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**A QUALITATIVE STUDY ON TEACHERS' ATTITUDES,
READINESS, AND CHALLENGES TOWARD FLIPPED TEACHING
AND LEARNING MODEL IN PRIMARY SCHOOLS**

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**İLKOKUL İNGİLİZCE ÖĞRETMENLERİNİN TERS-YÜZ EĞİTİME
KARŞI OLAN TUTUMLARI, HAZIRBULUNUŞLUKLARI VE
UYGULAMADA KARŞILAŞILAN ZORLUKLAR**

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ETİK BEYAN

Tezimin içerdığı yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi AÜ Sosyal Bilimler Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 08/02/2022

İmza

Dilara YÜCETÜRK

ÖZET

İLKOKUL İNGİLİZCE ÖĞRETMENLERİNİN TERS-YÜZ EĞİTİME KARŞI OLAN TUTUMLARI, HAZIRBULUNUŞLUKLARI VE UYGULAMADA KARŞILAŞILAN ZORLUKLAR

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Sürekli gelişen ve yaygınlaşan internet, her alanda olduğu gibi eğitimde de yerini almaya başlamıştır. Dil öğretimi de internetin büyümesinden ve yayılmasından etkilenmiştir. Bu teknolojinin içine doğan Z kuşağının günlük yaşamında da internet araçlarını kullanma fikri, ters-yüz sınıf modelini yaratan sebeplerden biridir. Geleneksel sınıf yapısı yerine, ters-yüz sınıf yapısı, mevcut öğrencilere uyacak şekilde tasarlanmış modern bir fikirdir. Ters-yüz eğitimde dersler, geleneksel sınıf yapısının aksine, öğretmen tarafından önceden hazırlanmış ya da bulunmuş videolar aracılığı ile öğrencilerin çevrimiçi olarak bu videoları izlemesiyle işlenir. Bu sayede ters-yüz eğitim yaklaşımı, öğretmenin sınıf içi deneyimi geliştirmek için öğrenciler ile sohbet ettiği, gerçek hayattan örnekler verdiği, zor ve değişik durumları açıkladığı ve sürekli denetim sağlaması yoluyla öğrenciler ile doğrudan iletişim kurduğu "yüz-yüze sınıf zamanı"nı yaratır. Bu modelde öğretmenin rolü öğrencilere liderlik etmektir. Bu nedenle, ters-yüz eğitim modelinde istenen sonuçları elde etmek için en kritik faktörün öğretmen olduğu düşünülebilir. Öğretmenlerin bu modelin temel taşı olduğu düşünüldüğünde, ters-yüz sınıf modeline yönelik tutumları, hazırbulunuşlukları ve bu modeli uygularken karşılaştıkları zorluklar bu modelin uygulanmasında çok önemlidir. Bu çalışma, ilköğretim düzeyinde çalışan İngilizce öğretmenlerini kapsamaktadır. Bu nitel araştırmanın temel amacı, ters yüz öğretim modeline göre öğretmenlerin tutumlarını incelemektir. Bu konudaki bir diğer amaç ise, ilköğretim okulu öğretmenlerinin ters yüz öğretim modeline hazırbulunuşluklarına ilişkin algılarını anlamaktır. Son olarak, üçüncü bir amaç, ters yüz öğretim modelini kendi bakış açılarından uygularken öğretmenlerin olası zorluklara karşı tutumlarını incelemektir. Bu verileri elde edebilmek için araştırmacı ilköğretim öğretmenleriyle bir görüşme yapmıştır. Nitel fenomenolojik bir araştırma yapılmış ve veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırmanın bulguları, ters yüz öğretim modeline yönelik genel olarak olumlu bir tutumu göstermiştir. Hazırbulunuşluk düzeyine ilişkin sonuçlar, öğretmenlerin tutumları olumlu olsa da çoğu öğretmenin bu modelin

uygulanması ile ilgili eğitimlerinin yetersiz olduğunu düşünmelerinden dolayı bu modeli kullanmaya kendilerini hazır hissetmediklerini göstermiştir. Olası zorluklar da öğretmenler tarafından ifade edilmiş ve kaynaklarına göre gruplandırılmıştır. Bulgular, altyapının hazırlanması ve gerekli eğitimin devlet tarafından verilmesi koşuluyla, ilkokullar için Ters Yüz Öğretim Modelinin tercih edilebileceğini göstermektedir.

Anahtar Kelimeler: Ters-yüz eğitim, Ters-yüz eğitim modeli, Öğretmenlerin tutumları, Öğretmenlerin hazır bulunuşluk seviyeleri, Ters-yüz eğitim modeliyle ilgili muhtemel sorunlar



ABSTRACT

TEACHERS' ATTITUDES, READINESS AND CHALLENGES TOWARD FLIPPED TEACHING AND LEARNING MODEL IN PRIMARY SCHOOLS

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Internet, which is constantly developing and spreading, has started to take its place in education as in every field. Language teaching has also been affected by the growth and spread of the internet. The idea of using internet tools in the daily life of the generation Z, born in this technology, is one of the reasons that created the Flipped classroom model. Instead of the traditional classroom structure, the flipped classroom structure is a modern idea designed to fit existing students. Contrary to the traditional classroom structure, lessons in flipped teaching model are studied by students at home by watching the videos prepared or found by the teacher. In this way the flipped approach "opens up face-to-face class time" in which the teacher engages directly with students through conversations, real-life examples, difficult situations, and constant supervision with an intended ability to enhance the experience of the classroom. In this model, the teacher's role is to lead the students. The most critical factor for securing desired results could therefore be considered to be the teacher in the flip model. Considering that teachers are the cornerstone of this model, their attitudes, readiness, and challenges towards the flipped classroom model are very important for the implementation of this model. This study covers English teachers working at primary school level. The main purpose of this qualitative study was to investigate the attitudes of teachers in terms of the flipped teaching model. Another purpose in this respect was to understand primary school teachers' perceptions related to their readiness for the flipped teaching model. Finally, a third purpose involved examining teachers' attitudes toward possible challenges while applying the flipped teaching model from their point of view. To be able to acquire this data the researcher implemented an interview with the primary school teachers. A qualitative phenomenological study was conducted, and the data was gathered through semi-structured interviews. The study's findings revealed a generally positive attitude toward the flipped classroom model. The results for the readiness level show that, although having positive attitudes, most teachers do not feel prepared to utilize this model due to a lack of training in its implementation. Possible

challenges were also expressed by teachers and grouped according to their source. Findings suggest that Flipped Teaching Model would be preferable for primary schools on condition that the substructure is prepared, and the necessary training is provided by the government.

Keywords: Flipped teaching, Flipped teaching model, Teachers' attitudes, Teachers' readiness, Possible challenges related to flipped teaching



FOREWORD

In addition to the development of our daily life in an integrated way with technology, technological developments have also started to play a major role in education. Considering the adaptation of the Z generation born into technology to this process, the suitability of Flipped Teaching and Learning Model to today's conditions has become more evident. The readiness and attitudes of teachers who are practitioners of the Flipped Teaching and Learning Model towards this method and the possible challenges they may encounter while applying this method have been the subject of this research.

In the literature-based part of the study, the data obtained from books, articles, theses, and internet searches were used as basic material and the data obtained were supported by the applied interview technique. In the study, primary school teachers' attitudes towards Flipped Teaching and Learning Method, readiness level and possible challenges were investigated.

I would like to thank my advisor, Assoc. Dr. To Kadim ÖZTÜRK, to my dear teacher Dr. Ayfer SU BERGİL who always showed her support in every process of my work and my esteemed jury member Assoc. Dr. Yeşim ÇETİNKAYA. I would like to express my endless thanks to my precious family who always encouraged me by believing in me unconditionally, to my dear friends who always supported me under all circumstances, and to my dear daughter, the apple of my eye Bade YÜCETÜRK.

Dilara YÜCETÜRK

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CHAPTER I

1. INTRODUCTION

The main focus of this study is to identify primary school English teachers' perceptions and motivations on the implementation of the flipped teaching model and Web 2.0 technology in their teaching process. This chapter consists of the background of the study, statement of the problem, the purpose of the study, the significance, and limitations of the study. In the literature, Flipped Classroom, Flipped Learning or Flipped Teaching are used interchangeably. In this study, mostly the term Flipped Teaching Method was used to emphasize teachers' teaching strategies, of which the core concept is active learning.

1.1. Background of the study

New communication technologies and the spread of digitalization have led to significant changes in the fields of communication, economy, health, trade and education. People's daily life practices and habits have been constantly transformed with these new technologies. Rogers (1986) explains the features of new communication technologies as Interactivity, Asynchrony and De-massified. Interactivity is the most fundamental feature of new communication technologies. Unlike the past, users have an active role thanks to this feature. Those who use new communication technologies are not just passive individuals who are okay with the content offered to them. Interactivity can be explained as the ability of users to actively direct content in line with their own wishes and needs, allowing bidirectional information flow. Asynchrony can be explained as the disappearance of people from the necessity of being in a certain time and place thanks to new communication technologies. In this way, users can access the content whenever and wherever they want. De-massification prevents the same content from being imposed on every user thanks to new communication technologies. Individuals are free to choose the content that most satisfies their wants and needs among the available content. New technologies with these features offer important opportunities in education, as in every field. Especially with the development of the internet, traditional education methods are being questioned more and making efforts to keep up with digital transformation.

In 21st century internet, which is constantly developing and spreading, has begun to gain a place in education as in every field. Language teaching has been impacted by the growth and widespread availability of the Internet, as well. The ubiquity of resources has brought ease to language teaching and learning on the World Wide Web (Chen, 2008). The process of

integrating technology with education started with Computer Assisted Language Learning (CALL). CALL programs use multi-media such as video, sound, graphics, and text to introduce learners to the target language and culture. Learners navigate the virtual environment using meaningful multimodal forms such as audio and visual data, which improves comprehension in target language listening and reading (Chen, 2008). Due to the rapid and continual advances in computer and information technology over the last century, Computer Assisted Language Learning (CALL) has become an inescapable aspect of education in general and a valuable supporter specifically in foreign language learning (Öztürk, 2012). As technology began to fit into our pockets, CALL transferred its popularity to MALL (Mobile-assisted language learning). Mobile technologies, including mobile phones and pocket computers, are the most common of all the technological devices available in our period, and they have a significant place in the lives of young people. Cell phones offer a tremendous opportunity for out-of-class learning with their ubiquitous use and features such as mobility, localization, and customization (Saran et al., 2009). M-learning (MALL) has become increasingly common in major subject areas of education and in English as a second language (ELT) since 2005. (Godwin-Jones, 2011). In the light of these developments, in addition to face-to-face learning, which is one of the traditional methods in the teaching-learning process, computer / web-assisted learning methods have begun to be utilized.

Enriched learning environments through the use of technology will provide better learning possibilities for students (Chun & Plass, 2000). Since modern technologies give them peculiar possibilities, language teachers have increasingly incorporated technology into their classrooms, in particular (Seljan et al., 2006). With the use of these innovations, the goal of teachers is to provide students with rich learning experiences and create a more stimulating and inspiring environment in the classroom.

Flipped classroom is a methodology of teaching that reverses traditional teaching techniques, offering lecture instruction outside the classroom while in-class time is dedicated to solving problems and lecture content implementation (Altemueller & Lindquist, 2017). Flipped learning can be seen as a pedagogical approach in which a course's traditional lecture and homework components are flipped. Flipped learning turns classrooms into engaging and active environments where students are directed and facilitated by the teacher (Ekmekci, 2017).

Recently, flipped teaching model has attracted the attention of both educators and students. Many studies have observed that the use of technological tools increases students' intrinsic motivation, which is known as the booster of education. From the point of view of the students, the asynchrony of the education offered to them, that is, the ability to choose their own training time, being interactive, and unlike traditional training, being individual rather than mass is a source of motivation for them (Wichadee, 2017).

Besides this positivity of students in terms of technology usage, the confusion of teachers on this issue draws attention. Especially with these students who are digital literate, it is a bit challenging for teachers to be in the technological environment with full confidence (Eshreteh & Hisham, 2017). Because many teachers were not born into technology like their digital literate students, on the contrary, they had to learn and use technology much later. In addition to all these developments, education was given to students online for a while in our country due to the COVID-19 virus affecting our lives as of 2020. During this time, many teachers experienced various difficulties. This process we are in has caused many teachers to have positive or negative opinions about online education environments. From this point of view, the approach and readiness of teachers towards the flipped teaching method that emerges with the use of technology is a significant issue.

1.2. Purpose of the study

The first aim of this qualitative study is to analyze the attitudes of English teachers in primary schools in terms of using the flipped teaching model. The second aim is to understand the attitudes of English teachers in primary schools related to their readiness for the flipped teaching model. Finally, the third aim is to analyze the attitudes of English teachers in primary schools toward flipped teaching model and to identify potential challenges.

1.3. Research questions

The aim of this research is to examine the attitudes, readiness, and challenges of English teachers in primary schools about the flipped teaching model. For the study, the research questions are:

1. What are the primary school English teachers' attitudes toward the flipped teaching model?
2. What is the readiness level of primary school English teachers for the flipped teaching model?
3. What are the possible challenges toward the flipped teaching model while implementing in primary schools?

1.4. Significance of the study

The advancement of educational technology, especially when it comes to language education, has become a remarkable issue in the world. From a student perspective, models that are interconnected with technology have recently become very common because they provide numerous opportunities for learning. The flipped teaching model can also be seen as a model that can improve the rate of success of students in general.

In Turkey, because of the limited and insufficient English course hours at the schools, the desired success cannot be achieved in the practical use of the English language. Because of

the comprehensive English curriculum, teachers are desperate to use their time in class and use interactive environments in schools. With the transfer of technology to the course process, students can both use the foreign language and learn English from a different perspective thanks to the correctly selected videos, songs, and dialogues. With the transfer of technology to the course process, students can both use English more effectively and learn English from a different perspective thanks to videos, songs, and dialogues that are suitable for them. In order to enable students to learn better, online documents can be prepared both in the home environment and in the classroom, where students can improve their listening, speaking, writing and reading skills. Online environments can be created to enable them to watch individually at home and to prepare for the subject content at the level of comprehension and to ensure their active participation in classroom activities. Conducting such activities under the guidance of a teacher in the classroom provides more effective learning. For this reason, teachers' perspectives, attitudes, and readiness for flipped teaching are very important.

This research will be conducted to analyze the attitudes of English primary school teachers about flipped teaching, the extent of readiness to adopt the flipped teaching model, and potential obstacles that could be faced with the flipped teaching model. The key emphasis of the interviews will be the opinions of the instructors, their level of experience, their willingness to be tested in terms of delivering this training and the potential challenges they will face from their perspectives.

In this study, qualitative research design will be implemented and the preparation level of primary school teachers to expose the flipped teaching model will be attempted. This research will be conducted in Turkey, and since it represents the ideas and attitudes of Turkish teachers towards the use of the flipped teaching model, this study is important not only for teachers, but also for students and the Republic of Turkey Ministry of National Education. Thus, this research aims to fill a gap with the teachers' personal thoughts related to the flipped model in the related line of literature, as most of the studies in this field only analyze the level of preparation, but not the attitudes and particularly the potential challenges from the point of view of teachers. This research not only provides resources for instructional programming, but also helps to explain the fundamental dynamics of the flipped teaching model. In the literature, almost all of the research in this area is related to the students' preparation and a few of them are related to the readiness of the teachers. But the first step should consider the perspectives of the teachers towards the flipped model and offer them answers to the potential problems in order to implement this model correctly and effectively. Only in this way they will feel ready and fully apply the flipped model. For this reason, this research is necessary for the application of flipped model to cover all of these elements.

1.5. Limitations of the study

Although the current study is focused on a systematic collection and review of data, there are some limitations related primarily to the sample and its research methodology. The number of teachers interviewed is limited to 17. If more teachers are interviewed, they may give different or additional views. Secondly, the interpretative structure also played a major role as the research solely focused on qualitative design, which is why all the criticism point listed in the literature also applies to the present study. Finally, the study's conclusions are about how the questions are perceived by the participants.

The researcher, on the other hand, believes that the current study, despite its limitations, provides significant results on teachers' attitudes, readiness, and potential challenges toward the flipped teaching model in primary school as a result of the study's in-depth investigation of the phenomenon and the use of a systematic data collection and analysis procedure.

CHAPTER II

2. LITERATURE REVIEW

This study focuses on the attitudes, readiness level and the possible challenges toward flipped teaching model of English teachers at primary schools. The researcher presents the literature review in this chapter, to provide the basis of the current study.

2.1. The definition of flipped teaching

The flipped approach "opens up face-to-face class time" in which the teacher engages directly with students through conversations, real-life examples, difficult situations, and constant supervision with an intended ability to enhance the experience of the classroom (Adnan, 2017). Flipped teaching is a model focused on technology that inverts the conventional style of teaching upside down. In this model, teaching takes place outside the classroom instead of face-to-face transmission of student-teacher information, and the comprehension part of the new information takes place in the presence of teachers through interactive problem-solving sessions (Yeung & O'Malley, 2014).

For a more explanatory description, a comparison of the flipped model to the traditional one is more suitable. The teacher teaches the new information to students during class time in the traditional education model, and then, if there is time left, which is normally not sufficient, the practice of new information takes place with the teacher's guidance. And eventually, students are expected to do their homework at home for further reinforcement and implementation. Afterwards, with the revision of the previous course, the next lesson starts and then the same process continues. But this approach is reversed in the flipped model as the new material is introduced to the students outside the classroom; thus, face-to-face class time serves for practice, implementation, and reinforcement. Students are all alone in the typical class during the cycles of comprehension, reinforcement, and implementation. Students who don't grasp the latest knowledge are left behind in this way. In the flipped class, however, students are directed during the reinforcement with the teacher, and they can also get immediate feedback during applications. Table 1 below provides a comparison between the flipped model and the standard model:

Table 1. Comparison of Flipped and Traditional Model in Terms of Student Activities

	Flipped	Traditional
Before Class	View lectures via digital sources, take notes about misunderstood parts	-
During Class	Asks questions to the teacher and participate activities, get immediate feedback	Listen to teacher passively
After Class	Check their understandings and extend their learning	Do homework out of class without feedback

A flipped classroom frees up teachers' class time and provides students with alternative means of learning instead of only educating them in a sit-and-listen style. Teachers may use this model to provide instruction and guidance by recording and narrating screencasts of their work on computers, creating teaching videos of themselves, or curating video lessons from reputable websites (Hamdan et al., 2013). That is to say, teachers can record videos, incorporate interactive components and exchange clips from other teachers that were previously recorded. Before coming to the classroom, students can watch these videos so that they can be involved in classroom activities (Basal, 2015).

Lecturing moves out of the classroom in the flipped teaching model and instruction is allocated to the students as video-recorded lectures, pre-recorded videos of other teachers, and lessons from other instructional tools or even PowerPoint slides. In face-to-face class time, teachers do not have to give the entire lecture, they have more time for hands-on activities such as peer discussions, community discussions, debates, and more collective activities (Bergmann & Sams, 2012). Teachers can switch from a teacher-centered approach to a student-centered one and become the leader for not only teaching, but also learning in that setting. In addition, a flipped teaching model also enables students to participate in more group practices and stimulates discovery-based learning engagement (Bergmann & Sams, 2014).

To fully understand Flipped Learning, it is necessary to mention Blended Learning. Blended learning is the combination of teacher instruction and online technology that enables

student-centered learning. Blended Learning has been considered as a powerful learning technique to incorporate strengths between face-to-face and online teaching to achieve significant learning objectives and provide an educational experience that motivates learners to provide a better learning process. It is important to remember that the function of the teacher and the function of the student are subject to substantial changes due to some of the fundamental differences between traditional and blended classroom modalities (Linder,2017).

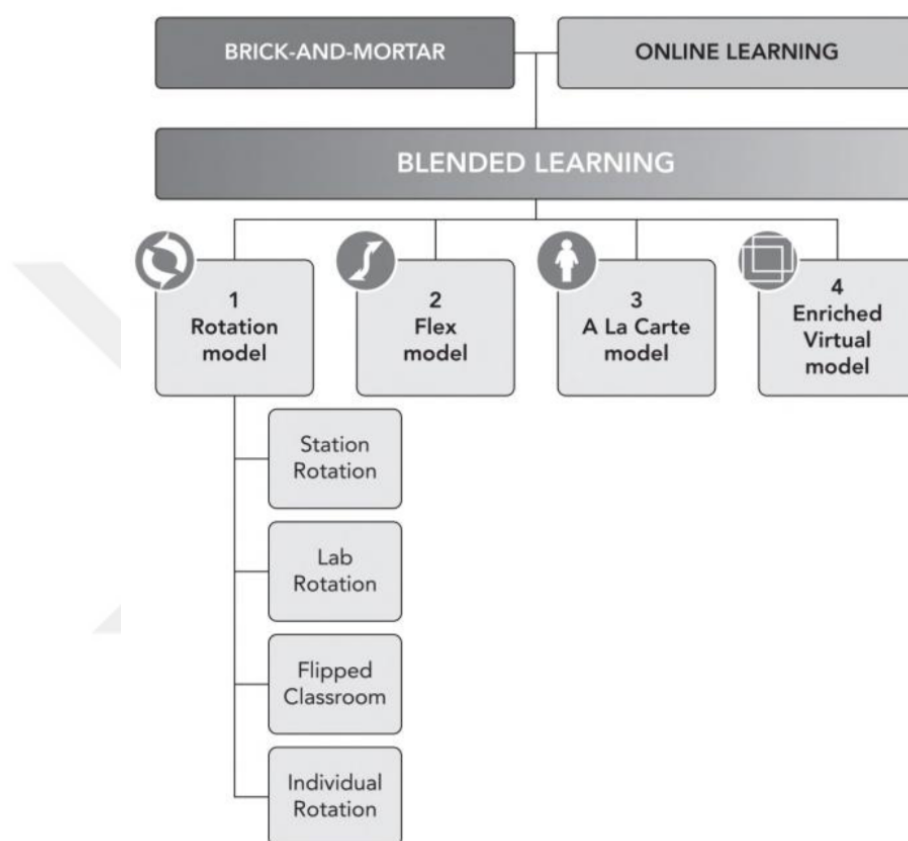


Figure 1. Staker and Horn's (2012) Classification for Blended Learning

As seen in Figure 1, the flipped training model is a sub-model of blended learning. As in blended learning, in the flipped model where face-to-face education and online environment coexist, there is a sequence of online environment and face-to-face education. A flipped classroom can be split into two learning environments: outside and inside of a classroom. For this model to be effective, both sides must be perfectly integrated. The first thing to do for teachers is to prepare what will happen in each setting in detail. The second thing is to choose a selection of suitable activities that meet the requirements of all learners. For students with various learning styles, such a strategy may result in a variety of learning opportunities. The third thing is to decide how tasks and events that happen in both environments can be combined. As a flipped classroom is aimed to be a blended approach, this phase is particularly necessary. Blended Learning Approach is a combination of pedagogical approaches to

achieve optimal learning outcomes or as a technology-mediated combination of face-to-face learning and teaching (Wichadee, 2017). Blended Learning as an approach that can be used to develop the knowledge and communication skills necessary for success by combining the strongest aspects of classroom and online learning (Linguist, 2006). Therefore, no component can be independently designed or executed. The fourth thing is to use a learning management system (LMS), presenting all activities in a well-organized way. An LMS is an integral part of a flipped classroom since, like a bridge, it ties the outside and inside sections (Basal, 2015).

The flipped classroom model is essentially a pedagogical model based on a structured learning approach. The teacher shares the targeted subject with the students outside the classroom, online or in a technological environment before the lesson. In this way, the subject is reinforced with interaction-oriented activities that make students more active, develop collaborative learning and problem-solving skills in the classroom. As a result, it is a teaching model that enables an environment in which the time spent in the classroom can be planned more efficiently, discussion topics and environments can be created, student-centered teaching and projects can be carried out, and an active participation is supported (Saritaş & Yıldız, 2015).

In 1995, Cedarville University's Professor Baker tested a similar method for his classes. He found that during the lessons, learners only took some notes, but they did not revise them at all afterward. Baker said that because of these issues, face-to-face time in the classroom is nothing but the process of transferring information and taking notes. He tried to switch this situation and worked to make time more beneficial for the face-to-face class. For this purpose, before the lesson, he shared the lesson notes with the learners, and he asked the learners to read and think about the material before they came to class. Thus, the face-to-face in-class time is used for learning tasks. In his speech during a conference in 2000, Baker described this model as a flipped classroom (Talbert, 2017).

When looking at the literature, it is clear that flipped classrooms can be classified into subtypes based on the distribution of study materials, the use of classroom time, or the type of students. Table 2 presents the most listed ones below.

Table 2. Types of Flipped Classrooms

Types of Flipped Classrooms	Features of Flipped Classroom Types
Standard Flipped Classroom	It's the classic flipped classroom. The students are instructed to review the lesson videos as well as any other necessary studies for the next lesson. Usually, all aspects of a topic are converted into video lectures. Class time is set aside for students to practice lessons learned at home and to improve their

		understanding in a variety of ways, such as one-on-one interaction with the instructor.
Micro Flipped Classroom		Brief video lessons are provided as study content along with short assignments in this kind of classroom. During classroom time, the remainder of the lecture and activities are performed.
Discussion-Oriented Flipped Classroom		Homework is assigned in the form of video lessons and additional video resources. Discussions take place in the classroom, where subjects are further examined. Students may contribute value to discussion after learning the basics.
Faux-Flipped Classroom		This is a particular model which targets young learners. The goal is to substitute the homework with recordings of instructional lectures and other tools. Once students come back to the school, the teacher offers one-to-one support and encouragement.
Group-Based Flipped Classroom		The group-based model focuses on learning in communities. After the students have learned the material presented, they work collectively on homework during the in-class period. By explaining concepts to one another, the students understand, which increases retention.
Virtual Flipped Classroom		In this model, classroom time for teaching is removed entirely. Teachers, including university lecturers, share all of the resources and assign time during working hours for individual sessions. Via learning management systems, assignments are obtained online.
Role-Reversal 2.0 (Flipping the Teacher)		Flipping the teacher is the role-reversal concept. Here, learners are also required to make videos that demonstrate their knowledge. Students can record the group activities or can record themselves. Via these videos, the teacher will evaluate their progress in the topic. A benefit of this model is that these videos provide a resource archive that can be used in next classes.
Demonstration-Based Flipped Classroom		To produce content, subjects such as Mathematics, Chemistry, Physics, etc. require careful guidance. In a subject like geometry, for instance, exactness is the key. Screen recording resources are used for making instructional videos given as assignments in demonstration-based classrooms. Instead of doing this in the classroom, learners in the video will go back and forth to completely get concepts and return to the classroom for the elimination of doubt.

Besides, there are different types of flipped model, too. Several models for the flipped classroom were presented in the literature; that is, no single accepted model has been created. It can also be mentioned that the flipped classroom has as many methods as there are researchers implementing it (Basal, 2015). Table 3 presents the most listed ones and their emphasis.

Table 3. Focuses of Some Flipped Models

Name of the model	Inventor	Focus of the model
Flipped Mastery Model	Bergman and Sams (2012)	Conveying information to students
Flipped learning model	Khan Academy (2014)	Conveying information to students
Flipped classroom model	Gemstein (2011)	Learning cycle
Flipped classroom	Staker and Horn (2012)	Physical and virtual dimensions

2.2. Background of flipped teaching model

The theoretical origins of the flipped teaching model go back to the 1990s, when Harvard Professor Eric Mazur created a peer-instruction framework in which electronic resources were given to learners as pre-class training and then used their in-class time to promote deeper cognitive thinking through peer instruction with teacher guidance. While the model of Mazur was intended for the purpose of peer teaching, it can be said that this framework is one of the first examples of the flipped teaching model (Talbert, 2017).

The concept of "Flipped Class" was first introduced to the world literature with the presentation of "The classroom flip, using web course management tools to become the guide by the side" in Florida in 2000 by J. Welsey Baker at an international conference on learning and teaching. Likewise, in 2000, Maureen Lage and her friends talked about the differences in learning styles among students and the negative effects of different practices in the teaching process in "The Journal of Economic Education". In addition, according to a study by Lage and her friends, the students' high motivation regarding the advancing technology and ease of use of transportation enabled them to use these resources in the teaching and learning process. Making a presentation at a conference, Baker stated in his work titled "Origins of the classroom flip" that an academic working as a lecturer at Miami University wanted to apply the flip classroom model after his presentation. In the follow-up of this event, Lage and her friends

used a similar concept and published a study under the name of "The Inverted Classroom" (Saritaş & Yıldız, 2015).

The "flipped classroom" was popularized and pioneered by two American teachers, John Bergmann and Aaron Sams (Kırmızı & Kömeç, 2019). Jon (Jonathan) Bergmann is a chemistry teacher and one of the developers of the "flipped classroom" model of teaching along with friend chemistry teacher Aaron Sams. At Woodland Park High School, Sams and Bergmann came up with the idea to help students who were falling behind and later to entirely change the structure of their classes. Sams and Bergmann describe a flipped classroom in their book "Flip Your Classroom: Reach Every Student in Every Class Every Day" as a setting where what is traditionally done in class is now done at home, and what is traditionally done as homework is now completed in class (Bergmann & Sams, 2012, p.13).

Salman Amin Khan (Born October 11, 1976), also known as Sal Khan, is a Bangladeshi American educator and the founder of Khan Academy, a free online education platform through which he has produced over 6,500 video lessons covering a wide range of academic subjects, with an initial focus on mathematics and sciences. He basically started the use flipped classroom model. The first step he took to the flipped classroom was when Khan uploaded the video he took while lecturing to his cousin online on his YouTube channel. His cousin expressed his satisfaction with the situation by expressing that he could listen to the video by repeating, and that he had the opportunity to listen to the parts he did not understand whenever he wanted. The feedback given to Salman Khan by his cousin allowed him to come up with a new idea for him. In 2006, Salman Khan founded a company called Khan Academy. This institution has started trainings with the aim of providing education in an open-source manner to the whole world. With the students reaching the subjects before the lesson and coming to the class prepared, the opportunity to develop high-level skills related to the subject to be covered in the classroom has come to light (Saritaş & Yıldız, 2015).

This model has drawn the attention of other teachers and students within a short period of time (Bergmann, 2011). They were persuaded that, through the resources given, students could learn the fundamental information outside the classroom, but needed the teachers' guidance in the classroom for high-level activities such as problem-solving. Accordingly, in the academic year 2007-08, they began implementing flipped teaching models in all their courses. The flipped teaching model has attracted great interest from all over the world since the videos were posted online (Bergmann & Sams, 2012).

There is abundant research in different scientific fields aimed at uncovering the effects of the flipped classroom model at primary school, high school and university levels worldwide. Among these, "Eastfield Academy" in England can be given as an example for the primary school education level. This institution started to use the learning management system, which

they called "Itslearning", in practice and increased the success in addition to student motivation by changing teaching methods.

"Itslearning" is a digital learning management system developed by the Norwegian company itslearning AS. It is designed for both K12 (education for children from kindergarten through twelfth grade) and higher education. The LMS allows teachers to deliver materials to students, including assessments, Office 365 documents, etc. In addition to this, another institution implementing the "Flipped Classroom" model in the USA is Lake Elmo Primary School. The flipped classroom model application was first used for the fourth-grade students for mathematics lessons in Lake Elmo Primary School. "Moodle" has been used within the learning management systems during online studies. The acronym *Moodle* officially stands for *modular object-oriented dynamic learning environment*. Moodle is a free and open-source learning management system. Apart from the classroom lecture process, the students were expected to prepare for 10-15 minutes of lectures and to answer the comprehension level questions from the first steps of the Bloom's taxonomy. In the classroom, they were asked to do the exercises related to the subject and participate in the prepared activities (Göksu, 2018). Bloom's taxonomy is a combination of three hierarchical models for categorizing educational learning objectives according to their complexity and specificity. The three lists include the sensory, affective and cognitive learning objectives. Most traditional education has focused on the cognitive domain list, which is widely used to establish curriculum learning objectives, evaluations, and activities. (Bloom et al., 1956).

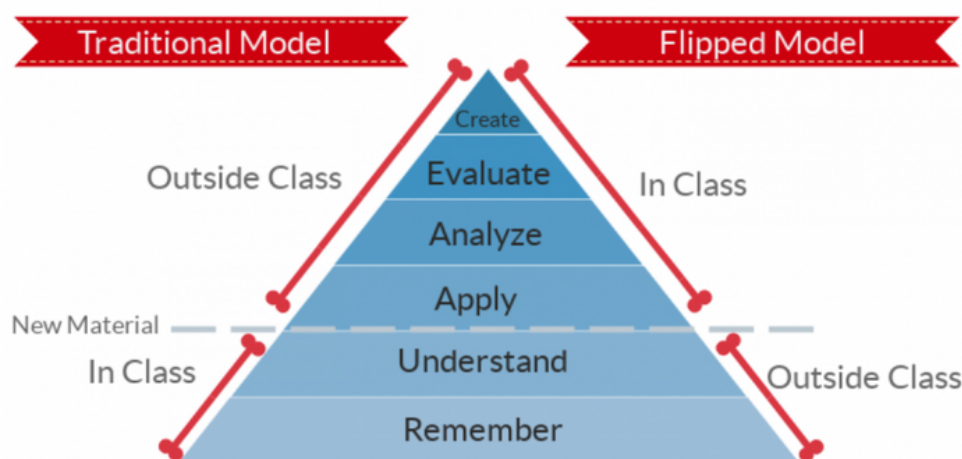


Figure 2. Bloom's Taxonomy in a Flipped Classroom

As seen in Figure 2, a reverse Bloom Taxonomy is valid in the Flipped Classroom Model, as in the blended learning model. The aim in flipped learning is to gain high-level behaviors (Ünsal, 2018).

After the flipped classroom model was implemented in universities and high schools around the world, the success rates of schools also increased (Beesley & Apthorp, 2010). While the students' absenteeism decreasing with this model that has been applied in many lessons, it is

thought that the model also plays an effective role in the increase of students' interest in the course (Gilboy, Heinerichs, & Pazzaglia, 2015).

The fact that applications for the Flipped Classroom Model have been used in the world is mentioned above, and in Turkey this model has been started to be used in educational environments as well. Alessandra Nicolosi, one of the first practitioners of flipped classroom model in Turkey, stated in a conference in 2012 in Samsun that she used the flipped classroom model in her classroom in a language lesson. In addition, Nicolosi considered several negative aspects as well as positive results regarding this approach in her conference speech. Nicolosi argued that the negativity was that the learners came to the classroom without fully grasping the videos they had to watch or without watching them at all. She stated that when such situations are encountered, using methods to increase motivation for students who come from watching videos can be a solution. She emphasized that although they cannot actively participate in classroom activities and discussions, these students can also be included in the lesson by observing and taking notes. Another point that Nicolosi emphasized negatively is that students are likely to experience problems with internet access. She stated that in order to prevent this situation, the lecture video recordings uploaded to the online environment can be compensated by transferring them to DVDs and thus, information can be accessed to all students (Göksu, 2018).

Flipped Classroom Model is also applied at MEF university. This practice has taken its place in the world press widely. MEF University Learning and Teaching Application and Research Center Director Dr. Caroline Fell Kurban, who appeared on the cover of Flipped Learning's Global Terminology and interviewed in the Flipped Learning 3.0 Magazine, said, "Flipped Learning has been gaining attention very quickly and continues to progress. Flipped Learning has now become a globally recognized pedagogical approach. This rapid growth has also led to countless learning and practice conceptions moving in different directions around the world. This has resulted in the use of the term Flipped Learning from time to time in non-Flipped Learning applications. The Global Terminology Project stepped in here. In this project, we strive to clarify the terms that cause the most confusion and build a global understanding. To create global standards, we reached out to people around the world whose specialty is Flipped Learning. We have taken key terms from them. These terms are defined in consultation with the Global Standards Project Co-Chairs, consisting of representatives from MEF University, Harvard, Stanford, La Rioja, and the National Taiwan University and the Flipped Learning Initiative. Global terminology terms will be shared through the Academy of Active Learning Arts and Sciences (AALAS). As MEF University, we are proud to lead the "Global Terminology Project" that will provide a clear understanding of Flipped Learning worldwide. Our interview published in Flipped Learning 3.0 Magazine and all these global developments

show that MEF is now an international pioneer in the field of Flipped Learning in the world." (<http://www.mef.edu.tr/tr/news.read/id/93>).

In addition, some situations applied without knowing what the name is actually form the basis of the flipped class model. This is also the case in Turkey; in the current education system, teachers' assignment by saying "Before coming to school tomorrow and write a summary" can be accepted as the basis of the flipped class model (Brown, 2012).

2.3. Applying the flipped teaching model to language classes

Using technology as a tool in language teaching provides many benefits. The use of technology not only enables students to be active in the learning process, learn the diversity, vitality, quality in the teaching process, learn according to their own pace, students repeat over and over again, but also providing flexibility in planning for the course process and the opportunity to provide feedback at any time. In addition to these, it provides opportunities for computer literacy, along with time saving, teaching concepts and skills, increases the attention development of pre-school and after-school individuals, events watched on television screens attract the individual's attention and do not feel unwanted situations such as distraction, it helps the individual to have in-depth understanding of the subject. In this way, the individual is prevented from forgetting information easily, permanence in the mind is provided, and it gives the individual the ability to do many tasks at the same time. For example, hand, eye and mind can work at the same time (Karahan, 2001).

The use of the "Flipped Classroom Model" in foreign language teaching started later than other methods. In fact, this model is structurally very suitable for language teaching. The communicative language teaching model, which reveals that language does not consist of only structures, it is necessary to teach by combining grammar and functions emphasizes the importance of task and meaningfulness principles. The duty principle requires that the tasks are meaningful, use the target language in performing the tasks and create a sense of value in the student (Göksu, 2018). In traditional foreign language classes, the teacher is seen as a knowledge transmitter and the activities in the classroom always remain one-way. Even if the foreign language teachers do not want to, they teach the grammar subjects intensively. Grammar topics have become an integral part of lesson plans.

Teachers generally complain that they cannot find the opportunity to do different activities from telling these subjects. Thus, instead of grasping the logic of the language and using it effectively, students tend to memorize grammar subjects. However, in foreign language teaching, instead of learning grammar rules directly, the student's involvement in communication makes learning more meaningful and permanent, and the student has more command of the target language. Therefore, in parallel with the communicative approach, teaching grammar topics outside the classroom through videos and performing more

communicative and language-oriented activities in the classroom will make a great contribution to the language learning process (Temizyürek & Ünlü, 2015).

The flipped teaching model can enhance the learning and motivation of students in EFL environments, according to previous studies (Bauer-Ramazani et al., 2016). The flipped model, according to the authors, offers a favorable atmosphere for language teachers to observe the assessments and introduce a project-based environment. They can also observe the outcomes of the projects and can provide instant feedback.

2.4. The role of the teacher in flipped teaching model

In conventional classrooms, the teacher is the data-provider by direct instruction, and this model is teacher-centered; however, the flipped classroom is more student-centered, offering a more appropriate environment for better learning opportunities (Hamdan et al., 2013). The role of the teacher in the flipped classroom model has shifted to a guide, facilitator, and organizer. A more student-centered classroom atmosphere can be developed in both of these positions, allowing students to take a more effective role in their own learning (Basal, 2015).

In this model, the role of the teacher is to lead the students. The most critical factor for securing desired results could therefore be considered to be the teacher in the flip model (Basal, 2015). It is stated in some studies as "... the key to the successful application of technology in language teaching lies not in hardware or software, but in "humanware"-our human capacity as teachers to design, plan and execute effective teaching activities" (Warschauer & Meskill, 2000 p.316) and "technology can only become effective and useful in language teaching and learning environments in the hands of qualified teachers" (Başal & Aytan, 2014). It can also be clearly mentioned that no matter what models or technologies are used in education, only the human factor, namely the teachers, can achieve the desired outcomes (Basal, 2015).

Contrary to popular belief, teachers' work in the flipped learning method does not decrease or lighten. On the contrary, it becomes even more detailed. Teachers are required to build a learning environment in which learners engage with the content and with each other to create meaning (Richards, 2006).

The explanation behind the increasing role of teachers in the flipped teaching model is connected to the shift in the dynamics of classrooms. The class's emphasis is not the distribution of the information, and the responsibility of the instructors is no longer to transmit the knowledge. Teachers become the student's learning facilitator and can use more hands-on exercises to interact with students. The shift in classroom dynamics enables teachers to have more time for individualized lectures. According to the literature below, Özdamlı and Aşıksoy stated the role of the teachers (2016, p. 101);

- Creating a questioning-based learning environment

- Rather than directly transmitting information, act as a guide to make learning easy
- Interacting with students to a one-on-one basis
- Correcting misunderstandings
- Individualizing each student's education
- Using technical equipment that is appropriate for the learning environment
- Creating an environment conducive to debate
- Increasing student engagement
- Sharing lecture videos as out of class activity
- Using pedagogical techniques to provide feedbacks

For teachers in the flipped classroom format, there are additional role requirements. If there is a summary and the summary was provided by the same teacher who produced the video lecture, a flipped classroom is more effective. In addition, providing learners with summary content leads to considerably higher test scores than not giving a summary to students (Fanguy, Costley & Baldwin 2017).

2.5. Advantages and challenges of flipped learning

2.5.1. Advantages of flipped learning

Not only does the flipped teaching model bring revolutionary changes to the education system, but it also offers plentiful advantages for both students and teachers. Some of them can be listed as follows:

- Increasing student participation: For example, at the beginning of each learning process, students ask questions in teams by using an electronic answering system such as voiceover and call inquiry application system (Hall, & DuFrene, 2016).
- Strengthening teamwork skills: With the Flipped Classroom, asynchronous technology-driven team interaction has become natural. In addition, the interdependence of groups supports class continuity and participation (Hall, & DuFrene, 2016).
- Providing more individualized student guidance: Until face-to-face classroom contact, the teacher recognizes common problem areas that need to be discussed and assisted with quizzes that include outside classroom activities (Hall, & DuFrene, 2016).
- Focus on classroom discussion: Students report in the course of the lesson, being aware of the broader subject areas for discussion. Thus, they will contribute more meaningfully and even decide if they want to participate in class discussions (Hall, & DuFrene, 2016).

Besides of these, according to Garza (2014) and Du, Fu and Wang, (2014) the most frequently mentioned ones are mentioned in the following Table 4 below.

Table 4. Advantages of Flipped Learning

For teachers	For students
Study and observe closely students during the F2F classroom settings.	Acquire the knowledge in their velocity and tempo.
In-class time can be used more aptly	In-class time can be used more aptly
Instant feedback can diminish the homework checking burden.	No prior homework
Helps students to enhance solve problems easily	Peer-interaction helps them to engage with the knowledge
Address multiple learning styles	Follow the classes even they cannot catch the in-class time
	Have the opportunity to review the lessons

2.5.2. Challenges of flipped learning

Since flipped learning is a new model, it has some difficulties as well as benefits. Some of the difficulties can be related to materials, teachers or students. When many studies are reviewed, the difficulties related to the materials can be grouped under three headings: the quality of the material, reaching the material and proper content of the material (Sezer, Elçin, & Topbaş, 2018; Jensen et al., 2018).

According to the results of the research, the technological characteristics of the videos are very effective in the understanding of the learners and also in their learning (Moraros et al., 2015). However, students stated in the previous mentioned study that low video quality or too long durations slows down their development. The attention span of students should be taken into account during the production or distribution of the videos so that they do not lose motivation. Interactivity, the cornerstone of Flipped Teaching, is thought to increase learners' attention spans and improve the quality of their learning. Interactivity, on the other hand, may be viewed as an interruption that causes students to become distracted. Interactivity is thought to increase learners' attention span and improve the quality of their learning. In terms of pedagogy, the results reveal that adding an interactive layer to video lectures enables students to significantly extend their attention span (Geri et al., 2017). The results of a study showed that to be effective, the highest length of a video should be 20 minutes (Battaglia & Kaya, 2015). Secondly, accessing the material may lead to some problems, especially for students who live in dormitories. They do not have internet access or even computers sometimes. The last issue is to find the correct content according to the lesson. To find a solution to this, there are two strategies: The first is that teachers can record the videos or produce the lectures themselves. They can use the targeted purpose of the lecture in this way and organize the level according to the learners. Secondly, there are many sources that they can use and,

according to the levels, almost all of them are grouped. Teachers may also benefit from these resources or websites such as Kahn Academy or use software programs such as PaperShow, Camtasia, and ShowMe or iPad applications such as Educreations to ExplainEverything to build their own. (Herreid & Schiller, 2013).

There are some negative sides of the flipped teaching model expressed by the teachers, according to studies performed on educators. The findings of the research conducted on teachers who used the flipped teaching model stated the following disadvantages (Yıldırım & Kiray, 2016).

- The difficulty in monitoring students whether they watch the video or played the lecture before class.
- Having trouble developing a supportive atmosphere for active involvement.
- The need for technical expertise and internet connectivity

When implementing the flipped teaching model, some problems can be caused by the students. The most listed ones are:

- As students learn from the videos, students can avoid asking questions.
- Students may have issues with adaptation,
- As student meet the new topic out of class, they will oppose this model.
- Student motivation

To sum up, video lessons should be planned in a way that will not bore the students. It does not create an environment and success result different from the face-to-face education, which is treated with the traditional method, with a video design that will distract the student's interest in terms of duration and quality and have difficulty in attracting it. While teachers are interested in the content of the video, they should also work on how to reach students more efficiently. Regarding this, the technological knowledge of the instructor should be extremely sufficient. As encountered in all kinds of learning environments, instructors may face the possibility of having problems with unwilling and motivated students. Finally, a well-planned design is required regarding the lack of support that the teacher may encounter. The teacher must be in cooperation with the parents of the students to whom the application will be applied and the administrators of the institution to be applied. Regular parent meetings should be planned and conducted for problems that may arise in the home environment (Göksu, 2018).

In addition to these challenges, with the advancement of technology and its wider use in education, the deficiencies of teachers have arisen, these include the use of technology that will provide intensive learning with knowledge and skills, and teachers feel incapable of using the new technologies in a beneficial way (Kmarski & Michalsky, 2010). The absence of a

theoretical structure was deeply felt. In accordance with these needs, Technological Pedagogical and Content Knowledge (TPACK) has entered the literature. The framework of TPACK has been provided as a guide to help teachers understand how best to organize the integration of technology into the classroom. In other words, TPACK is the knowledge that teachers need in a pedagogical setting to use new technology. It is therefore seen as a new path in the understanding of the various interactions between the pedagogy, content and technology of learners to establish an effective pedagogical method (Linder, 2017).

Most recently, many educational technologists recognize that the pedagogical applications of technology are highly affected by the fields of content in which they are based. For example, the expertise of teachers needed to successfully incorporate technology in a math classroom can be very different from that necessary for a classroom in social studies. The TPACK system is focused on three primary areas of expertise: content knowledge (CK), pedagogical knowledge (PK) and technology knowledge (TK). First for pedagogical purposes, PK discusses the teacher's knowledge of any subject. Second, CK can be defined as an educator's understanding of teaching practices, methods, as well as techniques to improve the learning process. Third, TK concerns the awareness of teachers about the incorporation of technical facilities into the design of learning (Mulyadi, et al., 2020).

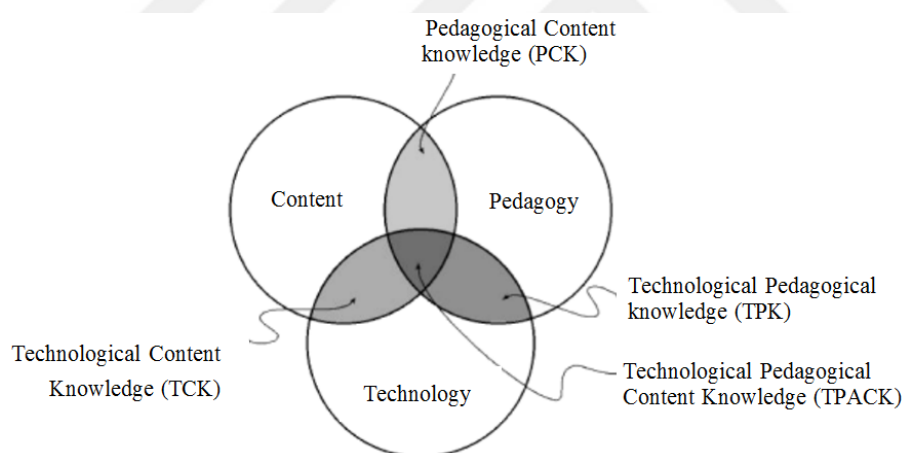


Figure 3. Visual representation of the TPACK framework

As seen in the Figure 3, Technological Pedagogical and Content Knowledge (TPACK) is at the core of the model and it is the basis for effective technology teaching, reflecting the use of technology to support pedagogical techniques related to content (Qasem & Viswanathappa, 2016).

2.6. Flipped teaching model application examples

The flipped classroom model has gained more and more interest from the language education research community as its student-centered design aligns with the structure for successful language learning and teaching (Hung 2018). The use of this model is spreading

rapidly around the world. Below are some examples of schools using the Flipped classroom model.

While Byron High School, located in the state of Minnesota, USA, had very low results in state exams, as of 2009, it switched to the flipped classroom model and gradually increased its success every year. From 2009 to 2011, the average success of the school has increased by 13 points. In the same period, the state average increased by only 7 points (Fulton, 2012). Moreover, under the leadership of the Clintondale High School principal in Ditroit, as of 2010, the flipped classroom practice was introduced. This application revealed another advantage of this new model: With this new model applied in ninth grade students, both the success of the students increased and there was a huge decrease in the number of discipline problems in the school from 736 to 187 by 74 percent. (Şenel & Kahramanoğlu, 2018).

Another advantage of the flipped classroom practice is that the students of the Federal Lausanne Polytechnic School can both improve their scores and get higher grades in the following exams with the opportunity to solve the tests (quizzes) they take online. Martin Odersky states that many students solve the same tests until their score reaches 100, and thus permanent learning occurs. It is certain that it will be a great advantage for students to be able to watch not only test solutions but also videos whenever they want, and even create their own course videos after gaining this habit and reinforce what they have learned through videos from other sources (Şenel & Kahramanoğlu, 2018).

Arizona Horizon High School physics teacher Sandy Harness states that she can help her students from home thanks to the flipped classroom model, and that her work has improved both quantitatively and qualitatively. He tells the students that it also reduces the time he devotes to lecturing in the classroom (Şenel & Kahramanoğlu, 2018). Phoenix Explorer Middle School teacher Carola Mantana states that she tries to reach her students who cannot attend school with the flipped learning model with online videos, lectures, homework and tests, and this process continues very well, and her students' scores have increased by five points (Şenel & Kahramanoğlu, 2018).

In Turkey, this model is widely used in universities. For example, Yıldız Technical University faculty member Başal applied this model in the "Advanced Reading and Writing Skills I" course in 2012 and stated that the students' feedback about the application was positive (Temizyürek & Ünlü, 2015). During the fall semester of 201-2018, Gözde ÖZARAS ÖZ applied the flipped class model to the students who took the "Leadership in Nursing" course in the Nursing Department of Çankırı Karatekin University Faculty of Health Sciences. Based on the research results, the author stated that Flipped Classroom can be seen as a beneficial method that can be used for teaching concepts and can be incorporated into other nursing undergraduate courses and can boost the responsibility of learners for self-learning experience (Öz, 2019). Gökçe KURT gave the Classroom Management course to 32 students studying at

the department of English language teaching at a state university for 14 weeks using the flipped class model method. Looking at the results reached at the end of the 14 weeks, the researcher observed that the students reached significantly higher achievement (Kurt, 2017)



CHAPTER III

3. METHOD

This chapter describes the methodology of the research under four main headings: design of the study, participants, instrumentation and data collection, data analysis.

3.1. Design of the study

Qualitative research is defined as research that employs qualitative data gathering techniques such as observation, interviewing, and document analysis, as well as a qualitative process, to disclose perceptions and happenings in the natural environment in a realistic and comprehensive manner. (Yıldırım & Şimşek, 2008). Qualitative research is a method that adopts an interpretative approach to the research problem based on an interdisciplinary holistic perspective. The facts and events that have been researched are considered in their own context and interpreted in terms of the meanings people attribute to them (Altunışık et al., 2010). In qualitative research, mostly three types of data are collected:

1. Environmental data; it refers to the psychological, social, cultural, demographic, and physical features of the research setting.
2. Data related to the process; what occurred during the research time and how it impacted the research group.
3. Data on perceptions; it is about what the individuals included in the study group think about the process (Yıldırım & Şimşek, 2008).

Interview, observation, and analysis of written materials are the most typical approaches used by researchers to obtain these three forms of data. Interviews are the most common qualitative method. A powerful approach for revealing people's viewpoints, subjective experiences, feelings, values, and perceptions is the interview. Combining data from observations and written documents to the interview procedure improves the study's validity and reliability. (Yıldırım & Şimşek, 2008).

In this study, a qualitative phenomenological research design was adopted by the researcher to examine the attitudes, readiness, and possible challenges of English teachers

in the primary school concerning the flipped teaching model. Phenomenological research, according to Creswell and Poth (2018), explain the general sense of a word or phenomenon for many individuals based on their experiences. Phenomenological analysis shows common ground among people who have had similar encounters with a phenomenon. In the process, the researcher attempted to obtain a comprehensive and detailed understanding of the subject. Individuals were encouraged to express their opinions and detailed data was obtained through face-to-face contact with teachers. Phenomenology researchers wanted to know what all participants think about when they see a phenomenon (Creswell & Poth, 2018).

Phenomenology is a qualitative research method that allows people to express their feelings, perspectives, understanding and perceptions about a particular phenomenon or concept, and is used to describe how they experience this phenomenon (Rose, Beeby & Parker, 1995).

The researcher used semi-structured interviews to obtain detailed information from the participants, with the goal of demonstrating the participants' overall comprehension of the subject in adequate detail. The study concludes with a report that includes the opinions and expressions of the participants, the researcher's findings, and a compounded summary that adds to the concept's existing awareness.

3.2. Participants

The study sample consisted of two groups of teachers (N=17) who were working in state and private primary schools in Amasya, Turkey. The researcher developed several criteria to guide in the selection of participants. The first parameter was related to the participants' age and technical competence, as these factors influence their ability to comprehend and apply the flipped teaching model. Second, participants were divided into two groups: those who worked at a state school and those who worked at a private school, in order to see if there was a connection between the type of schools and general attitudes toward the flipped teaching model. Table 5 shows the demographic information of the participants.

Table 5. Demographic Information of the Participants

Participant (Teacher)	Gender	Age	Bachelor's degree	School Type	Online Lesson Status	In-service Training about flipped/online teaching
P1	Male	30	ELL	State	Yes	Yes
P2	Female	32	ELL**	State	Yes	No
P3	Female	31	ELT	State	Yes	No

P4	Male	24	ELT	State	No	Yes
P5	Female	27	ELT	State	Yes	Yes
P6	Female	33	ELT	State	Yes	No
P7	Male	30	ELT	State	No	No
P8	Male	30	ELT	State	Yes	Yes
P9	Female	35	ELT	State	Yes	No
P10	Male	29	-ELT -MA in TLT***	State	Yes	Yes
P11	Female	30	EL****	Private	Yes	No
P12	Female	29	ELT	Private	Yes	No
P13	Female	28	ELT	Private	Yes	No
P14	Female	30	ELL	Private	Yes	Yes
P15	Female	28	ELT	Private	Yes	No
P16	Female	26	ELT	Private	Yes	No
17	Female	28	ELT	Private	Yes	No

*ELT: Department of English Language Teaching

** ELL: English Language and Literature

***Department of Turkish Language Teaching

****Department of English Linguistics

According to the table, it is seen that 59% of the participants (10 teachers) work in a public school and 41% (7 teachers) work in a private school. 70% of the participating teachers are female (12 teachers) and 30% are male (5 teachers). participants' average age is 29,45 and 6 of them took in-service training about online / flipped teaching, and 15 of them had online courses before. According to these findings, almost all of them were technologically qualified due to the high degree of online course participation.

In qualitative phenomenological study, there are differing views on the acceptable participant scale. In phenomenological research, there are studies involving only one-participant (Dukes, 1984) to 325 (Polkinghorne, 1989) participants (Creswell & Poth, 2016). Kleiman (2004) and Starks & Trinidad (2007) suggest that it can usually vary between 1 and a maximum of 10 people; Yıldırım & Şimşek (2016) stated that the number of participants should not exceed 10, while Wilson (2015) stated that the number of participants may decrease from three to one and generally varies between 6 and 20, but there is no strict rule. There is no minimum or maximum value in the number of participants. The researcher can end the interviews when the information obtained from the interviews repeats itself (Tekindal & Uğuz Arsu, 2020).

The researcher selected 17 people for the study since there is no limit on the number of people who can participate. The first 10 of participants were teachers in a state school in Amasya, Turkey. These teachers had been providing distance education for a long time due to the Covid-19 outbreak at the time of the study. They were teaching the courses in accordance with the curriculum through the Ministry of National Education provided by the government and additionally using some websites.

The second 7 people were working in a private school in Amasya, Turkey. They taught their lessons with the curriculum determined by their own schools and specially selected books for this curriculum. Thanks to the large number of courses, they were able to do many web-based activities in addition.

3.3. Instrumentation and data collection

The data for this study was gathered in March and April of 2021. Interviews, as Creswell said, offer crucial details when participants cannot be studied explicitly, and they allow participants to better explain their personal experiences and ideas (Creswell & Poth, 2016).

A variety of methods can be used in phenomenological studies, including participant observation, action research, focus groups, and analysis of personal texts. What matters is the minimum structure and maximum depth, constrained in practice by time and opportunities to strike a balance between maintaining focus on research topics and avoiding unnecessary influence from the researcher (Tekindal & Uğuz, 2020).

Semi-structured interview protocol was used in the study (See Appendix A). The researcher took notes on repetitive phrases and relevant statements during the interview. The interview was structured with open-ended questions such as why and how. In addition to those questions, yes/no questions were included to increase the reliability of the interviewee's responses.

Interview questions were adapted from the thesis written by Tuğçe Yılmaz in 2020 with the name "A Qualitative Study on Instructors' Attitudes, Readiness, and Challenges Toward Flipped Teaching in Preparatory Schools". Interviews lasted approximately 15- 20 minutes. Due to the covid-19 pandemic, the interviews were made over the Zoom application, not face-to-face and responses were recorded via this application.

The questions consist of two parts. In the first part, demographic questions were asked in order for the researcher and the participant to get to know each other and to create a warmer conversation environment. The questions in the second part seek answers to teachers'

perspectives on Flipped Teaching, their readiness to use this model, and possible challenges that may arise if they use it.

Table 6. Interview Questions

Demographic Information	1-What is your gender?
	2-How old are you?
	3-What is your bachelor's degree?
	4- Do you work at a state or a private school?
Online Learning Experience	5-Have you ever taken an online lesson to learn something new?
In-service training about flipped/online teaching	6-Have you ever got an in-service training about flipped/inverted or online teaching?
Using technology in class	7-Can you describe your teaching way in a week? Do you use technology in class and do you like using technology for educational purposes? 8-In what way technology impacts your performance? Does using technology foster your students' learning?
Attitudes toward Flipped Teaching Model	9-What is your opinion about it? If you apply this model to your students, can it be a good model? 10-Does flipped teaching (applications/tools, etc.) appeal to you? Why, can you explain?
Views about practicing Flipped Teaching Model	11- Do you think you are ready to use flipped teaching model? Why? 12-Do you consider using flipped teaching model in your class in the future? 13-What do you think about using flipped teaching in preparatory school? Can it be useful or not?
Experience and views about Video Lecturing	14-Have you ever used video lecturing using videos for supporting your lesson? What are the results? Successful or not? 15-What do you think about using video lectures to support your classes like out-of-class activities with video like in the flipped teaching? Does that impact your teaching?

Possible About Flipped Model	Challenges	16-What are the possible challenges about using flipped teaching? Like, -access to resources - students' readiness - students' behaviors - instructors' readiness - instructors' beliefs - institute's support
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The researcher received all the necessary permissions from the Social Sciences Ethics Committee of Amasya University before applying the study. After receiving permissions, the researcher contacted potential study participants and invited them to be volunteers, as well as obtaining their e-signature on the consent form (Appendix C). All the study's volunteers were assured that their privacy would be preserved in the process. Before the interview sessions, participants were given an explanation of the study's goal and consent forms were collected from each of them. To retain the basis of the participants' real names, nicknames were used. The responses of the participants were recorded with their knowledge.

3.4. Data analysis

The purpose of analyzing the interview data is to combine the obtained interview data with the research subject. Data analysis in qualitative research involves the preparation of data for analysis, coding of the data, bringing the codes together and reducing them to themes and finally presenting the data as figures, tables, or a discussion (Büyüköztürk et al., 2010). These stages are a general process used by all researchers and constitute a general template for qualitative researchers (Creswell, 2016). However, there are certain structured analysis methods developed by Moustakas (1994), especially in phenomenology.

Moustakas (1994), in his book *Phenomenological Studies*, mentions 8 basic stages in data analysis, including these general stages. Of these stages, the first five stages involve phenomenological reduction, while the other stages include stages of creative variation that will lead to the final (self) expression. These stages are shown in Figure 4.

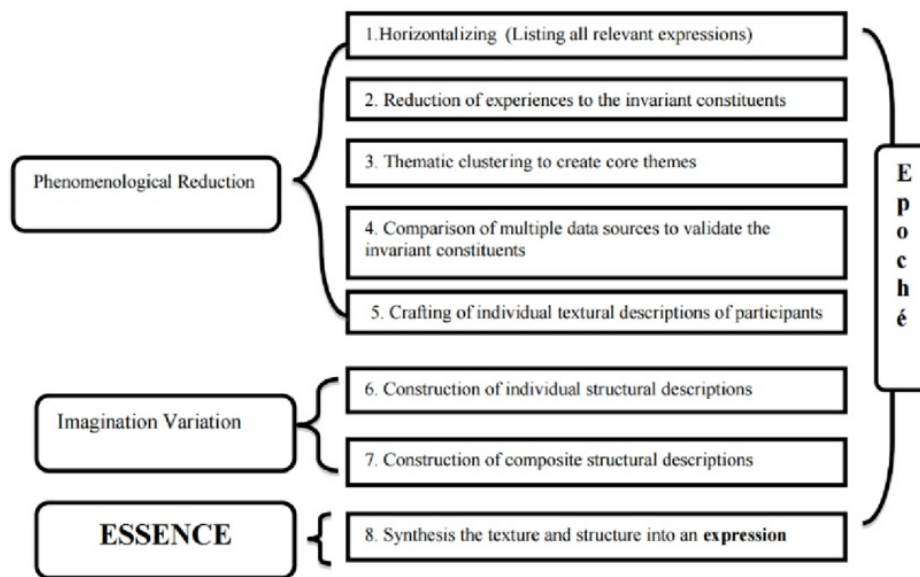


Figure 4. The steps of data analysis by Moustakas

Phenomenological analysis begins by bracketing the subjectivity of the researcher, which refers to clarifying bias throughout the study. This process is defined as Epoché (Bracketing) and begins with the writing of a complete description of the phenomenon by researchers (Yüksel & Yıldırım, 2015). Bracketing is when the researcher puts aside his/her own personal experiences, past associations, understandings, and prejudices about the phenomenon. In other words, it is not allowing the researcher's own assumptions, meanings and interpretations or theoretical concepts to enter the unique world of the informant / participant. At this stage, the researcher begins to describe his/her personal experiences of the phenomenon. The aim is to bracket the researcher's personal views and prejudices so that they can focus directly on the participant (Groenewald, 2004).

Then there are horizontalization phases. In this phase, the researcher jots down any relevant statement about the subject and attempts to assign equal significance to each one. Lastly, the researcher omits the repetitive statements and clusters the participants' statements into more coherent units in this process. Following all of these steps, the researcher compiles a summary of the data along with the perspectives of the participants (Creswell & Poth, 2016).

The researcher began the transcription process after collecting the data. A total of 17 interviews with 17 people were conducted. The total record that transcribed was 272,8 minutes. The text was read several times after each transcription to become acquainted with the participants' phrases. The texts were coded via MAXQDA which is a qualitative data analysis software. MAXQDA was used during the process of organizing, grouping, and analyzing and coding.

3.5. Validity considerations

Validity in qualitative research refers to a reliable interpretation of the data. To ensure the research's validity, the researcher must ensure that the data acquired is valuable and that the model's implementation is appropriate for the study's goal.

In qualitative research, validity has been defined in a variety of ways, no single concept of validity has ever held sway. In reality, it appears that all of the validity conceptualizations are applicable to various qualitative research designs (Whittemore, Chase & Mandle, 2001).

The researcher profited from two measures to establish validity in this study. The first is to engage in the epoche bracketing procedure, in which the researcher avoids making personal judgments about the facts. Second, the researcher took notes on the participants' responses and asked for their consent following the interview. Following this, the researcher transcribed the voice recordings while taking into account the criticism.

CHAPTER IV

4. FINDINGS

4.1. Introduction

In this chapter, the findings obtained by the researcher through interviews with primary school English teachers for the purposes of the research are presented.

In this section, the findings obtained from the data are presented in the light of the research questions. The results were grouped by the researcher according to the most common categories in the coding process. All these categories are presented with codes. Transcripts of the interviews were also used to show the code relationship.

4.2. Primary school teachers' attitudes toward flipped teaching model

Before the findings are presented, some demographic information should be represented for clarification. In this study, interviews were conducted with teachers working in both private and public schools. The first 10 of the participants (p1-p10) work in public schools and the remaining 7 people (p11-17) work in private schools. Of these 10 public school teachers, 5 are female and 5 are male, and their ages range from 24 to 35. All 7 teachers working in the private school are women and their ages range from 26 to 30.

All the teachers interviewed mentioned that they enjoy using technology in their classrooms.

4.2.1. Teachers' attitudes from private schools

The researcher started the interview by asking two questions about online education. The first of these was about whether teachers took online training to learn anything for themselves. With this question, it is aimed to understand their attitudes towards online-resourced education. Teachers working in private schools all said that they had previously taken online training to learn something new.

The second question asked was whether they had received any in-service training related to online education and flipped teaching. 2 out of 7 participants said that they received in-service training on both online training and flipped teaching. 4 of the participants stated that they received in-service training related to online education, but they did not receive any in-service training related to flipped teaching. Only 1 of the participants stated that they had neither online training nor in-service training on flipped teaching. From this perspective,

according to the researcher, there is insufficient in-service training for primary school teachers in the subject of the flipped model.

Under this heading, the researcher represents private school teachers' attitudes toward the flipped teaching model. For understanding their thoughts, the researcher asked these questions like: *"What is your opinion about flipped learning? If you apply this model to your students, can it be a good model? Does flipped teaching (applications/tools, etc) appeal to you? Why, can you explain? Do you think you are ready to use flipped teaching model? Why? Do you consider using flipped teaching model in your class in the future? What do you think about using flipped teaching in primary school? Can it be useful or not?"*. The researcher gave a briefing on flipped teaching to all the teachers interviewed, whether they heard it or not.

The teachers at the private schools expressed their attitudes toward the Flipped Teaching Model. All seven participants have generally positive attitudes towards the flipped teaching model, but some participants also have hesitations about applying the flipped teaching model in primary school. The participants' answers were grouped below as positive and negative.

Table 7. Attitudes of Teachers Toward Flipped Teaching Model from the Private Schools

Positive Views	Negative Views
Effective for Gen-z	Self-learning is not fully developed
Useful for catching up with the curriculum (time saving)	Lecturing should be in class
Useful for language practice	Insufficient readiness level
Suitable for necessities of the time	Parent cooperation
	False learning

4.2.1.1. Positive attitudes toward flipped teaching model from private schools

Positive attitudes from participants are reported under this subject based on the data collected.

4.2.1.1.1. Effective for gen-Z

The flipped teaching model, according to the participants, is more effective, especially for Generation –Z. Their students, according to Participant 12, were part of the Z Generation, as they were born into a technological world. She expressed his opinions as follows:

“In our school, the English books that we use are very important for both the school and the parents, because they pay a very high amount of Money to the books. However, to gain children’s’ attention, I use web-based tools and the internet very much. As they were born into the technology, they learn much quickly and in a fun way via technology.”

Also, P1 shared the similar ideas by telling:

“I definitely use technology to increase the motivation of children and to attract their attention, especially as a warm-up, because this generation grows up with technology, and the easiest way to attract their attention is to use technology.”

P13 stated her thoughts by saying:

“In this age, we have to use technology to attract the attention of new generation students. The use of technology also enables me to teach more efficiently with this generation.”

4.2.1.1.2. Time-saving

One of the participants thought that using flipped teaching model in the classroom would be timesaving because of the intensive curriculum. P13 shares her opinion as follows:

“Trying to keep up with a certain curriculum in a limited time is very challenging for me, so if I accept that the children know something beforehand and attend the class, it will definitely be time saving for me.”

P17 expressed her ideas related to this subject as follows:

“This model seems to help me a lot in using time effectively. For example, since I don't have to lecture, I can deal with my students who are behind academically in the classroom while other children are doing their classroom activities.”

4.2.1.1.3. Useful for language practice

Some participants think that flipped teaching model is useful for language practice because of the authentic material. P12 states her opinion as follows:

“We know that the more we expose the younger age group to authentic material, the more they will acquire. Therefore, it will be very useful to use this model in the younger age group”.

4.2.1.1.4. Suitable for necessities of time

Most participants feel that flipped teaching is well suited to the demands of the time. P17 states her opinion as follows:

“Children find the use of technology in the classroom interesting because they are also very intertwined with technology in their out-of-school lives. Even the online tools that I used in the online lessons during the period when we were closed at home due to covid-19 attracted the attention of the children.”

P11 shared some similar ideas by asserting that:

“I use online game sites a lot. Unfortunately, we cannot attract the attention of the new generation in any other way. Since I see the use of technology as a necessity of time, I think this model will be effective in terms of application.”

P16 express her opinions as follows:

“Considering the requirements of the time, this technique is very suitable for education. children are already reaching the information they want to reach with the right guidance, why shouldn't they do this in the field of education as well?”

P13 added the followings:

“I think flipped learning is a very appropriate approach for our time.”

4.2.1.2. Negative attitudes toward flipped teaching model from private schools

Negative attitudes from participants are reported under this subject based on the data collected.

4.2.1.2.1. Not fully developed self- learning skill

As a result of the interviews, it was seen that some teachers were afraid that the children could not acquire sufficient self-learning skills. P14 expressed her own experiences on this issue as follows:

“The level of children is very important for this model to work. it seems unlikely to be successful in younger age groups; Because they probably come to school without doing the work they need to do at home.”

P12 adds her thoughts as follows:

“I do not think that the system in this model is a process that most children can manage on their own at home. I would also hesitate whether the children did what they had to do at home or not. because in primary school children may not have yet fully acquired an individual self-discipline.”

P15 explains her opinion as follows:

“In order for this method to be used, the cognitive level of the students must be very high. that is, they must first learn how to direct their own learning to themselves. Unfortunately, our education system does not teach such a thing. For now, it doesn't seem very healthy to me to use this method, because there are very few students who can do this on their own.”

4.2.1.2.2. Lecturing should be in class

Some of the teachers working in private schools also think that the first encounter with the subject should be in the classroom. P12 says:

“If children are asked to study a new topic at home first, parents may cause problem. Therefore, a new topic should be covered in class first.”

P16 adds her opinion as follows:

“Studying and learning a subject at home first is not as effective as learning in the classroom.”

4.2.1.2.3. Insufficient readiness level

Most teachers stated that the readiness level of children for the flipped teaching model in the younger age group is not sufficient. P14 says:

“I do not think that student readiness will be sufficient.”

P16 adds:

“I do not think that the readiness of students and parents will be sufficient. This will cause big problems.”

P12 says that:

“I do not think that the readiness level of the students will be sufficient. A serious process will be required for the readiness level.”

4.2.1.2.4. Parent cooperation

All the teachers interviewed mentioned the importance of parent cooperation. Some teachers, on the other hand, mention that parents will not be very cooperative. P13 explained her ideas on this subject as follows:

“There may be some family related problems. The educational background of the parents may not be the same or their access to information may not be the same. Families may have problems using technology, and family support may be lacking.”

P15 explains her opinions as follows:

“Some parents think that by sending their children to private schools, all the burden is lifted from their shoulders. Therefore, I do not think that such parents will cooperate. Because according to those kinds of parents, children trying to learn lessons by themselves at home means putting a workload on them.”

4.2.1.2.5. False learning

One teacher mentioned that she was afraid that false learning would occur because of the flipped teaching method. P14 says:

“Children's first encounter with the subject should be in the classroom, because false learning can happen at home, and this is a difficult phenomenon to correct.”

4.2.2. Teachers' attitudes from state schools

The researcher started the interview by asking two questions about online education. The first of these was about whether teachers took online training to learn anything for themselves. With this question, it is aimed to understand their attitudes towards online-resourced education. 8 of the teachers working in state schools said that they had previously taken online training to learn something new, 2 of them said they didn't get any online training.

The second question asked was whether they had received any in-service training related to online education and flipped teaching. Only 2 out of 10 participants said that they received in-service training on both online training and flipped teaching. 5 of the participants stated that they received in-service training related to online education, but they did not receive any in-service training related to flipped teaching. 5 of the participants stated that they had neither online training nor in-service training on flipped teaching. From this perspective, according to the researcher, there is insufficient in-service training for teachers at state schools in the subject of the flipped model.

Under this heading, the researcher represents state school teachers' attitudes toward the flipped teaching model. For understanding their thoughts, the researcher asked these questions like: *“What is your opinion about flipped learning? If you apply this model to your students, can it be a good model? Does flipped teaching (applications/tools, etc.) appeal to you? Why, can you explain? Do you think you are ready to use flipped teaching model? Why? Do you consider using flipped teaching model in your class in the future? What do you think about using flipped teaching in primary school? Can it be useful or not?”*. The researcher gave a briefing on flipped teaching to all the teachers interviewed, whether they heard it or not.

The teachers at the state schools expressed their attitudes toward the Flipped Teaching Model. All ten participants have generally positive attitudes towards the flipped teaching model, but most of them also have hesitations about applying the flipped teaching model in primary school. The participants' answers were grouped below as positive and negative.

Table 8. Attitudes of Teachers Toward Flipped Teaching Model from the State Schools

Positive Views	Negative Views
Positively affects teacher performance	Self-learning is not fully developed
Improves student autonomy	Readiness level of both teachers and students

Time saving	False learning
Effective for Gen-Z	Lack of parent cooperation
	Inequality of opportunity

4.2.2.1. Positive attitudes toward flipped teaching model from state schools

Positive attitudes from participants are reported under this subject based on the data collected.

4.2.2.1.1. Positively affect teachers' performances

All the interviewees mentioned the positive effects of using technology and flipped teaching model in the classroom on their performance. P6 shared opinions as follows:

"Using technology in the classroom is very fun for me and I think it affects my performance positively. It is easier for me to follow the progress of the students. I can easily see what children are doing and keep statistics."

P8 shared his opinions as given below:

"This technology has a positive effect on my performance. It made my job both fun and easier."

P9 stated that:

"We cannot be enough for children on our own and we cannot adequately attract their attention on our own. At this point, the use of technology makes our work much easier and affects our performance positively. we can find many materials that are rich visually and audibly for children."

4.2.2.1.2. Improves student autonomy

Teachers, who think that the autonomy of primary school students is very low, realized that this skill can be developed in a short time during Covid-19. P3 stated that:

"If the flipped teaching technique is used at primary school level and students internalize this technique, this technique can be used at all levels later on. If it is started to be used in elementary school, the autonomy of the student will increase over time."

P5 said that:

“Due to the Covid-19 Pandemic, I started to apply this method, although not fully. Due to the division of classes into two, each child receives only one hour of English lesson per week. It is impossible to do both the lecturing and the activities in an hour. That's why I wanted my students to come to the lesson ready by sending the topic of the week online to study at home. During this time, their individual working skills (autonomy) have improved visibly.”

P7 shared his opinion by saying that:

“Since there is not enough time to lecture in class during covid-19, I send online lessons to study at home and after that we do various activities when we come to class. At the beginning of the process, students' autonomy was very low, but they improved over time.”

4.2.2.1.3. Time-saving

Almost all the teachers interviewed complained about the intensive curriculum in public schools and the relatively small number of courses. They mentioned that the flipped teaching model will be very useful at this point, and it will save them time. P1 shared his opinions as follows:

“I had to try flipped teaching during the covid-19 pandemic period, because there had to be an educational process at home. This technique has helped me a lot in terms of time. Thus, the number of activities I could do in the classroom increased because the children really came to the classroom ready for the lesson.”

P5 shared her opinion as follows:

“Our curriculum is intense, but the number of lessons is low. Normally, we are expected to do the lecture very quickly and do activities in the remaining time, if any. That is a very difficult thing to do. Flipped teaching, on the other hand, ensures that the lesson is learned at the same performance at home and creates time for activities in class.”

P6 said that:

“Due to covid-19, our number of lessons at school has decreased from two to one. I was unknowingly using flipped teaching to keep the timing right. I send videos to the

children to study before class, and when they come to school, we quickly go over them and start doing activities. This method definitely saved me a lot of time.”

4.2.2.1.4. Effective for gen-Z

It has been observed that almost all teachers participating in the research think that it is more appropriate for the new generation to learn language by being exposed to digital content. P3 shared her ideas as follows:

“This generation is called digital natives because they were born into technology. It has been observed that even students with distractibility increase their attention when technology is integrated into the lesson. That's why I find the flipped teaching model very suitable for this generation.”

P4 shared his opinions as given below:

“Children get bored with old-style teaching methods very quickly. I have to use technology in the classroom.”

4.2.2.2. Negative attitudes toward flipped teaching model from state schools

4.2.2.2.1. Self-learning is not fully developed

Looking at the interviews, it was observed that some teachers from state schools thought that their students would have difficulties in the learning process on their own. P2 expressed her ideas as follows:

“In primary school, children are not yet able to learn on their own at the desired level, so this teaching model is incomplete in my opinion.”

P8's opinion about this subject is given below:

“This model is a model that may vary according to the characteristics of the students in practice. While it is a model that will work well for students with self-learning skills, it will unfortunately not work for students who do not know it.

P10 shared his thoughts by saying that:

“Every student's learning is different; they need to know how to learn first. Unfortunately, our students don't know their learning style, we should help them to find it.”

4.2.2.2.2. Readiness level of both teachers and students

In addition to the lack of student readiness, some teachers think that especially their colleagues who are older or not interested in technology will have difficulty in adapting to this method and their readiness level may not be sufficient to apply this method. P2 shared that:

“Teachers' readiness levels can be problematic. I don't have any problems with using technology, but we have many teachers who have serious problems with using technology. Although they received in-service training, we had teachers who had a lot of problems in the distance education process due to covid19. There are also students who will have these problems, but I don't think they will be as many as the teachers.”

P4 shared his ideas as given below:

“This technique may seem interesting to children at first and they can come to school ready for a few weeks doing their assigned responsibilities. However, when the teacher eases the control a little, many will stop Studying because their Readiness level is not sufficient.”

P9 said her opinions about this subject as given below:

“Unfortunately, some of our colleagues are very behind in the use of technology. they are still teaching on the worksheet. Due to their age, they are not very close to technology, I don't think they can adapt to this technique.”

4.2.2.2.3. False learning

Some teachers who participated in the research think that the biggest disadvantage of self-learning at home is false learning, which is more effort to fix later. Teachers thought that some students could be confused or may lead fossilized errors. P6 stated her opinions as follows:

“Mislearning may occur due to lack of interaction during learning, and it is very difficult to correct it.”

P7 shared his opinions as follows:

“Correcting misinformation acquired during the home learning phase can then be very difficult.”

P8 expressed his ideas by saying that:

“It will be much more difficult for me to correct a misinformation that children acquire while trying to learn the subject on their own at home.”

4.2.2.2.4. Lack of parent cooperation

It was found in the research that many teachers say that parent collaboration is essential, at least until students can improve their autonomous ability; However, again, teachers think that most parents will be inadequate at this point. P1 shared his ideas as follows:

"Parents' expectations from you are very important. Unfortunately, the expectation of the parents at the school where I worked was that the students were prepared for the exams instead of learning four skills. I left the homework control job to the parents during the pandemic process, they didn't even want to do it. So, I don't think they will cooperate when applying the flipped teaching method."

P4 stated that:

"I am absolutely sure that we get complaints from parents like 'we started teaching the lessons to the children at home, then what is your job?'."

P5 expressed her ideas as given below:

"I think that parent cooperation is very important in implementing a new method. If we assume that the parents should be involved in the learning of the students at home, especially until the children gain autonomy skills, we will see the importance of the educational status of the parents. But the parents who do not have the level of education to understand the work done will definitely cause problems."

4.2.2.2.5. Inequality of opportunity

Many teachers who participated in the study regrettably stated that there is no financial equality among students. They mentioned that not every student may have internet at home, or they may not have electronic devices such as a tablet/phone/pc that they can study at home by themselves. They think that the fact that only one student in the class cannot access these opportunities indicates that this method cannot be used. P3 stated that:

I work in an area that is considered disadvantaged. We have families that have a lot of financial difficulties, they do not have internet or technological devices such as tablets or computers in their homes. Support points have been established to overcome this situation, but unfortunately it is not enough.

P7's opinions about this subject as follows:

There will be inequality of opportunity. While some students can access all online sites, some may not even have an internet connection. We can observe this difference between those living in the province and the county, or between those living in the county and the village, or even between two next-door neighbors.

P10 shared his ideas by saying that:

I work in a village school and my students work in the fields as farmers after school. most of them are not related to school at all. It is not realistic to give children homework online and expect them to come to class ready.

4.3. Teachers' readiness for applying flipped teaching model

Following the participants' responses to the questions on their attitudes about the flipped teaching model, the researcher questioned participants to see how prepared they were to use the flipped teaching model in primary school settings. The researcher represents teachers' responses to the question of whether they are ready to use the flipped teaching model under this heading. The researcher asks some questions like: Do you think you are ready to use flipped teaching model? Why? Do you consider using the flipped teaching model in your class in the future? What do you think about using flipped teaching in primary school? Can it be useful or not?

4.3.1. Private school teachers' readiness level for applying flipped teaching model:

The private schools' teachers conveyed their feelings about using the Flipped Teaching Model. The findings were presented in this chapter according to the categories that emerged from the interviews. The data was categorized into four groups: ready, unready, thinking about utilizing in the future, and not considering using the model.

Table 9. Readiness Level of Participants about Flipped Teaching Model from the Private Schools

Participant	Ready	Unready	Future user	Non-user
P11-Female		✓	✓	
P12-Female	✓		✓	
P13-Female		✓	✓	
P14-Female		✓	✓	
P15- Female	✓		✓	
P16- Female	✓		✓	
P17- Female	✓		✓	

4.3.1.1.1. Ready for using the flipped teaching model

During the interviews, four of the seven private school teachers said that they felt ready to use the flipped teaching model. Some of them stated that they applied this method, albeit

unknowingly, during the covid-19 pandemic process. Most of the teachers who feel ready to use the flipped teaching model stated that they already use technology well and are open to innovations. P12 said that:

“I think I am ready to use this model because I am already familiar with technology. Most of the time, the subject of raising the curriculum challenges me, at that point, when I think that the children know the subject from the front, the lesson will flow faster. I'm also considering using it in the future.”

P15 expressed her ideas as follows:

“As teachers in private schools, we went directly to online education one day after the schools were closed during the covid-19 process. So, I think I will adapt to this model a little easier, so I feel ready to use this model. I think of using this model in the future, it seemed very different to me. Why not?”

P16's opinions are given below:

“I think I am ready to use this model. I am open-minded, considering the requirements of our time, I may consider using this model in my classroom in the future.”

P17 stated her opinions as follows:

“I am ready to try the flipped teaching model in my own classes, I am also very open to trying new things. In the future, especially if the covid process continues, I would consider using this model in my classes. I am even thinking of conveying this idea to my colleagues, we can prepare a trial period together.”

4.3.1.1.2. Unready for using the flipped teaching model

Three of the seven private school teachers who participated in the research think that they are not ready to use the flipped teaching model. They stated that if they receive an in-service training, they can use it in their classrooms in the future. P11 stated her thoughts as follows:

“I loved the flipped teaching model idea, but I can't say I'm ready to use it now. After all, being a teacher is a lifelong student. I get all the requirements of the flipped teaching model by participating in in-service or outside courses.”

P13 stated her opinion as given below:

“I don't think I am ready yet, but if any training is given, I will be ready because this model is not one, I have experienced before. After talking to you, I realized that I already use this model partially, so I will consider using it in the future.”

P14 expressed her ideas as follows:

“I think that if I receive in-service training, I will be ready to use the flipped teaching model in my classes. I'm thinking of using it in the future, it sounds fun.”

4.3.2.State school teachers' readiness level for applying flipped teaching model

The state schools' teachers conveyed their feelings about using the Flipped Teaching Model. The findings were presented in this chapter according to the categories that emerged from the interviews. The data was categorized into four groups: ready, unready, thinking about utilizing in the future, and not considering using the model.

Table 10. Readiness Level of Participants about Flipped Teaching Model from the State Schools

Participant	Ready	Unready	Future user	Non-user
P1 male	✓		✓	
P2 female	✓		✓	
P3 female		✓	✓	
P4 male	✓			✓
P5 female	✓		✓	
P6 female	✓		✓	
P7 male	✓		✓	
P8 male		✓	✓	
P9 female	✓		✓	
P10 male		✓		✓

4.3.2.1. Ready for using flipped teaching model

Seven of the ten state-school teachers who participated in the study stated that they were ready to use the flipped teaching model. Although some of them do not intend to use it in the future, most have stated that they will use this model in the future. P1 expressed his ideas by saying that:

"I am ready to use this model. I have already started using the flipped teaching model when our lesson hours were cut in half during the covid 19 process. I would like to continue using this model as we move to a full-time classroom setting in the future."

P2 stated that:

"As a teacher I am ready to use the flipped teaching model, but the infrastructure issues need to be resolved. I would consider using this model in my classroom in the future."

P4 added his ideas by saying:

"I can use the flipped teaching model, I feel ready, and I already love technology. But I don't think I will use it in the future because I don't think all my students can adapt to this model."

P6 shared her opinions as given below:

"I feel ready to use the flipped teaching model. For me to be able to use this model in the future, all my students must have equal access to resources and full readiness. If these conditions are met, I will definitely use this model in the future."

4.3.2.2. Unready for using flipped teaching model

Three of the ten public school teachers who participated in the study mentioned that they needed a training on the flipped teaching model. While two of these teachers said that they would be able to use the flipped teaching model in the future when they received adequate training, one of them said that he would not use this model in the future even if he received adequate training. P3 shared her thoughts as given below:

"I think I am not ready to use the flipped teaching model yet. If I get a full training on this model and I see myself as competent, I would definitely like to use this model in the future."

P8 stated that:

"I do not feel ready to use the flipped teaching model. I think I should do research and planning about this model first. An in-service training is essential for me. I can use this model in the future if I get enough training."

P10's ideas are given below:

"I think I will have difficulty using the flipped teaching model. It's a method I've heard for the first time, so I need a tutorial. I think it is necessary to do a detailed research and preliminary preparation. A plan should be prepared by not only thinking about what students will do but also foreseeing where they will make mistakes. This requires detailed training and preparation. Since I work in a village school, I do not think of using this model in the future because I do not think it will be effective."

4.4. Possible challenges towards flipped teaching model

The information supplied under this category was organized into categories based on the codes. The codes were divided into four categories: concerns involving students, issues involving teachers, technology, and institute support.

4.4.1. Possible challenges towards flipped teaching model from private school teachers

The probable challenges were classified into the following table based on the participants' statements.

Table 11. Possible Challenges Towards Flipped Teaching Model from Private School Teachers

Categories	Codes
Issues related to students	• Autonomy issues • Readiness

Issues related to teachers	• Traditional teachers • Technological competence
External support	• All teachers mentioned the importance of parents' cooperation. • All the teachers mentioned the importance of the cooperation of the school administration.

4.4.1.1. Issues related to students

In this section, the participants' thoughts about the students and the flipped teaching model were questioned and the answers given by the participants were examined. According to the gathered data, in general, most of the participants mentioned the lack of readiness level of the students and the subject of autonomy. These problems were the most significant ones between all the challenges in private schools. P17 shared her opinion as follows:

"I don't think the children will be ready if we switch to the flipped teaching model right now, because they don't have that autonomy yet. I think we should gradually move on to this method. If the transition to this system is made gradually, only then can the children become ready."

P11 stated that:

"Arousing the self-awareness of self-learning in children can be difficult. There is an education system that children are used to: the teacher explains the lesson and gives homework, and the student does the homework of the lesson learned. Therefore, it can be a little challenge to teach them to come to class prepared and to fulfill the responsibility given to them."

P15 expressed her ideas as indicated below:

"I think that the student will falter a lot in the flipped teaching model, because they are used to the teacher's lecture. Also, we always studied on a book, wrote articles on the book, did activities in the book, and taught the lesson that way. it will be very difficult to break this perception and teach them that they have to learn on their own."

P16 added her ideas:

"This method is useful if children know their own responsibility, but I do not think that children are ready for this in primary school yet."

4.4.1.2. Issues related to teachers

Under this title, the participants' mentions of the challenges that may be encountered with teachers in the Flipped Teaching Model were examined. The participants mentioned that

teachers who use traditional methods will reject this model and that some teachers may be technologically incompetent. P17 shared her opinions:

"I think our traditionalist teachers will never understand the Flipped Teaching Model. They constantly ask: Why are we doing this? What about parents, how will we explain this model to them? What will I do in the class if I am not teach? How will I teach grammar? etc. I think that traditionalist teachers will constantly raise problems against this model. Apart from this, teachers who are older may have great problems with technology."

P12 added her opinions as given below:

"Teachers as well as students may have difficulties in transitioning to this model. Because the main resource in teaching has always been the teacher."

P15 stated that:

"I don't think teachers will understand the Flipped Teaching Model. They will probably have questions such as: What are we doing? What is this model? How will I prepare this lesson? They probably reject to use this model. Unfortunately, people are not very open to innovations."

4.4.1.3. External support

All private school teachers participating in the study underlined the importance of parent cooperation in the implementation of the flipped teaching model. The teachers stated that if this model is used, the responsibility of the parents will increase, and the parents will not like it. In addition to parent cooperation, they also mentioned the importance of school administration's support in the implementation of this model. P13 stated her opinions by saying that:

"Parent cooperation is important in this model, but the educational status of every family is not the same and the way of accessing information may not be the same for every family. Families may have difficulties in using technology because primary school children, especially first graders, may not be able to access online videos on their own. In addition to these problems, children may not watch the videos, so they may come to the class unprepared, and some families may try to cover up this situation with excuses such as 'we were outside, we had a guest' etc. In order for this not to happen, parents should be informed, and full cooperation should be requested."

P14 added:

"In this model, parents also need to take some responsibility. Parents may react to this situation and may ask 'Are we going to do that too?'. Because private school parents' expectations are a bit high."

P15 shared her ideas as follows:

“Even in the current system, parents are not aware of their responsibilities. In our culture, the child goes to school, the teacher teaches the lesson and does the student homework, the parent has no responsibility. In private schools, the situation is even worse. Most of the parents think: we gave the money so you should teach everything. In the flipped teaching model, the parent should be conscious and cooperative. but it is very difficult to implement this model with parents who have the mentality of "I paid for this school, educate and raise my child in the best way possible, I have no responsibility".”

P17 expressed her ideas as shown below:

“Parent cooperation and convincing the parent to use the flipped teaching model is a challenge. Yes, we have parents who are conscious about education, but they are not very numerous. So, we will need to periodically tell parents about the importance of videos that children should watch at home and that they should monitor whether children are watching videos correctly.”

4.4.2. Possible challenges towards flipped teaching model from state school teachers

The probable challenges were classified into the following table based on the participants' statements.

Table 12. Possible Challenges Towards Flipped Teaching Model from State School Teachers

Categories	Codes
Issues related to students	• Autonomy issues • Readiness
Issues related to teachers	• Traditional teachers • Technological competence
External support	• All teachers mentioned the importance of parents' cooperation. • All the teachers mentioned the importance of the cooperation of the school administration.
Technological Issues	• Lack of infrastructure • Inequality of opportunity • Accessing and the control of the sources

4.4.2.1. Issues related to students

Under this heading, potential difficulties that public school teachers think students will encounter in the Flipped Teaching Model are mentioned. Almost all teachers mentioned that students' self-learning will be insufficient, and they are not ready for such an education model yet. P2 shared her opinions as follows:

"I do not think that students' self-learning skills are sufficiently developed for the use of this model."

P3 added that:

"Guidance of students may be difficult in the beginning, as the readiness of the students will not be sufficient."

P4 expressed his ideas as shown below:

"This model may have a difficulty for students, we expect students to do the first learning about the subject by themselves at home. A student who fails to do this breaks off from the lessons and cannot provide continuity. For this model to work, self-learning skills must be developed."

P6 shared her thoughts as follows:

"I think the lack of interaction during Learning can negatively affect children. I think the readiness of the students is also very important in this model."

4.4.2.2. Issues related to the teachers

In this section, the participants were asked about their ideas for other primary school instructors. The questions were about the other teachers' attitudes and readiness levels. As can be understood from the data collected, according to the participants the biggest challenge is the technological competence of the teachers and their reluctance to implement this model because of their traditional view of education. P2 expressed her ideas as follows:

"There may be problems with the readiness of teachers. I do not have a problem in using technology, but during the distance education due to covid19, we saw that there are many teachers who still have technology-related problems, although they have received in-service training related to distance education."

P3 added her ideas as follows:

"Teachers' readiness will create a challenge. Although they have adapted to technology a little more in the distance education process, the subject of technology is still a big problem for some teachers."

P4 added his opinions as given below:

"The problem for teachers is that, as seen in the distance education process, some of our teachers had difficulties in using technology. It is impossible for these teachers to

find or prepare online materials that will enable students to learn the lesson, which is the first step in the flipped teaching model. These teachers, who cannot use the computer effectively, tend to use the traditional education model.”

P5 said that:

“Since the teachers will be in the position of guide, their readiness is perhaps even more important than the students. Especially older teachers need to get in-service training on the use of technology.”

4.4.2.3. External support

Under this heading, answers to the questions asked of state-school teachers about their views on parent and school support were collected. In the collected information, it was seen that almost all teachers mentioned parent cooperation and some teachers also mentioned the importance of school support. P1 expressed his ideas as follows:

“The parents you deal with are very important. I had a parent meeting at school, even though I did not use the name of the flipped teaching model, I said that I gave homework to watch videos at home and that the parents should check whether the video is watched or not. I got feedback from most of them like "sir, we can't deal with it, we can't do it like you, we don't have time for this etc." Indeed, there were many parents who complained. Some parents also said that children are already exposed to too much screen, and they do not find it right for us to teach them on the screen. As you can see, the parents do not want to cooperate too much. their expectations are also very different, unfortunately, they are all exam oriented.”

P5 expressed her thoughts as follows:

“The infrastructure and environment that the school administration will provide us is very important for this model. I think the social background of the students is also very important. When I say social background, I mean the financial situation and educational status of the family. Because I think that these variables affect parent cooperation and will be effective in the implementation of the model.”

P9 added her ideas as follows:

“I think that the school administration should be supportive in using this model as well as the parents. For example, a computer room can be established for children who do not have the necessary technological infrastructure.”

4.4.2.4. Technological issues

Almost all the teachers participating in the research mentioned that technological tools or infrastructures would be insufficient and that these technological deficiencies would create

inequality of opportunity. They also mentioned that it may be difficult to access and control the sources. P3 stated that:

“Access to technological resources or course content may be difficult due to the age of the students. It will be necessary to direct the students, but I think they will get used to it over time. At first it will be difficult for the teacher to follow. For example, teachers have questions in their minds like ‘Did all the students do the given task?’ or ‘Were they able to get results?’ etc. It will be difficult to control them.”

P6 added her ideas as follows:

“This model would not be suitable for children who have difficulty in accessing technology, and unfortunately this problem will be experienced not only in villages but also in city centers.”

P7 expressed his opinions as follows:

“I think there is a lack of a mechanism to control the learning to be done at home. In addition to this, some students can support their lessons by subscribing to other platforms as well as online assignments given by the teacher, but some students cannot even access the homework given by the teacher. This will lead to inequality of opportunity.”

P8 added his ideas:

“Access to technological resources and infrastructure problems are still very common in our country, unfortunately.”

CHAPTER V

5. DISCUSSION

The study's key findings are discussed in this chapter. Then, based on the three research questions and three major themes: attitudes, readiness level, and possible challenges, the implications and recommendations for further research are offered.

5.1. Summary of the study

The aim of the study was to examine the attitudes, readiness levels and possible challenges of English teachers working in primary schools towards the Flipped Teaching model. Participants talked about their views, thoughts, and attitudes about this model. The readiness of the participants and the possible challenges they may encounter while applying this model were examined through the questions asked. 17 teachers, 10 of whom are state employees and 7 are private school employees, participated in the study. Teachers from all over Turkey participated in the study. Due to the covid-19 pandemic, interviews were held online via the Zoom platform. Information was collected by semi-structured interview technique. During the interviews, 16 open-ended questions were asked, and each interview lasted approximately 8-15 minutes. The questions asked in all interviews followed the same order. The answers of the participants were recorded for transcription. After the information was collected, the researcher started the analysis process for coding. The qualitative data analysis software MAXQDA was used during the process of organizing, grouping, and analyzing and coding. MAXQDA is a computer-assisted qualitative and mixed methods data, text, and multimedia analysis software tool used in academic, scientific, and business institutions. (The name "MAXQDA" begins with a nod to the German sociologist Max Weber and ends with the abbreviation QDA – which stands for Qualitative Data Analysis.) Finally, the findings were presented under the categories derived from the codes.

5.2. Discussion of findings

5.2.1. Teachers' attitudes toward flipped teaching model

Under this title, primary school English teachers' attitudes towards the flipped Teaching Model are presented in the light of the information gathered from the interviews. As can be seen in Table 6 and Table 7, teachers' attitudes towards this model are presented under two categories as positive and negative.

The researcher found that, thanks to the information gathered from primary school English teachers working in both public and private schools, the first prominent title in both groups as a positive attitude was "effective for Generation-Z". Generation Z (or simply Gen Z) is the demographic cohort that comes after Millennials and before Generation Alpha. Beginning birth years are the mid-to-late 1990s and ending birth years are the early 2010s. Because they are the first social generation to have grown up with access to the Internet and portable digital gadgets from an early age, Generation Z has been nicknamed "digital natives." (Turner, 2015). Gen-Z has a stronger connection to electronics because they were born into technology, and they are a more technologically advanced generation. Gen-Z, according to Hideyati (2019), is a Do-It-Yourself generation with an autonomous and direct manner of interacting, and social networking plays an important role in their life. Generation Z kids have had more access to knowledge than any prior generation at their age, thanks to broadband Internet access at home, smartphones, and an online connection at school. Everything they need to know is just a few clicks away. Generation Z has grown accustomed to learning on their own thanks to the unique nature of technology. Authors claim that finally, intrapersonal learning fits well with a flipped teaching method because of these features. (Seemiller & Grace, 2017).

Another positive thought of the teachers about the Flipped Teaching Model was that this model is a time-saver. The flipped classroom is a teaching style in which learners get instructional materials via electronic means at home and class time is used for practical application projects or homework (Arnold-Garza, 2014). Producing language, according to Hopman and MacDonald, is an extremely powerful learning experience when it entails developing the language oneself and receiving feedback (2018, p. 965). In this concept, the feedback mechanism operates simultaneously with the production, allowing students to receive more constructive feedback from teachers, resulting in meaningful learning occurring at the time of language production. According to the authors, the current language teaching model undervalues the importance of students' language output (Hopman & MacDonald, 2018). In Flipped Teaching Model, the feedback mechanism operates simultaneously with the production, allowing students to receive more constructive feedback from teachers, resulting in meaningful learning occurring at the time of language production. This feature demonstrates the model's ability to be a time-saver while learning.

Participants also mentioned that Flipped Teaching Model is useful for language practice. In a traditional education setting, students are responsible for listening and learning the lesson. In that environment, students do more receiving than producing. However, it is also very important to produce the language in foreign language learning. Passive language abilities do not require students to actively produce anything. Any output of writing and speaking categories will require more energy and time to produce. At any stage of development, practicing of language play an important role in the learning process. It is normal

for receptive skills to come first when learning a foreign language, followed by the practical application of productive skills. A learning process will be incomplete if one of these elements is lacking. (Golkova & Hubackova, 2014). Thanks to the Flipped Teaching Method, enough time and energy can be provided for the development of productive skills.

Another positive idea regarding the Flipped Teaching Model was that this model has positive effects on teachers' performances. According to a study, teachers liked moving away from lecturing and focusing on a creative experience even though flipping their course theme was a lot of work. They also stated that while preparing the videos, they learnt more about the course subject and felt more enthusiastic about their teaching, all of which had a positive impact on their performance (Unal & Unal, 2017).

A few of participants expressed that, Flipped Teaching Model is the necessity of the modern age. Just as technology found its place in daily life, it was inevitable that this would happen in the field of education as well. The Flipped Teaching Model provides such a positive effect for today's age, which is well-versed in the use of technology (Hideyati, 2019).

Some of the participants also mentioned that the Flipped Teaching Model improves students' autonomy. The term "autonomy" refers to students' ability to acquire content independently and to set appropriate learning goals in order to take charge of their own learning (Zamzami & Corinne, 2019). To succeed in the flipped teaching approach, students must take responsibility for their own learning, too. They are responsible for watching the lectures, taking notes, and asking questions to the teachers. They gain more autonomy the more they are exposed to the flipped model. The significance of autonomy for a learner can be stated as follows: when students gain autonomy, they are able to reflect on their learning, and as a result, their learning becomes not just efficient but also successful. (Little, 1991).

Aside from the positive attitudes, the participants also stated some negative ones. The readiness of both students and teachers for the flipped teaching model was one of the most emphasized. Students are asked to take responsibility for their own learning in flipped classrooms, which are frequently technology-integrated, by completing several assignments (previews) before attending to class. On the other hand, students who are used to teacher-centered classrooms may not be accustomed to taking charge of their own education. In learner-centered flipped classrooms, such kids may not be ready or capable of learning (Hao, 2016). As Thorndike (1932) highlighted, the readiness of students to learn is one of the laws of learning, and it can have a significant impact on the level of success achieved. The interviewees mentioned that the effective use of technology would create a problem for teachers' readiness. Because a crucial characteristic of Flipped Teaching Model is the systematic use of instructional technology, teachers should have connected evaluations of

students' attitudes of utilizing a certain technology and their ability to use it, that is, self-efficacy beliefs for technology use. Furthermore, there appears to be a substantial link between perceived self-efficacy and computer usage behaviors. Technology self-efficacy is concerned not just with teachers' ability to integrate technology, but also with their belief in their ability to do so successfully. Teachers that have a good attitude toward computers are more likely to successfully integrate technology into their classrooms, while external considerations such as resources, training, administrative support, and experience are less important (Chou, et al., 2020).

Another negative opinion was that the flipped teaching model would not be suitable for primary school students since the students' self-learning abilities were not yet fully developed. Students can use their own time outside of class to understand the subject, acquire critical thinking skills, and use them in advanced level discussions in class thanks to the flipped teaching model. It's also a self-learning process, which makes it more enjoyable for them (Bhatia & Naidu, 2017). However, students lack the goals and precise learning processes of self-study in the specific application of online education because of their age. They generally just watch instructional videos and perform the same assignments, which does not guarantee that they are learning (Xie & Yang, 2020).

Another negative view about the flipped teaching model is that students have a high probability of false learning, which can lead to fossilized errors. Flipped classrooms give students an active role in both in-class and out-of-class learning activities. This situation quite overlaps with student-centered approaches, but one of the disadvantages of this model is that students can do false-learning and there are difficulties in detecting these false-learnings (Bolat, 2016).

Another negative opinion about the flipped teaching model was about parent collaboration. Participating teachers emphasized the importance of parent cooperation but were unsure whether parents would support both the children at home and the teachers at school. Parental involvement stems from sociocultural theory, which emphasizes the importance of school-home contact. From the moment they are born, parents model learning and its importance in the home, generating essential "parental knowledge". Schools that involve parents recognize and build on that rich parent knowledge, allowing for the co-construction of shared values and the pursuit of a common vision. This entails establishing clear, reciprocal feedback loops between the school and the family. Student achievement, motivation, engagement and school completion have all been demonstrated to be substantially influenced by parental involvement in and engagement with their children's learning. Although

parents play an important role in their children's learning, little is known about their views on Flipped Teaching Model in schools (Bond,2019).

Another negative view was that the lecturing should be done in class, even though only a small number of participants said this. As a justification for this, they cited the fact that the primary school students were young, that the parents would not like the idea of lecturing at home, and that the teachers would want to explain the subject once again because they would not be sure whether the children learned the subject completely or not. The explanations regarding the first two justifications have already been mentioned above. However, many studies have shown as a disadvantage for the flipped teaching model that it creates difficulties for teachers to check whether the students watch the videos and learn the subject completely (Bolat, 2016). This situation is likely to arouse the desire of teachers to repeat the lesson in class, which is completely opposite to the Flipped Teaching Method.

Finally, the negativity underlined by almost all teachers, especially those working in public schools, is inequality of opportunity. As a result of technological developments, the use of technological tools has become widespread. While children use tools such as mobile phones, tablets and personal computers, tools such as smart boards and projections are used in schools. These tools are often provided by stakeholders other than the student. From this point of view, it is a normal result that not every student, class or school has equal access to these technological tools. As a result, this situation creates an inequality of opportunity for students who cannot access this technology that has entered our lives (Erbil & Kocabaş, 2019). This circumstance is unquestionably an indirect factor affecting the flipped classroom's success (Sezer, 2017).

5.2.2. Teachers' readiness for applying flipped teaching model

The data on the readiness levels of teachers for using flipped teaching models were collected during the interviews and presented under this heading. As shown in Table 8 and Table 9, the readiness levels of the participants were divided into 4 groups: Those who feel ready to use this model are in the "ready" group, those who are not ready to use this model are in the "unready" group, those who plan to use this model in the future are in the "future user" group, and those who do not plan to use this model in the future are in the "non-future user" group.

Before discovering how to use technology for their education, the researcher questioned the participants if they had taken an online course. With this question, the researcher aimed to learn more about the participants' use of technology outside of their daily lives. It was observed that all of the participants were willing to receive online training and 15

out of 17 participants had previously received online training. In this context, it can be said that most of the participants had an experience in the field of education with technology.

A total of 11 participants, both state and private school teachers, stated that they felt ready to use the flipped teaching model. They have gathered their readiness under 3 headings: Openness to innovations, technological competence, and their belief that it is necessary to keep up with the requirements of the 21st century. Being open to innovations, which is the first heading, it is a very important feature in teaching, which is a life-long profession where learning takes place. Learning the functioning of the flipped teaching model and feeling ready to use this model is all about being open to innovations. For the second heading, technological competence, the participants mentioned that they were already exposed to a lot of technology in their daily lives, and thus they were aware that they had the technological competence required for the application of the flipped teaching model, or that they could be achieved with a little work. For the last heading, the necessity of the age, the participants talked about the importance of the relationship between generation-Z and technology. It has been mentioned that the use of technology in the classroom has a positive effect on students. From this point of view, the participants predicted that it is necessary to comply with the requirements of the age for the motivation and maximum efficiency of the students.

On the other hand, 6 of the participants said that they were not ready to use the flipped teaching model, but they would use it in the future, except for one participant, if the right conditions were met. According to the information gathered in the research, there are two major reasons for this unreadiness. These reasons are grouped under the headings of lack of knowledge about the flipped teaching model and inequality of opportunity. The first mentioned reason is lack of in-service training. It is proposed that in-service training be provided to teachers to improve their skill levels in the use of educational technology, and that technology-based teaching approaches be integrated in the curriculum (Erbil & Kocabaş, 2019). By looking at the information obtained as a result of the research, it can be concluded that teachers who do not feel ready to use this model need in-service training. For the flipped learning model to be fully understood and applied, this in-service training should include information about preparing/finding material, information about teaching the lesson, and pilot lessons. The second reason is given under the heading of inequality of opportunity. What is meant by inequality of opportunity is insufficient infrastructure, difficulty in accessing digital tools and economic reasons. The participants mentioned that the technological requirements, which are the main elements in the Flipped teaching model, cannot be met equally. Although digital technologies are becoming more and more widespread, it is not always possible to reach these technologies, especially in rural areas and families with weak economic power. It is possible to explain this inequality with the concept of digital divide. Inequalities in access to computers and the Internet between groups of people depending on one or more elements of social or

cultural identity have long been referred to as the "digital divide" (Gorski, 2005). Income, age, and educational achievement, among other socioeconomic characteristics, have been found to lead to asymmetries in ICT (information and communication technologies) adoption and use between individuals, according to research on the digital divide. Education, in particular, emerges as a critical component since, not only are more educated people less likely to struggle with technology's complexity, but they are also more likely to be exposed to ICT in their professional and personal life (Cruz-Jesus et al., 2016).

Two of the participants stated that they do not intend to use the flipped teaching model in the future because of students' insufficient autonomy level. Learners' ability to create learning goals, select learning content and progress, choose learning approaches, monitor self-learning processes, and conduct self-assessments is referred to as autonomous learning (Karp, K. S., 1991). For the past three decades, autonomous learning has been one of the most hotly debated topics in language acquisition. A continuous quick shift in the educational system, such as the rise of technology in education, language teaching practice, and the information explosion, indicates significant changes in the functions of knowledge as well as the methods knowledge is constructed and exchanged. This means that, rather than responding effectively to teaching, a successful student is increasingly considered as someone who can generate knowledge directly from experiences in the world. Many researchers have included diverse qualities of learner autonomy in their studies; nonetheless, they all agree on one tenet: learner autonomy is the ability of the learner to take control of his or her own learning (Khotimah et al., 2019).

5.2.3. Possible challenges towards flipped teaching model

In line with the data obtained from the interviews, it was thought that it would be beneficial to shape the study on certain themes and to clarify the subject. In this context, themes such as "issues related to students", "issues related to teachers", "technology related issues" and "external support" came to the fore.

5.2.3.1. Issues related to students

The thoughts of the primary school English teachers participating in this research as a challenge about the Flipped Teaching Method were grouped as autonomy issues and readiness levels. Almost all of the teachers who participated in this study mentioned that students' autonomy levels are not suitable for using Flipped Teaching Method in primary school, and also that their readiness level is not sufficient to use this method due to their age and learning model they have been accustomed to until now. At the beginning of the aforementioned challenges, first of all, it was thought that children might have insufficient autonomy. This concern is associated with the fact that students are not yet old enough to take

responsibility for their own learning. It was also suspected that due to their age, the attention of the students could be distracted quickly and that learning at home would not be achieved at the desired level. According to Zainuddin and Perera's findings from their research on students' autonomy in Flipped Teaching Model, in EFL classrooms, the Flipped Teaching Model aided students' desire for autonomy in their learning. The Flipped Teaching Model concept had managed to integrate a flexible learning environment, established student-centered learning, and developed self-directed learners. According to the researchers, the majority of students thought their EFL flipped class had taught them how to study independently and at their own pace. They were also conscious that, as students, they needed to investigate their information on their own rather than relying on their teachers all of the time (Zainuddin & Perera, 2019).

The second challenge mentioned by the teachers participating in the research was the children's readiness level. Teachers have mentioned that students are prone or accustomed to teacher-centered education and they are worried that if this model is adopted, students will not be able to take full responsibility for their learning. In addition, teachers said that students are accustomed to learning by using books actively. Teachers mentioned that it would be difficult for students to try to learn the subjects at home without using a book, and they were not ready for this. They also underlined that this situation can be eliminated if the Flipped teaching model is switched gradually. According to Hao, farther investigation of the types of readiness showed that four dimensions motivation emerged: technology self-efficacy, self-directed learning, motivation for learning, and communication self-efficacy. The students had the highest levels of technology self-efficacy readiness. This is understandable, given that digital natives have been labeled as capable technology users. To leverage the benefits of flipped teaching, it is necessary to first establish whether students are ready to embrace flipped teaching and take responsibility for their own learning. As a result, the flipped teaching ethos of student-centeredness can be achieved in their classrooms (Hao, 2016).

The belief in one's own talents in a certain domain is known as self-efficacy. Students with positive self-efficacy about learning in online courses are more motivated and perform better in these courses, according to this perspective. Technology self-efficacy is positively correlated with online learning success, according to researchers (Wang et al., 2013).

Many similarities exist between motivation and self-directed learning (SDL), particularly when it comes to technology-mediated education. Both motivation and SDL can be influenced by external variables, according to the literature: they are situational in the sense that learners might have various levels of motivation for different topics and at different times, and they can affect performance. Self-directed learning and motivation are both personal and unique. Some people appear to be born with a desire to study, while others do not. External variables, on the other hand, can have an impact on motivation (Gabrielle, 2003).

Learning motivation acts as a link between stimulus and response. In other words, learning motivation is a learner's personal viewpoint on issues, and different viewpoints result in diverse information acquisition demands. Learning motivation was defined as a student's purpose or desire to participate in and make effort in learning, based on the student's selection of a specific learning activity and the effort put forth in that activity. As a result, learning motivation is described as the process of steering students' continuing learning and efforts toward the learning goal provided by teachers (Lin & Chen, 2017).

Communication self-efficacy refers to confidence in the ability to properly communicate. Design education includes a lot of communication. The majority of communication in class occurs between students and teachers who are there to provide feedback. Students may find it challenging to transfer creative ideas into vocal communication, according to research, especially if they view the setting to be hostile and feel the need to defend themselves and effects their motivation (Gaffney, 2011).

5.2.3.2. Issues related to teachers

As a result of the interviews, issues related to teachers are grouped under two headings as technological competence and traditional teachers. The average age of the teachers participating in the research is 29.41, and this age group can be considered as young among teachers working in primary schools. Almost all of the teachers interviewed mentioned that it would be very difficult for especially older teachers to integrate Flipped Teaching Model technology into their classrooms. They cited the unfamiliarity of older teachers with technology as the reason for this. This unfamiliarity can be named as digital immigration. Digital immigration defines individuals in their twenties and later who are acquainted with technology, the internet, and the web, who may encounter difficulties or various adaptation problems in the use of technological tools and technology-based learning, and who have a lower level of technology literacy than digital natives. The concept of digital immigration is used for individuals who were born before the millennium (internet and web age) and met with technology and its products in the post-adolescent period. From this point of view, senior teachers working in today's schools can be seen as digital immigrants in a sense (Arabacı & Polat, 2013). Studies have shown that digital immigrants are not as skilled as digital natives in the use of technology (Prensky, 2001).

The second title, traditional teachers, is also indirectly related to the first title. Teachers participating in the research mentioned that some teachers are addicted to the use of books only and still tend to use the old methods such as the Grammar Translation Method. Participants complained about the existence of teachers trying to teach English to children with titles such as Past Tense, Present Tense, etc., and the traditionalism of these teachers. They also predicted that these teachers would not be willing to use the flipped teaching model in

their classrooms due to both their technological inadequacies and their persistent refusal to abandon the traditionalist approach. Research shows that digital immigrant teachers need to have the competencies to meet the needs and expectations of the students of this age (digital natives) in terms of technology literacy and to constantly improve themselves. It is seen that today's teachers, like teachers of every age, need technology education that will be presented with a pedagogical approach first (Arabacı & Polat, 2013).

5.2.3.3. Technological issues

Unlike teachers working in private schools, all public-school teachers mentioned that there would be a problem in accessing digital resources. They mentioned that it is difficult for some students to individually own a technological device such as a laptop, tablet, or mobile phone, and even if they have this technological device, if there are siblings at home, these digital tools must be shared, and this sharing will be very difficult. Even if the lack of technological tools is completed, they have foreseen that today's essential needs such as the internet and electricity will remain incomplete. They mentioned that these will happen especially in rural areas and villages and that the conditions required for the Flipped Teaching Model cannot be provided equally for all children. In the studies, it was seen that some students and teachers had negative opinions about the model because they had technical difficulties. As a result of the research, it is predicted that the effectiveness of the model will increase if these technical problems are overcome (Aydın, 2016).

5.2.3.4. External support

Under the title of external support, parent and school management support is mentioned in the implementation of the Flipped Teaching Model. In the interviews, all teachers talked about the importance of cooperation with parents. They said that the Flipped Teaching Model should be explained and adopted by the parents first and that the parents should support the children at home at least until the children reach a certain level of autonomy. In addition, especially private school teachers stated that parents would create problems in the implementation of this model, thinking that they would have more work to do than doing homework at home. However, some studies show that several parents expressed relief from the stress of homework for both themselves and their children. They also stated that the internet tools assisted parents in comprehending what their child was learning and working on. While the majority of parents indicated that flipped teaching had a good impact on their children's learning and involvement, the new and nontraditional nature of flipped teaching caused some discomfort (D'addato & Miller, 2016).

The teachers who participated in the research mentioned the cooperation of the school administration as well as the cooperation of the parents. They said that supports such as

opening a laboratory at school for students deprived of technological tools and internet infrastructure would be expected from the school.



CHAPTER VI

6. CONCLUSION

In this study, it is aimed to contribute to the literature by examining teachers' attitudes, readiness levels and possible challenges regarding the use of Flipped teaching Method in primary school English lessons. In general, it can be deduced from the literature review that the Flipped teaching model contributes to a more effective use of time in the classroom, as it frees up time from lectures to more interesting student-centered learning activities.

In line with the interviews, it was concluded that the attitudes of the participants in applying the Flipped teaching Method in primary school English lessons were generally positive. It was concluded that the level of readiness varies, but if in-service training is provided, teachers can meet at a standard. Possible challenges that could be encountered while applying this model were examined in line with the answers of the participants. The findings showed that in the application of this model, problems related to technology, problems related to students and teachers, and problems related to parent-school management may occur.

It is not the same to implement the flipped classroom in primary school as it is in high school or college. A principal's leadership and teachers' attitudes toward digital media teaching are critical to success. The principal is required to collaborate with teachers and parents to give support for the use of digital media technologies in order to promote the interaction between teachers and students in the classroom. Students are generally unfamiliar with the flipped teaching approach and the various learning roles and activities that it provides. This is certainly relevant in schools where the traditional teaching model is the main method of teaching. As a result, the teacher should dedicate instructional time to "prepare" the students before using the Flipped teaching model. Furthermore, parents should be informed with the flipped teaching model, especially in primary schools, where the family plays an essential role in the learning of students and can help or hinder the model's efficiency.

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APPENDICES

Appendices 1. Interview Questions

Demographic Information	1-What is your gender? 2-How old are you? 3-What is your bachelor's degree?
Online learning experience	5-Have you ever taken an online lesson to learn something new?
In-service training about flipped/online teaching	6-Have you ever got an in-service training about flipped/inverted or online teaching?
Using technology in class	7-Can you describe your teaching way in a week? Do you use technology in class and do you like using technology for educational purposes? 8-In what way technology impacts your performance? Does using technology foster your students' learning?
Attitudes toward Flipped Teaching Model	9-What is your opinion about it? If you apply this model to your students, can it be a good model? 10-Does flipped teaching (applications/tools, etc) appeal to you? Why, can you explain?
Views about practicing Flipped Teaching Model	11-Do you think are you ready to use flipped teaching model? Why? 12-Do you consider using flipped teaching model in your class in the future? 13-What do you think about using flipped teaching in preparatory school? Can it be useful or not?
Experience and Views about Video Lecturing	14-Have you ever used video lecturing using videos for supporting your lesson? What are the results? Successful or not? 15-What do you think about using video lectures to support your classes like out-of-class activities with video like in the flipped teaching? Does that impact your teaching?
Possible Challenges About Flipped Teaching Model	16-What are the possible challenges about using flipped teaching? Like; -access to resources - students' readiness - students' behaviors - instructors' readiness - instructors' beliefs - institute's support

Appendices 2. Survey Permission

Amasya Üni. Gelen Evrak Tarih ve Sayısı: 25.06.2021-24148



T.C.
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İl Millî Eğitim Müdürlüğü

Sayı : E-47613789-44-27120869
Konu : Anket İzni Hk.

25.06.2021

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- İlgi : a) Amasya Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 16/03/2021 tarih ve E-47526769-302.08.01-9109 sayılı yazısı.
b) Valilik Makamının 25.06.2021 tarih ve E-47613789-44-27114424 sayılı Onayı.

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