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EXAMINING THE INFLUENCE OF FLIPPED CLASSROOM ON STUDENTS

LEARNING ENGLISH AS A FOREIGN LANGUAGE

THESIS BY

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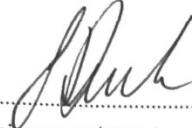
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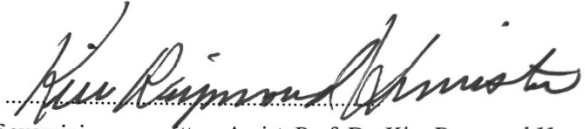
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DEDICATION



To my beloved parents

Sevinç and Ramazan Çalışkan

ÖZET

TERSİNE EĞİTİMİN İNGİLİZCEYİ YABANCI DİL OLARA ÖĞRENEN ÖĞRENCİLERİN ÜZERİNDEKİ ETKİSİ

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Bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen yüksek öğretimdeki öğrencilerin tersine eğitimden nasıl etkilendiğini ve bu eğitim hakkındaki görüşlerini araştırmaktır. Bu çalışma ayrıca tersine eğitim koşulları oluştuğunda sınav sonuçlarına bir etkisinin olup olmadığını da incelemektedir.

Çalışma Türkiye'deki bir özel üniversitede yirmi iki İngilizce Hazırlık okulu öğrencisiyle gerçekleştirilmiştir. Tersine eğitimin nasıl programa dahil edildiği detaylı bir şekilde anlatılmıştır. Nitel ve nicel araştırma teknikleri kullanılan bu çalışmada ön test ve son test uygulaması I ile sınavları arasındaki değişiklikler incelenmiştir. Bu verilerin doğruluğunu daha detaylı incelemek için öğrencilerle grup görüşmesi ve daha sonrada daha küçük bir grupta görüşmesi ve öğretmen gözlemleriyle beraber araştırılıp incelenmiştir.

Çalışmanın sonuçlarına göre, İngilizceyi yabancı dil olarak öğrenen üniversite hazırlık öğrencilerinin tersine eğitimden oldukça olumlu bir görüşü olduğu ortaya çıkmıştır. Bu olumlu etkilerin zaman, kişisel, ders çalışma, öğretmen iletişimi, sınıf ortamı, algılamaları, kişisel farklar ve dilbilgisi yeterliliği başlıkları altında toplanmış ve öğrencilerin buna paralel olarak tersine eğitim yapıldıktan sonraki dönemde notlarında yükselme görülmüştür. Bu konuda yapılan geçmiş çalışmalarla uyumlu bir şekilde, bu çalışmadan bir bütün olarak elde edilen veriler, tersine eğitimin öğrencilerin İngilizce öğrenme sürecinde olumlu bir etkisinin olduğu ve bunun da istatistiksel olarak notlarına yansıdığı yönündedir.

Anahtar Kelimeler: Tersine eğitim, Yapısalcılık, İşbirlikçi Öğrenme, İngilizce öğrenen.

SUMMARY

EXAMINING THE INFLUENCES OF FLIPPED CLASSROOM ON STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE

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The main objective of this study; to examine the influences of flipped classroom on the students learning English as a Foreign Language (EFL), and the students' perspectives on the flipped classroom. This study also attempts to identify the effects of the flipped classroom on the learners' performance in the classroom environment.

This study was carried out with twenty two students in a higher education institution, in Turkey. In this mixed-methodology study, the pre-test and post-test was administered in order to define the change in their exam performance. Following the five weeks of flipped classroom intervention, the focus group interviews with the students, teacher's observational field notes and flipped classroom implementation into the curriculum were analyzed, in order to verify the data.

Results of this study revealed that preparatory school learners tend to experience rather high level of performance both in the classroom setting and in their exam results. The students also mention their high level of their performance in their focus group interviews with their own expressions. The overall findings of this study is also consistent with the previous studies which have shown the flipped classroom have a significant effect on the performance of the students.

Key Words: English as a Foreign Language, Flipped Classroom, Constructivism,
Cooperative Learning.

ABBREVIATIONS

ELT:	English Language Teaching
ESL:	English as a Second Language
FC:	Flipped Classroom
CMS:	Classroom Management System
LOA:	Language Oriented Assessment
VAI:	Video-Based Additional Instruction
LMS:	Learner Management System
CCQ:	Concept Check Questions
WCD:	Whole Class Discussion

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CHAPTER 1

1. INTRODUCTION

The main focus of this study is to learn the contributions of the flipped classroom; the students' opinions on this issue and if there is an significance of flipping the classroom in their language learning process. This chapter summarizes the background of the study, statement of the problem, purpose and significance of the study, including research questions and operational definitions.

1.1 Background of the study

The technology has changed the learning styles, the needs, the priorities and the opinions of the learning process. Due to the different learning styles and the increasing number of the learners, the teachers need to reach the more students in a more practical way. One of the most significant current discussions is the integration of the technology in every part of the life. The use of technology has been in education for years and even in classes so this cannot be ignored anymore.

Although technology is said to be a new style, the foundations of technology depend on the 19th century . According to Peter F. Drucker (1999) this technological reform has emerged from the question of “How can we learn everything?” so the new versions of teaching and learning styles appear and the learning and the teaching have been examined as two different issue which need to be analyzed. Both the learning styles and the teaching styles are changing, so the teacher or the lecturers need to find different and new ways to actualize the learning process. After trying a lot of techniques, Keller (1968) mentions personal system of instruction is the best learning style, and this has brought new versions of elements in teaching and learning process (Elçin 2006, as cited in Gencer 2015). Instead of the obligations of a class, a teacher, a board and face to face interaction, the technology provides the leaners to learn whenever and wherever they want. The traditional ways of education is replaced with the classrooms supported by new version of Web tools which enrich the teaching and the learning. The web tools cause the teacher and the learners to get used to the new style of classrooms and they are expected to

be more productive rather than in traditional classrooms. The integration of flipping the classroom, which depends on the distant learning style and gives an opportunity to learn or to teach before the classroom, it has emerged after all of these improvements in education. According to Verleger and Bishop (2013) the thing happening in the traditional classroom is out of the classroom and the homework which is assigned to do practice is in the classroom which is called “inverted”. Veleger and Bishop (2013) define that flipping classroom has two elements; the interactive group work with their peers and the computer based individual work at home.

Language teachers have always been trying to make their students be competent in the target language. The teachers used to give more importance to their proficiency in the exams than they do now. The paper based on success is enough for the teachers for some time however they realize that this has been a big mistake. The classroom is the only place where the learners are exposed to the target language, so as Kohonen (1992) highlights, there may be fit between experimental learning and the other key concepts such as learner-centeredness and autonomy. For decades, educators and teachers have questioned the effectiveness of teaching methods that are entirely lectured based (Barr & Tagg, 1995). Despite innovations in technology which enables alternative technology for pedagogy, lecture formats continue to be the primary method for teaching adult learners (Bligh, 2000). The expansion of both computers and the internet in higher education institutions has effects on the EFL education programs around the world (Kim, 2008; Terrill, 2000). If the educators want to provide the meaningful understanding, they need to go one step further and make their learners be active and construct the language learning process by themselves. If the goal of the teaching is to engender understanding, educators must move from rote memorization of knowledge, and facts known as “surface learning” toward “deep learning” where understanding is developed through “active & constructive processes” (Ritchart et al, 2011,p.7)

The flipped classroom is a pedagogical method, which employs video lectures at home and practice problems and group-based problem solving activities as homework in the classroom. This allows for an expanded range of learning activities for the teacher to practice the language in a meaningful context during class time.

Flipped classroom methods have been a popular issue recently; since the expansion of Google and technology. As a result of such technological changes, many EFL programs have included the computer programs and the internet. Self-directed learning and independent learning environments with technology play an important enhancing role (Chapelle, 1999).

Flipping the class is a kind of redesigning the learning environment and this methodology changes the order of the traditional style. The English Language content is presented to the students independently through power point presentations or videos on computers in their own time. When the students attend the class the homework activities or the task activities are performed with the guidance of their teachers in their classroom environment. The classroom environment may be recreated by the elements that appeal to their world. Prensky (2001) referred to individuals born into this modern world as “digital natives” and states that digital natives who graduate from college spend 10.000 hours playing video games. Based on this information, most of the researchers believe that they need to make use of this time and turn it into an advantage for themselves.

As early as 1982, Baker tried to use electronic devices to “cover” rote material not in the class, outside the class (Baker, 2000). Baker manages to place the lecture notes online and expect them to attend the class with the idea of what the topic is about for the class. He realizes that when he gives the notes before the class time, they become familiar with the topic then he can use the class time more meaningfully. Baker presented this concept as “The Classroom Flipped” in 1998 (Baker, 2011). Ropchan and Stutt (2013) state that in a flipped classroom, “students first receive the exposure to course content before class through understanding of that content through active learning exercises, activities, labs, and other practical applications”. Students come to class prepared with the English content so the class time will be better spent on building critical thinking skills, having interactive dialogues with the teacher and the peers (Fisher, 2009). When the students master the topic, they will move on the next unit (Bloom, 1959) which is called active learning.

According to Bloom’s taxonomy of higher learning, students are working at the knowledge and comprehension level when they sit and listen to a teacher lecture

(Bloom, 1956). However, according to Johnson (1981); as long as the students have an interaction in smaller groups or with their peers, we can create an environment of cognitive learning in a sophisticated way. Teachers' roles are different; they become a resource, mentor and a facilitator or an assessor of understanding but not as dictator of learning.

In this study flipping classroom is examined and within this context the contributions of the FC, the perspectives of the learners on this classroom and the significance of the research is presented.

1.2. Statement of the Problem

English language has always been perceived as a set of rules which needs to be learnt by the learners so they are believed to be efficient language users without taking the sociocultural competences in to consideration. However, the language is used to communicate within a social environment; the language learners do not have many opportunities to practice the language with real tasks, so the classrooms become more teacher-centered. The language learners are attributed to a passive role in traditional classrooms; the solution is seen as making the learners more active in the classrooms.

In 21st century the traditional classes are said to have some limitations for the learners of this century (Ozer, Ocal, 2013). Although the students complete the intensive English program, they complain about they cannot be successful language users because they lack the socio cultural competence and pragmatic competence. The language teachers try to include the activities which improve these two competences but, that may not have enough time for the low-achievers. Some students may need much more practice than the other students but language teachers cannot arrange their time for these kinds of practices.

The language learners get stressed when they are told any topic for the first time. The lack of content knowledge may cause to have more teacher centered classrooms. The teachers tell the topic in the class just once and if they do not have enough concentration in the class they can lose their chance to learn the language structure. They do not have one more chance to listen the same things from their

teachers. They listen to their teacher and then they go home and try to analyze the concept by doing activities or homework. They can take notes but there is always a possibility for them to write something wrong. In addition to this, they always ask for a quick revision from their teachers before the exams. The teachers may not have time for this quick revision so the learners cannot get the definite answers for their questions. However, we live in a digital world so we may give them a chance to use the digital tutorials used by students outside of the class for initial concept delivery while in-class activities depend on more interactive activities.

Vygotsky (1978) used the term of “zone of proximal development” which depends on interactive use of language. According to this term a language learner has two development stages, first one is the learner originates the learning process individually; at the second stage the learner creates the learning process with the assistance of peers’ interaction. Therefore, if the social environment supports the learning, they can learn.

Although the teachers have more interactive manners, and they create a social environment for the learners as opposed to behaving in a didactic manner as a constructivist teacher, they do not know how to implement the practice and make their information be more sustainable. At some point because of some other institutional burdens the teachers are made to believe that “the efficient learning is realized when the teacher delivers knowledge to the students” (Barak & Shakman, 2008, p.204). Therefore the classrooms are turned into teacher centered again. The class time can be used more efficiently by working with the materials, peers and the teacher at students’ own level.

1.3. Purpose of the study

The aim of the study is to learn the contributions of the flipped classroom in combination with the students’ perspective, apart from the positive or the negative change in the language learners’ performance in terms of learning process. Exams have always been a burden for language learners so they try to pay attention to their teachers’ instruction during the class. However, they have a lot of distraction such as; internet, smartphones, social networking sites. This study attempts to show a good example for the educators in order to get involved in the students’ virtual

worlds as their language teachers, and how we can set a meaningful link between their world and the target language. The purpose of this study is to find out their success in second language (L2) through technology by taking their own responsibilities in learning process. This is done by reversing the content out of the classroom by watching the power point slides with audio system and then they work on the activities in classroom environment. Homeworks, tasks include problem solving, peer discussions which are better to be performed cooperatively with their peers.

In this study we try to use the class time more efficiently by giving lectures at home and doing activities during class time. We can also see how they feel if the lecturing part is at home in their comfort zones. This study will focus on taking their own responsibility before the class so they can have time for interactive activities in the class. Owing to their different character traits, they may not want to express their feelings during the activity time and sometimes they need detailed explanations even if they are doing the activity. Therefore, when they go back to their homes, they can easily check their videos on their own so we managed to have self-directed learning which means that; it is beneficial for us to see the autonomous learning.

Higher institutions have been dealing with the computer based language teaching for some years so this study may give a brief perspective of what kinds of contributions are observed for the language learners to be successful in their exams by using technological devices.

1.4. Significance of the Study

It is becoming increasingly difficult to use the class time efficiently, because of the distractions. In order to provide the flow of information from teachers to the learners, the classes become more teacher centered. In these circumstances, neither the teachers nor the learners are fully satisfied by the nature of the session. Although the teachers do a lot for their professional development, because of some limitations, they give up trying new things and prefer didactic lecturing which is always safer for them. Therefore, the students get stressed and they cannot concentrate on the topic and the learning process cannot be occurred.

Sending the lectures online will give them a chance to be familiar with the topic before the class. They have a lot of time for the activities to do in class. The teachers prepare a detailed lesson plan according to the abilities they need to improve such as; pronunciation, intonation, speaking, and listening, which are often ignored by the teachers in classical way of language teaching, since the fundamental purpose of language is communication. As Nation and Newton (2008) claim that “if the items that have been learned are not readily available for fluent use, then the learning has been for little purpose” (p.153).

There is another issue that, we try to train our students so they would know how to learn English effectively and independently. Learner training is critical for effective language learning (Chamot&Kupper, 1989; Wenden, 1986) and for learner autonomy (McDevitt, 1997), because it provides students with the guidelines for more systematic ways to master target language input. If the video sessions out of the class are well planned and the in class activity part is performed by lots of activities, the learner can easily get efficiency from these tutoring. Without proper planning, the language learners cannot know where to start and would become easily lost even the ones who has high motivation. For example many English learners choose some programs on the internet for extra information about the language input, but they are often discouraged by unfamiliarity with the context so they can be misled. In this study we can understand that if flipping class can improve their self-directed learning or not while they are expressing their own opinions with their own words.

This study may provide us to see how this new technique will contribute to their language learning process. We can analyze if they can be aware of the contributions of the flipped classroom while they are learning the language in an authentic context in the classroom. Flipping classroom provides them to practice and deep understanding of the language. The students are in charge of their own learning and they improve their critical thinking and problem solving skills by their group members.

There is another point that, either the student or the teacher is absent in class the learning process is not affected because the learner can work from home by watching the instructional videos (Lage, Platt,& Treglia,2000). We, as teachers, can

also use the technology for the sake of our aims which provide us to reach any students whenever we want.

1.5. Research Questions

This study shows the contributions of the implementation of the flipped classroom in education and the perspectives of the learners towards the flipped classroom so it is inevitable for any of the language teacher to provide an integration of technology and CALT (computer assisted language teaching) in to their curriculum. The adult learners are more interested in computers and also the internet. As a result, language teachers need to make use of the flipping classroom in order to see whether this technologically supported education will have some contributions, what their opinions are on this issue and if there is an significance effect on their learning.

1. What are the contributions of the flipped classroom to the language learning process of the students at a higher educational institution?
2. What are the perspectives of the under graduate students towards the flipped classroom while they are learning English ?
3. Is there a significant change in the students' exam results after the flipping the classroom?

At the beginning, the teachers may have some difficulty in integrating the inverted teaching system into their schedules, but by using the classroom hours effectively, language teachers can concentrate on the subjects in the curriculum successfully. Therefore, teachers search for the ways to incorporate technology into their classrooms to create better learning opportunities for their students (Koehler, Mishra, Hershey, &Peruski, 2004). Some scholars mention that enriched learning environments with the use of technologies can offer students better learning opportunities. (Chun &Plass 2000; Jonassen, D. & Reeves, 1996; Means 1994).

1.6. Operational Definitions

English as a Foreign Language (EFL): Learning English in a country where English is not the native language.

English as a Second Language (ESL): Student residing in an English speaking country whose first language is not English, in the process of learning English.

Second Language Acquisition (L2 or SLA): The process of learning a language that is not one's native language.

Flipped Classroom (FP): It is an instructional strategy that reverses the traditional learning by delivering the instructional content often online, outside the classroom. It moves activities that may, including those that may have traditionally been homework, into the classroom.

Zone of Proximal Development (ZPD): This is the window of opportunity where the learner is not yet able to solve a problem independently, but can do so with the assistance of others.

Classroom Management System (CMS): This completes a classroom management system helps you easily organize and use information about your classes and students and provides online access to your digital multimedia curriculum.

Vodcast: A video stored in a digital form that you can download from the internet and play on a computer or on MP3 player.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Constructivism

Constructivism is a school of thought and a kind of reaction to the didactic approach and structuralism theories. The epochal characteristic of constructivism is; including linguistic, psychological and social elements in language teaching. According to constructivism, each individual has different interpretation and the teachers need to take these individual differences into consideration.

Dewey (1938) is the philosophical founder of the theory. Piaget (1972) and Bruner (1990) are the leading theorists of cognitive constructivism besides Vygotsky who is the major theorists of social constructivism. Dewey (1938) rejects the rote memorization and directed learning at schools. Instead of directed learning the learners need to engage in real world and find their own creative solutions with collaboration. Piaget (1972) proposes that learning is a dynamic process which learners construct knowledge by creating their theories and he also rejects the passive receiving of the given knowledge. As Slavin(2003) mentions self-discovery of the learners by having an active role in the classroom becomes very important in addition to learners' readiness, acceptance of individual differences depending on Piaget's studies (1954, 1955, 1970: Piaget &Inhelder, as cited in Brown). Constructivism provides learning to be self-regulated process of solving the conflicts through concrete experience, discussion, and reflection. The core idea of constructivism is that knowledge must be constructed by the learner in a social context. Nyikos and Hashimoto (1997, as cited in Brown, 2000) state that Piaget and Vygotsky, both commonly described constructivists differ in the extent to which each emphasizes social context. According to Yeng (1995) constructivism is accepted as a perspective that implements active construction of a learners' ways of thinking as a result of their interaction and their experience. From this perspective it is not a stimulus response phenomenon. It requires self-regulation and building of conceptual structures through reflection and collaboration with peers.

Piaget (1972) advocates the unity of the learning stages which is formed cognitive development that includes self-discovery, cognitive readiness to the learning whereas Vygotsky (1978) believes that learning is socially mediated process which is

dependent on interaction. In this theory, Vygotsky is the most well-known with his social constructivism rather than cognitive constructivism. Vygotsky (1978) rejects Piaget's (1970) assumption about the separation of the learners from social interaction. In social constructivism he describes the zone of proximal development (ZPD) as; the distance between learners' existing knowledge and their potential development. Vygotsky's ZPD contrasts with Piaget's theory of development stages and cognitive constructivism (Dunn & Lantoff, 1988). Vygotsky (1978) believes that the learning takes place in ZPD by internalization or appropriation of socially constructed knowledge and the cognitive structures can only mature in collaboration with others. In order to provide the learning in ZPD, scaffolding which includes waiting, prompting, co-construction, explaining, initiating repair and providing repair, is the key element of constructivism. Wood (1976) defines scaffolding as "those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (p.90). In order to provide the competence, the teachers need to understand other learners' individual differences and how they precede the input. Considering individual needs, discussing their learning styles and teaching the learners to learn are various types of scaffolding. Their awareness may be raised and it is much more metacognitive rather than cognitive.

2.2. The Teacher's Role in a Constructivist Classroom

Teachers' role is the most important element of students. The basic idea of constructivism is that knowledge is constructed by the learner not supplied by the teacher. Teachers' role includes; allowing learners some thinking time after asking questions, improving the interrogating abilities by asking open-ended questions with thoughtful discussions, accepting student autonomy, and collaboration. The teacher's knowledge, belief and attitudes all affect the performance of the learners. In constructivism teachers become one of the vital resources that students learn from, and they provide them to facilitate some contexts which they can use their existing knowledge with their new knowledge. The role of the constructivist teacher is to create a learning environment that is stimulating, interactive and informative. As a result of this interaction; the information is not limited with the classroom environment. When they can clearly express their understanding, this means they have truly learned the structures.

Brooks & Brooks (2000) also suggest some strategies for the teachers to be more constructivists such as; accepting students' autonomy, allowing students' responses during the lesson, checking their understanding of concepts, providing time for students to construct, cultivating students' natural curiosity. Some theories have developed the idea of importance of learner autonomy so the attitudes, beliefs and learner strategies become more important. Self-determination theory is associated with intrinsic motivation and autonomy which is presumed as innate basic psychological need (Deci & Ryan, 1985; Ryan & Deci, 2000). In this process self-regulated learning has gained an importance which is mentioned in Bandura's (1997) social-cognitive theory which accepts that learning consists of interacting cognitive, metacognitive and motivational components (Butler & Winne, 1995; Zimmerman, 1986). (3)

In 21st century, technology provides a lot of opportunities for the teachers to be more constructivists in their classes. While technology presents so many chances for new learning styles which include more student centered instructions and provide more high-level thinking, the teachers' beliefs and attitudes create some pressure on integration into the class design. Technology has many positive factors which both appeal to teachers and learners. Self-efficacy, personal technology use, positive teacher attitudes motivate the learners so they will learn how to use the technology to reach the information and reflect their learning to their. Meanwhile teachers' attitudes towards technology and the facilitating role cannot be ignored in the class. However, if the teacher does not have a mind set to use the appropriate instructions with technology, the teaching process may not be effective enough for the learners. In order to implement the technology to the classrooms effectively, many scholars study the effect of constructivism in the classrooms.

Constructivism states that context is important for the learners to acquire the language by interacting with the others in their learning environment and they can understand the function of their experiences in that context. Technology and constructivism are studied together to find out the ways of creating interactive learning environments. Especially, the virtual teaching is becoming more and more important these days. The teacher will guarantee the learning process if the instructions, the learning environment and the feedbacks are very well planned.

2.3. Technology and Constructivism

The world is changing; the teaching and learning processes are changing day by day. Fletcher (2001) sees the use of computers in education as a technological revolution after the invention of printing press. Bransford, Brophy, & Williams (2000) also mention that; technology changes the transmission of the information by making this transmission more interactive. Besides the changes, Kaput (1992) concludes that this revolution causes the educators to upgrade their pedagogical practice to be able to reach the new teaching environment.

Owing to this fast technological transmission, the educational authorities have been trying to adapt the educational settings. Technology provides language learners to reach every kind of information easily since the birth of Google besides many opportunities to make learning more interesting and more productive. Web-based instructional technologies like Web CT and Smart boards have been commonly used and the instructors began to use video and PowerPoint lecture outside the classroom for their course content (Lage & Platt, 2000)

If we analyze the necessity of the technology in English teaching, we can find out many reasons for both the students and the teachers. For example the traditional teaching methods and environment do not appeal to the 21st century's students anymore while multimedia technology including audio, visual effects presents a great variety of possibility to set a link between the learners' schema and the new information. This provides them to cultivate their interest in the study. Traditional teaching sees the learners as passive receivers of the knowledge so it becomes very hard to achieve communication goals as Shyamle (2012) mentions. Kaya H (2015), also point out that in traditional classes there is strict loyalty to the curriculum and these curricular activities depend on the textbooks. The teachers who are totally loyal to the textbooks see the learners "blank page" which the information has to be written on it. As long as the technology is used in classes, Wells, de Lange and Fieger (2008, as cited in Basal, 2015) suggest that educators adapt their teaching.

Many researchers try to investigate how to implement computer –based technology in the teacher- centered classrooms. Dawson , Cavanaugh and Ritzhaupt (2008) mention the advantages of technology by creating a student-centered

atmosphere in the learning environment. They emphasize that the students are engaged in a meaningful activity where they are responsible for their own learning by scanning the internet about the information for a problem-based learning project. At the end of this project they present their outcome so they interact and get feedback in a collaborative manner.

Mouza (2008) notices another issue that because of the technological improvements which are frequently used by the learners may lead to cooperation among teachers and students. They share their computer skills and the student may become a tutor sometimes. Drayton, Falk, Stroud, Hobbs, and Hammerman (2010) state that the technology allows for student-directed learning and the acquisition of responsible behaviors so they are not dependent upon their teachers as a result, internet and emailing make students more free. They also mention that; it is very useful to consider how these tools and technologies may have contribution to the learners understanding of the tasks so the teachers' aim is to foster students' competence about the field on their own.

2.4. Flipped Classroom and Constructivism

A recent pedagogical changes involve the use of web-based courseware management systems to help faculty members create online learning environments for students using PowerPoint slides of lecture notes, video lectures, provide group discussions, interactive computer learning environments, sound files and online tutors. After the implementation of these systems in distance learning programs, many researchers want the teachers to use courseware management system (CMS) in their classrooms (Turoff,1999). CMS is said to be the best way to motivate the collaborative learning, group projects and interaction in the class. In 2008, Marc Franciskowicz (as cited in Graham Brent Johnson's thesis *Student perceptions of FC*) uses screen capture software for the United States Military Academy at West Point to create "Video –Based Additional Instruction" (VAI). The purpose of VAI is expressed as to "foster problem solving skills and conceptual understanding of the course material" (p.5 as cited in Johnson, B). As this example implies that; the flipping of the traditional lecture may have many designs. The most common ones are; video lectures, screencasts or vod-casts to teach the main concepts of the lecture before the class time. In the actual lecture the

instructor acts as a facilitator by presenting some activities that ask them to use their acquired knowledge actively to improve their problem solving abilities (Milman, 2012). These problem solving activities are performed in small groups, appealingly resulting in gathering of the small communities of peer learners (Sweet & Michaelson, 2012). Berret (2012) mentions about that; the teachers in these classrooms may activate “just in time teaching” to prepare an extra instruction for the areas of student need, it may be a web-based questions prior to the class. In other words Tucker (2012) states that; flipped classrooms use technology to invert the traditional teaching environment by delivering lectures online as homework and opening up the class period for interactive learning. In his study, teachers record their lessons using simple video capture software, post them to the internet and assign the recordings for online viewing prior to class so this provides the class time for more collaborative activities. Baker (2000) also called this style of teaching the “classroom flip.” The core of the study is about “flipping” or “inverting” what is done inside the classroom and what is done outside the classroom which provides increasing engagement of the students their autonomy and their centeredness. The results show that students in FC “preferred & experienced a higher level of innovation and cooperation in their class”. Flipping the classroom also helps the educators to deal with the struggling students; in a traditional classroom it may not seem as realistic. Educators are expected to find a way to reach these students with their different needs so personalization of education is presented as solution (Bergman & Sams, 2012)

The flipped classroom (FC) model consolidates the constructivist learning theory by providing opportunities for the learners who take their own responsibilities of their own learning. Strayer (2012) mentions that; learners can engage in the content at a deeper level in the classroom with the group works and peer discussions.

Bergman and Sams (2012) record their live lessons using screen-capturing software and posted their lessons online on YouTube for student access. After students watch the videos at home the next day they attend the class more motivated and they can show a great performance in the interactive activities. According to Bergman and Sams (2012) flipping classroom means; it is a kind of technique which is traditionally done in class is now at home, and which is done as homework is now completed in class. In other words it may be called as the inversion of the order. Lage, Platt and

Treglia (2000) mention that the traditional classroom context is transformed to the outside the classroom and the homework elements are brought to the classroom environment. It does not consist of just sending some informative videos to the students before the lesson; it is also spending the classroom time with engaging activities. The videos allocate time for more discussion questions, investigating questions, problem solving activities about the content. Martin (2012) emphasizes that teachers can integrate the video lessons, vodcasts, and other online applications so the learners can easily access with their mobile phones or their personal pcs at home. What makes “flipping” inspiring today in higher education is that the lectures are available as a recorded video podcasts and they can be delivered online. After that, the learners come to the class more focused and motivated so as Martin (2012) mentions they spend their time on more interactive, problem solving activities that achieve deeper understanding and foster creativity. As a result, as Tucker (2012) mentions the flipped classroom leads to better classroom environment with more motivated learners and greater learner engagement with the topic.

If we need to think about the teachers’ role; the teacher acts as a facilitator to provide students with more individualized materials so the teacher may be able to identify the students who are too shy to ask any questions and need extra support (Alvarez, 2011). Therefore, teachers are able to fulfill the necessities of being a constructive teacher.

The common points of these studies address that; the teachers work to develop these kinds of learning environment to make them active learners through the application of motivational strategies and social interaction. Keller (1987) mentions about the four major components, which are attention, relevance, confidence and satisfaction, affecting motivation while the teachers are designing their instructions. Meanwhile, social interaction is essential for the collaborative learning environments. Wenger (1998) addresses the transforming of education in to a natural process through these collaborative learning environments because the social life is presented for the learners to acquire the language naturally.

Andrews, Leonard, Colgrove and Kalinowski(2011) clarify that; the difficulty in language learning spring from their passive role in the traditional lectures; they suggest active learning as solution. Andrews (2011, p.394) defines active learning as “an

instructor stops lecturing and students work on question or task designed to help them understand concept". As many researches indicate; students in active learning environments have developed consciousness and better conceptual understanding of the material as Sezer (2011) mentions. All of these results have great importance for the following studies about the presentation of differences between passive learners and active learners. Petress (2008) reveals that passive learners are just the receivers whereas active learners are full participants in the process, providing them to use their retentive abilities by their ongoing self –reinforcement.

2.5. Active Learning

Educators and researchers have been questioning how they make use of the teaching methods by having lecture based classes (Barr & Tagg 1995). Prince(2004) describes active learning as "any instructional technique that engages learners in the process of learning". If the aim of teaching is to lead to understanding, educators will leave the rote learning of knowledge and facts which is considered as "surface learning". Instead of surface learning, teachers try to find ways to develop understanding by active and constructive processes which is called as "deep learning" (Ritchhart et al, 2011, p7). In order to provide this kind of education; the classes move from a teacher centered classroom to a learner centered classroom. Meta-analysis by Richardson, Abraham, and Bond (2012) state the characteristics of active learning as concentration, deep approach to learning, to have a positive impact on student achievement.

G.S. Mason, T.R. Shuman and K. E Cook (2013) attract the attention to the motivations for the educators while flipping the class; the first one is it frees class time for interactive activities. Second, it gives the educators a chance to present the course in several different ways so the educators take the learners various learning styles into consideration. Third, the learners become self-learners and be aware of themselves about their learning styles. The feedback is provided by group discussions and peer instructions on the topic that the students may have problem about it (Fulton, 2012). Whereas Finkel (2012) advocates that the personalized project based assessments are the best way to check whether they comprehend the topic or not, peers discussions and the group works are said to be the convenient way to acquire the language.

Bonwell and Eison (1991) mention that the active learning can occur if the activities involve the learners in doing things and make them aware of what they are doing. They also indicate that active learning methods require students to have some higher-order thinking skills such as analysis, synthesis, and evaluation. All of these elements direct us to the learner autonomy which is a term widely used to describe independent, lifelong learning, which is essential for the modern world.

2.6. Learner Autonomy

Henry Holec (1981) was the earliest scholar who defined the learning autonomy as “the ability to take charge of one’s own learning”. As Holec (1981) and Little (1995) mention that learner can acquire either naturally or formally, systematically and deliberately. It was first described by CRAPEL, the Centre de Recherche et d’Applications Pédagogiques en Langues at university of Nancy in France in the 1970s to mention the importance of life-long learning. According to Nunnan (1999) and Zohrabi (2011) language learning is explained as learner centered where they are supported” to gain linguistic and communicative skills in order to carry out real-world tasks” These methods are the essential parts of the millennial learning preferences. Educators are struggling to capture the attention of today’s learners because the millennial students have less tolerance for lecture based presentation. In order to have the attention of millennial students, the students need more peer assisted activities in cooperative learning environment.

2.7. Cooperative Learning

In a knowledge based, technology integrated to their learning, learners are no longer perceived as passive receivers of the information. Instead, they are more engaged with the information, more motivated, more autonomous and independent. Constructivist theory has significant contributions to the flipped classroom (FC) models by providing learners opportunities to be active in the control of their own learning. Students are able to construct their own knowledge as they work independently or collaborate and share multiple perspectives with each other in a student-centered interactive environment.

Besides Smith and MacGregor (1992) explain that cooperative learning is a careful product of collaborative study. Foot and Howe (1998) clarify that; there are

three elements for cooperative learning: 1) Student teams work together for a target oriented activity 2) face-to-face communication 3) Individual responsibility 4) Self-evaluation.

These are the best ways to attract the attention of the millennial learners. In our century, there are so many distractions for the learners so in order to attract their attention we need to adapt the teaching style.

2.8. Millennial Learners

As Wilson and Geber (2008) describe millennial learners are the individuals born between 1982 and 2002, who are also called as “digital natives” by Prensky (2001). Recent developments in technology have heightened the need for a new education version for these students who have been exposed to technology from a very young age that Macmahon and Pospisil (2005) clarify that students’ 24/7 connectedness with the information is their distinctive attitudes when they are compared with the previous generations. In their learning; multi-tasking, their tendency toward group activities and recognition of social aspects of learning are the main elements of learning process.

Educators may show more tolerance towards learners who have difficulties in focusing, Marc Prensky (2010) mention that “owing to their different needs, the students’ attention capabilities have changed”. These elements force us to adapt our classes to the conditions of active learning to engage our students.

CHAPTER 3

3. METHODOLOGY

This chapter describes the overall design and methodology of the current research. The identification of research design, setting and participants, and data collection instruments are presented respectively. The procedures for data collecting and analysis are also included.

3.1. Research Design

The objective of this research is to present the contributions of FC and the learners' perspectives at a higher educational institution. This research also attempts to explore the effects of the flipped classroom in their language learning process. Therefore, a mixed methodology is used to collect both qualitative and quantitative data for analysis. This mixed research design allowed the researcher to get valid and reliable data from different aspects.

The focus of qualitative research design in education is basically on meaning and understanding of the learning situation and personal reflections of participants (Merriam, 1985). The research methodology caused me to be both an insider (course instructor) and an outsider (educational researcher). It was very important for me to collect data expressed my opinions in the observation field notes and actions such as planning, in order to get a better understanding of the context. Consistent with method that includes the researcher as a participant in the study (Ellis &Bochner, 2000). Qualitative data in this study were gathered from the teacher's (as a researcher) observational field notes, besides semi-structured interviews and focus group interviews with students.

On the other hand the focus of the quantitative research is the representation of the observable change or the differences through the systematic, statistical techniques (Lisa M, 2008). The statistical data provides unbiased results that can be generalized to some larger population. In this study descriptive statistics analyses is used to describe the main features of the data collection quantitatively (Prem , 1995). In order to see the relation between flipped classroom and the language learning process quantitative data analyses is preferred. The flipped classroom is seen as independent variable and the

learning process is the dependent variable. Paired samples t-test in SPSS statistics compares the means between two related groups on the same continuous dependent variable. In this study, t-test is used and the mean scores are compared to see whether there will be a change or relation after the application. Reliability and validity are the basic elements of quantitative research to reach the true results.

3.2. Settings and Participants

The study, which is conducted at Cag University in Yenice, Mersin, takes place in the first semester of fall 2015-2016 school years. The majority of the students live in Adana, Mersin and Tarsus, although there are some students who come from different cities.

The purpose and the procedures of the study were explained to the school administration and a verbal approval received for conducting the study. Twenty-two language learners are selected from the Preparatory school of Cag University, by using convenience sampling. Convenience sampling is the technique of the strategy of sampling by convenience; doing what is convenient (Patton, 1990). Since the teacher, as a researcher, is the advisor of one class in elementary level, they are requested to join in the research. They agreed and voluntarily participated in these five weeks of language learning program by flipping the classroom. At the beginning of the year, the classroom teacher/ researcher informed the students with a general overview of the study. Information was provided regarding who was conducting the study and what the procedures would be followed during this study. They were informed that they could be excluded if they wanted, even though they were all required to participate in the study. In fact in this research, it would be a good idea to test the entire population of language learners, but in this case the population of the department would be too large that, it was impossible to include every language learner.

The students have classes from 9.10am till 16.30pm, 50 minutes lessons every weekday. Besides twenty hours English grammar lessons called as course book in the week, they also have reading, writing, listening and speaking courses as skills courses. Two non-native English teachers teach two course books and two native speaker teachers instruct skill courses every week. The preparatory school in this higher education institution functions as language school. At the beginning of the semester, the

students are given proficiency exams to decide if they can handle with the English language in their departments. If they are successful in the exam, they continue their education in their departments. If they are not proficient enough, students are placed at appropriate levels from beginner to pre-intermediate level at the beginning of the academic year according to the results of the placement tests. According to the results, the students are divided into three groups; A1-A2 Beginner, A2-B1 Elementary, B1-B1+ Pre-Intermediate. Then they exposure to intensive English language teaching for one year, not only grammar, but also reading, writing, listening, speaking before the freshmen term. . At the end of the year, all of the students in each level are thought to have the same competences in English, and all the students are examined by the same test. English language learning is an important issue for the students because of the English language education in their departments. They need to express their opinions or write appropriate and coherent answers for their exam questions in English, so it becomes necessity for them. At the end of the year, there is a final examination and if they get sufficient grades, they can easily continue their education as freshman in the departments.

Most of the students are millennial learners, technology is very important for them. They have the ability to reach any information in a very short time. Generally they are not allowed to use their mobile phone in class, but in order to attract their attention mobile phones are used with the guidance of the teacher in this class. The teacher shows the way how to use the technology to improve their language learning. As it is mention before; there a few of useful programs for the students to activate their learning, but the teacher needs to make a detailed planning and arrange the timing in class. Using the technology may attract the attention of the millennial learners' (Geber & Wilson, 2008) attention. If the technological programs or applications are used very often, they may be bored of it and the teacher may not truly get feedback from the students, so the frequency of the technological implementation may be organized well.

The physical building of the school is considered the same as the other higher educational institutions. Classes at this institution are equipped with the learning technologies that can be found in most of the public universities. The classroom in this study has projector, a desktop and internet access provided by the management. This amount of technology is average for the entire classrooms at this institution. There is

also an internet access for the students to use for the online games called Quizlet and Kahoot.

Quizlet is a free website providing learning tools for language learners, including flashcards, study and games modes. It was created by high school sophomore Andrew Sutherland in 2005 and now contains over forty million study sets. All of the materials are user generated.

Kahoot is a collection of questions on specific topics. It is created by teachers, instructors, students, social users, they are asked in real time to an unlimited number of players, creating social, fun and game like learning environment. There are three kinds of Kahoot; the first one is “Quiz”; it is the most common one used by the learners which is a kind of reflection of a game-based approach to blended learning. The teacher organizes a quiz online and there is no limit for the questions. Each question is associated with picture or a video and two or four multiple choice answers. It is recommended to have at least one correct answer but more than one may be possible and the time limit for each question can be determined individually. The second one is “Discussion” which is designed to facilitate the conversation. They are simply one question for no right or wrong answer which is again associated with one picture or video. This one is generally include “what shall I do or what is your advice?” questions. The third one is “Survey”; in this one there are no limits for the number of the questions but it should be the real time survey which is answered by the students with their personal devices. All these programs require internet access so in this institution the students can easily connect to the internet in their classrooms.

In this institution Cambridge University Press, Empower course book is used for each level. This book focuses on learners’ acquisition of the language. The language learners are more active and it makes the learning more manageable with the presentation of the structures. This book is enriched by the digital tools and its online assessment package. Learners’ engagement is the main aim with its eclectic activities. In this book the students are exposed to integration of four skills with the interactive activities. It has clear objectives like other course books in the market. There is one point which is distinctive among the others which is the “Learning Oriented Assessment” (LOA). As a teacher, we will naturally be interested in our learners’ progress. Every time they step into our classroom, the teacher note if a learner is

struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still cannot produce it in a practice activity. By the end of a course or a cycle of learning, the teachers will know far more about learners' abilities than end of course test alone can show. An LOA approach to teaching and learning brings together this ongoing informal evaluation with more formal and structured assessment such as end-of-unit or end-of-course tests. It is supported by a learner management system (LMS), LOA is an approach that allows the teachers to pull together all information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. In this book, every unit has four parts A, B, C, and D, the first two parts A and B focus more on the grammar with integration of at least two skills, it can generally be reading or speaking, the other two parts C and D focus more on the skills such as listening, writing with a little grammar integration.

3.3. Implementation of Flipped Classroom:

Many models of flipped classroom have been presented in the literature, so no single way of flipping classroom has been accepted by the scholars. The flipping classroom is stated as pre-recorded videos about the lesson to provide the students to study at home then come to class to increase the practice.

Before I send the flipped videos, I want them to have a professional account from Gmail. The most important thing is that; the emails should have their names and surnames because the nick names may cause some problems students may ask questions online so I need to know who I am speaking to.

3.3.1. Preparations for Flipped Classroom

1ST Step: I signed up a twitter account and make them follow me and my announcements on twitter, that's very useful for me as a teacher because I could easily set a connection with them out of the class. After they had their twitter account, we started to use twitter for a daily grammar structures, creating hastags (#) for example when our grammar topic was countable and uncountable, they tweeted under the hastag of “ #countable&uncountable” with their own mobile phones in class.

They were always distracted by some outside effects during the class so they lost their concentration easily. The internet based activities provided them to get used to the

innovations in English language learning, I thought that I could make use of their mobiles for the sake of their learning through the aims that I had decided. They were really into these activities because they used their own mobile phones to write their own original sentences. After the students started using the twitter in class, I decided to make them do the same activity at home. This was essential to provide the continuity of the tasks and it also gave opportunity for them to internalize the structures out of the class. The students and I came together online and I started an hashtag for them to write a sentence, I was aware that they could look at their books and write the same sentences which was a good start for me to set a connection between the school and home.

2ND Step: I prepared some assignments in voxopop (voiced based language e-learning tool) for them to do as a revision of the class after the school to improve their speaking ability. Voxopop is an e-learning tool which provides the students to speak on their own at home, the students who have difficulty in speaking English. I wanted to try this program because I knew that they could talk more easily when they were on their own and also they could listen to their own voices. Either they did not like their voices or they thought that they gave the wrong answer, it was very easy for them to correct their answers by recording their voices again. They loved this application because they could talk on their own in their comfort zone and they could also listen to their voices and when they did not like their answer they could change it and record their voice again.

I was very careful with the questions, so I generally chose the same discussion questions from the book which had been discussed in the class during the day. They were very eager to do these kinds of activities apart from classroom based teaching concept. The adaptation of the internet in to the regular classroom procedure made them more willing to join in the class.

I needed to use these kinds of icebreakers before the flipped classroom in order to prepare them for the next and more complicated level. Once the students trusted in me, they knew that the new level would be more useful for their development in English. If I had sent the videos without doing any internet based assignments, the students would not have been eager to do some useful activities both in class and at home.

3RD Step: After I provided full attendance to the twitter and voxopop applications, I decided to send some videos to develop their listening skills by supporting their audial

and visual intelligences. Besides these two applications now it was time to introduce a new application to the students called “Zaption” which is a kind of application includes a lot of authentic videos about language teaching for teachers and language learning for students. After they were introduced twitter for their free writing skills, voxopop was introduced for their speaking skills, and zaption was introduced for their listening and perception skills.

I added some videos about the topic which would be presented in the class; they watched the videos so it was a kind of revision for them. After these three applications they had already been used to do their assignments at home. The students naturally created some social network chat groups to discuss the problems about the tasks not only in the class but also out of the class so this provided collaboration among the students. This collaboration provided them to join the group works and pair works much easier than before.

After these three steps of introducing internet usage in class to the students, they became ready for the flipped video instructions for the next units. Owing to the standardization of the curriculum through my department program which means all teachers need to be at the same topic with each other to provide the parallelism of the classes, I could not modify the grammar topics, I had to follow the curriculum however it was much more interesting and attractive both for the students and for me.

3.3.2. Flipping the Classroom

This phase included five weeks of flipped instructions, it was not complicated for them because the students had already been used to dealing with the internet. I gave information about the flipped classroom to the students, they had right to know what it was about and I did not get any negative reaction from the students. I mentioned that; they needed to study the content instruction at home in their rooms, then they came to the class with that knowledge, so in class we could do more practices to make them a competent language users. Although the instruction phase was presented at home for the first time, most of them approved and wanted to join the new version of classroom. A few of them had some question marks in their minds so I decided to use another application called “what’s up” chat program in order to provide confidence and I told them whenever they had a problem, they could easily write to me either in the “what’s up” group or in private.

3.3.2.1. Week 1

The students were required to watch the presentations about the grammar structures at home so this provided them to have an idea about the topic before the class. It was clearly stated that; if they had not watched the videos at home, they would have difficulty in joining the activities in class time.

3.3.2.1.1. At Home

I planned to start flipping the classroom after the 1st Monthly exam to evaluate their grades or to see their missing point in their exams. According to their needs I could organize the videos and my lesson plan not to miss any point in their development plan. These kinds of problems urged me to think about to find ways for making them more competent in language use. It was important for them to understand the topic and make comments on that. The internalization of the structures was the only way for them to communicate meaningfully with the others, so this communication made the students remember the correct answers in the exam.

I made a list of the grammar topics of Unit 5, and then I decided to prepare a power point slide presentation including concept check questions to force them to think about the topic. I inserted a few quick checking exercises for self-evaluation. Concept check questions (CCQ) are yes/no questions which trigger the students' schema, we can enrich these questions with additional informative questions with how, when, what. Each CCQ has its answer in the next slide, so when they have difficulty in answering any questions about the concept they can get their keys immediately.

3.3.2.1.2. In Class

They watched the first presentation and then came to the class, I set the context in the class and started to ask some questions about the context of the lesson without mentioning the grammar structures, I started a whole class discussion (WCD). The students had enough time for expressing their own opinions; they had time to think and organized their speech with their partners or group members.

The students were really eager to do these activities in class, because they did not need to hurry as they did before, because they had time for practicing the language in a meaningful context to set a link between new information and their previous knowledge. The classroom was not the place where they were only instructed, it became

a place of interacting, using the language and the information they acquired in the class. The instruction phase was at home so when they had any problem with the topic, they could ask and learn the answer.

There were some personalized questions for the students to make them think about their own life with “What do you think ...?” questions. The grammar structures were tried to be presented in a meaningful context so they could use the language to express their opinions. This was the beginning of the lesson, then they were presented a reading passage which had the grammar topics in it, the students were required to do the activities as skimming and scanning before they read it. Then they read the passage and answered the informative questions with their group members. The students always worked either with their partners or as groups, this made them more confident. Before the flipped classroom, the students did not have enough time to discuss the questions in group or with their partners so they liked the flipped classroom because they were aware that they could use the language.

The flipped presentation at home provided them to be more responsible for the next classroom because they knew that, when they did not come to the class without watching the presentations they could not attend the activities they got lost. This application improved their skills about interacting with the others and using the internet for their educational life. Owing to being educated based on tests, they had not known how to do a research on something, how to reach the right information for their questions.

3.3.2.2. Week 2

In the first week, the flipped presentations were based on the grammar structures of the book; the second week was about their listening abilities and speaking abilities. The grammar patterns were presented in the conversations so when they were listening the videos at home, they both improved their listening and noticed the language structures in a meaningful context.

3.3.2.2.1. At Home

The students had their second week presentations, which was about “Family”, first they had a power point presentation then the links about the videos were sent to their mails. The students had to watch the videos very carefully because after the videos I asked a

few questions about the videos and wanted them to think about the questions before the class. They had their chat groups online with each other so when they had any problem they could solve their problems on their own.

While they were searching on the internet, as they mentioned in their interviews they discovered the information on their own. The grammar structure was about “past simple” so I wrote an hashtag “#when I was a child...”. The students wrote their own sentences on twitter on my page, so they became ready for the discussions in the following class.

I read every sentence and noticed the common mistakes in their sentences and I organized the activities focusing on these mistakes in order to eliminate them. Instead of mentioning their mistakes in class, I tried to eliminate these mistakes by preparing a lot of activities.

3.3.2.2.2. In Class

The plan of the lesson basically based on the course book however there were some extra activities for the videos which they watched at home. The meaningful context was set and they were let to answer the questions according to course book, the students were really more relaxed than they were before. As all the scholars mention; the relaxed classroom atmosphere was provided because they had some ideas about the topic so they were more self-confident in class.

The students started to learn some vocabulary about “family”, they tried to create their own family tree with their partners and at the end they presented their family in that tree. This personalization made them excited because they felt that they could introduce them in English for the first time.

I took notes while they were doing their presentation not to interrupt them for their missing point then I gave the notes to them to correct their sentences. Writing a report about their presentation made them focus more on their mistakes and could correct immediately. They became more active language learners from the beginning of the class because I started the class with an activity and without introducing the topic.

Then I decided to do another activity and I used the smart board and projected and apple on the board. I wanted the students to tell me what was the first thing that

came to their minds when they saw an apple. The students first talked with their partners and then with the whole class. Some of the students mentioned that it was just a fruit and some of them mentioned “Apple company” and “Adam and Eve”, when they searched on the “Wiki’s” they started to find another interesting topics about the apple such as, the Beatles record and the others said the Isaac Newton’s apple etc. They continued their web searching in the class so this provided continuity between home and school, these two places were not the distant areas anymore, the students and I managed to fasten these two places with meaningful links.

We continued to watch the famous speech of Steve Jobs at Stanford University graduation ceremony with subtitles which attracted their full attention. In that speech, he mentioned his past and this was very useful for the students to see the past version of the verbs in an authentic video. Although it took thirty minutes, the students were really amazed and pleased to see the structures in a lifelike video. Owing to having enough time for these kinds of activities, the students had more time to discuss on this issue.

The students were ready to learn past positive sentences so the grammar exercise about the past positive structure was presented as it was mentioned in the course book. The course book design was used with its listening pronunciation and speaking parts. They were more active than before all the students were not hesitant to use the language, they talked and when they did any mistake, I interrupted and directed to the right answer.

At the end of the second week the students became more self- confident and they were used to the flipped classroom. This provided me not to make any extra explanation about the topic and the activities so we had a lot of time to do lots of authentic exercises. At the end of the unit there was a review and extension part which provided me to check their understanding, this part was an individual work so they tested their knowledge. When they had any problem they could ask for extra instruction either at home by email, in office hours or online. Generally they preferred asking questions by email because the students mentioned that they could tell their problems easier and they could get their answers in written form so when they had the same problem they could check the answer again.

3.3.2.3. Week 3

This week was much easier both for me and for the students, the class became a place where they shared their own experiences in English and these experiences could be more useful for them especially for their exams. The students created their own learning tools with their group members, such as they brought some other visual posters about the topic which they found on the internet or they write the beneficial websites address about the grammar topic and they shared all of them with the class.

These kinds of improvements provided me to see another positive effect of flipped classroom because they were learning how to deal with the unknown topic and how to find some related things to bring it to the class showed them to their group members and discussed on them.

This week the topic was about “Journeys” I organized some national geographic videos and then again a power point presentation about the grammar topic. This was the first time I tried to make an integration with the power point and the videos so I wanted something new for this week.

3.3.2.3.1. At home

I sent a video called “Perilous journeys : Deep in to the Jungle” with English subtitles. There were sentences in past positive such as ; “it took..... hours, I drovein highway , I packed my bag, I did not control” so they both revise the past positive sentences and also they were getting ready for the coming unit which was about past negative.

The video was about seven minutes and the narrator’s English was very clear they could easily understand the sentences. They found the meaning of the unknown words and when they had any problem they could ask me online. I sent some messages in case they had any problem with the video and the presentation and gave the instructions in detail.

3.3.2.3.2. In class

Before the students opened their books, I showed them three marked journeys on the map and ask the question “Where does this journey start and finish?” as an elicitation activity so they talked with their partners to find the answer. While they were looking for the answer, they became ready for the content of that day’s topic. Then they opened

their books and saw the three different journeys and asked which one they would like to go and why. Some of the students tell the class their ideas and justify their decisions as far as possible.

Then the “Silk Road” was projected on the board and wanted them to find some information on the web with their smart phones and share it with their friends. Then the travel blog was presented as reading passage and after reading that passage the students matched the text with the pictures.

We watched the video again in the class and asked questions about the transportation then the students looked at the vocabulary part in their books individually they matched the words with their pictures. I monitored them for any problems and clarified them as we checked answers as a class.

After the lead in activities the grammar for past simple negative sentences and past simple questions were presented with the activities in the course book. The students completed the negative forms and the question forms of past simple. There were also photocopiable activities to reinforce the grammar structures. The speaking activity was designed for the students to check their understanding.

The grammar point was combined with the daily language phrases for the students to use, for example transportation adjectives were taught and the students expressed their opinion on transportation with “like, love, hate and don’t mind”. Then they were asked to write their journey using linking words such as “when, while and after”, the new information was not learned separately it was linked with their previous knowledge so it was easy for them to remember.

There was also a pronunciation part; it was about the intonation and the stress on the words. The students listened and noticed the stress on the underlined words. Then they started to practice the sentences to pronounce the same way as it was in the listening part. They uttered the sentences to each other; this activity improved both their listening ability and their pronunciation while they were practicing.

At the end of the unit they did the review and extension part individually to check themselves, when they had any problem they could ask me or discuss with their partners.

3.3.2.4. Week 4

This week was about “Health” and I sent a “tedTALK” video with English subtitle about the health issue in Africa, I just wanted them to listen to the ten minutes of the video. It was about the children in Africa what they can do or they cannot do at school as a sport. I chose this video to force them to listen more carefully on some serious issues with an authentic video.

Then another power point presentation was sent about the present and past abilities (can, can’t, could, could not). The context was about the sports and exercises so I wanted them to bring the photo of the most successful sports person to the class and they were going to talk about on that person’s life in class.

3.3.2.4.1. At home

It was really difficult for me to find that video because when the video was too difficult for them they could stop to listen it. I sent the video with two questions related with the video and also told them to bring the photo of the most successful sports person to the class. They were asked to prepare a small talk for the class to introduce their sports person.

They watched the video and then the power point presentation was sent to their mailboxes so they became ready for the following class. This unit was much easier for me because they understood it very quickly and they did not ask any questions about the task as they asked at the beginning. I waited for the questions after sending the videos to make any extra explanation however they mentioned that they did not have any problem.

3.3.2.4.2. In Class

When they came to the class I projected a photo from the course book the title was “Fit and Healthy” there were some women wearing some traditional clothes was playing football. Then I distributed some questions about the picture and wanted them to answer these questions individually first then discuss with their partner. This activity provided them to answer the questions on their own by using the new vocabulary, then check the sentences with their partner.

After they finished their comments on the photo they shared their ideas with the others then they started to read a passage about an article about John Peacock who was

the winner of Paralympic Games in 2012. They started to share their answers and opinions about the passage then they started to combine the article with the video about African children, they created their own simple perspectives about the two situations by using present and past abilities structures.

After the presentation of the grammar structures of present and past abilities the vocabulary support was about the parts of the body. The ability structures were combined with the vocabulary support for them to make meaningful sentences.

They watched another video from the book as everyday English and the title was “I feel a bit tired” . This video included two conversations and one pronunciation activity. These conversations were at the gym center and the people talked about the movements they could or could not do. The pronunciation part was about the joining the sounds while they were practicing. Before the flipped classroom we did not have any time for these kinds of activities but after flipping we had enough time for these activities for the students to practice.

Then they wrote their free time activities by using the structures and the vocabulary I monitored them and when they had any problem I helped them. I never told the true answer directly I wanted them to discover the answer on their own. At the end of the unit they did the review and extension part to evaluate themselves and their partners.

3.3.2.5. Week 5

This week was about “Clothes and Shopping” , I sent a video about Anna Wintour called “73 Questions with Anna Wintour” in this video there were a lot of question forms in simple present, past and present continuous. They might not have any idea about Anna Wintour so I knew that they would make a quick research, this was a kind of activity to trigger their curiosity. Then they had their power point presentation about present continuous tense and present and past question forms.

The power point presentation was enriched visually because I needed to find some pictures to tell the difference between present continuous and the other tenses. There was no problem with the presentation and the power point program; they became very talented to solve their own problems about the internet.

3.3.2.5.1. At home

The students watched the video which lasted ten minutes with English subtitles, they tried to find and write the informative questions in past and present. They were required to search on the internet about the Anna Wintour who was the most famous editor of Vogue, a fashion magazine. The topic was really interesting especially for the female students so I expected that the girls would be more willing to the topic than boys.

I sent a few questions about shopping and fashion in order to make them ready for the following day's discussion topic. The power point presentation was about the grammar which provided them to talk about the topic easily.

3.3.2.5.2. In Class

I brought big paper box which had small rooms in it this was presented as the 3D map of a shopping mall. This shopping mall had super markets famous stores, cinemas and cafes in it. I wanted them to look at that shopping mall and talk with their partners about their famous shops. They shared their opinions with the others and it was visually supported by the paper box.

Then they opened their books and they saw another map of the shopping mall so they matched the vocabulary with the pictures on the map. They had another discussion question about shopping. This activity was visually reinforced by the paper box and it was a great way to attract their attention. They had much more time to analyze and discuss with their partners than before.

At the end of the these five weeks, I observed that they became more self-confident analyst on language learning, they could use the language and when they had any problem they could make their own research. When they could not find the right answer they asked the teacher not for the direct answer just to get a few more clues. They were very pleased to discover the language on their own and they were quite happy to be given opportunity to be responsible of their own learning.

3.4. Data Collection

This study is primarily a mixed-methodology study. In order to discover and analyse participants' responses in a flipped classroom, a mixed-methodology was employed. Creswell (2003) defines a mixed-methods design as the one which incorporates both qualitative and quantitative data collection methods in a research. The research questions were designed so that a comprehensive understanding of the students' opinions could be used.

3.4.1. Quantitative Data Collection Procedure

In order to explore the changes of the flipped classroom on the students' language learning process, pre-test and post-test were administered. This kind of data analysis showed us an additional information whether the FC has an effect or not apart from the qualitative analyses.

There are two terms, and each of them includes fourteen weeks; every four or five weeks students have mid-term exam which consists of the grammar and the skill courses at the same time. There are two components of the mid-term exam; the grammar part and the skills part. These exams last for about two hours and they are required to answer both the grammar and the skill questions at the same time. The grammar part is fifty-five points and the skills part is forty-five points. The grammar part is instructed by two non-native teachers for each class apart from the skill courses; however the skill courses are instructed by two native teachers.

The first term starts on 14th September and ends on 15th January which consists of fourteen weeks. Owing to the convenience sampling, the researcher wants to do this study with elementary level students so the teachers of this level start their teaching with A2 course book and at the end of this term the students are expected to finish unit six of the B1 course book. According to this pacing schedule the course book units are divided and it is considered that, the two non-native English teachers share the units. The first teacher teaches the first two parts and the second teacher teaches the other two parts. The responsibility of the first teacher is quite important because the intensive grammar parts are presented with the integration of the skills.

The students are given progress test almost every two weeks as pop-quiz, and at the end of five weeks; they have mid-term exam. This mid-term exam not only asks the grammar structures but also tests their writing, listening and reading skills at the same time.

At the beginning of the first semester I presented the topics depending on the curriculum for five weeks from 14th September to 15th October, within these weeks there was no application. Then the students had their first mid-term, we gathered the results of grammar parts as Gr1 prior to the FC. After the mid-term, the teacher applied flipped classroom to the students with a detailed planning of the interactive classroom activities for five weeks from 26th October to 20th November. On the completion of the flipping classroom after five weeks they had another mid-term exam, so the grades of grammar part were shown as G2.

Once the exposure was completed, the flipping classroom process was removed from the pacing schedule of the teacher. After the teacher stopped flipping from 30th November to 8th December, they had their last mid-term exam according to the curriculum then the grades of grammar part were shown as Gr3. The durations of the teaching and the mid-terms are shown in Figure 1. While we were collecting the data from the grammar parts naturally the grades of the skill parts emerged from the total results which were named as Skills1, Skills2 and Skills3.

I analyzed the grammar parts in order to see whether the flipped classroom had created any change in their learning or not. Although the skill courses were not flipped, the skill grades were analyzed in order to see if the change was related to the flipped classroom or not.

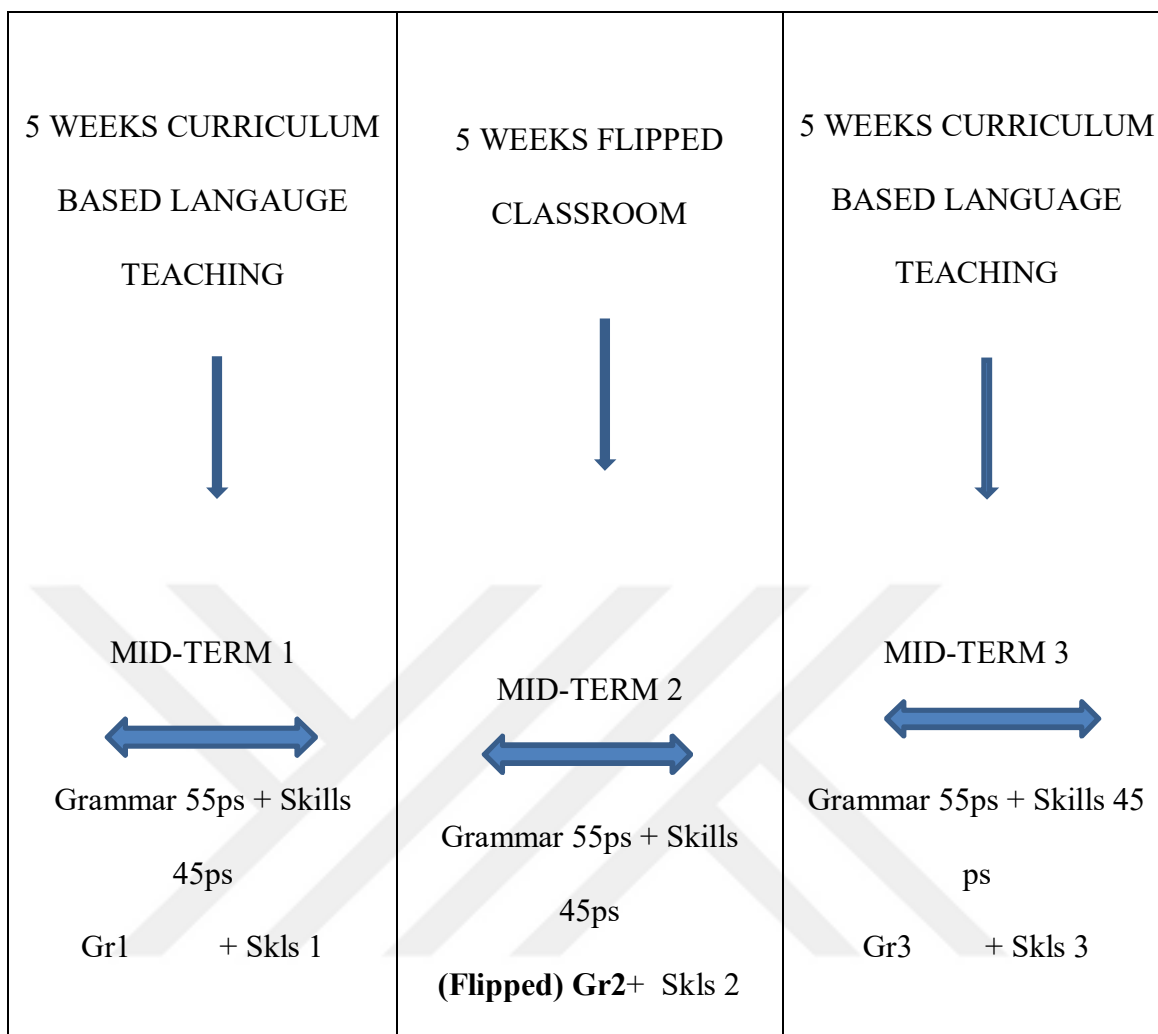


Figure1.The periods of the teaching and the assessments

The quantitative data from the pre- and post-test results were analyzed and tabulated by using the IBM Statistical Package for Social Sciences (SPSS 20). The purpose of this design was to determine any possible differences between the pre-test and post-test scores. The results of pre- and post-tests were supported with students' reflections. It was considered that quantitative measures would usefully supplement and extend the qualitative analysis. The qualitative and quantitative data were integrated for a final interpretation of the entire data

3.4.2 Qualitative Data Collection Procedure

Qualitative researchers would like to study their thesis in the natural settings by regularly immersing themselves in that setting; using the words of participants and observe their actions, and recognizing that authentic interaction with the participants

was crucial to employ credible findings. The qualitative researcher analysed the data using the descriptive and analytic approach in order to better understand the participants' perspective on the setting under the study (Marshall & Rossman, 1995). Qualitative data was collected by teacher's, as a researcher, observation field notes and semi structured interviews then the data was analyzed according to the qualitative data analyses procedures..

Following the collection of quantitative data, the interview questions were distributed on January 8, 2016 and the participants were asked to return their answers within a week for qualitative data collection. Out of twenty-three learners, twenty two of them returned their answers to the interview questions. The main value of interviews (Fontana & Frey, 2000; Silverman, 1993) is that; they offered a rich source of data that provide access to how people account for their understanding and attitudes about everyday experiences (as cited in Barak & Shakhman, 2008).

Four official observations were conducted in the class environment to increase the reliability. The field notes were transcribed and coded at the end of the application. Creswell (2008) states that, "Conducting multiple observations over time to obtain the best understanding of the site and individuals".

Qualitative methods were used in this study to find responses for the first and the second research questions which are about the perception of the students and the contributions of the flipped classroom, five open ended questions were asked and they were required to give answers in a detailed way. Using their own words was really important for us to understand their impression about the application.

Qualitative data from the research was provided by coding, depended on the transcripts of the learners so categorized themes were identified, evaluated and then interpreted. Categories emerged as the analysis continued, all the content could be categorized in terms of the topic. The questions were asked in Turkish then translated in to English. Every detail about the research was tried to be presented to enlighten the ways used during this process. According to the categorization of the interview results, the data was analyzed depending upon the participants responds.

3.4.2.1 Interviews

Our interviews have the characteristic of the informal conversation interview described by Patton (2002). They were open ended and the questions are designed for them to reflect their own perspectives with their own words. This was very important to get an correct data. Patton (2002) clarified that the importance of these interviews depended on the ability of the interviewer to, “go where the data and respondents lead”. As Patton (2002) mentioned that; transcribing presented a link between data collection, analysis as a part of data management and preparation. The interviews were transcribed, analyzed and coded using the method of themes and categories in the data (Patton, 2002). The main aim for the semi-structured interviews with the students was to get a clear self-perception after the flipping process in their language learning experience. They freely in their native language (Turkish) commented on the interview questions.

The interview questions were designed so that comprehensive understanding of the perception of the students can be reached. Questions were quite short and to the point. These questions were worded in such a way as to illicit stories from the participants and get them to talk (Seidman, 1998, as cited in Bergman,2012). The interviews did not involve a tape recorder, but the interviews were gathered in written form to preserve as accurate as possible. Later, after the analysis began, the students who were still at the university were requested to conduct other follow-up interviews.

Besides the observations and interviews, I went over a variety of documents for information in this inquiry. The observational notes, the documents that the students created were included. Wolcott (1995) argued that these varied types of data sources could often be critical to gaining deeper understanding of the phenomenon under study. The interviews were administered two times to understand their true opinions about the FC. Students’ interview questions were distributed in their native language and the teacher’s observational field notes were also useful for us to experience the improvements in detail.

3.4.2.2. Coding

A code in qualitative inquiry is often a word or a short phrase that symbolically shows us a summative, salient and essence capturing or evocative attribute for a portion of language based or visual data. The data can include interview transcripts, observation

field notes, journals, documents, photographs, videos, websites, mail documents and so on. The aim of the coding was to make quality comparison and ask appropriate questions that will help the researcher recognize cogent themes in the data (Strauss & Corbin, 1999). Hatch (2002) describes that coding could be categorized not just the standardized forms but also varying forms such as: similarity, differences, frequency, sequence, correspondence, causation.

The majority of qualitative research depended on the coding analysis both during and after collection as an analytic style, so coding is a kind of analysis (Miles & Huberman, 1994). Coding is exploratory problem solving technique without specific formulas to follow. Coding is not just labeling it is also linking “It leads you from the data to idea, and from the idea to all data referring to that idea” (Richardson & Morse, 2007). The names of the concepts are called codes and they took the form of a single word, line, a paragraph or even an entire document (Strauss & Corbin, 1990)

3.4.2.3. Observational Field Notes

In this context many different ways of acting, thinking, and feeling were equally valid, and the researcher was responsible for finding sensibility in observed behaviors and beliefs, even when they at first seemed puzzling. The teacher was both the insider as a course instructor and an outsider as an educational researcher, so these roles gave the responsibility of the participant observer through the application of the new method. It was important for the researcher to gather data that documented the thoughts and actions as instructor in order to get a fuller understanding of the context and the movement during the term.

The teacher's field notes were quite important because those notes gave a full perspective of the students' attitudes or their parallelism with their comments. As long as every detail in the classroom environment was reflected, the study could reach other conclusions. While observation was considered the source of all science researches, it was important to point out the well-known critique that no observation could be completely objective (Angrosino & Myas de Perez, 2000). On the contrary, observation could be viewed as being co-constructions of the observer (Clifford, 1990).

CHAPTER 4

4. FINDINGS AND DISCUSSION

This chapter reports the overall results and the analysis of both qualitative and quantitative data collection instrument. The findings part is divided into two main parts

1-Findings from the statistical analysis.

2- Findings from semi-structured interviews and observations.

The main objectives of this research study were to define the contributions of flipped classroom (FC) on students' learning and its reflection into the class. This chapter will provide an interpretation of the findings obtained; it will show the relation between the findings and the research. The findings of this study are based on the combination of two data collection tools' interpretation; analysis of data obtained through the process of interview, focus group interview, classroom observations besides the statistically analyzed the mean score of the pre-and posttest.

4.1. Quantitative Findings

An analysis of the quantitative data outlines a picture of the flipped classroom application. Table 1 shows the analysis of the three mid-term exam results for the grammar points. As it is mentioned in the data collection procedure; the mid-term exams had two components grammar and skills. The flipped classroom was applied after the first mid-term for five weeks only for the grammar part not for the skills part. Then second mid-term exam was given to see if there was any change in the learners' grades for the grammar parts. We named the data as Gr1 (grammar 1) for the first mid-term, Gr2 (grammar 2) for the second and Gr3 (grammar 3) for the third.

Table1. Paired Sample T-Test Results of Grammar Grades

	Mean	S. D.	Mean Dif.	t	p
Gr1	37.95	6.13	-6.78	-13.70	.00
Gr2	44.73	7.15			
Gr2	44.73	7.15	6.13	4.84	.00
Gr3	38.60	8.56			
Gr1	37.95	6.13	-.65	-.49	.62
Gr3	38.60	8.56			

Table 1 represents; there was an increase in the mean score of the Gr2 (m=44.73), which was flipped for five weeks, by comparison to the mean score of the Gr1(37.95) , which was not flipped . The mean difference is 6.78 and the significant value is $p=.000$ clarifying that there is a significant difference between Gr1 and Gr2 scores in the stated category.

As it is illustrated in the table; the mean score of the Gr2 (m=44.73) is greater than the mean score of the Gr3 (m=38.60). As it is stated in Table 1, the difference of the mean scores between Gr2 and Gr3 is statistically significant which is shown by the significance value ($p=.000$)

This table is quite revealing in several ways that. First, it shows that there is a significant increase in Gr2, which was flipped, in contrast to Gr1 and Gr3. Second; when we look at the mean scores of Gr1 and G3, we can easily say that the mean score of Gr3 has come to the same level after flipping. The data implies that, the flipping process may cause the students to get higher grades because of the application which is illustrated in Table 1.

Table2. Paired Sample T-Test Results of Skills Grades

	Mean	S. D.	Mean Dif.	t	p
Skls1	38.78	4.04	4.39	4.14	.000
Skls2	34.39	4.92			
Skls2	34.39	4.92	3.34	3.12	.005
Skls3	30.60	6.26			
Skls1	38.78	4.04	8.17	6.45	.000
Skls3	30.60	6.26			

Data from Table1, which shows that the fluctuation of the mean scores for the grammar parts in mid-term exams, can be compared with the data from Table 2, which demonstrates the mean scores of the skill parts, because it may be beneficial to know whether these changes are created by flipped classroom or not. Therefore, the skill grades, which are the second component of the mid-term exams, were analyzed in order to be able to observe if the increase in Gr2 originated from the flipping process or not. If the mean scores of the skills showed any parallelism with the mean scores of the

grammar grades, we might not advocate that the flipping process might have a positive effect on language learning process.

The parallelism can only be seen at the first mid-term exam for both components. The mean score of the Skills1 ($m=38.78$) for the first mid-term exam is nearly the same as the grammar part ($m=37.95$) so at the beginning their means are close to each other. However, that parallelism has changed owing to the flipped classroom application before the second mid-term, the mean score of the Skills2 ($m=34.60$) decreased whereas the mean score of the Gr2 ($m=44.73$) increased. The decrease continued for the third mid-term mean scores for both components of the mid-term exams. Consequently the only increase or significant change is observed in the second mid-term exam for the grammar part which has been flipped so the observed increase might be attributed to the flipping process. The most obvious finding to emerge from this study is that; flipped classroom has positive effect for the assessment part as it is shown statistically. Therefore, we collect some qualitative data in order to search on this topic in a detailed way by presenting different aspects.

4.2. Qualitative Findings

Qualitative data was collected over the course of the semester in a few forms; field observations (Appendix B), interviews (Appendix A) and focus group interviews (Appendix E). In fact the data revealed that there were some factors that affected their language learning.

During the data collection students were required to tell their experiences in a detailed way so we could easily comprehend the codes that showed how to interpret. There were some factors that affect the students' views about FC. Among the data, these factors were appeared from the interviews and focus group interviews.

4.2.1. Factors Related to Time

Time was the first theme that the students mentioned during the interview. There were twenty participants in this study, and ten of the participants agreed that FC caused an increase in time of their studying. Six of them mentioned that after FC they spent more time on studying than before, because it was easier and faster. They had never studied their notes at home before the videos were sent to their e-mail addresses. Four

of the participants emphasized that, the flipped style made them study more because of the willingness to learn more. Four of them advocated that; there was a decrease in their studying time but this was not a disadvantage for them, on the contrary their study was more effective than before. Whereas five of the participants drew our attention to the flexibility of time, that gave freedom to the students owing to the advancement in technology.

It completely changed my studying style; in the past I used to listen to my teacher in class and never look at my notes again at home. I did not use to study or revise for my notes until the monthly exam so it was always a burden for me to study everything before the exam. After FC application, I spent more time studying by watching the videos. While I was watching the slides or the videos, I could easily set a link between the book and how to study so I was made to be interested in the book so this caused an increase in studying time. (FP1)

I could study for long hours and it was faster and easier for me. (FP2)

I spent more time studying English owing to these videos online. They provided me to study long hours and it was not challenging for me. The videos were easy to understand and I could watch the videos more than once. (FP3)

This method forced me to study my lesson so instead of looking at my notes unconsciously for an hour, I spent more time studying consciously with the help of these videos. (FB4)

FC provided me study regularly so I spent more time than before to study English. (FP5)

Before our teacher applied the FC, I had never studied at home; I had just taken my friends' notes and studied for the exams. Then FC made me study because when I did not revise for my notes or videos before the class time I could not participate in to the activities so the class time was much more boring for me than before. (FP6)

Four of the participants pointed out that; these videos provided them to save time besides spending more time. They used to write everything as rote learning about the

grammar structure or vocabulary, but with FC, they just watched the videos so it was easier apart from its usefulness.

It was much more practical for me because I had never liked taking notes and listing vocabulary or grammar rules to memorize. While I was watching the videos, I could easily stop the videos and listen it again to understand, so it saved a lot of time when it was compared to writing. (FP7)

It was easy and fast so I did not have to write the notes again, I just opened the videos and watched so it saved a lot of time. (FP8)

I spent more time on studying because the videos provided me to save a lot of time. Because I did not need to prepare a list by writing, I saved a lot of time. However, I spent more time studying more consciously than before (FP9)

It completely saved my time because I had never liked writing or taking notes while my teacher was teaching. I always wanted to listen with full concentration so this videos gave me this chance to listen to my teacher. As a result it was easy and fast for me. (FP10)

Four of the participants mentioned that they may have studied less but more consistent so this was more effective. They noticed that; they used to forget the structures after the exam although they studied for the exam for days and weeks. They realized that spending more time by writing everything had not been a solution for them to learn a language

I realized that, I studied more to search for more information than before and the language learning was more consistent and meaningful so I could easily remember the structures in communicating with others. The videos and the activities made the topic interesting and the structures could be remembered by setting a meaningful topic.(FP11)

I graduated from Anatolian High School so I had been learning English for four years before I started university so I did not want to spend more time studying English. The video sent by my teacher was like a summary of the next lesson, so the activity period in class was much more effective for me to do more practice in class. I spent less time studying but more effective. (FP12)

We never spent more time on activities in class because of the grammar instructions. After presentation of the rules I could not have enough time to use the structures in context so I easily forgot the phrases after the exam although I spent hours studying for them. After the videos, I spent less time but I could easily use the language because we had more time for the practice. (FP13)

I easily got bored of studying for long hours, this method could have shortened the time but, it increased its effect. I could get more information in a short time and practice it the other day in a meaningful context. (FP14)

Five of the participants drew the attention to the flexibility of time which meant; they could easily access whenever they want or wherever they want with their smartphones. The technology provided them to reach the videos even they were going to their house on the service bus.

I love watching the videos of the next lesson while I was going to my house. It was a great opportunity for me because I made use of my time effectively. When I had free time on the bus or after the course, I could wear my headphones and easily watch the tutorial. (FP15)

After the activity time I sometimes needed revision for my notes in case I had missed something. Instead of revising my notes I sign in my email address clicked on the video and watched the video about that day's class, it was so easy and accessible for me. (FP16)

I could easily watch whenever I wanted or wherever I was. This was a great opportunity for me I never missed a class except the activity phase. At least I got my tutorial and could reach it easily.” (FP17)

The tutorials were accessible by means of our smartphones, even if I had not had a smartphone; I could have easily got my videos on my personal pc either late at night or early in the morning. I was not affiliated with the teacher's face to face tutorial so the time was flexible. (FP18)

The FC made me watch the tutorial, although I missed the class. When I missed the class, I could easily get my videos and study. I could access either on my smartphone or on my personal pc at home. There was no time limit. (FP19)

4.2.2 Personal Related Factors

Personal related factors were analyzed under three sub-titles. The first one was factors related to social confidence mentioned by the three participants however it could not be ignored. The second one was factors related to psychology specifically motivation, fun and inspiration which included motivation, fun and inspiration. The last one was factors related to cognition which involved the concept of concentration and responsibility.

4.2.2.1. Social Confidence

Three of the participants mentioned that they felt more confident because they studied at home and they could easily answer the questions in class. Before the flipped classroom, they mentioned that they were more hesitant when teacher asked a question. This was said to be such a stressing situation for them because they were not sure enough about the answer of the questions. The following extracts present that they were more relaxed and self-confident among their friends in class.

I was always got stressed about the follow up activities after the grammar instructions because I did not know whether I knew the right answer or not. FC provided me to learn about the topic before the class time so during class I was more relaxed because I studied at home and could give the right answer. (FP 5)

The activity part used to be a challenging situation for me before FC because I had some hesitations about my answers. I was afraid of making mistakes among my friends. After FC, I studied at home, listened the tutorials more than once so I was more confident when I was answering the questions. (FP19)

While I was performing the activities in a group or with my partner, I was hesitant to give the right answer because I was not sure of the right answer. The FC made me study at home so I learnt the structures before the class then in class activity I managed to perform the activities with full concentration. (FP 10)

Keeping all of these elements in mind, the teacher may need to prefer this kind of inversion of the traditional class system in terms of the students' competences. Depending on the observation of the class, first they hesitated for the activities and

some of them did not want to join the activities, but then they recognized that when they did not join the activity part they could not have the chance of learning. They participated more and the mistakes became less important because the mistakes were corrected within the group by the group members so they did not have to worry about doing mistakes. The social competences became more important for them because they wanted to communicate with others using the target language.

In the classroom when they were free, they became more creative in language learning activities. They could give more effective feedback to their friends than the teacher did and they never forgot that. The flipped classroom gave some time for the learners to create a social community in the classroom. In fact the curriculum may not let the teacher to set a relaxing and social atmosphere in class, but if the teachers try to flip the order of the classroom, they can have plenty of time for creating an ideal class for the learners.

4.2.2.2. Factors Related to Psychology

In this part ten of the participants gathered under the title of “fun” they all mentioned that the FC were much more enjoyable than the traditional way of tutorial. The videos were said to attract their attention so it was easier for them to focus on the topic. Three of the participants called studying at home through videos as “fun” the others called the class time as “fun” because of the activities during the class time.

FC was more fun for me because it was both visual and audial at the same time. Studying in a traditional way made me sleepy after a period of time but watching these videos could easily catch my attention. It was like a watching a kind of series on my pc so studying was not a problem for me. (FP3)

It was very entertaining for me to study my lessons through videos, I was really eager to watch these videos and when I had a problem I could easily ask my teacher and my friends through whatsapp application. Since I love technology and I have always been interested in technology the videos are more attractive for me than studying in a traditional way. (FP11)

Eight of the participants mentioned about the “fun” in class time. They had more time for the activity part, they had problem solving activities, role plays and some

discussions that led them to use the structure that they had learned at home. Class time was planned minute by minute and the students were easily directed from one activity to another which were planned to activate their learning autonomy, self-discovery skills or so on. While they were dealing with these activities, they were acquiring the language in a social context by linking the new information in a meaningful way. The instruction part was at home so they had plenty of time for these kinds of activities. The extracts indicated that language learning occurred when they were not forced to study, and the learning was combined with other intelligences such as kinesthetic, visual and audial.

I totally lost the track of time while I was trying to do the activities in class with my peers. It was much more fun because I did not sit and listen to my teacher and do some worksheet activities, I stood up, asked questions to my group members, discuss the answers and finally found the correct answer all together. I was more active and had fun in class time. (FP12)

Before FC we did not have enough time for us to talk or to use the language in class. After the instruction of the topic, we asked questions, did some activities on our course books. For example in Unit 8 we learned “can, could, have to , don’t have to” we did a lot of activities in class because we studied the topic at home and the teacher used class time more efficient and entertaining way. (FP 20)

The students were absolutely delighted with the class time because they were more active than before. The activities made them use the language and the most interesting part was they were aware of this. They could see the relation between the activities and the topic, this was another important topic. If they had not set any link between the topic and the activities, they were lost and the learning process could not have been occurred.

There was another point mentioned by the students was the interaction. They were fully satisfied with the interaction with their friends even the shy students. They liked joining in to the activities so they easily forgot the time.

The motivation was mentioned by five of the participants. It was motivating because of the integration of technology use and the change in classroom atmosphere. Owing to being millennial learners they could easily lose their attention but the

technology and the classroom activities aroused their curiosity so this led to motivate them to attend the class and study before the class.

Before FC I never studied my notes at home because I knew that it was all the same and dull procedure. When our teacher sent us the first video, I was curious about the mail so it motivated me to study before the class. Then in class we did lots of activities, the setting of the lesson was completely different from the previous lessons. We were more active so I was motivated to come to the lessons and participated in the activities. (FP 13)

I love technology so if something is related with technology, I can spend hours on anything so this method is more motivating for me to study. The classroom atmosphere is more active and energetic, the activities attract my attention and I can easily concentrate on the activities.(FP14)

I was curious about the videos so it motivated me to study at home regularly. Then I understood that the topic would be used with classroom activities so I could actively use the language in class in a meaningful context. (FP8)

The extracts above emphasized another element of their psychological states called motivation. Although some important scholars stated that motivation is dead, the students still pointed that they were triggered by these kinds of activities.

Five of the participants drew the attention to the inspiration that showed them the pathway about discovering their studying styles. This was quite important because they were learning how to tackle the studying problem and put the solutions in to practice. They were free while they were watching the videos so teacher was not the authority telling which part was essential or not. They found out what was important and why they had to take notes about it, this was their responsibility. While they were stating their own studying procedures, their teacher was just the guide on their personal pcs.

I hated studying from the books; I would prefer to study on the internet rather than open the books and write everything in my notebook. The videos were inspiring for me to I prepare my own studying notes on my pc. The videos led me to create my own files for the topic on my pc so I prepared some tables

summarizing the topic in general so it was much easier to study before the exam. (FP10)

I created a classroom atmosphere and took notes on my own so it was so disciplined for me that I had to make a plan and study regularly. When I did not study, I knew that I was not able to participate in the activities in classroom phase. (FP2)

4.2.2.3. Factors Related to Cognition

Four of the participants emphasized the concentration and the responsibility which was provided by FC. Flipping the instruction part at home led them to concentrate on the topic more easily. They mentioned that sometimes in class they could lose their concentration so they could miss the important points, flipping prevented them from losing their concentration. When they got bored or lost their focus they were able to stop and continue after a period of time. They could get stressed during the instruction in class time not to miss any important point so they may have felt panic and they were distracted. It was interesting that they were cognitively aware of these distractions and they realized that they could concentrate on the topic more than they expected so they eliminated these distractions in their comfortable zones.

At home I could concentrate on the topic easily, the videos were visually satisfying and there was no distraction around me so it was easier for me to study and understand the topic on my own. (FP1)

I concentrated on the topic easily in my room and on my personal pc, when I did not understand I started again and listened to it carefully and took my own notes. (FP7)

After watching the videos the teacher sent some questions to check our comprehension. When I had problem with these questions I was able to turn back and watch it carefully for the second or sometimes for the third time with full attention. (FP8)

A few of the participants pointed the responsibility factor after their teacher started sending the videos. The videos made them feel more responsible for the following lesson so they studied on their own then they became ready for the activities.

I knew that when I did not watch the videos I could not show an effective performance in class activities. The classroom was more active apart from more informative; I could not understand the aim of the activities without watching the videos. These videos were like a driving force for me to study so it became a habit at the end. I learned how to discharge my responsibilities. (FP4)

Before the class time, I learned my responsibilities and made some preparation for class. This was an advantage for me because I had never studied the lesson before the class. I thought that the learning was carried out only by the teachers, after the videos I realized that I could also learn and do my revisions on my own then check this process with the activities in class. As a result I became more responsible person than before. (FP 8)

4.2.3 Factors Related to Studying

4.2.3.1. Accessibility

All the students have smartphones and they actively use the internet so the accessibility of the instructions is really both innovative and important for them. Nineteen of my participants mentioned the accessibility factor with technology. They could easily watch the videos or slides from their smartphones so this exempted them from the necessity of a place or time to study. This was a great innovation for them as a student, so they really liked this accessibility to the notes from everywhere. They could start studying on the bus, especially for the students who commuted for a long time. They mentioned that; before they arrived at their homes, they had already finished watching the videos or they could watch the videos in their free times at school.

I loved the way of getting notes from my teacher because it provided me to study the notes from everywhere on the service bus, at school in a café or when I did not attend the class time, I did not miss the topic because of the videos.” (FP 2)

I loved watching the videos on the service bus and when I got home I had already finished studying lesson so I could do different things at home. This was great for me because I sometimes had free time at school so I could easily watch the videos in my free times at school. (FP 4)

Besides watching the videos from everywhere, two of my participants noticed that; they did not miss the topic if they did not come to the class because of the health problems. This was a great advantage for them because they mentioned that; when they took the notes from their friends, it was not the same as the teacher's instruction in class time.

Sometimes it was very normal for us to be absent in class because of the health problems. Although I did not go to the class, I got the class notes in my mailbox so I could watch the videos and did not miss any point.” (FP1)

I was absent in class but I could study the lesson as if I had been in the class, the teacher taught the lesson privately. This was a great advantage for any student in the world.(FP5)

4.2.3.2. Practice

The students advocated that; they could do more practice not only in class but also at homes. First fifteen participants emphasized that they did a lot of practices in class. The teacher provided the structures to be put into practice in a detailed way with lots of activities. They were aware of the thing that; the more practice they did in the class the more structures they remembered during the exam so this was an important issue for them to make it happen. The classroom hours based on the individual efforts which they could see their mistakes and give feedback to their friends. While they were talking with their friends they personally realized their mistakes or their partners intentionally correct each other. Correcting each other or in other words giving feedback to each other raised the consciousness awareness among the students. In addition to its consciousness effect, they were very pleased to use the structures in a meaningful context, because they knew that the topic was authentic and it would be useful for them when they need to talk with a native speaker. The interactive classroom environment was created by the help of these activities.

We were so active in class that we were not aware of the time, there were so many activities that we did not have any free time in class. The activities made us speak frequently with each other. I realized that the more I did practice with my friends the more I was aware of my mistakes after so many repetitions with my friends. (FP6)

I could be aware of my mistakes after doing activities with my peers. For example in group discussions the members helped each other not to make any mistake during the presentation time. After so many repetitions I tried not to do the same mistakes again and paid more attention to my work. (FP7)

After so many practices I realized my mistakes and automatically corrected them. This was a great advantage for me while I was speaking my native teachers. I recognized that I improved the way I expressed my opinions so my individual effort was much better than before. (FP8)

Among these students three of them emphasized the repetitions and the way they were organized. Since they were more active in class, they realized that they were revising for the key points of topic and this was very beneficial for them. The key points were first introduced through their emails and then they were emphasized by the activities in class so they were prepared for the classroom activities. The organization was actualized by the teacher's order so they started from the small bits of the structures at the end of the course they combined every structure that they had learned.

We started slowly and with very simple parts then the activity was expanded by combining the other structures so we proceeded step by step. It was beneficial for us to understand the aim of the activities. (FP 3)

4.2.3.3. Individual Effort

Five of the participants recognized that they improved their study skills by revising for the structures many times apart from the practices. The videos supplied the information that they needed to be successful both in exams and in class performance. Since the videos appealed to their visual and audial senses they tried to make use of the structures individually while they were interacting with their peers or they were able to display an efficient performance in terms of their successes.

The regular study provided through the videos was so beneficial that I improved my skills about how to study at home and learned how to put them into practice when I needed them. Before the class I established a base for the classroom activities so it was easier for me to join in the group or pair work. (FP11)

The videos gave me idea about what to study and how to study because of its being visual and audial. The teacher emphasized the important point in the videos so after the FC application I learned how to analyze the course book and which topics were more important enough to revise. Teacher's instructions showed me the way of studying on my own. (FP12)

I knew that I needed to learn how to study on my own because it affected my performance both in exams and in class. Although I did so many practices with the peers or with the group members, during the exam I had to answer the questions on my own so learning how to study was essential for me. These videos taught me to be more successful. (FP15)

The videos made me study at home and revise for the topics so after this method I could study on my own and knew where to start. (FP 9)

4.2.4. Factors Related to Interactions and Connection with the Teacher

There twenty participants in this interview and all of them emphasized the benefits of having interaction with their teacher by e-mail or instant messaging. This was quite innovative for them because they were not used to this kind of communication with their teachers before. They found it really beneficial because when they had any problem with technology or any other things they could easily write to their teacher and get the answer without losing any time. Another issue was that; some low-achievers could easily ask questions that they did not want to ask in front of their friends because of being a silent character. They were more relaxed when they were asking questions individually by messaging.

Therefore the language teaching was relocated out of the classroom; this was succeeded by setting an interaction between teacher and the student virtually. They enjoyed their teacher's instant solutions to the problem they had during their studies. They knew that when they had any problem their teacher could find immediate solutions.

It was so great to send a message to my teacher when they had any problem about anything. Our teacher also answered our question whenever I wanted. Since it was a quite new technique for us, we needed a guide at the beginning

and she answered all the questions patiently by sending us clear and explanatory descriptions (FP1)

Being able to ask questions to the teacher was a great advantage for me because my teacher interfered when something went wrong or we did something wrong. She corrected us immediately so we never went toward the wrong direction.(FP2)

I did not ask detailed questions about the things that I did not understand in class. I thought that it was humiliating. However, I got over this step by step with the instant messaging with my teacher. I could ask everything to my teacher and she answered them in a detailed way by sending me an example sentence.(FP4)

Teacher and students interaction was not in class anymore, I was able to talk with my teacher about the problem that I had. For example I had problems about the voice of the videos then asked my teacher and she sent me another email which was reorganized according to the programs in my personal pc so I could watch the videos. (FP7)

I was more confident after interacting with my teacher online. She listened to my questions and answered them patiently. Since I had difficulty in learning English, I hesitated to ask questions not to take my friends' time. I would prefer asking my questions individually in her office hours but after our teacher's interaction by instant messaging, it was much easier for me to ask questions.(FP4)

Among all the factors they liked the interaction with their teachers most, because of being free to ask any kinds of questions privately. The teacher made use of every way that the technology presented for the method, and the teacher knew that it was not easy for them to get used this method. They showed a fast adaptation because they knew that their teachers supported them whenever they wanted, this was an essential help for them. If the teacher had sent the videos and had not provided any support, they would have already given up so the classroom practice could not have been performed by the students.

4.2.5. Factors Related to Classroom

4.2.5.1 Participation of the Learners

The flipping the classroom may have been thought to decrease the number of the students in class, on the contrary the attendance of the students increased. Although they were sent the topic of the following class, the teacher managed to create a curiosity among the students so they attended the class regularly. Since they started learning English at early ages, they might have bored of the same procedures of language teaching so they did not prefer to come the class. The extracts from interviews showed that they were more eager to come to the class because of being more active than before.

Studying at home and doing the activities with our teacher created an enjoyable atmosphere so I did not want to miss the class. There was always something different or something interesting which provided me to attend the classroom(FP2)

English lessons had been considered to be so boring for me because I thought that the only way was to memorize the structures for the exam. It changed in this class because our teacher presented different kinds of activities for example; we first organize a competition with the internet application called Kahoot by using our smartphones. This was very interesting for me and my friends; I knew that my teacher brought us a different activity so I did not want to miss the class.(FP11)

As these extracts mentioned that; arousing the curiosity was another issue for the teacher to do. Since their world was very fast and consuming, the teacher had to be very careful for the rate of the internet or smart phone usage in class. They were not leaded to use the technological devices all the time, the internet and the smartphones were used only when they lost their interest. Being active was an important issue for the students; they mentioned that this affected their attendance.

I really hate sitting in class, writing during the class time, doing “fill in the blank” exercise from course book and I never had a chance to speak in class because I got bored. After teacher had sent the videos, I became more active in

class. I could talk not only with the person sitting near me but also with the others during the mingling activities. I wanted to attend every class because I loved the way of being taught English. (FP5)

When our teacher introduced the internet application called Kahoot and Wheel Decide in class, I was more interested in the topic. The class became a place where I could play a computer game apart from learning a language. I could both play the game and learn English at the same time so as a student; it was like a dream came true. (FP 10)

The provision of the internet applications attracts their attention so they could not be indifferent to the activities in class. It was deduced from the extracts that; they learned better when they were given an aim such as being the winner in the game, so they could easily focus on another thing rather than learning a language. When they were trying to solve the problem or find the right answer for the question in the game to defeat the other group, the learning process happened with the support of their peers or group members so student talking time increased unconsciously. Therefore they wanted to attend the class.

I really enjoyed with the newly introduced internet applications during the class. I was more active while I was answering the questions online because it made me discuss with my friends and answer the questions so I was able to talk in English. (FP 1)

It was easily deduced from this extract that they wanted to try new things in class so they were eager to learn the language. They were used to being a student in a class where teacher talked more and they listened. When the teacher let them use their smartphones in class for an internet based activity, they paid their full attention to participate in class and tried to solve the problems with group member by interacting in English.

In order to teach them the language, the teachers need to find different activities for them to perform. Due to a lot of distractions around it may be so difficult for them to concentrate on the topic in a teacher centered classrooms unless you find something different such as making use of their smartphones for their learning. In this class the smartphone is not considered as a problem anymore because it becomes a learning tool.

Making small changes in class routine provides most of the students to attend the classroom.

4.2.5.2 Factors Related to Learning

They first mentioned that; the activities in class supported them not to forget the structures after using them in activities. The repetitions with lots of activities consolidate the structures in mind so the more they repeated meaningful activities the more they learned the language and they put them into practice consciously. Although they were bored with too many presented activities, they realized that the new information had become automatically used conveniently in the contextual activities.

In class, activities made us talk and use the language in real world activities. Sometimes it was boring because we did too many repetitions however, I realized that I was able to use the structures automatically without looking at my notes. (FP19)

This extract showed that they understood the aim of the course and believed that the activities would be very beneficial for their language acquisition. This was very important because we understood that if the teacher had not been well-organized and linked the relation between activities, the students would not have seen any point and necessity for the activities. The necessity or well-organization started from creating positive atmosphere classroom environment. Positive classroom environment triggered the desire of learning. The following participant noticed the impact of the classroom atmosphere on his/her psychology.

The classroom was much more enjoying than before because we could do different activities so we had a relaxing atmosphere. We were able to find out the answers cooperatively and at the end we could produce our own sentences. (FP 17)

We did more creative activities in class; for example the internet based games provided us to use the language in different ways. (FP14)

Two of the participants mentioned about the interaction with the teacher out of the class affected their learning because they could ask their questions whenever they wanted

online. They emphasized that they found fast solutions to their grammar questions thanks to their teacher's support out of the class.

I could study on my own but sometimes I had some questions so I asked to my teacher and she gave answers at that time. While I was studying, I might have confused some rules, teacher's interaction affected my learning also with her immediate help. (FP3)

I needed support while I was studying on my own, when I did not get the correct answer it became a problematic issue for me. Our teacher prepared a quick progress test after every video, I tried to answered them but when I had problem I was able to ask my teacher, and she defined the topic with simple examples so my problem was solved quickly. Learning on my own was supported by my teacher.(FP9)

As we understood from these extracts; learning occurred individually but the teacher support was essential for the learners. Both in and out of the class, the learners needed teacher's guidance while they were learning the language. In the class, the support could be an eliciting of the content, lead-in activities or concept check questions whereas out of the class it had to be more coherent and eloquent. The online explanations had to be given in an intelligible way by demonstrating simple examples.

4.2.6 Factors Related to the Individual Differences

Although the learning related factors were analyzed under the title of classroom, it became a necessity for us to link it with individual differences and proficiency related factors. The answers of the participants directed us to this way. Individual differences were mentioned by eight of my participants. They highlighted their own individual weaknesses and strengths comparing the FC and the previous classes. Before the flipped classroom they had difficulty in reflecting their own learning style in their notes because of the time limit. For example; three of the participants mentioned that in order to learn something they had to draw charts and diagrams by supporting their visual intelligences, writing every sentence to remember the context or watching the videos a lot of times. Flipping the classroom leaded the teacher to take their individual differences into consideration.

They eliminated their deficiencies on their own, because they had chance to watch the videos more than once so they realized what they had done wrong in progress test section. Five of my participants mentioned that when they were in class they had one chance to listen to the teacher whereas these videos provided them to watch their teacher more than once.

In traditional language classrooms the teacher told the grammar and gave some worksheets and finished the class. While the teacher was telling the grammar in class I did not have chance to take a detailed notes. After flipped classroom I could draw my own grammar charts and wrote my own detailed notes because I had plenty of time to take my notes. (FP9)

I had more than one chance to listen to my teacher because of the videos. These videos provided me to study in detail and create my own learning style; I gave up writing and started listening to my teacher very carefully. I realized that, I had not listened carefully to write everything in my notebook so I could not understand and learn the topic. (FP5)

These extracts clarified that when the learners were given a chance to discover their own way of learning, they managed to find out their own style. This brought them a great advantage as consciousness raising for learning to create their own learning style. The teacher might ignore the different learning styles because of not having enough time so as we understand from the extracts flipping classroom eliminate the time limitation and let them use their own learning styles. According to the observation notes the teacher did not have chance to present instructions appealing to their audial, visual and kinesthetic learning styles. When the teacher added an interactive activity in the curriculum, she needed to omit one part of the course book such as pronunciation. Flipping the class let the teacher use all of the activities without omitting them, the order of the activities was organized according to the dynamics of the classroom and it changed from day to day. The students could be more energetic so the teacher put the games and role plays in to practice but sometimes they might be more silent then the teacher prioritized the problem solving activities or jigsaw readings. Both of the ways were used when the teacher had enough time so flipping classroom provided the teachers to use the time more efficiently.

Five of the participants mentioned that they were aware of their mistakes after discovering their own learning styles with the quick progress tests after the videos provided by the teacher. These participants discovered their mistakes at home and then they attended the class whereas the other seven of the participants defined that they corrected their mistakes in class during the activity time while they were talking with their partners.

After watching the video I solved the worksheet and corrected my mistakes so before going to the class I did not do the same mistakes while I was doing the activity. (FP8)

I was aware of my mistakes before coming to the class, so I paid attention not to do the same mistakes in class. (FP9)

After watching the videos, I answered the questions of the small test and I realized my mistakes, and then started from the beginning to find out the correct answer. While I was trying to find out the correct answer, I had already prepared for the class. (FP12)

Seven participants clarified that they corrected their mistakes when they were talking with their friends in class. Although they answered the small test after the videos, they corrected their mistakes during the activities with interaction.

In class we did so many activities and repetitions, so we could use the language phrases in role plays or presentations. My partners corrected my mistakes and this was more effective for me to remember the correct answer for the second time. (FP 3)

The class activities provide me to correct my mistakes by using the language. For example while we were learning comparatives I forgot to use “than” but after the circle activity which let us talk with every person in the class, I did not forget to use “than” in the correct place. (FP10)

The more I spoke in English the more I realized my mistakes and corrected it. The class provided me to ask questions to my friends and learned the answer. (FP 11)

4.2.7. Factors Related to Proficiency

Fifteen participants out of twenty mentioned that the vocabulary could be transformed to the long-term memory when they had chance to use the related vocabulary in meaningful activities. As the observations revealed that the teacher elicited the vocabulary in an authentic context, they managed to find out the related vocabulary so the vocabulary activated their schemata. The teacher could do the eliciting with lead in activities before they started the unit; this lead in activities prepared the students for the following task. Meanwhile the teacher presented discussion topics for them to use the language. Flipped classroom provided the teacher to prepare the students cognitively; otherwise the curriculum never let the class be more active. The following participants emphasized that they spoke the language more fluently; they never forgot the vocabulary after the class time.

I managed to speak the language fluently because we practice a lot so the structures and vocabulary became familiar and we learned what to say and how to say. (FP2)

The examples made us see the correct form of the structures then we could make similar sentences by looking at the examples. First we understood the examples then we created our own sentences, it took time but at the end we use the language correctly. (FP3)

Since we studied the lesson at home, it was quite easy for us to understand the example and did some practices with our friends. We had plenty of time for the practice. (FP4)

The teacher prepared a lot of activities both from the book and out of the book to let us speak in class. While we were speaking, our teacher interfered when we needed help; this was beneficial because we were learning by doing. (FP5)

In addition their awareness of fluency in speaking, they also realized their self-improvement in language learning. After the first week of the flipped classroom, they got used to the style of the course. They were more relaxed and felt comfortable; when the activity was presented they knew what to do even how to organize the classroom for the group discussions. They were very pleased to be active in class, and five of the

participants called this as self-improvement. They believed that the flipped classroom taught them how to study on their own and how to use the language in real world.

The observations indicated that the students were very eager to learn English in a different way despite their first hesitations. They hesitated because they did not know whether this method worked or not, in order to be successful in the exam. Since they were very interested in the classes, and willing to participate in the activities, they were dealing with English out of the class on their personal pcs or smartphones more than before. As a result we deduced that they were not fed up with English, they were fed up with the same ways it was presented for years.

In conclusion that; this research tried to show that if the teacher, who had basic information in technology, wanted to try to apply new and different things in the class, it would not be so hard to make adaptations in their courses. The teachers might have some problem with the curriculum or the assessment system so these issues sometimes caused them to give up trying new methods. However, they believed it would be very beneficial for the language students; the students support their teachers with their positive attitudes towards this innovation. They are very pleased with the integration of the technology in their courses, they realize that these kinds of innovations make them study more and regularly.

CHAPTER 5

5.CONCLUSIONS

5.1. Overview of the chapter

This chapter includes an overview of the study. It also summarizes which procedures we followed to reach these results. It also clarifies the findings while discussing the significant issues and suggestions emerged from the study. In addition to presenting these issues, this chapter mentions the main research topic and rationalizes the methodology used to explore it. Finally limitations and recommendations are presented for the future research.

5.2. Summary of the study

This study investigated the contributions of the flipped classroom, the perspectives of the students and the change in their exam results in preparatory school at a higher educational institution in Mersin. The aim is to find out the contributions in their language learning process by combining the students' perspectives towards the flipped classroom. In order to learn if the flipped classroom created a positive effect in their language learning, their exam results were compared and presented. This study focused on the perspectives of the students towards the flipped classroom by reflecting the contributions and presenting the statistical change. The research questions were designed to investigate these issues both with the combination of the interviews, observations and also the statistical analyses. The research questions of this study were:

- What are the contributions of the flipped classroom to the language learning of the students in preparatory school at a higher educational institution?
- What are the perspectives of the under graduate students towards the flipped classroom while they are learning English ?
- Is there a significant change in the students' exam results after the flipping process?

5.3. Findings and Discussions

The students were interviewed in the light of these research questions. The interview questions were distributed to the students in their native language because the participants could express their opinions without feeling any restrictions. Their native language provided them a large scale of expressions to reflect their opinions and feelings in a detailed way.

At the beginning of the year the students were taught the language according to the curriculum design without taking the learning styles into considerations or involving the technology. The class was more teacher-centered because the transition of the information was provided by the teacher as the only source of knowledge. The first five units were presented in the classroom by the teacher, the assignment and the homework were the things to be done at home, in order to make them feel the differences between the flipped classroom and the typical classroom. Then, after five units the students were informed that; they were sent the topic presentations by email and they were expected to study the topic at home and the assignment and the activity phase would be performed in class. When the videos and the presentations were sent to their mailbox, the teacher was waiting for their questions in case of any misunderstandings or any disconnections. First, there was a problem with the audial system with the mails; some mailboxes could not get the sound files, so the teacher sent the sound files separately. The students were reassured that when they had any problem with the system, they could easily reach their teachers, and ask questions.

At the end of the five flipped units, the students were given seven interview questions in their own language to reflect their experiences in their own words. Then their answers were translated in to English while the themes, emerged from their answers, were being coded. The researcher and the advisor studied on the coding in detail to give the correct themes and to reflect their opinions transparently. The results and discussions will presented according to the research questions.

5.3.1 The contributions of the flipped classroom to the students' language learning process

The themes were gathered under the six main titles which were; time related, personal related, study related, interaction related, classroom related and learning

related factors. These themes were coded according to the comments of the students often mentioned. For example they first pointed the significant increase in time they spent studying. They mentioned the technological supplement provided them to study more and there was not any time restriction so they could easily watch the videos even they missed the class. The students clarified their experiences with the distinctive examples such as; they were more eager to study the lesson because of the technological improvements provided by the teacher. Then the students realized that they had plenty of time for the practical activities in class so they learned that the flipped classroom gave time both to study and to practice. It took some time for some students to get used to flipping classes. Apart from time, the students mentioned that, it was beneficial for social, psychological and cognitive improvements as they were pointed under the personal related factors. As it was easily observed that, the participants improved their social competences in the interactive language activity phase in classroom, the more they interacted with their peers the more they became competent in using the language in the target culture. The psychological improvements were emphasized while they were mentioning about the relaxed atmosphere both in their houses and in the classrooms. At the beginning of the application the students were stressed because they started to learn English in a different way that they were not used to. The students hesitated to make a mistake in the first lesson, but later their attitudes and their psychological implications showed that; they became more self-confident especially during the activity phase in class. These psychological improvements emerged from the social elements, because the participants combined the social elements and the psychological factors although it was more useful for me, as a researcher, to investigate them separately. They mentioned that; it was beneficial for them to learn the topic before the class so they were more socially self-confident during the activity time in class. The psychological and social factors were united with each other while cognitive factors were approached separately in the participants' comments. In cognitive related factors, the participants attracted the attention to the responsibility and concentration they had in terms of the flipped classroom so this showed that they were cognitively aware of what had changed in their conscious.

Following the personal related factors, the students commented on the study related factors which had three different subtitles such as: accessibility of the

information, practice and individual effort. The participants emphasized that; because they were interested in technology and internet, they got bored of classical way of teaching. The accessibility of the classroom from their smart phones brought a big innovation in their language learning. They noticed that they practiced or used the language more often than they used to. This practice led them to contact both with their teachers and their peers online, so in a way they became competent socially competent language learners as Vygotsky (1978) mentioned.

They were aware of their own responsibilities so they tried to increase their individual effort during the activities. The learners were transformed from “I want my teacher to tell me the topic” to “I can understand the topic on my own”. The participants called it as an advantage for them. Every individual has different learning styles, if these learning styles match with convenient learning experiences, the educational outcomes will occur (Kolb, 1984). When the students spent hours studying on their own with flipped classroom, they deduced that they could discover the information without any deductive instruction.

Instead of rote memorization of the structures, the students attached meaning while they were doing the activities in class with peers. As Piaget and Vygotsky mentioned the conflict was solved by the discussions and sharing experiences in a social environments. Owing to the social environment in class, they could have a chance to improve their problem solving skills. These social environments helped them to attach meaning, so the information would be more memorable for them. Therefore, they emphasized the importance of the classroom factors, because they realized the differences after the flipped classroom. The classroom was designed according to the deductive way of teaching conditions before the flipped classroom was applied. After the flipping process, the class became a place where the students used the language to communicate with each other, to share the experiences and to solve the problems in a community.

The students understood that they had much more time for the activities or computer based learning to internalize the language. As Williams (2000) mentioned that; technology provided the transmission of the information to be acquired more interactively by the learners, which was also emphasized by concrete examples told by the participants during the interview. The students mentioned that the interaction also

affected their learning styles because their individual differences were taken into a consideration by presenting different situations. Dawson (2008) clarified that, the technology make the teachers create a student centered classrooms so the individual differences were not ignored, and the teacher had enough time to set a context for the students who had different kinds of intelligences. Owing to setting a context appealing to their individual differences, they improved their proficiency level in the target language. They were motivated to communicate, so they learned the structures in the authentic context. Thus, the four major elements affecting motivation, which were attention, satisfaction, relevance, and confidence, as Keller (1978) mentioned in teaching, were provided in an authentic context. They actively learned the language so they became active learners as Andrew (2011) emphasized.

At the end of the application of flipping the classroom, they told they were more confident and they were more independent while they were dealing with the language structures by the help of their teachers and their peers.

5.3.2 The perspectives of the students towards the flipped classroom

The participants mentioned that they had some difficulty at the beginning; however it did not take so much time to get used to this new method because of its benefit and simplicity. They were millennial learners they expected to be educated in a different and innovative way. Therefore, they could easily eliminate the hesitations about the flipped classroom.

The students were aware that, being responsible for their own learning could create difficulty at first, but later they felt the advantages brought into the classroom environment. They emphasized that they were more active in the classroom, they helped their peers in group discussions, they constructed the meaning all together so it was more sustainable for them so they would never forget that information.

The interaction with their teachers brought a new version of education which provided them to ask for help whenever they wanted. The most striking observation emerged from the data was; interaction with the teacher was much more important for the students than anything else to feel safe.

They could easily understand the targets of the teacher and the teacher motivated them so they felt that flipping the classroom gave them a chance for more practice and more real life context which they could easily use the language outside the classroom. Nearly all of the students were pleased with this method that brought so many advantages such as; being active learners, making use of technological equipment, socially and psychologically relaxed atmosphere, time management which was one of the most beneficial thing that they mentioned, and the interaction with the teacher. These elements were not just called as positive things during the learning process but also called as motivation that provided them to believe that the real learning could be occurred.

Their perspectives changed after they witnessed, how they naturally used the language in an appropriate context. This was the main urge for the students to attend the class and the activities. The students emphasized that, at the end of every activity all the group members understood their own mistakes and corrected them so they could use the language correctly. In order to do these kinds of activities, they knew that they needed some time so this time was provided by the flipped classroom.

The accessibility of the courses from everywhere was mentioned as another advantage because this was related with time management. After their teacher sent the course presentation to their e-mail addresses, they could listen and watch them from their smartphones which were emphasized as a great opportunity for them before they arrived at their homes. They were really into the technological issues so fast and in order to attract their attention the teacher needed to know how to manage these elements to teach something. In order to attract their attention, it was necessary for me to be more interested in the innovations in technology, so this was seen as another advantage for the students.

5.3.3 The Improvement in the results of the Students' Grades

As it is pointed in the data collection procedure part, the students have three mid-term exams in each semester. Each mid-term has two components: grammar and skills. Flipped classroom was applied before the second mid-term for five weeks, only in grammar courses given in Figure 1.

The mean scores of the grammar parts were compared among the three mid-term exams. In contrast to the stability in the mean scores of the third and the first grammar paired t-tests, there is a positive change in the mean score of the second grammar part as it is presented in Table 1. It is apparent from the Table 1, the flipped classroom may be a factor of the statistical significant change in the students' second grammar points. The relevance of the flipped classroom was clearly supported by statistical data.

The strong relation between technology and learner centered teaching has been reported in the literature. The students' interests in technology emerged from the themes coded in qualitative data. The students' positive opinions were supported by the parallelism of the statistical data, so after the flipping process there may be positive change.

The difference between the flipped classroom and the others demonstrate that, the students pay more attention to the active learning environment created by flipped classroom. The cooperation with each other created peer assisted learning among the students, so the teacher was not the only authority or the source of knowledge in the class.

As the previous studies called the students as millennial learners, which is mentioned in literature, the students needed an activation to put this term into practice. The flipping process provided the students to improve both their self-discovery learning skills and their reflecting skills to be successful in their assessments. The improvement is not only observed in their opinions or attitudes towards the new method but also observed in the paper based success.

Consequently, besides the themes, emerged from the interviews, the comparison of the mean scores of grammar parts paired t-test confirms that the positive change in their grades may be associated with the flipped classroom.

5.4. Pedagogical Implications

Several implications came out of this study. Initially, this study proved that the language learners became more willing to attend the class if the teacher made use of innovative technology techniques in class. The results of the research have significant implications for the transition of the knowledge in the 21st century. There were a lot of

contributions of the flipped classroom to the language learning process and their opinions about flipping classroom were generally positive. No longer does the teacher have to present a synchronous lecture to the students. Technology provides the teachers to create asynchronous student-centered learning environments where each student receives a personalized education program.

The flipped classroom offers the teachers looking for a new method of teaching the language a way to be a “guide on the side” instead of being “sage on the stage”. The teachers may have some difficulties in making adaptations to modify the system in their classes. As it is stated in this study the flipped classroom frees up the teacher instructional time so the educational improvements can be applied. When the teachers want to make a small difference in the teaching process, there are so many important factors in this process. The teachers, who want to insert the technology in to the course, make a detailed planning so the students can easily see the target and cannot lose their aims and concentrations. Therefore, the teacher becomes facilitator rather than an instructor in an authentic context, presented for the students to have a meaningful conversation with each-other. Considering students’ comments; some beneficial recommendations may be proposed as a conclusion of this part.

When we look at the literature, we see that so many scholars have tried flipping the classroom with contemporary techniques. However, we try to prove that any teacher who knows windows office programs in basic level can apply flipping the classroom with power point presentation application. The teachers should plan their lessons minute by minute to see the pathway of their lessons, they can even prepare extra activities for the fast finishers or if they have extra time that is called “if time” activities. The students can be aware of the improvement that they have when they become more active in the class. The language is not something that they need to use just in class; they understand that, they can use the information out of the class while they are talking with their foreigners. The class becomes a place where they can rehearse the real life situation before it happens. The students can be more confident and relaxed while they are talking. Moreover, the curriculum may be redesigned according to the students’ needs, because the traditional curriculum is not enough for this century’s learner. If the curriculum or the teacher does not implement the technological development in education, the learners will soon lose their interest and they memorize the structure just

to pass the exam, so they cannot internalize the language so the real language learning cannot occur.

The higher education institutions may set a unit to make some adaptations according to the new trends in language teaching. This unit may present the latest version of language teaching techniques to the department or the teachers. Owing to the work load of the teachers they may not have enough time for development sessions whereas they can join some webinars online or watch some sample lectures on the topics.

5.5 Suggestion for Further Studies

In the light of the findings and the implications of this study, some suggestions can be made for further studies. Generally the research concludes that the majority of the students enjoyed the flipped classroom and believed it supported their learning. The study was conducted only in one class due to the fact that the researcher could make arrangement only for this class. A study which has a larger sample size across different grades would be beneficial in order to see if the results found in the study show parallelism.

Second, a longitudinal study can be conducted with the experimental group and the control group taking other elements into consideration such as; age, socio economical background and their educational background. These elements may have a vital effect on the flipped education.

Finally, this study tried to present the contributions of flipped classroom in the students' language learning, their perspectives towards flipping the classroom and the changes in their grades. These findings have given some clues about the implementation, the students' reactions towards this implementation and what they have deduced from this method. Another research may reflect the perspective of the teachers and we may have some idea whether it is useful or practical in class for the teachers.

5.6 Limitation of the study

This study was limited only one class in one higher educational institution. The findings may not reflect the general perspectives of all the language learners. However, this research may give some details about the circumstances in classroom environment and

the participants as language learners' point of views. Moreover, the learners' success can be analyzed with an appropriate assessment tool to see the effects of the flipping classroom.

Although the nature of the course, which is supported by technology, has become more effective than the traditional way of instruction, the effectiveness depends on the creativity and the individual effort of the teacher. If the teacher is not willing to modify the course by implementing the innovations in his or her class, the drawbacks will occur in the study.

This method might be applied for the A1 level of language learners to understand their attitude towards the flipping classroom and how they may feel about it. The students in this study were B1 level so they adapted the methods so quickly that I, as a researcher and a teacher of that group, could easily witness their improvement in class. If the flipped classroom is applied in the A1 level of classes, it would be better to compare the contributions, the opinions and the results.

Unfortunately, the current study does not present a large-scale implementation of the flipped method. Since just one class joined in the study, I had to teach non-participants in a traditional way. As a result each flipped class participant was taught in a traditional way of instruction as well as flipped with other teacher. This was the most unfortunate drawback of the study, a flaw in the implementation of the application. However Shadish, Cook and Campell (2002, as cited in Johnson & Renner, 2012) suggest that our results may be characteristic of the effects of this applications if it is implemented large scale of participants as a matter of policy, because the applications will be imperfect. Consequently, the results may differ in wide scale implementation of the flipped method of instruction.

6. REFERENCES

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7. APPENDIX

7.1. Appendix A: Interview Questions

1. How does the flipped classroom affect the way you study for English course?

2. Does the flipped classroom increase the time you spend on studying English?

3. Does the flipped classroom provide you to remember the structures? How?

4. Do you think watching and listening to the English course for the following day has benefits for you? Why/Why not?

5. Is it beneficial for you to keep in touch with your teacher? Why/Why not?

6. Does the flipping process improve your language learning abilities? How?

7.2. Appendix B: Teacher's Observation Notes

First Term :14th September – 15th January

First five weeks:14th September – 15th October: Curriculum Teaching in a Traditional way

Second five weeks: 26th October- 20th November: Curriculum Teaching in a Flipped method

Third five weeks: 30th November- 8th December: Curriculum Teaching in a Traditional way

Today we did:

.....
...
.....
...

My expressions of today's teaching:

.....
...
.....
...

The Students were:

.....
.
.....
.

My additional observations are :

.....
.
.....
.

7.3. Appendix C: Flipped Classroom Plan:

The Instruction of the grammar topic: 3- 25 minutes.

The follow-up activity: 3- 15 minutes

Checking the key: 3-5 minutes

UNIT 9: Clothes & Shopping



- Simon is buying a book.
 - Adam and Claire are studying English now.
 - I am sending my e-mails.
-
- What is similar about all three sentences?
 - Are these sentences about past or present?
 - Do we talk about the actions happening all the time or the actions happening at the time of speaking?



Present Continuous Tense:



Answers :

- All three sentences have «be+Ving» this is called present continuous.
- These sentences are all about present.
- We talk about the actions happening at the time of the speaking, now.

- I am
- You
- We
- They

} are

he
she
it

} is + Ving



Present Continuous:



Y/N Questions:

Are you studying your notes now?

Yes, I am. No, I am not.

Is he sleeping now?

Yes, he is. No, he isn't.

Wh-Questions:

Where are they waiting now?

They are waiting in front of the stadium.

Where is she now?

She is playing dolls with her friends in her room now.

What are you doing now?

I am just reading the news.



Present Cont. & Simple Present tense



- In Simple Present tense we talk about the daily routines, the actions we do everyday or our habits.
 - DO & DOES
 - I love eating chocolate. (This is a general habit so it is true for every time)
 - He doesn't eat meat because he is a vegetarian. (He never eats)
 - She visits her grandmother every summer.
- In Present Cont. We talk about «now» the actions happening at the time of speaking, today or this week.
 - Today I am wearing a black t-shirt.
 - This week he is decorating his house.
 - They are talking about the exam results.

Simple Pres & Pres Cont tense:



Non- Prograssive verbs:

We never use some verbs in pres. cont. tense such as:

	like	hate	love	not mind	want	know
	need	understand	remember	forget		
Understand	These verbs are about «mind»			like	These verbs are about «feeling»	
Remember				need		
Not mind				love		
Know				like		
Forget				hate		
				want		

Exercises:



- 1-Bill never _____ (eat) meat; he _____ (hate) it.
- 2-Rebecca _____ (iron) the clothes downstairs.
- 3-I am in bathroom. I _____ (clean) my teeth.
- 4-Elizabeth _____ (have) lunch in that restaurant once a week, and now she _____ (have) meals there.
- 5-They _____ (listen/not) to music at the moment.
- 6-Jill _____ (be) a dancer. She _____ (dance) in a disco at nights.
- 7-Most women _____ (work) on the cotton fields in Adana.
- 8-My mother _____ (not/make) a cake on modays, but she _____ (make) a cake today.
- 9-Kim _____ (drink) cola everyday but today she _____ (drink) some soda now.



Answers:

- 1-Bill never **eats** (eat) meat; he **hates** (hate)it.
- 2-Rebecca **is ironing** (iron) the clothes downstairs.
- 3-I am in bathroom. I **am cleaning** (clean) my teeth.
- 4-Elizabeth **has** (have) lunch in that restaurant once a week, and now she **is having** (have) meals there.
- 5-They **are not listening** (listen/not) to music at the moment.
- 6-Jill **is** (be) a dancer. She **dances** (dance) in a disco at nights.
- 7-Most women **work** (work) on the cotton fields in Adana.
- 8-My mother **does not make** (not/make) a cake on Mondays, but she **is making** (make) a cake today.
- 9-Kim **drinks** (drink) cola everyday but today she **is drinking** (drink) some soda now.

7.4 Appendix D: Flipped Classroom Lesson Plan:

Unit 9: Clothes & Shopping

Aims: At the end of this unit, the students will be able to:

- understand information, texts and conversations about shopping and shopping malls, what people shop for and buying clothes and presents.
- ask for and give information about where people are , what they are doing and what clothes they are wearing
- shop and pay for clothes
- use appropriate phrases when choosing and paying for clothes and when saying something nice
- write formal and informal thank you e-mails.

Linguistic structures and vocabulary:

- Grammar : Present Progressive & Present tense

-Vocabulary: Shopping , bookshop, bus stop, café, car park, cash machine, chemist, clothes shop, department store, entrance, fast food restaurant, information desk, stairs.

Money and prices

Clothes: boots, dress, earring , gloves , jeans, jewellery, jumper, necklace, raincoat, ring, scarf, shoes, shorts, skirt, socks.

Communication Skills: Listening, speaking, reading and writing.

-Asking and answering questions about what people are doing.

-Talking about the festivals in your country and which festival would you like to go

-Describe what a person is wearing

-Using appropriate phrases to say something is nice.

-Talking about who you give presents and how you say thank you.

Activities: Talking about likes/dislikes, organizing a birthday party and go shopping, asking the price, games about describing the objects, describing the pictures to each-other by moving activities. Pair work: 3-8 mins.

Lead-in Activity: Pair Work

St-St

3-8 mins

Books closed :

I love going to the shopping mall

It is my favorite place.

I hate buying clothes

I can never find what I want.

I prefer shopping in small local markets

I never shop in markets.

Let them open their books and provide them discuss the sentences and tell if they are agree or not. Elicit their ideas.



Activity 1st :At the end of this activity they will be able to use present cont. tense

Group Work

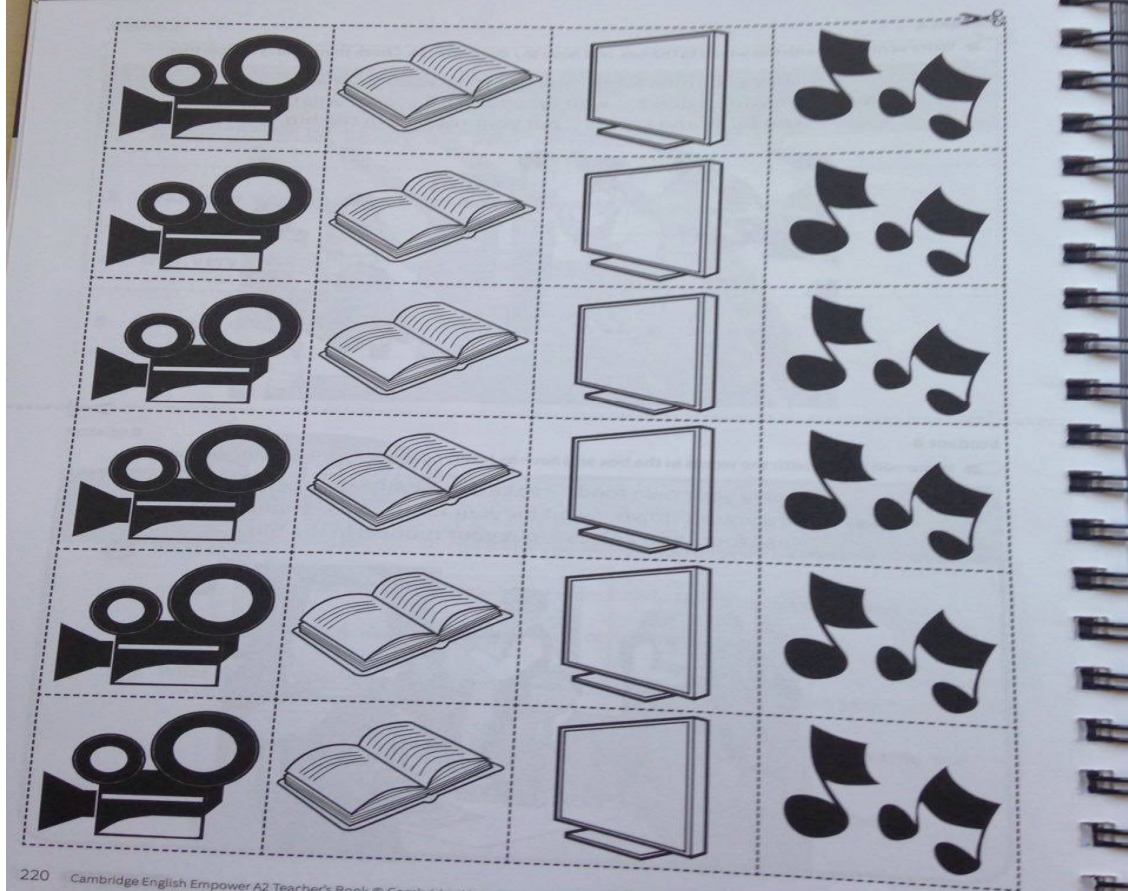
St-St

8-25mins

Whole Class Discussion

9A Grammar

Present continuous



Linguistic structures and vocabulary: Using present continuous tense appropriately in a sentence. Mingling activity.

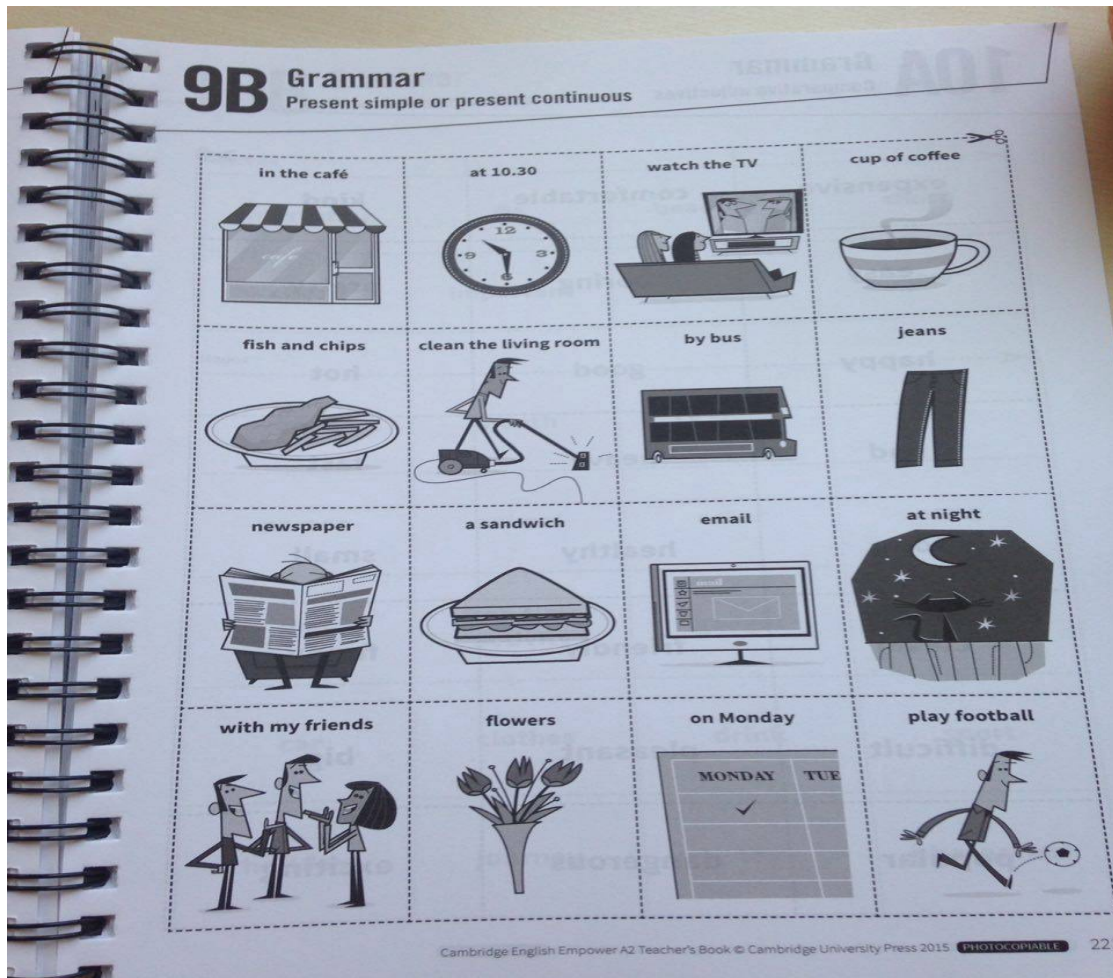
Linguistic Skills: Speaking, listening.

Activity 2nd : They become aware of the community and they notice their similarities and differences to develop interaction with each- other.

PW

5-25 mins

whole class discussion



Linguistic Structure and vocabulary :The students will be able to see the differences between simple present tense and present progressive tense while they are making sentences in a meaningful context. Use the target language in an authentic context so the conversation will be meaningful.

Linguistic Skills:Speaking, listening.

Activity 3rd: At the end of this activity the students will increase their vocabulary about shopping money and prices. Interact with the other students to carry out better team work.

PW

3-20mins

Peer check

9A Vocabulary
Shopping; Money and prices

Activity A
Match 1-8 with a-h to make eight places.

1 shopping	a park
2 information	b machine
3 bus	c mall
4 car	d stop
5 department	e restaurant
6 clothes	f desk
7 cash	g store
8 fast food	h shop

Activity B
Write the answers to these questions.

- Where do you leave a car? _____
- Where do you wait for a bus? _____
- What's another word for an ATM? _____
- How do you go up or down in a building? _____
- Where can you go to ask questions in a shopping mall? _____
- Where do you go in a shop or building? _____
- Where can you buy trousers? _____
- Where can you buy a hamburger? _____
- Where can you get a cup of coffee? _____
- What's another word for *pharmacy*? _____

Activity C
Ask and answer the questions in B.

Activity D
Write six prices in 'Your prices' using £, p, \$, and c. Tell your partner your prices and write down your partner's prices.

Your prices		Your partner's prices	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

Linguistic Structure and Vocabulary: Simple present tense, vocabulary about places and prices. Asking questions about the places & prices. Using daily language appropriately to develop the students' speaking.

Linguistic Skills: Reading , writing , speaking, listening

Activity 4th: At the end of this activity they will be able write and use the clothes vocabulary appropriately.

A: PW

3-20mins

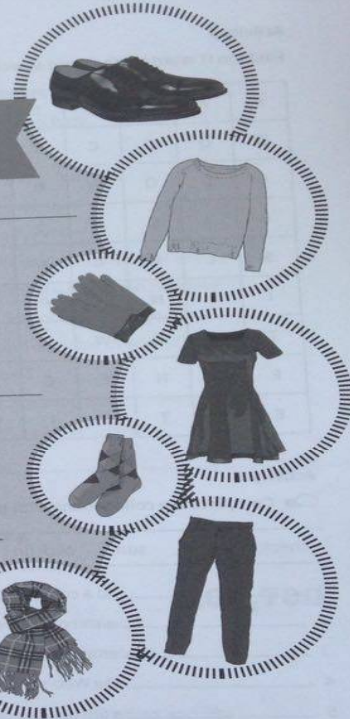
Peer Check

9B Vocabulary
Clothes

Activity A
Write the answers and then test your partner.

CLOTHES RACE

- You wear these on your feet. shoes
- You wear these on your hands when it's cold. _____
- You wear these over your legs. _____
- You wear these on your ears. _____
- You wear this round your neck when it's cold. _____
- You wear these on your legs when it's hot (not trousers). _____
- You can wear this over a shirt. _____
- You can wear this under a shirt, or when it's hot. _____
- You wear this on a finger. _____
- You wear this round your neck, especially women. _____
- You wear this when it rains. _____
- You wear this and it tells you the time. _____



Activity B
Ask and answer the questions.

- Do men and women wear everything in 1–12 in A?
- Do you prefer jeans or trousers?
- Women – do you prefer skirts and dresses, or trousers?
- Men – do you prefer shirts or T-shirts?
- Men and women – do you like wearing jewellery? If so, what do you wear?
- What did you wear yesterday?

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Linguistic Structure and Vocabulary: Description what people are wearing, vocabulary about clothes, using these vocabulary in a context.

Linguistic skills: Writing , speaking and listening

7.5 Appendix E: Focus –Group Interview Questions

- 1- What are the main differences in the class after the flipping process?
- 2- Do you prefer flipped classroom to traditional classroom? Why?/Why not?
- 3- What do you think about internet based games in class for revision of the units?
- 4- What are the advantages and disadvantages of the flipped classroom?