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THE ATTITUDES OF ENGLISH LANGUAGE LEARNERS' TOWARD FLIPPED CLASSROOM MODEL

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DEDICATION

To my little miracle, Zeynep …

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Thesis Title: The Perceptions of English Language Learners' on Fliiped Classroom Model

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Merih ÖZBAYRAK

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ABSTRACT

THE ATTITUDES OF ENGLISH LANGUAGE LEARNERS TOWARD FLIPPED CLASSROOM MODEL

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The present study examined the attitudes of English Language Learners in Flipped Classroom and provided detailed information about their views on the pre-class learning materials and activities utilized in this flipped classroom experience. The study also aimed to investigate the benefits and drawbacks of the model. Lastly, the study also looked at English Language Learners' attitudes about the pre-class learning experience and materials. The present study followed a pre-experimental One Group Pretest-Posttest research design. There was a four-week intervention of flipped classroom implementation between the pre-test and the post-test. To obtain these aims to benefit sequentially from both quantitative and qualitative data collection methods. The study was conducted with 133 English language learners at the School of Foreign Languages at Çağ University. The participants of the study were selected through purposive sampling for collecting quantitative data and through simp random sampling for collecting qualitative data. The participant students had hybrid education for a whole year at Çağ University. The results indicated that English Language Learners' attitudes toward the FC model were mostly negative. However, The participants were more positive about in-class applied activities, experiential learning, peer learning, and group learning after FC experience. On the other hand, the problems they faced were mainly about the absence of immediate feedback from the teacher and the workload of pre-class preparation. It was discovered that the student and instructors should be prepared for flipped education in modest increments, and the curriculum should be meticulously designed to accommodate flipped education.

Keywords: Flipped classroom, blended learning, English Language Learners, teacher education, student perceptions.

ÖZ

İNGİLİZCE DİL ÖĞRENENLERİN TERS YÜZ EDİLMİŞ SINIF MODELİNE KARŞI ALGILARI

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Bu çalışma, İngilizce öğrenenlerin Ters Yüz Edilmiş Sınıf modeli hakkındaki görüşlerini incelemiş ve bu ters yüz edilmiş sınıf modeli deneyiminde kullanılan ders öncesi öğrenme materyalleri ve etkinlikleri hakkındaki görüşlerini detaylı bir şekilde araştırmıştır. Aynı zamanda modelin avantajlarını ve dezavantajlarını araştırmayı da amaçlamıştır. Son olarak, katılımcıların ders öncesi öğrenme deneyimi ve materyallerine yönelik tutumuna da bakmıştır. Mevcut çalışma, Tek-Grup Öntest-Sontest yarı deneysel araştırma desenini izlemiştir. Dört haftalık ters-yüz sınıf modeli ön test ve son test arasında uygulanmıştır. Bu amaçları elde etmek için hem nicel hem de nitel veri toplama araçlarından sırasıyla yaralanmaktadır. Çalışma, Çağ Üniversitesi Yabancı Diller Yüksekokulunda öğrenim gören 133 İngilizce öğrenen öğrenci ile gerçekleştirilmiştir. Araştırmanın katılımcıları nitel veri toplamak için basit rastgele örneklem ve nicel veri toplamak için amaçlı örneklem yoluyla seçilmiştir. Katılımcı öğrenciler Çağ Üniversitesi'nde tam bir yıl karma eğitim görmüşlerdir. Sonuçlar, İngilizce öğrenenlerin Ters Yüz Edilmiş Eğitim modeline yönelik algılarının çoğunlukla olumsuz olduğunu göstermiştir. Ancak katılımcı öğrencilerin, sınıf içi uygulamalı etkinlikler, deneyimsel öğrenme, işbirlikçi öğrenme ve grup öğrenmesi konusunda daha olumlu oldukları görülmüştür. Öte yandan karşılaştıkları sorunlar ise ağırlıklı olarak öğretmenlerinden anlık geri bildirim alamamaları ve ders öncesi hazırlıklarındaki iş yükü ile ilgiliydi. Sonuç olarak öğrenci ve öğretim elemanının küçük adımlarla ters-yüz eğitime hazırlanması ve müfredatın ters-yüz eğitim modeline uyum sağlayacak şekilde tasarlanması gerektiği keşfedilmiştir.

Anahtar Kelimeler: ters-yüz sınıf modeli, karma eğitim, İngilizce dil öğrenenler, öğretmen eğitimi, öğrenci görüşleri

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ABBREVIATIONS

BL **:** Blended Learning

ELL **:** English Language Learners

FC **:** Flipped Classroom

FL **:** Flipped Learning

TC **:** Traditional Classroom

SPSS **:** Statistical Package for the Social Sciences

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1. INTRODUCTION

Learning a foreign language has become essential for intercultural communication in the contemporary global community. For this reason, numerous strategies and techniques have been applied to language learning. However, shifting global conditions and advancing technology necessitated the modification of traditional educational strategies and practices. Thus, the necessity of a method that deepens learning with a more innovative and reinforcing method rather than traditional teaching has become essential. In traditional teaching, the teacher lectures in the classroom. In the remaining time, reinforcement is made on the subject. However, this period is very limited. However, in flipped education, students learn the lesson from the course materials provided by the teacher in the online environment and reinforce the subject by discussing it during class hours. Thus, it is a method in which knowledge transfer is shifted out of the classroom, and more effective and social learning activities are carried out in the classroom environment. Consequently, a flipped classroom is a teaching model that will completely reverse this traditional teaching process and support students' high-level learning skills.

Research Problem

In education, traditional lecturing is a common way to teach. However, with the developing technology, there are many changes and developments in every area of life. Therefore, teaching is inevitably affected. As a result, learners are considered the heart of this developing educational system in every aspect, physically and cognitively. In today’s conditions, English as a Foreign Language has crucial factors and roles for adapting to the rapidly changing world and education system. Therefore, using the English language communicatively is accepted as necessary to construct a bridge for developing social, scientific, and educational dimensions. In addition, there have also been several studies on students' attitudes in EFL learning and teaching. Results show that most of the reason behind EFL teaching and learning failure or success is related to the classroom atmosphere and students’ perceptions of themselves as an individual. Students in a study conducted by Chen, Wang, Kinshuk, and Chen (2014) said they preferred the FC model, were more likely to attend class and were more willing to put forth the effort. Although some students had difficulty adapting, this may have been due to their passive learning habits from earlier in their lives. As a result of their

inability to keep up with class discussions and practical tasks, these pupils fell behind. Also, a study was conducted by Galway, Corbett, Takaro, Tairyan, and Frank (2014) to investigate the FC's public health students' learning experiences and attitudes. One of the goals of the study was to see a significant rise in students' self-perceived knowledge. Students were enthusiastic about the flipped form of teaching, and the majority of them said they would rather take a flipped course than a regular one. All students need enough time to practice learning outcomes of the new language; however, overcrowded classrooms and not using modern technology are components of unsuccessful EFL learning. Within this perspective, some steps are necessary to apply new teaching styles in this developing educational system. Additionally, technology-embedded courses would be alternative ways to apply appropriate learning techniques. Therefore, implementing the FC model seems possible to create a good teaching process for the 21st century.

In this way, the present study attempted to understand English Language Learners' perceptions of flipped classroom models compared to the traditional education system. In addition, this study aims to describe the benefits and drawbacks of the FC model.

Purpose Statement

Numerous studies have been conducted with different numbers of schools, students and at different times. The common results showed that significant findings; flipped classrooms have pedagogical benefits in time, learner autonomy, and positive attitudes about students' achievements. This study was conducted with English Language Learners (ELL) studying at Çağ University in the School of Foreign Languages. Students are the vital component of the education system. Therefore, the FC model is an important tool for the education system for these students in their future classes. Furthermore, designing the courses with the new FC model would be a chance to meet the educational expectations of the 21st century skills. For this reason, this research is expected to support improving the English teaching-learning process and contribute to the enrichment of flipped learning theories.

The following research questions were investigated in the study:

1- What are the level of attitudes of English Language Learners on the Flipped Classroom?
2- What are the attitudes of English Language Learners on the Flipped Classroom?

3- Is there a significant difference between the pre-test and post-test scores after the FC model experience?
4- What are English Language Learners' attitudes toward the pre-class learning materials and activities in this experience?

Significance of the Study

One of the main issues for using flipped classrooms is the time gained by removing the in-class lecture, which allows for interaction between teacher and students in one-on-one relations. The time gained may be used to solve students' problems actively and focus on the assignments of students who have difficulty completing them. Besides, the learning pace and level of each student differ is another vital issue to require implementation FC model. Almost every teacher is struggling with the fact that they adjust their teaching process to each student. Flipped classrooms provide self-paced learning, meaning that the students adjust their learning pace to meet their needs. Also, students who hesitate to ask questions may seek individual feedback to clarify the problem. In the flipped learning approach, the traditional teacher role has changed as a guide to give direct instruction to the students during class time, and it has been a position that enables one-to-one communication. In this guide, teachers can immediately engage with the problem and give feedback. Another essential factor for flipping the classroom is creating learner autonomy that enhances students' responsibilities for developing their purposes. They should be aware of their strengths and weaknesses. They seek to utilise their weaknesses with their intrinsic motivation when conscious of their weaknesses (Jacobs & Farrell, 2003). Another benefit of the flipped classroom pedagogy is collaborative learning that enhances learning by working with peers or groups. When individuals are tasked with working in a group to achieve a common goal, they learn how to manage both themselves and others. Also, collaborative learning promotes critical thinking skills that are crucial for self-reflection and creativity. Thus, the flipped classroom strategy improves powerful learning experiences and catches Millenial students' attention.

The significance of the study also reveals the role of the FC model in teacher education. FC model is a vital example for embedded-technology curriculum to apply in current education expectations. It is crucial for teachers to experience these techniques with their students for their future applications. This study provides a chance to see the applicability of the FC model in the School of Foreign Languages.

Lastly, the most critical view for the study is the Covid-19 pandemic, which has been affecting the whole world for about 2 years has brought Flipped Classroom Model to the fore. Due to the pandemic, on-campus classes have been wholly or partly replaced by distance education models during the 2019-2022 academic years. Although the universities were not fully prepared for distance education, as a necessity of the age, it has come to the fore. Many countries around the world, including Turkey, have been continuing the academic year 2021-2022 via distance education, and the Flipped Classroom has proved to be an inseparable component of this new education system.

Taking these features mentioned above of the FC model and its necessity, the present study is significant in contributing to the literature and shedding light on the uncertainities about the issue.

Limitations of the Study

Each step was taken by the researcher to carry out the study and protect participants' privacy. In this way, the research provides insight into Flipped Classroom's implementation in the School of Foreign Languages' curriculum. However, this research was limited to the A1 level students at Çağ University. This is the level that devotes the most time for lecturing in-class time. For this reason, in-class activities were more limited to practising the topic. This study was applied for four weeks which consists of 6 units. Therefore, the number of FC model implementations made it impossible to generalize the results for the pre-class experiences and reflections of all model practices.

Definitions

The following definitions were clarified to ensure that the study is understood clearly:

English language learner: Following the suggestion of the National Research Council (August & Hakuta, 1998), the term English language learner (ELL) is used throughout this document to refer to students from a non-English-speaking background who have not yet developed sufficient proficiency to master an English-only curriculum and instruction in school.

Blended Learning: According to Launer (2010), it's the blend of technology-supported self-or distant learning settings and face-to-face settings.

Flipped Classroom: The flipped classroom paradigm is part of a more significant educational trend that contains both blended learning and inquiry-based learning also other educational techniques and tools that combine flexible, efficient students (Johnson, Becker, Estrada, and Freeman, 2014)

Active Learning: In this way learning, students are engaged in meaningful activities, which enables students to promote their higher-order thinking skills, contrary to listening to lectures in a passive way, (Freeman et al., 2014).

Student-centered learning: It is a way of learning which students choose what, how and why to study topics which are found attractive to them (Rogers, 1983).

Digital Natives: Marc Prensky (2001) used the term "Digital Natives", to describe a generation of people who are "native speakers" of the digital language of computers and the Internet.

Traditional Learning: Traditional Learning information that is not dynamic and cannot be applied to actual life; instead, the sole purpose of this material is to prepare students for exams. (Tynjälä, 1999,)

Constructivism: Throughout this stage of the knowledge-building process, individuals have the opportunity to both acquire new information and develop their own interpretations of that information. (Tynjälä, 1999)

Review of the Literature

This chapter mainly included general information about Flipped Classroom Model in education, focused on the relationship between Bloom's Taxonomy and FC model, compared the characteristics of Flipped classrooms and Traditional classrooms, discussed the constructivist approach of FC model and finally mentioned about benefits and drawbacks of FC model respectively.

Flipped Classroom Model in Education

With the development of technology, the teaching-learning process has significantly changed. Passive learning in traditional classrooms has been replaced by active learning in modern classrooms (Adam & Nel, 2009). With the advancement of computer technologies, some terms have arisen, such as Online learning, distance education, synchronous -asynchronous learning, Information and Communication Technologies, and Blended Learning. Blended learning is an approach that combines face-to-face

classroom activities with multimedia technology and focuses on student activity and engagement.

As Poon (2014) states, blended learning is a major redesign of the educational model that involves a move from lecture-centred to student-centred instruction in which students become active, interactive learners. The Flipped Classroom is a pedagogical approach and instructional strategy component of blended learning. In flipped classrooms, the main idea is to transform teacher-centred instruction into learner-centred instruction, and students are supposed to be prepared before the class. Unlike traditional methods, a teacher takes the role of a guide who stands behind, observes, and lets them be more active, independent, critical thinkers and responsible for their learning.

The two pioneers in the flipped classroom area, Jonathan Bergmann and Aaron Sams (2012), state that flipped classrooms are centred around the students, not the teacher. Students are introduced to learning materials, such as some videos they are responsible for watching before the class, with classroom time; they are to be used for asking appropriate questions to evaluate students' comprehension deeply through discussions with peers and expert feedback from teachers (Bergmann and Sams, 2012). Morgan (2014), as cited in (Zainuddi & Attaran, 2016), states that when the teacher instructs for the first time in the class, students at different levels may not learn at the same pace and level. Flipped classrooms provide such kinds of students a chance to learn at their own pace and needs. Students may manage their learning by repeating and pausing each point of supplemental video lectures based on their needs. Therefore, teachers also have a chance to give feedback personally to improve students' academic achievements. (Bergman & Sams,2012).

Besides, today's students obtain information primarily via phones, computers and some technological devices. It is thought that thanks to the inclusion of developing technology in our lives, flipped classrooms allow them to feel comfortable. Prensky (2001) states that today's modernised individuals are born as "digital natives" and that a bachelor digital native has played 10,000 hours of online video games. Based on this perspective, most researchers believe they need to transform this time efficiently. The flipped classroom is becoming accessible content for students beyond traditional learning. Students may access the content in presentations or videos whenever they want, and also, they can stop, reply to, and rewind online content. It allows them to take notes when studying online content and be prepared to ask questions when they deem

necessary. This situation may enable teachers to deal with the students individually and create an environment for teachers to discuss the questions in the classroom. In this method, teachers move around the classroom comfortably and deal with their needs individually because the flipped classroom gives the teacher this opportunity.

Since each student is individual and unique, each individual's needs, strengths, weaknesses, and learning speeds vary. The Flipped Classroom creates a learning environment. In this environment, created by the teacher, the students are taught content, course materials, measuring instruments, course-related videos and podcasts. Furthermore, the process allows them to ask the teacher questions at any time.

In the early 1980s, Baker began using electronic devices to provide non-classroom materials outside the classroom (Baker, 2000). Baker published the lecture notes online and waited for them to come to class with an idea of the lesson's subject. When giving the subject matter online, he noticed they were familiar with it and used the lesson time efficiently. Baker described this concept as "The Flipped Classroom" (Baker, 2011). Ropchan ve Stutt (2013) indicated that, in flipped classrooms, students are first exposed to the main components of the active learning process, such as content, activities, and laboratories. Then understanding content would be better achieved. Students come to class prepared with English course content; therefore, class time is used efficiently to develop their critical thinking skills and establish interactive dialogues with their teacher and peers (Fisher, 2009). When they are interested in the subject, they move to the upper level (Bloom, 1956).

In a flipped classroom, students regulate their learning styles, pace, and habits as well as create an out-of-class study plan and style accordingly. In this case, flipped classroom improves learner autonomy and raises awareness of individual responsibility for learning. Students plan their learning and achieve their goals in line with the plan. Planning and managing the whole learning process constitute basic autonomous learning stages. In a student-centred education program, creating these skills in the individual results in multifaceted benefit learning opportunities outside the classroom.

The Flipped Classroom Model and Bloom's Taxonomy

Bloom's Taxonomy is applied in the traditional classroom vs the Flipped classroom. Flipped classroom is designed so that students complete the lower level of cognitive thinking skills outside the class, whereas the higher cognitive thinking skills are done during the interactive classroom session. The flipped approach inverts Bloom's

taxonomy of cognitive tasks so that lower-order cognitive functions, such as comprehending and remembering, are completed before class, and students have ample time for deep learning before class (Khadri Ahmed, 2016). On the whole, in the FC model, "remembering" and "understanding," which are the lowest steps of Bloom's Taxonomy, are for students to take responsibility for the personalization of learning according to their learning speed. On the other hand, the steps of "application, analysis, evaluation and creation" of the taxonomy that require more time and effort may be spent in the classroom to internalize their learning.

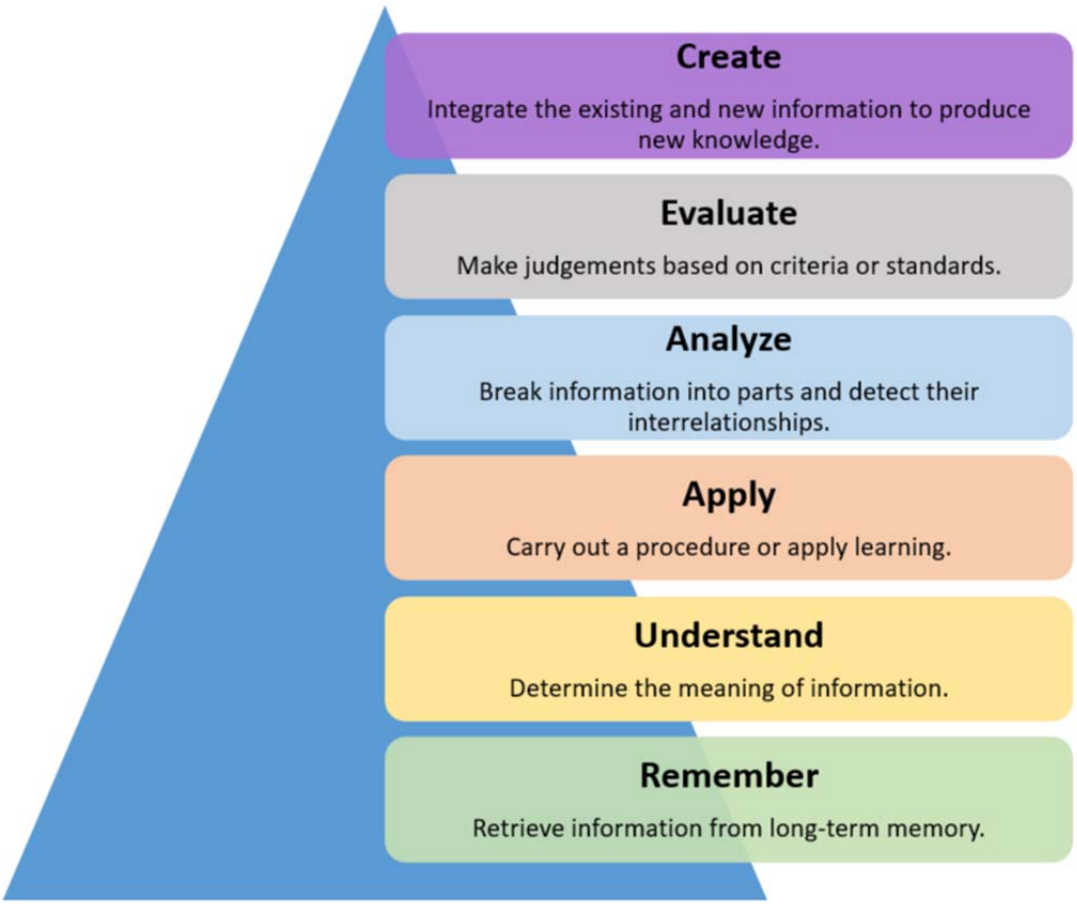

Figure 1. *Bloom's Taxonomy*

Following is a summary of example steps roughly: In a traditional classroom, the teacher lectures the new subject in the classroom in remembering and understanding steps in Bloom's Taxonomy; in analysis, evaluation, and creation steps, students are expected to continue their studies as homework. Contrary to traditional lecturing, the new subject is learned by students before coming to class as individuals in remembering and understanding steps; in applying, analyzing, evaluating and creating

steps, they work with the teacher and their peers with active learning techniques. In the flipped classroom, the students are familiar with the subject beforehand and participate actively in-class time.

Characteristics of Flipped Classroom vs Traditional Classroom

The differences between Flipped Classroom (FC) vs Traditional Classroom (TC) models can briefly be described as follows:

In a traditional classroom, education is a one-way process from teacher to student. The teacher is the only source for explaining a term, asking questions and finally, waiting for an answer to move on to the other question. However, in a flipped classroom, the teacher is a guide on the students' side to create a student-centred environment. Furthermore, his guidance encourages them to be more active in their learning process and use the class time more engaging and meaningfully (Cheng-lin & Jian-wei, 2016). Unlike the TC model, which is aimed at didactic lecturing, the FC model establishes individualized learning and inclusive education and gives them a chance to learn at their speed and improve learner autonomy (Bijlani, Chatterjee, & Anand, 2013). In a traditional classroom environment, lecturing is at the centre of the classroom. In other words, students are passive learners who only listen to their teacher and take some notes. Bligh (1998) defines this model; They are typically engaged in selecting information from what is spoken, sometimes simplifying it in their own words or recording it. The teacher is the only source of accessing knowledge. However, nowadays, students are expected to access information on the internet to ensure active learning that is not memorization but to "apply conceptual knowledge to problem-solving" (Knight & Wood, 2005, p. 298). Active learning is defined by Prince (2004) as, in this teaching strategy, students actively participate in the learning process.

On the contrary, in lecturing teaching, students are not active learners but passive listeners. Some studies revealed that if students have a chance to engage in some discussions, brainstorming sessions, and practical learning opportunities, they will improve their learning skills and be more motivated and engaged. The most productive educational environments activate the learners' current knowledge and experience, demonstrate the required abilities, and assist them in applying and integrating these talents into real-world situations (Merrill, 2002). It strengthens a person's critical thinking skills by allowing them to be more independent of a teacher's control and accountable for their own learning process (Garrison & Kanuka, 2004).

Mostly TC method requires a specific time and place, whereas in the FC model, there is no need to be in the same location, and it allows students to learn in various contexts other than the same class environment. They can start their learning activities at home before coming to class with their own learning pace and pathways. (Zainuddin & Perera, 2019). In traditional education, students are passive listeners; they do not use their higher-order thinking skills because of the inefficiency of lecturing, whereas the 21st century focuses on active learning.

Technologically equipped classrooms appear to increase students' engagement, interest, encouragement and motivation. Teachers need to enrich the commonly used materials among digital natives to raise learners' motivation and encouragement. Contrary to traditional classrooms, Web.2 tools, multimedia and technological devices can be used in flipped classrooms to improve autonomous learning capacity.

A detailed comparison of the two models is listed in Table 1 below.

Table 1

A Comparative Analysis Between Traditional Learning and Flipped Learning

Comparative points	Traditional learning	Flipped learning
Environment	1. Inside the classroom, lectures are the only means 2. Outside the classroom, Practice exercises & problem-solving	1. Inside the classroom, Practice exercises & problem-solving 2. outside the classroom, Video / PowerPoint lectures, closed-ended quizzes & practice exercises
Teacher's role	Represents the authority, source of information, delivers lecture and answers students' questions.	Prepares materials at home, a supervisor, developer, researcher, guide and a helper.
Students' roles	Inside the classroom and beign own outside the class.	1. They do higher-level analysis/ critical thinking 2. guided support, providing examples – links between content and real world
Teaching tools	Classroom setting; boards, projector, marks,	1. Storages; dropbox, Mediafire, etc., for sending video files, podcasts and presentations, web.2.0 tools 2. Social media programs, WhatsApp, Facebook, etc., for discussions 3. Mail; Gmail, Yahoo, for receiving home assignments.

Source: Abdel-Fattah (2017).

Constructivism in Flipped Learning

In flipped classrooms, flipped learning should be successfully implemented; therefore, The Flipped Learning Network (2014) states the four pillars of F-L-I-P™. The first pillar is that establish a Flexible Environment. It means teachers arrange their learning spaces, materials and times to provide students with independent study in terms of place and time. The second pillar is a variation of Learning culture in which students take responsibility for their learning and evaluation. As a result, students have opportunities to engage in meaningful activities without the teacher's support. The third pillar is Intentional content for students. Educators use Intentional content, which

involves appropriate materials for use online and in the classroom. The critical point is maximizing student-centred activities based on their level and subject matter. Finally, the fourth pillar is about the role of a Profesional Educator. The teacher functions as a mentor in flipped learning. Teachers should be reflective, facilitating thinking over their practices and analyzing their work. Also, they encourage students to improve for better learning outcomes. Implementing flipped learning helps teachers prioritize active learning by assigning relevant materials for students during class time, and thanks to this model, students learn more effectively. Flipped learning inspires teachers to modify traditional learning methods, create an active, flexible, cooperative learning environment, and engage new digital learning technologies.

Another prominent term is Blended Learning (BL) which takes place as Horn and Staker (2011), Whenever a student learns in part at any location away from home and in part through online delivery with some aspect of student autonomy over time, place, path, and/or pace. BL combines face-to-face lecturing and e-learning technology and "can merge web-based instruction, streaming video, audio, synchronous and asynchronous communication with face-to-face learning" (Quevedo, 2011, p.198). Some studies related to blended learning revealed that a BL environment increases students' motivation and participation and offers some advantages such as self-regulated learning, gives more responsibility, suitability for each student's needs, repeatability, and allows for accessing information easily.

The key component of blended learning is Flipped Classroom Model, which is defined as a pedagogical method as "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Bergmann & Sams, 2012, p.13). The approach requires students to have theoretical knowledge of the content before coming to the class at home; class time should be split into interactive, cooperative and engaging activities. Therefore, its name suggests that out-of-class time is for lecturing, the class time is allocated to discussions, working on problem-solving, collaborative tasks, and games related to the content.

Benefits of Flipped Classroom

Some studies have demonstrated that the FC model has numerous benefits that are not achievable through the traditional lecturing model. Today's learners who grow up with technology must mingle with FC since technology is an inseparable part of their lives. (Bergmann & Sams, 2012). Therefore, students are eager to learn in this new

format and feel more free if they can access the information on their mobile phones. Another benefit is self-paced learning. Students have a chance to learn at their own pace. Making the content accessible online allows students to look over the subject, revise it any time they want, and pause any point they are confused (Horn, 2013). Furthermore, students develop a sense of responsibility by controlling their learning process. Also, they have a chance to decide on pre-class material to study the subject. Finally, the nature of FC allows to shape and update the curriculum according to students' needs. Fulton (2012) lists six significant benefits of an FC: 1) Students can arrange the class at their own pace 2) Being involved in "homework" during class time provides teachers to understand students' needs and difficulties. 3) the curriculum can be redesigned according to students' needs, and lessons can be accessible for students on 7/24. 4) In-class time becomes meaningful for observing, guiding, helping and trying new things. 5) Students' achievement and engagement increase with the FC model as compared to the traditional lecturing classroom model. 6) Learning can occur anywhere and at any time with technological devices.

Disadvantages of Flipped Classroom

As with anything, FC also has some drawbacks as well. The first disadvantage is the technology available, as commonly mentioned in the studies. Some students may not have personal computers and the internet, which is the most requirement of the FC model (Siegle, 2014). Another drawback is that all "homework time" is spent in front of a computer monitor, which increases the amount of time students are exposed to technology devices. (Wang, Fu & DU, 2014). Students may get bored while watching videos without interaction and become detached from the usual social school environment. Another concern is poor-quality videos. Some conditions may not be appropriate for some students to watch a video and connect to the internet. Moreover, inherent in the teaching process, such as giving feedback, checking students' understanding, and providing support, may not be utilized enough with the FC model.

One of the FC model's most common and vital concerns is whether the students come to class prepared. In this model, which supports the students' responsibility for their learning process, not every student may fulfil the responsibility. Bergmann and Sams (2012) suggest that teachers prepare some interesting questions about the videos and teach how to take effective notes when watching the videos via Cornell note-taking system (Bergmann & Sams, 2012).

Lastly, the most disadvantageous issue for teachers in planning and creating their videos and then updating them according to students' needs. These kinds of preparations might be very time-consuming. Therefore, teachers should learn how to create videos and redesign instructions according to students' questions.

2. METHODOLOGY

This chapter presents the overall design and methodology by dealing with the key concepts of the study. First of all, the Research paradigm is clarified. Next, the theoretical framework and research design are explained concerning the rationale for using a mixed methods design. Following that, the description of the setting and participants are presented. Furthermore, data collection instruments and a thorough description of the data collection process are depicted. Finally, the chapter ends with the data analysis procedures, including the qualitative data coding process. Ultimately, this chapter refers to the ethical considerations and trustworthiness of the study.

2.1. Research Paradigm

The term paradigm describes a set of intersections where the data used in the research is understood and interpreted, reflecting shared thoughts and beliefs (Kivunja & Kuyini, 2017). Selection of paradigm provides a researcher to formulate the nature of the reality and knowledge. All pragmatic approaches guide the researchers to find the answer to assumptions, beliefs, and research questions s/he use in the research. There is no one correct paradigm, the most appropriate paradigm is the one that can reflect the researcher's value system, find the best answers to the research questions, how and in what way she perceives reality and directs it to the truth and provides the most appropriate research literature. (Chilisa & Kawulich, 2012).

For pragmatic researchers, the existence of reality and participants' perceptions of this reality is vital. By describing the perceptions of social actors in this reality and even providing practical solutions, obtaining more profound insight into the causes of these perceptions would be handled with the paradigm. (Maarouf, 2019).

This study adopted a *pragmatic paradigm.* In this study, foreign language learners and classroom reverse are active actors in reality, and its main goal is to understand the participants' perceptions and to change their minds. This study aims to understand the participants' perceptions about their own unique interpretation of reality and to provide a deeper understanding of the context.

2.2. Research Design

Research Design is a plan for proposed research work from collecting the data and processing data analysis and reporting them respectively (Zikmund, 1988).

Qualitative research is a method for investigating and comprehending the significance that individuals or groups attach to a social or human situation. (Creswell, 2014). By investigating the relationship between variables, quantitative research is a method for testing objective theories. In turn, these variables can be monitored, often using tools, to evaluate numerical data with statistical methods (Creswell, 2014).

"Mixed methods research is an approach to an inquiry involving collecting quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (Creswell, 2014, p.32).

Table 2 shows research approaches by Creswell (2014).

Table 2

Research Approaches

Quantitative Methods	**Qualitative Methods**	**Mixed Methods**
Pre-determined	Emerging methods	Both pre-determined and emerging methods
Instruments based on Questions	Open-ended questions	Both open-ended and close-ended questions
Performance, attitude, observational and census data	Interview, observation, document and audiovisual data	Multiple forms of data
Statistical analysis	Text and image analysis	Both statistical and text analysis
Statistical interpretation	Themes, patterns interpretation	Across databases interpretation

Source: Cresswell, 2014, p.45

This study followed a pre-experimental research design. Pre-experimental research design involving the One-Group Pre-test-Post-test Design lacks a control group where a fulfilment a pre-test, an intervention, and a post-test is only applied to a single group of participants (Faulkner & Taylor, 2005). With the pre-experimental design, the researcher conducts the study by intervening in the experimental process of a single group of participants. In this study, the design evaluated the differences in Language Learners' attitudes toward the FC after the intervention. The participants were selected through simple random sampling for collecting qualitative data and through purposive sampling for collecting quantitative data. In this study, the pre-test (O1) that included a questionnaire about Language Learners' attitudes toward the FC model was followed by a 4-week intervention of FC implementation (X). In addition to the questionnaire used as a pre-test, a post-test (O2) was administered after a 4-week intervention. In addition to the post-test, a survey was administered to determine participants' impressions of pre-class learning materials and activities for the FC model experience.

O1 X O2

The research approach taken in this study is a mixed-methods design that integrates two forms, both qualitative and quantitative data. "The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone" (Creswell, 2014, p.32). Based on a sample taken from a pile, inferential statistics examine the overall characteristics of the heap, possible developments, and the relationships between variables. Consequently, this was an inferential study.

2.3. Mixed Methods Research Design

This study's methodology approach is a mixed-method approach to an inquiry involving collecting both quantitative and qualitative approaches. Creswell (2012) defines mixed methods research as combining qualitative and quantitative approaches to obtain a deeper understanding. Creswell (2012) explains numerous reasons to use a mixed-methods design. "The overall goal of mixed methods research, combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature" (Schoonenboom & Johnson, 2017, p.110). One type of research design is insufficient to address the

research problem and answer the research questions. Mixed methods research has started to be widely used recently to obtain more detailed information.

2.3.1. Mixed-Methods Sequential Explanatory Design

The mixed-methods sequential explanatory design consists of two dis- tinct phases: quantitative followed by qualitative (Creswell et al. 2003). The design involves collecting quantitative data and its analysis first, followed by qualitative data collection and analysis second in two consecutive phases within one study. The researcher used this design to conduct quantitative research then, analyze the results, and build on them to identify them straightforwardly with qualitative research. "The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend or explain the general picture" (Subedi, 2016, p.572).

The research was conducted quantitatively to identify the data results and was connected to the second phase, which included collecting and analyzing the qualitative data. Lastly, the qualitative results explained were interpreted and added to the initial quantitative results to shed light on the purpose of the study.

2.4. Research Setting and Participants

This study section presents detailed information about the research site and the research participants.

The study was taken place at the School of Foreign Languages at Çag University in Yenice, Mersin. The School of Foreign Languages provides English education to students who have their first year. Students must take a proficiency exam to test whether their English is sufficient to start their actual departments. The students whose score is at least 70 out of 100 in this exam have a chance to start their departments at the faculties they have enrolled in. If not, they are required to register for the preparatory program, take a placement test to determine their level of English, and study for a maximum of four semesters. At the end of the year, students who meet the particular standards are qualified to proceed to their departments at the University. In addition, the School of Foreign Languages at the University gives one-year compulsory English Language Education. Twelve lecturers in the Preparatory School are native speakers, so the students have a great chance to practice their English. Level Exit tests are given at the end of each level, and students were scoring an average of a minimum

of 50 out of 100 continue to the following level. If the students take grades under 50, they are given extra work to make up for the parts they cannot do. During the first semester of the 16-week English Language Education, listening, reading, speaking, and writing skills are also given to make the students understand what is listened to and read and provide them with the skills to express their thoughts in written and oral form. The students have 14 quizzes, four progress tests per semester, and one final exam at the end of the year. The School of Foreign Languages at Cag University has 21 classes, 13 of which are at the beginner level (A1). Their ages are from 18 to 26.

The participants of the study were selected through simple random sampling for collecting qualitative data and through purposive sampling for quantitative data. The number of participants in the study was 133, 73 of who are female, while 60 of whom were male in the classes. Their ages range from 19 to 26. Although some students come from different cities, they mostly live in Adana, Mersin and Tarsus.

Because of the Pandemic, in the 2021-2022 whole semester, all departments at University implemented hybrid education, which is a form of training that includes both face-to-face and online education. In the School of Foreign Languages, hybrid education occurred as follows: While A2 and B1 level students had face-to-face lessons on the first two days of the week, only A1 level students had face-to-face lessons on the latter two days of the week. On days other than face-to-face classes, all three groups had online classes via Zoom.

As mentioned earlier, cause of the epidemic, participant students had online classes for a whole year at Çağ University. In order to conform to the university's flipped education model, they reorganized some weekly course schedules according to hybrid education concepts. In summary, to describe the operation of a weekly online course and the technological tools provided by Çağ University, online education was supported by the videos following the Flipped Classroom principles prepared by the course teachers. Creating course videos is a standard way of Flipped Classroom model. The instructor prerecorded the course content and assigned it to students to study before coming to the class preparedly. Online activities that are acceptable for the material covered in the class as determined by the instructors in charge of teaching it were assigned to students; during online class time, they could connect to some web 2.0 tools to reinforce their understanding of the subject. Mini quizzes were prepared to apply during online class time after working on problems and tasks. The instructors pursued the following purpose: using technology is crucial for Millenials. Therefore, prerecord

videos were not the only way to apply a technology-embedded curriculum. In the model, fostering active learning, critical thinking, and problem-solving skills are vital to success flip their classes. Flipping the class pursues creating a flexible learning environment, student-centred classrooms, problem-based learning, active learning strategies, and giving feedback if they need it immediately.

2.5. Data Collection Tools

The instruments used in the study were a questionnaire, survey and semi-structured interviews. In order to provide enough information besides increasing validity and reliability, data was collected from different tools.

The data collection tools are presented below:

2.5.1. The Perceptions of English Language Learners about Flipped Classroom Model

According to Brown (2001), questionnaires are a series of questions or statements that present all participants' views to gather the data on a large-scale basis.

Questionnaires provide participants to respond by writing or selecting among existing answers. Mackey and Gass (2005) state that a questionnaire can include two types of items. One of them is open-ended items that allow participants to answer with a text format and include flexible ideas, while close-ended items include pre-determined possible answers.

To measure the attitudes of English Language Learners about Flipped Classroom Model, a questionnaire (Appendix A) developed by Chen Hsieh and Wu, Marek (2017) was used in the study. The questionnaire is a 5-point Likert scale which varies from "strongly agree" to "strongly disagree". The Likert-scale instrument includes 14 items based on four issues which are motivation (items 2,4,7,9,11), effectiveness (items 1,3,8,10), engagement (items 5,6,12,13) and overall satisfaction (item14). In this study, Cronbach's alpha coefficient for reliability was found as α =.89 for the Perception of Flipped Learning Experience Questionnaire at the pre-test step. In the post-test stage, Cronbach's alpha coefficient for reliability was α=.96 for the Perception of Flipped Learning Experience Questionnaire.

At the beginning of the questionnaire, the aim of the current study and the ethical issues were identified briefly. The participants were informed in this part that they were free to skip the questions without any reason if they do not want to answer them. In

addition, the consent form was created on an entirely voluntary basis and presented to the participants.

2.5.2. Participants' Attitudes and Perceptions of Their Pre-class Learning Experience Survey

The survey gathered information about School of Foreign Languages students' attitudes and perceptions about the pre-class learning experiences and materials. It was adapted by Long, Logan, and Waugh (2016) from Kay's and Kletskin's study (2012). The 5-point Likert scale includes seven items asking students to evaluate how much the pre-class learning materials and activities are helpful and supportive for the course content, ease of helping in learning a subject, and whether the subject explanations were well for their FC model experience. The 5-point Likert scale varies from "strongly agree" to "strongly disagree".

2.5.3. Semi-Structured Interview

Seidman states that interviewing is a way of "understanding the lived experience of other people and the meaning they make of that experience" (2006, p.9). Interview questions aim to obtain answers in more detail. Therefore, to elicit the School of Foreign Languages students' attitudes toward Flipped Classroom Model in detail, a semi-structured interview was conducted with 13 participants. The participants were selected simple random sampling technique. Each student was assigned a number from 1 to 18 since the class size is at most 18, and interview participants for each class were selected at random using these numbers. The Semi-structured interview (Appendix B) includes seven questions and six sub-questions. The interview questions were adapted from Akçor (2018) was used in the study. The pre-determined questions on the interview asked participants in the same order to be consistent. The interview with each participant was conducted after filling in the questionnaire. There was no time limitation, yet the interview took nearly 18 minutes. On the other hand, the interview was in the native language of the participants so that there was no language barrier and a clear understanding of the questions. All the interviews were online on the Zoom platform with an open camera with the participants' permission.

2.6. Data Collection Procedure

The data collection process took place in 3 phases.

Table 3

Data Collection Procedure

1st phase: Before implementation	Introduction to FC model Pre-test (Perception of Flipped Classroom Model Questionnaire)
2nd phase: Implementation	Pre-class preparation: Powerpoint, Audio, Visual Materials, Online quizzes, Reading passages, Ready-made videos. In-class Preparation: Meaningful Activities After-class Preparation: Check for understanding activities Assigned homework for practice
3rd phase: After Implementation	Post-test (Perception of Flipped Classroom Model Questionnaire) Survey on Pre-class materials Interviews

The data collection process started after Çağ University Ethics Commission granted the necessary approval.

At the very beginning of the study, the participant students were informed about the research study. At the same time, they were announced that classes at the A1 level would be taught in a new teaching model for the next four weeks in each classroom. The FC model was described so that any judgmental views were avoided.

The participant students were informed about the purpose of the study, voluntary basis, confidentially, and ethical issues. Furthermore, they were informed that the questionnaire and the interview would be used only for scientific purposes, and their

results would not be precisely related to their grades. In addition, if they agreed to participate in the interview, they were also asked whether they would like to participate in the survey. After briefly informing the participants, the researcher handed them an official consent form expressing their rights (Appendix D). Then, The questionnaire was distributed to all participants studying at the School of Foreign Languages at the A1 level to determine the participants' perceptions of the FC as a pre-scale test for starting point of the study. As mentioned earlier in the Setting and Participant section, the School of Foreign Languages implemented hybrid education because of the pandemic. For this reason, the study was carried out with all A1 level students who came face to face on the same days on Campus. Therefore, enough time was set out to complete the consent form and questionnaire.

It was considered that the Coursebook course would be more appropriate for flipping the class since the coursebook has an intense schedule and also requires more practice. According to common knowledge, flipped classroom applications are a paradigm of instruction that saves time and exposes students to more linguistic materials. For this reason, the grammar course with the most time constraints and the shortest exposure period to the target language in the School of Foreign Languages was selected for this study. Therefore, the course syllabus was rearranged according to the new model for four weeks, including six units. It is vital to sketch a general outline of the model before expressing the details of each week's procedure of the FC model. As discussed in the literature review, the FC model is particularly beneficial for students whose personality types and preferred learning styles make it difficult to succeed in a traditional classroom environment (Wang, Fu & Du, 2014). FC model can be described as an inverted model based on collaborative and cooperative learning activities. These activities and interactions positively impact students' meaningful learning and memory, which is not generally possible when merely information is delivered. In other words, in-class and out-of-class work roles are switched around. Therefore, It is often briefly defined as "school work at home and homework at school". In the Traditional Classroom, most in-class time is spent on lecturing the content, and teachers use this time to introduce new materials to students. Due to a lack of activity time, student participation is limited. If this lesson is delivered traditionally, it would look like in table 4.

Table 4

Traditional Classroom

Traditional Classroom (In-class)	
1st hour	Getting started
2nd hour	Lecturing of grammar
3rd hour	Lecturing of grammar
4th hour	Mini mechanic exercises

In traditional lecturing, students acquire knowledge in the classroom context and have to synthesize, analyze, and evaluate the grammar after class. Students are expected to practice their grammar at home and be responsible for homework for their understanding. On the other hand, new material is introduced to students outside of class as their homework in the FC model. Students and teachers work together during in-class time. Thus, students have a chance to participate actively in constructing knowledge that can maximize learning in a meaningful way. Each week, instructors were fully prepared for both pre-class and in-class materials for lectures. According to the syllabus, each topic was arranged for flipping by covering materials, technology integration, online and offline activities, and anything about FC. All the preparation for FC was the same for each class in A1 level. Before using this new model, the students were given a thorough explanation of the procedure and orientation. According to the topic of the week, the instructors informed the students that they are responsible for FC materials, including related reading passages in their textbooks and from the internet, PPT presentations, uploaded videos, some related ready-made videos, and some links, and audios about the topic. Also, instructors prepared some online quizzes for checking their understanding via Quizizz and Quizlet and shared their links through the academic personal pages of each instructor. Personal academic pages and Moodle were actively used to upload all the materials and announcements. Students were required to read the given chapters, review the presentation, if available, watch the videos, listen to the audio, take some notes, and write down some questions that are incomprehensible facts. Here the underlying premise is that students are aware of their understanding and are more autonomous learners. The part described above is about the instructors' preparations of the pre-class learning procedure. Instructors assigned students materials

to be investigated at home. Students were expected to come to class prepared, using all the tools to cover the lesson content at home. They worked in groups, engaged in meaningful activities, discussed ideas, and worked collaboratively and cooperatively. As instructors, they had to plan each step of the flipped environment by thinking carefully about what they wanted to flip, stimulating students' attention, preparing appropriate materials and available resources, building her materials to be provided online and follow-up activities for an in-class time. Each week's procedure was discussed below, but a summary of the implementation was also provided (Table 5).

The first week of the implementation covered the Simple Past Tense in the A2 level book, the sixth Unit. The instructor prepared a PowerPoint presentation and audio, uploaded them to her own academic personal page (Appendix G), and announced all materials regarding uploading pre-class materials and a podcast about childhood memories related to the reading passage. The online pre-class mini-quizzes were created via Google Forms (Appendix H), and their links were shared on academic pages of instructors. The students already had their coursebooks in which they could read the assigned readings in them. Because this was the technique to be followed each week in the flipped model, the explanation of each succeeded week was not presented in detail. In the classroom, at the beginning of the first class, the instructor briefly introduced the topic and reviewed the pre-class activities to identify common gaps at the beginning of the class. Past tense sentence structures were analyzed by discussing the reading passage in the related chapter of the book. Then, the instructor delivered an exercise that included reading, listening, matching and writing activities for pair work. Students actively participated in the race against each other by completing the partner's sentences. In the last activity of the lesson, they talked about their childhood memories by using basic simple past sentences. The fellow classmates explained the wrong sentences. The instructor was able to revise the lecture topic after the class was completed by answering the pre-class quiz for assessment.

The second week of implementation started with a story order game. The stripped story written in the irregular past tense was distributed to the students randomly, and they memorized their sentences for 2 or 3 minutes. Then they would walk around the classroom, say their sentences to their classmates, and try to figure out the order of the sentences. The sentences were written on the board by the students. The instructor monitored the activity and offered some help if the students had difficulty. Here, the instructor focused on students' grammatical, capitalization or spelling mistakes and

corrected them. During the game, they asked some questions about grammatical points each other, and some misunderstood or unclear points of the tense were clarified by their classmates and the instructor with the help of other example sentences. This class was followed by creating a story competition that required two groups. Twelve prompt pictures were given to each group, and they created a story according to the pictures in 12 minutes. The competition's winner was the good story closest to the original one. The task was a resource that culminated in a writing and speaking activity. After the activity, the students and the instructor analysed the sentences. The session ended with answering the pre-class quiz questions.

The third week of the implementation started with group discussions. In the pre-class period, three reading texts about clothes and shopping were given to 3 groups of students in each class and had them read and set a scene for the role play game based on that text. Each group presented their conversations; when they presented, some visuals they chose were used as prompts. In their presentations, simple present and present continuous tenses were revised. At the end of the presentation, each group asked some questions to other group members and discussed where the shop was set, which clothes were bought, and their preferences about shopping online or at the mall. Additionally, they checked the phrases that were used for simple present and present continuous tenses in the conversations. This session was followed by a *Lemon Tree* song worksheet. The song worksheet was distributed to all students, and the music was played. While the music was playing, all the students tried to complete the gaps on the sheet. Song worksheets provided students with many resources for teaching tenses, sentence structures, vocabularies, and even pronunciation in those tenses.

Additionally, the class finished with an online game: Quizizz, which can be found at www.quizizz.com. The game provided students to practice the topic entertainingly. At the end of the class, the pre-class quiz questions were answered.

The fourth and the last week of the implementation started with an interview game. Before starting the game, the instructor chose a topic to discuss and asked students to think about how banking has changed in the last five years. The instructor and the class discussed the topic, and when they reached a consensus, they wrote it on the board. The instructor gave each student a copy of worksheets that included three-column headings in starting the game. The instructor told the students to look at the topics in the box and thought about how things have changed in the last five years. Students then wrote their answers in the appropriate column. When everyone finished, the students were divided

into pairs. The instructor explained that the students would use present perfect to interview their partner and then complete the chart with their answers. The example sentence was written on the board: how do you think… Has it changed in the last five years? In this way, students interviewed each other and marked down their partner's answers on the sheet. At the end of the activity, the present perfect sentences were highlighted in both questions and the answers. The session was followed by conversation cards. Each student chose the face-down conversation cards, and each one asked the question on the card to a classmate. From time to time, the discussion was stopped, and some unclear points and wrong sentences were clarified by the instructor. Finally, the class finished an online game, KAHOOT, which can be found at http://kahoot.com/. The game provided students to revise the topic of the session.

Table 5

Summary of In-class Implementation of FC

Time	In-class	Week
1st hour	Brief introduction of past tense	1
2nd hour	Practicing topic with a race game	
3rd hour	Group discussion about their childhood memories	
4th hour	Review of pre-class quiz questions for assessment	
1st hour	Analysis of irregular past tense sentences with a story order game	2
2nd hour	Writing and Speaking activity	
3rd hour	Analysis of created story sentences	
4hour	Revision pf pre-class quiz questions for assessment	
1st hour	Group discussion and presentation	3
2nd hour	Analysis of Present simple and present continous sentence structure	
3rd hour	A song worksheet and online game	
4th hour	Revision of pre-class quiz questions	
1st hour	Group discussion and interview game	4
2nd hour	Analysis of Present perfect tense sentence structures	
3rd hour	Group discussion with conversation cards	
4th hour	Online game	

After the last implementation week, the Perception of Flipped Learning Experience Questionnaire (Appendix A) was distributed again as a post-test scale. The aim was to clarify any changes in their perceptions after implementation. In addition, to obtain the opinions of English language learners on pre-class learning experience and materials, the Participants Attitudes and Perceptions of Their Pre-class Learning Experience Survey (Appendix B) was distributed simultaneously.

After the intervention was completed and the post-test was conducted, the interviews were held with 13 participants randomly selected. One participant was selected randomly from each of the 13 classes at the A1 level where the survey was conducted,

and a total of 13 participants were interviewed. The guided semi-structured interview included nine main questions and ten sub-questions that asked details regarding their perspectives, impression of the FC, its benefits and drawbacks, the best and the least liked components of the method, materials for pre-class preparation as well as materials for use to be applied in the classroom. In addition, they were also asked to compare and contrast the interaction with the instructor and student roles in TC and FC. Each interview lasted for approximately 18 minutes. During the appointment hours set for them, each interviewee was received individually to the Zoom meeting room created for the interview. Anonymity was also assured. Each interview was a tool for gathering qualitative data to better understand through the reflection of lived experiences. In addition, the study seeks to explain and expand on the particularly appropriate data (quantitative outcome data) by applying qualitative inquiry techniques.

2.7. Data Analysis

Data were analyzed both quantitatively and qualitatively. The Perception of Flipped Learning Experience Questionnaire attitude scale was analyzed using the Statistical Packages for the Social Sciences (SPSS) program in the examination of quantitative data.

To analyze the qualitative data, content analysis was utilized to allow the researcher to recap ideas (Creswell, 2012). Each participant's responses were listened sentence by sentence, and data were categorized under main categories and themes. In addition, member checking and colleague support were received to increase the validity and reliability of the data.

2.7.1. The Rationale for the Use of Non-parametric Tests

Normality tests using the Kolmogorov-Smirnov statistic were used to assess whether the provided data needed to be analyzed using parametric or non-parametric tests. Since Kurtosis and Skewness values were out of the range -1 and +1, normality assumptions were violated. The number of participants in the study is 133 (n=133). The Kolmogorov-Smirnov test is recommended for larger sample sizes above 50 to determine the distribution's normality since it is the most sensitive and powerful.

Table 6

Normality Test for Pre-test Scale

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest-Total	,076	133	,05	,962	133	,001

a. Lilliefors Significance Correction

Table 7

Normality Test for Post-test Scale

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest-Total	,047	133	,04*	,976	133	,018

a. Lilliefors Significance Correction

The Wilcoxon Signed Ranks test, a non-parametric measurement, was employed to analyze the study's data that did not exhibit normal distribution for pre-test and post-test.

3. FINDINGS

This chapter aims to present the research data results and the analyses based on the research questions. In the study, each data was explained using the qualitative and quantitative data analysis methods.

Quantitative Findings

The goal of this section of the study is to address research questions.

The attitudes of English Language Learners on the FC.

"What are the level of attitudes of English Language Learners on the FC?" is the first study question. To address this issue, it is necessary to examine their attitudes both before and after the intervention. The quantitative results of the pre-test and post-test were examined using descriptive statistics, and their frequencies were also estimated.

Before the Intervention

Motivation. The questionnaire 2, 4, 7, 9, and 11 items evaluated participants' motivation prior to the implementation of FC.

Table 8

Descriptive Statistics of Pre-motivation Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		descriptive	
	f	%	F	%	f	%	f	%	f	%	M	SD
2.I enjoyed the flipped classroom teaching approach more	15	11.3	39	29.3	48	36.1	26	19.5	5	3.8	2.75	1.01
4.I feel more motivated in a flipped classroom	11	8.3	34	25.6	48	36.1	29	21.8	11	8.3	2.96	1.06
7.I thought the time and effort I spent in the flipped classroom was worthwhile	14	10.5	9	6.8	48	36.1	50	37.6	12	9.0	3.27	1.07
9. I prefer the flipped classroom to a lecture-based classroom	19	14.3	35	26.3	42	31.6	24	18.0	13	9.8	2.82	1.17
11.I experienced pleasure in the flipped classroom	14	10.5	18	13.5	55	41.4	41	30.8	5	3.8	3.03	1.01

When the results of the motivation sub-category of the questionnaire were examined, it was revealed that 26 participants (19.5%) agreed with item 2 indicated: "I enjoyed the flipped classroom teaching approach more". 48 of 133 participants responded to this item with neutral. For the same statement, there were again minority participants (29.3%) who taught that they would not enjoy the FC experience more. The majority's neutral thinking about this model may result from their lack of direct experience with it. For item 4, which stated:"I feel more motivated in a flipped classroom", again, the neutral participants (48 of 133) were prevalent. However, the number of the participants who either agreed or strongly agreed were less (30,1%), while the ones who either disagreed or strongly disagreed were more (33.9%). Item 7 stated: “I think the time and effort I spend in the flipped classroom is worthwhile”. The approximate number of participants either were neutral again (36.1%) or agreed with the item (37.6%). On the other hand, the approximate number of participants either strongly disagreed (10.5%) or strongly agreed (9%) with the statement. The participants (42 of 133) were neutral toward item 9: “I prefer the flipped classroom to a lecture-based classroom”. The results showed that 40.6% of the participants did not promote the idea. Lastly, most participants (41.4%) were neutral toward item 11: “I experience pleasure in the flipped classroom”. The number of the participants who agreed with the item (34.6%) outnumbered the ones who either disagreed or strongly disagreed (24%).

Effectiveness. Items 1, 3, 8, 10 investigated the effectiveness of the FC model.

Table 9

Descriptive Statistics of Pre-effectiveness Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		descriptive	
	F	%	f	%	f	%	f	%	f	%	M	SD
1.A flipped classroom is a better way of learning	16	12.0	19	14.3	53	39.8	38	28.6	7	5.3	3	1.06
3.I think the flipped classroom is a more effective and efficient way to learn	16	12.0	26	19.5	48	36.1	33	24.8	10	6.9	3.25	1.72
8.I learned more and better in the flipped classroom	14	10.5	21	15.8	56	42.1	37	27.8	5	3.8	2.98	1
10.I think the flipped classroom learning guided me toward better understanding of the course topics	18	13.5	21	15.8	53	39.8	35	26.3	6	4.5	2.92	1.07

In table 9, 39.8 % of the participants were neutral toward item 1, which stated: "A flipped classroom is a better way of learning". However, the number of the participants who either agreed or strongly agreed (33.9%) were more than the ones who either disagreed or strongly disagreed (26.3%). The participants predominantly responded that they were neutral (36.1%) toward item 3, which stated:" I think the FC is a more effective and efficient way to learn". Besides, 16 participants (12%) strongly disagreed with the statement. Only a few participants (6.9%) strongly disagreed. The participants overwhelmingly responded that they were neutral (42.1%) toward item 8: "I learn more and better in the flipped classroom". Lastly, results indicate that nearly half of the participants (39.8 %) were neutral about the idea that flipped classroom learning would guide them toward a better understanding of the course topics. Interestingly, the participants who disagreed and strongly disagreed (29.3%) or agreed and strongly agreed (30.8 %) had close percentages. As seen in this table, neutral attitudes regarding this new model are predominant, and the cause is regarded as not being in experience with the FC model.

Engagement. The items that evaluated the engagement of participants in the FC were 5, 6, 12, and 13.

Table 10

Descriptive Statistics of Pre-engagement Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		descriptive	
	F	%	f	%	f	%	f	%	f	%	M	SD
5.I participated and engaged myself more in learning in the flipped classroom	17	12.8	30	22.6	39	29.3	36	27.1	11	8.3	2.95	1.16
6.I became a more active learner in the flipped classroom	14	10.5	30	22.6	51	38.3	29	21.8	9	6.1	2.92	1.08
12.I devoted myself more to the instructional/class activities in the flipped classroom	14	10.5	24	18.0	41	30.8	41	30.8	13	9.8	3.11	1.13
13.I spent more time and effort than usual on my flipped classroom learning activities	17	12.8	31	23.3	41	30.8	30	22.6	14	10.5	2.94	1.18

As seen from the table above, the analysis reveals the results for item 5, "I participate and engage myself more in learning in the flipped classroom", with a plurality of the participants' neutral attitude again. (29.3%). In the table, the most striking point is the 35.4% of participants who held a negative attitude toward the item; they had the same percentage as the 35.4% of participants who appeared to be the opposite opinion. For item 6, that stated "I become a more active learner in the flipped classroom", the table showed that the participants of those (38.3%) who taught neutrally on this issue were the majority. Just a few (6.1%) of the participants strongly agreed. Once again, the participants (40.6%) who either agreed or strongly agreed were the majority for item 12, "I devote myself more to the instructional/class activities in the flipped classroom". The ones who strongly agreed were in the minority (9.8%). Finally, the last item 13 of the engagement sub-scale held neutral views (30.8%). While 33.1% were of positive opinions, 36.1% of them held some negative thoughts. It can be noticed that the participants offered nearly identical responses to these sub-category's statements.

Table 11

Descriptive Statistics of Pre-overall Satisfaction Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		descriptive	
	F	%	f	%	F	%	f	%	f	%	M	SD
14.Generally, I am happy and satisfied with this flipped learning experience	17	12.8	23	17.3	58	43.6	29	21.8	6	4.5	2.87	1.03

Overall Satisfaction. This sub-category has only one item, which is 14. It stated: "Generally, I am happy and satisfied with this flipped learning experience". It is related to those who are satisfied with this new teaching approach overall at the end of the implementation. As seen from Table 11, the majority of the participants (43.6%) were neutral once again. The participants who either agreed or strongly agreed (26.3%) were still less than the ones who were in disagreement (30.1%).

After the Intervention

Motivation. Five items evaluated participants' motivation after implementing FC, the items 2, 4, 7, 9, and 11.

Table 12

Descriptive Statistics of Post-motivation Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		descriptive	
	F	%	F	%	F	%	f	%	f	%	M	SD
2.I enjoyed the flipped classroom teaching approach more	30	22.6	41	30.8	35	26,3	19	14.3	8	6.0	2.5	1.16
4.I feel more motivated in a flipped classroom	26	19.5	38	28.6	34	25,6	25	18.8	10	7.5	2.66	1.2
7.I thought the time and effort I spent in the flipped classroom was worthwhile	21	15.8	24	18.0	39	29,3	41	30.8	8	6.0	2.93	1.16
9. I prefer the flipped classroom to a lecture-based classroom	49	36.8	34	25.6	23	17,3	19	14.3	8	6.0	2.27	1.26
11.I experienced pleasure in the flipped classroom	25	18.8	31	23.3	39	29,3	30	22.6	8	6.0	2.73	1.17

After the implementation, results from the motivation sub-category in Table 12 showed that the overall response to this item was negative. The FC teaching approach was not enjoyed by about half of the participants (53.4 %). Participants (48.1%) who responded either disagreed or strongly disagreed attitudes were similar to item 4 which stated, "I feel more motivated in a FC". Interestingly, the respondents (30.8%) who

agreed with item 7 stated "I thought the time and effort I spent in the FC was worthwhile" were more. On the contrary, the vast majority of the participants (62.4%) disagreed or strongly disagreed with item 9, which stated "I prefer the FC to a lecture-based classroom". Only 8 of 133 participants strongly agreed. Item 11, "I experienced pleasure in the flipped classroom" showed that similar responses included the majority of neutral and negative opinions on FC model by 70.9% of the participants.

Effectiveness. Items 1, 3, 8, 10 addressed the effectiveness of the FC model.

Table 13

Descriptive Statistics of Post-effectiveness Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Descriptive	
	f	%	f	%	F	%	f	%	f	%	M	SD
1.A flipped classroom is a better way of learning	29	21.8	41	30.8	36	27.1	19	14.3	8	6.0	2.51	1.15
3.I think the flipped classroom is a more effective and efficient way to learn	24	18.0	41	30.8	37	27.8	23	17.3	8	6.0	2.62	1.14
8.I learned more and better in the flipped classroom	32	24.1	35	26.3	36	27.1	23	17.3	7	5.3	2.53	1.18
10.I think the flipped classroom learning guided me toward better understanding of the course topics	24	18.0	37	27.8	40	30.1	25	18.8	7	5.3	2.65	1.13

As shown in table 13, most of the participants (70 of 133) strongly disagreed and disagreed with item 1. Of the 133 participants who responded to this item, only 27 (20.3%) reported that "A FC is a better way of learning" by showing agreement with the item; however, 36 participants (27.1%) were neutral. Similarly, in answer to item 3 which stated "I think the FC is a more effective and efficient way to learn", many of them responded (48.8%) that they either strongly disagreed and disagreed; however, the minority of the participants(23.3%) were strongly agreed and agreed. For item 8, which stated, “I learned more and better in the flipped classroom”, only 22.6 % of the participants believed that they learned more and better in this new model of teaching. 36 of them were neutral. Half of the participants (50.4%) claimed they did not learn more and better in the new teaching model. The last item stating "I think the FC learning guided me toward a better understanding of the course topics" of the effectiveness sub-category was surveyed in neutral by (30.1%) of participants. Only 7 (5.3%) participants were strongly agreed. 45.8% participants were either strongly disagreed or disagreed with the item. Similar to their responses to other statements, the majority held a negative attitude towards the item.

Engagement. The items that evaluated the engagement of participants in the FC were 5, 6, 12, and 13.

Table 14

Descriptive Statistics of Post-engagement Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		descriptive	
	F	%	F	%	F	%	f	%	f	%	M	SD
5.I participated and engaged myself more in learning in the flipped classroom	28	21.1	35	26.3	36	27.1	23	17.3	11	8.3	2.65	1.22
6.I became a more active learner in the flipped classroom	25	18.8	36	27.1	45	33.8	19	14.3	8	6.0	2.61	1.12
12.I devoted myself more to the instructional/class activities in the flipped classroom	23	17.3	37	27.8	36	27.1	24	18.0	13	9.8	2.75	1.22
13.I spent more time and effort than usual on my flipped classroom learning activities	17	12.8	23	17.3	42	31.6	45	33.8	6	4.5	3.00	1.1

When looked at the results presented in Table 14, almost half of the participants (47.4%) either disagreed or strongly disagreed with the item 5 which stated "I participated and engaged myself more in learning in the FC". While 36 participants (27.1%) were neutral, 34 of them were either agreed and strongly agreed. Likewise, for item 6, 61 of 133 participants were strongly disagreed or disagreed with the opinion that they became a more active learner in the FC. On the other hand, only 27 participants (20.3%) were agreed and strongly agreed. Less than half of the participants (33.8%) were neutral.

Similarly, results for the item 12, "I devoted myself more to the instructional/class activities in the FC" showed that 60 of 133 (45.1%) participants had negative idea for the item. They did not dedicate themselves to in-class activities in FC. While 36

participants (27.1%) were neutral, 37 of them were either agreed or strongly agreed. One-third of the participants were agreed with the last item(13), stating "I spent more time and effort than usual on my FC learning activities". Besides, only 6 participants were strongly agreed with the same item. 23 participants were disagreed, whereas 17 of them were strongly disagreed. 42 (31.6%) of them were neutral.

Overall Satisfaction. This sub-category has only one item (14): "Generally, I am happy and satisfied with this flipped learning experience".

Table 15

Descriptive Statistics of Post-overall satisfaction Items

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Descriptive	
	F	%	F	%	F	%	f	%	f	%	M	SD
14. Generally, I am happy and satisfied with this flipped learning experience	30	22.6	39	29.3	31	23.3	25	18.8	8	6,0	2.56	1.2

This item is related to the participants' overall satisfaction with this new teaching model. The minority participants (24.8%) claimed they were satisfied with the new approach, whereas the majority (51.9%) had opposite ideas; finally, 31 of them were neutral.

Changes in English Language Learners' Attitude. Research question 3: " Is there a significant difference between the pre-test and post-test scores after the FC model experience?

Table 16

Descriptive Statitistics (Pre-test & Post-test)

	N	Mean	SD	Min.	Max.
Pretest_total	133	41.84	12.97	14.00	95.00
Posttest_total	133	37.02	13.78	14.00	70.00

To determine whether there are any changes in ELLs' attitudes towards FC before and after the experimenting, Perception of Flipped Learning Experience Questionnaire results were analyzed through a non-parametric Wilcoxon Signed Rank Test. As seen in Table 16, the median score on the Perception of Flipped Learning Experience Questionnaire decreased from pre-test scale before the intervention (Md = 42) to the post-test scale after the intervention (Md = 38), which shows that there is slight changes in their attitudes towards FC after the implementation. As shown below in Table 17, results of the Wilcoxon Signed Rank Test revealed that this was a statistically significant difference in participants' perceptions ($p=.000 < p= .05$).

Table 17

The Results of the Wilcoxon Signed Rank Test (Pre-test & Post-test)

	Posttest_Total Pretest_Total
Z	-3.94
Asymp. Sig. (2-tailed)	.000

As presented in Table 18 below, the highest level of decrease was seen in participants' motivation levels before the intervention (Md=15) and after the intervention (Md=13). Similarly, the effectiveness of FC follows the motivation of participants as the second-highest level of increase (from Md = 12 to Md =10). The lowest level of decrease belonged to the engagement of participants (from Md=12 to Md=11) and overall satisfaction of participants (from Md=2 to Md=1).

Table 18

Descriptive Statistics of Sub Constructs of Perception of Flipped Learning Experience Questionnaire

	N	Mean	SD	Min.	Max.
Pre_motivation	133	14.85	4.34	5.00	25.00
Post_motivation	133	13.10	5.20	5.00	25.00
Pre_effectiveness	133	12.17	5.36	4.00	56.00
Post_effectiveness	133	10.33	4.21	4.00	20.00
Pre_engagement	133	11.93	3.81	4.00	20.00
Post_engagement	133	11.02	3.83	4.00	20.00
Pre_overallsatisfaction	133	2.87	1.03	1.00	5.00
Post_overallsatisfaction	133	2.56	1.20	1.00	5.00

When looked into Table 19 below, results of the Wilcoxon Signed Rank Test showed statistically significant differences in each sub-category of the Perception of Flipped Learning Experience Questionnaire: Post_motivation-pre_motivation, p=.000 < p=.05; Post_effectiveness- pre_effectiveness, p=.000 <p=.05; Post_engagement-pre_engagement, p=.011 < p= .05; post_overallsatisfaction- pre_overallsatisfaction, p=.003 < p= .05.

Table 19

The Results of the Wilcoxon Signed Rank Test (Sub Constructs of Perception of Flipped Learning Experience Questionnaire)

	Post_motivation Pre_motivation	Post_effectiveness Pre_effectiveness	Post_engagement Pre_engagement	Post_overallsatisfaction Post_overallsatisfaction
Z	-4.11	-4.07	-2.53	-2.94
Asymp. Sig. (2-tailed)	.000	.000	.011	.003

ELLs' Attitudes toward the Pre-class Learning Experience and Materials.

Research question 4: " What are English Language Learners' attitudes of the pre-class learning materials and activities in this experience?

The Participants' Attitudes and Perceptions of Their Pre-class Learning Experience Survey was used to acquire information regarding pre-class learning experience and materials. Here pre-class learning materials refer to assigned not only readings but also videos, audios and PPTs. In this survey, participants are expected to express their thoughts on the materials' utility. Perceptions of the participants regarding the pre-class learning materials were evaluated through descriptive analysis.

Table 20

Descriptive Statistics of Participants Attitudes and Perceptions of Their Pre-class Learning Experience Survey

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Descriptive	
	F	%	F	%	F	%	f	%	f	%	M	SD
1.I like viewing pre-class videos better than reading text materials	16	12.0	35	26.3	38	28.6	31	23.3	13	9.8	2.92	1.17
2.The videos helped me understand the topic knowledge better	21	15.8	31	23.3	32	24.1	37	27.8	12	9.0	2.90	1.22
3.The videos were helpful because I could do them on my own time.	15	11.3	28	21.1	32	24.1	45	33.8	13	9.8	3.09	1.17
4.The videos were easy to learn from	24	18.0	28	21.1	42	31.6	31	23.3	8	6.0	2.78	1.16
5.The topics were well-explained in the videos.	17	12.8	15	11.3	53	39.8	42	31.6	6	4.5	3.03	1.06
6. The videos were helpful for completing the quizess	16	12.0	22	16.5	43	32.3	46	34.6	6	4.5	3.03	1.08
7.The quizzes helped me undestand the knowledge covered in the videos.	13	9.8	12	9.0	45	33.8	54	40.6	9	6.8	3.25	1.04

As presented in Table 20 above, the number of participants who either agreed (23.3%) or disagreed (26.3%) were approximately the same as with the item 1 that stated "I like viewing pre-class videos better than reading text materials". 16 of them were strongly disagreed, and 13 of them were strongly agreed with the same item. Similar results were found for the item 2 which stated "The videos helped me understand the topic knowledge better". 52 participants (39.1%) who either strongly disagreed and disagreed, while 49 of them (36.8%) were agreed and strongly agreed to the item. 32 participants were neutral. Almost half of the participant (43.6%) had a positive attitude about the item 3 stating "The videos were helpful because I could do them on my own time".

On the other hand, (32.4%) participants who either strongly had an opposite idea about the same item. 32 of them were neutral. Item 4, which stated "the videos were easy to learn from", appeared to be neutral on by 31.6 % of the participants. 28 participants disagreed with the item, and 31 of them were agreed. Item 5 had most neutral response: "The topics were well-explained in the videos". 39.8% participants had a neutral idea about the content of pre-class materials well-explained. 32 of them did not find these materials were well-explained, whereas 48 were agreed with the item. The item 6 which stated "The videos were helpful for completing the quizzes", 52 participants (39.1) thought that way; however, 38 of them (28.5%) surveyed that the videos were not useful for quizzes. 43 participants stayed neutral. The last item showed mixed results. It stated: “The quizzes helped me understand the knowledge covered in the videos”. 47.4% of the participants either agreed or strongly agreed with the statement. While 13 participants strongly disagreed with this item, 12 of them disagreed. 45 of them, on the other hand, remained neutral.

Qualitative Findings

The goal of this section of the study is to address research question 2. In this study, content analysis was used to qualitatively examine the attitudes of the participant students toward the FC model, which was the second research question, and eight major themes emerged as a result. The qualitative themes were deducted from the transcribed data. Peer coders read the transcriptions of the interviews many times and categorized them, which was followed by the identification of broader representations of categories and themes. As suggested by Miles and Huberman (1994), the purpose was to reach at least 80% percent agreement of coding. The consensus among peer coders was reliable,

since the co-efficient was at least .80 (%80). First codes and themes created in qualitative data analysis as presented in Figure 3. The codes created were as follows:

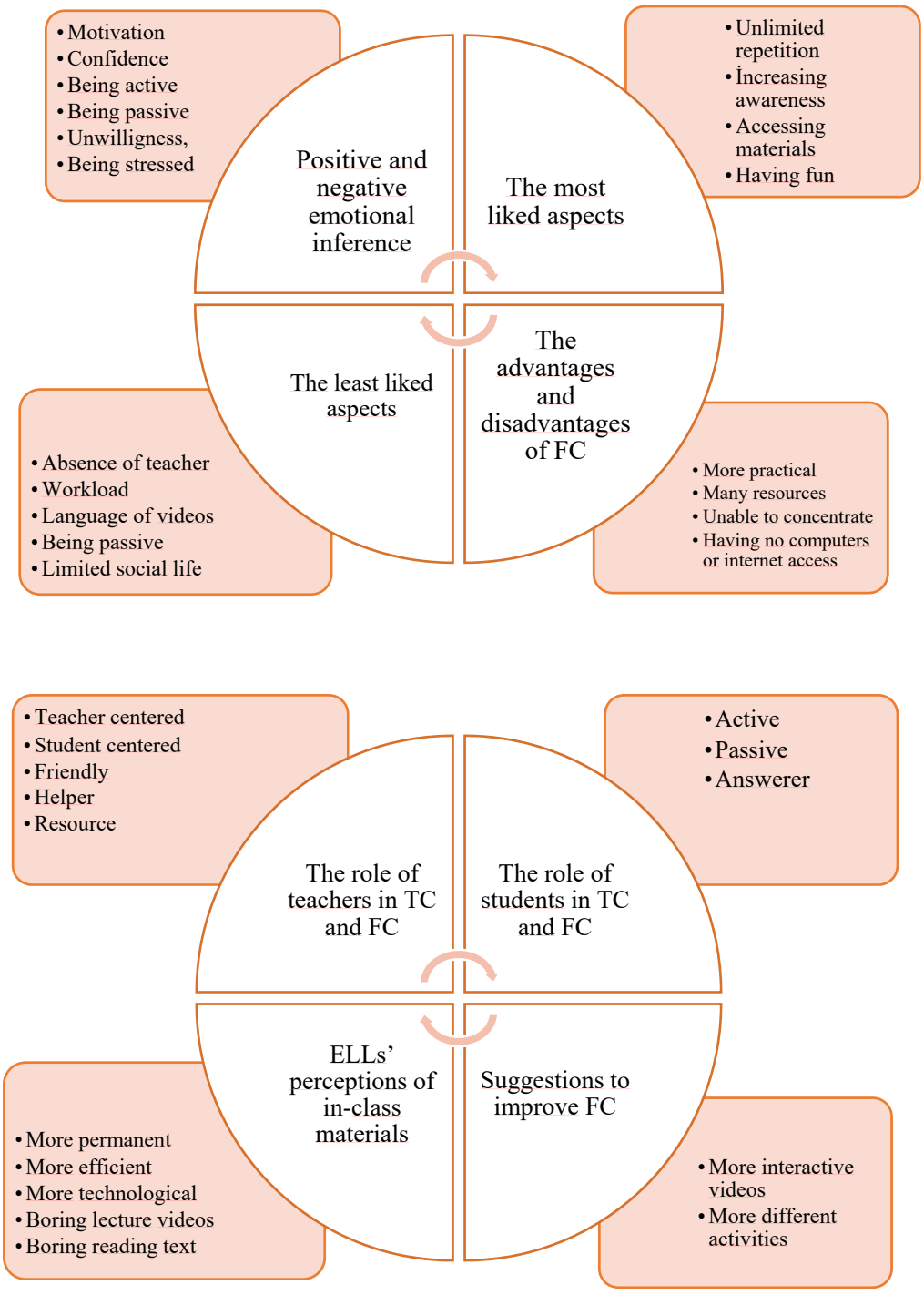

Figure 2. *Distribution of Codes and Themes and Responses of ELLs' general views on FC and TC*

ELLs' Perceptions of the FC

In the second research question, "What are ELLs' attitudes toward the FC?" Qualitative data aimed to provide deeper insights and further understanding of the quantitative findings. In terms of ELLs' general attitudes toward the FC, content analysis of the qualitative data revealed eight categories: (1)Positive and negative emotional inference, (2) the most liked aspects, (3) the least liked aspects, (4) the advantages and disadvantages of FC, (5) teachers roles in TC and FC, (6) students roles in TC and FC, (7) ELLs' perceptions of in-class materials, and finally (8) suggestions to improve FC. They are mentioned below, along with the excerpt from the interviewees' answers.

Table 21

The Positive and Negative Emotional Inference

Category	F
Emotional Inference	22

Emotional inference of FC is one of the main categories. The positive and negative feelings of FC coexist. Although they coexist, the first noticeable aspect of this category is "motivating, enjoyable and eagerness" for FC. Both were reported in the following students' answers.

"My favourite aspect is that boring, mechanic activities of the lesson has decreased, and a fun environment has been created, rather than the traditional study"(S8, M)

"After watching the lecture, I had a lot of fun while learning because the activities were given in an enjoyable way"(S2, F)

"I think activities are crucial to improve learning and having fun while learning is just as important. This is why my learning process was very enjoyable" (S10, F)

"I enjoyed the process very much as I reinforced the subject with different and entertaining examples" (S12, F)

"Instead of the traditional education that we have been accustomed to for a long time, learning became more interesting and more entertaining with the innovation of flipped learning"(S7, M)

"Thanks to this new learning model, learning was more fun, I was more motivated and enthusiastic"(S3, F)

"I came to class more eagerly because preparedness before class made me feel confident" (S3, F)

"My self-confidence increased during the process of learning alone in FC model" (S4, M)

Two participants added some negative ideas concerning FC. (S9, S13)

"The sound level of videos was low, and I was bored because it was not interactive" (S9, M)

Only one participant reported that he did not catch the same atmosphere as the traditional classroom environment. (S13)

"Contrary to traditional education, in FC the most lacking in my point of view was, no intimacy was created as compared to traditional classroom environment"(S13, F)

Table 22

ELLs' Perceptions of the Most liked and the Least liked Aspect of FC

Category	F
The most liked aspects	23
The least liked aspect	18

As seen from Table 23, participants were asked about the most and the least liked aspects of FC, and answers were alined above. As for the aspects they most liked, coming to class prepared (f=4), learning by having fun (f=4), unlimited repetition (f=3), and access to materials easily (f=3). Participants' opinions examples about this subject are as follows:

"The thing I liked most was getting the information before the class"(S1, F)

"After the grammar subject is explained and the activities which provide to reinforce the subject are done, the subject is being reinforced permanent; Thus, when we prepared before coming to class, there is more time to do more practice in the class"(S2, F)

"Since I came to class ready, I understood more easily in-class time, I was able to comment and had fun" (S5, F)

"It helped me come to class prepared. I dedicated myself more to the lesson in the class when I learnt about the subject in advance" (S12, F)

"Normally, I see English as a language and culture is normal, so having fun while learning is the thing I liked most about this new model"(S9, M)

"The fun, especially musical activities done in the class, were my favourite part" (S7, M)

"I liked that I had the chance to watch videos as much as I wanted when I did not understand the subject" (S6, F)

"I loved that we had a chance to go back and watch even after the class is over. Sometimes I watched lecture videos again, even before the exam" (S5, F)

"Practicality and being able to access resources that were uploaded whenever I wanted was the most important factor I liked in this method" (S1, F)

"I liked that training can be carried out practically. I mean, the accessibility and availability of the materials were very easy. It would be much better if it was continuous"(S13, F)

Concerning the least liked aspects, the absence of my teacher to ask questions immediately (f=5), and having a heavy workload at home (f=4) were uttered as follows:

"I did not like it because the thing I found most lacking compared to the traditional method was not being able to ask the question to my teacher when I did not comprehend it in the videos. Because the unanswered question at that moment makes the rest more difficult for me" (S13, F).

"I think the most missing aspect is that the student cannot find an answer to the question she/he asks instantly. I did not like it." (S11, M)

"While watching the video, there were some points that I did not fully understand. I couldn't ask those parts at that moment, which reduced my motivation"(S8, M)

"I didn't like the fact that I could not ask questions when I did not understand during the video lecture. Because when I didn't understand that part, it was very difficult for me to focus on the rest of the subject" (S6, F)

"Clearly, I was asking my questions in the class, but I would prefer asking at that moment" (S1, F)

"I did not like my increased workload at home" (S2, F)

"In this model, it is necessary to constantly spend time in front of the computer and stay connected to the internet. This increased my workload and limited my social life outside" (S3, F)

"Our responsibility has increased tremendously" (S4, M)

"My prejudice increased with increased course load"(S8, M)

Table 23

ELLs' Perceptions of the Advantages and Disadvantages of FC

Category	F
Advantages of FC	19
Disadvantages of FC	12

When the participants were asked about the advantages and disadvantages of FC, the responses in Table 24 were given. With respect to the advantages of being practical, enjoyable and comfortable (f=4), unlimited repetition (f=4) were reported most frequently. Participants' responses about the advantages of FC were as follow:

"Practical and accessibility of materials are advantages of FC for me" (S1, F)

"We have a chance to rewatch the video lectures after finishing the course" (S5, F)

"It is a model that is suitable for each student's learning way. Visual and audial materials were all used. The subject became more enjoyable" (S12, F)

"I think when I compare two models, the FC model has more advantages. In FC, we are prepared in advance. In-class time sometimes we cannot concentrate on that moment and feel not good enough. However, during a day, we can watch the videos many times and study whenever we want" (S2, F)

"This model's advantage is completely giving a chance to more practice in-class time. Getting prepared beforehand and reinforcing the topic through in-class activities are the most important advantage" (S4, M)

"It enables us to use time more efficiently, improves responsibility and even allows students to reach pre-class materials anytime and anywhere. Therefore, it is possible for doing more exercises and being more active" (S10, F)

"Watching videos again and again is the most useful advantage of FC for me" (S6, F)

"Doing more exercises in-class time is one of the advantages of the model, I think" (S9, M)

With the regard to disadvantages, not being able to ask questions immediately (n=4), having no computers and internet access (n=3) were mentioned frequently. The frequent disadvantages reported are as follows:

"The disadvantage of this model was that I did not have my teacher, who was the person I could directly address my questions to" (S1, F)

"Even if this model is fun, learning is limited as the student cannot find my teacher to ask questions" (S8, M)

"I think the necessity of having computer and internet access is a disadvantage. Financially, this situation may not provide equal conditions for every student" (S10, F)

"I live in the dormitory, and I have to listen to lessons in the common library of the dormitory, respectively. For this reason, my lesson time for myself is very limited; however, this method was a system where I had to spend a lot of time in that common area "(S12, F)

Table 24

Comparison of TC and FC

Category	f
Interaction in TC	7
Interaction in FC	12
Student roles in TC	6
Student roles in FC	13
Teacher roles in TC	11
Teacher roles in FC	11

When the participants were asked to compare interaction and roles of student and teacher in FC and TC, the responses in Table 25 were given. With regard to interaction, teacher-centered (f=4), weak/less interaction (f=3) were uttered for TC as follows:

"In traditional teaching, I had almost no interaction with my teacher and classmates" (S13, F)

"I did not interact with my friends in TC" (S11, M)

"Clearly, I was only listening to the lessons and taking notes in the traditional method, I was not in continuous communication" (S2, F)

"When compared with traditional education, I had more contact with my friends and teacher in this new model. For example, we discussed the points that are missing for our understanding" (S8, M)

"Since we had learned beforehand, we could exchange information with classmates in the classroom environment. We also had more time to communicate with our teacher" (S3, F)

On the other hand, some students thought that there were more interaction, while according to others, they were no interaction in FC. Also, there were no significant differences between FC and TC in terms of interaction. Those ideas were reported as follows:

"Actually, I cannot say that there were much more contact with my classmates in FC, even with my teacher, too. Just to ask some question, or ask for some similar video links to study, we interacted with my teacher, not more" (S1, F)

"My only communication was to ask the points that I could not understand to my teacher, with my classmates; I had no interaction in this new model" (S6, F)

As for students' roles, passive (f=2), answerer (f=1), and nonpreparation for class (f=1) were used to refer to students' roles in TC; however, more active (f=5) and more motivated (f =4) were reported for FC model. With regard to teacher roles, friendly (f=4) and lecturer (f=3) were the most frequent response for TC, guide (f=4), and leader (f=3) were used for FC like in the following examples:

"Before this new model was implemented, as a student, I never worked on a subject alone without any help of someone. So, this model scared me at first but now I can describe myself as a much more active learner as it teaches to take responsibility and work independently" (S3, F)

"Compared to traditional education, in FC, I attended the class more, and my speaking ability improved more" (S9, M)

"In FC, as students had an idea about that day's topic, so, in-class time, those can be more active. For this reason, both the students improve their self-responsibility and can be more active" (S4, M)

"I was more participatory in traditional education, I think I listened more in this model. Even I had no communication with my friends nor with my teacher, because I always studied and learned by myself " (S13, F)

"My interaction with my teacher was very good; he took a very helpful role in every point I did not understand" (S9, M)

"My teacher was very helpful, guide and leader in this process for all my classmates" (S5, F)

"there was no live class environment; there was a problem of focusing, and also there were times I felt like a robot. We had to prepare before the course, but it was a happy process thanks to the communication and guidance of our teacher" (S6, F)

"In traditional teaching, the teacher is like a provider, but in flipped classroom, she is more like a guide" (S3, F)

Table 25

Perceptions of the In-class Materials

Category	F
Positive aspects of in-class materials	18
Negative aspects of in-class materials	3

Regarding in-class materials, the majority of participants were mostly of the opinion that in-class materials were more supportive for permanent learning/ effective (f=3) and more enjoyable/not bored-boring (f=7), while negative opinions were less (f=3). The responses were as follows:

"I think activities are one of the most important factors that improve learning. Learning in the classroom was much more effective when the pre-class activities were done and studied, and we came to the classroom in this way"(S10, F)

"I think it was a method that appealed to every student's way of understanding. Thanks to many visual and auditory materials that were presented before class, we had a more enjoyable process" (S12, F)

Two students were reported some similar negative ideas as given below:

"The videos volume was low; there was no vitality and attention, so I had a problem understanding the topic because of this problem I mentioned" (S9, M)

"The videos were not attractive and interesting. While I was watching, I could not concentrate"(S6, F)

Table 26

Suggestions to improve the FC

Category	f
Suggestions	12

In the last category, there are responses of the participants about possible suggestions to improve FC model; majority of participants had no suggestion to

improve FC (F=7), while minority of participants suggested more interactive videos (f=2) and taking own class lecturer videos (f=2). The responses are as follows:

"more remarkable examples from daily life can be added to the videos" (S9, M)

Trustworthiness of the Study

Guba and Lincoln (1981) state that different criteria must be used for the quantitative and qualitative methods to enrich trustworthiness. According to them, the criteria for quantitative research quality can be assessed by its *validity, reliability* and *objectivity*. However, the criteria for qualitative research design are *credibility, transferability, dependability* and *confirmability* (Guba & Lincoln, 1981).

Creswell (2012) defines reliability is the consistency of scores that refers to nearly the same score for repeated testing. Validity is measurement accuracy is truly matched with the instrument. Lastly, the criterion for quantitative research design is objectivity which is about being independent in the study of researcher's beliefs, opinions and personality (Payne & Payne, 2004).

For the quantitative section of the study, the statements in the questionnaire were consistent because the items in the questionnaire had the same concepts. Additionally, the original study measured the items according to Cronbach's Alpha, which was shown as α=934. The score of Cronbach Alpha shows the reliability of the instrument. In order to achieve validity of the questionnaire, there are a number of statements about FC model. Finally, in the study, the researcher was the only person to conduct the questionnaire in order not to create bias in the data collection.

For qualitative studies, credibility is a major issue to increase trustworthiness. In the study, member checking was utilized to enable credibility. Additionally, to ensure transferability, the research setting, participant students' information and method were explained to guide the audience. Member checking and colleague support are processes to ensure confirmability.

Ethical Issues

According to Mackey and Gass (2005), there are two main ethical issues for conducting research. The first one is an *informed consent* form for participants. In the form, participants should be informed about the aim of the study, procedures, possible risks, confidentiality of the study and participants' rights. Therefore, the participants

were informed about the study and each participant filled out the form at the very beginning of the study in the questionnaire phase and secondly before the semi-structured interview. The consent form included an explanation part about participants' rights and voluntary based. They were also informed about the study that was used only for scientific purposes. The second issue is *institution approval.* For the study, the researcher got approval from the institution by providing information about the study entirely in order to conduct the study on the research site.

4. DISCUSSION AND CONCLUSION

Introduction

In this section, the discussion of the findings was offered using the research questions as a framework, such as "Language Learners' attitudes on the FC", "Changing in Language Learners' attitudes after intervention", and "Their attitudes toward the pre-class materials and activities after FC experience". Data analysis and findings comprised a basis for the interpretations of the findings.

Language Learners' Perceptions of the FC

This study aimed to investigate the perceptions of English Language Learners' on FC model before and after a four-week pre-experimental study; however, the results contradicted the literature. In earlier research, the majority of evaluations and educational experiences were deemed favourable. The findings of the present study do not support certain earlier research. According to studies, FC students have substantially more positive perspectives and more productive learning experiences than those in traditional classrooms (Adnan, 2017; Akgün & Atıcı, 2017; Al-Zahrani, 2015; Aşıksoy & Özdamlı, 2016; Chen et al., 2014; Çay, 2020; Kurt, 2017; Lage et al., 2000; Mason et al., 2013; Musib, 2014; Özpınar et al., 2016; Roach, 2014; Schultz et al., 2014; Şengel, 2016; Turan & Göktaş, 2015).

The quantitative findings indicated that most English Language Learners were poorly motivated by the FC model. As a consequence of the research, although they genuinely found the flipped training amusing, their motivation offered low results against it. English Language Learners reported that they appreciated the FC teaching technique more but were less motivated and experienced less pleasure compared to the TC. In fact, Learners' motivation scores were lower. However, they reported that the instructor's activities were entertaining, unique and interesting. This circumstance causes the students to pay close attention to the lecture on processed FC. This may be because students frequently claimed that the teacher's communication with them was distinct from the classroom environment. According to their qualitative survey results, they believed that the communication level was insufficient, hindering their growth. In this light, the qualitative data confirmed the quantitative data about communication constraints. This may be due to their difficulty adjusting to the new habits acquired through traditional educational approaches.

According to Fulton (2013), the effectiveness of a flipped classroom is entirely reliant on the students' strong preference for face-to-face interaction with their teacher. Also, Fulton (2013) argues that children learn more efficiently in a classroom setting because they may ask direct questions to their teachers and peers, whereas this may not be possible in the flipped classroom compared to the TC. According to Riley (2014), only teachers are in a position to successfully create relationships with their students, which is one of the skills that contributes to good teaching. Johnson (2013) argues that a significant critique of the flipped classroom is that students cannot ask immediate questions when uncertain.

Despite their low motivation due to the absence of instructor contact in the FC model, the students were pleased with the class activities. This was very unexpected, as lower figures were anticipated in quantitative data results. In qualitative data, the students believed that the meaningful activities kept them engaged and attentive in class. While traditional education includes mechanical exercises in the remaining time after the lecture, the new teaching model encourages students to engage in collaborative work during this period. This situation could be interpreted as the students thought mechanical exercises in TC were insufficient for comprehension of the subject matter. In FC, they both had fun and learned while engaged in the process. The cognitive constructivist theory (Bruner, 1966) and the social constructivist learning theory are learning theories that support the flipped classroom notion (Vygotsky 1978) based on the view that meaningful learning can only occur when the student actively interacts with learning resources and engages in the integration and communication of knowledge and techniques (Moroney 2013; Ng 2014). According to the qualitative research findings, the model's perceived usefulness was most strongly connected to the presence of a stimulating and engaging learning environment in the classroom and the process of acquiring knowledge through practice. It is believed that the discrepancy between these results is due to the small sample size relative to the total number of participants. Therefore, it is probable that the in-class activities were more appealing to the student groups that gave quantitative results. Additionally, according to Alsancak Sırakaya (2015), learning materials that would appeal to a wide variety of learning styles and senses could be the reason why some forms of learning would be more lasting than others. The use of the flipped classroom model may have varying results for students with different learning styles. Flipped classrooms in foreign language learning must be tailored to individual students in accordance with Ahmed (2012),

Dornyei & Sekhan (2003), and Saville-Troike's (2006) ideas. Consequently, it is important to consider what types of activities and how much online and in-class time is appropriate for each student.

Changes in English Language Learners' Attitudes

The attitudes of English Language Learners towards the FC model were studied using both quantitative and qualitative techniques. In the present study, English Language Learners' perceptions of FC were analyzed before (Md=42) and after the implementation (Md= 38), and this decrease in the scores demonstrated that following the implementation, there was a slight change in the participants' attitudes in the direction of being more pessimistic. During the interview, most of the students indicated that they were hesitant, uncertain of the utility and prejudiced and mostly mentioned workload before trying the new model. Therefore, it may be difficult for many students to adapt to this new approach, which is completely different from the traditional classroom setting, and simultaneously perform the required assigned tasks. According to Clark (2015), it was difficult for students to adopt a new learning strategy and comprehend course material simultaneously. Due to this reason, before full implementation of the flipped classroom, it would be a good idea to practice it gradually using a basic lesson plan based on the FC model as an initial. As cited in Lo & Hew (2017), In Kirvan et al.'s (2015) practice, The teacher instructed the students to watch the video lecture throughout class time, and at the same time, they were expected to take their own notes, which promote cognitive skills while watching the video. Note-taking is a self-directed learning approach that students rarely experience and are unfamiliar with because they are accustomed to traditional learning strategies. This strategy permits students to achieve their own learning, and it would be the initial step in becoming acquainted with the new model. Thus, instructors would begin gradually and proceed at a reasonable pace. However, according to qualitative research results, having to take responsibility for their own learning might have intimidated them. It is most likely because they were accustomed to traditional instructional models. There were many who indicated that the pre-class workload exhausted them compared to the traditional learning process; the increase in responsibility caused them to lose enthusiasm, and the time spent on it even hampered their social life outside of class. Teachers can use time requirements as a reference for arranging out-of-class FC learning activities, such as limiting the total pre-class learning time to 20 minutes.

(McGivney-Burelle and Xue 2013; Vazquez and Chiang 2015). Thus, teachers may ensure that students are not overburdened to the point of frustration.

English Language Learners' Attitudes toward the Pre-class Learning Experience and Materials.

The present study also attemped to examine what the English Language Learners' attitudes were on pre-class learning materials used in FC model. The lesson video is one of the most essential educational tools of the Flipped Classroom model. As stated in many studies, because it appeals to various senses, is impactful, is flexible in terms of moving at any time, and is easily recalled, it brings the course material to life (Adnan, 2017; Akgün & Atıcı, 2017; Basal, 2015; Davies et al., 2013; Johnson, 2013; Kocabatmaz, 2016; Kurt, 2017; Turan and Göktaş, 2015). For this reason, quantitative and qualitative research was conducted to determine how students felt about the pre-lesson lecture videos.

In terms of the positive sentiments that surfaced during interviews, it was discovered that English Language Learners valued the ability to move at their own pace the most. According to Steed (2012), this form of learning is especially advantageous for slower students, who can often revisit the content at any convenient time in order to improve their comprehension. However, some students reported instructional videos bored them because of the monotonous tone of voice of the instructor and were generally criticized because of taking too much time. Özpınar et al. (2016) advise that the instructor's entire body, in addition to his or her voice, should be featured in video lectures in order to make students feel engaged and part of the class. Furthermore, concerning the video presentation, students stated that the videos were neither interactive nor more interesting. It is believed that the use of language that would impede student learning is inappropriate in this circumstance because it is evident that students learn more effectively when their mother tongue is utilized to a certain extent, including in the classroom. In fact, as teachers occasionally utilize L1 to clarify what s/he intend to convey to the students, to grab the students' attention, and to explain the meaning of new vocabulary. However, all courses are conducted in English in the School of Foreign Languages. With the framework of this school decision, the language in the videos was also English. As the lessons were taught in English, It is thought that the students may have been triggered by the idea and felt bored. Atkinson (1987) claims that "while giving instructions talking about the classroom methodology, while

presenting and reinforcing the language, L1 is mostly used with the early stages of proficiency levels" (p. 244). In the present study, since the participants were selected as beginner-level students, it was thought that the mother tongue should be minimally included in the videos.

The poor internet connection was cited most frequently regarding the other challenges students encountered with pre-class materials. They had trouble obtaining the pre-class materials due to a lack of, or a bad internet connection, as was also shown in prior studies (Boyraz, 2014; Gorü Doan, 2015; Kocabatmaz, 2016; Zengin, 2017). Students are required access to the internet and a computer or mobile device at home in order to participate in flipped learning. However, this is not always the case, and this learning model creates obstacles for students who lack the appropriate technology. Additionally, students' challenge of adapting to technological learning is occasionally the most significant obstacle. Because they were not required to self-discipline in the traditional education to which they were accustomed from an early age. Typically, it is believed that some students can learn in a self-directed manner, and those students with a high level of self-regulation tend to perform well in any educational setting, regardless of how the setting is organized (Boevé et al., 2017). However, these ideal students are rare, and many students lack the skills and motivation to learn independently. On the whole, they were responsible for school work or other assigned tasks, and these students were closely monitored to ensure they completed their allotted homework. Additionally, being constantly confronted with homework assignments they were busy with, they did not have the motivation to research new information independently. They may not have been able to rapidly adapt to this new strategy, which involves their own learning process and cultivating optimistic thought. Therefore, the pre-lesson preparation required by flipped education may have appeared burdensome to them, and their qualitative study responses may have been largely neutral.

Conclusion

The current study aimed to examine English Language Learners' attitudes of the FC model. The study also investigated their attitudes towards pre-class learning materials for the FC model experiences. This investigation aimed to determine English Language Learners' overall views after the intervention of the FC model in the School of Foreign Languages. As a result of this study, it was found that the participants generally had

negative perceptions of the flipped classroom in terms of motivation, effectiveness, engagement and overall satisfaction. Although the majority of students stated that the best aspect of the FC model was the ability to learn at their own pace, they stated that they did not feel more active outside of the classroom; their communication with their teachers or classmates was limited, and they were unable to immediately ask questions of their teachers while performing the activities outside of the classroom. Furthermore, this unfamiliar workload significantly decreased their motivation. Furthermore, it was observed that the flipped classroom technique has no positive effect on students' self-directed learning. In reality, many students have reported that the pre-class work necessary outside of the classroom increases their burden and that they struggle to complete all pre-class materials due to limited technological resources and unfamiliarity with e-learning. It is important to note that teachers play many roles, such as facilitators, guides, communicators, collaborators, and problem-solver in the learning process, but could not primarily be responsible for providing students with quick feedback.

These findings show that teachers should encourage their students to become independent learners, assist them in achieving their learning objectives, and be aware of their students' unique learning styles. Web 2.0 technology that is used for pre-class and in-class materials plays a crucial role in students' utilization of their language skills. These tools should be chosen and implemented effectively by teachers because they increase not only students' language abilities but also their communication, collaboration, creativity and critical thinking.

Students in Turkey are facing the washback effect which refers to the impact of testing on curriculum design, teaching practices, and learning behaviours. Since elementary school is always test-oriented, anxiety impedes the successful implementation of innovative teaching approaches. It is inevitable that students, particularly in language classes, prioritize exam preparation over language acquisition. This research can serve as an appropriate source of inspiration for educators, not merely as a means to enhance their instruction. It can also help students incorporate language into their everyday lives. The highlighted learning environment facilitates our comprehension of the function of constructivist theory in learning and content delivery and highlights the significance of constructivist principles that promote collaborative learning and allow continuous access to knowledge even outside of class time. An important part of this outcome is likely attributable to the factors mentioned above.

Implications for Practice

The current studies' results pointed out that English Language Learners at the School of Foreign Languages have overall perceptions of the FC model at a low level.

Teachers should become cognizant of their role in supporting different learning styles while creating a learner-friendly environment and designing courses that capitalize on the positive effects of group work, which can increase learner engagement in classroom activities and outside school. Teachers should also positively support students' beliefs towards this new model, even though this method requires considerable sacrifice, responsibility and dedication for students. Because students may be biased against this new method from the outset of the practice. It is advised that all teachers should be informed about the FC model's future use and the advantages of technology-enhanced learning beforehand. Additionally, they should also be prepared to use new strategies and various learning models to adjust their instruction to the unique needs and expectations of each student, taking into account the most recent technology advancements in the field of education and their students' learning experiences.

Recommendation for Future Studies

The current study has several recommendations for further research based on the findings.

Firstly, further research should focus on teacher and student readiness for the successful implementation of the FC model, considering language class students' perceptions about improving their language skills and increasing their motivation using the FC Model.

This research was conducted with a single-level (A1) English language class. Future research should be undertaken with higher levels of students to confirm the results obtained in this research.

Before submitting an application, students should be informed in-depth about the application process and the internet. The application procedure should be meticulously organized to avoid problems with technological concerns such as computers.

This study utilised only a few technological instruments and resources (Google Forms, Quizizz, Quizlet, and WhatsApp). Due to the ever-evolving nature of

technology, various methods and materials should be used to explore the performance of various Web.2 tools.

Instead of flipping the entire course at the beginning of the year, the researcher can flip small units stepwise and build them up throughout the year. In addition, quizzes and interactive exercises relating to the video material can encourage students to come to class well-prepared and make the classroom more exciting.

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APPENDICES

Appendix-A. Ethics Committee Approval of Cag University

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURUL İZİN TALEP VE ONAY TUTANAK FORMU
ÖĞRENCİ BİLGİLERİ

T.C. NOSU	
ADI VE SOYADI	MERİH ÖZBAYRAK
ÖĞRENCİ NO	20198042
TEL. NO.	
E-MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ AŞAMASI
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021-2022 DERS DÖNEMİ KAYDIMI YENİLEDİM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	THE PERCEPTIONS OF ENGLISH LANGUAGE LEARNERS' ON FLIPPED CLASSROOM MODEL
TEZİN AMACI	The present study explores the English Language Learners' perceptions of the flipped classroom and provides detailed information about their pre-class learning experiences and materials. The study also aims to investigate the benefits and drawbacks of the model.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, İngilizce Hazırlık Okulu öğrencilerinin ters yüz eğitime bakış açılarını araştırmayı ve bu yeni eğitim modelinin avantaj ve dezavantajlarını ortaya koymayı hedeflemektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	ÇAĞ ÜNİVERSİTESİ
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	FEN EDEBİYAT FAKÜLTESİ DEKANLIĞI
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	MERSİN/ YENİCE BÖLGESİNDE ÇAĞ ÜNİVERSİTESİ YABANCI DİLLER YÜKSEK OKULU İNGİLİZCE HAZIRLIK ÖĞRENCİLERİNE ANKET UYGULAMASI, GÖNÜLLÜ OLAN ÖĞRENCİ GRUBUNA SÖZLÜ MÜLAKAT UYGULAMASI VE BAHSEDİLEN ÖĞRENCİ GRUBUNUN SINIFLARINDA DERS ÖNCESİ MATERYAL GÖRÜŞLERİNİN ALINMASI
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	QUESTIONNAIRE: Perception of Flipped Learning Experience Questionnaire, Interview Questions for Participant Students, Participants Attitudes and Perceptions of Their Pre-class Learning Experience Survey
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLERİ İLE AYRINTILI YAZILACAKTIR)	1-) 1 Sayfa Ters Yüz Eğitim Görüş Anketi 2-) 1 Sayfa Öğrenci Mülakat Soruları 3-) Ders öncesi materyal görüş anketi
ÖĞRENCİNİN ADI - SOYADI: MERİH ÖZBAYRAK	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır TARİH: 12/11/2021

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu .... faaliyet alanı içerisine girmektedir.			
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı- Soyadı: SEMİHA KAHYALAR GÜRSOY	Adı - Soyadı:	Adı - Soyadı: ŞEHNAZ ŞAHİNKARAKAŞ	Adı- Soyadı: MURAT KOÇ
Unvanı: DR. ÖĞR. ÜYESİ	Unvanı:	Unvanı: PROF. DR.	Unvanı: DOÇ. DR.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	İmzası:	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır
..../..../20....	..../..../20...	..../..../20....	...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı- Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı- Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı- Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası : ....
...... / ..... / 20....	...... / ..... / 20....	... / ..... / 20....	..... / ..... / 20....	... / ..... / 20....	...... / .... / 20....	...... / ..... / 20....
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	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	X	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ...... /20...... - ..../......./ 20......tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLARA ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ONİKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix-B. Perception of flipped Learning Experience Oueationnaire

Gender (Cinsiyet): Female…… Male…….

Department (Bölüm): ……

Age (Yaş):……..

Please circle the answer which best reflects your overall thoughts about each statement. There is no right or wrong answers.

		Strongly Disagree (Kesinlikle katılmıyorum)	Disagree (katılmıyorum)	Neutral (tarafsızım)	Agree (Katılıyorum)	Strongly Agree (Kesinlikle katılıyorum)
1	A flipped classroom is a better way of learning. (Ters yüz eğitim modeli öğrenmenin daha iyi bir yoludur.)					
2	I enjoyed the classroom teaching flipped approach more. (Ters yüz edilmiş sınıf modelinden daha çok keyif aldım.)					
3	I think the flipped classroom is a more effective and efficient way to learn. (Ters yüz edilmiş sınıf modeli öğrenmenin daha etkili ve verimli bir yoludur.)					
4	I feel more motivated in a flipped classroom. (Ters yüz edilmiş sınıf modelinde kendimi daha motive hissediyorum.)					
5	I participated and engaged myself more in learning in the flipped classroom. (Ters yüz edilmiş sınıf modelinde kendimi daha katılımcı ve dersi öğrenmeye daha ilgili hissediyorum.)					
6	I became a more active learner in the flipped classroom. (Ters yüz eğitimde daha aktif bir öğrenci oldum.)					
7	I thought the time and effort I spent in the flipped classroom was worthwhile. (Ters yüz edilmiş sınıf modelinde harcadığım					

	zaman ve çabanın faydalı olduğunu düşünüyorum.)					
8	I learned more better in the flipped and classroom. (Ters yüz edilmiş sınıf modelinde daha iyi ve daha fazla öğrendim.)					
9	I prefer the flipped classroom to a lecture-based classroom. (Ters yüz edilmiş sınıf modelini, sınıfta ders anlatma tabanlı modele tercih ederim.)					
10	I think the flipped classroom learning guided me toward better understanding of the course topics. (Ters yüz edilmiş sınıf modeli bana ders konularını daha iyi anlama konusunda yol gösterdi.)					
11	I experienced pleasure in the flipped classroom. (Ters yüz edilmiş sınıf modelinde deneyimlerim keyifliydi.)					
12	I devoted myself more to the instructional/class activities in the flipped classroom. (Ters yüz edilmiş sınıf modelinde kendimi sınıf içi aktivitelere daha çok adadım.)					
13	I spent more time and effort than usual on my flipped classroom learning activities. (Ters yüz edilmiş sınıf öğrenme etkinliklerimde normalden daha fazla zaman ve çaba harcadım.)					
14	Generally, I am happy and satisfied with this flipped learning experience. (Genel olarak, Ters yüz edilmiş sınıf modeli deneyiminden mutlu ve memnun olmuş hissediyorum.)					

Appendix C: Interview Questions for Participant Students

1) What do you think about your flipped classroom experience?
   - What did you like most in Flipped Classroom? Why?
   - What did you like least in Flipped Classroom? Why?
2) When you compare the Traditional Classroom and Flipped Classroom
   - What are the advantages of FC model?
   - What are the disadvantages of FC model?
   - What was your role as a student in Traditional Classroom and FC?
   - What was your interaction with your teacher?
   - What was your interaction with your classmates?
3) Do you think FC model is an effective way of learning?
   - If yes, why?
   - If no, why not?
   - How has FC model influenced your learning?
4) Were there any problems you encountered during FC? What are they?
5) What kind of preparation you have done before coming to the class?
6) What would you suggest to improve learning in FC model?
7) What do you suggest in order to use FC model more effectively in the course?
8) To sum up your FC model experience in one sentence, what would it be?
9) Is there anything you would like to add?

Appendix D: Participants Attitudes and Perceptions of Their Pre-class Learning Experience Survey

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	I like viewing pre-class videos better than reading text materials.					
2	The videos helped me understand the topic knowledge better.					
3	The videos were helpful because I could do them on my own time.					
4	The videos were easy to learn from.					
5	The topics were well-explained in the videos.					
6	The videos were helpful for completing the quizzes.					
7	The quizzes helped me understand the knowledge covered in the videos.					

Appendix E: Consent Form

Dear participant,

First of all, I would like to thank you for your participation😊

You are being asked to participate in research by me who is conducting this research as a part of a Master's Degree in English Language Teaching Program supervised by Dr. Öğr. Üyesi Semiha Kahyalar Gürsoy at Çağ University. The necessary permission for my study was granted by Çağ University Ethics Commission.

The study aims to explore preparatory school students' perceptions of the flipped classroom. Participation is totally based on principle of voluntariness. If you agree to participate in this study, you will be asked to answer some open-ended questions, fill in a few questionnaires, and take part in an interview which is estimated to take 15-18 minutes. All the data provided from questionnaires, interview and open-ended questions will be kept strictly confidential and only used for scientific purposes. Taking part in this study is completely voluntary and you may choose to stop participating at any time. This is not a test so there is no 'right' or 'wrong' answer. It is essential to give honest and sincere responses so that the results of this study can be more reliable. Your name will not be attached to any of the data you provide. I hope you will be willing to participate because your responses are important and a valued part of the study. If you have any questions concerning the research study or wonder about the results of the study, please e-mail me at

Thank you!

Sincerely,

"I understand that my participtaion in this study totally voluntarily and I am free to reject to participate, without consequence, at any time during the study. I accept that any information given by me used only for scientific purposes and my identity will be kept confidential. By signing below and returning this form, I hereby give my consent to participate in this study."

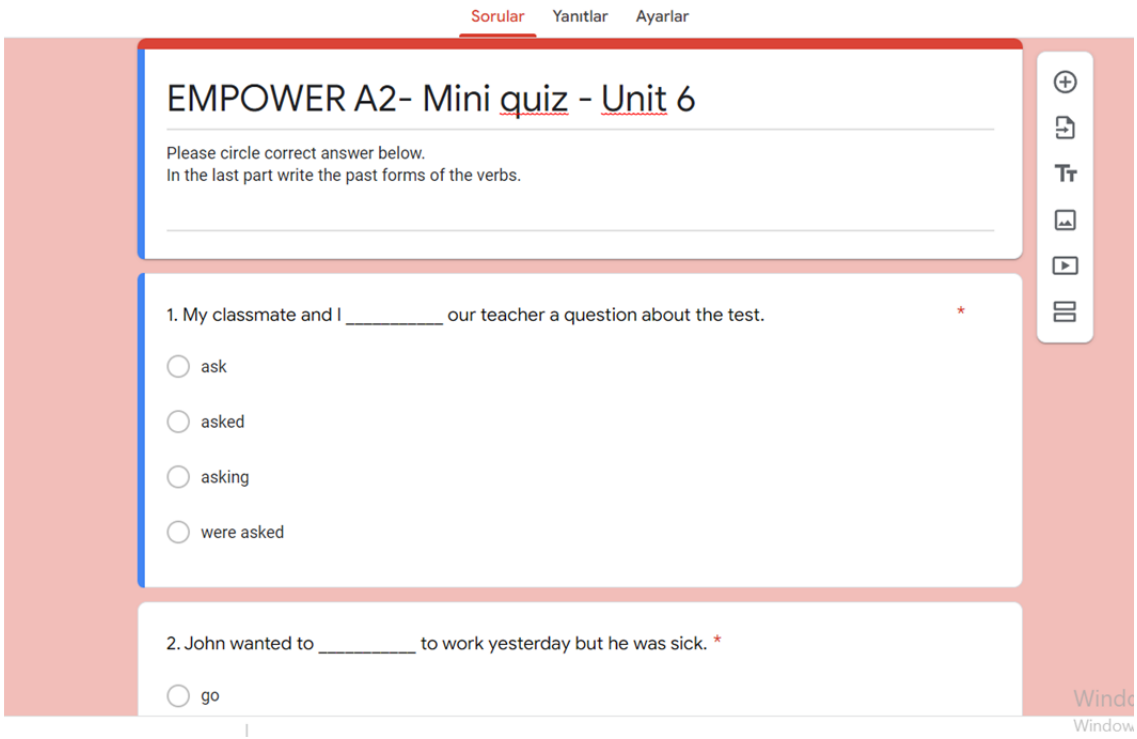
Principal researcher:
Dr. Öğr. Üyesi Semiha Kahyalar Gürsoy
Faculty of Art and Sciences

Signature:

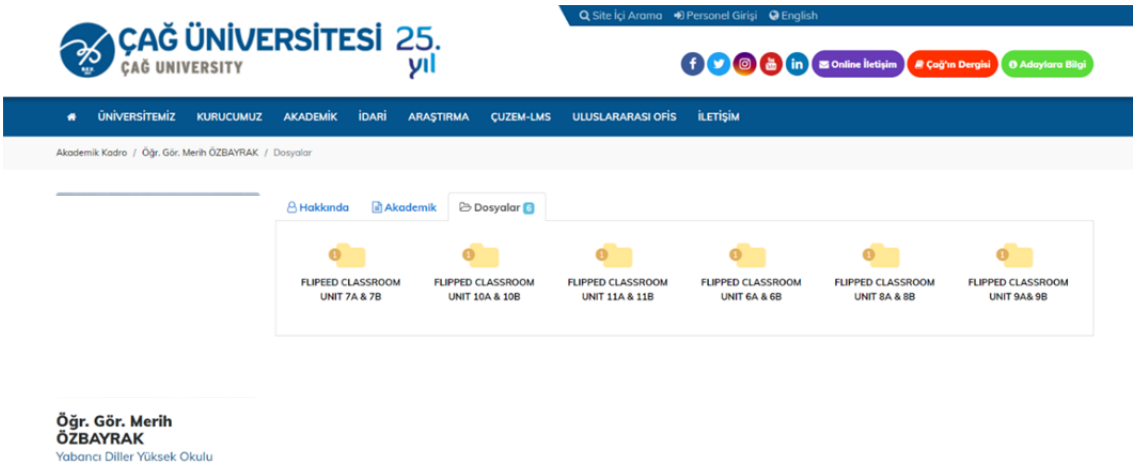
Researcher:
Merih Özbayrak
School of Foreign Languages

Signature:

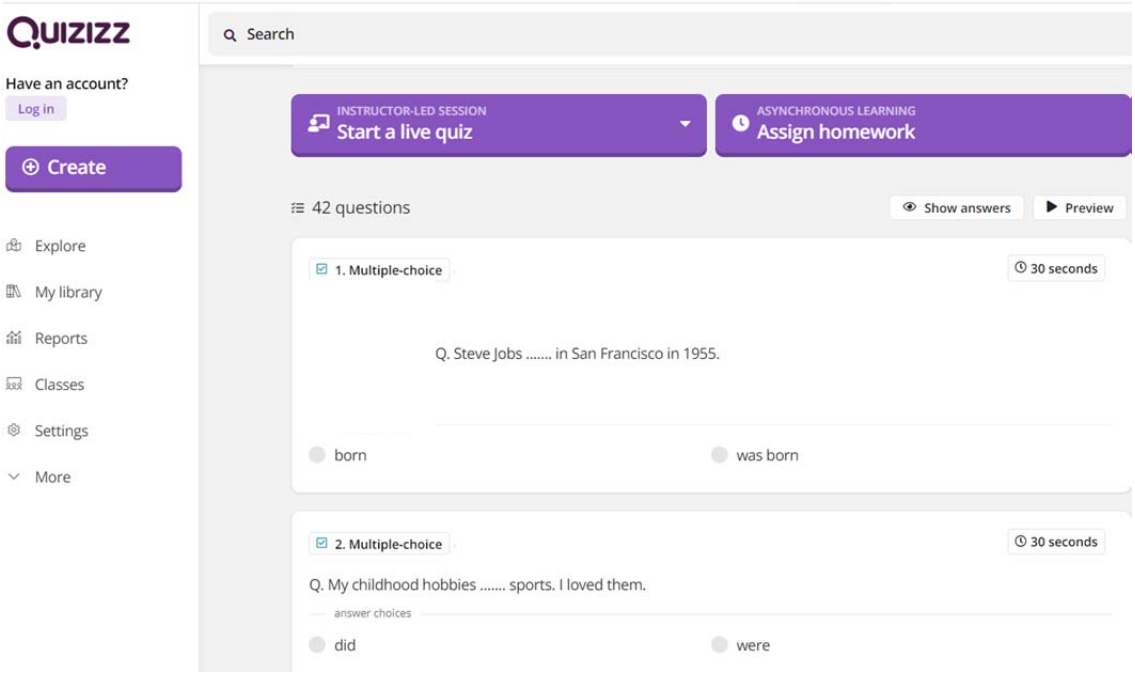
Appendix F: Pre-class Quiz



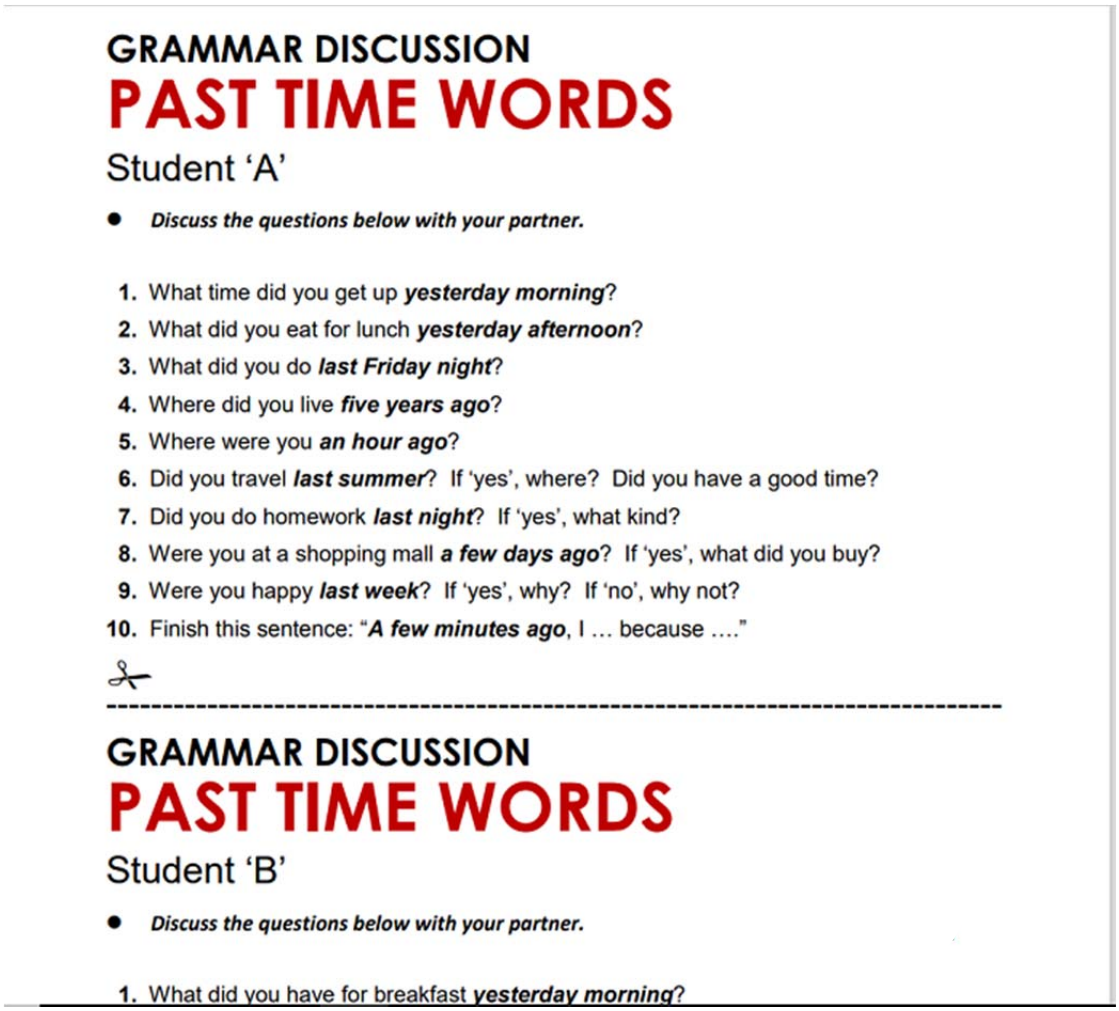
Appendix G: Pre-class Materials Uploaded to Academic personel page



Appendix H: Quizizz



Appendix I: Group Work Discussion Material



GRAMMAR DISCUSSION

PAST TIME WORDS

Student 'A'

- ***Discuss the questions below with your partner.***

1. What time did you get up ***yesterday morning***?
2. What did you eat for lunch ***yesterday afternoon***?
3. What did you do ***last Friday night***?
4. Where did you live ***five years ago***?
5. Where were you ***an hour ago***?
6. Did you travel ***last summer***? If 'yes', where? Did you have a good time?
7. Did you do homework ***last night***? If 'yes', what kind?
8. Were you at a shopping mall ***a few days ago***? If 'yes', what did you buy?
9. Were you happy ***last week***? If 'yes', why? If 'no', why not?
10. Finish this sentence: "***A few minutes ago***, I … because …."

GRAMMAR DISCUSSION

PAST TIME WORDS

Student 'B'

- ***Discuss the questions below with your partner.***

1. What did you have for breakfast ***yesterday morning***?

Appendix J: Race Activity

WORKSHEETS, ACTIVITIES & GAMES

MythBusters

A	power	sleep	have	fake	consider	fail	call	wear	are	discover

1. George Washington ..... wooden teeth.
2. A sheep, a duck and a rooster ..... the first passengers in a hot air balloon.
3. King Henry VIII ..... with a gigantic axe beside him.
4. Albert Einstein ..... math.
5. Pirates ..... earrings because they believed it improved their eyesight.
6. Christopher Columbus ..... America.
7. In 2007, Corey Taylor ..... his own death in order to get out of his cell phone contract without paying a fee.
8. In England, in the 1880's, people ..... "Pants" as a dirty word.
9. Sails ..... the first Egyptian chariots.
10. There is a glacier ..... "Blood Falls" in Antarctica that regularly pours out red liquid.

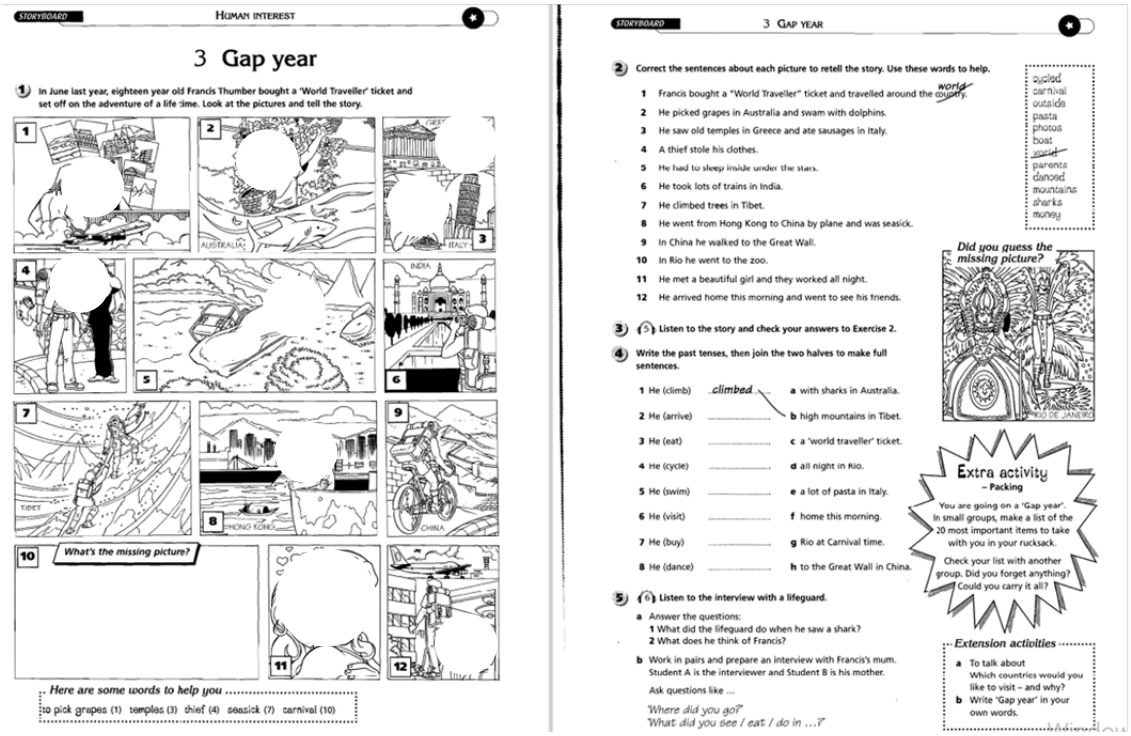
B	create	issue	break	originate	discover	slice	request	paint	win	wear

1. Samuel L. Jackson ..... to have a purple light saber in Star Wars in order for him to accept the part as Mace Windu.
2. Spanish Influenza ..... in Spain.
3. The White House was grey before they ..... it white.
4. Ninjas ..... all black costumes.
5. In 2008, scientists ..... a new species of bacteria that lives in hairspray.
6. An epidemic of laughing that lasted almost a year ..... out in Tanganyika in 1962.
7. Shakespeare ..... the story "Hamlet."
8. The State of California ..... 6 driving licenses to people named Jesus Christ.
9. In 1923, jockey Frank Hayes ..... a race at Belmont Park in New York despite being dead.
10. Vincent Van Gogh ..... off his ear.

C	decide	is	snow	sell	propose	make	wear	build	invent	persuade

1. The Titanic ..... the first ship to use the SOS signal.
2. A coin toss ..... Hewlett-Packard's name.
3. Jewish slaves ..... the pyramids.
4. It ..... in the Sahara desert for 30 minutes in 1979.
5. Benjamin Franklin ..... the turkey as the national bird of the United States.

Appendix K: Reading Passage for Pre-Class Activity



STORYBOARD HUMAN INTEREST

3 Gap year

1) In June last year, eighteen year old Francis Thumber bought a 'World Traveller' ticket and set off on the adventure of a life time. Look at the pictures and tell the story.

1 2 AUSTRALIA 3 INDIA ITALY 4 5 6 7 TIBET 8 HONG KONG 9 CHINA 10 What's the missing picture? 11 12

Here are some words to help you

to pick grapes (1) temples (3) thief (4) seasick (7) carnival (10)

STORYBOARD 3 GAP YEAR

2) Correct the sentences about each picture to retell the story. Use these words to help.

1 Francis bought a "World Traveller" ticket and travelled around the ~~world~~ country.
2 He picked grapes in Australia and swam with dolphins.
3 He saw old temples in Greece and ate sausages in Italy.
4 A thief stole his clothes.
5 He had to sleep inside under the stars.
6 He took lots of trains in India.
7 He climbed trees in Tibet.
8 He went from Hong Kong to China by plane and was seasick.
9 In China he walked to the Great Wall.
10 In Rio he went to the zoo.
11 He met a beautiful girl and they worked all night.
12 He arrived home this morning and went to see his friends.

~~world~~ spoiled carnival outside pasta photos boat parents danced mountains sharks money

Did you guess the missing picture?

RIO DE JANEIRO

3) (5) Listen to the story and check your answers to Exercise 2.

4) Write the past tenses, then join the two halves to make full sentences.

1 He (climb) *climbed* — a with sharks in Australia.
2 He (arrive) ..... — b high mountains in Tibet.
3 He (eat) ..... — c a 'world traveller' ticket.
4 He (cycle) ..... — d all night in Rio.
5 He (swim) ..... — e a lot of pasta in Italy.
6 He (visit) ..... — f home this morning.
7 He (buy) ..... — g Rio at Carnival time.
8 He (dance) ..... — h to the Great Wall in China.

Extra activity – Packing

You are going on a 'Gap year'. In small groups, make a list of the 20 most important items to take with you in your rucksack.

Check your list with another group. Did you forget anything? Could you carry it all?

5) (6) Listen to the interview with a lifeguard.

a Answer the questions:
1 What did the lifeguard do when he saw a shark?
2 What does he think of Francis?

b Work in pairs and prepare an interview with Francis's mum. Student A is the interviewer and Student B is his mother.

Ask questions like ...

'Where did you go?'
'What did you see / eat / do in ...?'

Extension activities

a To talk about Which countries would you like to visit – and why?
b Write 'Gap year' in your own words.

Appendix L: Story Order Game

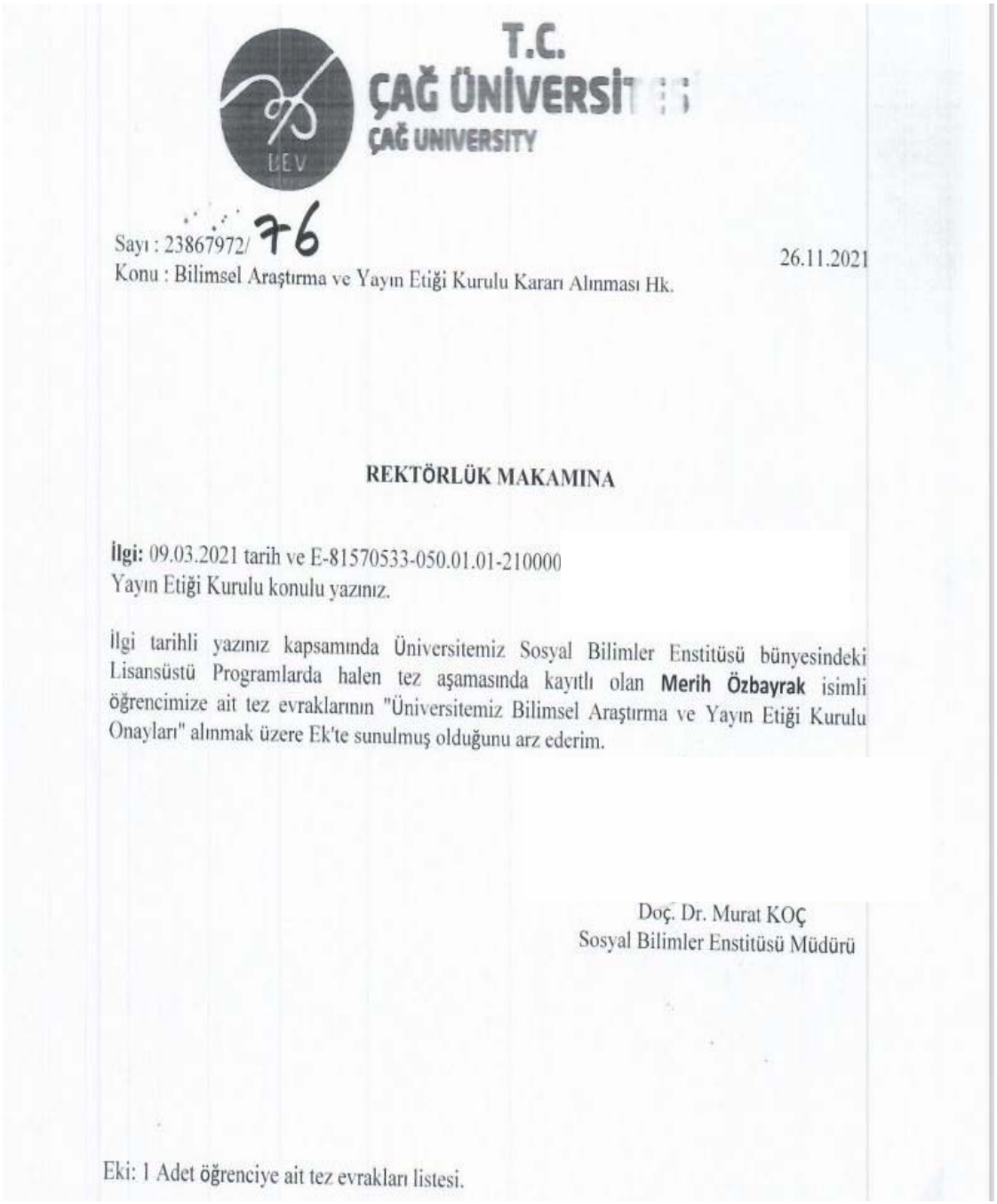
GRAMMAR GAME (STORY ORDER)

PAST TENSE

- What happened to Sue? Have your students put the 11 events below in order.

On Monday, I bought a lottery ticket at a shopping mall.
I put the ticket in the pocket of my jacket, and went home.
After I got home, I went to bed and forgot about the ticket.
On Tuesday morning, I got into my car and drove to work.
On the way to work I turned on the radio.
A man on the radio said my lottery ticket number.
After he said my number, I put my hand into my jacket pocket.
Oh no! The ticket wasn't in my pocket!
Next, I drove back home and looked for the ticket.
I found the ticket. It was on a table.
Finally, I looked at the ticket. Oh no! It was the wrong number!

Appendix M: Çağ University Thesis Survey Application and Permission Request Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

Sayı : 23867972/ 76
Konu : Bilimsel Araştırma ve Yayın Etiği Kurulu Kararı Alınması Hk.

26.11.2021

REKTÖRLÜK MAKAMINA

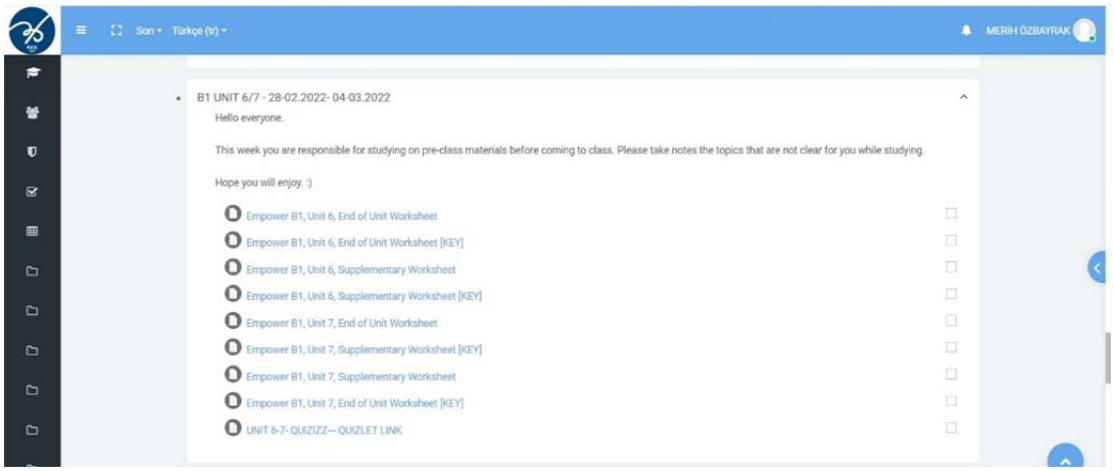
İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-210000
Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Merih Özbayrak** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Eki: 1 Adet öğrenciye ait tez evrakları listesi.

Appendix N: Moodle Platform



Appendix O: Ethics Approval

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-000-2100010094 08.12.2021
Konu : Merih ÖZBAYRAK'ın Tez Anket İzni Hak.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Merih ÖZBAYRAK isimli öğrenci, **"The Perceptions Of English Language Learners' On Flipped Classroom Model"** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY**'un tez danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında **Üniversitemiz Yabancı Diller Yüksekokulunda öğrenim gören öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulanabilmesi için gerekli izinin verilmesini arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : Etik Kurul Dosyası

Dağıtım:
Gereği:
Yabancı Diller Yüksekokulu Müdürlüğüne
Bilgi:
Rektörlük Makamına

Appendix P: Permission of Thesis Survery Application

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100010138 10.12.2021
Konu : Tez Anket İzni Hak.

REKTÖRLÜK MAKAMINA

İlgi : 08.12.2021 tarihli ve E-23867972-000-2100010094 sayılı belge.

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Merih ÖZBAYRAK'ın uygulamak istediği anketi uygulaması uygun görülmüş olup Hazırlık Birimi Koordinatör Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Prof. Dr. Jülide İNÖZÜ
Yabancı Diller Yüksek Okulu Müdürü

Appendix R: Permission of Thesis Approval

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100008681 02.12.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 24.11.2021 tarih ve 23867972/65 sayılı yazınız.
b) 24.11.2021 tarih ve 23867972/66 sayılı yazınız.
c) 16.11.2021 tarih ve 23867972/57 sayılı yazınız.
ç) 26.10.2021 tarih ve E-23867972-050.01.04-2100008866-44 sayılı yazınız.
d) 25.10.2021 tarih ve E-23867972-050.01.04-2100008827-45 sayılı yazınız.
e) 28.10.2021 tarih ve E-23867972-050.01.04-2100008956-46 sayılı yazınız.
f) 12.11.2021 tarih ve 23867972/48 sayılı yazınız.
g) 12.11.2021 tarih ve 23867972/47 sayılı yazınız.
ğ) 26.11.2021 tarih ve 23867972/76 sayılı yazınız.

İlgi yazılarda söz konusu edilen Can Toraman, Meltem Bulut Korkmaz, Duygu Üvey, İlayda Boru, Yasemin Ertürk, Fatma Kayıklık, İlmittin Taşdemir, Yakup Başak, Polen Boyacı, Bahar Aksoy Göğüs, Hilal İçen, Esra Çetinkaya, Ayşe Duman ve Merih Özbayrak isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etik Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör