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GRADUATE SCHOOL OF SOCIAL SCIENCES

FOREIGN LANGUAGE TEACHING DEPARTMENT

ENGLISH LANGUAGE TEACHING PROGRAMME

A QUALITATIVE STUDY ON INSTRUCTORS' ATTITUDES, READINESS, AND CHALLENGES TOWARD FLIPPED TEACHING IN PREPARATORY SCHOOLS

MASTER'S THESIS

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SUPERVISOR

ASST. PROF. DR. CEYHUN KARABIYIK

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KABUL VE ONAY

Tuğçe YILMAZ tarafından hazırlanan **" A Qualitative Study on Instructors' Attitudes, Readiness And Challenges Towards Flipped Teaching In Preparatory Schools"** başlıklı bu çalışma, **06.02.2020** tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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06/02/2020

Tuğçe YILMAZ

To My Dad and Nil…

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ABSTRACT

A QUALITATIVE STUDY ON INSTRUCTORS' ATTITUDES, READINESS, AND CHALLENGES TOWARD FLIPPED TEACHING IN PREPARATORY SCHOOL

Yılmaz, Tuğçe

M.A., Department of English Language Teaching

The main purpose of this qualitative study was to investigate the attitudes of instructors in terms of the flipped teaching model. Another purpose in this respect was to understand preparatory school instructors' perceptions related to their readiness for the flipped teaching model. Finally, a third purpose involved examining instructors' 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 preparatory school instructors. The participants of this study were 20 preparatory school teachers, who were working in state and foundation universities in Ankara, Turkey. A qualitative phenomenological study was conducted and the data was gathered through semi-structured interviews. The findings of the study indicated an overall positive attitude towards the flipped teaching model. The results for the readiness level reveal that even if the instructors' have positive attitudes; most of them do not feel ready for using this model because of the lack of training they received on the implementation of this model. In this regard, universities need to invest in training to raise instructors' awareness and readiness in this respect. Possible challenges were also expressed by instructors and grouped according to their source. Findings suggest that Flipped Teaching Model would be preferable for preparatory schools on condition that the substructure is prepared and the necessary training is provided by the universities.

Keywords: flipped teaching, flipped teaching model, instructors' attitudes, instructors' readiness, possible challenges related to flipped teaching

ÖZ

HAZIRLIK OKULU ÖĞRETİM GÖREVLİLERİNİN TERS-YÜZ EĞİTİME YÖNELİK TUTUMLARI, HAZIRBULUNUŞLUKLARI VE SORUNLARA İLİŞKİN NİTEL BİR ÇALIŞMA

Yılmaz, Tuğçe

Yüksek Lisans., İngiliz Dili Eğitimi Bölümü

Bu nitel çalışmanın ana amacı, hazırlık okulunda görev yapan öğretim görevlilerinin ters-yüz eğitim yöntemi hakkındaki görüşlerini incelemektir. Çalışmanın diğer bir amacı, öğretim görevlilerinin ters-yüz eğitim modelini uygulamak için hazır bulunuşluları ile ilgili görüşlerini saptamaktır. Çalışmanın son amacı ise ters-yüz eğitim modelini uygulama esnasında karşılaşabilecekleri muhtemel zorluklara kendi bakış açılarından yansıtmaktır. Gereken bulguları toplamak için hazırlık okulu öğretim görevlileriyle görüşmeler yapılmıştır. Çalışmanın katılımcıları Ankara'da yer alan özel ve devlet üniversitelerinin hazırlık okulunda görev yapan 20 öğretim görevlisinden oluşmaktadır. Çalışma nitel araştırma yöntemi kapsamında bir olgu bilim çalışması olarak yürütülmüştür ve veriler yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Çalışmanın sonucu, öğretim görevlilerinin çoğunun ters-yüz eğitim modeline karşı olumlu tutumlar içerisinde olduğunu göstermiştir. Hazır bulunuşluk seviyeleriyle ilgili bulgular ise çoğu öğretim görevlisinin olumlu tutumlarına rağmen bu konuda hizmet içi eğitim eksikliğinden kaynaklanan bir hazır hissetmeme durumu olduğu gözlemlenmiştir. Üniversitelerin bu doğrultuda eğitim vermeleri ters-yüz eğitim hakkındaki farkındalık ve hazır bulunuşluk seviyelerinin artmasını olumlu yönde etkileyecektir. Karşılaşılabilecek muhtemel sorunlar kaynaklarına göre gruplandırılıp ifade edilmiştir. Bulgular göstermektedir ki, gerekli alt yapı ve eğitimler verilir ise Ters-Yüz Eğitim Modeli hazırlık okulu için oldukça uygulanabilir bulunmaktadır.

Anahtar Kelimeler: ters-yüz eğitim, ters-yüz eğitim modeli, öğretim görevlilerinin tutumları , öğretim görevlilerinin hazır bulunuşluk seviyeleri, ters-yüz eğitim modeliyle ilgili muhtemel sorunlar

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CHAPTER 1

INTRODUCTION

In the modern world, people and especially today's students are very accustomed to using the technology in their life. As they have grown up with internet access, technology has become a part of their life. Technology has grown into a necessity to understand the world around us and solve the problems or fulfill the needs. . It has been integrated into our daily lives for so long that today, under the favor of technology, our life is getting easier and faster.

Nowadays, there has been a growing interest in using technological tools not only in our daily lives but also in education. Educators and parents are looking for means to increase the level of learning of students; and as we are living in the era of technology, all of these ways are somewhat connected to the technology. Under these circumstances, it is nonsensical to educate the new generation with old traditions and expecting a high level of learning.

Education is a field that evolves and adapts itself to fulfilling the needs of students. As long as students' routines change in connection with new technologies, education must be adapted to these changes not only for student success but also for meaningful learning to occur. On the other hand, technology makes all kinds of knowledge eligible at any time, so students can search online any information they need and as a result, instructors are no longer the only providers for knowledge (Hao, 2016). In light of these developments, instructors have been exploring new models for addressing students' needs in the technological era. . One of these models is the Flipped Teaching Model. According to Biggs (2003), to reach the desired level of learning for students, an instructor should create a learning environment not to dictate but to facilitate.

Opportunity is one of the most important variables which successful learning is dependent on (Rubin, 1975).). From this point of view, the flipped teaching model provides many opportunities for learners. First of all, via the flipped teaching model, students could view the lessons before they come to class and can review the incomprehensible points whenever they want. As a consequence, students can reach the instruction whenever they want and they can watch the lesson however they want. The traditional class model could not offer this opportunity as it takes place only in a scheduled time On the other hand, in today's world; we have many students that cannot catch the class because of some economic, health-related or other personal factors. For this reason, the flipped teaching model has become like a band-aid for these kinds of obstacles. Secondly, the flipped teaching model gives students more chances to be exposed to the target language (Bergmann & Sams, 2012). This situation is valid not only in class but also outside of the class as they listen to the online lectures outside of the class and do exercises, and ask questions in the class. The benefits of the flipped teaching models are not limited to just the ones mentioned above. It has many other positive sides for students and as well as instructors, but we need to be careful about the possibility of its implementation.

Maier and Warren (2000) stress the advantages of implementing technological items to education. They assert a shift in educational approaches from teaching and learning towards learning and teaching. They argue that university students should adopt independent learning together with widening participation notions for lifelong learning to take place. On the other hand, there is a more recent study about the changes in implementing technology conducted by Eteokleous (2008), who found that teachers have resistance to technology integration. She mentioned her concern with the following words: "If teachers believe that their traditional practice is reasonable, effective, and efficient, they are likely to resist implementing computer innovations" (Eteokleous, 2008, p. 683).

In parallel with these insights, we should first analyze the attitudes, secondly the level of readiness and finally the possible challenges that might obstruct the instructors while applying the Flipped Teaching Model.

1.1. Statement of the Problem

In flipped classrooms, one of the most important components is the role of the instructor. The flipped teaching model necessitates that the instructor underlies an inquiry-based teaching environment, where the face-to-face class time swipes from teacher-centered to student-centered (Bergmann & Sams, 2012). In such a student-centered atmosphere, instructors should maximize face-to-face class times to be a guide for students to explain incomprehensible parts and to enable students to work within a socio-interactive atmosphere. From the very beginnings of the 1990s, social interaction has been the most sensitive spot for especially foreign language instruction. To ensure this, the key lies in the way learners use their linguistic environment to construct their foreign language competencies. In light of this, the instructor's role has gained greater importance in the flipped teaching model.

The prior findings suggest that even if instructors have been using and are comfortable with technological gadgets in their daily lives, they are not aware of different types of technological materials that could raise the learning and engagement levels of their students. Even though universities are willing to invest in educational technology, some instructors are still at the basic competency level in incorporating online means into their teaching. As a consequence, implementation of the flipped teaching model and its benefits are not optimal even though students' are ready for it.

According to the existing research on flipped teaching model, there is a common understanding that instructors' ability to make online lectures and knowledge about educational technology, students' ability and knowledge of technology and a common communication network are initial conditions for the implementation of flipped teaching model (Baker, 2000). In parallel with these facts, renovation in education and sustainability is depending on the instructors' knowledge and readiness about flipped teaching.

Another issue within the context of language teaching is that in traditional classes, all five language skills are taught by instructors. Students are only the receivers. The ones who teach new words, phrases or related items about the content are always the instructors. They use face-to-face class time to provide the content, wait for students

to read and understand the task, guide them to understand what is asked from them and again wait for them to finish related exercises. All these phases consume too much time from the face-to-face class time and in the end, the most important point for learning, which is addressing the difficult points and enhancing the required explanation receives less time. Consequently, less time is devoted to oral practices.

According to Hill (2010), to be a good educator one has to go beyond the requirements of duty and the textbooks. To achieve this goal, educators need to keep on developing themselves and improving their practices. Attending online courses, workshops, and conferences are some ways to accomplish this. Such occupational investments in oneself can help keep pace with contemporary teaching methodologies and advancements in the field of education. Besides, these can also contribute to their occupational awareness and readiness.

Despite its benefits, the flipped teaching model has not been fully recognized in the Turkish higher education context. It is still seen as a new and developing concept. Since one of the most important components of the flipped teaching is the instructors, this study is aimed at revealing the attitudes, readiness, and challenges of the flipped method from their point of view.

1.2. Purpose of the Study

The primary purpose of this qualitative study was to investigate the attitudes of instructors in terms of using the flipped teaching model. A second purpose was to understand preparatory school instructors' perceptions related to their readiness for the flipped teaching model. Finally, a third purpose involved examining instructors' attitudes toward and possible challenges concerning the flipped teaching model To acquire the necessary insights, the researcher implemented interviews with preparatory school instructors.

1.3. Research Questions

The purpose of this study is to investigate preparatory school instructors' attitudes, readiness, and challenges concerning the flipped teaching model. The research questions for the study are

1. What are the preparatory school instructors' attitudes toward the flipped teaching model?

2. What is the readiness level of preparatory school instructors' for the flipped teaching model?

3. What are the possible challenges toward the flipped teaching model while implementing in preparatory school?

1.4. Significance of the Study

The development of educational technologies has become an attention-grabbing issue in the world, especially when it comes to language education. From a student viewpoint, models that are intertwined with technology have become very popular recently because they provide various learning opportunities. Consequently, the flipped teaching model can be seen as a model that can increase the percentage of success of preparatory class students.

This study has been undertaken to investigate preparatory school instructors' perceptions about flipped teaching, readiness level for implementing the flipped teaching model, and possible challenges that might be encountered with the flipped teaching model. The opinions of the instructors, their level of knowledge, their readiness to be examined in terms of giving this training and the possible difficulties they may encounter from their perspectives will be the main focus of the interviews.

In this research, qualitative research design will be applied and the readiness level of the instructors in the preparatory school at a foundation and state university about the flipped teaching model will be tried to be revealed. This study was conducted in Turkey, and as it is a reflection of Turkish instructors' ideas and attitudes towards the usage of the flipped teaching model, this study is significant for not just the instructors but also the students and institutions. Therefore, this study aims to fill a gap in the related line of literature with the personal thoughts of the instructors related to flipped model as most of the studies in this field are just examined the level of readiness but not the attitudes and especially the possible challenges from the point of instructors' view. This study not only lends assistance for the programming of education but also helps to understand the underlying dynamics of the flipped teaching model. In the literature,

nearly all of the studies in this field are related to the readiness of the students and a few of them are related to educators'' readiness. But for applying this model properly and successfully, the first step should understand the insights of the instructors toward flipped model and giving them solutions for the possible challenges. Only in this way they could feel ready and apply flipped model thoroughly. For this reason, this study is significant for covering all these elements to apply flipped model.

1.5. Definition of Terms

The following definitions are provided by the researcher in order to enhance the clarity of the study.

Flipped Teaching Model: "Transmission of the required information takes place outside of class without any direct face-to-face teacher–student contact, while the development of the student's comprehension is carried out in the teacher's presence via interactive problem-solving sessions or use of personal response systems" (Yeung & O'Malley, 2014, p. 60).

Educational Technology: using of computers or other electronic devices to facilitate and foster learning

Video Lecture: recorded video lesson which involves educational instructions for a topic to be learned by either video of a teacher or combination of photographs and related texts

Instructor: educator in the preparatory school classes

Readiness: the status of a person's level of seeking out knowledge and participation in behavioral changes/ the state of being ready for do something

Generation Z: "The term "Z-generation" defines a group of people born in an era when the daily technologies and certain behavioral patterns are common, and has been mentioned more and more in the literature as well as in media" (Taşlıbeyaz, 2019, p. 715).

Blooms's Taxonomy: In the 1950's Benjamin Bloom developed his taxonomy of cognitive objectives, Bloom's Taxonomy. This categorized and ordered thinking skills and objectives. His taxonomy follows the thinking process. You can not understand a concept if you do not first remember it, similarly you can not apply knowledge and concepts if you do not understand them. It is a continuum from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS) (Churches, 2008, p. 1).

4 Pillars of FLIPPED Classroom:

F- Flexible Environment: Instructors can arrange a flexible space for students in order to choose when and where they learn.

L- Learning Culture: Changing the lecturing model from traditional to flipped

I- Intentional Content: Instructors can choose the materials which supply the needs of the students

*P-*Professional Educator: In the flipped teaching model, the role of the instructors' is more important than the traditional one because they observe and give feedback and asses at the time the production happens. For this reason professional instructors should conduct the model (Sams, et al., 2013).

*Inverted Clasroom:"*Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa"(Lage, Platt, & Treglia, 2000, p. 32).

CHAPTER 2

LITERATURE REVIEW

This study focuses on the attitudes, readiness level and the possible challenges toward flipped teaching model of preparatory school instructors'. The researcher presents the literature review in this chapter, to provide the basis of the current study.

2.1. The Definition of Flipped Teaching

Flipped teaching is a technology-based model that inverts the traditional teaching model upside down. In this model instead of face to face student-teacher information transmission, lecturing takes place in out of the class and the comprehension part of the new knowledge occurs in teachers' presence through collaborative problem-solving sessions (Yeung & O'Malley, 2014).

A comparison of the flipped model to the traditional one is more adequate for a more explanatory definition. In the traditional education model, the instructor teaches the new content to students during class time, and then if there is time left, which is generally not available, the practice of new content with the guidance of the instructor takes place. And finally, for further reinforcement and application, students are asked to complete homework at home. Afterward, the next lesson starts with the revision of the previous lesson and then the same process begins. But in the flipped model, this process is inverted as the new content is presented to the students out of the class; thereby face-to-face class time serves for practice, application, and reinforcement. In the traditional class, students are all alone during the comprehension, reinforcement and production processes. In this manner, students who don't understand the new information are left behind. However, in the flipped class, students are guided with the instructor during the reinforcement and they can also get immediate feedback during applications. Comparison of flipped model and traditional model is presented in Table 1 below:

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 misunderstanding parts	
During Class	Ask questions to the instructor and participate active learning activities, get immediate feedback	Listen to lectures passively
After Class		Do homework out of class without feedback

In the flipped teaching model, lecturing moves out of the classroom and instruction is assigned to the students as video-recorded lectures, other instructors' pre-recorded videos, and lessons from other educational resources or even PowerPoint slides. So, instructors don't have to give the full lecturing in face-to face class time, they have more duration for hands-on exercises like peer discussions, group discussions, debates and more collaborative activities (Bergmann & Sams, 2012). That's to say, instructors can shift from a teacher-centered approach to a student-centered one and in that environment they become the facilitator for not only teaching but also learning. Besides that, a flipped teaching model also encourages students to engage in more collaborative activities and triggers for the participation in discovery-based learning (Bergmann & Sams, 2014).

In light of these definitions, the flipped teaching model can be summarized as a pedagogical approach that contains more practice time, more peer observation, more interaction and more communication in which learning occurs in students' personal space and pace.

There are different kinds of flipped models with different focuses. The most mentioned ones are and their focuses are presented in the Table 2.

Table 2

Focuses of Some Flipped Models

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

The models mentioned in Table 2 are just a few examples of the application of flipped teaching. Even though their focuses are different, they have certain aspects that are common like lecturing outside, reinforcing inside the chamber. Especially for higher education, Chen, Wang, Kinshuk and Chen (2014) proposed a more comprehensive model by asking a question as "Is Flip Enough? Or Should We Use the Flipped Model Instead?" .The question was a reference to the four pillars of FLIP which was written by the Flipped Learning Network members. The difference between FLIP and FLIPPED is expressed in the table:

Table 3

Difference between F-L-I-P and F-L-I-P-P-E-D model

F-L-I-P	F-L-I-P-P-E-D
F-Flexible Environment	F- Flexible Environments
L-Learning culture	L- Learner-Centered Approach
I-Intentional Content	I- Intentional Content

F-L-I-P	F-L-I-P-P-E-D
P-Professional Educator	P- Professional Educators
	P-Progressive Networking Learning Activities
	E- Engaging and Effective Learning Experiences
	D- Diversified and Seamless Learning Platforms

Note: The definitions of the terms used in the tables adapted from Sams, et al., 2013 *and* Chen, Kinshuk, & Chen, 2014.

According to Chen, Wang, Kinshuk and Chen (2014), the FLIP model was popular, especially for K-12 settings. They reviewed the four pillar system and created the FLIPPED for higher education settings. FLIPPED model was created based on the results of student surveys, interviews, and an analysis of computer system logs and the results of the applications of the FLIPPED model were effective. The benefits of the FLIP model can be summarized as:

F- Flexible Environment: Instructors can arrange a flexible space for students in order to choose when and where they learn.

L- Learning Culture: Changing the lecturing model from traditional to flipped

I- Intentional Content: Instructors can choose the materials which supply the needs of the students

P-Professional Educator: In the flipped teaching model, the role of the instructors' is more important than the traditional one because they observe and give feedback and asses at the time the production happens. For this reason professional instructors should conduct the model.

3 more pillars added by Chen, Wang, Kinshuk and Chen (2104) to FLIP model and it became FLIPPED as;

P-Progressive Networking Learning Activities: Instructors apply different teaching strategies for different level students. It is a progressive strategy from low to high-risk activities for gradual adaptation of the students to the model.

E- Engaging and Effective Learning Experiences: Instructors need to monitor the transactional distance to improve students' learning.

D- Diversified and Seamless Learning Platforms: This is the extension of Flexible Environment for adopting the needs of the students in a digital platform with regards to individualization, reliability and consistency (Vladimir, Howlett, & Jain, 2015).

2.2. Theoretical Framework

The theoretical roots of the flipped teaching model date back to the 1990s when a Harvard Professor Eric Mazur developed a peer-instruction model in which students were provided electronic materials as pre-class preparation and then used their classroom time to encourage deeper cognitive thinking through peer instruction with the guidance of an instructor. Although Mazur's model was designed for peer teaching purposes, it can be shown as one of the first examples of the flipped teaching model (Talbert, 2017).

In 1995, Professor Baker from Cedarville University tried a similar application for his lessons. He realized that students just took some notes during the classes but afterward they did not revise them at all. As a result of this situation, Baker mentioned that the face-to-face class time was nothing short of transferring the knowledge and note-taking phase. He wanted to change this situation and tried to make the face-to-face class time more productive. For this reason, he shared the lecture notes with the students before the class and he demanded that the students study and think about the content before coming to class. In this way, the face-to-face class time used for learning activities. Baker described this model as a flipped classroom one of his speech during a conference in 2000 (Talbert, 2017).

4-5 years later three other groups -Lage, Platt, and Treglia at Miami (Ohio) University- used the term "inverted classroom" which has the same characteristics as the flipped teaching model. In their article, they mentioned that if there is any inconsistency between the instructors' teaching model and students' learning style, the learning occurs below the expected level. In this model instructor and homework switch

places as in the flipped teaching model. The lecture takes place outside of the class with videos and class time is used for active participation (Lage & Platt, 2000).

The flipped teaching model came into general use in the early 2000s when it was popularized by two chemistry teachers Jon Bergman and Aaron Sams in 2012 and when the founder of Khan Academy Salman Khan mentioned the flipped teaching model in his TED talk in 2011. In Bergman and Sams's concept of flipped model, students, especially the ones who miss the class, had an opportunity to watch live lessons via the Internet before coming to class. Sams learned a computer program that allows them to record presentations as a video and with this model they started to shoot videos for absent students. These lessons were being created by the instructors beforehand with PowerPoint slides or online video lectures and during the classroom lesson times, instructors guided the students through the assigned out-of-class lessons. In the flipped teaching model, digital videos are the most popular form of media assigned by the instructors for preview material before lesson time in class (Bergmann & Sams, 2012).

In a short period, this model has attracted the attention of other teachers' and students' (Bergmann, 2011). They were convinced that students could learn the basic knowledge outside the classroom through the provided materials but needed the guidance of the instructors in the class for high-level activities such as problem-solving. Accordingly, they started to apply flipped teaching models in all of their courses in the 2007-08 academic year. After the videos were posted online, the flipped teaching model has gained great attention from all over the world (Bergmann & Sams, 2012).

The flipped teaching model is defined as a new teaching model that positively affects learning thus this model facilitates learning by educational technologies and face-to-face activities. Flipped classrooms are a pedagogical model under the blended learning approach in which students can reach fundamental information outside the class and where face-to-face class time is devoted to high-level skills such as discussions, practice and problem-solving activities (Kelly, Bone, & O'Neil, 2012).

For understanding the flipped teaching model, one has to understand the underlying theories. According to literature, flipped model has its roots from the following theories.

Firstly, the flipped teaching model is appropriate for Bloom's taxonomy because students gain, remember and comprehend the knowledge outside of the class, which are the lower levels of cognitive thinking, and they get support from classmates and instructors for higher levels of cognitive thinking while performing applying, analyzing, evaluating and creating. In acquiring knowledge it is approved that higher thinking skills play an important role in meaningful learning and flipped teaching model triggers the development of that skills. According to Bloom's taxonomy there are different hierarchical steps for classifying different learning types. The taxonomy is a determiner for the outcomes of teaching and learning (Bergmann & Sams, 2014). For the flipped model, the taxonomy is revised by Zainuddin and Halili (2016, p. 314) as the following:

- Remembering: in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned.

- Understanding: the students try to demonstrate their understanding, interpret the information and summarize what they have learned.

- Applying: the students practice what they have learned or apply knowledge to the actual situation.

- Analyzing: the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The students obtain new knowledge and ideas after implementing critical thinking or a debate in group activities. In this level of learning, the students also produce creative thinking.

- Evaluating: in this stage, students are evaluating the whole learning concepts and they could evaluate or make judgment on how far they successfully learned.

- Creating: the students are able to design, construct and produce something new from what they have learned.

Secondly, during the construction of knowledge, constructivism plays a role as a supporter for flipped teaching for the involvement of learners in the communication and collaborative activities. Constructivism supports that with the help of active participation in communication and interactive activities, learners become more motivated for the occurrence of effective learning and fulfilling their intentions.

Vygotsky expressed learning as a process which occurs when a learner is guided with an educator or a person who is more competent in the taught skills and that learning is optimized with the cooperation of zone of proximal development (ZPD). Vygotsky (1978) defined the ZPD as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". During the application of flipped teaching, students are responsible for problem-solving tasks. These tasks necessitate utilizing the information they learned through the video assignments outside of the class and for solving these tasks. They can work independently or with groups under the guidance of the educator. On the other hand, Piaget's cognitive development theory is also based on an idea that to obtain knowledge, learners must construct their own knowledge instead of it being directly presented to them. Learners learn by their own experiences and create schemas. According to Piaget's theory, to achieve a meaningful and a high level of learning, students need to interact with their peers to reinforce their knowledge.

2.3. Applying the Flipped Teaching to Language Classes

According to previous studies, the flipped teaching model can improve students' learning and motivation in EFL settings (Bauer-Ramazani, Graney, Marshall, & Sabieh, 2016). According to the authors, the flipped model provides a beneficial environment for language instructors to observing the assessments and to apply a project-based environment. They can also observe the results of the projects and can give immediate feedback.

A few empirical studies are conducted on the flipped teaching model and its effectiveness in the ESL setting. . One of them was undertaken with 14 adults from nine different countries in the US by Han (2015). The setting was an intense program that included four language skills and at the end of the five-week program, Han expressed in his paper that the flipped model resulted in a positive impact on learner training and autonomy (2015).

Communication is the most important element in successful foreign language classes. Therefore, communicative competence should be the spotlight of the language

class. From this point of view, instructors should be the ones who facilitate oral language use among students rather than teaching them about the language. Only in this way, can students have opportunities for producing output and the chance to interact with their peers. In line with this objective, instructors need to provide input before expecting output from their students. To produce this output, students should comprehend the knowledge related to the language before production. The expectation for production before being exposed to it is meaningless. That's exactly the point where the flipped teaching model should be taken into consideration for foreign language teaching.

According to Bergmann and Sams, there are some steps in the implementation and preparation of the classes for flipped learning. These are planning the lesson, recording the video, editing, and publishing (Bergmann & Sams, 2012). In the first step, the instructor has to decide the content of the course for the whole semester and decide which content is appropriate for video instruction. Do not forget that flipping is not just the insertion of videos in teaching practices; it can also be carried out without videos. Secondly, if one decides to use videos, he or she should start recording them beforehand. Scripts could be added especially for students with hearing impairment. Thirdly in the editing part, instructors can add or delete some parts for highlighting and can add some visual cues for reinforcement. The final step is to publish the video to the students. There are different ways are available for sending the videos for viewing, so finding a proper one is an easy phase. After these steps, there is one more important step to take. Training the students for viewing the videos effectively is a very important step. The instructors also should inform students about that there are some steps to follow for reaching the demanded success from the flipped classroom. These steps should be the norm of the class. To achieve this goal, students must follow these 4 steps; Students should turn of the other technological devices which can cause distraction for them.

- Instructors should teach the students how to pause and rewind the lesson.
- Instructors should teach the students how to take notes an note down their questions and summarize their learning (Cornell note-taking model)
- Students should view the lecturing before attending the class (Bergmann & Sams, 2012).

There are many benefits of applying the flipped model at the preparatory school level. One of the most important ones is that the flipped teaching model provides more time for applying different kinds of meaningful activities for preparatory school students. Also, instructors could support the students with informal assessments while observing their progress during the in-class activities. With the help of the flipped teaching model, instructors can provide more personalized teaching models and can apply differentiated instruction. Especially for preparatory school students, as they are the ones who control their learning, the flipped teaching model promotes learning motivation and autonomy (Han, 2015). Finally, this model also encourages students to raise their critical-thinking skills and high- order skills while doing project-based and active-learning activities in language classrooms (Alsowat, 2016).

To conclude, using the flipped teaching model could be a better alternative to traditional ways of teaching. Instructors can arrange the classroom atmosphere for more interaction with the students by using the target language. Furthermore, students can be encouraged to work on project-based or discovery-based projects to enhance their target language and could also have an opportunity to engage with the language via discussions, debates or peer-talks. These exercises, not only help them engage in critical thinking but also in creative problem-solving, which are very important in the language learning process.

2.4. The Role of the Instructor in Flipped Teaching

The readiness of the instructors is another important issue for the effective and successful implementation of the flipped teaching model. The steps for creating this readiness include pieces of training on technical and content knowledge and for the preparation process. According to Inan and Lowther (2010, p. 146) "teachers' readiness had the highest total effect on technology integration". The researchers observed the demand by instructors to get ready to use the new technology-based educational tools before applying it to the class. For this reason, the training of instructors should be one of the main concerns before deciding to switch to the flipped teaching model.

There is a huge misunderstanding regarding the role of the instructors in the flipped teaching model. Many believe that the role of the instructor is decreasing with the flipped model and that the need for instructors may also decrease because of this.

But on the contrary, the role of the teacher is more important and even more demanding. This is because in the flipped model, contrary to predictions, instructors are responsible for observing the students, assessing them and provide them with immediate feedback. But in the traditional model, instructors just do the lecturing in class, assign the production parts as homework.

The reason behind the growing role of the instructors in the flipped teaching model is related to the change in classrooms' dynamics. The focus of the class is not the delivery of the content, and instructors' duty is not conveying the knowledge anymore.

Instructors become the facilitator for learning of the students and they can work with students using more hands-on activities. The change of the dynamic of classroom allows instructors to more time for individualized lecturing. Ozadamlı and Asiksoy listed the role of the instructors according the literature below (2016, p. 101);

- Creating learning condition based on questioning (Bergmann & Sams, 2012)
- Instead of transferring knowledge directly, being a guide to make learning easy (Johnson &Renner, 2012)
- Making one to one interaction with students (Cohen & Brugar, 2013)
- Correcting misunderstandings (Bergmann & Sams, 2012)
- Individualizing learning for each student (Schmidt & Ralph, 2014)
- Using technological equipments suitable for learning condition (Fulton, 2012)
- Creating interactive discussion conditions (Millard, 2012)
- Increasing participation of students (Millard, 2012)
- Sharing lecture videos as out of class activity (Bishop &Verleger, 2013)
- Providing feedback by using pedagogical strategies (Nolan &Washington, 2013)

As it is expressed in the above-mentioned listing, instructors are not just responsible for delivering the lectures but also become the observer, assistant, and evaluator of the classroom. That's why Bergmann and Sams (2012) emphasized that in the flipped model, instructors play a more important role than in the traditional one.

In the traditional model, there is an instruction that is provided by the lecturer and there is homework based on that instruction which is supposed to be completed by students. Generally, instructors have a curriculum to follow and materials are provided

by the material offices. But in the flipped teaching instructors are responsible for finding, creating or supplying the required materials according to content and level of students. The instructor is also responsible for creating a comfortable active learning environment so that students can engage with the activities and make sense of the production. Also, the planning of all these procedures is the role of the instructor.

2.5. Challenges and Advantages of Flipped Teaching Model

2.5.1. Challenges of the Flipped Teaching Model

Even though the flipped teaching model provides many advantages, it also has some challenges as it's a new model. The challenges can be grouped as related to materials, related to instructors and related to students.

2.5.1.1. Challenges Related to Materials

According to the reported challenges resulted from the many surveys (Sezer, Elçin, & Topbaş, 2018; Jensen, Holt, Sowards, Ogden, & West, 2018), there are three main headings are expressed in terms of material challenges. The first one is the quality of the material, the second one accessing the material and the last one is the proper content of the material.

According to the results of the studies, technical features of the videos are very effective in the students' perceptions and also on their learning (Moraros, Islam, Yu, Banow, & Schindelka, 2015). In the previous mentioned study, students expressed that poor quality of audios, too long durations, and that kind of problems lead to hold on their involvement. While recording or providing the videos, the attention span of the students should take into consideration so that they do not lose motivation. The results of a study revealed that be effective, the maximum duration of a video should be 20 minutes (Battaglia & Kaya, 2015).

Secondly, accessing the material can lead to some issues especially for the students who stay in dorms. They sometimes do not have access to the internet or even computers. But according to a study, especially the current generation doesn't have difficulty in accessing the internet and using technological tools (Akçayır, Dündar, &

Akçayır, 2016). And today, there are also computer labs with the internet connection at all of the university campuses and nearly at all of the dorms.

The last concern is related to finding the proper content according to the lecture. There are two ways to find a solution to this. The first one is that instructors can record the videos themselves or create the lectures. In this way, they can utilize the intended aim of the lecture and arrange the level according to the students. Secondly, there are many sources that they can use and nearly all of them are grouped according to the levels. Instructors also could benefit from these tools or web-sites like Kahn Academy (http://www. khanacademy.org/) or are creating their own using software programs like Camtasia, PaperShow, and ShowMe or apps on the iPad like Educreations and Explain Everything (Herreid & Schiller, 2013, p. 62).

2.5.1.2. Challenges Related to Instructors

According to the studies conducted on educators, there are some negative sides of the flipped teaching model expressed by the instructors. The results of the studies conducted on educators who have been using flipped teaching model expressed the disadvantages stated below (Kiray & Yıldirim, 2016):

- Tracking the students whether they watch the video or view the lecture before class is difficult.
- Having difficulty in creating a welcoming environment for active participation.
- Need for technological competence and access to internet for overcoming these challenges, some solutions are expressed as follows (Bergmann & Sams, 2012)
- Instructors can upload the lectures to flash discs or even CDs for connection problems.
- Instructors have to teach the students how to watch the videos in interacting and meaningful way.
- Instructors should arrange the time according to the level of the students.
- The students who showed up in the classes without viewing the content are the same with the students who haven't done the homework as in the traditional classrooms. Instructors solve this problem by asking some notes from the videos or they can use embedded pages or Google forms for collecting some data from

the students, or even ask some questions from the videos during the face-to-face class time and this way they can check their viewing rates.

- Start using the flipped model step by step (Edutopia, 2014).
- For creating the optimum environment for active participation, instructors should observe the students readiness level so as not to cause disengagements. Instructors should be clear about their expectations from the students, and focus on study skills not the curriculum and the last but not least do not be an corrector but be an observer of finding the source of the problem for providing a safe space (Parrish, 2018).

2.5.1.3. Challenges Related to Students

Some challenges may caused by the students while applying the flipped teaching model. The most mentioned ones are listed below:

- Students may avoid asking questions as they learn through the videos
- They may have adaptation problems
- They may oppose this model as they face with the new subject out of class
- Student motivation

According to the reviewed studies, after the detailed explanation of the fundamentals and the advantages to the students, their negative attitudes toward the flipped teaching model have decreased. For the success of a flipped teaching model some instructional designs for overcoming student-centered challenges are listed below:

- Consider your learners and how they learn. For example, millennials may have different strengths and needs.
- Make learning goals explicit. Try to cover multiple competencies.
- Consider the learners' cognitive load including all their assessments and assignments.
- Provide an online schedule and make learning materials easy to find and easy to use.

- Ensure assessment models are competency-based and match your goals. Use formative assessment and feedback to identify learning gaps and develop competency during "richly interactive, compelling, and engaging" sessions (Hurtubise, Hall, Sheridan, & Han, 2015, pp. 39-40).

2.5.2. Advantages of the Flipped Teaching Model

The flipped teaching model not only implements radical changes based on the education system but also brings lots of advantages both for instructors and students. The most frequently mentioned ones are summarized in the following table (Garza, 2014; Du, Fu, & Wang, 2014; Tütüncü & Aksu, 2018):

Table 4

Advantages of Flipped Teaching Model

For Instructors	For Students
Work and observe closely students during the face-to-face classroom sessions	Acquire the knowledge in their speed and pace
In-class time can be used more effectively	In -class time can be used more effectively
Immediate feedback can lessen the homework checking the load	No prior homework
Helps students to improve 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

According to Akçayır and Akçayır(2016), there are many more benefits for students like enhancing confidence, promoting creativity and increasing problem-

solving skills. These mentioned advantages are the most vital ones especially for language learning. A results of the study on North American and International students showed that when the option for choosing the flipped model or traditional model is given to the students, the international ones were more likely to choose flipped one as they have the option for pause and rewind and they could learn on their own pace and also they can review the videos as much as they want for building the comprehension (Akçayır, Dündar, & Akçayır, 2016). This is an opportunity, especially for language learners.

2.6. Related Literature about Flipped Teaching Model and Language Teaching

In this chapter, studies associated with flipped teaching in the language teaching context are presented. From the beginning of the 1990s, social interaction has become the focus of foreign and second language instruction. For this reason, the flipped teaching model has been in the spotlight especially in language teaching settings (Hao, 2016). Even if concepts of the flipped model are not new, studies focusing on the relation between the flipped model and language teaching remain insufficient with some significant exceptions.

A study conducted in 2012 in Istanbul, Turkey with 47 pre-service teachers analyzed the perceptions of the students toward the flipped teaching model for EFL classes (Basal, 2015). The study was applied through two semesters and some issues aroused like students viewing the rate of the videos and students' complaints about the duration of the video lessons. Students' answers to the open-ended questions showed that the flipped teaching model provided has some benefits like allowing for study at one's own pace, discarding the limited time of the class, and increase in in-class participation.

Evseeva and Solozhenko (2015) conducted a study at a technical university in Russia. The study aimed to measure the perceptions of the students about the flipped teaching model. The results of the study revealed that %85 of the students were in favor of integrating the model to their learning process but %15 of them expressed that due to difficulties like autonomy issues and connection problems, they were not inspired.

A study was surveyed on 387 middle school students regarding flipped learning readiness in their EFL (English-as-a-foreign-language) classes in Taiwan by Hao (2016). At the end of the study, Hao indicated a readiness from highest to lowest level as; technology self-efficacy, motivation for learning, learner control, and self-directed learning, in-class communication self-efficacy, and doing previews. According to the results of personal characteristics, including language beliefs and student perceptions toward their teachers also could impact flipped learning readiness to different extents.

Another study was implemented in 2016 at the Tomsk Polytechnic University, Russia with 42 students for examining and analyzing the outcomes of the flipped teaching model within the course of English for Engineering (Kvashnina & Martynko, 2016). Several benefits of the flipped teaching model were expressed at the end of the study as; an increase in students' overall performance on the course, enhancement of students' motivation and improvement of their autonomous learning skills. They also mentioned the need for a syllabus that can fit with the needs of the flipped model.

A study was conducted with 42 students in Saudi Arabia for examining the impact of flipped teaching model on secondary school students' performances, perceptions, and attitudes toward learning English independently (Al-Harbi & Alshumaimeri, 2016). The statistical analysis of the post-test results showed that the attitudes of the students toward using the flipped classroom strategy in the EFL were positive.

Eryılmaz and Ahmed (2016) undertook a study in Atılım University, Turkey with 60 students for developing a flipped classroom model using adaptive technologies for elementary school students in teaching English. According to the results for improving the performance of the students, individual differences also have to be taken into consideration for applying an advantageous and strong flipped model.

In the same year, with the participation of 48 high school students from Taiwan, a study was carried out as mixed models for exploring the benefits of the flipped model on oral training of EFL learners. The conclusion of the study revealed that the instructional goals like using idioms properly are met and also the motivation and student engagement increased (Hsieh, Wu, & Marek, 2016).

Li (2016) also conducted a similar study with 152 oral English learners in China. The instrument of the study was a questionnaire and interview and it was exploring college oral English learners' satisfaction towards the flipped teaching model. The results indicated that learners were generally satisfied with the flipped model especially the phase of comprehensive improvement and the phase of language use and they also indicated that the flipped model is effective in improving their English speaking ability.

Another study was conducted in English preparation class to elicit the effect of Flipped Classroom/Education (FC) on academic success and retention of knowledge by Boyraz and Ocak (2017). The participants of the study were 42 students from a preparatory school in Turkey At the end of the quantitative study, the flipped model got more positive comments over the traditional class and also the test scores of the flipped group were higher than the other one.

In 2017, another study was conducted in Taiwan to explore the perceptions of university-level foreign language learners for the flipped teaching model (Sun, 2017). The results of the study revealed that the flipped teaching model made way for rich interaction between students and improvement in confidence, communicative skills, and content knowledge development. On the other hand, some of the students expressed some concerns about authority, measurability, and certainty.

Ekmekci (2017) investigated the impact of the flipped model for EFL learners' on writing skills. The study was conducted in Turkey with 43 participants. The study was about a comparison of flipped and traditional face-to-face writing classes based on writing performances. The results indicated that a great majority of the students in the flipped group held positive attitudes towards the Flipped Writing Class Model.

In the same year, Lee and Wallace undertook a study with 79 students over two semesters at a South Korean university (2017). The study was about whether this approach can promote students' English learning. The group was divided into two classrooms as a communicative language teaching approach and a flipped model. Findings of the study demonstrated that students in the flipped classroom achieved higher average scores in their final three tasks than those in the non-flipped classroom and surveys indicated that most of the students expressed that they enjoyed learning in

the flipped classrooms. Instructors also mentioned that students in the flipped classroom were more engaged in the learning process.

Abdelshaheed (2017) implemented the flipped teaching model on Female English Majors in Saudi Arabia. The study used a pre-post test design and included two experimental groups (n=62). The study aimed at investigating the effect of the flipped model on achievement in two different English courses and identifying learners' feelings and satisfaction about the flipped model. The study was conducted as a pre-post test design. The results of the study revealed that there was a significantly higher improvement in students' scores and also students favored the flipped model and had positive feelings towards it.

Amiryousefi (2017) conducted a study with 67 freshmen for investigating the effects of flipped teaching model on EFL students' speaking, listening, out-of-class participation and engagement with course materials and activities. The participants of the study were 67 freshmen English students from two universities in Iran. The results of the study revealed that the flipped model helps the L2 learners in all the mentioned categories above. The researcher of that study was also mentioned about the flipped teaching model increases the quality of language teaching and learning.

Aycicek and Yelken (2018) conducted a study in a secondary school with 40 participants in Turkey. The study aimed to determine the effect of the flipped classroom model on students' classroom engagement in teaching English. Pretest/post-test quasi-experimental design with the control group was applied in the study. The results indicated that the pre-test and post-test scores of the flipped model applied class showed significantly effective engagement while there was no significant difference between the pre-test post-test scores of the control group. The teachers of the school were also suggested to use a flipped teaching model especially for enhancing classroom engagement.

In 2018 (Güvenç), a study carried out for exploring students 'perceptions of the flipped model. The study took 13 weeks in the English writing class of English preparatory school at TOBB University, Ankara. The participants were 23 students. The results were collected from self-reflections of the students, notes from instructors'

observations and a final student survey. According to the results, the flipped model had a positive effect on the students.

There was another study which was conducted with a large sample (n=270) in Pakistan (Arif & Omar, 2019) for investigating the effectiveness of flipped teaching model in the Basic English lessons. The results showed an increase in motivation and interest in learning and higher academic performance. The researchers of the study also mentioned that a technology-integrated need-based teaching model works best to teach Basic English courses.

Another study aimed to investigate how the process of flipped teaching with Computer Assisted Language Learning (CALL) works in teaching EFL writing and how the teaching model affects learner autonomy in the Indonesian context (Ghufron & Nurdianingsih, 2019). The participants of the study were consisting of 5 EFL writing teachers and 150 students from 5 foundation universities. The results showed that the flip model enables better communication between learners and it also fosters learner autonomy. The flipped model also had a beneficial impact on the motivation of learners. The qualitative results from interviews showed that the learners had inspired themselves to engage in in-class learning activities and self-regulated teaching environments after the application of the flipped model.

As it was mentioned above, there were limited studies on the application of flipped teaching model in a language teaching setting. Due to this scarcity, current research has been undertaken by the researcher.

CHAPTER 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

In this study, a qualitative phenomenological research design was adopted by the researcher to examine the attitudes, readiness, and possible challenges of instructors in the preparatory school concerning the flipped teaching model. According to Creswell and Poth (2018), a phenomenological study describes the common meaning of a term or phenomenon for several individuals through their experiences. Phenomenological research exposes common ground for different individuals from their experiences of a phenomenon. The researcher tried to gain a thorough and detailed understanding of the subject in the process.

Through face-to-face interaction with instructors, detailed data were collected by interviews and individuals were encouraged to share their views. Phenomenology researchers sought to obtain what is familiar to all participants when they encounter a phenomenon (Creswell & Poth, 2018). From this point of view, the researcher used a qualitative phenomenological approach to acquire participants', viewpoints and their considerations about the concept.

Phenomenological research is explained shortly like this: The researcher chooses a phenomenon that evokes curiosity and then collects data from the experienced participants. After the collection process; the researcher analyses the data in an integrated approach. This approach composed of what and how the participants experience the phenomenon (Creswell & Poth, 2018).

The researcher used semi-structured interviews to gather detailed data from the participants, which aimed to demonstrate the overall understanding of the participants in terms of the subject in sufficient detail. The study provides a concluding report consisting of the participants' thoughts and expressions, the researcher's observations and a compounded description that contributes to the concept's existing knowledge.

3.2. Participants

The study sample consisted of two groups of instructors (N=20) who were working in state and foundation universities in Ankara, Turkey. A number of parameters were determined by the researcher to guide the selection of the participants. The first parameter was related to participants' age and technological competence as they reflect the ability to understand and flipped teaching model. Secondly, participants were categorized into two groups as working in the state university and working in a foundation university to reveal whether a difference exists between the type of the university and a general attitude toward the flipped teaching model. Participants' demographic data were presented in Table 5.

Table 5

Demographic Data of the Participants

Participant (Instructor)	Gender	Age	Bachelor Degree	University Type	Online Course Status	In-service training
I1	Male	35	ACL*	Foundation	Yes	No
I2	Male	28	ELL**	Foundation	Yes	No
I3	Female	29	ELL	Foundation	Yes	Yes
I4	Female	33	EL***	Foundation	Yes	Yes
I5	Male	31	TI****	Foundation	Yes	Yes
I6	Male	45	EL	Foundation	Yes	No
I7	Female	34	ELT*****	Foundation	Yes	No
I8	Female	35	ACL	Foundation	Yes	No
I9	Female	43	FLT******	Foundation	Yes	No

Participant (Instructor)	Gender	Age	Bachelor Degree	University Type	Online Course Status	In-service training
I10	Female	31	ELT	Foundation	Yes	No
I11	Female	31	ELT	State	No	No
I12	Female	34	ELT	State	Yes	No
I13	Female	23	ELT	State	Yes	No
I14	Male	36	ELT	State	Yes	No
I15	Female	42	ELT	State	Yes	No
I16	Female	32	ELL	State	Yes	No
I17	Male	33	ELL	State	Yes	No
I18	Female	31	ELT	State	Yes	No
I19	Female	31	ELT	State	Yes	No
I20	Female	32	ELT	State	Yes	No

*ACL: Department of American Culture and Literature

**ELL: Department of English Language and Literature

***EL: Department of English Linguistics

****TI: Department of Translation and Interpretation

*****ELT: Department of English Language Teaching

******FLT: Department of Foreign Language Teaching

According to Table 5, participants' age average was 33,45 and 3 of them took in-service training about online/flipped teaching and those three were from a foundation university, and 19 of them had online courses before. According to these results, nearly all of them were technologically competent due to the level of online course participation.

There are different opinions regarding the appropriate participant size in qualitative phenomenological research. According to Padilla (2003), the number of participants can range from 1 to 325, and for Dukes (1984) this number is 3 to 10 participants. Edwards (2013) studied 33 individuals in one of his researches.

The researcher chose 20 participants for the research as there is no restrictive number about it. The first 10 of the participants were instructors in a foundation university in Ankara, Turkey. There was a Mobile Education Project which aims to ensure all of the students' access the information whenever they need it. They were using a tablet-based education system for the preparatory school. In a tablet-based education system, there are no published books. Besides this, some web-based applications and games were also involved in the lesson.

Second 10 of the instructors were in a state university in Ankara, Turkey. They were using the traditional teaching system but as they said they were integrated with the technology. They were using special class-ware which was a part of their coursebook. The class-ware was specially designed for the coursebook that was used in that university by the publisher. Also, projectors were used for reflecting the book to the board and some web-based applications, games were also involved in the lesson.

3.3. Instrumentation and Data Collection

The data for this research were collected in December 2019. As Creswell mentioned, interviews provide essential information when participants cannot be directly observed and they encourage participants to explain their personal experiences and ideas much better (Creswell & Poth, 2018).

A semi-structured interview protocol was used as the study (see Appendix A). The interview is an excellent setting where "knowledge is constructed in the interaction between the interviewer and the interviewee" (Brinkmann & Kvale, 2009, p. 2). During the interview period, the researcher noted down repeated expressions, and significant statements.

The format of the interview included open-ended questions such as why and how questions in addition to those questions there were also yes/no questions for enhancing the reliability of the participants' answers.

Questions of the interview were developed by the researcher after reviewing the literature and similar type of qualitative researches. Interviews lasted approximately 7-15 minutes. Interviews took place in the university campuses and participants' responses were recorded by a high technology voice recorder.

The interview consisted of two sets of questions. The first set was planned for gaining personal information and getting to know each other to warm-up the interview. The second part of the interview was designed to collect data about participants' attitudes, readiness levels, and possible challenges toward the flipped teaching model. Interview questions were checked by an expert in the field and reviewed according to suggestions to increase their reliability and accuracy. The advisor of the study who is a member of the English Language Teaching Department in a foundation university shared his opinions about the suitability of the interview questions and gave feedback regards necessary amendments.

After expert remarks, the interview questions were organized and prepared. The final version of the interview consisted of 10 open-ended questions (see Appendix A). The interview questions included items that embraced participants' personal information, attitudes toward the flipped teaching model, readiness level for applying the flipped teaching model and possible challenges during the application of the flipped teaching model. The first 5 questions were formed to clarify personal data and understand their openness to online learning, their awareness of the flipped teaching model besides the first was also used as a facilitator for warming-up. The second part of the interview consisted of 10 open-ended questions to obtain participants' views on the flipped teaching model and its usage. The questions and the categorization of the questions are indicated as follows:

Table 6

Interview Questions

Main Issues	Questions
Demographic Information	What is your gender? How old are you? What is your bachelor degree?
Online learning experience	Have you ever taken an online lesson to learn something new?
In-service training about flipped/online teaching	Have you ever get an in-service training about flipped/inverted or online teaching?
Using technology in class	Can you describe your teaching way in a week? Do you use technology in class and do you like using technology for educational purposes? In what way technology impacts your performance? Does using technology foster your students' learning?
Attitudes toward Flipped Teaching Model	What is your opinion about it? 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?
Views about Practicing Flipped Teaching Model	Do you think are you 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 preparatory school? Can it be useful or not?
Experience and Views about Video Lecturing	Have you ever used video lecturing using videos for supporting your lesson? What are the results? Successful or not? What do you think about using video lectures to support your classes like out-of-class activities with video like in

Main Issues	Questions
	the flipped teaching? Does that impact your teaching?
Possible Challenges About Flipped Teaching Model	What are the possible challenges about using flipped teaching? Like ; -access to resources - students' readiness - students' behaviors - instructors' readiness - instructors' beliefs - institute's support

Before conducting the study, the researcher got all the required permissions from the Ufuk University Institute of social sciences Ethical Committee (see Appendix B). After being granted permission, the researcher reached to the potential participants of the study and invited them to volunteer and had their signature for the consent form (the consent is in Appendix C). All participants that volunteered in the study were informed that their privacy would be protected throughout the study. First, the aim of the study was explained to participants and consent forms were obtained from each participant before the interview sessions. Agnomens were used to keep the foundation of the participants' real names. All participant responses were recorded within the knowledge of the participants.

3.4. Data Analysis

In a phenomenological study, data analysis is followed by systematic procedure which starts from repeated statements to meaningful units and on to detailed descriptions. These procedures are revolving around these two elements: "how" the individuals interpret the experienced situation and "what" is that that situation expresses to them (Moustakas, 2011).

For the data analysis process, one of the most used techniques is The Data Analysis Spiral (Creswell & Poth, 2018). According to this spiral after data collection, the researcher starts the data analysis process by managing and organizing the ideas. In this

process, the researcher organizes the obtained data and creates a digital file naming system. Secondly, the researcher reads and takes some notes for the emergent ideas. Thirdly, the researcher describes and assigns codes then classifies them into larger themes. After this step, interpretations are developed and assessed. Interpretations are highly important for making sense of the data. Finally, the researcher represents and visualizes the collected data for accounting the findings (Creswell & Poth, 2018).

In phenomenological research, the data analysis is preferably followed by the Moustakas's approach which is generated after the analysis of the approaches in the literature. In Moustakas's approach "the researcher bringing personal experiences into the study, the recording of significant statements and meaning units, and the development of descriptions to arrive at the essence of the experiences" (Creswell & Poth, 2018, p. 522).

The first step of the phenomenological research is *epoche or bracketing* which means that the researcher puts her reductions aside as much as possible and tries to understand the participants' experiences. Secondly, *horizonalization* steps occur. In this step, the researcher writes down every relevant statement to the topic and tries to give them equal value. Thirdly, *a cluster of meaning*, in this step the researcher omits the repeated statements and clusters the participants' statement into more meaningful units. After all these steps, the researcher summarizes the data with participants' experiences (Creswell & Poth, 2018).

After collecting the data, the researcher started the transcription process. 20 interviews with 20 participants were conducted. The total record that transcribed was 169, 57 minutes. After each transcription, the text read several times so as to become familiar with the participants' expressions and then the texts were coded according to the relevance and the appropriateness to the aim of the study.

3.5. Validity Considerations

In qualitative research, validity means that the trustworthy interpretation of the data. To ensure the validity of the research, the researcher should ensure that the

obtained data is valuable and the implementation of the model is appropriate for the aim of the research.

According to Creswell and Poth, " validation" in qualitative research to be an attempt to assess the "accuracy" of the findings, as best described by the researcher, the participants, and the readers (or reviewers)" (Creswell & Poth, 2018, p. 433). From this point of view, the researcher took notes about the answers of the participants' and asked them after the interview for their approval. After this step, the researcher transcribed the voice records by taking into consideration the feedbacks.

In this study, the researcher benefited from two measures to ensure validity. First one is engaging the bracketing process, which is called epoche, in which the researcher avoiding personal judgments about the data. Secondly, the researcher took notes about the answers of the participants' and asked them after the interview for their approval. After this step, the researcher transcribed the voice records by taking into consideration the feedbacks.

3.6. Limitations

Even though the current study is depending upon a systematic data collection and analysis, it has some limitations which are mainly related to the sample and its research methodology.

First of all, as the data collection procedure depended on a volunteer basis, the participant group number in the study was small (N=20). A larger group of people may have expressed different or accessional thoughts. Secondly, as the study purely based on qualitative design, the interpretative framework also played a major role that is why all the criticism point mentioned in the literature also valid for the current study. Finally, the results of the study are to how the participants interpret the questions.

On the other hand, the researcher believes that the current study puts forward significant results on instructors' attitudes, readiness and possible challenges toward the flipped teaching model owing to the study's in-depth investigation of the phenomenon, and with the help of systematic data collection and analysis procedure even though its limitations.

CHAPTER 4

FINDINGS

4.1. Introduction

In this chapter, the researcher presents the findings of the interviews, which are obtained from the preparatory school instructors', to accomplish the main purpose of the research.

In this section, the findings of the data are presented in light of the research questions. The results were grouped by the researcher according to the most seen categories during the coding process. All these categories were presented with the codes. The transcriptions of the interviews also used for demonstrating the code relation.

4.2. Preparatory school instructors' attitudes toward flipped teaching model

Before presenting the findings, some of the demographic information should be represented for clarification. In this study, there were two groups of participants. In the first group participants (P1-P10) were working at a foundation university in Ankara. They were using a tablet-based education system for 3-4 years. They were also using projectors and computers in class. They were used to the technology and technology-related education systems very much. There was only one participant who didn't like using technology in class. In the first group, the participants' ages were between 28 -45. There were six females and four males in the group.

In the second group, there were also ten participants (P11-P20). The second groups' participants were working at a state university in Ankara. They were using some technological items like projectors and personal computers and class-ware in classes. They were all like using technology in class. In the second group, the

participants' ages were between 23-42. There were eight females and two males in that group.

4.2.1. Instructors' attitudes from the foundation university

The researcher started the interview by asking two questions; the first one was to understand their attitudes toward the online-resourced education experience and the second one was about whether they got any in-service training for the flipped teaching system. For the first question, ten of them answered as "Yes" to the question and for the second question, only two of them answered positively. From this point of view, the researcher claimed that there is not enough in-service training for preparatory school instructors in the field of the flipped model.

Under this heading, the researcher represents instructors 'attitudes toward the flipped teaching model. For understanding their thoughts, the researcher asked these questions like: *Have you ever heard of the flipped teaching model? What is your opinion about it? If you apply this model to your students, would it be beneficial? Do the flipped teaching applications/tools appeal to you? What do you think about using the flipped teaching in preparatory school? Can it be useful or not?* In this group of participants', they all heard about the flipped teaching model, so the researcher did not define the flipped teaching model to the participants.

The instructors of the foundation university expressed their attitudes toward the Flipped Teaching Model. While eight participants had positive attitudes toward the flipped teaching model, two of them had negative views and those three were sharing nearly the same ideas. The participants' answers were grouped below as positive and negative.

Table 7

Attitudes of Instructors' toward Flipped Teaching Model from the Foundation University

Positive Views	Negative Views
• Positive impact on autonomous students (n=2) • Effective for Gen-Z (n=2) • Time saving and more practice time at school (n=6) • Useful for absent students • Flipped model triggers autonomy • Future education system • Useful for repeat students	• Students are not ready for this system (n=8) • Not appropriate for language teaching • Lecturing should be in class & main teaching organ should be the teacher • May lead fossilized errors

4.2.1.1. Positive attitudes toward Flipped Teaching Model from the Foundation University

Under this heading, positive attitudes from the participants are presented according to the obtained data.

4.2.1.1.1. Positive Impact on Autonomous Students:

Two of the participants shared the same idea about the positive effect of the flipped teaching model on students.P1 ideas worded as follows:

The flipped teaching model can impact positively some of the students who are autonomous and they are trying hard for learning, generally, yes I think it can be beneficial.

P10 expressed her ideas related to this subject as follows:

If students are studying as autonomous at their own pace, the learnability level is getting high. It's because of whatever I teach in 40 minutes, I could not reach all of them in 40 minutes. So, that's why leaving the discussion part to the class and the lecturing to the home could be way better.

4.2.1.1.2. Effective for Gen-Z:

Another positive view from the participants is that the flipped teaching model is more effective especially for Generation –Z. According to Participant 1, their students were members of the Z Generation, as they were born to the technology. He stated his opinions as the following:

Our university gives importance to the technology very much. We switched to using tablets for education about three years ago so using technological materials in the class is more advantageous as they are generation Z and also their motivation level increases thanks to the technology.

Also, P7 shared some similar ideas by asserting that:

Technology definitely fosters their learning as they are very technology-oriented. They are using technology in their daily lives also for learning like new words or phrases from social media accounts or even from the games. As they are living with technology so much when we incorporate technology to class it's like real world to them.

4.2.1.1.3. Flipped teaching model would be a time-saver and there would be more time for practicing at school:

During the data collecting process, the most expressed positive view was that the flipped teaching model would be time-saving. Six of the participants shared nearly the same idea. P2 mentioned about his ideas concerning the subject as the following:

If the pilot schemas are done, and students are adapted for the system, we can reduce the lecturing time with the help of the flipped model and the production part gains more importance. Also, student can rewind the incomprehensible part and ask questions in the following class shortly and as a result, there will be more time bringing output like speaking or writing practices.

P5 expressed his opinion as the following:

In preparatory school we have a limited time. If we switch to the flipped classroom we can use the in-class time more efficient and recitations can be learned easily at home. With this system, students have more time for practicing speaking and developing their fluency at school and they can spend their learning time at home.

P5 also added the followings:

If we think about the instructors attitudes toward the flipped teaching model, they will probably accept this model, because their wish is also doing more practice in class and leaving the teaching part to students more.

P7 stated her thoughts by saying:

I am thinking about education have to take place in a face to face environment. But speaking of our current students, they are affected from visual materials very much. For students readiness and I think they are ready for the flipped model and I think this model can be time saving for in class activities and production.

P8 explained her ideas on the same subject as follows:

It is not only a time-saver for instructors but also for the students and it can make a difference especially for the repeat students.

P9 stated her opinion about the same subject by emphasizing the importance of inspecting the materials in detail during the in-class time:

It can be an ideal system for language teaching if there is input like reading or writing material and if students read it before classes, then we have more time to inspect in detail the material in class. If we use the flipped teaching model it will definitely work for time-saving.

P10 mentioned her ideas by emphasizing that they have limited time in class as this model could be a time saver as following:

I sometimes think that this system should be applied because it's not possible to do everything in-class as it's a limited time.

4.2.1.1.4. Flipped teaching model would be useful for absent students:

One of the participants thought that the flipped teaching model would be useful especially for absent students as they could watch the lesson whenever they are available. P3 mentioned her ideas as follows:

Some of our students could not catch the class due to weather conditions, health conditions, transportation problems, etc. Because of these problems, they miss the class. The flipped teaching model could be beneficial for them as they can watch the lesson whenever they are available so in this way they can catch the class next time with some background information.

4.2.1.1.5. Flipped model triggers autonomy:

P1 mentioned his ideas related to the flipped teaching model enhance students' autonomy as the following:

The flipped teaching model prompts students to be autonomous. As much as students are autonomous, their ability to learn is developed. That's why; I think this system should be used especially for preparatory school students.

4.2.1.1.6. The future of education is flipped model:

P4 stated her positive opinion about flipped teaching as follows:

I now that flipped teaching model is common abroad and among content-language based facilities. And there are many more researches about it. I think it's going to be the future education system. Because, autonomy has became a very trend topic recently.

4.2.1.1.7 Flipped teaching model would be useful for students who failed the class:

One of the other positive attitudes that came from P8 showed the positive side of the flipped teaching system by using it especially good for failed students as they had the same books and same curriculum again and again. Finally, they exhausted from having the same lessons so to facilitate these phase for the ones, she mentioned her ideas as above:

I think it is more useful for repeat students as they are using the same book and used it before. It would be time-saving and it can make a difference for them also.

4.2.1.2. Negative Attitudes toward Flipped Teaching Model from the Foundation University

Two of the instructors from the foundation university expressed also their negative attitudes toward the Flipped Teaching Model. The participants explained their ideas by giving examples.

4.2.1.2.1. Students are not ready for this system:

The most mentioned negative view was related to the students' readiness for this system. Instructors believed that without the readiness of the students even if they feel ready, the system could not work. Eight of the participants shared the same view. P1 mentioned about his concerns as following:

There are some students who are not doing anything out of the class. They may think that we are doing so much homework and what's the good of watching the videos and coming class, or they can complain about we do not understand without in-class lecturing. There may be a problem for students to focus on learning.

P2 expressed his idea by asserting:

Some of the students even do not do the homework, they may not watch the videos and it may cause negative results. It may not work within the Turkish Educational System or for our student profile. Students must get training about the flipped teaching model and a pilot scheme should be applied for switching this system safe and sound.

P3 stated her opinion concerning the subject as follows:

As they are not used to this kind of system, at first they maybe think that they are not learning because the flipped system not actively used in our education system

P4 explained her opinion on the same subject by asserting that:

It's so relevant to learner autonomy. It depends on the autonomy level of the student. Being aware of the responsibility for studying on their own is very vital for this model; also they should have study skills.

P6 said the following:

There is no single ideal model covering for all the students. There are some students who can follow the instructions and vice versa. It's up to the student profile in that class. Students' motivation problems may arise if we switch to this model. Some of them are not ready for this system.

P7 stated her opinion as the following:

In our school's student profile it can vary from student to student but I do not it's going to work for overall because our students' have so many adaptation problems I do not think they can follow up the online lessons on their own.

P8 expressed her opinion by saying that:

I do not think students are fully ready for this system as they have not faced it before. Switching to the flipped teaching model should be a long process. That's why we have to do this transition part by part.

P9 said that:

Students have to be educated with the same system beforehand. They are educated with the standard education system for 12 years and when they start the preparatory school if they come to face a different system they can become confused and probably they would not want to do anything. For example, we are doing 3-4 people group works as they don't have this system before; they are staying there and cannot take action because they haven't experienced the work-in-group type of exercises during the K-12 system.

P10 said:

The only problem could be the ones who come to class unprepared, I think they are not ready to move into this system and I guess it may take some time for them to getting used to that system

4.2.1.2.2. Flipped teaching model is not appropriate for language teaching:

One of the instructors mentioned about her negative view about the flipped teaching model for language teaching as follows,

I think it can be beneficial for other subjects but for language education, I do not think it's very suitable because in language education one of the most important things is interaction and using different interaction patterns in class. I think language learning should be more hands-on and it should involve learning by discovery. I think it's not appropriate for language teaching and I like to be interbedded with my students for teaching and I also enjoy helping them to learn so when I am the one who lectures I feel more in control.

4.2.1.2.3 Lecturing should be in class & main teaching organ should be the teacher:

Another similar negative view is about the flipped teaching model was that the lecturing should take place in the class and the lecture should be the instructor of that class. One of the participants expressed his ideas as below:

The flipped teaching model can be used as a supporter but the main teaching organ should be the teacher for teaching language (P3).

P7 added her ideas by saying that:

I am thinking about education have to take place in a face to face environment. I am a little bit old fashioned in this manner. Using technology with an instructor is okay but just learning from the computer is evoking passive students to me. In learning language, students should be very active and I do not think that it's going to be very active.

4.2.1.2.4. Flipped teaching model may lead fossilized errors:

One of the participants shared her ideas about during the lecturing outside of the class, students could understand a point in the wrong way ad this can cause fossilized errors. P2 stated her ideas as the following:

The flipped teaching model can be partly beneficial for the students. But it has a

disadvantage like as students cannot ask questions about unclear understanding points immediately during the video lecturing, it may cause fossilized errors.

4.2.2. Instructors' attitudes from the state university

The researcher started the interview by asking two questions. The first one was to understand their attitudes toward the online-resourced education experience and the second one was about whether they got any in-service training for the flipped teaching system. For the first question, nine of them answered as "Yes" to the question and for the second question ten of them answered as "No." From this point of view, the researcher claimed that there is not enough in-service training for the high level of education.

Under this heading, the researcher represents instructors 'attitudes toward the flipped teaching model. For understanding their thoughts, the researcher asked these questions like: Have you ever heard of the flipped teaching model? What is your opinion about it? If you apply this model to your students, would it be beneficial? Do flipped teaching applications/tools appeal to you? What do you think about using flipped teaching in preparatory school? Can it be useful or not? In this group, four of the participants didn't hear about the flipped teaching model, so the researcher gives the definition of the flipped teaching model to that four participants during the interview.

The instructors' of the state university expressed their attitudes toward the Flipped Teaching Model. All of the participants from the state university had positive about the flipped teaching system, but during the interviews, they shared some concerns about the system as negative views. But overall they all stated that they liked the flipped teaching model and they would like to try it. The participants' answers were grouped as positive and negative due to their expressions. The groupings of participants' responses are summarized in Table 8 below:

Table 8

Attitudes of Instructors' toward Flipped Teaching Model from the State University

Positive Views	Negative Views
• Time saving (n=4)	• Students are not ready for this system (n=5)
• Sole source is not appropriate for language teaching (n=2)	• Traceability issues (n=4)
• Effective model especially for complicated subjects (n=2)	• May lead fossilized errors
• Facilitator for instructors (n=2)	• Not applicable for beginners (n=4)
• Appropriate for university education	
• Triggers for extensive study	

4.2.2.1. Positive Attitudes toward Flipped Teaching Model from the State University

In this chapter, positive views from the participants are presented according to the obtained data.

4.2.2.1.1. Flipped teaching model would be a time-saver:

During the data collecting process, the most expressed positive view was that the flipped teaching model would be a time saver. Four of the participants shared that idea. P11 mentioned about his ideas in relation to the subject as the following:

My second graduate study is about educational technology and I came up with the flipped teaching model while reading articles. I realized that there is a misconception about the flipped teaching model especially the videos, in fact, it's a time-saving system.

P12 expressed his opinion as the following:

In fact, it's a very useful system to actualize lots of things that are running in my head because it takes on load from the instructor and gives more time for production also

instructors would enjoy it. Especially in language teaching, practice should take more time than lecturing. This system offers this opportunity.

P17 also added the followings:

At first, I would start with the easy subjects to check whether the system fits with the needs of the students and to check also myself. Then I can go with the complicated ones. It will definitely lighten our burden and give us more time to do more in-class activities. This system could be advantageous.

P20 stated her thoughts by saying

I really would like to try this model, because I am a supporter of using technology and also I think that it's a time-saving model.

4.2.2.1.2 Sole source is not appropriate for language teaching:

During the data collection process, two of the participants from the state university stated that especially for language teaching there should be other sources for lecturing. P11 expressed her ideas as follows:

Because our character affects our teaching style so much, students also need to see someone else for lecturing as it could be beneficial for different learning styles. The flipped teaching model could be helpful in this manner.

P12 expressed her opinion as the following:

It sounds good to me because I think in language teaching, a teacher shouldn't be the sole source, especially at the university level. For example, they would be fine if I am not the one who teaches the relative clause. If they get basic information and my support in a communicative manner, this model would bring more meaningful learning for students. I am also responsible for preparing the preparatory school materials and at the same time academic coordinator of the prep school, I always think about bringing newness.

4.2.2.1.3. Effective model especially for complicated subjects:

Three of the participants shared nearly the same positive idea about the flipped teaching model as the following: P12 shared her ideas about the subject as follows:

Even if they don't understand a subject, they can rewind and watch that part again. We do not have this opportunity in class. It would be great for them.

And P14 also expressed his ideas as the following:

Especially for some complicated subjects, it can be practical and effective, also for the low-level students, it would be a great option that they can re-watch and learn at their own pace.

P19 stated her ideas by saying:

Generally using technology for education is not a must for me but especially for extensive teaching and for attention-grabbing, the flipped teaching model would be a very effective model when the subjects are complicated for the students

4.2.2.1.4. Flipped teaching model would be a facilitator for instructors:

Another positive view of participants is that the flipped teaching model provides an opportunity to facilitate their works (n=2). P15 stated her idea by saying:

I can think about using it. I also do some kind of applications like this but I haven't been aware of its name. If the integration is completed successfully, it really facilitates the instructors' job.

P17 added her ideas related to this subject by saying:

This model could be tried. I would like to try it. As we are teaching English so many hours, this model can be possible and facilitator for us. Besides this student also would get the responsibility for their learning and this would be very good for them.

4.2.2.1.5. Flipped teaching model is very appropriate for university education system:

One of the instructors shared her ideas as in university education; the system should be like in the flipped teaching model. P16 stated her ideas as below:

Actually, this system should be applied in preparatory schools especially considering their age .Especially for university students it really fits the aim of the university education because, in the system of the university, students should be directed for searching and learning on their own.

4.2.2.1.6. Flipped teaching model would be a trigger for extensive study:

Participant 17 shared his ideas about the flipped teaching model helps students as a driving force for extensive study. He mentioned about his ideas as the following:

I am a person who believes in the power of extensive study, so studying at home on an individual basis is more permanent. If this system is used in a proper way, it will definitely be successful for preparatory school.

4.2.2.2. Negative Attitudes toward Flipped Teaching Model from the State University

Some of the instructors from the state university also expressed their negative attitudes toward the Flipped Teaching Model. The participants explained their ideas by giving examples.

4.2.2.2.1. Students are not ready for this system:

The most mentioned negative view was related to the students' readiness for this system. Instructors believed that without the readiness of the students even if they feel ready, the system could not work. Five of the participants shared the same view. P11 mentioned about his concerns as following:

In the flipped teaching model there is no lecturing in class so if they don't watch the videos beforehand they could not get any more information during the class time and

there will be no embeddable information.

P13 said that:

For this model students' motivation and learning desire should be high because if they come to class unprepared then there couldn't be anything to discuss. Generally, students would not take the responsibility of out of class activities.

P16 expressed her ideas as follows:

Sometimes they don't want to use it for educational purposes and they are acting like they are using the first time. They can send messages in seconds but some of them even know how to send an e-mail. They would probably not indulgently receive this model because as they are very accustomed to spoon-feeding they do not want to take the burden.

P18 stated that:

I don't think that this system would fit preparatory school as they are used to the spoon-feeding type of education system. The system needs more autonomous learners. It can work with more motivated and aimful groups.

P19 expressed her opinion by saying that:

Their motivation is so low that they are always looking for other ways than taking responsibility. In this system, they would probably make a break for it.

4.2.2.2.2. Traceability issues with flipped teaching model:

A few of the participants (n=4) thought that in the flipped teaching model there should a control mechanism for ensuring that students come to class prepared.P11 expressed her thoughts as follows:

What if they don't watch the videos beforehand? In the traditional education system even if they don't study before the class they can catch up as we are doing the lecturing in class. But in the flipped teaching model there is no lecturing in class so if they don't watch the videos beforehand they could not get any more information during the class time and there will be no embeddable information.

P13 stated her opinion about the same subject by emphasizing the importance of the control mechanism:

For this model students' motivation and learning desire should be high because if they come to class unprepared then there couldn't be anything to discuss. Generally, students would not take the responsibility of out of class activities.

Well, it sounds very ideal that they learn on their own at their own pace and as they wish but usually, they don't have that motivation as there is no control mechanism out of the class.

P15 also shared her thoughts regarding the control mechanism as below:

I use some videos especially for complicated subjects beforehand. In case they watch the videos, the results are satisfying. But generally, they do not feel responsible for out-of-class activities. The control mechanism for the flipped teaching model should be reliable otherwise it would not work properly.

And P18 expressed her opinion by saying that:

I have some doubts about what if the students won't study out-of-class lessons and come to class unprepared? Then there won't be an enhancing knowledge. Otherwise, I can use this system. I feel ready; I can assign to the students my videos also. But I should be sure about the control mechanism.

4.2.2.2.3. Flipped teaching model may lead fossilized errors:

One of the participants shared her ideas about during the lecturing process which happens outside of the class, students could understand a point in a wrong way ad this can cause fossilized errors. P20 stated her ideas as the following:

I don't think that it can be effective in teaching all language skills, I think that in some points teacher-triggered system is essential like in grammar or vocabulary, etc. otherwise students could be confused or may lead fossilized errors.

4.2.2.2.4. Flipped teaching model is not applicable for the beginners:

Four of the participants mentioned that the flipped teaching model is not applicable for beginners. P13 expressed her ideas as the following:

I have tried this model once but students have lots of questions about the content and as the video is all English, they could not understand thoroughly when the level is low. It should be applied at least B1.

P14 expressed his opinion by saying that:
Especially for some complicated subjects, it can be practical and effective, also for low-level students, it would be a great option that they can re-watch and learn at their own pace. But it would probably good for at least the B1 level.

P17 stated his idea by saying that:

Yes, it will definitely be useful for the preparatory school but levels of the students are very important. I can be doubt about the beginners' but for the more advanced ones like the A2-B1 level, it will probably work successfully.

And P20 added her ideas as follows:

Especially for the preparatory school students, the level is important. This model should be applied from at least the B1 level.

4.3. Instructors' Readiness for Applying Flipped Teaching Model

After the participants answered the questions about their attitudes toward the flipped teaching model, the researcher questioned the participants to investigate their readiness level for applying the flipped teaching model in preparatory school education settings. Under this heading, the researcher represents instructors' answers related to readiness for applying the flipped teaching model. For understanding their thoughts, the researcher asked these questions like: Do you think are you ready to use the 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 preparatory school? Can it be useful or not?

4.3.1. Foundation university instructors' readiness level for applying flipped teaching model:

The instructors of the foundation university expressed their attitudes toward applying Flipped Teaching Model. In this chapter, the findings were presented per the categories resulting from the interviews. The results of the data have been divided into four main categories: ready/unready/thinking about using in the future and as not consider using the model.

Table 9

Readiness Level of Participants about Flipped Teaching Model from the Foundation University

Participant	Ready	Unready	Future user	Nonuser
P1- Male	✓		✓	
P2- Male		✓	✓	
P3- Female		✓		✓
P4- Female	✓		✓	
P5- Male		✓	✓	
P6- Male		✓	✓	
P7- Female		✓	✓	
P8- Female	✓		✓	
P9- Female	✓		✓	
P10- Female		✓	✓	

4.3.1.1. Ready for using flipped teaching system:

During the interviews, only four of the participants expressed that they feel ready for applying the flipped teaching model. They mentioned about their readiness is

related to their competence for using technology and the facilitator power of the flipped teaching model and with this model, there would be more time for production. P1 expressed his ideas as the following:

As I am using technology too much, I don't think that I am going to feel nervous about it. What's more, it can be used for increasing student talking time as in the traditional lecturing model teacher talking time taking too much time due to the absence of guided discovery. The flipped teaching model affects positively and I am feeling ready about flipped teaching.

P4 stated his idea by saying that:

I am not negative about it. As I said before, we got an idea of what we will be dealing with here and we know there will be roll-backs. I am open to these kinds of technology-based models. I am ready for using this system right now but it should be adopted school-wide for the standardization. I would like to use this model also for my future teachings.

P8 also shared her thoughts as below:

I think I am ready for using the flipped teaching models now and as using technology for education affect my performance positively. Even it does not happen now, I can also think about using this model in the future.

And P9 added her ideas as follows:

I feel ready. But students have to be educated with the same system beforehand. If the education system from elementary to this level switches to the flipped system, I would really like to use this model because it is a really a facilitator for the educator.

4.3.1.2. Unready for using flipped teaching system:

Six of the participants expressed that they do not feel ready for using the flipped teaching model. Four of them added that if they get in-service training about the flipped teaching model, and if the basis for the model is established, they would like to use the flipped teaching model in the future. But two of the participants said that they are not planning to use the flipped teaching model in the future even if they get sufficient

training as they think that this model is not proper for language teaching.

P2 expressed his ideas as the following:

Well, I do not feel ready for this model because I think students also do not feel ready. There is no fundamental basis for the flipped model and it should be well-planned, everyone in this system from instructors to students must get training about it and a pilot scheme should be applied for switching this system safe and sound. If the pilot schemas are done, and students are adapted for the system, we can reduce the lecturing time with the help of the flipped model and the production part gains more importance. Also, a student can rewind the incomprehensible part and ask questions in the following class shortly and as a result, there will be more time bringing output like speaking or writing practices.

P3 mentioned about her ideas herein below:

I do not feel myself ready for the flipped teaching model because I think it's not appropriate for language teaching and I like to be interbedded with my students for teaching and I also enjoy helping them to learn so when I am the one who lectures I feel more in control. I also don't think about using the flipped teaching model in the future.

P5 expressed his opinion by saying that:

I am not feeling ready because we do not have the experience and necessities but I can think about using flipped teaching models in some cases especially for bringing students in some skills like listening and writing for my future classes.

P6 said that:

I am not ready for this system right now because I haven't got any training about it. But if I get training about this model I can think about using the flipped teaching model in the future. I would like to try new things

P7 added her ideas as follows:

Right now, I do not feel ready. If there will be a necessity for switching to this model it

can be but for now, I do not have that instinct. It's a little bit far from me as I haven't experienced it before. But I may think about using it in the future.

P10 stated her idea by saying that:

I haven't got any training on it yet. I guess I can motivate my students but I am not sure about it. But for the future, I'd like to use it.

4.3.2. State university instructors' readiness level for applying flipped teaching model:

The instructors' of the foundation university expressed their attitudes toward applying the Flipped Teaching Model. In this chapter, the findings were presented per the categories resulting from the interviews. The results of the data have been divided into four main categories: ready/unready/thinking about using in the future and as not consider using the model.

Table 10

Readiness Level of Participants about Flipped Teaching Model from the State University

Participant	Ready	Unready	Future User	Nonuser
P11- Female		✓	✓	
P12- Female		✓	✓	
P13- Female		✓	✓	
P14- Male	✓		✓	
P15- Female	✓		✓	
P16- Female		✓	✓	
P17- Male	✓		✓	
P18- Female	✓		✓	
P19- Female		✓		✓
P20- Female		✓	✓	

4.3.2.1. Ready for using flipped teaching system:

During the interviews, only four of the participants expressed that they feel ready for applying the flipped teaching model. They mentioned about their readiness is related to their competence for using technology and the facilitator power of the flipped teaching model and with this model, there would be more time for production. P14 expressed his ideas as the following:

In fact, as we work with young adults and also we have already applied online teaching, yes I feel ready and I also want to use this model for my future lessons.

P15 stated her idea by saying that:

Probably yes I am ready for it. If the integration is completed successfully, it really facilitates the instructors' job. The control mechanism for the flipped teaching model should be reliable otherwise it would not work properly.

P17 also shared his thoughts as below:

Yes, why not. But I guess at first I would start with the easy subjects to check whether the system fits with the needs of the students and to check also myself. Then I can go with the complicated ones. It will definitely lighten our burden and give us more time to do more in-class activities. This system could be advantageous. But this system only can succeed if instructors get training about it and also the infrastructure should be settled.

And P18 added her ideas as follows:

I feel ready; I can assign to the students my own videos also. But I should be sure about the control mechanism. I would like to use this system in the future.

4.3.2.2. Unready for using flipped teaching system:

Six of the participants expressed that they do not feel ready for using the flipped teaching model. Five of them added that if they get in-service training about the flipped teaching model, and if the basis for the model is established, they would like to use the

flipped teaching model in the future. But one of the participants said that she is not planning to use the flipped teaching model in the future even if she gets sufficient training as she thinks that the main tool for teaching should be the instructor but also she added that may think about using as a supporter.P11 expressed her ideas as the following:

As I haven't got any training about the flipped teaching model I don't feel ready right now. As students are easier going with the new things I would like to try it in the future after getting some training about it but it can only be successful if the educator really believes that this model is going to work. I am also experiencing it in my classes, for example; in portfolio studies, if I believe in the effectiveness of that portfolio I get many positive feedbacks from my students but if I don't believe then it doesn't work.

P12 mentioned about her ideas herein below:

Well, I think I don't feel ready for the flipped teaching model now, but I do consider using the flipped teaching model in my class in the future. As an application, I would probably want to use this model. I also experienced that I am learning Spanish from a web-site and I can stop, rewind it any time and I also think that I have the opportunity to learn it from the videos but I do not have the chance to produce it, especially in language teaching, practice should take more time than lecturing. This system offers this opportunity.

P13 expressed his opinion by saying that:

If I prepare myself and the materials I would use this model in the future.

P16 said that:

As I do not know the system very-well I do not feel that I am ready right now. But I would probably want to use it in the future under the proper circumstances and training.

P19 added her ideas as follows:

I think I can have some issues with applying this model right now. But I guess I would not prefer it. It can be a supporter but I don't approve to use as the main tool.

P20 stated her idea by saying that:

I don't feel like applying the flipped teaching model right now. But I probably would feel ready if I get in-service training. So, I definitely want to use it in the future because it's a time-saving model.

4.4. Possible Challenges toward Flipped Teaching Model

The findings under this heading were presented according to the categories obtained from the codes. The codes were organized as four headings which were issues related to students, issues related to instructors, technology and institutes support.

4.4.1. Possible challenges toward flipped teaching model from the foundation university

According to the participants' statements, the possible challenges were grouped as the following table.

Table 11

Possible Challenges toward Flipped Teaching Model from the Foundation University

Categories	Codes
Issues related to students	• Traceability/autonomy issues • Traditional education environment
Issues related to instructors	• Technological competence • Pedagogic issues
Technological issues	• Access to resources
Institute's support	• All off the participants mentioned that their institute would support the flipped teaching model

4.4.1.1. Issues related to students:

In this section, the participants were questioned about their thoughts for the students of their university. The questions were related to the attitudes and readiness level of students from the participants' point of view.

According to the gathered data, participants were suspicious about the readiness level of the students. This problem was the most significant one between all of the challenges in foundation university. The instructors were mentioned the importance of the responsibility for this model and they also expressed their ideas about that this kind of system should be started from the beginning to get successful results.

In this section, the findings from the gathered data are presented on the issues of traceability/autonomy and the traditional education environment. All of the instructors from the foundation university mentioned that the students of that university were not ready for the flipped teaching model as they were not keen on taking responsibility for their learning. And seven of them mentioned about this shift should be done from the beginning of the education system. P1 expressed his ideas as the following:

There are some students, who are not doing anything out of class and they may think that we are doing so much homework and what's the good of watching the videos and coming class, or they can complain about that we do not understand without in-class lecturing. Students may have some failure as distracters at home like their mobile phones or someone who enters the room or maybe they want to grab a drink and they can miss the vital point or the place can be a café for watching the videos or can be a noisy environment; student may just feel responsibility for watching the video before going to class without understanding the content, as a result, it couldn't be fruitful.

P2 added his ideas regarding the autonomy issues as follows:

It may not work within the Turkish Educational System or for our student profile as they are not used to take responsibility for their learning.

P3 said that:

As they are not used to this kind of system, at first they may be thinking that they are not learning because the flipped system not actively used in our education system.

P4 added his ideas as the following:

The autonomy of students is very vital for this model; also they should have study skills.

P5 expresses her ideas as follows:

If students' autonomy level is low, they can resist this system at first and also students' motivation problems may arise. For some students', they are not ready for this system.

P7 said that:

For students' readiness, it can be time-saving and I think they are ready for them but they are not capable of taking the whole responsibility for learning.

P8 stated her idea by saying that:

I do not think students are fully ready for this system as they have not faced it before. Switching to the flipped teaching model should be a long process.

P9added her ideas as follows:

Students have to be educated with the same system beforehand. They are educated with the standard education system for 12 years and when they come to the preparatory school if they come to face a different system they are faced up and do not want to do anything. Students have to get training for this model and the responsibility of the student is very important. S/he needs to take the responsibility to learn

10 said that:

The only problem could be the ones who come to class unprepared, I think they are not ready to move into this system and I guess it may take some time for them to getting used to that system but in the end, they can manage it.

4.4.1.2. Issues related to instructors:

In this section, the participants were questioned about their thoughts for the other instructors in their university. The questions were related to the attitudes and readiness level of the other instructors'. From the data, two issues emerged. The first one is related to technological competence and the second one is related to the pedagogic issues. Four of the participants expressed their ideas as the follows:

We have lots of very experienced instructors in our institute who are not keen on technology very much and we are also having some issues as we have switched into using tablets for education. That's why some of them may have problems like preparing links, recording, sending or preparing videos (P1).

P2 expressed his ideas herein below:

Many men, many minds. Some of them go in for it but the rest may be against it. Especially for the application, there may be variable problems.

P4 said related to the pedagogic issues as follows:

Instructors' pedagogic competence should be at the right level for applying this model. Their aspects will be all related to prior learning experience and their age and readiness level.

P8 shared her opinion by stating that:

I also don't think instructors are ready for this system as we are not like the modern language department as they are doing more lecturing type education they are using the flipped system but here in Basic English Department, instructors are more active during the teaching process. And I think they won't embrace this shift.

And P10 said that:

For the instructors, there will be willing ones and resisting ones. It can be related to the age or the preparation process of the flipped systems. We have a material and testing office here and they prepare these kinds of materials for us but if we switch to the

flipped teaching model, instructors also have to do some preparation and don't think that they all willing to do it.

4.4.1.3. Issues related to technology:

Three of the participants mentioned their suspicions related to technological issues like accessing the sources and connection problems, especially for students. P1 expressed his ideas as follows:

In the case of the unavailability of the internet, what can we serve the students?

P5 reflected his idea by saying:

Accessing resources can cause a problem due to the technological disqualification of the students'.

And P8 added that:

Internet connection or electricity can be a problem.

4.4.1.4. Institute's support for flipped teaching model:

All of the participants mentioned that their university would support the flipped teaching model under the appropriate circumstances.

4.4.2. Possible challenges toward flipped teaching model from the state university

According to the participants' statements, the possible challenges were grouped as the following table.

Table 12

Possible Challenges toward Flipped Teaching Model from the State University

Categories	Codes
Issues related to students	• Traceability/autonomy issues • Traditional education

Categories	Codes
	environment
Issues related to instructors	• Technological competence
	• Traditional view to education
Technological issues	• Access to resources
Institute support	• Acceptance of the system may fail

4.4.2.1. Issues related to students:

In this section, the participants were questioned about their thoughts for the students of their university. The questions were related to the attitudes and readiness level of students from the participants' point of view.

According to the gathered data, participants were suspicious about the readiness level of the students. Half of the participants shared similar ideas about the issues related to students. The instructors were mentioned the importance of the responsibility for this model and they also expressed their ideas about that this kind of system should be explained to the students and training also should be given to the students to get successful results.

In this section, the findings from the gathered data are presented on the issues of traceability/autonomy and traditional education environment.P11 expressed his ideas as the following:

What if they don't watch the videos? In the traditional education system even if they don't study beforehand, they can catch up with the lesson as we lecture in class. But in the flipped teaching model there is no lecturing in class so if they don't watch the videos or study the given materials before the lesson time they could not get any more information during the class time and there will be no information to be reinforced.

P13 reflected her idea by saying:

Students are not ready for this system. If that is doing to be totally out of the class system, they can be distracted easily or they can do something else at the same time and cannot get the lecturing thoroughly.

P16 stated her idea by saying that:

Students are not ready for this system. If that is doing to be totally out of the class system, they can be distracted easily or they can do something else at the same time and cannot get the lecturing thoroughly.

P17 added his ideas as follows:

I am not sure about how students handle this responsibility as they are not used to it. Students should be well informed beforehand. Their attitudes would be trying to escape at first and they might think that this system is nonsensical.

And P20 said that:

Students' low readiness is also a problem and they would probably show a reaction to this model at first. I think students also should be informed and explained the advantages of the system.

4.4.2.2. Issues related to instructors:

In this section, the participants were questioned about their thoughts for the other instructors in their university. The questions were related to the attitudes and readiness level of the other instructors'.

This problem was the most significant one among all of the challenges faced at the state university. The instructors were mentioned about the importance of the technological competence for this model and they also expressed their ideas about the age is also an important parameter for applying the flipped teaching model.

From the gathered data, there were two issues emerged. The first one is related to technological competence and the second one is related to the traditional view of education.

P 11 expressed her opinion as the following

I don't think they are ready because we have very traditional, experienced instructors here and they can react to technological changes.

P12 stated that:

For readiness of the instructors', age would be a factor as they do not like the technological settings but the age average is getting down day by day so after 5 years everyone will like to apply this model.

P13 shared her opinions by saying that:

For instructors, they are also not quite ready it depends on the age, older ones are not happy with the technological newness, also in-service training may not reflect the usage in class. We're just using projectors and I don't think that is technology at all. Reaction from the instructors' will be way much than students'.

P14 explained his idea by saying that:

In our institute, instructors should have got in-service training and the aim of this model should be expressed to them; they should also be informed about the basis of the system.

P15 shared her ideas by stated that:

I don't think instructors give full support for fully switching to flipped model but if it is served as a combination of the traditional education and the flipped, they could accept.

P16 shared her thoughts:

For instructors, readiness level is changing up to the personality and age and I also think that they do not like the change

P17 expressed his opinion by stating that:

For instructors, if they have the traditional perspective they don't embrace it. I guess younger instructors lean towards it better.

P18 said that:

Speaking of the instructors, I think we could have positive attitudes on a large scale but for the rest the more experienced ones we can have difficulty.

P19 stated her idea as follows:

We have a very complex age of teachers here some of them young some of the old, they have difficulties for using technology like using MyLab or presentation right now their adaptation could be hard

P20 stated that:

I think instructors' age, technology competence, and the level they do academic reading all of these are effective, and for the experienced one's ant traditional ones, their attitude would not be positive at first. Piloting should be done beforehand.

4.4.2.3. Issues related to technology:

Six of the participants mentioned their doubts related to the technological issues like accessing the sources and connection problems, especially for students. P13 expressed her ideas as follows:

Accessing the sources and the control of the sources may be a problem

P14 reflected his idea by saying:

Accessing the resources may lead to some problems, the infrastructure should be well established and the materials should be prepared carefully and suitable for especially the flipped model.

P15 added that:

Accessing may be a problem for the students because especially in dorms they do not have a well-established internet connection

P18 stated her idea by saying that:

Accessing the sources can be a problem for students as not all of them have an internet connection.

P19 added her ideas as follows:

As all of the students don't have the same opportunity, accessing can be a problem.

P20 mentioned the followings:

Because of the place of the campus, we have experienced lots of power loss and internet connection problems this situation also would lead to some problems.

4.4.2.4. Institute's support for flipped teaching model:

While the interview process two of the participants mentioned their concerns related to the institute's support in the matter of switching to the flipped teaching model.

The first one was worried about the cost of the system and the second one was mentioned as there were different decision-makers in the formal government structures.

P11 mentioned her concern as follows:

As we are a state university I really don't know whether they can cover expenses but it would be hard.

P15 shared her ideas related to the decision-maker system:

I am also not sure about the institute's support as it has many steps in it. There are different administrations over administrations so I am not sure about the support of the institute.

4.5 Key Findings

Attitudes of Foundation University Instructors toward Flipped Teaching Model

Table 13

Key Findings from Interviews with Foundation University Instructors

Positive Views	Negative Views
• Some of the participants shared that flipped teaching model would have positive impact on autonomous students. • Two of the foundation university instructors stated that flipped teaching model is more effective especially as a motivation raiser for Generation-Z as they born to the digital age. • Some of the participants mentioned that flipped teaching model can be a time saver as it shortens the lecturing time in class and consequently there can be more time for practicing and production in class with the guidance of the instructor. • One of the participant shared that this model can be beneficial especially the absent students. • A few of the participants believed that flipped model compels autonomy for students. • There was one participant who believed that flipped teaching model would be the future education system as it is directly related to autonomy which is the trend	• Some of the participants believed that the students in their university are not ready for this system. • One of the participant mentioned that flipped teaching model is not appropriate for language teaching. • There were two participants who shared similar ideas that lecturing should be in class and the lecturer or the teaching organ should be the teacher. • One of the participants expressed that flipped teaching model may lead fossilized errors.

Positive Views	Negative Views
topic recently in education community. • Another participant shared her ideas about the usefulness of flipped teaching model especially for repeat students.	

Attitudes of State University Instructors toward Flipped Teaching Model

Table 14

Key Findings from Interviews with State University Instructors

Positive Views	Negative Views
• There were four participants who believed that flipped teaching model is a time saver. • A few of the participants in the study shared that for language teaching one source is not appropriate as the characteristic of the educator also plays a role in lecturing. • Some of the participants shared that flipped teaching model is an effective model especially for complicated subjects. • Some of the participants believed that the flipped teaching model facilitate their jobs. • One of the participants expressed that this model should be applied especially for the universities. • One of the participants shared that	• Half of the participants believed that the students in their university are not ready for this system • A few of the participants shared their ideas about there could be traceability issues for checking out-of–class lecturing system. • One of the participants expressed that flipped teaching model may lead fossilized errors. • Some of the participants shared that this model is not applicable for beginners.

Positive Views	Negative Views
flipped teaching model enhances extensive learning for students.	

Readiness Level of Instructors' toward Flipped Teaching Model

Table 15

Key Findings from Interviews Regarding Readiness from the Foundation University

Ready to use Flipped Teaching Model (n=4)	Four of the participants said that they feel ready for applying the flipped teaching model. They mentioned their readiness is related to the followings: • Technological competence • Used to technology based education system • Technological educational tools effects their performance positively
Not Ready to use Flipped Teaching Model and Consider Using in the Future(n=5)	Five of the participants said that they don't feel ready for applying the flipped teaching model but under proper circumstances they would like to use in the future. They mentioned that their unreadiness is related to the followings: • Absence of in-service training for flipped teaching model • Not experienced this model before

Not Ready and not Consider Using in the Future(n=1)	One of the participants expressed her unreadiness and she also added that she would not think about it in the future as she wants to be the one who directs the lecturing. Her idea is related to the following item: • Flipped teaching model is not applicable for language teaching. Main teaching organ should be the teacher.

Table 16

Key Findings from Interviews Regarding Readiness from the State University

Ready to use Flipped Teaching Model (n=4)	Four of the participants said that they feel ready for applying the flipped teaching model. They mentioned their readiness is related to the followings: • Technological competence • Used to technology based education system • Flipped model is a facilitator
Not Ready to use Flipped Teaching Model and Consider Using in the Future(n=5)	Five of the participants said that they don't feel ready for applying the flipped teaching model but under proper circumstances they would like to use in the future. They mentioned that their unreadiness is related to the followings: • Absence of in-service training for flipped teaching model
Not Ready and not Consider Using in the Future(n=1)	One of the participants expressed her unreadiness and she also expressed that she would not think about it in the future and she added that she might think the

Not Ready and not Consider Using in the Future(n=1)	model only as a supporter.
	Her idea is related to the following item:
	• Flipped teaching model can only be used as a supporter. Main teaching organ should be the teacher.

Possible Challenges toward Flipped Teaching Model

Table 17

Key Findings from Interviews Regarding Possible Challenges from the Foundation University

Categories	Codes
Issues related to students	• Traceability/autonomy issues • Traditional education environment
Issues related to instructors	• Some of the instructors mentioned about the experienced instructors technological competence level is not proper for switching into the flipped model. • One of the participants mentioned that instructors' pedagogic competence should be at the right level for applying this model.
Technological issues	• Some of the participants mentioned that access to resources can be a problem especially for students.

Categories	Codes
Institute's support	• All off the participants mentioned that their institute would support the flipped teaching model.

Table 18

Key Findings from Interviews Regarding Possible Challenges from the State University

Categories	Codes
Issues related to students	• Instructors shared their ideas about the traceability and autonomy issues related to the flipped teaching model. • Some of the participants expressed that the traditional education environment has a negative effect for switching into the flipped model especially for the students.
Issues related to instructors	• All of the instructors mentioned about the experienced instructors technological competence level and they added that traditional view to education also plays an important point for the older ones.
Technological issues	• Some of the participants mentioned that access to resources can be a problem both for the instructors and the students. This may caused from the connection or content accommodation.
Institute support	• Two of the participants mentioned that the acceptance of the system may fail due to cost and achieving administrations.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, the main results of the study are discussed. Then, the implications and recommendations for the future study are presented according to the three research questions and three major themes: attitudes, readiness level and possible challenges.

5.1. Summary of the Study

The purpose of this study was to examine preparatory school instructors' attitudes, readiness level and possible challenges toward the flipped teaching model. Participants expressed their ideas in terms of the model, their readiness level and possible challenges while practicing the flipped detaching model. This study was conducted with 20 preparatory school instructors. The first half of them from a foundation university in Ankara, Turkey, and the second half from a state university in Ankara, Turkey.14 of the participants were female and 6 of them were male. A semi-structured interview was applied to the participants for gathering the data. Questions of the interview were developed by the researcher after reviewing the literature and similar type of qualitative researches. Interviews consisted of 13 open-ended questions which lasted approximately 7-15 minutes. All interviews followed the same order. The answers of the participants were recorded for transcription. After the collection of the data, the researcher started the analysis process for coding. The qualitative data analysis software NVivo 12.0 was used during the process of organizing, grouping and analyzing and coding. Finally, findings were presented under the categories derived from the codes.

5.2. Discussion of Findings

5.2.1. Instructors' attitudes toward flipped teaching model

Instructors' attitudes toward the flipped teaching model were obtained from the interviews and presented under this title. According to Table 7 and Table 8 of this study, the attitudes of the participants were presented as two headings; positive and negative.

The researcher found out from the obtained data which was collected from the foundation and the state university, the major positive attitude toward the flipped teaching model was that this model is a time-saver not only for students but also for the instructors. In flipped teaching model "rather than taking up limited class time for an instructor to introduce a concept (often via lecture), the instructor can create a video lecture, screencast, or vodcast that teaches students the concept, freeing up valuable class time for more engaging (and often collaborative) activities typically facilitated by the instructor (Milman, 2012, p. 85). Class time is the most valuable element, especially for language learning. The reason behind this idea is that, as we are living in a Turkish speaking country, the most trustable observer is the one who is responsible for teaching English to that class. Students could obtain the basics of the lesson from the video lectures and could do the production part in a class with a reliable guide (instructor). According to Hopman and MacDonald, "producing language is an incredibly strong learning experience when the production involves generating the language yourself and you are provided with feedback" (2018, p. 965). In this model, the feedback mechanism is acting simultaneously with the production and as a result, students can obtain more constructive feedback from the instructors, so meaningful learning occurs at the time of production of that language. According to the authors, the current model for language teaching underestimates the value of students' production of the language.

One another positive idea regarding the flipped teaching was that this model allows students to see also other lecturers' instructions. In the flipped teaching model, instructors also may assign other teachers records or from online educational sources (Fulton, 2014). Participants expressed that the sole source is not appropriate for language teaching. From their point of view, language teaching should contain many sources, not one single source. They added that the character of the educators affects

their teaching style. It is especially vital for a foreign language teaching setting. If the students may have a chance to see a different instruction about a complicated issue for them, they may have a chance to solve the puzzle with ease. As everyone has their teaching style, every student has their learning style. As a result, reaching to students' range is getting bigger with the help of the flipped teaching model in this way learnability increases.

Participants also mentioned that with the help of flipped teaching models, students could re-watch the lectures and in this way, they could comprehend the complicated subjects better. In a traditional education setting, students always try to capture what the instructor says at the moment when s/he says it. As they are listening, they also try to comprehend and take notes about the lectures and so they may miss the important points. On the other hand, in flipped teaching model students are the responsible ones who control the videos or other materials for learning. "It is flexible and allows them to work at the pace that works best for them" (Bergmann & Sams, 2012, p. 111). In this way, they can watch, pause or rewind as they needed and they can comprehend the lesson at their own pace.

Another positive idea regarding the flipped model was that this model can act as a facilitator for the instructors. As lecturing being occurred out of the class, instructors' time for production increases and in this way, meaningful learning occurs. Thereby, repeating the lecturing becomes not necessary and this reduces instructors' burden.

A few of the participants expressed that university education should direct students for searching and learning on their own. From this point of view, the flipped teaching model is the one that fits the aim of the university education system. According to a research article (Love, Hodge, Grandgenett, & Swift, 2014, p. 319), "many faculty members recognize the need for a more active learning environment and seek ways to incorporate that, to varying degrees, in their classes".

One of the positive views was that the flipped teaching model triggers extensive study. One of the participants mentioned the power of the extensive study. He added that studying at home on an individual basis is more permanent. As mentioned above, studying someone's own pace helps to learn better, meaningful and permanent. An

extensive study is also a need for a higher education setting, and the flipped teaching model can fill this gap. The instructor promoted extensive independent learning, learning regulation, continuous dialogue and collaborative interactions among peers. The re-designed model highlights the co-creation of the course content and of digital learning outcomes by students, self-regulation and teamwork co-regulation, which are rare in higher education (Blau & Shamir-Inba, 2017, p. 69). Besides extensive study, one of the participants also mentioned that the flipped teaching model can trigger autonomy as well. Hung found out that the flipped model raised the students' academic performance and their attitudes toward learning thus he proposed that the flipped teaching model has a positive effect on improving the autonomy of the students (2015).In the flipped teaching model, students need to take responsibility for their learning to succeed in the lesson. They are in charge of viewing the lectures, taking some notes and asking their questions to the instructors. The more they exposed to the flipped model, the more they gain autonomy. The importance of autonomy for a learner can be summarized like; if learner gains autonomy, the reflection of their learning occurs and by this way, the learning becomes not only efficient but also effective for the learner. Secondly, the learner puts some goals for future learning and in this manner motivation level increase by itself. And the final point is that as learning a language depends on the occurrence, with the flipped teaching model there are more interaction and production probability for the learner (Little, 1991).

The flipped teaching model not only triggers autonomy but also has a positive effect on autonomous students with its dynamics. Two of the participants shared the same idea about this model also appropriate for autonomous students since they already have the responsibility for learning, they can move forward easily with this model.

Another positive aspect expressed by some of the instructors in the current study was that the flipped teaching model especially effective for Gen-Z. Prensky mentioned that our current education system does not address the current generation as today's students have access to a different kind of knowledge sources, they also acquire the knowledge different from the previous generations (Prensky, 2001). As traditional teaching methodology does not involve too much technology, reaching this generation can be hard often. As mentioned in an article, "teaching Gen Zers must move beyond

the one-way depositing of knowledge and the routine of individual work, to collaborating with faculty and working and connecting with learners of shared interests, locally and globally. This is what motivates and engages them in learning" (Stearns, Dudoit, Fujihara, & Kennedy, 2017, p. 140). From this point of view, flipped teaching is the very thing for teaching this generation. As autonomy gains this much importance for education, one of the participants also expressed her ideas related to the flipped teaching model as the future education system would be the flipped teaching model. This idea is supported by many of the institutions from all over the world and the also increases their flipped classes day by day. In a survey in 2016 in the USA revealed that 41% of faculties in higher were using the flipped teaching model in their classes (Schaffhauser & Kelly, 2016).

According to the participants' views, the flipped teaching model is also beneficial for absent students and repeat students. For absent students who miss the class for some reason, there is an alternative to view the lecture with this model, thereby they can learn the basics of the lesson and in the next lesson, the student can catch the rest of the class easily. The second important point is to repeat students. As they have the same book, the same class, they may easily be exhausted. But with the flipped model, they can learn the lessons on their own and for reinforcement; they can come to class and ask their questions. In this way, the exhaustion level could decrease and they can easily engage with the incomprehensible points.

Besides the positive attitudes, there were also some negative ones expressed by the participants. One and the most expressed one of these was the students' readiness for the flipped teaching model. Nearly all of the participants' mentioned that without the readiness of the students' even if the instructors, videos and all kinds of sources ready, the system definitely could not work. The idea behind this is that, in our education system students are so used to spoon-feeding, inactive learning environments that they could show a reaction to the flipped teaching model and for avoiding getting the bad feedback, they may even don't show up to classes. There is always the educator on the stage for teaching and students generally wait for the knowledge to come to them. For this reason, the participants mentioned that students also need to be trained and they added that the education system should be changed according to the flipped teaching

system from the very beginning. For successful learning, it is obvious that students also need to take responsibility.

Another negative aspect expressed by the participants is that in the flipped teaching model there would be traceability issues. Applicability depends on the traceability of the flipped system. This is why a control mechanism like a tracking software should be involved in the first stages of the flipped teaching model. Participants expressed that without a control mechanism, students could abuse the system. Some of them also added that when students get used to the system, there would not be a need for a control mechanism as they also get the idea behind the system and they also understand the benefit of the system for themselves.

Another negative view was that the flipped teaching model is not applicable for the beginners. This view was shared by two of the participants. According to this view, there should be some input for the comprehension of the lesson to study and understand on their own. Participants expressed that this could be only possible at least A2 or B level. On the contrary to this view, a dissertation reveals that even from the beginning of a language learning, the flipped model is more effective than the traditional one. In that research, there was a control group and a flipped group. Both of the groups were foreign language learners at the introductory level. After a semester 64% of the students in the flipped section reached the benchmark score on the achievement test, compared with 32% of the students in the control section (Hojnacki, 2018).

There were also supporters of traditional education in the current study. According to their opinion, lecturing should take place in the class and the main teaching organ should be the instructor. They also mentioned that they were not keen on using technology in class. But as we are living in a technology era, their ideas are in danger of extinction. As other views support that technological materials are the major attention- grabber for this generation, the approach they have cannot reach the students. According to the results of an investigation on the students' reaction to the flipped model, the majority of students (53%) would like to have the flipped classroom, while only 18% would like to have a non-flipped one (Elliott, 2014).

The last negative view about flipped teaching was that this model may lead to fossilized errors due to the absence of the instructor during the lecturing time. Two of the participants shared their hesitations about this idea. But in the real situation, the only phase that takes place out of the class is having the lecturing. The reinforcement occurs in the class as in the traditional teaching model. The only different part is that students come to class with prior knowledge and the reinforcing occurs in the class better and stronger with the guidance of the instructor.

5.2.2. Instructors' readiness for applying flipped teaching model

Instructors' readiness for applying the flipped teaching model was obtained from the interviews and presented under this title. According to Table 9and Table 10 of this study, the readiness level of the participants was grouped under three headings as; ready to use the flipped teaching model, not ready to use the flipped teaching model and consider using in the future, not ready and not consider using in the future.

The researcher asked the participants whether they attained an online course before understanding their usage of technology for their education. With this question, the researcher tried to understand the participants' usage of technology except for daily life activities. 19 of the participants expressed that they attend an online course before. From this point of view, the vast majority of the participants had experience with technology in the field of education, so they know how to use it and the results of this kind of education system. All of them were positive about online courses. They mentioned that they got accomplishment.

Eight of the participant from both universities expressed that they feel ready for applying the flipped teaching model. They shared that their readiness is related to three headings. The first one was the technological competence. According to the expressions, technological competence is the first step for switching the flipped teaching model. The one who applies this model has to know how to record, arrange, assign and control of the videos or any different kind of digital educational materials. They mentioned that they have this ability so they are ready for this model. The second point is they were used to a technology-based education system. As they integrated the technology into their classes they could also use the flipped model easily. They

mentioned the usage of technology in class has also a positive effect on students' motivation. In the third place, they expressed that technological educational tools affect their performance positively. From this point of view, as they would like to raise their motivation, they are open to new technological education models.

On the other hand, 10 of the participants shared that they do not feel ready for using the flipped teaching model. They also added that under the proper circumstances, they would like to use the flipped teaching model in their future instructions. According to the results of the data, their unreadiness is related to two factors. The first one is the absence of in-service training for the flipped teaching model. Instructors' training, required technical skills and their pedagogical knowledge plays a major role in implementing a successful flipped teaching model (Shimamoto, 2012). As a means to integrate the flipped teaching model into the classrooms, instructors need to take educational practice from bottom to the top. The results of the interviews showed that they would like to use this model in their classes but they should have the necessary training and required basis for the model. Secondly, they related their unreadiness with the lack of experience on the flipped teaching model. When considered from this point, the training for the instructors' should contain the implementation of the model also. There should be also piloting for observing the needs, pros and cons of the application and then the needed revision can be put through for improvements.

Two of the participants mentioned that they do not feel ready for using the flipped teaching model and they also said that they would not use this model in the future. They thought that the flipped teaching model can only be used as a supporter, the main teaching organ should be the teacher and the flipped teaching model is not applicable for language teaching. They both shared the same idea about the main teaching organ should be the instructor.

One of them also added that she wants to be the one who directs the lecturing. The flipped classroom model provides an environment for practicing English in and out of the class as group discussions, peer discussion, peer interaction, etc. and according to the literature, production is the most important element especially for language learning (Zainuddin & Perera, 2019).

5.2.3. Possible challenges toward flipped teaching model

Besides all of the positive attitudes, negative attitudes and the readiness level, the researcher also tried to find out possible challenges in the occurrence of applying the flipped teaching model. The researcher especially gave importance to this heading as this is the one that could solve future problems while the application. All of the data from the interviews were collected and grouped under four headings; Issues related to students, issues related to instructors, technological issues and institute's support.

5.2.3.1. Issues related to students:

Instructors shared their ideas about the traceability and autonomy issues related to the flipped teaching model under the heading of issues related to students. And some of the participants expressed that the traditional education environment harms switching into the flipped model especially for the students. Traceability was one of the most mentioned concerns regarding to flipped teaching model. Participants shared their fears about that if the students come to class unprepared, and then reinforcing would not occur. The students who showed up in the classes without viewing the content are the same with the students who haven't done the homework as in the traditional classrooms, so this situation is not just a concern for flipped model. But for being on the safe side, at the beginning of the application flipped teaching model, the existence of the control mechanism could relieve the instructors. They also mentioned that after some time of the practice and in the light of trainings, students also could understand the major purpose of the model. Then probably the control mechanism would not be a need anymore. There are some programs for observing the of the students video viewing rates, instructors may use these king of tracking gadgets for checking the students.

Secondly, autonomy of the students was also much mentioned capture. According to their expressions, especially the students from the foundation university had low level of autonomy. As all of them came from the same education system in which students are more passive than the teachers, they could not be autonomous. But especially for language teaching in a high level of education, autonomy is a very effective factor for learning and reinforcing. The reason behind this idea is that, if a person understands her/his needs and takes a step for meeting own needs, meaningful learning occurs. For this reason autonomy is crucial for successful education

environment. Following this, flipped teaching model influences raising the required autonomy for successful language learning. According to the result of a study on students' autonomy in flipped model, Zainuddin and Perera stated that "The flip class approach used in this EFL classroom also supported students' learning need for autonomy. The flipped model had successfully integrated a flexible learning environment, established student-centered learning and developed autonomous learners. Most students perceived that their EFL flipped class had trained them to study independently, at their own pace. They were also aware that, as university students, they needed to explore their knowledge independently and not always depend on their instructors" (Zainuddin & Perera, 2019, p. 123). As a result, for increasing the autonomy, flipped teaching model is an assistant for the instructors.

5.2.3.2. Issues related to instructors:

According to the results of the interviews, two main categories emerged under this heading. The first one is that the experienced instructors' technological competence level is not proper for switching into the flipped model. The participants' average age average was 33,45, so they were the young ones in those universities. They mentioned about the general age average of their institutes consisted of young instructors. But the more experienced ones whose age was older than the participants generally showed negative reactions to technological education systems. For this reason, they could also give a negative response to the flipped teaching model, and they probably complain about switching in case of flipped teaching model comes to the power. Nearly all of the participants were eager to apply the flipped teaching model; however, the mentioned group could be an obstacle for the changeover. But there was no official research of evidence for this idea of the participants. And there are many good examples of educators who use technology very efficiently at a higher age. Results of research on patterns of mobile technology use in teaching in that the participants' age ranged from 43-65 revealed that there was no significant relationship between age and educational technology usage. The important element mentioned in that research was the experience of using educational technology and training (Seifert, 2016).

The second concern about this issue was that instructors' pedagogic competence should be at the right level for applying this model. For the successful implementation

of the flipped teaching model, instructors' pedagogical proficiency is very important (Shimamoto, 2012). According to a study which was published on Turkish Online Journal of Distance Education in 2019, a participant of that research expressed her observance about the flipped teaching model that this model triggers the educators for being more active and innovative to design the lessons, as a result, they become more tech-savvy and update themselves with the recent pedagogical changes (Inan, Balakrishnan, & Refeque, 2019). As a result, through the instrument of the flipped teaching model, instructors also develop and look for new paths for improving not only the quality of their lecturing but also for their progress.

5.2.3.3. Issues related to technology:

Some of the participants shared their hesitations about technological subjects as accessing the resources of connection to internet failure or finding the proper content for the course. They mentioned that the connection could be a problem especially for the students but on the contrary, a number of participants said that they all have computer labs on the campus, so the connection failure can be only an excuse, not a reality. On the other hand, in today's world, everyone has a mobile phone and internet connection somehow. The technology part is more related to the administration, and if technical support is adequate for the instructors like accessing resources and technical support, they are willing to switch the flipped teaching model.

5.2.3.4. Institute's support for flipped teaching model

In the current study, all of the participants from the foundation university mentioned that they could get support from their institute. Those ideas based upon the educational technology usage of that university, as they were using a tablet-based education system and following other technological innovations, their institute opens to all kinds of the technology-based educational system. On the other hand, 8 of the participants mentioned that they could also get the support of the institute because they also made some technology-supported education systems like distance-education and they expressed that their institute was open to any kind of system that provides improvement for the learning of the students. But two of the instructors from the state university mentioned that the acceptance of the system may fail due to cost and

achieving administrations. But especially for higher education, Turkey has given importance to technological improvement in education since the 1980s. ULAKBIM (Turkish Academic Network and Information Centre) is just an example in this area. It is a project both for the students and instructors which provides expansion of the Internet facilities in higher education settings (Mizikaci, 2006). Universities and higher education administrations are the ones who responsible for the promote knowledge and technology for conveying the scientific findings and for this reason, in case of a need for improvement or any kind of aid from higher degrees, there would be the needed support waiting for them.

5.3. Implications

Even though there is an increasing number of studies about the flipped teaching model in the literature, most of them are related to the students' readiness and instructors' The results of this study contribute to the field of instructors' attitudes, readiness level and possible challenges toward the application of flipped teaching model. The conclusion part of the current study is based on the findings of the researcher and the relevant data obtained from the review of the literature.

From the results presented above, it can be seen that there are two types of instructors in the current study. The first group had good attitudes and readiness levels or at least willing to use the flipped teaching model in their institutions. They believed that autonomy has power on learning, the effectiveness of the technology on the current generation and their needs for developing the knowledge. From this point of view, a major vast of the participants is eager to switch flipped teaching model in case of the prerequisites are provided. The advantages of the flipped teaching system have received approval from different settings and different subjects. But the most important point in this current subject was to determine whether the instructors are ready for applying this model. The results showed that 90% percent of the participants have positive attitudes toward the flipped teaching model. The first path to this journey should start with the training of the educators and then expressing the advantages of this model to the students.

There was also one more result gained from this study. When comparing the results, the researcher found out that upon the observance of the instructors through the readiness of the students is highly different from each other. In other words, as the researcher grouped the instructors as state university and foundation university, there was such a result that students from the foundation university were not ready for this switch while the students of the state university were quite ready for this model. Per the participants' expressions, the reason behind this result is that the awareness of the responsibility for their learning and the level of autonomy. There was one participant who worked in both the foundation and the state university shared her ideas as follows:

I worked in a foundation university last year and I am now working in a state university and students' profile is very different from each other. Especially when I think about foundation university students, I do not think that they make an effort and they do allocate time for studying furthermore as the lecturing takes place in outside of the class they even may not come to class not but here at state university some of the students are willing they always ask for more to learn and they are trying (P13). In light of this information, we can conclude that the readiness level of the students from the state university is higher than the foundation one.

For the application of this model, there are still some steps to take. First of all teacher readiness is playing a major role in the successful application. For providing their readiness the first attempt should be the training of the instructors'. A study on technology integration to classrooms revealed that instructors 'readiness is the most influencing factor on the integration of technology (Inan & Lowther, Factors affecting technology integration in K-12 classrooms: A path model, 2010). Secondly, the support for forming the substructure and technological assistance should be available for the instructors. The training should also include these subjects to overcome the concerns of the instructors. Thirdly, students should also have to be trained or at least acknowledged for the benefits of the flipped teaching model in detail. According to the literature, the flipped model promotes the autonomy of learners, triggers critical thinking, increases motivation and active participation and reduces the time of the frustrating lecturing sessions.

Flipped teaching model provides two-way gain as the instructors could observe the performance and the comprehension level of the students and students could ask questions in case of any confusion and they can get the feedback at the time of the misunderstanding happens during the production (Lage, Platt, & Treglia, 2000).

5.4. Delimiters and Areas for Future Research

This study's results provide a variety of significant guidelines for future studies although the findings of the current research are subject to certain limitations. Firstly, the reason behind the limitation is that due to the interviews based on voluntariness the researcher had to conduct the interviews with a small group. As a result, making generalizations of results is limited. Secondly, years of teaching experience of the instructors' not included in the current study.

In this current study, a phenomenological qualitative research design was conducted. For the data collection instrument, the researcher chose a semi-structured interview style for forming the questions. For future research, quantitative assessments can be used as a supporter. Besides, the application of the flipped teaching model can be conducted to see whether the consumptions of the participants are valid.

This study included 20 participants who were preparatory school instructors from the state and the foundation university in Ankara. For a generalization of the findings, the study can be performed with more participants and can be conducted with experienced instructors' in the field of the flipped teaching model. Their pre and post perceptions in the implementation of this model can enable the researcher to see the picture deeply.

The last but not least recommendation is that training for the flipped teaching model can be applied for raising awareness and familiarity with the model. Also, the flipped teaching model needs to be integrated into the early stages of the education system to achieve a successful result.

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Interview Questions

1. Can you describe your teaching way in a week?

    - In what ways you use technology in your classes? (videos, games, etc.)

    - Does using technology in teaching impact your performance and foster students' learning? Why?

2. Have you ever heard of flipped teaching?

    -If yes, what is your opinion about it?

    If no, what can it be?

3. Does flipped teaching (applications/ tools,etc) appeal to you? Why, can you explain?

4. Do you think are you ready to use flipped teaching model? Why?

5. Are you planning to use flipped teaching tools in the future? Why?

6. What do you think about using flipped teaching in prep school?

    - Can it be useful or not?

7. Have you ever used video lecturing? Results? Successful or not?

8. What do you think about using video lectures to support your classes?

    - Does that impact your teaching?

    - In what ways would it impact?

8. What are the challenges about using flipped teaching?

    -access to resources

    - students' readiness

    - students' behaviors

    - instructors' readiness

    - instructors' beliefs

    - institute's support

9. Is there anything else you want to tell me?

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi-İngiliz Dili Eğitimi Bölümü'nde yürütülen bir araştırmadır. Bu araştırmanın amacı, hazırlık okulu bünyesinde çalışmakta olan öğretim görevlilerinin ters-yüz eğitim hakkındaki görüşleri, hazır bulunuşlukları ve karşılaşabilecekleri muhtemel zorluklar hakkında yapılacak olan nitel bir araştırmadır.

Araştırmaya katılım gönüllülük esasına dayanmaktadır. Araştırmadan istediğiniz zaman çekilebilirsiniz. Bu durum size hiçbir sorumluluk getirmeyecektir. Görüşmede sorulan sorulara vereceğiniz cevaplar, çalışmada yer alan iki araştırmacı dışında kimseyle paylaşılmayacaktır. Araştırma sonuçları eğitim ve bilimsel amaçlar için kullanılacaktır. Araştırmanın tüm süreçlerinde kişisel bilgileriniz ihtimamla korunacaktır.

 Görüşme anında konuşulanların not alınması zor olduğu için izin verdiğiniz takdirde ses kayıt cihazı kullanacaktır. Eğer ses kayıt cihazını kabul etmezseniz araştırmacı cevaplarınız not alacaktır.

Sizden hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak soruları sonuna kadar ve eksiksiz cevaplamanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

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Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: İmzaladıktan sonra size bu formun bir kopyasını vereceğim. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Bu görüşme ya da araştırma bittikten sonra da bana ulaşabilir ve araştırma ile ilgili sorularınızı sorabilirsiniz.

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Sayı : 2019/25   16.12.2019
Konu : Etik Kurul Başvuru Sonucu Hk.

UFUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: (a) 12.11.2019 tarih ve 96064710-5014.10-E.9448 sayılı yazınız,
   (b) 14.11.2019 tarih ve 96064710-5014.10-E.9539 sayılı yazınız,
   (c) 19.11.2019 tarih ve 96064710-5014.10-E.9654 sayılı yazınız,
   (ç) 03.12.2019 tarih ve 96064710-5014.10-E.9965 sayılı yazınız,
   (d) 04.12.2019 tarih ve 96064710-5014.10-E.10015 sayılı yazınız.

İlgide belirtilen yazılarımız ile Kurulumuza gönderilen,
   Yönetim Bilişim Sistemleri Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Özge KIZILYAZI'nın**, **Dr. Öğretim Üyesi Can GÜLDÜREN'in** tez danışmanlığında devam ettirdiği *"Üniversite Öğrencilerinin Sosyal Medya Kullanımında Etik Algısının İncelenmesi"* başlıklı tez çalışması,
   İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Tuğçe YILMAZ'ın**, **Dr. Öğretim Üyesi Ceyhun KARABIYIK'ın** tez danışmanlığında devam ettirdiği *"A Qualitative Phenomenological Study Of Instructors' Attitudes, Readiness And Possible Challenges Toward Flipped Teaching Model In Preparatory School"* başlıklı tez çalışması,
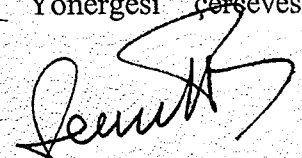   Psikoloji Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Berfin TOKDEMİR'in**, **Prof. Dr. Orhan AYDIN'ın** tez danışmanlığında devam ettirdiği *"Öz Yeterlilik, Temel Psikolojik İhtiyaçlar ve Sosyal Dışlanma Arasındaki İlişkiler"* başlıklı tez çalışması,
   İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Zeynep Gizem UYSAL'ın**, **Dr. Öğretim Üyesi Ceyhun KARABIYIK'ın** tez danışmanlığında devam ettirdiği *"Learner Autonomy: Comparing Instructors' And Students Views In The Turkish Higher Education In EFL Context"* başlıklı tez çalışması,
   Sağlık Yönetimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Gülşah AKÇELİK'in**, **Doç. Dr. Berkay EKİCİ'nin** tez danışmanlığında devam ettirdiği *"Hastane Çalışanlarında Anksiyete Ve Depresyon Görülme Yaygınlığı: Bir Devlet Hastanesi Örneği"* başlıklı tez çalışması,

Sosyal ve Beşeri Bilimler Bilimsel Yayın Etiği Kurulunun 11.12.2019 tarihli toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi çerçevesinde değerlendirilmiş olup çalışmalara ait kararlar ekte sunulmaktadır.
   Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Semih BÜKER
Kurul Başkanı

T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi   : 11.12.2019
Toplantı Sayısı : 2019/9
Karar Sayısı   : 2019/70

Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü tarafından 14.11.2019 tarih ve 96064710-5014.10-E.9539 sayılı yazı ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Tuğçe YILMAZ'ın, Dr. Öğretim Üyesi Ceyhun KARABIYIK'ın** tez danışmanlığında devam ettirdiği *"A Qualitative Phenomenological Study Of Instructors' Attitudes, Readiness And Possible Challenges Toward Flipped Teaching Model In Preparatory School"* başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

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