do more things I like. I suppose I __WOULD USE_____[9] (use) a lot of my time thinking about how to spend the money.

**B.** Choose <u>one</u> of the problems below and write a solution to your problem. Write a paragraph about the problem and your solution for it. You must write <u>at least 50 words</u>. (13 pts)

*Student's own answers according to the topic.*

| *13 pts for each, grade writing part according to the rubric.* | Very Good (3,25-3 p.) | Satisfactory (2 p.) | Unsatisfactory (1 p.) | No answer/irrelavant response (0 p.) |
|---|---|---|---|---|
| Accuracy of Grammar | | | | |
| Accuracy of Vocabulary | | | | |
| Degree of Coherence | | | | |
| Task Fulfilment | | | | |

**Appendix L: Gerund & Infinitive – Pairwork Activity**

a Read about the two tourist destinations. Make notes about them. Think about which you prefer and why.

b Tell Student B about the destination you prefer. Try to agree on which of your two destinations to visit. Use your notes from **a** to persuade your partner to visit your place.

### Dominica

A small but beautiful Caribbean island with superb beaches. There's also tropical rainforest with exotic bird life. Dominica's biggest attraction is a boiling lake. After a three-hour trek through stunningly beautiful forest you come to a lake that is hot and steaming. No one knows about it – go there now.



### Bornholm

Bornholm is Denmark's secret island in the Baltic Sea. You can get there easily by ferry or plane. Bornholm has a unique coastline with dramatic rock formations in the north, picturesque historic towns and dense forests. The island boasts the largest medieval fortification in Northern Europe as well as Denmark's highest lighthouse.

**Appendix M: Group Discussion**

**a** Prepare for a discussion. You believe that it's important to stop languages dying out. Every time we lose a language we lose part of our culture.

Use these arguments or prepare your own:

- There's no reason why people shouldn't speak several languages: their own language and one or two 'bigger' languages.
- Languages die out because people feel ashamed of them. It's important to educate people to respect and value minor languages.
- The world needs variety – the world would be very boring if people all spoke one language.
- Many tribal languages contain knowledge about plants, medicines and the environment which could be very useful. We need to preserve this knowledge.

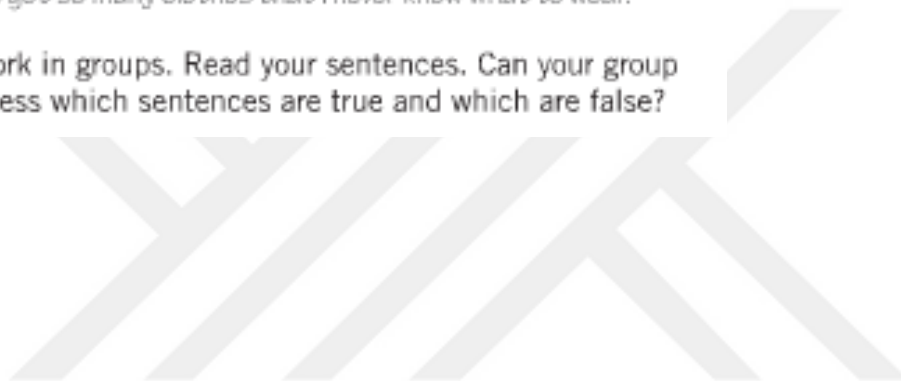**Appendix N: Group Activity about So & Such, Too & Enough**

**f** Find and correct the mistake in each sentence.

1 I have such much work to do that I often have to work at weekends.
2 You spend too many time in front of the computer.
3 We don't have money enough to buy a new car.
4 He doesn't like his job, but he's too much lazy to look for a better one.
5 Cheer up! Why are you always in so a bad mood?
6 I'll have to draw the plan again. It isn't enough clear.

**g** Write four sentences about your everyday life and work/studies. They can be true or false. Include *too*, *enough*, *so* or *such*.
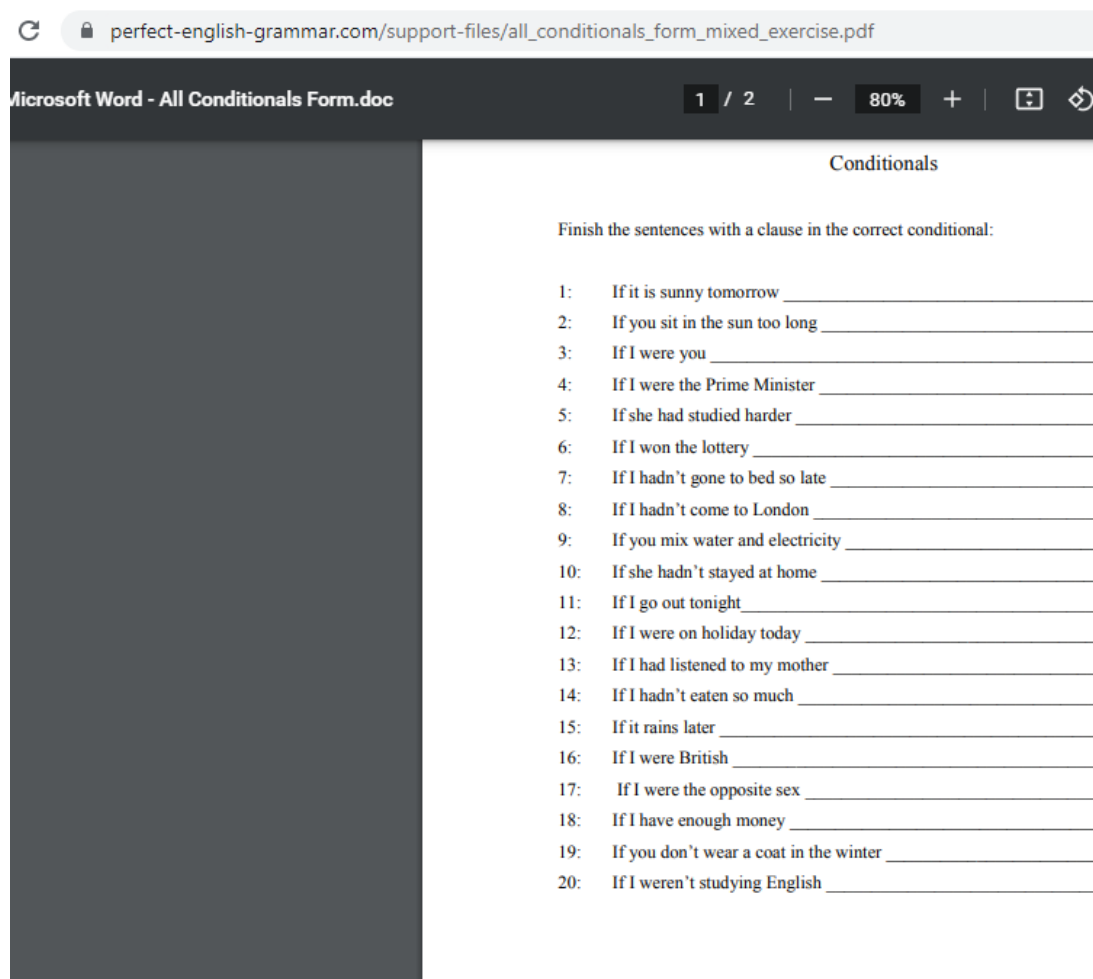
*I've got so many clothes that I never know what to wear.*

**h** Work in groups. Read your sentences. Can your group guess which sentences are true and which are false?

**Appendix O: Completing Conditional Sentences**

**Retrieved from:** [https://www.perfect-english-grammar.com/support-files/all_conditionals_form_mixed_exercise.pdf](https://www.perfect-english-grammar.com/support-files/all_conditionals_form_mixed_exercise.pdf)

perfect-english-grammar.com/support-files/all_conditionals_form_mixed_exercise.pdf

Microsoft Word - All Conditionals Form.doc    1 / 2    — 80% +

## Conditionals

Finish the sentences with a clause in the correct conditional:

1:   If it is sunny tomorrow _____
2:   If you sit in the sun too long _____
3:   If I were you _____
4:   If I were the Prime Minister _____
5:   If she had studied harder _____
6:   If I won the lottery _____
7:   If I hadn't gone to bed so late _____
8:   If I hadn't come to London _____
9:   If you mix water and electricity _____
10:   If she hadn't stayed at home _____
11:   If I go out tonight _____
12:   If I were on holiday today _____
13:   If I had listened to my mother _____
14:   If I hadn't eaten so much _____
15:   If it rains later _____
16:   If I were British _____
17:   If I were the opposite sex _____
18:   If I have enough money _____
19:   If you don't wear a coat in the winter _____
20:   If I weren't studying English _____

**Appendix P: Exercise about 'Causatives'**

**b** Rewrite the sentences using the correct forms of *have* or *get*.

1 Somebody broke into our house. (get)
   *Our house got broken into.*

2 A photographer is taking my picture. (have)
   _____

3 They check patients' temperature twice a day. (get)
   _____

4 A man will fix my watch. (have)
   _____

5 Chocolate covered the boy's face. (get)
   _____

6 The hairdresser was cutting my hair. (get)
   _____

7 My wife's jewellery has been stolen. (have)
   _____

8 The workers had painted our fence red. (have)
   _____

9 The branches tore her jacket. (get)
   _____

10 I'm renewing my passport. (have)

**Appendix Q: Field Notes of the Lecturer**

- My students watched the videos about 'Passive voice'. There were two videos. They felt more prepared and confident in the class on the other day. They discussed the content of the videos; they made their own sentences in Passive voice and when we did the activities in the class, most of them didn't make any mistakes.

- My students did not want to be a volunteer for the research. Some of them did not want their information to be used.

- Some of them could not watch the videos because of some technical problems on their mobile phones or laptops. However, they deduced some rules about the topic. They recognized their deficiency. With the help of the teacher, what they watched about was clarified in the class.

- Even if the students watched the videos at home, they still needed support in the class. They felt more comfortable when we did so.

- One of the students said 'Because of the prejudice for example, 'I will get confused', I did not watch the video.

- In another lesson, one of the students who watched the video at home came to the board and asked questions to her friends. It was fruitful. The topic was defining-non-defining clause. If the video is enjoyable, the students felt better and get more motivated and eager to learn.

- This model is really useful but the level of the class that FCM will be applied should not be beginner as a beginner level student may have difficulty in understanding and they need more guidance. However, a pre-intermediate level student can concentrate on the topic much easily.

- Students watched the video. Feedback was taken by the teacher. There were two videos about the same topic to empower the students' knowledge about the topic and the students explained that the video of which the accent of the speaker is much clear and there is an exercise in was more effective.

- The students were asked to write an essay about the importance of travelling for college students by using 'gerund & infinitive'. They could successfully write the essay by using the structure correctly and just two students made a mistake.

- By playing games, we diagnosed the problems about the topic that was intended to learn. We made students review the subject in front of the classroom so that they can discuss and see their deficiencies.

**Appendix R: Thesis Survey Permission Request Letter from Çağ University**

T.C.
**ÇAĞ ÜNİVERSİTESİ**
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1229-838

KONU: Tez Anket İzni Hakkında

25.11.2019

KAPADOKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
NEVŞEHİR

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188013 numaralı) **Gökçen ÜNSAL, "Ters- Yüz Edilmiş Sınıf Modelinin İngilizceyi Öğrenmelerine Etkisi "** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Semiha GÜRSOY danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Kapadokya Üniversitesine bağlı Beşeri Bilimler Fakültesinde Mütercim Tercümanlık ve İngiliz Dili Edebiyatı Okuyacak olan Yabancı Diller Birimi bünyesinde B2 seviyesindeki hazırlık sınıfında eğitim görmekte olan öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY

Rektör

**EKLERİ**: Dört sayfa tez anket formları ile iki sayfa tez etik kurul izin formunun fotokopileri.

**Appendix S: Permission for the Survey and Interview from Kapadokya University**

KAPADOKYA
ÜNİVERSİTESİ
Akıl - Ahlak - Adalet - Adap

Sayı : 29533901-903.07.01-24712                     16/12/2019
Konu : Bilimsel Araştırma İzni Hk.

Sayın Gökçen ÜNSAL,

Fakültemizin İngiliz Dili ve Edebiyatı ile Mütercim-Tercümanlık bölümlerinde B2 seviyesinde bulunan hazırlık sınıfı öğrencilerine "Öğrencilerin Ters-Yüz Edilmiş Sınıf Modelinin İngilizceyi Öğrenmelerine Etkisi" başlıklı yüksek lisans tez çalışmanız için anket uygulama ve mülakat yapma talebiniz uygun bulunmuştur.

Bilgilerinizi saygılarımla rica ederim.

Prof. Dr. Nuran TEZCAN
Beşeri Bilimler Fakültesi Dekanı

Kapadokya Yerleşkesi: Mustafapaşa Ürgüp 50420 Nevşehir Tel: 0384 353 50 09 (Pbx) Faks: 0384 353 51 25
İstanbul Sabiha Gökçen Yerleşkesi: İstanbul Sabiha Gökçen Uluslararası Havalimanı C-Blok Pendik 34912 İstanbul
Tel: 0216 588 00 10 (Pbx) Faks: 0216 588 00 12
www.kapadokya.edu.tr - info@kapadokya.edu.tr

**Appendix T: Thesis Survey Permission from Kapadokya University**



Sayı   : E-64577500-770-4420                                        21/12/2021
Konu  : Gökçen Ünsal-Bilimsel Araştırma İzni Hk.


ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE


İngiliz Dili Eğitimi Tezli Yükseklisans Programı öğrenciniz Gökçen Ünsal'ın, Fakültemizin İngiliz Dili ve Edebiyatı ile Mütercim-Tercümanlık (İngilizce) bölümlerinde B2 seviyesinde bulunan hazırlık sınıfı öğrencilerine "Ters-Yüz Edilmiş Sınıf Modelinin İngilizceyi Öğrenmelerine Etkisi" başlıklı yüksek lisans tez çalışması için anket uygulama ve mülakat yapma talebi (03.12.2019/903.05.99-24142), Bilimsel Araştırma ve Yayın Etiği Kurulunun 12/12/2019 tarihli yazısıyla talep uygun bulunmuştur.

Bilgilerinize saygılarımızla arz ederiz.



Ek.1 Bilimsel Araştırma ve Yayın Etiği Kurul Onayı




Prof. Dr. Nuran TEZCAN
Beşeri Bilimler Fakültesi Dekanı