REPUBLIC OF TURKEY
ÇANAKKALE ONSEKIZ MART UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

THE EFFECT OF FLIPPED CLASSROOM ON YOUNG LEARNERS' VOCABULARY LEARNING IN PRIMARY ELT CLASSROOMS

MASTER THESIS

PINAR ŞIK

ÇANAKKALE
AUGUST, 2019

Republic of Turkey
Çanakkale Onsekiz Mart University
Graduate School of Educational Sciences
Department of Foreign Language Education
English Language Teaching Programme

The Effect of Flipped Classroom on Young Learners' Vocabulary Learning in Primary ELT Classrooms

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(Master Thesis)

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August, 2019

Declaration

I hereby declare that that Master Thesis "The Effect of Flipped Classroom on Young Learners' Vocabulary Learning in Primary ELT Classrooms" which was written by myself, has been prepared in accordance with ethical scientific values.

01.11.2019

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Eğitim Bilimleri Enstitüsü

Onay

Pınar ŞIK tarafından hazırlanan çalışma, 28/08/2019 tarihinde yapılan tez savunma sınavı sonucunda jüri tarafından başarılı bulunmuş ve Yüksek Lisans tezi olarak kabul edilmiştir.

Tez Referans No : 10180216

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Acknowledgement

Foremost, I would like to express my deepest gratitude to my thesis advisor Assoc. Prof. Dr. Ece ZEHİR TOPKAYA for her invaluable support and contributions in all the phases of my thesis process. Without her strong motivation, patience and trust in me, as well as her academic support, this thesis would not have been completed.

Besides my advisor, I owe special thanks to the thesis defence committee members Prof. Dr. Arif SARIÇOBAN and Asst. Prof. Kürşat CESUR for their valuable and insightful comments and advices for my study.

My deepest gratitude goes to my beloved mother and father, Nesibe ŞIK and Muammer ŞIK who love me unconditionally and are proud of my work, for their endless support and patience, positive attitude, priceless prayers in each step of my thesis.

I would like to express my heartfelt gratitude to all the students and the parents who participated in this study. Their voluntary participation and invaluable help contributed a lot in this process.

Last but not least, I owe much to my friends who always supported me with their help and understanding through this challenging phase.

Pınar ŞIK

The Effect of Flipped Classroom on Young Learners' Vocabulary Learning in Primary ELT Classrooms

Pınar ŞIK

Abstract

One of the most popular educational models of recent years that emerged as the reflection of use of technology in education is Flipped Classroom Model, which is a learning model that allows the time spent with students in the classroom to implement active, game-based, and collaborative learning approaches efficiently, thereby improving the permanence and efficiency of learning.

Based on the explanatory mixed method research design, this study aimed to reveal the effect of flipped classroom model on achievements of primary school students in learning English vocabulary items and the perceptions and experiences of students, parents and the teacher researcher about the flipped classroom practices. For this study taking place in the spring term of 2018-2019 teaching year, the students were randomly selected as experimental group (N = 32) who studied a vocabulary lesson video at home and control group (N = 33) who learned the same vocabulary items by the traditional method at school. The quantitative data of the study were collected by applying Measurement 1, Measurement 2 and Delayed test to totally 65 4th grade students in a state school in Istanbul. On the other hand, the qualitative data were obtained from semi-structured interviews with 19 students and 12 parents in the experimental group and the teaching journal kept by the teacher researcher during the study. All quantitative data were analyzed by SPSS 20. software with Mann-Whitney U Tests, Friedman Tests and The Wilcoxon signed-rank tests and the qualitative data were analyzed using inductive content analysis.

The results revealed that the levels of vocabulary learning performance and retention of these items for the experimental group students were higher than those of the control group students and these results were statistically significant. In this context, the significant impact of the flipped classroom instructions was also supported by the qualitative results obtained from the student data. The analysis of the parents' interview data also showed that they had positive opinions about this new model. The analysis of the teacher diary also indicated that despite the challenges of the model, the teacher also observed the benefits of it in comparison to the traditional pedagogical approach.

Consequently, the flipped classroom model is suggested as an effective solution for the problems related to limited class-time and rote learning in English classrooms of primary schools in Turkey.

Key Words: Flipped classroom model, vocabulary learning, young learners in English language teaching

Yabancı Dil Sınıflarında Ters Yüz Sınıf Modelinin Çocukların Kelime Öğrenmeleri Üzerine Etkisi

Pınar ŞIK

Özet

Teknolojinin eğitim dünyasında baş göstermesiyle ortaya çıkan son yılların popüler eğitim modellerinden birisi de Ters Yüz Sınıf Eğitim Modelidir. Ters Yüz Sınıf Eğitim Modeli öğrenmenin sınıf dışında dijital bir platformlarda gerçekleşmesi ile sınıf içinde öğrenci ile geçen zamanın verimli bir şekilde aktif öğrenme, oyun temelli öğrenme ve iş birlikli çalışma gibi yaklaşımları uygulamak için zaman kazanması ve böylece öğrenmenin kalıcılığının ve anlamlılığının artmasına olanak sağlayan bir öğrenme modelidir.

Açıklayıcı karma yöntem araştırma modelini temel alan, bu çalışma ter yüz sınıf modelinin ilkokul öğrencilerinin İngilizce kelime öğrenmedeki başarıları üzerindeki etkisini ve öğrencilerin, ebeveynlerin ve uygulayıcı öğretmenin ter yüz sınıf uygulamaları hakkındaki algı ve deneyimlerini ortaya çıkarmayı amaçlamaktadır. 2018-2019 öğretim yılı bahar döneminde yapılan bu çalışma için öğrenciler rastgele deney grubu (N = 32) ve kontrol grubu (N = 33) olarak seçildi, deney grubu öğrencileri bir kelime dersi videosu ile evde çalışıp derse gelmeleri istenmiş, kontrol grubundaki öğrencilerin aynı kelime öğelerini okuldaki geleneksel yöntemle öğrenmeleri sağlanmıştır. Çalışmanın nicel verileri İstanbul'da bir devlet okulunda toplam 65 4. sınıf öğrencisine Ölçme 1, Ölçme 2 ve Kalıcılık test uygulanarak toplanmıştır. Öte yandan, araştırmanın nitel verileri, deney grubundaki 19 öğrenci ve 12 veli ile yapılan yarı yapılandırılmış görüşmelerden ve araştırma sırasında araştırmacı öğretmen tarafından tutulan öğretim günlüğünden elde edilmiştir. Tüm nicel veriler SPSS 20. yazılımı ile Mann-Whitney U Testi, Friedman Testleri ve Wilcoxon işaret sıralaması testi ile toplanmıştır ve nitel veriler tümevarımsal içerik analizi kullanılarak analiz edilmiştir.

Araştırmada ortaya çıkan sonuçlar, deney grubu öğrencileri için kelime öğrenme performansı ve bu kelimelerin kalıcılık düzeylerinin kontrol grubu öğrencilerinden daha yüksek olduğunu ve bu sonuçların istatistiksel olarak anlamlı olduğunu ortaya koymaktadır. Bu bağlamda, ters yüz sınıf modeli uygulamalarının ilköğretim öğrencilerinin İngilizce kelime öğrenme başarısını arttırmada ki etkisi, öğrenci verilerinden elde edilen nitel sonuçlar ile de desteklenmiştir. Ebeveynler ile yapılan görüşme verileri de bu yeni model hakkında olumlu görüşlere sahip olduğunu göstermektedir. Buna ek olarak, öğretmen günlüğünün analiz sonuçları, modelin zorluklarına rağmen, öğretmenin geleneksel pedagojik yaklaşımla karşılaştırıldığında ters yüz öğrenme yöntemini yararlarını gözlemlediğini göstermektedir.

Sonuç olarak, ters yüz sınıf modeli, Türkiye'deki ilkokulların İngilizce dersi sınıflarında sınırlı ders zamanı ve ezbere dayalı öğrenme ile ilgili sorunlara etkili bir çözüm olarak önerilmiştir.

Anahtar Kelimeler: Ters yüz sınıf modeli, kelime öğrenimi, İngilizce öğretiminde genç öğrenciler

Table of Contents

Acknowledgement i
Abstract ii
Özet iv
Table of Contents vi
List of Tables xi
List of Figures xiii
List of Abbreviations xiv

Chapter I: Introduction

Introduction 1
Background of the Study 1
Purpose of the Study 4
Significance of the Study 5
Assumptions of the Study 6
Limitations of the Study 6
Definitions 7
Chapter Summary 7

Chapter II: Literature Review

Introduction 8
Teaching English as Foreign Language to Young Learners 8
Teaching English Vocabulary 14
Teaching English Vocabulary to Young Learners 18
Vocabulary Learning through Technology 20
Theoretical Bases of Flipped Classroom Model 24
Constructivism 24
Active Learning 29
Conceptual Background of Flipped Classroom Model 30
Blended Learning 30
Flipped Classroom Learning Model 36
Advantages of Flipped Classroom Model 44
Disadvantages of Flipped Classroom Model 47
Studies Related to Flipped Classroom Model Abroad 48

Studies Related to Flipped Classroom Model in Turkey.....57
Chapter Summary.....66

Chapter III: Methodology

Introduction.....67
Research Design.....67
Setting and Participants.....71
Data Collection Instruments and Procedures.....73
Measurement 1, measurement 2, and delayed tests: development and implementation.....73
Semi-structured interviews.....74
Teacher diary.....75
Implementation of Flipped Classroom.....76
Preparations for flipped classroom model: pilot study.....77
Before pilot flipped classroom implementation.....77
During pilot flipped classroom implementation.....78
After pilot flipped classroom implementation.....78
Main study: flipping the classroom.....79
Before flipped classroom implementation.....79
During flipped classroom implementation.....81
After flipped classroom implementation.....85
Data Analysis.....86
Quantitative data analysis.....86
Qualitative data analysis.....88
Chapter Summary.....89

Chapter IV: Findings

Introduction 90
Findings Related to Quantitative Data.....90
The effect of flipped classroom model on vocabulary learning.....90
Findings Related to Qualitative Data.....95
Findings obtained from students' views on flipped classroom model.....96
Findings obtained from parents' views on flipped classroom model.....111
Findings obtained from teacher's views on flipped classroom model.....126

Chapter Summary.....137

Chapter V: Discussion, Conclusion and Implications

Introduction.....138
Discussion.....138
Discussion of findings on vocabulary learning.....138
Discussion of findings on students' opinions.....141
Discussion of findings on parents' opinions.....150
Discussion of findings on teacher researcher's diary.....157
Conclusions of the Study.....161
Implications.....164
Pedagogical implications.....164
Implications for ministry of national education.....168
Suggestions for Further Research.....169
Chapter Summary.....170
References 171
Appendix A Homework Assignment of Control Group of Students.....197
Appendix B Achievement Tests.....198
Appendix C Permission Provided by National Education Administration in İstanbul.....202
Appendix D Parents' Consent Letter.....203
Appendix E Measurement 1, Measurement 2 and Delayed Test Worksheets.....205
Appendix F Interview Questions with Experimental Group of Students.....208
Appendix G Interview Questions with Parents.....214
Appendix H A Sample Excerpts of the Teacher Diary.....218
Appendix I Flipped Classroom Web Site 219
Appendix J Screening Sheet for Vocabulary Items.....220
Appendix K Flipped Classroom Presentation Brochure for Parents.....221
Appendix L Flipped Classroom Lesson Plan with the Experimental and Control Group.....223

List of Tables

Table No Title Page

1. Experimental and Control Group Achievement Tests Results.....72

2. Periodic Schedule for Teacher's Diary.....76

3. Experimental and Control Group Course Contents and Activities' Times.....82

4. Phases, Steps and Aims of the Study.....85

5. Normality Test Results of Experimental Group Data.....86

6. Normality Test Results of Control Group Data.....87

7. Experimental Group Students' M1, M 2 Tests and Delayed-Test Results.....92

8. Experimental and Control Group Students' Measurement 2 Tests Results.....93

9. Experimental and Control Group Students' Delayed-Test Results.....95

10. Students' Positive Views about the Flipped Video Lesson at Home.....97

11. Students' Positive Views about Flipped Classroom Model in English Lesson.....101

12. Students' Views about Challenges of Flipped Classroom Model.....104

13. Study Method Students Used while Studying the Flipped Video.....106

14. Other Resources Students Used while Studying the Flipped Video.....107

15. Parental Help Students Required while Studying.....107

16. Students' Suggestions for Flipped Classroom Model.....109

17. Parents' Positive Views about Flipped Classroom Model.....111

18. Possible Challenges of Flipped Classroom Model.....119

19. Parents' Suggestions for Flipped Classroom Model.....123

20. Positive Issues from Pre-Flipping Process of Teacher's Diary.....126

21. Challenging Issues from Pre-Flipping Process of Teacher's Diary.....128

22. Positive Experiences from Teacher's Diary for While-Flipping Process.....131

23. Negative Experiences from Teacher's Diary for While-Flipping Process.....132

24. Perceptions for FCM from Teacher's Diary for Post-Flipping Process.....134

List of Figures

Figure No Title Page

1. Types of Blended Learning Model (Staker & Horn, 2012).....35

2. A comparison between Traditional Classroom and FCM (Moraevec, et al. 2010).....42

3. Explanatory Sequential Design (Creswell, 2012).....68

4. Phase 1: Quasi- Experimental Time Series Design as Applied in the Study.....69

5. Phase 2: Semi-structured Interviews and the Teacher Diary.....70

6. Experimental and Control Group Treatment Process.....84

Abbreviations

BL: Blended Learning

CALL: Computer-assisted Language Learning

CEFR: Common European Framework of References for Languages

CLT: Communicative Language Teaching

EBA: Eğitim Bilişim Ağı (Education Information Network)

EFL: English as a Foreign Language

ELT: English Language Teaching

FATİH: Fırsatları Arttırma ve Teknolojiyi İyileştirme Hareketi

(The Movement for Increasing Opportunities and Improving Technology)

FCM: Flipped Classroom Model

MALL: Mobile-assisted Language Learning

MoNE: Ministry of National Education

TBLT: Task-based Language Teaching

TPR: Total Physical Response Method

SPSS: Statistical Package for the Social Sciences

Chapter I: Introduction

Introduction

The introduction chapter includes the background of the study. Following this, the statement of the research problem, the purposes of the study are included as well as the research questions. Finally, the significance of the study, assumptions, limitations and relevant definitions are presented in chapter one.

Background of the Study

Technology and education are two fundamental elements which hold a great importance for the societies in all respects. Since the need for individuals who are conscious, productive and better able to apply the knowledge and skills they have gained, the technology has gained significance and it has taken its place in education not only as a tool but as a method in itself. The integration of technology into education has been inevitable as the main aim of education is to enable people to discover the talents and powers that they possess and to help them become innovative individuals who can adopt the requirements of the technological developments (Aydın, 2003).

As a result, the methods which are compatible with the needs of this age, enriched with technology integration and students-centredness have gained importance and popularity among educators. Therefore, teachers are seeking alternatives ways to integrate technology in their teaching to serve effective learning opportunities for the learners (Koehler et al. 2004).

In this context Flipped Classroom Model (FCM) as an approach, in which the content of the lesson or the lectures are presented via a video that students can reach by technological tools at home, allows time for expanded range of learning activities to be done in the classroom. FCM is an learning model that includes productive in-class activities such as group works, problem solving and communication activities to reinforce learning and

construct knowledge with the help of their teacher and peers by reversing the learning process and giving the opportunity to students to study at their own pace as they wish with the online material at home (Bergman & Sams, 2012).

FCM, as supported by many researches, has positive learning effects on academic performance, permanent learning, cognitive load, motivation to learn, critical thinking, independent learning and information literacy skills (Bates & Galloway, 2012; Boyaz, 2014; Kong, 2014; Lemmer, 2013; Wilson, 2013)

Because of the fact that classroom is the only place where learners are exposed to the target language in EFL context, language teachers wishing to provide meaningful comprehension for learners have begun to shift towards designing classes that are more motivating, engaging and student-centred. By the opportunities FCM offers, students have time to practice the language in a meaningful context by the guidance of the teacher during the classroom hours (Bergman & Sams, 2012). Taking the advantages of active learning strategies, when second language teachers set up a classroom atmosphere that learners work in groups, participate in the classroom activities, interact with peers, they are more motivated, more engaged and less anxious about learning (Long & Porter, 1985). In relation to this fact, the two elements of FCM, the interactive group work and the computer-based individual work at home (Bishop & Verlager, 2013) teachers have the chance to use efficient active learning techniques to increase the effectiveness of the learning process for students through interactive activities.

When one looks at young learners' classrooms in Turkey, Ministry of National Education (MoNE) states that specifically the first four years of English language teaching and learning centres on vocabulary learning and speaking chunks. As stated in the general objectives of the MoNE English language teaching program, the curriculum is predominantly focused on speaking and listening skills and based on effective language use (MoNE, 2018).

Therefore, to be able to communicate effectively and understand meaning in the target language, in-class time is generally allocated to vocabulary teaching. However, in all the stages of primary school; the second, the third and the fourth grade, time allocated to English language learning is two class-periods in the weekly schedule of the schools. As teaching and learning vocabulary takes most of the class time, students may not have sufficient time to become actively engaged in productive activities where they can deal with the newly learned items. As a result of this, the students may learn ineffectively and they may have root learning which means they fail to learn permanently. Especially young learners, who are kinaesthetic learners and need continual action, require to be more actively engaged during the language learning process. They need physical movement and activity as much stimulation as they can get for their thinking so that better learning can take place.

As Scott & Ytreberg (1990) state children have a short concentration span, to draw their attention to the lesson, teachers of young EFL learners need to make the lessons easy, enjoyable and productive for themselves and the students. If they fail to provide motivating, contextualized, and authentic activities that make learning meaningful, students may develop negative attitudes to language learning. With young learners if the lesson is limited to only vocabulary memorization, the cognitive burden of many vocabulary items may demotivate them. However, FCM, on condition that it is well organized and presented to the students successfully both out and inside the lesson, allows time to make the lessons more student-centred and creates more convenient lessons for better effective and meaningful learning (Hamdan, et al. 2013).

Therefore, this current study aims to explore the implementation of FCM with young learners in the primary English language classes and suggests that FCM effects learners' vocabulary learning performances positively.

Purpose of the Study

In the flipped primary English classrooms, instead of using our class time with vocabulary teaching which causes to allocate limited time for more practice, with the advantage of FCM, students watch the video as many times as they wish outside the classroom and come to the class as already studied the vocabulary items. Thus, students have more time to practice and produce pieces of language by the help of activities which strengthen understanding and provide meaningful and permanent learning.

By making use of developing technology in the field of education, the FCM is the learning model that seems to provide students with the convenience to use the information in the easiest and most practical way and at the right time and encourage students to be creative within class hours, giving them the opportunity to improve themselves in problem-solving and learning (Seaman & Gaines, 2013). In this study, it is aimed to make use of the class time more efficiently by doing vocabulary teaching at home and doing various engaging activities during class time. The purposes of this study are:

- To exemplify the use of FCM with young learners in primary classrooms.
- To investigate the effect of FCM on EFL young learners' vocabulary learning.
- To evaluate FCM in terms of technique and application with regards to the students', parents' and teacher's opinions and experiences to determine the benefits that FCM can offer and the possible challenges for teachers and young learners in EFL classes.

By designing the classes as flipped, organizing the lesson content for EFL young students and gathering the quantitative and qualitative data throughout the study, the researcher tries to find answers to the following research questions:

1. Is there an effect of FCM on the vocabulary learning of young EFL learners?

a. Is there a difference in experimental group of students' vocabulary learning over time?
b. Is there a difference in students' vocabulary learning between the experimental group and the control group?
c. Is there a difference in students' vocabulary retention between the experimental group and the control group?

2. What are the perceptions and experiences of the students in the experimental group towards FCM use?
3. What are the perceptions and experiences of the parents towards FCM?
4. What does the teacher experience in a FCM implementation process?

Significance of the Study

FCM provides learners with the opportunity to use the language actively by a vast range of activities (Hung, 2014). As vocabulary learning, which takes most of the class time, is done at home by the flipped video, students are provided with various learning activities where they could learn effectively and meaningfully (Rajest, 2015). Consequently, when compared to traditional teaching approach, FCM is effective in terms of increasing the academic performance of students' in terms of skills such as reading, writing, listening (Day & Foley, 2006; Flumerfelt & Green, 2013; Umutlu, 2016). However, there is a scarce number of studies conducted to reveal FCM's effect on vocabulary learning especially with young learners; therefore, the study holds an importance for both international and national literature.

Up to now, in most of the studies conducted with FCM, traditional classrooms and the flipped classrooms have been compared based on pre-test, post-test scores of university or high school students (Lage, et al. 2000; Moravec, et al. 2010; Talbert, 2014). However, in the present study, the FCM will be evaluated in terms of its applicability and effectiveness for

young EFL learners in primary classrooms. Therefore, the study may shed a light to EFL teachers of young learners and may motivate teachers to use this method in order to use the class time effectively and engage their learners.

Assumptions of the Study

The following assumptions were considered in the study:

- It was assumed that the students gave sincere answers to interview questions and for the measurement tests.
- It was assumed that the students in the experimental and control groups had equal conditions in terms of academic achievement and motivation.

Limitations of the Study

In this research study, the experimental group and the control group classes were chosen according to some criteria such as the students' commitment to homework assignments, academic achievement and motivation; therefore, it could be considered that the students were ready to receive such an intervention as FCM. Yet, if both control and experimental groups had been formed by students of different achievement and motivation levels, the results might have been different. Thus, the results of the study were affected by the students' readiness level and they are limited to this specific group of students.

In addition, this study was conducted with a limited number of students with two different groups as experimental and control. The results may not be generalised as the study was limited to one week experiment and one unit of concrete vocabulary teaching. With more intact groups and with higher number of students, the study could have revealed different results. Long-term studies can be conducted to see the effects of FCM on students 'performance for a long time and to compare students' development.

Definitions

Below are the definitions used in the current study:

Active learning: A form of learning in which learners are required to use their mental capabilities in the process of learning actively (Brown, 2007).

Blended learning: Blended Learning is a recent learning model that combines face-to-face instructional methods with supportive online instructions (Bonk & Graham, 2006).

Constructivism: Based on the principles of regarding the learners at the centre of their own learning where they actively construct their knowledge rather than receive the information passively, Constructivism is a theory of learning (Thornbury, 2006).

English as a foreign language (EFL): Learning English in a country where English is not spoken as a native/second language.

Flipped classroom model: It is an instructional strategy that changes the basic notion of the traditional learning by presenting the lesson content via online tools before outside the classroom and then implement the activities which are normally assigned as homework into the classroom (Bergman & Sams 2012).

Young learners: Cameron (2001) states young learners are the children under 14 years old. However, Rixon (1999) states children between the ages of 5 to 12 years old are regarded as young learners. In this study, the children between the 7 and 12 were considered as young learners at the formal primary school age are between 7 and 12.

Chapter Summary

The first chapter presented the purposes of the study in relation with research problems; the background, the significance of the study, the limitations and the definitions of specific the terms included in the study were included in this chapter as well.

Chapter II: Literature Review

Introduction

This section presents an overall review of the literature of the theoretical and conceptual framework of FCM along with the definition, advantages and disadvantages of the model. As well as this, the studies related to FCM abroad and in Turkey are explained in general. Following this, English vocabulary learning processes via technology along with the approaches of teaching English and English vocabulary for young learners are involved in the study.

Teaching English as Foreign Language to Young Learners

In teaching English as a foreign language young learners are defined as the children between the ages about 5 to 12 years old by Rixon (1999). On the other hand, Nunan (2010) describes young learners as the children between 5 and 12 years. From another angle, by Pinter (2006) the term young learners are defined as the children learning English between the ages of 3 and 14. Although the definitions may vary from one country to another, the basic idea of defining young learners mainly includes the years spent in the primary stages of formal education before the secondary school (Yulina, 2003). In Turkey, the age of learning English as a foreign language starts in primary school in 2nd grade. For this reason, the concept of young learners in this study was considered as the students between the ages of 7 and 12.

Identifying the age group of young learners in teaching English as a foreign language holds a fundamental importance for determining the foreign language learning characteristics of children in this age group as they have different physical and behavioural features that distinguish them from adults as foreign language learners (Çakır, 2004). Harmer (2007) identifies the characteristics of young learners indicating the following features: young learners,

1. Although they do not understand the words alone, they respond to the meaning.
2. They also learn from everything around them and receive information from all sides by hearing, touching, seeing and interacting in an indirect way, rather than concentrating on one particular point.
3. They are usually enthusiastic for learning and are curious about the world around them.
4. They like to talk about themselves. They learn better from their own classroom experiences.
5. They require individual consideration and teacher approval.
6. The attention span of the young learners' is limited. If the activities are not remarkable, they get bored very quickly and lose their attention.

As suggested by Pinter (2006) young learners have the potential to learn foreign languages more easily and quickly than adults. He indicates that language learning at an early age has more advantages such as it develops basic communication skills of the children; it stimulates the improvement meta-linguistic awareness and motivates children's learning to learn. As Copland & Garton (2013) also supports that young learners have flexible minds and they can learn languages easier than adults. However, to be able to get the most benefit of learning a foreign language at an early age, some important factors need to be considered and some suitable conditions need to be established such as effective learning environments, the sufficient amount of exposure to language and the time allocated to learning and teaching (Öztürk, 2018).

Relating to this, to create a productive and effective learning environment for young children, teachers need to take young learners' characteristics and needs into consideration. Designing activities and lessons expected to contribute to their learning effectively, to involve them actively in the learning process and encourage them to learn the new language

positively, language teachers need to provide convenient environments for their age based on their features.

As suggested by Harmer (2007), young learners' attention span is limited. Therefore, he suggests that teachers are to prepare a variety of learning experiences that stimulate learners to receive the necessary language input from a variety of sources. Language teachers need to plan lots of activities that include movement, sound and pictures. Rather than the activities based on rote memorisation, teachers need to be flexible and change the activities on condition that he/she realizes that young learners get bored (Harmer, 2007).

Similarly, Cameron (2001) also suggests teaching young learners entails teacher to keep learners concentrate on the activity as well as teaching the language. Teaching a foreign language to young learners effectively entails teachers to be well equipped in the class (Cameron, 2001). Relating this, Moon (2000) also indicates that since the children have high imagination and are creative, they learn through activities that are appealing, considered as meaningful, interesting and motivating for them. Therefore, language teacher need to include colourful items, songs, stories and games, which makes learning easy and enjoyable for young learners.

Furthermore, Phillips (1993) indicates some importance points for teachers of young English language learners. First, activities need to be simple enough for children to understand what is expected from them and the tasks are to be at students' level that they can perform. Secondly, as well as being achievable the tasks need to be encouraging and stimulating that students can willingly complete and take part as motivated (Phillips, 1993). Similarly, Çakır (2004) also point out the difference between teaching young learners and adults in terms of their physical and behavioural characteristics. Emphasising the need for establishing a good relationship with young learners in language classes, he suggests the teacher to stimulate students' imagination with diversifying activities convenient for their

cognitive and affective development and to be well prepared in terms of enjoyable and motivating activities and materials when they teach English young learners. As well as this, Moon (2000) points out that teacher need to focus on the fact that when young learners associate the language learning with something pleasant, they could develop positive attitudes towards it. He suggest teachers to use different techniques that incorporate meaningful, fun and intriguing activities into their teachings to be able to involve students in the learning process effectively (Moon, 2000).

Similarly, Scott & Ytreberg (1990) state that teaching English to young learners need to be supported by visuals, movement and senses. As young learners like touching, moving, talking and learn more effectively by physical and kinaesthetic activities such as hands-on activities, singing songs with action, dramas and playing various games; thus, teaches need to adopt different teaching methods, techniques and strategies for these basic requirements of young learners (Scott & Ytreberg, 1990).

As a whole, English language teachers of young learners need to consider their cognitive and affective needs, their interests and emotions. Teachers need to involve students into language learning by establishing a convenient teaching atmosphere that encourage them with fun, playing and moving around. Deciding on the right approach, materials and the type of the activity, easy and effective language teaching could be provided.

As already mentioned, young learners learn foreign languages differently than adults do, and the methods and content selected for them are fundamental for their success. Therefore, the methods used in foreign language teaching with young learners will be presented briefly in the following part of this section.

First, developed by Asher (1977) Total Physical Response Method (TPR), is a foreign language teaching method that develops the ability to comprehend the verbal orders in the first stage by using physical activities and oral expressions, and then to develop the ability to

speak at the beginning level without coercion (Asher, 1977). Providing acquisition in foreign language teaching, enabling the use of right-brain, enabling the internalization of foreign language coded into long-term memory by effective use of five senses with the techniques and materials used in teaching, this method is used with young learners as it facilitates remembering (Yavuz, 2011).

The reasons for the widespread use of this method in teaching foreign language to children have been attributed to reasons such as improving students' listening skills, proving an enjoyable learning atmosphere with activities and movements and learning the target language within the appropriate context using visuals (Brewster et al. 2002). Similarly, according to Ray & Seely (2012), the TPR method improves speaking skills of learners and develops fluency in speaking activities with the correct use of language. In addition, with TPR method students acquire language in an enjoyable environment that allows them to develop a positive attitude towards the target language and to transfer what is learned into long-term memory easily (Ray & Seely, 2012).

Second, communicative language teaching (CLT) is teaching approach based on social interaction and the social nature of language learning. As Brown (2007) defines CTL is a language teaching approach that signifies the importance of authenticity, interaction, student-centred learning, task based activities and communication for meaningful purposes and for the real world. According to the CLT, the goal of foreign language teaching should be to develop communicative competence. The CLT approach is basically based on the following idea: Foreign language cannot be effectively learned in a classroom environment where isolated sentences and foreign language skills are isolated from each other. For this reason, as suggested by Richards & Rodgers (2001) the foundation of language learning should be based on a natural communication ground where the language skills such as listening, speaking, reading and writing abilities are combined and the focus is on verbal or written texts. The

principles of CLT listed by Richards & Rodgers (2001) are as follows; (1) Learners learn a language by communicating in that language. (2) The purpose of classroom activities needs to include meaningful and real life communication. (3) Fluency is a fundamental dimension of communication. (4) Communication requires different language abilities used in harmony. (5) Errors are natural in a learning process (Richards & Rodgers, 2001).

As congruent with CLT approach, students are to be provided with instructions carried out with meaningful communication opportunities that will improve their communication skills. Thus, the teacher's role is to guide students in communicating with each other in accordance with their language teaching objectives in the classroom (Demirel, 2010). The activities are to help learners to develop the communicative competence and reinforce the permanence of learning by the usage of communicative processes including tasks for information sharing and interaction with real-life examples and real-life materials in the classroom environment.

As pointed out by Cameron (2001), it is vital for young learners' successful language learning that the learning experiences occur in a genuine context with authentic materials. With the focus is placed on the meaning rather than on the language form used in the interaction, CLT activities consist of meaningful tasks, based on meaningful content. Therefore, young learners of English language could be provided with CLT instructions that improve their communication skills.

Moreover, considered as an effective method for supporting language learning Task-based language teaching (TBLT) principles have been suggested for revising vocabulary and structures acquired and developing language skills with young learners (Carless, 2002). The teaching program of the TBLT method is based on the approach of learning language through communication tasks with interaction in the target language (Nunan, 2004). According to this method, the "task" is to transform the language learning objectives into meaningful

communication activities in authentic learning situations with authentic texts. Providing students with personal experiences in target language, teachers encourage students to use the language for meaningful purpose in meaningful activities which contributes to students' language learning (Nunan, 2004).

Similarly, Ellis (2009) suggests the advantages of the TBLT as follows: first, TBI provides opportunities for real-life learning in the classroom and focus on development of communicative skills. Second, also motivating and student centred, TBLT provides students a rich language input and opportunities to learn the target language (Ellis, 2009).

In relation with the principles of TBLT, it supports students-centred learning environments in the language classrooms as basically mentioned in the language Education program of MoNE (2018). As well as making lessons more fun and the content more memorable, TBLT also offers the high level of participation of the learners to the learning process; therefore, it could be benefited by language teacher of young learners to be able create the classroom environment also expected by the Ministry of Education.

Teaching English Vocabulary

Vocabulary learning, a significant part of language learning, stands as a key for mastering a foreign language, enabling more fluent language use and developing language skills for successful communication (Schmitt, 2010). Thus, vocabulary learning is a fundamental element of communicating effectively in learning a foreign language and teaching vocabulary needs to be highlighted and given the significance in a learning environments. Additionally, regarding the significance of teaching vocabulary Schmitt (2010) points out the high correlation between language proficiency and vocabulary knowledge as without sufficient amount of vocabulary knowledge the use of target language functions would be limited. Schmitt (2010) also indicates that language learners with larger knowledge of vocabulary could perform better in language skills such as listening and reading.

Additionally, according to Nation (2001) considerable amount of vocabulary knowledge is the predominant of good comprehension of language. Therefore, the significant of vocabulary knowledge related to the success in learning language took the attention of educators to search for various ways to promote learning vocabulary efficiently. As a result, vocabulary learning has been emphasised by the majority of language teachers having them make great effort in teaching vocabulary and try to find various recent ways to have the students' attention on vocabulary learning.

In addition, as Nation (2001) pointed out vocabulary knowledge is as fundamental as grammar and language structures, vocabulary is a complementary component for the general competence of foreign language learners and a prerequisite for healthy communication. Thus, the amount of vocabulary knowledge will affect meaningful communication.

Nation (1990) listed the knowledge and skills that the learners of foreign language should have in order to make their vocabulary knowledge as a native speaker:

- The spelling of a word
- The pronunciation of a word
- The conceptual meaning of a word
- The frequency of the usage
- The patters the words used with
- The grammar structure which the word belongs
- The context in which a word is used
- The relation of its meaning with other words.

To be able to use the worlds effectively and appropriately, learners need to know the in different aspects. Therefore, the effective vocabulary teaching techniques should be emphasised by the language teachers.

As for the effective vocabulary teaching Loucky (2010) suggests three important points: first, the learning environment that the content is presented to students need to be appropriate for students' concentration for better comprehension. Secondly, a careful planning is fundamental for learners' involvement in the vocabulary learning, suitable techniques, materials and activities that could improve the quality of learning the items. Besides, the adequate amount of exposure to the vocabulary items is fundamental for the retention of the content. Reinforcing the newly learned items via various repetitive tasks and activities is an efficient technique for enhancing learning. Thirdly, Loucky also suggest using a vocabulary notebook or cards for students to foster learning the new items (Loucky, 2010).

As well as the teaching techniques, Biçer (2011) acknowledges the basic factors affecting vocabulary learning: (1) Proximity of native and foreign language in terms of speech and pronunciation affects learning. (2) Proximity of spelling of native and foreign languages: forms (for example, both languages use the Latin alphabet) being similar or close facilitates learning. (3) Proximity of mother tongue and foreign language grammar patterns makes learning basic skills in language learning becomes easier to acquire. (4) The meaning of the words, the structure and translation of the words the being close to the native language facilitates learning. (5) Selecting suitable high-frequency words, teaching according to frequency of patterns facilitates learning (Biçer, 2011).

Furthermore, the significant aspects have been presented by Allen (1999) related to the vocabulary teaching techniques for language teachers. As the amount of exposure to the language in rich teaching environments helps learners for the effective comprehension and retention of the items, while teaching vocabulary teachers need to diversify the quality of input presented to learns; rather than separate words, the items should be in a context for the effectiveness of vocabulary instruction. Additionally, the teaching environment needs to represent the real life context that learners can use new vocabulary items appropriately.

Moreover, language teacher need to encourage the learners to produce sentences, guest the meaning of the words rather than leading them to look up the definitions.

The need for teachers to learn about vocabulary teaching instructions to be able to help learners understand and memorize words more effectively, learn words and structures, and make accurate predictions about unknown words have been emphasised by the educator. Thus, it will also be useful to focus on vocabulary teaching instructions.

In relation, 5 vocabulary teaching instructions have been determined by the National Reading Panel (NRP, 2000) as follows:

1. Explicit Vocabulary Instruction: The learners are provided the direct definitions or of the vocabulary items to be learned. Via explicit vocabulary instructions the new items in the target language are directly presented to students via visuals, definitions, translation or synonyms. Explicit vocabulary teaching could be implemented especially with young learners or learners at the beginner level as they have limited amount of target language knowledge until they acquire convenient language knowledge (Schmitt, 2008a). By the help of explicit vocabulary teaching instruction, learners own the chance to encounter with the new items directly which could facilitate their learning.
2. Implicit Vocabulary Instruction: With implicit vocabulary teaching, the learners get exposure to the vocabulary items through receptive skills such as reading or listening. According to Krashen's Input hypothesis (1989) learners getting adequate exposure to the new words in various contexts result in the acquisition of the words unconsciously. Likewise, Ellis (1994) identifies implicit vocabulary learning as a natural and unconscious process which occurs slowly as a result of several exposures to the targeted items. Similarly, according to Brown et al. (2008) via adequate reading and listening activities in which students read or

listen for pleasure, language learning happens naturally and they unconsciously acquire new words.

3. Multimedia Methods: According to Paivio (1986) multimedia enhancements may encourage vocabulary learning, verbal or nonverbal presentation of vocabulary items, support each other and provide better retention enabling the vocabulary items to be used more effectively by students.
4. Capacity Methods: Reading activities are emphasized to increase capacity.
5. Association Methods: Students are guided to make associations between the vocabulary items they know and the one they newly learn via this method.

As Hatch & Brown (2000) suggest the teaching strategy adopted by a teacher might be affected by situations such as the available time, the content and the preference of the learners. As young learners take part in this study, at the beginning of their foreign language studies, the researcher implemented explicit vocabulary teaching instructions for teaching the vocabulary items via a flipped video lesson.

Teaching English vocabulary to young learners. As Williams (1991) asserts the children on condition that they are motivated and feel eager to do something with positive attitudes, they can learn better. Thus, teaching English and English vocabulary effectively is a demanding task for teacher of young learners as the basic point in teaching is to have them motivated to language learning. As described by Scott & Ytreberg (1990) young learners are enthusiastic, learn better if they are having fun and enjoyment and basically have a short concentration and attention span. Thus, bearing these facts in mind, to provide effective learning for young learners, teachers need to designing and planning interesting, amusing and curiosity stimulating environments that are appealing to students' needs and expectations. As stated by Çakır (2004), although children' attention span is limited, on condition that they are provided with activities that are appealing to their interest such as drawing pictures, singing

songs, playing games and doing kinaesthetic activities and they get engaged in the learning process and want to take part and fulfil it (Çakır, 2004).

As well as the activities the learning materials need to be design elaborately for young learners. As suggested by Philips (1993) the new vocabulary items are learned better by the pictures, actions or real objects. As expressed by Moon (2000) the basic feature of the young children is being visual and kinaesthetic learners; thus, they can learn best via pictures, drawings, toys and real objects or by dramatizing with body language while teaching vocabulary. For children to learn the content permanently, they have to keep them in their long term memory which could be supported by visuals, concrete materials and expressions.

Moreover, pointing out the significance of games in language learning for young learners Phillips (2001) states that playing games in the classroom improves students cooperation and interaction abilities with other students and it help students to regard learning English pleasant and enjoyable. Thus, as a nature and unintentional way of teaching, games should be included in the lesson plans of language teachers when teaching vocabulary due to the fact that by the games the students not only get exposed to meaningful unites of target language but also feel secure and relaxed in an enjoyable learning atmosphere.

Following this, Philips (1993) suggested that young learners learn the words quickly but they learn the structures relatively slower. He emphasises that in order to teach that vocabulary and structures, teacher needs to be presented the new content in specific context and the learners need to be provided various and diversify activities to get plenty of exposure to target language for learning permanently (Philips, 1993). Therefore, language teachers need to pay attention on the selection of vocabulary items and select the ones which learners could use practically while interacting with others in language classroom.

Regarding the presentation of the vocabulary items, Cameron (2001) suggests some useful techniques for language teachers. The including two groups, these techniques are

categorised as demonstration technique and verbal explanation technique. As for demonstration technique, visual images such as pictures, flash cards, videos, photographs real objects or mime, gestures and acting could be utilised. On the other hand, words could also be presented by verbal explanation technique such as definitions, explanations for meaning, translations (Cameron, 2001).

Apart from these techniques, one of the most popular techniques for presenting vocabulary items occurs via technology that could faster and facilitates students learning in language classroom. Utilised to presents new vocabulary items to young learners rather than traditional teaching methods, FCM is an alternative model that changes the way language teachers present new words and engage learners in the learning process.

Vocabulary learning through technology. Both internet applications and the utilisation of technological facilities in the classroom have become common for the teachers from all fields. As Pierson (2001) points out, the integrating technology into lessons becomes a significant part of effective teaching. As many researchers also suggest, students are observed to be very pleased with this new technology integrated teaching methods and found these experiences interesting, motivating and thought that it contributes to their learning (Çavuş, 2009). In addition, this new technologies utilised in education has enabled students to study at their own pace, making learning more student-centred, stimulating their encouragement and, contributing to the development of students' autonomous learning and communication skills (Sırakaya, 2015).

With the computers becoming more convenient and easy to use, Computer-assisted language learning (CALL) has been developed as a language learning method that presents the use of computers as an aid in providing language learning materials used in language teaching through computer-assisted audio, video, animations, together with multimedia elements to accelerate foreign language learning (Yardım, 2011). As indicated by Yardım

(2011) CALL offers a wide range of advantages in learning foreign languages and vocabulary such as:

- Making the learning more effective and permanent thanks to the active participation of the student
- Providing student-centred environment and individualization in the classroom environment by giving students the chance to learn at their own pace
- Providing the opportunity for students to repeat and apply after learning at school
- Increasing the quality of teaching methods and providing diversity of available resources
- Reduction of anxiety and increased risk taking and motivation and making fun in the learning environment

Since computers provide efficiency in language learning, foster learner autonomy and enable a pleasant learning atmosphere, CALL applications into teaching and learning encourages teachers and learners in language classrooms.

As already mentioned, since the significance of vocabulary teaching increased over time, more interesting and effective teaching methods and technologies have started to be sought out and the educators and researcher have been interested in the effects of technology in language learning. For instance, as Nation (2001) suggested computers offering a very effective opportunities for teaching and practicing vocabulary items, have been taken the attention of language teacher and learners. He points out that CAVL (Computer-assisted Vocabulary Learning) can set up conditions very effectively for three important basic processes that are required for recalling a vocabulary item: noticing, retrieval, and generation. Noticing that represents the attention given to an item, can be encouraged through coloured, highlighted or flashing text. Retrieval represents comprehending the item and remembering its meaning and can be encouraged through the use of clues; while generation represent utilising

the vocabulary item differently from its previous meaning. Relating to this, computers and technology in vocabulary learning have been thought to be more efficient and having considerable effect on students learning and retention of vocabulary items. For instance, in his study conducted with 11th ELT student, Kolich (2015) revealed out that a computer software program utilised for teaching new vocabulary items was effective and efficient in vocabulary learning. However, the researcher added that technology should not be used alone, but should be supported by teacher-controlled activities, that is, the combination of classic and technology-based learning (Kolich, 2015).

To continue with, "Mobile-assisted language learning (MALL)" emerged as a reflection of technology in education. MALL, is a new learning model based on the use of mobile technologies and the internet, allowing students to access and use educational materials that they can reach at anytime and anywhere (Hockly, 2013). In mobile learning, individuals can or access or provide digital educational content through portable devices such as tablet computers, smart phones and e-readers. The features of mobile learning tools such as time and space flexibility, portability and instant connectivity to networks can make learning easier (Schachter, 2009). To suggest the effect of MALL on students vocabulary learning, Thornton & Houser (2005) carried out a study by sending the new words to learners' mail accounts that they could reach. The study showed that the experimental group of students receiving the vocabulary thought their mobile devised outperformed the ones that had traditional vocabulary teaching method.

Another research study to reveal the impact of technology on vocabulary learning of ELT learners was conducted by Lu (2008). The researcher aimed to investigate the short message service (SMS) effectiveness in second language learning. The results of the study revealed that the students receiving the English words through SMS messages significantly had better scores than the learners in the traditional group regarding the vocabulary post-test

results. The qualitative results of the study also indicated that the learners participating in the study had positive views towards using mobile phones in learning vocabulary (Lu, 2008).

As another factor that facilitates vocabulary learning via technology is the fact that using the internet and technology increase learners' motivation and engagement. Teaching vocabulary with technology oriented lessons in real-life activities that students show more interest enable learners to participate in students-centred learning environments which actually strengthens recalling of the vocabulary items as well. The activities that stimulate students' engagement also foster their attention and motivation which positively affect students' retention of the words. Thus, as well as having beneficial effects as saving time, the using technology also stands as a source of motivation for the young generation called as "digital natives" (Prensky, 2001).

Additionally, as well as its effect on improvement on academic performance, the technology integrated vocabulary lessons brings fun and entertainment to language lessons The technological tools that provide game based vocabulary learning create a motivating environment that also has an impact on learners' motivation and academic achievements (Açıkgöz, 2019).

The retention of the vocabulary items has been explained as the strong transition from short term to long term memory that stands for the remembering of information for a long time (Schmitt, 2000). Relating this, according to Nation (1990) the amount of meaningful exposure to the vocabulary items has a considerable impact on recalling the vocabulary items and learning a new vocabulary item in a foreign language requires several exposures (Nation, 1990). However, in language classroom especially in primary education which includes 2-hours of English lesson in a week, it could not be possible to revise the vocabulary items as much as required for strong retention. Although, the number of vocabulary items to needed be

taught is high, the time allocated to vocabulary learning is not sufficient enough which stand as a challenge for teachers and learners. The facilities provided by educational technologies, enabled learners to comprehend the items more effectively and had a positive impact on retention of the words (Günday, 2015). Especially, FCM that provides learners with the opportunities to study at their own pace and in the environment that is convenient for them, stands as solution for the time limitation of the English lessons.

Theoretical Bases of Flipped Classroom Model

Constructivism. Considered to be founded by Dewey (1939), the constructivist theory is based on the principle that rather than preparation for life, education is regarded as the life itself. By rejecting the idea of dictated education, Dewey (1939) proposes that learning must be seen as a creation process rather than teaching, including learners own experiences, learning autonomy and that information is seen as a process of making meaning (Dewey, 1939). In constructivist learning theory, it is accepted that the individual can create knowledge in his/her mind only through active effort, that the past experiences and environment of the person are effective in this formation process, and that information is not only a copy of the outside world which cannot be transferred directly from one individual to another (Philips, 1995). Similarly, Selley (1999) states according to constructivist theory, learning is formed by adapting new information in the current scheme or model and thus reconfiguring existing schemata or models and adapting new knowledge or experience (Selley, 1999).

In the Turkish National Education System, cognitive constructivism, based on the research of Piaget (1896-1980), is taken as basis in the preparation of the programs that are being implemented (Karadağ, 2010). Cognitive constructivism, which emphasizes on individuals in knowledge and meaning creation, is explained by Piaget's theory of cognitive development. The mainstay of this approach is the cognitive structures or schemas which

consist of the information that the individual has so far and the relationships between this information (Özden, 2005a). According to Piaget (1992), all individuals interact with their environment using their cognitive structures, schemas, at different stages of development and try to make sense of the new situation they face. When the existing structure is sufficient to make sense of the situation encountered, this experience is assimilated by the cognitive structure and the mental balance is maintained. According to Piaget (1977), mental development is provided by the cognitive activities that occur as a result of the experience of active participation of the individual rather than filling the mind, which is expressed as an empty space as the behavioural theorists express. In this respect, Piaget (1977) emphasizes that constructivist theory is a process in which the student is actively involved and the knowledge is constructed by learners in a social context, by reflection and collaboration with peers.

The basic ideas of constructivism for learning indicate that learners internalize knowledge and use their current knowledge and real-world experience to learn theories, test hypotheses and ultimately draw conclusions from their findings. As OLoughlin (1992) expresses for constructivism to be effective; the learner must have the experience of forming hypotheses, making inferences, manipulating objects mentally, asking questions, imagining, questioning, researching and exploring (OLoughlin, 1992). In general, constructivism refers to the fact that an individual actively reconstructs knowledge by associating new knowledge with previous knowledge (Ocak & Çınar, 2010), and re-constructing subjective meanings in individual cognition (Yurdakul, 2005). In relation to this, Şaşan (2002) highlights that constructivist learning is carried out with learning-by-doing activities that students share skills and knowledge, make critics, do experiments, make comparisons and discuss rather than only listen and read. Thus, students are expected to use higher levels of mental activity and be the active user of knowledge instead of passive agents.

Additionally, Charles (2003) indicates that the constructivist approach entails student to gain high level of objectives in the teaching process. In this process, it is possible to attain high level thinking skills such as problem-solving and questioning skills and to make acquisitions of these skills associated with their daily life (Charles, 2003). In this respect, not a teaching but learning; not a finding but gaining; not presenting but interacting; not passive knowledge recipients, but active participants, are seen as the fundamental elements according to the constructivist learning approach.

In relation with constructivist theory, Vygotsky (1997) attempted to determine teacher and student roles, putting forward the idea that the child should be regarded as the subject of learning rather than object of teaching (Vygotsky, 1997). Thus, students' effective learning and active participation could take place, when teachers provide an enriched environment that learners' attention is captured and when they are motivated in terms of interest, attention, curiosity, need and expectation (Fleer & Robbins, 2002). Similarly, Açıkgöz (2004) indicates that teachers must help learners realize the reasons of their deficiencies or mistakes, know their mental awareness and be aware of their own mental structures. In other words, in the light of this awareness, students must be persuaded to act accordingly (Açıkgöz, 2004). Relating to this, Brooks & Brooks (1999) acknowledge that in the context of constructivist learning, the teachers' role is crucial as they are to provide the opportunity for learners to make sense of learning, care about student autonomy and individuality, create enriched contexts, create cooperation between students, take advantage of the technology and have students face real life situations (Brooks & Brooks, 1999). Also, teachers must have the capabilities to have students go through activities that they can research, discover and solve problems in real life experiences. As Şimşek (2004) points out the teacher is not the authority who serves the knowledge but the guide that helps learners reconstruct the new knowledge based on the existing knowledge and interact with others. Teachers in the constructivist theory

are the most fundamental agents responsible to make learning environment available to improve students' abilities for thinking, collaborating, interrogating and being autonomous. In relation, Duman (2008) indicates that, in order to realize an effective learning process in this process, students need to be motivated with interest, attention, curiosity, need and expectation and enriched learning environment need be provided for research and exploration activities by the teacher. Thus, teachers have a considerable importance that creates the learning environment as stimulating, interactive and informative. To this end, constructivist teachers need to adopt a method that guides students to consider, realize, comprehend and cooperate at every chance they can have.

On the other hand, regarding the student's role in constructivist learning theory, Piaget (1977) emphasizes the importance of experiential learning by expressing the constructivist approach as a process in which the student has active participation. In parallel with these ideas about the student's position and role in the learning process, Asan & Güneş (2000) emphasised that by allowing students' effective participation in the constructivist learning process, with student-centred activities, learners are encouraged to inquire and ask questions about the problem and be able to reach the results by applying the information already captured (Asan & Güneş, 2000). Similarly, Şaşan (2002) emphasizes that in the constructivist learning process in which the student plays an active role, the learning activities need to be carried out through practices such as discussion, comparison, setting up, criticizing and sharing knowledge and skills instead of reading and listening in the traditional approach. In constructivism, learners are to internalize the knowledge by their own individual meaning, knowledge and logical analysis.

Emphasising the influence of the social environment and the group spirit, Vygotsky (1997) states that students need to reach the knowledge effectively with the active collaboration and engage in social activities with their peers. In relation to this, Mouza (2008)

emphasizes the importance of technology use to improve cooperation, interaction and involvement among teachers and students. As a matter of fact, FCM, offering various application possibilities for social learning activities, provides the learners with the chance of learning by doing and progressing by organizing their own knowledge via interacting with their peers and teachers (Moraros et al. 2015). Besides, students, who have been freed from their traditional responsibilities, can spend time on interactive, collaborative exercises necessary for deeper understanding and high-level activities such as critical thinking and reasoning (Moraros et al. 2015).

In addition, according to Loyens, Rikers & Schmidt, (2007), structuring of knowledge, cooperative learning activities, observed changes in cognitive dimension and meaningful learning between old and new knowledge are the most important variables of constructivist learning theory (Loyens, Rikers & Schmidt, 2007). In relation to this, FCM also includes learning activities that enable learners to use active learning techniques such as decision making and problem solving by interacting with each other. Learners in FCM process are in an active role where they learn to learn, access information and make inquiries and interpretations in the learning process. Relating to these facts, with FCM, a constructivist learning environment could be established for learners changing their role from an information receiver to an information constructer and to learn in a student-centred atmosphere, with projects and problem solving and group activities (Aybat, 2013).

Moreover, congruent with the constructivist learning theory Strayer (2012) mentions that FCM enables learners to take their own responsibilities for their own learning since learners have the opportunity to study the lesson content outside the school, they could adopt their own study method for themselves and learn at their own learning pace. Therefore, the students having the opportunity for finding their own study method could develop autonomous for their learning in FCM.

From another angle, Tucker (2012) points out FCM leads to better classroom environment with more motivated learners and greater learner engagement which corresponds the principle of constructivism. As the participant students also expressed in this study FCM provides advance preparation for the lesson content so that students come to the classroom as prepared which result in their better participation in the lesson and increase in their motivation. Hence, feeling safe in a physiologically relaxed learning atmosphere is a fundamental for the young learners in their learning (Tucker, 2012).

As a consequence, FCM is a learning model that can meet the expectations of modern education systems. In addition, it could be concluded that the theoretical foundations of FCM are based on the constructivist education philosophy, which adopts an educational approach that takes the individual to the centre, which focuses on cooperation, problem solving methods and cares about students' development with the use of science and technology (Demiralay, 2014).

Active learning. It is a learning approach where the students are provided with the opportunity to use their mental abilities through various tasks and are responsible for their own learning by making decisions and self-regulation in the learning process (Açıkgöz, 2014). In active learning approach learners are not only responsible for listening passively but also engaging actively in the lesson by doing practises such as like discovering, processing and applying information.

As Meyers & Jones (1993) state active learning occurs when students are provided with the opportunity to take a more interactive relationship with the subject matter and to meaningfully participate in their learning rather than simply to receive knowledge. Relating to this, Meyers & Jones (1993) indicates that FCM are congruent with the characteristics of active learning model in which the educator moves around the class, checks the work of the

students, gives them immediate feedback on their work, and also gives brief explanations about their work. Relating this, teachers' attempts to use the active learning strategies in their classes and to allocate time both for lectures and practice may fail as a result of limited time in classrooms (Strayer, 2012). However, FCM alleviates these difficulties by taking the lecture out of the classroom and opening up space for the application of active learning instructions in the lessons (Kim et al., 2014). As Talbert (2012) assert that in FCM students receiving the lesson lecture before the class could spend their in-class time in accordance with active teaching strategies. Compared to the traditional lessons, during the flipped lessons, the students are more active and interacting more with their friends and teachers (Talbert, 2012).

As active learning also supports, by the help of FCM the lesson time could be allocated to activities that learners can deal with more high-level thinking skills (Bergman and Sams, 2012). When the lecture is moved out of the school, learners could be able to have increase in their active participation by taking responsibility of their own learning and with the ability to construct their knowledge.

Conceptual Background of Flipped Classroom Model

Blended learning. In this century, which is also called the information age, the human profile that the globalized world needs has undoubtedly changed. All countries are trying to organize new generations in such a way that they will not leave behind these changes, catch up with the age and raise individuals who can be the people of the world. For centuries, academic activities carried out by conventional methods have been changing increasingly and seeking better alternatives for teaching in new pursuits. Within this respect, technology, having become effective in every aspect of our social life and become easily accessible has been used together with education for promoting the learning and teaching environments.

As Graham (2006) states that the use of online environments for learning is based on the 1990s, new teaching technologies have brought face-to-face learning and computer-mediated learning closer together and enabled them to be evaluated with an integrated approach and the concept of Blended learning (BL) has emerged as a solution that balances online environments with the use of traditional learning environments (Graham, 2006).

BL is defined as a combination of web-based technology and face to face instructions and the form of education that technological opportunities and the traditional methods are integrated to complement each other (Osguthorpe & Graham, 2003). Similarly according to Wilson and Smilanich (2004) BL has been defined as the most effective learning method used to achieve the learning objectives that provide the desired goals for specific purposes.

Based on the concept of BL, Driscoll (2002), who used the concept for the first time in an academic sense, highlighted four different situations in the definition of BL as follows:

1. Combining or blending web-based learning technologies (virtual classes, individual-speed learning, cooperative learning, and multimedia use) for educational purposes.
2. Combining or blending various pedagogical approaches (cognitive, constructivism, behaviourism) with instructional technology to obtain appropriate learning products.
3. Combining or blending all types of instructional technologies (video, cd-room, web-supported instruction, and film) with face-to-face instruction.
4. Combining or blending instructional technologies for specific professional purposes to provide a harmonious interaction in the learning and work environment.

The definitions of BL have been used as a combination of the opportunities provided by face-to-face learning environments with the opportunities provided by online learning

environments (Bonk & Graham, 2006). This definition draws attention to the coexistence of two separate environments: face to face learning (usually under teacher supervision) and online learning (usually computer-mediated). Relevantly, Zhonggen (2015a) emphasized that BL is more than a basic combination of traditional and online activities since BL environment includes various factors such as learning environment, cognitive factors, learning affective factors, learners and teachers (Zhonggen, 2015a). In relation, Koehler & Mishra (2005) suggest that an effective and efficient teaching method in which technology is integrated into education does not simply mean adding technology to the method, technique, content and teaching program currently used. The strengths of online training and face-to-face training support each other by providing collaborative and active learning and increasing the interaction of teachers and students (Koehler & Mishra, 2005). Thus, including online tools with already used face to face class instructions is not enough to fulfil BL; it requires the effective use of time outside the school with the school in programming education. As Garrison & Kanuka (2004) asserts that the fundamental issue to be considered with BL is that all components must be designed and matched elaborately (Garrison & Kanuka, 2004). BL environment must be organised successfully, by taking into account of students, the content, and the related materials; so that, learners might get benefit and succeed the learning targets. Briefly, technologically designed in accordance with the learners, BL is an adjustment of different learning models.

As stated above, the aim of BL is to promote the interaction of students with their teachers, with peers and with the content. For this purpose, in-class learning is harmonized with traditional learning in accordance with the objectives and characteristics of learning contents; in some subjects, face-to-face learning is used more frequently but in some others online learning is used more frequently. According to Murphy (2002), BL is the ideal method for being applied in secondary and upper education as it involves the human element and

interaction in the teaching process and it eliminates the shortcomings of distance education. In addition, studies have shown that the model provides much better learning outcomes compared to other methods and increases efficiency in learning because of the better overlapping of students' needs and program. Consequently, Osguthorpe and Graham (2003) have covered the reasons for needing BL for educators under six headings;

1. Pedagogical Richness: With the help of BL, tutorial options can be increased. For example, when a concept regarded as abstract for students could be supported by simulations, so that the students' learning concept could become easier and the time could be saved in the lesson.
2. Access to knowledge: Via BL, it is possible to examine a large number of subjects in different ways via the benefits of the internet. Interpretations related to a subject could be reached and analyzed, and the issues could be discussed and evaluated with different learners outside the classroom.
3. Social interaction: Some problems faced by students in both face-to-face education and distance education could be overcome by BL. Students having difficulty in the learning process due to individual differences can cope with this situation by the help of BL which can create more than one social interaction environment. At the same time, when students share their questions and opinions on different platforms, they could both build knowledge on solid foundations and have the ability to better identify their own skills and interests.
4. Personal agency: Since the learning process requires the active participation of the individual, it is aimed to improve the personal activities of the student in the learning process by using different methods instead of giving the information directly. The purpose of BL is not only to transfer certain information to the student, but also to teach them how to reach the information that they need to

reach, to learn by doing individual research and to be able to direct himself / herself in the learning process without any need for further guidance in the future. For this reason, it is aimed to increase the student's personal activities and to ensure self-confidence in the learning process.

5. Cost effectiveness: Providing a place for the teachers and students to be able to do lessons in face-to-face education entails individuals allocate money and effort in every lesson. However, BL is a cost-effective model because addressing large student communities across the country and the world in a relatively short period of time could be possible by BL.
6. Ease of revision: In many educational processes, it is extremely difficult to change and update the content, which includes details that require expertise. However, in BL, the target-oriented aspects of many different methods are used and it is very easy to prepare or update the resources.

The clearest feature of BL is the opportunity for students to take their individual responsibilities deliberately and control their own learning according to their level, time and speed (Staker & Horn, 2012). The learning situation cannot be limited to the classroom environment, students are asked to take responsibility for their own learning by making effort according to their own learning pace regarding their individual needs. Similarly, flipped learning, which has been popular recently, includes both online learning and learning through face-to-face instructions in a traditional classroom and has been categorised under the title of BL approach by Staker & Horn (2012) in Figure 2.

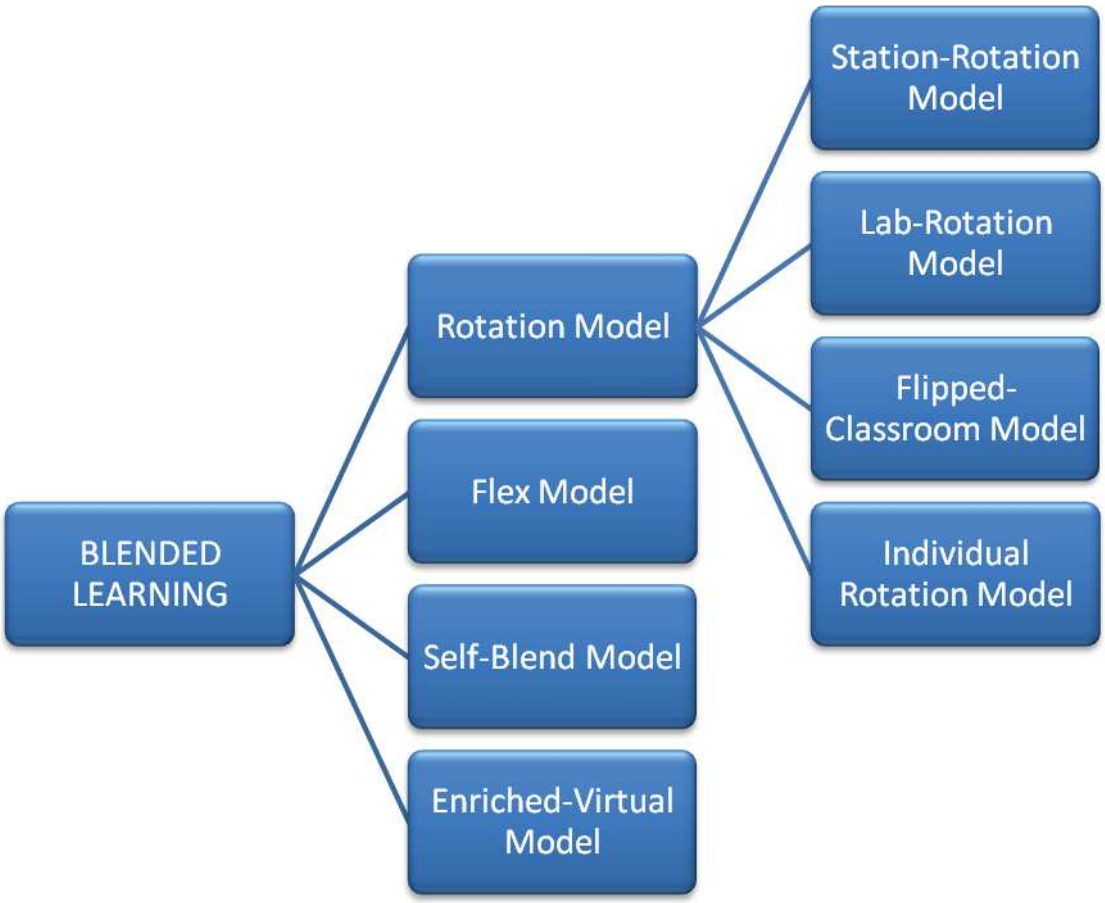

Figure 1. Types of blended learning model (Staker & Horn, 2012)

1. Rotation Model: It is the course or subject that the learners study with various learning models or at least one of them in a certain program. In this model, applications such as small group and whole class instruction, group projects, one-on-one lecture and paper-pen assignments can be included. Students learn more with home without doing homework.
    a. Station-Rotation Model: It is a course in which learners experience the model in a certain class or a group.
    b. Lab-Rotation Model: It is a course in which learners go to the computer laboratory for online learning.

c. Flipped Classroom Model: It is a course in which learners take part in online learning where they normally do homework and then come face to face, teacher-oriented studies.
d. Individual Rotation Model: It is a course that does not require each learner to have a specific list and go to all available stations or applications.

All in all, BL is a learning model that can be experienced both in a distance and online learning experience. On the other hand, FCM provides learning opportunities to learn both through teacher supervision in one part of the time and through online environment. As one of the sub-dimensions of the BL model, FCM constitutes the main variable of the study.

Flipped Classroom Learning Model

As a popular trend in education in recent years, FCM is identified by Bergmann & Sams (2012) as a learning model in which learners are introduced to the lesson content at home and practice it with developing activities in the classroom. Instead of traditional systems in which students learn the subject in the school and reinforce them with homework, FCM defends a system in which students learn the subject outside the classroom via various technological tools such as video, film or sound recording and are provided a deepening of the subject with examples and problems when learners come to class (Bergmann & Sams, 2012). Another definition of FCM is proposed by Lage, Platt, & Treglia (2000) as inverting the traditional classroom-based learning so that students can reach the content outside and in the class learners can deal with deeper understanding activities prepared by the teachers.

The basic logic of FCM is to move the lecture out of the classroom, and to use the class time efficiently to increase active participation of students and to enable the students to structure the information (Enfield, 2013). In FCM, the lesson time is devoted to high-level thinking and student-centred activities such as brainstorming, games, individual and group work tasks (Bergman & Sams, 2012). Flipped class practices according to Talbert (2012)

provide more interactive, inclusive and effective learning environments for all students. With FCM, the course materials are moved outside the classroom, the time remaining in the classroom passes through applications and activities, and the homework is done in the classroom with the assistance of teachers, so learning becomes more effective and permanent (Talbert, 2012).

For the process of flipping, learning-teaching processes are designed separately for in-class and out-of-class environments. Here, out-of-class learning is an online learning environment where learning takes place independently of time, place and pace while the classroom environment refers to teacher-supervised learning environments. The part of the subject that will be covered in the course, which contains the theoretical information, is presented by the teacher and this lecture is recorded with the video camera and uploaded on the internet. In the classroom work, the teacher makes a short summary at the beginning of the lesson if the students have any misunderstandings, then the practice studies start. Similarly, as Bishop & Verleger (2013) point out FCM is an education model formed by two segments: Interactive learning activities in the classroom and direct computer-based individual instruction outside the classroom. Accordingly, FCM is structured by both teacher-centred methods which are provided via videos using computer and internet technology and student-centred learning methods involving in-class and interactive activities (Bishop & Verleger, 2013). Additionally, FCM covers the use of all kinds of internet technology in order to be able to foster classroom learning. In FCM the educators could spend more time interacting with the students rather than lecturing since the purpose of FCM is presenting learning opportunities independent of time, place and material and creating active learning environments that are based on interaction (Bergmann & Sams, 2012).

From another angle, Başal (2015) indicates that a successful FCM implementation should not be defined as only recording the lesson content on videos and sending it to learners

before the class since the time spent in class with students is the most significant aspect of FCM. In addition to this, although video presentation for FCM is significant, Bergman & Sams (2013) specify that students' studying the video content is not the whole point in FCM, but the effective use of in-class time is the fundamental aspect for successful implementation of the model. Similarly, Strayer (2007), as another contributor to the development of the model, asserts that the use of FCM entails teaches to better plan and monitor than the traditional approach as the common point of the practices of FCM is creating an active learning atmosphere. In order to achieve success for FCM, not only out of the class activities but also in-class activities need to be planned eloboratly and effectively. Thus, getting prepared outside the classroom, the student of FCM will be aware of the subject and will be able to participate in the interactive group activities; therefore, the course must be well-structured to ensure the active participation of the learners.

Related to change of students' role in FCM, Fulton (2012) mentions that in traditional learning environments, students spend their class time listening to the lesson and, on condition that the class time is convenient, practice the new knowledge. However, with FCM, students are enabled to learn lesson content outside the classroom and the process of acquiring knowledge is usually carried out by digital means; thus, more time is allocated for engaging in practical applications and active learning activities in the classroom (Fulton, 2012). Since the teacher prepares the course content in formats such as video, presentation, and allows learners to access these contents before the beginning of the lesson, in-class time is allocated to answer students' inquiries, concentrate on challenging skills such as problem solving in real life situations. As well as this, the students' studying the videos and getting prepared for the content before the class, dealing with the problems deeply and getting more individual aid from their teachers, could have the opportunity of practicing on the topic with better student-teacher and student-student interaction (Fulton, 2012).

In the traditional learning model, it is assumed that the classes are homogeneous, students are considered to be equal in terms of cognitive maturity, learning speed, attention span and development levels and educational activities are organized accordingly. However, according to McGivney-Burelle & Xue (2013), the transfer of knowledge of subjects taught in lessons for some students might be very slow, while for others this transfer might be faster than the other students can grasp the content. In this case, it is inevitable that there will be great differences between the students who have slow learning pace or a lack of knowledge and the students who are learning fast or who have previously known subjects. To this end, Bergmann, Overmyer & Wilie (2013) express that FCM enables direct instruction through videos which allows students to use their own individual learning pace, understand the subject via many repetitions; thus, comprehend better in classroom learning activities with the teacher and get efficiency of the lessons (Bergmann, Overmyer & Wilie, 2013).

The Flipped Learning Network (2014) team has identified four basic components to make FCM more descriptive and better. These four basic components also form the theoretical framework for FCM. The initials of these words, called. F-L-I-P Ed, consist of Flexible Environments, Learning Culture (Intensive Content), and Professional Educator (Hamdan et al. 2013). On condition that, these items are being carried out in the learning environment, it could be convenient to define this model as FCM (FLN, 2014).

- Flexible Environment is defined as a model, in which the learning environment is highly flexible and could be changed. The students could learn in the environment and time they want and teacher's plans adapt to this flexibility. Many different applications of the constructive approach can be implemented within this model. Providing learners with the environment and the time necessary for them to interact and think adequately about their own learning, teachers could monitor students, give appropriate feedback and make the necessary arrangements.

- Learning Culture is explained as changing the teacher's role as the main source of information in the traditional teacher-centred model and the only content specialist who provides the student with information. However, in the culture of FCM, active learning model is adapted in order to examine the topics in depth and provide effective learning opportunities for students (Hamdan et al. 2013). With a more flexible learning culture that gives students the opportunity to access information from any source at any time and place, flipping enables students to be actively involved in the structuring of knowledge through their own learning processes and by evaluating their own learning.
- Intentional Content stands for the educators focusing on helping students develop their conceptual understanding in FCM. To be able to maximize the permanence of the course, educators have to determine the appropriate content and the materials for the learners. Adapting various teaching methods such as active learning strategies or problem-based learning relevant to class level and lesson topic, the teachers need be knowledgeable, equipped about the content to be taught and adapt the best way to promote the content in the video course. (Hamdan et al. 2013). A good educator knows where the students could be challenged in the course, which points are fundamental in the content, which issues are important and how they are related to the learning objectives of the students.
- Professional Educator is the last component of FCM and used to define the professional trainers who design learning environment, create learning outcomes for projects and provide assistance for students' development (Hamdan et al. 2013). In FCM, talented, professional educators are more important than in the traditional model. The teacher's guidance is crucial, as the teacher presents the

course, selects and prepares appropriate videos, and designs and makes the lessons convenient for development of the students' analysis and synthesis skills of information. The trainers also show more creative resources and opportunities for deeper, better understanding of the students. Flipped teachers seek ways to foster interaction between teachers and students and how and when to enter the individual learning area from the group directly (Tétreault, 2006).

Miller (2012) asserts that in FCM, the course contend is explained though the videos, homework and projects are done in the classroom together with the teacher in the classroom by creating the engagement and support. Following this, he emphasizes that the course content is to be presented in such a short and simple manner that the information will not cause distraction, and that the video duration should be appropriate to the students' learning skills (Miller, 2012). Additionally, he suggests 5 basic elements to be considered when planning FCM:

1. Need to Know: Learners should be encouraged and convinced by expressing clearly why they should learn from the content.
2. Engaging Models: With FCM, learning could be ensured and supported more effectively by integrating with other educational models such as project-based learning and game-based learning.
3. Technology: For FCM, one of the most important issues to be considered is the determination of which technology to use. The teachers have to take into consideration that the learners may not access the technology or the internet.
4. Reflection: The learners need to reflect the knowledge they have acquired through FCM by performing certain activities and thus the learning behaviors of the students should be seen in a concrete way.

5. Time and Place: The structure of FCM needs to be carefully determined. The focus should be on teachers' practice, then tools and structures.

In contrast to the traditional teaching method, with FCM students learn the theoretical part of the course by using multi-media tools such as online videos or presentations. In the classroom environment, students have the opportunity to reinforce the knowledge they have studied through various activities in which they play an active role in the learning environments (Seaman & Gaines, 2013). The following figure illustrates the application differences between the traditional model and FCM.

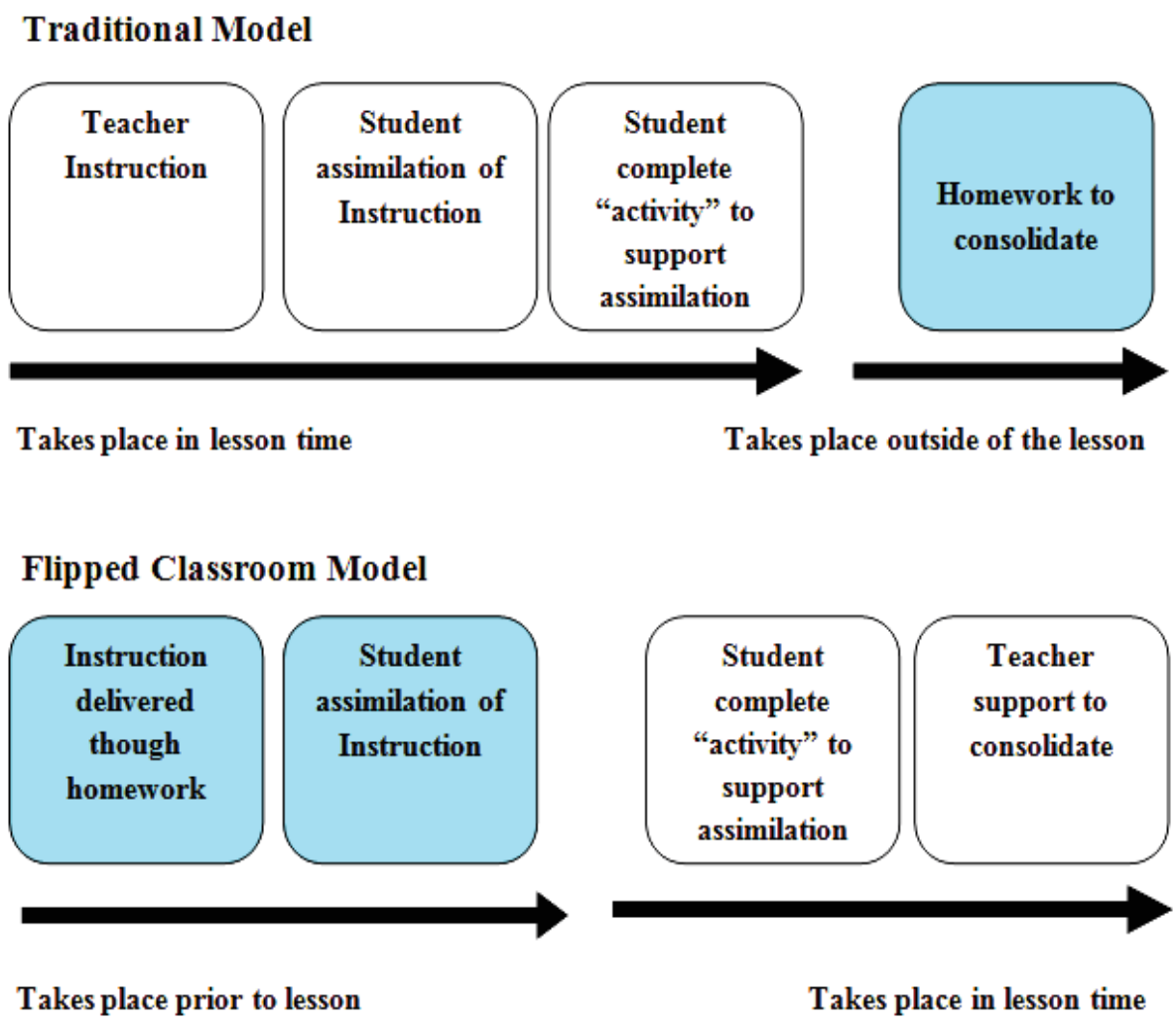

Figure 2. A comparison between traditional classroom and FCM (Moraevec, et al. 2010)

As indicated in Figure 2, in the traditional model the transfer of knowledge and the student's understanding of the subject and activities occur within the class; while the reinforcement section is conducted outside the classroom in home environment. The main difference between FCM and the traditional model is the transfer of knowledge and the realization of the student's understanding of the subject through in-class applications. As Talbert (2012) argues that in the traditional teaching method, students are outside the classroom when they are mostly in need of teacher assistance and when they have to do the tasks that force their ability and knowledge. Similarly, classroom time represents the time period in which students need minimal help and use cognitive skills at the lowest level (Arslan & Özpınar, 2008).

Furthermore, a need has emerged to redefine many concepts as well as changes in the duties and responsibilities of the teacher with FCM. Flipped instructions lead to change the teachers' roles as a guide for the students to deepen their understandings on the key concepts and to act as facilitator rather than the only source of knowledge during the courses (Flumerfelt & Green, 2013). Teachers are to make the lectures through videos, audio presentations or different materials and guide the students in consolidating the subject with the activities in the classroom and providing high-level learning. In the classroom, teachers are obliged to guide students, interact with them and increase communication (Flumerfelt & Green, 2013). In addition, teachers need provide materials in different formats to be able appeal to students' different learning styles (Mason, Shuman & Cook, 2013).

As for the students' responsibilities in FCM, they need to learn the content of the course before they attend the class and perform higher-level learning activities during the course. Similarly, as FCM is student centred, students have the responsibility to study and comprehend the lesson content at a basic level before arriving in class, and consequently participate in class discussions and shows interest (McLaughlin, et al. 2013). Learning occurs

at the student's own pace and by their own strategy, and when and how the content is acquired is in the student's own control. Also, FCM takes students to the centre, causing a change for the definition of the concept of homework and thus contributes to the widespread use of student-centred and project-based activities (Seamen & Gaines, 2013).

Advantages of flipped classroom model. FCM can be characterized as a strong model that includes fundamental advantages for the learning processes by enabling active learning and individual learning to run together and includes great benefits for both teachers and students in using technology, developing individual learning skills and making education more sustainable (Bishop & Verleger, 2013). Firstly, having students learn the content at any time and place, FCM provides learning opportunities to reinforce the knowledge easily, helps learners minimize the problems related to recalling the knowledge as the flipped lessons include various learning activities (Boyraz, 2014). As Boyraz (2014) asserts using the content learned before the lesson and with the help of the materials both in and out of the classroom, FCM contributes to permanent learning.

Moreover, FCM allows educators to evaluate their limited class time with students (Obradovich et al 2015). As Fulton (2012) also points out that class time can be used more creatively and effectively, with adequate learning opportunities containing problem solving, discussion and reinforcement activities. As rich learning environments are created, students are encouraged to become more involved and active in the classroom (McDonald and Smith, 2013). With the implementation of the model, the convenience provided by the online environment and the interaction of traditional teaching environment will be unified. In this way, higher level learning could be accomplished (Demiralay & Karataş, 2014).

Furthermore, FCM contributes to the development of self-sufficiency of students by allowing independent learning opportunities in education process (Enfield, 2013). Students can easily access course materials and adjust their own learning pace and benefit from these

materials. By this way, students learn by repeating at their own pace as much as they want without being worried about their learning pace. Guiding students how to access and use the information, this learning method emphasises the importance of students receiving the basic knowledge though individual learning at home so that they easily and more confidently take part in the activities done by the teacher, demonstrate his / her knowledge and skills in the classroom environment (Zappe et al. 2009). In addition, while making the learning an enjoyable process for students and increasing their motivation, FCM allows the students to improve their ability to make comment in the classroom, they will be able to solve the difficulties faced in their individual learning process by focusing on their learning difficulties (Ocak, 2013).

Moreover, the advantages of FCM are not limited to the individual learning process. Fulton (2012) suggests that by the help of FCM, the teacher could easily have insight into the difficulties and learning styles of the students, as the assignments are actively done inside the classroom hours. Besides, in traditional classes, learners cannot ask the teacher to presents the subject again as they may feel embarrassed, or the teacher may have no time to repeat the subject due to the intensity of the curriculum and the shortness of the course time, however; the flipped education system provide teachers with more time to deal with struggling students in face-to-face parts of flipped learning (Miller, 2012). Besides, it allows teachers to focus on students' learning rather than teaching the lesson (Rutkowski & Moscinska, 2013). In traditional teaching, students do homework at home, while teachers may not have insight in which process the students have difficulties. In FCM, students could reflect on which steps they struggle during the classroom activities; therefore, the teachers could take proceedings according to these situations and could perfect their teaching.

Additionally, teachers also benefit from FCM as they can easily update the curriculum; hence, they can easily share the lesson content with students as in the way they

want (Fulton, 2012). On the other hand, FCM brings teachers from the centre of the teaching process to the position of a guiding teacher, which is also frequently mentioned in constructivist learning. The lesson content given to students by means of audio or visual recording, photography, drawing, etc., enables teachers to be guiding in the classroom and to own the supporting role. Thus, creating a more democratic classroom environment allows students to become a part of the learning process and take the responsibility of their learning (Bergmann, Overmeyer & Willie, 2012). In addition, FCM offers teachers the opportunity to work with students one-to-one or in small groups, by which the classroom management is facilitated. Helping to save time in classroom, FCM could provide the opportunities for spending the in-class time with interactive activities and applications with students, thus reducing the problems caused by students' behaviors in classroom management (Bergmann & Sams, 2012).

Furthermore, FCM eliminates time-space limitations and provides students with the opportunity to follow, listen, read and repeat the subject in a learning environment supported by active learning through interaction and creation of knowledge (Enfield, 2013). With FCM, the time constraint, which is the biggest obstacle for teachers to set up a students-centred learning environment in the classroom, could be eliminated and additional times could be created for students to take part in active learning environments (Baker, 2000).

From another angle, flipping makes our lessons more transparent. Flipped learning opens the doors of classroom to the parents and public. The students, their parents, sisters, brothers or friends are informed about the content of the course and they become knowledgeable about what the students are taught at school (Ekmekçi, 2014). Especially, for young learners who may have difficulties related to note taking and concentration for long times, could benefit from flipped learning as the parents could help them learn the content at home easily without and disturbance and stress of being late.

Disadvantages of flipped classroom model. The biggest argument against FCM is that some students from lower income families may not have the access to the technologies required to study the lessons for the implementation of FCM (Strayer, 2007). Unless the students with low levels of income are assisted in accessing the lesson content with an environment arranged before or after school via a technological tool, a failure for success may occur between students (Redmond 2014). On condition that students may not have the convenience to study the video before class and attend classes in the classroom without watching the videos, they might not take participation in the class and might be affected negatively, as well.

In addition to these, the possibility of accessing information at the desired time and place and the learning systems based on the internet are regarded as convenience but also raises some risks. The rapid dissemination of students' attention can lead to an increase in the time spent at the computer causing a difficulty for controlling the student by the family (Duerden, 2013).

Furthermore, students' readiness level to adopt and to apply this model could cause problems (Talbert, 2012). Especially, taking more responsibility for their own learning may create a culture shock in students who are accustomed to using traditional methods. Moreover, as the learners study the video lesson at home, they may need to ask the teacher questions urgently but they might not be in able to do it. The quality of teaching might be highly influenced for students who do not have a habit of learning alone and for students who want the teacher return to their questions immediately during the learning process (Talbert, 2012).

Moreover, as Talbert (2012) asserts FCM which seems to reduce the teacher's burden considerably imposes even more tasks on teachers than the traditional models. It might be a time consuming and exhausting task for teachers to prepare videos, materials and classroom

activities for each course in accordance with different learning styles of students in the classroom (Talbert, 2012).

As Milman (2012) also expresses teachers and students having inadequate technological knowledge and skills may cause the inefficiency for the implementation of FCM. He adds that students not keeping on task and failing to watch the videos for a variety of reasons such as the low quality of videos or the videos not being appealing to students, can be counted among the other disadvantages of the model (Milman, 2012). Consequently, for this model to be implemented in a beneficial way and to have successful results, teachers and students needs to be knowledgeable about FCM and additional preparations need to be done to increase participation of the students (Johnson, 2013).

Studies Related to Flipped Classroom Model Abroad

The studies with FCM have been conducted with the aim of measuring the difference between traditional teaching methods and the degree of applicability and effectiveness on the students' achievements in many subjects such as Mathematics, English, Biology, Engineering, Computer, Statistics, Medicine and Pharmacy; however, the majority of the studies have focused on the academic success mostly. A number of important researches about FCM in language learning and FCM in other courses will be presented in this section with the variability of different application processes, the materials used, the classroom activities, different course contents and learners' profiles.

Referring to the concept as the Classroom Flip, Baker (2000) is one of the main researchers who laid the foundation of the studies with FCM. In his study, Baker had the communication course students study the lesson content via a web page and work on this content by applications during the class time. By using FCM, Baker (2000) intended to provide learners with the atmosphere that they could take their own learning responsibility and improve their cognitive skills by using the class time more affectively on the deeper

practices. Comparing the traditional classrooms and flipped courses, learners participating in the study expressed that by the help of online materials they could take more control of their own learning. Learners' positive perceptions revealed that the Classroom Flip enabled them to make collaboration with more group activities (Baker, 2000).

Lage, Platt & Treglia (2000) designed a flip study for the economy course and used the term as Inverted Classroom. In this study, the participants working on course content via videotaped or slides came to the classroom as prepared so that during the class time students could discuss the relevant material. To be able address the students' learning styles, they were left to prefer reading the texts, watching the traditional lecture, or studying slide presentations or combinations of them. The results of the study revealed that the participants expressed that they enjoyed the course because they had time for interaction with the teacher and their peers within group works in the class. Students had positive opinions for FCM and they expressed that they would rather prefer to study in the inverted economics courses (Lage, Platt, & Treglia, 2000).

Day & Foley (2006) conducted a FCM research in human-computer interaction lesson. In the study using quasi-experimental design, the traditional and FCM was compared within 15-week FCM application. The experimental group of students in FCM examined the training videos before the class time and they held an active learner position instead of passive listeners during the course. However, in the control group, the traditional method in which the teacher-lecture model was applied. At the end of this experimental study, it was revealed that the students in FCM had higher academic success than the students in the traditional education model. In addition, students in FCM developed positive attitudes toward this new way of learning.

One of the other studies related to FCM at the university level belongs to Strayer (2007). Using the Web 2.0 tools in statistic lessons, Strayer (2007) implemented flipped

classroom instructions to compare the new model with the traditional model. He conducted an experimental study in which one of the classrooms was designed as flipped learning and the other was structured according to traditional lecture style. The students of the flipped class received the lesson outside the class and dealt with active learning activities in the classroom while the traditional classroom received the lecture in the class and were to do homework afterwards. The students shared perceptions and the data were collected via field notes, mid-term and final exam notes, classroom transcripts, student interviews and student focus groups. According to the results, the students were pleased with the classroom activities as they included cooperation; however, they reported that they felt uneasy during FCM process. Also, the academic achievement results were not significant (Strayer, 2007).

Additionally, Gannod, Burge & Helmick (2008) conducted a research to use FCM in software engineering class at university level. For their study, they utilised the term “Inverted classroom” and aimed to take the advantages of technology with the complement of hands on activities in the classroom. The results of this study revealed that the inverted course was overwhelmingly positive. As a result, Gannod, Burge & Helmick (2008) suggested that FCM in engineering classes was a means of taking advantages of collaborative and distance learning. Besides, the students developed their skills for preparing software applications and they took responsibility for the course in accordance with the course content.

Morevac et al. (2010) explored the effectiveness of FCM at biology course at university level via LBL which refers “learning before the lecture” in other words flipping classes. With various assignments and creating a more learner-centred environment with active learning exercises, the researchers revealed that LBT model increased student academic achievement and engagement in activities; it encouraged critical thinking and improved students’ attitudes. The study was conducted over three years with different classes as both non-LBL courses and LBL courses. The data was gathered through students' performance in

the exam questions which revealed that the LBT classes' performances were significantly higher. Consequently, the flipped instructions resulted in an increase in students' academic performance and effectiveness in learning.

In addition to students' perception, Valenza (2012) conducted a study named as "The Flipping Librarian", to explore FCM from the points of teachers related to their job satisfaction, students' performance and attitudes. Initiated by the Flipping Network, a survey was inquiring 453 teachers opinions from different courses related to their flipped classroom experiences. 88% of the educator expressed that flipping improved their own job satisfaction, 67% of them reported that flipping improved student achievements for test scores, 80% stressed that flipping have positive effect on students' attitudes and 99% said they would do flipping lessons for the following years again.

Another study that explores FCM effect on academic success is conducted by Stone (2012) with 400 participant students that mostly had less motivation, lower success and attendance problems. At the end of the study, the results unveiled that compared to the traditional classroom method, the exam scores and the course attendance level of the participant students with FCM rose up respectively and this result was significant. FCM positively affected both students academic success and increase their attendance and motivation towards the course.

In the study conducted by Pierce & Fox (2012), the effect of FCM on the achievement and attitudes of the students was examined. Comparing flipped classroom and traditional method consists of 71 university students, the results of the analysis revealed that the students in FCM were more successful and had positive attitudes towards the new model. Similarly, in the work done by McGivney-Burelle & Xue (2013), FCM was applied at university level and the effect of the model on the success of students compared to the traditional method was analysed. For the flipped group using shared lectures, videos, and e-textbooks and an entry

quiz before each class session, the results for academic success was found to be higher than that of the traditional ones. In addition, FCM was expressed as useful, enjoyable and preferable by the participant students. However, some of them complained that they were unable to ask questions during the lecture.

On the other hand, another branch that FCM was implemented is the statistic course by Strayer (2012) at university level. By comparing the traditional model and FCM in the study, the collaboration of the learners, the task orientation and the impact on innovation were examined. The result of the study indicated that the students in FCM were less satisfied with their orientation to learning and they reported to have difficulties in accessing the videos that they studied at home. On the other hand, they reported that they became more eager to collaborative learning and innovative instructions. Strayer (2012) suggested that FCM needs to be well prepared and the class level should be carefully chosen.

In 2013, with the participation of 66 students during the 16-week session, Wiginton (2013) examined the learning environment of 9th grade students' mathematics success, learning style and self-efficacy believes. Developing learning environments based on FCM, three different learning environments were used as active flipped (active learning strategies were used), flipped mastery (mastery strategies were used) and traditional method. The study revealed that the achievement scores of the students in FCM environment were higher than the students in traditional model environment. Also, the mathematical self-efficacy of the students in FCM environment where mastery learning strategies were used was higher than the traditional atmosphere (Wiginton, 2013).

In an experimental study, Mason, Shuman & Cook (2013) the effect of FCM was examined in the mechanical engineering department. 40 students participated within this experimental study and the researchers aimed to compare the traditional class with FCM regarding students' academic achievement, exam results and learners' observations and

perceptions of FCM. The study pointed out that FCM enabled students and teachers to cover more content than traditional method. Also, according to the exam results, the students in the flipped learning outperformed the students in traditional classrooms. Besides this, as a result of the fact that classroom time was available for more student-centred activities, learners stated that FCM provided an effective and satisfying environment.

The literature mostly represents studies related to FCM at university level, the studies at secondary and primary level is very scarce. However, Kong (2014) examined the effect of FCM on the success of the social science course at the secondary school level. As a result of FCM applications, two different post-test scores were analyzed and a significant increase in success was observed in learners. Kong (2014) also examined the impact of FCM on level of critical thinking and information literacy and a significant increase was noted on the two different variables. Semi-structured interviews conducted within the scope of the study also revealed that the students were found to have positive perception towards FCM.

Additionally, Smith (2015) carried out a research in a four-class group with two traditional method and two FCM classes including 90 students from 5th grades in math lesson. In the classrooms where FCM was used, the researcher prepared course videos for students to study at home and come to the school with preparations for their lessons. Whereas, in the classroom where the traditional learning model was applied, the students reinforced the lessons they had learned in class by using outside classroom assignments. Using the mixed method research design, the researcher examined students' success and level of homework completion for flipped and traditional model as well as the perceptions of the students', teachers' and parents'. According to the result of this study, the students' achievement and homework completion rates in FCM classes were found to be lower than those of the classes that applied the traditional learning model. On the other hand, the qualitative data from the teacher, students, and parents regarding the efficacy of FCM revealed mostly positive

opinions as the students expressed that with FCM the teacher could allocate more time to do more the activities.

FCM has been defined as an instructional model in which the course contents traditionally transferred in the classroom environment are transferred outside the classroom by the help of technology and the activities planned to be performed outside the classroom are performed in the classroom environment. Although, researchers adapt this model in various fields of education, when one looks at the literature it is obvious that studies on FCM especially in language learning are very limited. The effect of FCM on learners' academic success and perceptions in language classrooms has been investigated but the number of these studies is very scarce.

Farah (2014) aimed to investigate the effect of FCM on the writing performance of high school students. The study conducted to reveal the impact of flipped classroom instructions on developing students' writing skills, also examined the students' perception of FCM in English writing classes. As a mixed method research, a quasi-experimental pre-test and post-test control group design was applied for collecting the quantitative data and for the qualitative phase of the study an attitude scale was adopted. As a result of the research, writing achievements of flipped group increased significantly, the experimental group using FCM displayed much better writing performance than control group of the students. Furthermore, students' attitudes towards the FCM were mostly positive.

Another experimental design study in English language teaching belongs to Leis, Tohei & Cooke (2015) who compared two English composition writing courses at Japanese university with EFL students. The main aim of the study was to reveal whether FCM enabled students to study longer and to produce more words in wring course than traditional group of students and whether it increased their proficiency level. The post-tests results indicated that students studying with the flipped writing course wrote compositions including significantly

higher number of words. All in all, enhancing impact of FCM on EFL students' writing skills were observed to be significant after the comparison of pre and post-tests results between the control and experiment groups.

One of the other attempts to adapt FCM in English language learning was represented by Hung (2015). Aiming to integrate FCM into language learning with active learning strategies, Hung designed 3 different classroom environments: structured flipped class, semi-structured flipped class and traditional class. Including 75 EFL participants at a Taiwanese university, the impact of FCM on learners' academic achievement, attitudes and experiences related to flipping and course attendance was examined by quasi experimental research design. The data related to success was measured by end of lesson assessments; learning attitudes were measured by questionnaire and semi-structured interviews with students from various proficiency levels. Consequently, the quantitative and qualitative analysis of the study indicated that students in structured and semi-structured flipped classrooms performed academically better than traditional model, developed more positive attitudes toward EFL as well as this students in experimental group spent more time to study before they came to classroom.

Aiming at indicating FCM effectiveness in English language learning, Kvashnina & Martynko (2016) conducted an experimental study with FCM in English for engineering course at university level. Similar to the studies in literature, the researchers displayed the following benefits of using FCM in ESL teaching: FCM had positive impact on learners in terms of language learning performance, motivation and learning skills. As well as this, flipping allowed the learners to use their own learning styles and strategies when dealing with the course content before the class, and to allocate classroom time for more engaging and productive activities. Consequently, the use of FCM significantly increased students' academic success, level of motivation and learning autonomy.

Another study by Hao (2016) investigated 7th grade English language students' flipped learning readiness and the impact of characteristics on their readiness levels. To gain data related to students' readiness for FCM, a scale for collecting data about flipped learning readiness was prepared including five different sections: technology self-efficacy, learning motivation, self-directed learning, self-efficacy for in-class communication and doing previews. Analysing the data, the readiness of the learners was relatively high as they were familiar to technology millennium. Also, it was displayed that learners' readiness for FCM depends on the factors such as personal characteristics of students as well as their perceptions of teacher's characteristics, their language beliefs, learning performance, individual circumstances such as the availability of support and resources they have outside the school, study time and internet usage time. Therefore, the study focused on the conclusion that teachers should address all the aspects of personal variables to prepare the learners and the environment for FCM for EFL learners (Hao, 2016).

Furthermore, another recent study of FCM in ELT concept is a qualitative case study represented by Shaffer (2016). The research focused on FCM from teachers' aspect, it covered answers to the questions, how teachers implement FCM, how to chose the activities and the technology tool for flipping. Shaffer conducted this research with an English teacher of more than 20-year experience and a master degree in educational technology, teaching at 11th grades students. To obtain data, Shaffer use triangle method which covered semi-structured interviews, classroom observations/field notes, and document analysis. The study revealed that students comprehension for themes and more complex concepts improved as the flipping provided with extra time for more in-class activities. Furthermore, redesigning the classroom atmosphere with FCM resulted in development of student critical thinking and in cooperation with the students and teachers as well.

All those researches have been conducted to analyze the effects of FCM in terms of achievement, attitudes and experiences at the university, college or secondary school level. In the literature, plenty of researcher have taken place related to in math, science, computer science, and economics courses, however, there is a scarcity of studies on the effects of FCM in second language learning contexts and almost no study that investigated the effect on learning second language with primary school level. Therefore, more studies are needed in ELT classroom and with young learners' language experiences in respect of FCM.

Studies Related to Flipped Classroom Model in Turkey

The common purposes for Turkish researchers of FCM have been to explore the impact of FCM on the participant students' academic performance, their learning motivation and their attitudes toward flipped courses by the implementing pre-test post-test quasi-experimental designs. The studies regarding FCM both for ELT and various fields in Turkish concept are resented below.

As one of the earliest studies related to FCM in English language learning classes in Turkey, Başal (2012) worked with prospective English language teachers at university level, with the aim of investigating their views and perception regarding FCM and to introduce FCM applications to the English language classes. Conducted as qualitative research model, the study included the opinions of teacher candidates about FCM and the analysis results of the open-ended questions. According to the results of the study, the participants' expressions were highly positive with regards to FCM. Besides, according to content analysis results, the benefits related to FCM were categorized into four titles: learning at their own pace, advance students' preparation, overcoming the limitation of class time, stimulating active participation. Consequently, Başal (2012) suggested that the teachers needed to be the fundamental element for the effective implementation of FCM as a guide to students in and out of the classroom.

Boyraz (2014) investigated the impact of FCM on the academic success for English language learning at university level with a mixed method research designed, with students of foreign language program in the preparatory class. As data collection tools, pre-test-post test and retention test developed by the researcher were used and the two randomly assigned groups were included in the study as the experimental and control group. For the qualitative data collection, students' views about FCM were obtained by interviews and the results were subjected to content analysis. According to the achievement tests results significant difference was found between two study groups in terms of academic success for language learning. Besides, the qualitative result of the study revealed that the majority of the participant students held positive opinions about FCM. Consequently, Boyraz (2014) focused on the positive impact of FCM suggesting the effects on EFL learners' academic success in the long term.

Ekmekçi (2014), developing a new teaching model in writing classes, aimed to improve the writing skills of learners at university level in foreign language classes, and to eliminate the negative attitudes of students towards writing. Based on a mixed method design with qualitative and quantitative data collection instruments, the study consists of restructured flipped writing courses to reveal the difference between the writing ability of learners that might occur in traditional method versus FCM and to compare the effect of this new model on students' attitudes. For the quantitative part of the study pre-tests and post-test results were compared and for the qualitative part semi-structured interviews and surveys were utilised. The study revealed that learners in FCM significantly outperformed the control group in terms of their writing performances. Additionally, the students perceptions related to FCM were positive, as they expressed that flipping was more effective and enjoyable (Ekmekçi, 2014).

Similar to Ekmekçi (2014), Umutlu (2016), conducted a quasi-experimental design study with an aim to reveal the effect of FCM on the writing skills of undergraduate ELT

students with structured courses based on FCM and examined its effects on students' writing achievement. The researcher obtained quantitative data by means of writing pre-test and two post-tests as data collection tools. As well as this, participants' learning styles, learner autonomy levels, and critical thinking levels were measured. The results of the study revealed that the group of students studying with flipped courses, performed significantly more successful in terms of writing skills than the students dealing with traditional method. However, no significant effect of learning style, learner autonomy, and critical thinking disposition on the writing achievement in FCM were found.

One of the other recent studies related to FCM in ELT writing classes was conducted by İyitoğlu (2018). As a mixed method research design, the study aimed to reveal the effect of FCM in students' general performance at university level in learning English language, its effectiveness in improving the permanence of their achievements, developing their self-efficacy beliefs along with their attitudes towards learning English. In the study, achievement test, English course attitude and English-related self-efficacy correlates scales were utilised for quantitative data collection. Besides, qualitative data were gathered from students in the experimental group by semi-structured interviews. The results of the study showed that in the higher education FCM was more effective than the traditional classroom teaching based on lecture method in terms of improving English language success, maintaining the consistency of this achievement and developing better self-efficacy skills and positive attitudes.

Besides, Köroğlu (2015) carried out a research based on mixed method design with quantitative and qualitative data collection tools, to be able to see FCM effect on ELT student's speaking skills. The quantitative data were obtained by pre-test and post-test to be able to measure the participants' speaking skills developed with the instructions based on FCM and the qualitative data were obtained by individual interviews to analyse the students' attitudes towards the new model. As the analysis of the data results revealed that, the learners

in the experimental group showed better progress in speaking skills such as pronunciation, fluency, consistency and accuracy and the results were significant. Also, the experimental group of students expressed highly positive opinions related to FCM.

The study conducted by Sağlam (2016) is another FCM research in ELT at university level with the aim of investigating the impact of FCM on the ability of learners to learn a new structure of linguistic knowledge and their attitudes towards English language learning. Based on a quasi-experimental research model with pre-test, post-tests and semi-structured interviews as data collection tools, the study revealed that FCM was effective on the experimental group of students' achievement and attitudes in a positive way at a significantly higher rate than the traditional method. Besides, students' autonomy in language learning developed and their attitude towards FCM was mainly positive.

The flipped researches in ELT has been mainly conducted at university level; however, Ceylaner (2016) studied with 9th-grade high school English language learners and aimed to reveal the effect of FCM on students' readiness for self-directed learning and perceptions for English lessons. Designed as a quasi-experimental research model, the study consisted of the quantitative and qualitative data obtained via group interviews, by measuring students' the self-directed readiness and their attitudes for English lesson. According to the quantitative and qualitative results of the study, a significant difference was found in favour of the experimental group of students studying the lesson based on FCM in terms of readiness for self-directed learning and attitudes towards English lesson. Besides, the experimental group revealed development in terms of learning autonomy in English lesson.

Ediş (2016) also sought to reveal the influence of FCM on a group of 10th grade high school English language students' autonomy levels and the attitudes of the participants towards FCM. In line with these aims, pre-test, post-test, learner autonomy questionnaire and FCM attitude questionnaire were administered for data collection. At the end of flipped

application, no significant effect of FCM on students' learning autonomy was revealed. However, the experimental group of students' opinions were highly positive related to experiences though flipped implementations in language learning.

Another study by Kömeç (2018) was performed to explore the high school students' attitudes related FCM in terms of learner autonomy, improving of language skills, motivation and technological attitudes. With a descriptive study which adopted a mixed research approach, the researcher utilised a semi-structured interview to reveal the participants' perspectives and a questionnaire for investigating the students' opinions of FCM. In the light of the results, it was indicated that EFL students' perceptions of FCM at high school level were mostly positive. As most of the students agreed FCM was more encouraging compared to the traditional model of learning English and student expressed the advance preparation opportunity results in increase in their motivation to take part in class activities and it improved their language skills.

FCM has gained the attention not only for ELT researcher but also the researchers from other fields such as Maths, Turkish course, Computer science and Music lesson. The next section will deal with flipping in other branches.

With the intention introduced technical and practical aspects of FCM to suggest how flipping could be implemented more effectively in our education system, Gençer, B., Gürbulak, N. & Adıgüzel, T. (2014) presented the differences between FCM and the traditional model along with the advantages and disadvantages of the model. Gençer et, al. (2014) emphasised the requirement of recognizing FCM as a potential to provide many convenience to students and teachers in the education process and resolve these issues in Turkey.

Similarly, Demiralay (2014) in her study investigated the experiences of students, parents, teachers, vice principle and administrators on the basis of "Roger's Diffusion of

Innovation Theory" in a secondary school in İstanbul. The researcher used semi-structured interviews, observations and documents as data collection tool, and concluded the results by using content analysis method. In the light of the results, it was found that FCM was beneficial for students providing with an active and flexible learning-teaching process, but it was regarded as complicated model requiring institutional support. On the other hand, participants stated that FCM instructions could be convenient and applicable in many courses for teachers depending on the implementation process.

Gençer (2015) aimed to exemplify the practice of flipped applications with 6th grade secondary school students in social studies lesson, to discuss this model in terms of technique and application and to interpret comments from the point of students, teachers and educators to determine appropriateness for the Turkish Education System and the effectiveness of this model on improvement of education systems. According to the results of this study, it was concluded that although FCM as contributing the development of the school as well as increasing students' achievements, was found to have required more effort and resulted in increase in the work load for students, teachers and schools. Whereas, FCM was recommended to solve many of the problems mentioned in the Turkish education system as well as enabling students to be more successful, active and responsible for the learning process, giving more time for in-class activities and providing more efficient use of time in the learning process.

Sırakaya (2015) attempted to explore the impact of FCM on learners' academic success, motivation and self-directed learning readiness and to determine the university students' perception related to FCM. Based on a quasi-experimental mixed method design, the research also consisted of qualitative data obtained via semi-structured interviews. According to the analysis of the results the experimental group of students' general academic achievement for the course was better than the scores of the students taking the classical BL

method and the result was significant. In addition, students' self-directed learning readiness scores were similar for the both groups however, the results of the motivation scores showed a significant difference in favour of the experimental group. As for the qualitative data results, the experimental group students had positive opinions about the flipped application.

Similarly, Turan (2015) conducted a mixed research design with the aim to investigate the effect of FCM on university students' cognitive load and motivation variables and to determine the students' views about FCM. As qualitative and quantitative data collection tools achievement test, cognitive load scale, motivation scale, student opinion questionnaire and semi-structured interview form were utilised. According to the results of the study it was suggested that students had positive opinions about FCM which supported the idea that FCM contributed to students' performance, motivation and perceptions over the traditional model based on lecture and homework procedure.

Most of the studies in literature have been carried out at university level; however, Yavuz (2016) explored the impact of FCM on the students at high school level. With this aim, an experimental mixed method study was conducted with the quantitative data acquired through a multiple-choice achievement test, pre-test and post-test and the qualitative data obtained via focus group interviews conducted for 4 weeks. Although the quantitative data results revealed no significant effect on students' academic achievement, the results of the focus group interviews revealed that the experimental group of students had positive opinions related to FCM, they expressed that the model was motivating, enjoyable and needed to be implemented in other courses as well.

Similarly, Özdemir (2016) conducted a quasi-experimental design study to reveal the impact of FCM on 6th grade students' mathematics course success, their attitudes towards mathematics lesson and technology and anxiety levels for math course. According to the results of the study, a significant difference revealed in favour of the experimental groups for

the mathematics achievement scores. Similarly, it was also revealed that math anxiety difference according to the post-test scores was significantly lower for the experimental group of students compared to the control group. Besides, technology and attitude scale final test scores were also found to be significantly higher for experimental group as well. As a result, in terms of the successes of the model, it was pointed out that the applications of FCM increased the academic achievement of the students, motivated them positively while decreasing the math anxiety and increasing the mathematics and technology attitudes positively.

FCM has been gaining the attention of Turkish researchers recently and one of the secondary level studies belongs to Öztürk (2016) with the aims to determine the effect of flip learning model on achievement, computer attitude and self-learning level of secondary school students. In this quantitative research methods study, pre-test, post-test, control and experimental grouped patterns were included. Furthermore, success test, computer attitude scale and self-learning scale with technology were used as data collection tool. According to the findings of the study, the academic achievement of the students studying with FCM, the self-learning levels with the technology and their attitudes towards the computer were higher than the students who were studying with the traditional teaching method and the difference between the groups was statistically significant.

As an example of flipped studies at secondary school level, Güç (2017) represented a study conducted with 7th grade secondary school students with an aim to investigate the effect of FCM on students' mathematics achievement and attitudes towards mathematics course as well as the opinions of the students and parents related to FCM. As a mixed method study, the research was administrated based on a quasi-experimental design to determine the effect of FCM on student achievement. As for the qualitative dimension of the study, semi-structured interviews were conducted with students and their parents to gather their opinions.

The results of the study indicated that the post-test mean score of the experimental group was significantly different from the mean score the control group and the difference were in favour of the experimental group. On the other hand, the data obtained from semi-structured interviews revealed that the students and the parents generally reflected positive expressions about the application of flipped classroom instructions.

Although in sparsely rate, a flipped classroom study has been conducted at primary level by Nayci (2017) with the aim to assert the impact of FCM on 4th grade student' social studies course achievement and to determine the opinions of learners and their parents about the application of FCM. As a quasi-experimental research design, the study consisted of both qualitative data collected via 42-item achievement test and quantitative data obtained via focus group interviews with learners and interviews with their parents. As a result of the research, the experimental group of students studying with FCM showed more successful development than the control group of students and this result was statistically significant. In addition, the students and the parents in the interviews expressed highly positive opinions towards FCM implementations. Furthermore, the students expressed that FCM helped them to develop positive attitudes and facilitated their learning process. Apart from this, the parents expressed that FCM promoted students' interest in the course and the model increased students' responsibilities towards their learning (Nayci, 2017).

The review of literature related to FCM reflects that, the studies generally attempt to investigate learners' opinions about FCM, attitudes of teachers' and learners' toward FCM implementations, its impact on their academic performance and its advantage and disadvantage. As well as this, learners' performances in grammar, reading, and writing, listening and speaking skills with FCM were mainly examined and evaluated. According to many researchers, FCM was determined as a beneficial method of instruction in terms of academic achievement (Day & Foley, 2006; Farah, 2014; Love et al. 2014; Mason et al. 2013;

Morevac et al. 2010; Pierce & Fox, 2012; Stone, 2012) learners preferred FCM rather than the traditional environment (Bates & Galloway, 2012); their attitude towards the model was positive (Love et al. 2014; Turan, 2015) and they developed a positive perception towards the model (Bishop & Verleger, 2013; Boyraz, 2014; Sever, 2014; Sırakaya, 2015). Furthermore, the literature review represents that studies of FCM have been conducted mostly at university level, both in Turkey and abroad, while research in secondary schools and especially primary level is very scarce. Therefore, this study serves as an attempt to illustrate the impact of flipped learning on young learners' language learning performances and their attitudes towards flipping and open a new horizon in young learners' vocabulary learning as well.

Chapter Summary

In this chapter, the literature about FCM was reviewed in relations with the development, theoretical and conceptual background of FCM. Furthermore, FCM was investigated in terms of advantages and disadvantages along with the factors in relation with the results of this current study. In addition, the studies based on FCM have been explained addressing the gap in the literature regarding the lack of studies conducted with FCM implementation with young EFL learners. Finally, the approaches of vocabulary learning for young EFL learners were indicated as well.

Chapter III: Methodology

Introduction

The current research was conducted to determine the impact of FCM on Turkish EFL primary school learners' vocabulary learning performances. To this end, this section includes the design of the study, data collection instruments, procedures for data collection, the participants, and the context and data analysis of the current research are presented in this chapter.

Research Design

Conducted as a mixed-method research design, this study aimed to determine the impact of FCM on vocabulary learning of 4th grade young EFL students at a public primary school. Creswell (2012) defines the mixed methods research design as a combination of quantitative and qualitative research methods in one study to collect, analyze particular data to understand a research problem (Creswell, 2012). Similarly, Johnson & Onwuegbuzie (2004) also suggest a definition for the mixed methods research as a practice of study in which quantitative and qualitative research methods are combined into a single study.

The Explanatory Sequential Design, defined by Creswell (2012) was adopted during the data gathering and data analysis processes of the current study. In the explanatory sequential design, the researcher firstly gathers quantitative data and following this, he/she collects qualitative data to be able to make explanations about the quantitative results in-depth and the findings obtained in detail.

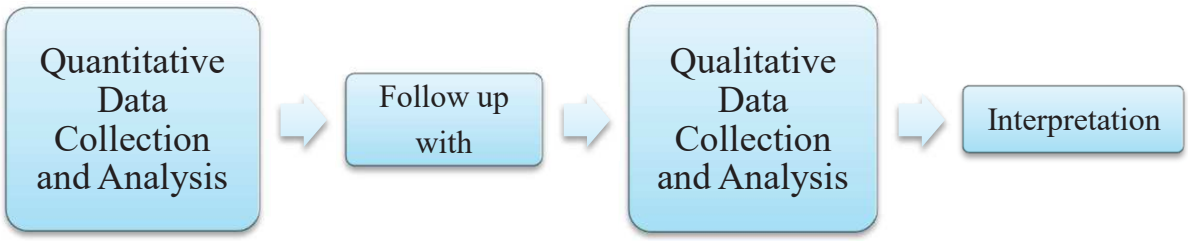

Figure 3. Explanatory sequential design (Creswell, 2012)

In relation to the Explanatory Sequential Design, the current study was conducted in two phases, combining both quantitative and qualitative data collection methods. The first phase of this research was based on a quasi-time series experimental design. As expressed by Velicer & Fava (2003), time series analysis is a statistical methodology that presents the data that obtained from measurements repeated over specific time intervals on a particular subject. Involving measurements repeatedly done at particular periods over various observations, it could provide us with the comprehension of the processes or changes of the patterns over time (Velicer & Fava, 2003).

In full experimental research, control and experimental groups are randomly assigned, whereas in quasi-experimental studies experimental and control groups are not randomly selected (Büyüköztürk, 2001). However, as Creswell states in educational surroundings such as schools, colleges or universities, educators and researchers often use intact groups in experiments since randomly assigning them to experimental and control groups may interfere classroom learning (Creswell, 2012). Therefore, the researcher carried out the study with two existing 4th grade groups. However, while determining the control and experimental groups, the equivalence of the two groups in terms of academic achievement was taken into consideration (see Table 1).

In this study, the independent variable was the learning environment designed in accordance with FCM; the dependent variable is the students' academic achievement related to the vocabulary learning performances. Three measurements were taken as Measurement 1, Measurement 2 and Delayed test in order to examine the expected significant difference in vocabulary learning performance of the both groups. While the researcher applied vocabulary teaching lesson via FCM instructions with the experimental group of students, the students in the control group had a typical lesson in which the teacher taught the vocabulary items during the class hour following a PPP (present-practice-produce) approach and they were asked to complete their homework at home (see Appendix A for the homework assignment). The experimental group received Measurement 1 at the beginning of the lesson and then both groups received Measurement 2 at the end of the lessons; besides this, 4 weeks following after the research both groups received a delayed test to be able to compare the scores of these three measurements.

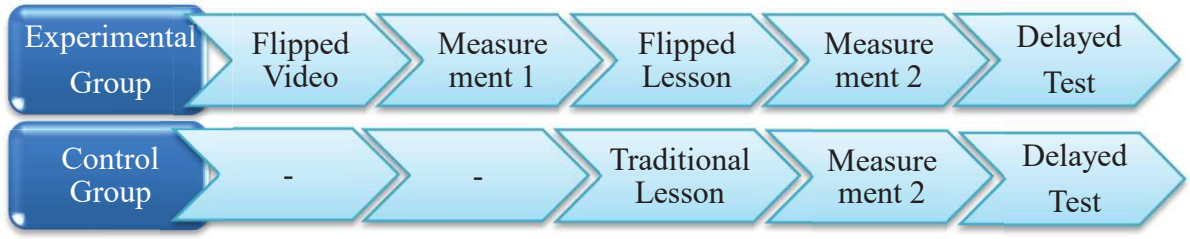

Figure 4. Phase 1: quasi- experimental time series design as applied in the study

At the second phase of the research, semi-structured interviews developed by the researcher were held with 19 volunteering students and 12 volunteering parents to shed light on the learners' and parents' so as to have deep information about their experiences, and to be able to understand their opinions better related to FCM implementations. Besides, a teacher diary was kept simultaneously during the research process for about 8 weeks and the teacher

researcher' experiences and observations were analyzed as well. In the semi-structured interviews, the students were selected from among those volunteering ones and different achievement levels.

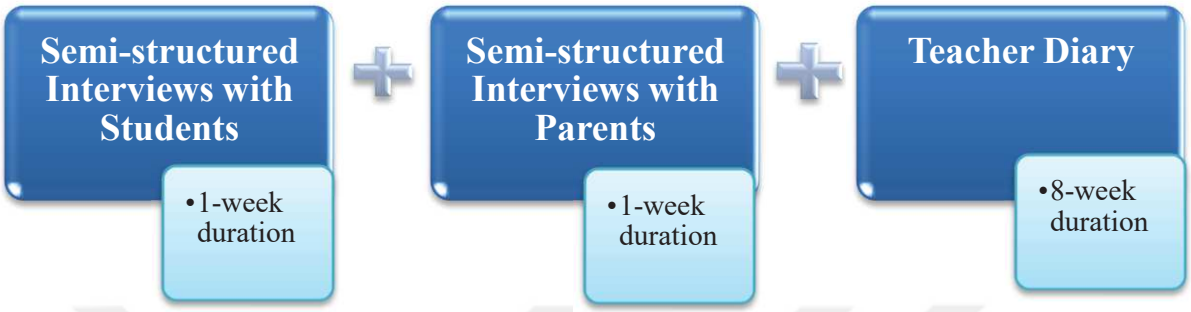

Figure 5. Phase 2: semi-structured interviews and the teacher diary

As a whole, a quasi-time series experimental design was adapted to obtain quantitative data and to investigate the vocabulary learning between the groups and a qualitative study was conducted to reveal the students', parents' and teacher researcher's opinions of FCM. By designing the flipped classes and organizing the lesson content for EFL young students, the researcher gathered quantitative and qualitative data and tried to find answers to the following research questions and:

1. Is there an effect of FCM on the vocabulary learning of young EFL learners?
    a. Is there a difference in experimental group of students' vocabulary learning over time?
    b. Is there a difference in students' vocabulary learning between the experimental group and the control group?
    c. Is there a difference in students' vocabulary retention between the experimental group and the control group?

2. What are the perceptions and experiences of the students in the experimental group towards FCM use?
3. What are the perceptions and experiences of the parents towards FCM?
4. What does the teacher experience in a FCM implementation process?

Setting and Participants

The participants in the experimental (n=32) and the control group (n=33) were Turkish EFL primary school students studying at a public primary school in Istanbul, Turkey. The participants were the 4th grade non-native speakers of English who were 10 years old. Having studied English for only two years, the participants were A1 level learners receiving two-hour English classes a week. They had the internet facilities at home and they were accustomed to using educational portals such as EBA (Education Information Network) which is provided by the Ministry of National Education by the guidance of their parents at home. None of them had any prior experience with FCM.

While deciding the participants, the researcher used some criteria such as the appropriateness of the students in terms age, their similarity in terms of English lesson motivation and academic achievement, theirs and their parents' willingness to cooperate, and the families' access to the internet.

Also, to ensure equivalence of the academic success of the two groups, 2018-2019 Fall term two English written exam scores of the participating students were evaluated by the researcher (see Appendix B). The exams were prepared as two separate tests including basic objectives of A1 level such as vocabulary recognition, completing simple conversations and making simple question. Most of the items in both of the exams were related to the English curriculum and rather than the multiple-choice exercises matching and making sentences exercises were included as to avoid learners from getting stressed.

In the Table 1, shown below, the means of the exams for the experimental and control groups are given. The means of the two exams were taken to determine the final assessment scores. As an indicator for the normality of the distribution of the data, the values of skewness and kurtosis of achievement test scores were investigated. As the data were not normally distributed for both experimental (skewness= -1.887, kurtosis= 4.842) and control groups (skewness= -1.401, kurtosis= .893), Mann Whitney U Test was utilized. Table 1 displays the result.

Table 1

Experimental and Control Group Achievement Tests Results

Group	N	Mean Rank	Sum of Ranks	$\overline{X}$	U	z	p
Experimental Group	32	31.94	1022.00	86.63	494.000	-.448	.654
Control Group	33	34.03	1123.00	85.30			

The result in Table 1 indicates that the mean values of both experimental ($\overline{X}$ = 86.63) and control groups ($\overline{X}$ = 85.30) in terms of their exam results are similar to each other. Furthermore, there is not a significant difference between experimental and control groups regarding the achievement test scores, (U = 494.000, p =.654). This result confirms that the experimental and the control groups were equal in terms of their English proficiency.

Moreover, the physical condition of the school is considered to be nearly the same as the other public schools where classrooms are equipped with smart boards and internet facilities.

After the formal permission was obtained from the Ministry of Education (see Appendix C), a verbal approval received for conducting the study from the school administration. Then, the necessary preparations were made about the research and the flipped lesson for the students and the parents were invited to the school to inform them about the process of flipping. They were asked to deliver a consent letter to display their approval for children to participate in the study (see Appendix D).

Data Collection Instruments and Procedures

For this study, three similar tests to take Measurement 1 and 2 and delayed test, semi-structured interview questions for students and parents, and unstructured teacher's diary were utilized to obtain quantitative and qualitative data.

Measurement 1, measurement 2, and delayed tests: development and implementation. Measurement 1, Measurement 2, and delayed tests were prepared for two different groups participating in the study. From the 4th grade spring semester English course program Unit 8 vocabulary items about "Clothes" were selected and the tests were formed accordingly. After checking students' knowledge about the selected vocabulary items via vocabulary screening method which is explained in detail in the following part entitled "Flipped Implementation", 12 vocabulary items on clothes were selected and the Measurement 1, Measurement 2, and delayed tests were prepared.

To obtain the validity of the measurement tests, firstly the teacher researcher prepared the drafts considering students' cultural familiarity with the visuals and their cognitive development. Also, the visuals used in the tests were different from each other so as to eliminate students' coding the places of words by the help of visual memory. The initial drafts were examined by an academic who is an expert in teaching young learners in terms of face and content validity. After getting feedback, some changes were done in the visuals and finally three primary school teachers and two English teachers teaching the same grade level

were asked to report their opinions about the content and face validity of the tests. Completing the preparations, the tests were ready to be utilized in the research (Appendix E).

For the quantitative data collection procedure, firstly at the beginning of the lesson the students in the experimental group were distributed Measurement 1 to determine the effect of the flipped video that they watched at home. At the end of the lesson, they were given Measurement 2 test to reveal the impact of flipped lesson and all the learning activities they went through on their vocabulary learning performances. Meanwhile, the students in the control group of received Measurement 2 after their traditional lesson. Following four weeks of the flipped treatment, the learners did not deal with the same content until they had the delayed test to see which pedagogical approach was more successful in terms of the recalling the newly leant vocabulary items in the long-term memory.

Semi-structured interviews. Secondly, semi-structured interviews were used to gather qualitative data with only volunteering students from experimental group and their parents after the flipping treatment. The participant students' opinions were thought to be obtained in detail during the semi-structured interviews. As is stated in by Seidman (2013), the general aim of interviews is to obtain a detailed comprehension for the experiences and opinions of participants. The interview questions were prepared by the researcher as she aimed to ask beforehand. However, depending on process, extra side or subs questions could be added when there was a need to for deepen the information (Türnüklü, 2000). Moreover, Creswell (2008) suggests that open-ended questions are regarded as an efficient tool for obtaining participants opinions as they provide a comfortable and relaxed atmosphere for expressing their views (Creswell, 2008). As for the young learners, students' feeling themselves relaxed and peaceful is very curial for them to express themselves better.

In this study two interview protocols to be used with both students and parents were prepared. The initials drafts were examined by an academic, who is an expert on teaching

young learners, for the content validity. After getting the feedback, the wording of some questions was changed, some were eliminated and some new ones were added. Also, the order of the questions was reorganized and they were categorized under different sections. The semi-structured interview to be used with the students includes two sections: opinions related to out-of-class process and related to in-class process with totally 14 questions (Appendix F). The semi-structured interview for parents' opinions includes three sections: general perceptions, the vocabulary learning process at home and general views and evaluation of the method with totally 11 questions (Appendix G). Each students and parents were interviewed individually at the research school and each lasted for about 10 minutes.

Teacher diary. Moreover, as another qualitative tool, during the study the teacher researcher wrote unstructured diaries about her flipped classroom experiences for 8 weeks. A teacher's diary includes the subjectively experienced situations and events that are considered important or might have an effect on particular circumstances, related to teacher's experience in situations at school (Wiegerová, 2013). The diaries in this study were written under three main titles; pre-flipping, while-flipping and post-flipping processes including teacher's perception, expectation, concerns and reflections through flipped classroom implementation with young learners. In the first 4 weeks titled as pre-flipping process, the teacher researcher noted down her expectations and concerns about how to implement FCM with young learners in a public school. Then, the following 2 weeks diary notes cover the while-flipping process in which the teacher researcher represents her opinions about the implementation of FCM. Finally, during the 7th and 8th weeks, the post-flipping part includes the teacher researcher's observations and reflections on flipping English lesson with young learners (see Appendix H). In Table 2, the weeks and the periodic schedules are presented.

Table 2

Periodic Schedule for Teacher's Diary

Weeks	Activities
1st week	Investigations about FCM and consultation about the applicability
2nd week	Parents and students were informed about the FCM implementations
3rd week	The flipped video and the lesson activities were prepared
4th week	FCM English lesson was implemented; M1-2 tests were distributed
5th week	Students undergone the semi-structured interviews
6th week	Parents undergone the semi-structured interviews
7th week	The data was analyzed
8th week	The delayed test was distributed to test retention

Implementation of Flipped Classroom Model

A pilot study was conducted before the main study to determine the parts that should be arranged in the Flipped treatment environment and to be able to foresee the possible problems. In addition, the applicability of the prepared data collection tools were tested; the prepared activities and the duration of use of the environment, the students and the teacher who is the practitioner teacher were determined to be able to obtain the desired data in the process. Firstly, a digital learning platform was prepared by using Weebly, a free website maker to upload the flipped video for the students to study at home. Weebly is a free web design system with many features that students can use easily. It is an open site for every internet user even via smart phones and it was chosen by the researcher so as to prevent students facing problems with technology. As Milman (2012) stated that low-quality and long-crafted course videos could be a problem for students; therefore, a 9-minute long video was prepared not to distract students' attention. The video content including clothing items to be followed by the students before they came to class was presented to the students in the Weebly system. It is not possible to upload a video directly to the weebly website. Therefore,

a YouTube channel was created and the course video was added to this channel and a link to it was given on weebly. The experimental group had access to the flipped vocabulary video prepared for the research through the web address www.pinarschool.weebly.com (see Appendix I). When students access this web site, they see the home page with the menu screen; this site includes the link, named "my classroom", to the 10-minute flipped lesson video which includes the vocabulary items taught by the teacher researcher. The students were instructed to watch the video, study it as in the way they chose, spend time with the video until they learn well, watch it with by paying attention on learning and repeat the items as plenty times as they wished.

Preparations for flipped classroom model: pilot study. The pilot study was designed to determine the parts that were arranged in the Flipped treatment environment and to foresee the possible challenges. Via pilot study, the applicability of the prepared data collection tools were tested; the prepared activities and the duration of use of the environment, the students and the teacher who was the practitioner teacher were determined to be able to obtain reliable data in the process. In the first term of 2018-2019 teaching year, the vocabulary items of vegetables which were not included in the curriculum and completely new were selected for students and a 1-week plot study has been implemented with 35, 3rd grade students in the primary school.

Before pilot flipped classroom implementation. To implement FCM, the researcher received oral consent from the Bağcılar Primary school head master and the consent of the primary school teacher and students' parents were received as well. Following this, students were informed about the goals and benefits of FCM and all the students agreed to participate voluntarily in this study. An agreement was made with the students to be in charge of responsibilities that they have to fulfill during the flipping process and they were familiarized about the new model. For the clarification the aim of the research and asking for

participations of the parents, a parents meeting have been organized and they were provided the brochures of research procedures and the related link for the flipped video.

To be able to ascertain the reliability of the study, students received a screening sheet and they were wrote the Turkish meanings of the vegetables on the given worksheet. Nearly all the vocabulary items were unknown by the learners; however, 2 of them were eliminated before the study as some student knew they before. After deciding the vocabulary items, the video were recorded and uploaded to the Weebly web site. The lesson plan the material used during the lesson, Measurement 1, Measurement 2 tests and semi structured interview questions were prepared as well. One day before the flipped lesson students and their parents were reminded to study the flipped video and learn the vegetables before the English class.

During pilot flipped classroom implementation. With the aim of using the class time efficiently with active learning activities, students learned the vocabulary items at home. The lesson started by the teacher researcher's asking students to have Measurement 1 test at the beginning of the lesson to be able to reflect the effectiveness of flipped video they watch at home. In this way, it was also aimed to ensure that the videos were viewed by most or all of the students. Then during the lesson, the students were given several tasks such as role-plays, listening, reading, writing, speaking and information-gap activities, and games for the target language production. The teacher monitored the students and assisted the struggling ones. Finally, the last 5 minutes of the lesson was allocated to the Measurement2 test.

After pilot flipped classroom implementation. Following the flipped instruction period, ten students were interviewed about their individual flipped classroom experiences. The parents were also interviewed about the flipping process; their opinions were recorded as well. As a delayed test, after 4 weeks from the treatment, student reflected their level of retention of the vocabulary items.

The pilot study serves to enlighten the researchers about the issues related to the process and management of the main study (Thabane et. al., 2010). Correspondingly, the researcher piloted the flipped learning treatment of the study to explore whether some problems could emerge that would disrupt the treatment itself. All in all, the pilot study drew a framework of this current study reflecting the probable problems that may come out in the study and destroy its logical flow. Based on these reflections, the necessary preparations were fulfilled by the researcher for ensuring both quality and efficiency of the study.

Main study: flipping the classroom. To be able to evaluate the process of FCM implementation and revealing its effects on students learning, several steps were completed before, during and after the flipped learning process.

Before flipped classroom implementation. The preliminary steps taken for the implementation of FCM in explained blow:

- The researcher began the flipping process by keeping a teacher diary that continued throughout the process and negotiating the flipping idea with the primary class teachers, inviting/ asking the students and parents to take part in the study voluntarily, and to learn whether they had access to the internet as well.

- Following this, the consent from the Ministry of Education was applied; required permissions were obtained from the Faculty of Education and ethical committee.

- Upon having students exam results as achievement test to prove groups equality experimental and control groups were decided. Then, the researcher aimed to familiarize students with the new teaching approach and introduced their responsibilities and the benefits of flipping.

- For the flipped lesson Unit 8 clothes vocabulary was selected. Then the students in both groups were given a vocabulary screening sheet that contained 16 items to be sure that none of the students knew the vocabulary items beforehand. If a word was known by even one student, it was omitted and eliminated from the research. Depending on the results of this test, four words were omitted and 12 items which were completely unknown by the students were included in the flipping treatment (Tekin, 2004) (Appendix J). After selecting the vocabulary, the content of the video was determined.

- As the online learning tool, the web site of Weebly was preferred during the preparation of the study. Weebly was chosen by the researcher because of the fact that the platform is free, easy to use, and suitable for all electronic devices.

- In the preparation phase of the video, the researcher took into consideration of the fact that the study group were young learners so that the video was short and clear. The important points were highlighted by integrating such features as using coloured visuals, highlighting the tone of voice and making effective eye contact with the camera.

- On preparing the video, separately planning the course content both for the experimental and control group and completing the course materials (games, handouts and activities) used in the lesson were designed to be able ensure consistency in both classes.

- For the next step, developing Measurement 1, Measurement 2 test and delayed test were prepared and as the qualitative data collection tool the semi-structured interview questions were completed.

- Inevitable, the parents were needed to provide physical support for the students to study the words via video flipped lesson at home. Therefore, the parents meeting was held before flipped lesson. During the meeting, the parents listened carefully and developed positive opinions about what the flipped-class application meant. When the parents' positive point of view was captured, the most important point of the process as the students' watching the video at home was reminded again. The necessity of the follow-up of the students by the parents themselves have been emphasised and the "step-by-step flipped classroom" brochure (Appendix K), which is distributed to the parents, has explanations of how and when the students should watch the video with visuals.

- Just the night before flipping, the parents were warned again and it was emphasised that the students were study the presentations about the vocabulary items at home so this provided them to have an idea about the topic before the class. The teacher aimed to encourage students to study the flipped video at home, not to have difficulty in joining the activities in class time.

During flipped classroom implementation. The application of the study was implemented in 2018-2019 Teaching Years at the spring term. The experimental procedures were carried out by the researcher. During the application, in the course of two hours a week, the students in the experimental group received FCM vocabulary lesson and on the other hand, traditional vocabulary presentation lesson was implemented with control group. The application process, the course activity and time follow for the experiment and control group is presented in Appendix L and the activities carried out in the course plan for both groups are listed below in general:

Table 3

Experiment and Control Group Course Contents and Activities' Times

Experimental Group		Control Group	
1st Lesson/ 40’		1st Lesson/ 40’	
5’	Students received Measurement 1 test.	5’	Checking previous week homework
5’	Student completed a vocabulary revision activity	18’	Vocabulary items were presented to students. The accuracy for pronunciation was checked.
5’	Students play BİNGO game	5’	Students completed a vocabulary revision activity
10’	Students received a listening task	12’	Students received a listening task
10’	Students played a domino game as a group work.		
5’	Students played laundry game.		
2nd Lesson/ 40’		2nd Lesson/ 40’	
5’	Teacher explains how to make sentences with the expression “I am wearing” to talk about clothes and elicits sentences from students	11’	Teacher explained how to make sentences with the expression “I am wearing” to talk about clothes and elicits sentences from students.
7’	Students received a reading task	12’	Students receive a reading task
9’	Students received worksheets that they practiced a writing exercise.	7’	Students received worksheets that they practiced a writing exercise.
10’	Students completed an information gap speaking task as a pair work.	5’	Homework for the next lesson was explained and distributed.
5’	Students played the Salt Cellar game as a speaking task and pair work.	5’	At the end students took the Measurement 2 test
4’	At the end students took the Measurement 2 test		

Since the vocabulary teaching part of the lesson had been learned by students before the class, at the beginning of the English lesson students asked question related to pronunciation and meaning which could confuse them. At the beginning of the application, it was observed that all students watch videos with great interest and keep note. In the experiment group where flipped classroom application was performed, pictures, educational games and similar multimedia applications were used. In addition, the classroom activities prepared for the students' upper level learning were provided under the guidance of teachers. Some of the activities carried out in the class were designed as an individual works, pair and group activities developing from receptive skills to productive skills and including four skills as well. The control group of students received the new words as in the form of vocabulary presentation in the class. Then, they performed the activities that the experimental group did in the classroom, after the class as homework at their home and without teacher guidance. In the lessons conducted with control group, the smart board was used during the course and activity selection and durations were determined by the teacher as the allocated class time allowed. Control group of students had a limited time in the classroom for practice and reinforce what they were taught; therefore, some activities took more time to full fill then they took in the flipped class.

In terms of getting assistance from the teacher during the activities, students were treated equally to the groups without giving any difference. The students in both groups were assisted and supported by the teacher during the implementation process. However, as seen in the table that experimental group of students had more efficient time for better reinforcement; expand their mastery of the content by implementing more active learning activities such as group and pair work activities and games in the classroom with their classmates and with the teacher’s assistance and guidance. Correspondingly, the teacher adopted the role of professional teachers in FCM who could closely deal with the learners, provide them

immediate feedback, and reflect to their performance during practice, interacting with them to improve motivation and success which also alleviates the chaos in the classroom" (Hamdan, et al., 2013).

The most important difference between these two groups is the experimental group to watch the necessary video before the lesson and learn the vocabulary items at home. This also made it possible to engage the students with more exercises and more hands-on activities in different skills and allocate more classroom time in order to develop higher skills in language. As well as this, flipping served for enhancing higher skills among students as they were engaged in different interactive group work activities by giving them necessary amount of individualized support, which meant doing the homework in the class with teacher guidance in a way to help them master the content. The application process, in the experimental and control group is summarised in Figure 6.

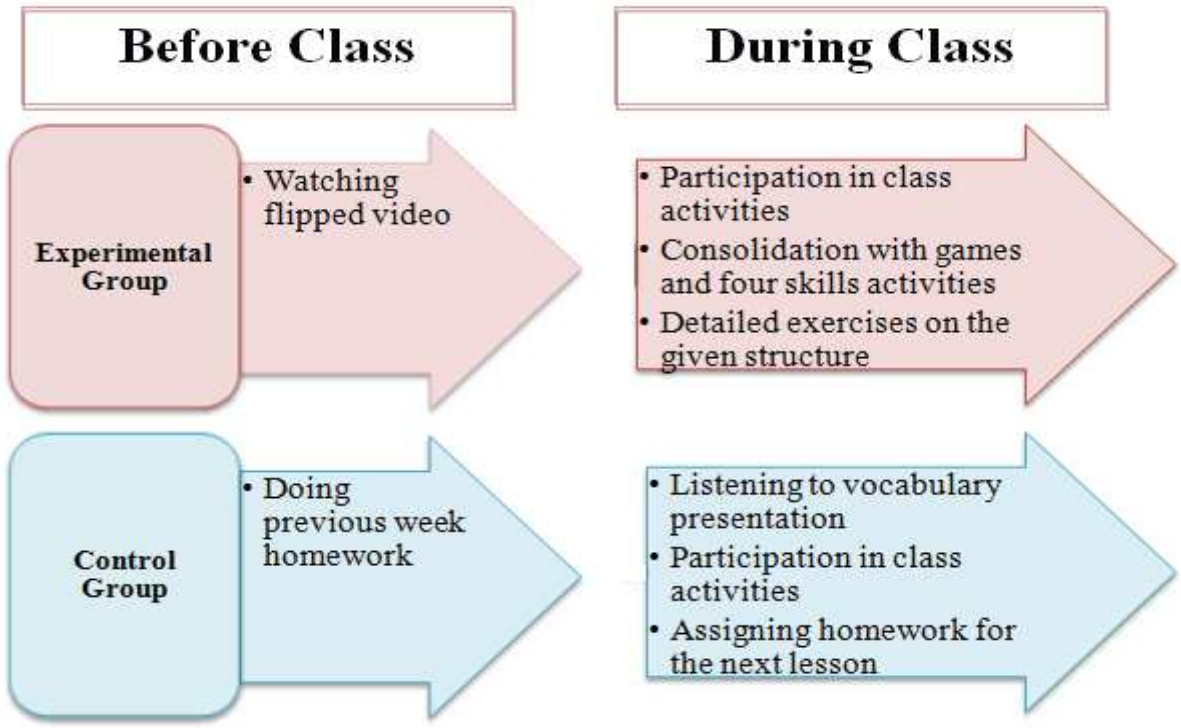

Figure 6. Experimental and control group treatment process

After flipped classroom implementation. At the end of FCM process, students and their parents who were volunteer were interviewed and opinions of the related to the implementation of FCM were determined. Following this, 4 weeks after the application process the delayed was applied as a delayed test to both the experimental and the control group of students. The full research study including its phases, steps and aims is presented in Table 4.

Table 4

Phases, Steps and Aims of the Study

Phases of the study	Research steps	The aims
Before the implementation of Flipped Classroom	Achievement Tests	To make sure that both of the group were equal in their English achievement levels
	Vocabulary Screening sheet	To determine the vocabulary items included in the treatment period.
The implementation of Flipped Classroom	Measurement 1 test	To compare the effect of flipped video lesson on students' vocabulary learning achievements.
	Measurement 2 test	To assess the effect of FCM in terms of the students' academic performance.
After the implementation of Flipped Classroom	Semi-structured interviews	To gather data on participants perceptions of FCM in depth
	Delayed tests	To make comparison between FCM and traditional lessons in terms of permanent learning.

Data Analysis

In order to discover and analyse participants' responds in a flipped classroom, a mixed-method research design was administrated. Quantitative data were analysed by SPSS program and the qualitative data were analysed by inductive content analysis.

Quantitative data analysis. For analysing quantitative data, "SPSS 20 (Statistical Package for Social Sciences)" software was utilised. The significance level was accepted as $p<0.05$ in statistical operations, comments and interpretations on the results were shaped in accordance with this significance level. Besides, statistical analysis was utilised to compare the means of experimental group's Measurement 1 test and both groups' Measurement 2 tests and Delayed tests. Firstly, normality tests were applied to determine whether the tests showed normal distribution. As an indicator for the normality of the distribution of the data, the values of skewness and kurtosis related to total scores of three variables of the study; Measurement 1, Measurement 2 and Delayed test were investigated. The experimental group results of the normality test results are presented below Table 5.

Table 5

Normality Test Results of Experimental Group Data

	Measurement 1	Measurement 2	Delayed-test
N	32	32	32
Skewness	-1.31	-2.50	-1.15
Kurtosis	0.18	5.84	-.065

Table 5 shows the normality test results for Measurement 1, Measurement 2 and Delayed test of experiment group. According to this evaluation, the experimental group students' Measurement 1 test scores was non-normally distributed (skewness= -1.31,

kurtosis= 0.18). Besides, the Measurement 2 test results (skewness=-2.50, kurtosis= 5.84) and the delayed test results (skewness= -1.15, kurtosis= -.065) of experimental group were not distributed normally, as well. For this reason, non-parametric statistical tests were used to evaluate the differences between students' achievements.

On the other hand, for the normality distribution of the data obtained from control group of students, the values of skewness and kurtosis scores of Measurement 2 test and delayed-test results of the study were analysed. The control group results of the normality test are given below Table 6.

Table 6

Normality Test Results of Control Group Data

	Measurement 2 test	Delayed test
N	33	33
Skewness	-1.41	-.21
Kurtosis	1.27	-1.23

According to the normality test results of Measurement 2 test and delayed test applied to control group, it could be clear that the data for Measurement 2 test was not normally distributed (skewness= -1.41, kurtosis= 1.27), however, the data for delayed test (skewness= -.21, kurtosis= -1.23) had normal distribution. Therefore, non-parametric statistical tests were used to determine any possible differences between the pre-test, post-test and delayed scores of groups. Before the experimental study, Mann Whitney-U test was used to analyse the achievement tests in order to determine the equivalence of the groups. Then, Mann-Whitney U test was used to compare Measurement 2 test and delayed test scores for the experimental and control groups. Also, The Wilcoxon Signed Ranks Test was used to compare the

difference between Measurement 1 and Measurement 2 and delayed test results of experimental group students.

Qualitative data analysis. The qualitative data were gathered via three data collection tools; the semi-structured interviews with experimental group of students and their parents and un-structured teacher's diary. After the FCM implementations, 19 students and 12 parents from the experimental group who had experienced FCM were selected and their opinions were obtained to find responses for the second research question which is about the perception of the students and the contributions of FCM. Volunteer students from different achievement groups were selected according to their academic achievement scores and included in the interview based on the positive or negative opinions they gave in the questionnaires, as well. The perceptive of participant students and parents about the model were discussed under various themes through interviews. Face-to-face interviews with students and parents were designed as a semi-structured interview form (Appendix F and G). The qualitative data were collected by recording their sounds, the students and the parents were required to give answers in a detailed way for the interview questions. The data obtained by sound recordings were transformed into text in computer environment and every detail about the research was tried to be presented to enlighten the ways used during this process. These texts were analyzed with content analysis technique which is an objective and systematic expression of the content (Kızıltepe, 2015) and key codes such as benefits, difficulties and challenges or positive sides of flipping were mentioned under certain themes and categories.

The content analysis method has been applied for the purpose of revealing the concepts and relations that can clarify the data gathered. For this reason, the data need to be analysed under basic concepts, and then arranged in relation with the concepts that emerged. Following this, the themes defining the results are determined accordingly (Creswell, 2014).

Therefore, the data obtained through content analysis are to be identified and the facts that can be found in the data are determined. It is the basis of content analysis to bring together similar data and to interpret and present them in a systematic way (Yıldırım & Şimşek, 2013). The researcher pointed out codes, categories, and themes by organizing the data into specific units of statements and some excerpts from interviews and teacher's diary were included in order to indicate the basic themes found and to reflect the views of the interviewees.

For the validity of the qualitative data, the codes, themes and categories were identified by the researcher. Then, the data were analyzed by an external expert to check the codes, themes and categories. After several round of revisions and discussions, a consensus over the themes and categories was maintained.

Chapter Summary

In this study, explanatory mixed method research design was utilised to determine the effect of teaching with FCM on students' vocabulary learning achievement along with theirs and their parents' views on the application process. This chapter presented the research design, the participants, context, data collection tools, data analyse procedures and methods. In this section, the pilot study and the main flipped implementation process is explained in detail. Besides, the validity of the data collection instruments was also emphasised.

Chapter IV: Findings

Introduction

This chapter includes of the results gathered during the data analysis of this study. Of the four research questions, the first determined with the aim of reveal the effect of FCM on young EFL learners' vocabulary learning success. With the purpose of answering to this question, Measurement 1, Measurement 2 tests and delayed test on vocabulary were implemented for both control and experimental groups and the findings were analyzed in SPSS by using non-parametric Mann Whitney-U test. Additionally, the second research question examines the students' perceptions and experiences towards learning vocabulary with FCM. For this aim, a semi-structured interview with 19 participant students from the experimental group was administered. Furthermore, as for the third research question to analyse the perception of parents for FCM, another semi-structured interview have been conducted with 12 parents of experimental group students. Lastly, a teacher journal has been recorded from the beginning and to the end of flipping process and the date was included in the research as teacher dairy with the reflection of experiences and challenges.

Findings Related to Quantitative Data

The effect of flipped classroom model on vocabulary learning. The results obtained from first researcher question are presented below:

RQ 1: *Is there any effect of Flipped Classroom Model on the vocabulary learning of young EFL learners?*

An experimental study was conducted to determine the effect of flipped classroom practices on young learners' vocabulary learning achievement. Within the scope of this experiment, the experimental group implemented one week course with FCM, while the control group was trained with traditional methods. To be able to assess the possibly affect of

flipped video lesson on experimental group of students Measurement 1 test was utilised to check their learning via video lesson. On the other hand, Measurement 2 test were applied to both groups at the end of the lessons to be able to evaluate the effect of flipping process on students' vocabulary learning achievements. Following this, after four week from the experiment process, both groups were checked retention of vocabulary items via delayed tests. In the analysis, the difference between test scores was examined and the effect of FCM on students' learning was evaluated.

RQ1.a. *Is there a difference in experimental group of students' vocabulary learning over time?*

Firstly, the distribution of normality of the data was examined for the between Measurement 1, Measurement 2 tests and delayed test and it was determined that the data did not show normal distribution according to skewness and kurtosis values of experimental group. Therefore, The Friedman test that is the non-parametric alternative to the one-way ANOVA was used in the analysis of the Measurement 1, Measurement 2 tests and delayed test to be able to analyse differences between these tests.

According to the Friedman test results, there was a statistically significant difference in experimental group of students Measurement 1, Measurement 2 tests and delayed test data results $\chi 2(2)=7.194$, $p=0.027$. Following this, to be able examine where the differences actually occur, Wilcoxon signed-rank tests was applied separately for each test data.

Table 7 shows the Wilcoxon Signed Ranks Test Results applied to determine whether the Measurement 1, Measurement 2 tests and delayed test scores of the experimental group differentiated.

Table 7

Experimental Group Students' M1, M 2 Tests and Delayed-Test Results

Experimental Group		N	Mean Rank	Sum of Ranks	Z	p
M 1	Negative Ranks	2	1.75	3.50		
M 2	Positive Ranks	9	6.94	62.50	-2.627	.009
	Ties	21				
M 1	Negative Ranks	9	8.78	79.00		
Delayed	Positive Ranks	8	9.25	74.00	-.119	.905
	Ties	15				
M 2	Negative Ranks	13	9.94	124.00		
Delayed	Positive Ranks	3	4.00	12.00	-2.925	.003
	Ties	16				

In the Table 7 wilcoxon signed ranks test results of experimental group Measurement 1, Measurement 2 tests and delayed-test findings were analysed. According to the finding, there is a significant difference between the Measurement 1 ($\overline{X}$ = 9.6), Measurement 2 tests ($\overline{X}$ = 11.4) results (Z = -2.627, p = 0.009) which means FCM lesson did elicit a statistically significant change in students vocabulary learning performances. In addition, the results of wilcoxon singed ranks test revealed no significant difference between Measurement 1 test and delayed-test ($\overline{X}$ = 9.7) findings (Z = -.119, p = 0.905). However, there was a statistically significant difference between the Measurement 2 test and delayed-test findings (Z = -2.925, p = 0.003). Based on the findings, it can be said that the curriculum implemented in line with the activities based on FCM was effective in increasing the academic achievement of the students in the experimental groups.

From another angle, at the beginning of the lesson, the experimental group of students was tested out with Measurement 1 test to be able to see the students flipped video studying results ($\overline{X}$ = 9.6). Nearly 10 items out of 12 was memorized by the student before the flipped lesson at school and according to the M1 test results 26 students out of 32 were successful in memorizing the entire items via the flipped video before the lesson. The reasons for this results depend on many aspects such as the flipped video lesson including audio-visual aids, learning the vocabulary items at home in silence and studying the items as much as they want by rewinding the video many times as explained in the students' interview results of the study.

RQ1.b. *Is there a difference in students' vocabulary learning between the experimental group and the control group?*

Before the data analysis, the distribution of normality of the data was examined for the Measurement 2 tests results and it was determined that the data did not show normal distribution according to skewness and kurtosis values of experimental and control group. Therefore, Mann-Whitney U test, one of the non-parametric tests, was used in the analysis of the Measurement 2 tests data and the test results are given in Table 8.

Table 8

Experimental and Control Group Students' Measurement 2 Tests Results

Group	N	Mean Rank	Sum of Ranks	$\overline{X}$	U	z	p
Experimental Group	32	39.56	1266.00	11.4	318.000	-3.153	.002
Control Group	33	26.64	879.00	9.6			

According to the Mann Whitney U test results given in Table 8, the difference between the test and control group Measurement 2 tests scores is significant (U = 318.000, p =.002). When the mean value is examined, it has been seen that this difference is in favour of the experimental group. In other words, it was concluded that the students in the experimental group were more successful than the final test scores.

In order to determine whether the control and experimental groups were equivalent in terms of academic achievement variable, the students' previous term English course exams were examined. Mann Whitney U Test was applied for grade point analysis and no significant difference was found between the two groups (U = 494.000, p =.654). As a result of this measurement, it was concluded that the two groups were equivalent in terms of academic success. At the end of the application course, both groups were applied Measurement 2 tests. When the findings of the Measurement 2 tests results are examined, it is seen that experimental group students studying with FCM are academically more successful than the control group students using traditional teaching method. This result revealed that FCM can be more effective method than traditional teaching method in order to increase the success in teaching English language to primary school students positively.

RQ1.3. *Is there any difference in students' vocabulary retention between the experimental group and the control group?*

After 4 week period following the experimental courses, the delayed test was applied to the groups to evaluate the retention of vocabulary items. The data obtained and their explanations have been given in this section. The distribution of normality of the data was examined for the delayed test results and it has been determined that the data did not show normal distribution according to skewness and kurtosis values of and control group.

Therefore, Mann-Whitney U test, one of the non-parametric tests, was used in the analysis of the delayed-test data and the test results are given in Table 9.

Table 9

Experimental and Control Group Students' Delayed-Test Results

Group	N	Mean Rank	Sum of Ranks	$\overline{X}$	U	z	p
Experimental Group	32	39.23	1255.50	9.7	328,500	-2.700	.007
Control Group	33	26.95	889.50	7.5			

According to Mann-Whitney U test results to determine whether delayed test scores of the experimental and control groups showed difference, it has been displayed that there was a significant difference between the delayed test scores in favour of the experimental group significant (U = 328.500, p =.007). According to these results, the level of retention of the vocabulary items learner by FCM by the experimental group ($\overline{X}$ = 9.72) was higher than that of the control group ($\overline{X}$ =7.48), that was taught by the traditional teaching method. It could be inferred that the course contents, activities and materials prepared according to the FCM, including video and online support, accelerate and reinforce students learning vocabulary items and experimental group had more permanent learning. This result suggests that the difference between the experimental and control groups is significantly different in favour of the experimental group.

Findings Related to Qualitative Data

The purpose of this research was to determine the opinions of experimental group of students, their parents and practitioner teachers about flipped classroom experiences and

perceptions. Interviews prepared for students and parents and including open-ended questions (See Appendix B and C), were conducted with the experimental group students in order to determine student and parents views regarding FCM. The data obtained from the interview were analyzed qualitatively. The interviews were recorded as audio recordings and these recordings were converted into text on computer. During the analysis process, after the sound recordings were transferred to the computer, the key themes were identified under certain headings and content analyse was employed. Then, categories and codes linked to these themes were created. Moreover, the practitioner teachers' daily journals have been included in the research, as well. In order to increase the reliability of this qualitative data analysis, the records obtained were analyzed by two different experts and inter-reliability test was applied.

Findings obtained from students' views on flipped class model. The results obtained from the second research question are explained below:

RQ 2: *What are the perceptions and experiences of the students in the experimental group towards Flipped Classroom Model use?*

In this section, the findings obtained from the interviews conducted with 19 volunteered students who participated in FCM were included. As a result of the interviews with the students, both the students' views and their experiences in FCM process at home and in the classroom were obtained and categorized under two basic themes as positive and negatives perceptions and experiences. The students' thoughts about the model, its advantages and disadvantages, pre-class and in-class process, and their experiences about the studying methods were examined.

Table 10 below demonstrates the themes and categories that emerged during the interviews when the students were asked to explain their positive opinions about their study of the flipped video lesson at home.

Table 10

Students' Positive Views about the Flipped Video Lesson at Home

Themes	Categories	Students' Codes
Studying in Silence	• Studying free from disturbing factors occurring in the classroom	S1, S2, S3, S4, S6, S9, S10, S11, S12, S18, S19
	• Learning more efficiently and permanently	S2, S6, S9, S10, S12, S18,
	• Learning more fluently and comfortably without any intervention	S3, S11, S12, S18, S19
	• Having increase in concentration on content	S2, S3, S6, S10
Reinforcement with Replay Monitoring	• Learning permanently with continually repeating	S1, S3, S4, S9, S11, S12, S13, S14, S18
	• Manipulating the vocabulary video according to his/her learning pace	S1, S3, S5, S8, S11, S14, S18
	• Learning the content more quickly and easily	S4, S18
	• Studying his/her own as he /she adjust the learning pace	S1, S5
Impact of Technology Use	• Being digital natives and owing tendency for technology	S2, S15, S17
	• Realizing the use of internet as a learning tool out of the classroom	S2, S17
Comfort of Studying Environment	• Studying in a physically relaxed and comfortable atmosphere	S1, S7, S18
	• Having convenience to stop and give pause in the physical needs	S1, S18

When the interview results of the students are examined, it could be seen that the majority of the experimental group students have very positive opinions about the flipped video lesson they studied at home. The most reported advantage of FCM was studying in silence (*f*=11), the young learners expressed that they favoured the lesson because they studied free from disturbing factors occurring in the classroom. The students' comments on this category are as follows:

> Studying lesson at home is very positive as the surrounding is very quiet everywhere and nobody speak. It makes it easier for me to do a lesson at home; I can do it better, I pay attention better. I memorize words better, I don't forget words. (S2)

> The course at home was very nice, very easy to memorize for me. The class is very crowded and sometimes you can't hear when the noise is going on in the classroom, but when we are at home, we enter a quiet room and listen quietly. At home, I'm working better in a quiet room with myself. (S19)

Besides this, students expressed that they learned more efficiently and permanently in relation with the increase in concentration on the content. For example,

> Learning at home is positive because when in class, children can talk, ask questions, and interrupt the lesson when they do not understand. We are distracted by the noise in class but I want to listen to you without anyone interrupting. When someone makes noise in the classroom, our attention may be distorted and we may not memorize words. But we are more comfortable at home and easily memorize, because it is quiet, I can repeat the words by myself. No one distracts me; I think it's better at home. (S3)

> I want this model to continue because I don't want to stay back in English class. I don't understand anything when they make noise in the class, lesson is spoiled and I can't learn anything, I get distracted. Since the house is a quiet environment, I can understand

lesson better. The new method makes me feel better with working in an efficient, peaceful and quiet environment. (S10)

Another major theme pointed out by students is that they expressed the importance of reinforcement with replay monitoring (*f*=11). Students state that they learned the content more quickly and easily as they could manipulate the vocabulary video according to his/her learning pace and learning with continually repeating help them to memorize words permanently.

It was better because I memorized it easily because I could watch it all over again. I've stopped the video then restarted from the beginning of it and I've repeated words so I memorized more quickly. We can't listen to words again while we were studying at school, but we were able to do it at home. Flipped classroom is more efficient as it's good to be able to listen to it again and again.. (S4)

I think flipped classroom is better, because we sometimes couldn't understand lessons at school, but when we listen to it on the computer at home, we can wrap it up and listen to it over and over again and memorize those words. When we miss something, we can wrap it up and watch it again. We can turn up and down as we like. We can stop and restart at any time. At school, you could explain lesson just for two times, but we can rewind it again and again. (S5)

It's more fun, we can repeat the words once in school but at home we can listen to them more and more, as much as we want. At school, there is a limit for listening, but we can watch as much as we want at home. It is better for me to learn, work at home and come to school to do activities. (S9)

Following this, the flipped lessons were also found to be motivating and engaging as students use impact of technology for educational purposes (*f*=5). As they are digital natives

of this century, they are keen on technology. They expressed that they are happy to see they could use it for learning something for school. Their views on this item are as follows:

> I love technology and we use the internet efficiently with new method. It's more fun to learn new words in the video, and I watched you from there, it's more fun. (S2)

> I have a lot of time at home, I always spend with computer. I was spending a lot of time on the computer, I've studied words I used it positively, I liked it. I'm using the computer for something positive. (S17)

Lastly, three of the students preferred to learn at home with comfort of studying in the FCM. The student views on the model are as follows:

> In terms of learning words, learning at home is the same as learning at school, but I did not sit in the chair at home. It is very nice to watch in comfortable tracksuits. I looked for a home environment at school; I wanted it to be comfortable. (S7)

> It suffocates me to handle lessons in school, it's better to do lessons at home. I could sit and relax and work, we can't do that in class. I took some drinks and food with me that was more pleasure, which also helps me understand better. (S18)

Related to this, S1 expressed his opinion as "It was nice to work at home. I'm usually too thirsty to drink water easily". Students may have physical needs during the lessons, and by the convenience of FCM they could fulfil them comfortable.

Furthermore, the students expressed positive opinions about the application of FCM in the English lesson. As a result of the analysis of the data three major themes were found as increasing and facilitating learning, guiding students' individual learning effort and learning autonomy, and overcoming affective barriers. Table 11 below demonstrates the findings.

Table 11

Students' Positive Views about Flipped Classroom Model in English Lesson

Themes	Categories	Students' Codes
Increasing and Facilitating Learning	• Providing easy and successful participation in classroom activities and increasing active participation	S1, S2, S4, S5, S10, S11, S12, S13, S14, S15, S16, S17
	• Learning efficiently and permanently by doing more hands-on activities	S1, S2, S3, S4, S5, S9, S14, S15, S18
	• Enhancing development of self-confidence in language learning by entering the class prepared	S1, S4, S5, S8, S12, S13, S14, S16, S17
	• Having increase in teacher's modelling frequency	S2, S9, S12, S13, S14, S15, S18
	• Improving in language skills and enhancing audio- visual memory	S1, S2, S7, S18
	• Having preference for doing homework with teacher in classroom	S4, S7, S13, S14, S16
	• Proving adjustments according the their individual learning pace	S4, S12, S14, S17
	• Increasing in exposure of language input and resource for the further studies of English	S1, S9, S18
	• Increase in student- student interaction and collaboration	S5, S14
Guiding students' individual learning effort & autonomy	• Guiding for further study and investigating	S2, S9, S10, S12
	• Raising awareness to vocabulary and language learning and deciding their own study method	S1, S10, S18,
	• Evaluating our free time at home with language learning	S2, S17

Table 11 (Continued)

Overcoming affective barriers	• Enabling to cope with lack of self-confidence stemming from stress, shyness and peer pressure	S13, S14, S16, S17

From the viewpoint of almost all students (f=17), first of all learning English via FCM has benefits in terms of increasing and facilitating learning. The students reported that they could easily and successfully participate in the classroom activities. The new model increased their active participation. As students expressed below;

> It was very nice for me and it was very simple then before. I was having difficulties with doing homework at home, but it was better and easier when we did the homework at school. When I studied the lesson at home, the activities at the school were simpler for me. Also, it was more fun to learn by watching the video, it was different. I think it was better to start the activities immediately without doing a lesson again. It was more positive and beneficial. It was better for us to learn the words. (S16)

Also, by the help of flipping the lesson, they expressed that they could learn more efficiently and permanently. As they suggested flipping allocated more time for doing more hands-on activities which opened space for collaborating with their classmates in meaningful activities.

> We have more time for activities. We learn better by doing more activities. We are both having fun and studying more lessons. I think the more we do, the more we learn. When we do lessons at home, we keep everything in mind at home, we use it comfortably in the activities when we come to school, we can do their activities without difficulty. We can learn more subjects; we can do different activities at school. (S1)

Moreover, students added that as they come to class with learning the content of the lesson beforehand, they felt more confidents during the lesson and their fears of English diminished.

> I found flipped classroom nice because it was better for me to learn at home then go to school, it was a bit difficult for me to learn at school. I memorised the words successfully at home and never forgot,... As we learned at home, worked well in advance and when words are in our mind already, we could do more activities in the school. So when we do activities in the school, we never forget them, they stay in our mind permanently. So working at home and doing activities at school is more productive and more effective. (S14)

Additionally, it was reported by students that FCM improved their individual learning effort and learning autonomy (*f*=7). Studying the flipped video guided them for further study and investigation of other vocabulary items, raising awareness to vocabulary learning and helping them to decide their own study method. Regarding this category, S18 and S10 reported the following views.

> We understand the pronunciation of the letters better. We can see the differences between the spelling and pronunciation of the sounds of the letters. The sounds like “sh” used to confess me. If we have a job in the future, we will need English so videos will be useful. I can study my exams from those videos. When we forget the words, we can look up and remember from the video anytime. (S18)

> At first, I took notes on some pages; as you did not write Turkish meaning on the video, I looked at some of them from the dictionary that I could not find on internet. I took notes while watching, I recorded, I looked at dictionaries, I worked with my mother and I solved other worksheet about clothes, I learned more clothes words then. (S10)

Finally, students reported that flipping classroom eased them to cope with lack of self-confidence stemming from stress, shyness and peer pressure in classroom (*f*=4).

> When we learn something new in class, we cannot repeat as much as need. So, I have difficulty in saying these words when I see them first time at school. When you ask me to pronounce them right, I don't want to say, because I feel ashamed to say. That why, it's better for me to learn and work at home then come to school and it more efficient. (S14)

Out of 19 students who answered the question about drawbacks of flipping, 11 students expressed that there weren't any challenges of FCM. On the other hand, 8 participants suggested some potential challenges of flipping which are displayed in Table 12.

Table 12

Students' Views about Challenges of Flipped Classroom Model

Themes	Categories	Students' Codes
Absence of teacher's help or assistance	• Inability to seek help and ask question to teacher /No immediate feedback	S8, S15, S19
	• Fear of making mistake by studying alone	S4, S8, S19
Problems with technology use	• Lack of teachers' sufficient directing before lesson	S3, S8, S19
	• The possible threats of being lonely at internet portal	S6
Concerns about potential problems	• No access to the internet or a computer	S5, S7, S8
	• Lack of technological skills	S5

As one can see from table 12, when students were asked about the challenges and limitations of the model, some students' comments were gathered around themes as absence

of teacher's help or assistance (*f*=6), problems with technology use (*f*=4), concerns about potential problems (*f*=4).

To exemplify, considering the category about absence of teacher's help or assistance S19 said the following comment,

> I would rather do the lesson in the class, I understand you better in class, I get bored when I do it alone at home. I wanted to see you. In class if we want to ask you something we can ask, but we cannot ask at home. I was a little scared to have to learn on my own. It was hard to say the words, I was afraid I might confuse the shirt. I was afraid that I mixed their Turkish meaning; I was stressed that I could not learn. (S19)

Regarding the concerns about potential problems, having worries and concerns about technology and internet S5 stated with the following expression "There is internet at our home, but once the internet is cut off, we can't watch the videos so we can fall behind the lessons" and similarly related to technological concerns S6 stated as follows

> I can't say I didn't like it, it's fun but it's not very nice to be in the internet alone. It's okay to use the internet in the study, but actually it's a bit dangerous, you can actually move to other places. I didn't have it, but normally my mother doesn't leave the internet alone. (S6)

Aside from the positive and negative perceptions and expressions of the students as described above, the students were also asked to report about their FCM experiences in detail. These questions are about the study method students used while studying the video, other resource students used while studying the video, the amount of parental help students required while studying and their suggestions for FCM. Table 13 shows the study method students use while studying the flipped video.

Table 13

Study Methods Students Used while Studying the Flipped Video

Themes	Students' Codes
Listen, repeat and take notes	S2, S3, S4, S6, S8, S9, S10, S12, S13, S14, S15, S16, S17, S18
Listen and repeat only	S1, S5, S7, S11, S19
Listen, repeat, take notes and draw pictures	S18
Use association techniques	S2

A majority of the students (*f*= 14) answered that they listened, repeated and took notes on their notebooks. On the other hand, some students (*f*=5) indicated that they listed and repeated several times without taking notes. One of the participant students, listened, repeated, took notes and also drew pictures on her notebook as well. Finally, a participant student expressed that he used some association techniques, such as memorizing the words with a Turkish word that has similar pronunciation. Although the students were not directed to use any specific studying methods by the teacher while watching the video, the answers show that they used several ones to reinforce their comprehension and retention of the vocabulary items. For example, S2 said;

> When you say a word in the video, I repeat immediately for many times. Repeating them, I watched three or four times. I wrote them in my notebook, I coded them in my mind with other words. Belt is attached to our waist I coded it so; socks are socks from flower pots I bring to mind. The shirt and the shirt, I remember it from the T-shirt. (S2)

Additionally, during the interviews the participant students (*f*=10) indicated that they also needed help to check their understanding of the vocabulary items. To do so, they reported to use several different resources (see Table 14).

Table 14

Other Resources Students Used while Studying the Flipped Video

Themes	Students' Codes
Look up at the dictionary	S3, S4, S6, S10
Use the internet for checking meaning	S2, S9, S10, S12
Ask his/her friend or teacher during the lesson	S5, S12, S14
Check vocabulary items from the course book	S1, S9

As can be seen, the students used the internet sources, dictionaries and the course book to verify what they had learned from the video. This shows that the students needed to be certain of their understanding as the video did not include Turkish meanings of the words. Besides, flipping leaded them to explore other resources when they wanted to be certain or learn more about the topic.

Besides, the interview responses revealed that the students required parental help while studying the flipped video. Table 15 shows 3 themes as a result of the analysis.

Table 15

Parental Help Students Required while Studying

Themes	Students' Codes
Accessing the video site	S3, S4, S6, S7, S8, S9, S10, S11, S13, S14, S15, S16, S18, S19
Practicing vocabulary items and reinforcement	S3, S4, S5, S7, S9, S10, S12, S14, S15, S18,
Asking explanations for unclear points (meanings, spelling or pronunciation)	S1, S4, S6, S7, S13, S16,

First of all, S2 and S17 are the only students that they did not require any assistance from their parents during the flipping process. When the table above is examined, one can see that the majority of the students (*f*=17) asked for parental help in four different cases. Most frequently, the students needed technological help from their parents in order to find the video site and open the video (*f*=14). As they are young learners, the access to technology is in parental control; therefore, for most of the students, their parents organized the study environment in terms of technology. On the other hand, the other type of help was received for practicing vocabulary items and reinforcement (*f*=10). The students reported that after they had studied the video, they repeated the vocabulary with their parents before coming to the class. In addition to this, some of the students (*f*=6) needed to ask explanations for unclear points (meanings, spelling or pronunciation). They expressed that they could not correctly pronounce or spell some of the words so they asked for their parents' help which was actually very beneficial for them as they are ashamed of asking questions in the classroom because of peer pressure or they cannot find a suitable time for asking during the lesson. On this issue one student's comment was as follows;

> I asked my parents the words. They helped me. I liked the fact that they helped me I could ask for their help. At home, we can go and ask our mother if we do not understand and my mother tells me since she has time. But at school, the teacher sometimes does not have time, she has to teach, or else she's interested in something else, sometimes she can't care about all of us, we can't ask questions. (S16)

Finally, at the end of the interview students were asked their suggestion related to FCM in English and their answers are below Table 16.

Table 16

Students' Suggestions for Flipped Classroom Model

Themes	Students' Codes
Giving homework at the end of flipped lesson.	S1, S7, S9, S10, S12
Turkish meanings included in the video	S4, S5, S12
More videos for previous units and vocabulary items	S7
The text of the conversation and listening activities included at the end.	S18
Adding a song at the end of the lesson	S6

Out of 19 students, 9 of them made suggestion for developing FCM in English lesson. Although FCM has the idea that the homework is done in school, five of the students expressed they would like to be given homework again at the end of the lesson. Three students said that the videos should include the Turkish meanings of the words as they could not understand the meaning from the pictures. Besides, a student who was very positive about FCM asked to have more videos for previous units and vocabulary items to be able to revise units and study for exams better. Also, a student who is very keen on role playing dialogues expressed that she would like the videos to included speaking activities and role play dialogues at the end of the video. Besides, a student said that she would like to videos to have songs at the end of the video as normally they have in their lessons. On the other hand eight of the participant students were pleased with everything and they did not express any extra idea for improving flipped lessons. However, one student who was not very pleased with flipping and who would rather learn in the classroom said that she did not want to have flipped lessons any more.

Lastly, the interviewee students were asked to give opinion about the application of FCM in other lessons like religious culture, math etc. Nine students' responses were positive about using FCM, they expressed that flipping is applicable for other lessons like maths, science or religion culture taught by their primary school teacher. One student who is from Syria and having language problems was very pleased to study from videos at home as she could not follow the lessons because of language problems. Her comment that is in favour of flipping for all lessons is reported below;

> I would like other lessons science, social, math were flipped, I rather study at home because I try to understand the lesson at school, I cannot follow the new topic because it is not Arabic. So I cannot attend the class activities; that's why, I'm always sitting upset in class. It is nice to learn at home because I get help for these lessons. (S13)

However, although not so sure, ten students thought that flipping was only convenient for English lesson as they have several lessons which mean several videos for several subjects with their primary teacher. As they thought it would be too burden for them, they were not very enthusiastic about flipping all lessons. Especially for maths lessons, students preferred to study at school as they would need to ask question and take immediate feedback from their teacher. Below is an example of one student's answer;

> I would not like my primary teacher to make flipped lessons. There are many lessons like mathematics, Turkish lessons, my teacher teaches all of them at school. There would be too many videos for them. And I like to do lessons with my teacher at school more, for example we're solving maths problems, it's better to learn them at school. Flipping is only good for English. (S4)

Findings obtained from parents' views on flipped class model.

RQ 3: *What are the perceptions and experiences of the parents towards the Flipped Classroom Model?*

In this part, the results of the semi-structured interviews with parents were included and examined in three main sections as advantages of FCM for learning & teaching process, possible challenges of FCM and parents' suggestions for FCM. Parents' positive views about FCM referred to five themes and Table 17 presents the codes, themes and categories emerged.

Table 17

Parents' Positive Views about Flipped Classroom Model

Themes	Categories	Parents' Codes
Providing more effective and permanent learning in the classroom	• Providing students with advance preparation	P1, P3, P5, P8, P11, P12
	• Increasing students' success for English lesson	P4, P5, P8, P9, P10, P11
	• Boosting active participation of the students	P4, P5, P8, P9, P11
	• Reinforcing learning with the integration of progressive in-class activities	P3, P8, P9, P11,P12
	• Providing efficiency in classroom learning	P3, P4, P5, P8, P12
	• Enabling to allocate more time for progressive activities in the class	P2, P4, P8, P12
	• Providing opportunity to finish and check the homework in class with the teacher	P2, P4, P9, P11,
	• Reinforcing students' speaking skills and pronunciation	P9, P11
	• Ensuring more space for one to one teacher assistance	P2, P3,

Table 17 (Continued)

Facilitating Learning	• Being compatible with children's familiarity with technology	P2, P5, P6, P10, P11, P12
	• Training students for using technology for education and studying	P5, P6, P10, P11, P12
	• Eliminating the possibility of confusion about doing homework	P2, P4, P8, P9, P11
	• Creating the feeling of responsibility to getting prepared before class	P1,P8, P12
	• Stimulating students' visual memory and increasing retention of vocabulary items	P3, P10, P11
Impacting students' affective dimensions of learning positively	• Boosting motivation, eagerness, enthusiasm, interest for language learning	P4, P5, P8, P10, P11
	• Boosting students' self-confidence for active class participation	P4, P5, P8, P10
	• Helping focus on learning	P9, P11
	• Helping overcome shyness and timidness for language learning	P8
	• Encouraging students curiosity for further investigation and learning	P7
Helping students create individual learning space	• Providing a learning environment for students to study in silence	P1, P2, P3, P4, P7, P10, P12
	• Enabling students' to concentrate on the video without any disruption	P2, P3, P10, P11, P12
	• Enabling students to study at their own pace and to adopt to their own learning styles	P1, P4, P10, P12
Increasing parental involvement	• Creating enthusiasm for parents to learn English	P3, P4, P10
	• Helping observe what the child is learning	P3, P8
	• Enabling to check retention and helping students revise	P8

As concluded from the findings above, it is obvious that the parents had positive opinions related to FCM. They mentioned about various positive aspects of flipping. The major theme that was emphasized by the parents was the efficacy of the flipping for in-class learning. They suggested that flipping classroom was providing more effective and permanent classroom learning (*f*=10). Regarding the interview results, the mostly underlined category under this theme was the fact that FCM can provide students with advance preparation (*f*=6). P3 explained this as in the expression below.

> I found the method very efficient, I think it is more effective for children to do a study in advance and go to class prepared. As a result that they have learned the content, when they come to the lesson learned, I think it is more permanent in their memory, and I think it is more effective in learning. (P3)

Moreover, five of the parents suggested that FCM increased students' success by boosting students' active participation in the classroom. For example P5 said,

> The more conscious they attend the lesson, the more they are confident in the classroom and the lesson was more effective. As they get prepared for the classroom, when the teacher asked he could raise finger and attend the class actively because he has already learned the lesson. The English class will be more effective as they will actively participate in lessons, their success will necessarily improve. Passive children, who are less successful, will benefit from flipping, as they know the lesson in advance, they will have more active participation. The more active the children are in the classroom, the more they show off themselves and they participate in the class and the more they become interested in English. (P5)

Furthermore, the parents pointed out that, as a result of students advance preparation at home, flipping provides efficiency in classroom time. Since the time for teaching process

expanded, the class time could be allocated for progressive activities and practices in the class and learning with the integration of progressive in-class activities will be reinforced (*f*=8). Their comments on these categories are as follows.

> 2 hours English lesson time for a week is very inadequate; the student cannot get enough support. However, it is very nice to do the lessons at home with the flipped class and the lesson will be more reinforced as if they have seen 4 hours of English, the lesson time will be more productive. Grammar can also be explained with the flipped classroom, once the students watch and learn the content at home, teacher briefly explain it again in the classroom, they will have gained a lot of time with activities and the participation of the class will increase. Elicitation will increase as well. (P8)

> With the flipped class method, students gain more time in the classroom, it is an efficient method for studying English in elementary school. In the classroom, it is more difficult to teach by having them concentrated with all the attention of children. It was really good for children to learn the words at home and come to the classroom, and you probably did more sentence-level activities where you focused more on grammar. In primary schools, two lessons for English per-week are not enough for children, however; thanks to flipped classroom, they have gained time, when they come knowing the words. Flipping is a very effective and useful way to spend two hours of primary school English lesson more efficiently in terms of time. (P12)

Additionally, five of the parents pointed out that FCM provides opportunity to finish and check the homework in class with the teacher's one to one assistance that was more practical and beneficial for some students. P2 and P11 said,

> It is very difficult for a single teacher to deal with 35 students in the classroom and it is not possible to spend enough time with all students. I think it was a good way to do the

lesson at home and finish homework at school. While doing homework at home, the child gets bored and confused. With the flipped classroom, child finishes the lesson at home and does the activities, practice in the class, so that they will not have homework at home. (P2)

My son liked doing the homework at school. He liked to get prepared at home then go to school and do homework. It was easier for him, he understood better. When children come to school prepared they learn better so they feel happy. They learn more and get interested more when they know what to do with the teacher. (P11)

Another major theme pointed out by the parents is that FCM facilitates and accelerates learning in general (*f*=11). They highlighted some points related to children's familiarity with technology, their feeling of responsibility, increase in their visual memory and retention of items and the possible confusion about doing homework.

Regarding this, six of the parents emphasised the importance of training students for using technology for education and studying, since the students, who are digital natives, have familiarity with technology at the utmost level. For example,

They enjoy dealing with computers very much. They have used the internet under our control and with our support, which is great for them because we give the internet very limited. In this way, the mother and child feel secure. Using the technology for educational purposes was very beneficial. (P5)

Flipped classroom is a more permanent method, children are very tech-savvy, and they like their lessons more when they are on the computer. My son normally studies from internet, he tries to open a video tutorial for the other courses, for the exams, and he is accustomed to making lessons from the video. I think it's effective, as the kids love

computer technology. He likes to work in this way from the videos and he can control himself; he can set the course time and the game time separately. (P6)

Observing the child during the flipping process, some parents expressed that flipping stimulated students' visual memory and increased their retention of vocabulary items (*f*=3). As P10 pointed out below,

Children who learn stagnantly are a thing of the past. The children are accustomed to moving visuals, so my son watched the video lesson with excitement. I think it will remain in the visual memory more because it works in cooperation with sound, colour and image and it provides permanent learning. A few days later when asked him what umbrella was, he remembered all of them. He memorized so much that he constantly said all the clothes at home with English names and the colours. It will be placed in memory better as visually settles directly into the mind and remains permanent. The flipped classroom must be continued, the children will be more successful. (P10)

On the same issue, P11 explained by giving examples from her childhood,

In my childhood there was an English program at TRT 1 and I watched every morning I learned English words, clothes, colours etc. from there. I still remember some of them in my mind. Children can remember the lesson by watching the video, they learn very well and learning will be permanent. (P11)

Apart from the academic benefits of FCM, the parents suggested that it affected students' affective dimensions of learning positively (*f*=7). By the help of FCM, students' motivation, eagerness, enthusiasm, interest for language learning and self-confidence for active class participation increased. They were able overcome shyness and timidness for language learning and they became more curiosity for further investigation and learning.

> Flipped classroom affected my daughter positively, she always had fear that she would fail and she used to feel stressed that she couldn't be successful in English. She used to be very timid before, she was hesitating while she was doing her homework. However, flipped classroom was very motivating for her and if flipped classroom continued, it would be great for her. The flipped classroom influenced her self confidence positively. She showed improvement in motivation. She likes English, feels more confident than before, she takes the English book more enthusiastically anymore. (P8)

> I think flipped classroom has increased his interest in English and has more positive effect on his self-confidence. English is a difficult language for children, sounds different to them, and the child will not be afraid when he knows what will happen prior to the course. It improves self-confidence, and it will also increase participation in the classroom. Now he's more enthusiastic I think it will affect the success of the child. (P4)

Moreover, according to the parents, FCM was a nice way of providing students create their individual learning space (*f*=8). Under this theme, they expressed several opinions that flipping provides learning environment for the students to study in silence, concentrate on the content without any disruption and study at their own pace with their own learning styles. The comments on this theme are as follows,

> Unfortunately, our classes are very crowded, children of this age may have more difficulties with focusing on in the classroom at this time, and they are more prone to distractions in the classroom. However, they can work in a more comfortable and a quieter environment at the home. I think watching the video, studying one-to-one from the computer at home, allows her to focus directly. There is no distraction factors so that, she can't deal with anything else at that moment, but the flipped video lesson. (P1)

> Of course, he was able to study more comfortably at home. Studying at home helped them memorized the words better. Because of the crowd in the classroom, they may not be able to memorize words. Also, it was more efficient to watch as many times as he wanted. If he didn't understand, he repeated the video until he memorised all of them which was not possible in the limited class-time. It will be very useful for him to follow and consolidate later for exams. (P4)

Lastly, another favoured aspect of FCM was that it increased parental involvement in language learning process (*f*=4). In this respect, it helped the parents to check students' retention and helped revise. P8 expressed,

> The family was involved in the learning process, and the parents would be more helpful in keeping up with the children. Most of the time because of the intensity of other assignments, we cannot keep up with English, we don't know what the child is doing or learning. But now I can ask her "What was the name of the thing we were wearing in the cold?" we can do daily repetitions. Since I watched the video lesson, I can ask if she remembers the words and check her. (P8)

From another angle, FCM was also beneficial for the parents' language learning as well.

> I'm a student of distance education; and I have difficulty in English. We studied the video together with my son. Also I learned from my son that if the clothes have two parts it has the plural suffix -s. (P4)

Furthermore, the parents who participated in the interviews expressed opinions about the possible challenges of FCM. The parents added that the challenges that they mentioned did not happen during FCM process but they considered the possibility of happening in the following sections of flipping. As a result of the analysis of the data four major themes were

found as student-oriented challenges, parent-oriented challenges, technology-oriented challenges and challenges with FCM. Table 18 below demonstrates the findings.

Table 18

Possible Challenges of Flipped Classroom Model

Themes	Categories	Parents' Codes
Student-oriented challenges	• Requesting excessive internet usage	P2, P3, P5, P8, P9, P12
	• Lacking responsibilities of studying and doing homework	P1, P3, P6, P12
	• Losing motivation towards flipped classroom model in time	P1,P5, P11, P12
	• Lacking cognitive readiness	P2, P3, P12
	• Having inadequate computer skills	P3, P6,
	• Having concerns about adopting to the new model	P3
Parent-oriented challenges	• Not having enough control of students' studying habits and the internet usage	P2, P3, P5, P7, P8, P9, P12
	• Lacking language knowledge to support students while studying online	P3, P7
Technology-oriented challenges	• Having problems with the internet access at home	P7, P8, P9, P11
	• The internet including inappropriate content for children and causing addiction	P2, P9
	• The video material lacking sound and visual quality	P1, P7
Challenges with flipped model	• Not enabling enough teacher support during video watching process	P2, P3
	• Not enabling opportunity for asking questions to the teacher immediately	P2, P3

The parents expressed opinion about the possible challenges of FCM that could stem from the students. Under this theme, six categories emerged about students' excessive internet usage, lacking responsibilities of studying and cognitive readiness, losing motivation, having inadequate computer skills and concerns (*f*=9).

In relation to this theme, six parents pointed out that the students are very enthusiastic about internet and computes therefore; they might misuse internet and request excessive internet usage. As P5 said,

> Some children can somehow abuse internet because they are sure that they have parent and teacher approval with flipped classroom. Considering that she has a free time to study on the internet, and sometimes if the family can't check child on internet, the child can look at the other contents or sites instead of watching the lesson, she may skip the video that week. Besides, a very restricted parent of child may want to have a getaway on the internet. (P5)

On the other hand, another possible students oriented challenge may stem from students lacking responsibilities of studying and doing homework (*f*=4). The parents expressed hesitations about students that may not want to watch the lesson as he/she does not feel responsible. P12 commented as below,

> If a child does not feel responsible, it is a disadvantage for the mother. I am sure that my daughter is a child who knows her responsibility and will concentrate fully on the lesson video... A child who does not know his / her responsibility will either watch other things on internet or go without watching the video so he will not see any efficiency. Children may not want to work, they may think that tomorrow the teacher will tell the lesson at the school and he may not pay attention, he can go without watching. (P12)

Following this, some parents also expressed challenges about students cognitive readiness (*f*=3), one parent commented as,

> In fact, it may be related to the child. Some children may perceive it faster, others may learn slower. In the following stages, the child may feel the need for support. For example, with longer sentence structures when the content becomes more grammatical and skills for making sentences with "he/she", the child may not understand and get bored. There may be no one to help the child. (P3)

Lastly, another possible challenge is students' having inadequate computer skills. On condition that the students lack the ability to use technological items successfully, they may not participate in FCM process efficiently. For example,

> Unfortunately, some children have no responsibility. My son has some friends who do not have any technological knowledge and do not even know how to turn on the computers, and do not have any technology skills, these kids might not succeed. (P6)

Apart from this, the challenges that may derive from the parents were uttered during the interviews including the inadequate control of students' studying habits and the internet usage and their lack of language knowledge to support the students (*f*=7). To exemplify, relating to this theme the following comments were recorded.

> Since these children are elementary school children, the child of an indifferent family may not understand anything and may get confused. If there is no one to help the child and if there are long sentences in the video that the child cannot comprehend without support, he/she may have difficulties. There are many families that do not know English at all and who cannot help the lessons of the children. For this video parent support is not very necessary but for progressing topics such as grammar or sentences, the child may not handle without the help of a parent. (P7)

> One-to-one control needs to be made to keep the child under constant observation to ensure that he does not enter any other harmful site on the internet and that his attention is constantly on the video. If the mother knows the benefits of this method, she will be more self-sacrificing and the mother must be knowledgeable and self-sacrificing. I don't think it will be useful unless the mother is interested. It is necessary to be in cooperation with the school family and the teacher. Because there are students who do not do homework if the mother does not sit next to them even at 4th class, in such a case, the mother may constantly have to observe and monitor the child, whether he/she is studying or not. (P8)

Furthermore, as FCM is based on technology, technology- oriented challenges may occur during this process (*f*=6). Before the research, the experimental group students were asked about their internet accesses at their home and all of them answered that they had internet at home. However, as a possible challenge, four parents suggested that the internet access at home could not be available for some other territories around Turkey.

From another angle, one parent expressed some hesitations about flipping in terms of internet usage for children. She suggested that internet may associate with undesirable issues such as internet addiction and lack of concentration problems. Her expressions are displayed below.

> I have a computer at home but I did not have the internet connected. The internet takes a lot of time, children focus very much on it, and they become addicted. Since an internet environment is required for flipped classroom, I'm indecisive about preferring this method to continue. I find the flipped classroom a bit inconvenient for this age group. in terms of internet addiction. Even when I give the phone, I can hardly get it back, they are very dependent on the screen, and they get stuck immediately at a game or video.

> Today's illness like lack of attention is caused by television, internet and screen addiction. I find this method a bit unfavourable as it can draw children to the internet screen. (P9)

Lastly, the parents of elementary school children, mentioned about FCM with challenges in terms of students inability to ask questions to the teacher immediately and not accessing enough teacher support during video watching process (*f*=2). In this respect, two parents expressed that FCM may not be applicable for mathematics lessons that students may need help for comprehension and ask questions for sufficient information during studying.

In the following section, the parents' suggestions about FCM will be presented. Table 19 displays the findings.

Table 19

Parents' Suggestions for Flipped Classroom Model

Category	Parents' Codes
• Producing video content for different skills	P8, P9, P11
• Using tasks to keep students studying the videos	P1, P3, P5
• Giving positive reinforcement to have students prepared	P1, P3, P5
• Adding follow up activities after the video to check memorisation and understanding	P1, P9
• Guiding students to make use of the internet for educational purposes at the early stages of education	P11, P12
• Preparing video content for previous topics for students to revise and study for the exams	P8,P11
• Combining video content with pleasure reading books and small dialogue activities	P8,P11
• Using flipped classroom model for the early stages of the primary school	P10, P12

Out of 12 parents, 8 of them made suggestion for developing FCM in English lesson. Under this theme, parents' ideas were gathered and the suggestions about development and improvement for FCM were analysed into eight categories.

For instance, three of the parents suggested that there should be many flipped videos not only for vocabulary teaching but for skills teaching as well. Considering that students lack the ability for speaking skill, one of the parents suggested that there should be videos for role playing activities for students to study and act out in the class. The idea of the parents is presented below.

> Students have learned only vocabulary, even though they are in high school, they still cannot speak, and they cannot put into practice because they do not have speaking lessons. But, if there are texts of speech in the video, two groups can watch and memorize the conversations at home, then they can act out in the classroom, learn more words and they can speak in English easily. (P11)

Furthermore, some parents suggested ideas related to some techniques keep students studying the videos continuously. Considering the fact that students may fall behind studying the flipped lesson on condition that they lose motivation, parents suggested the teacher to give students positive reinforcement to have students get prepared for the lesson (*f*=3). P5 mentioned as follows,

> I don't know if the teacher can keep its motivation constant when it becomes an ordinary situation. Maybe it can be nice to keep the excitement with keeping lesson alive with enjoyable activities in the course... By giving rewards in the classroom or by giving a plus, minus or positive reinforcement, teacher can get children watch the video lesson, or it can become ordinary and lose the excitement. (P5)

Besides this, two parents of children who spend much time on internet suggested that the flipping classroom model is a mean to teach students to use the internet not only for games and fun but also for education at early stages of the primary school. They expressed that they were pleased with the idea of students studying from internet, using internet for beneficial purposes. One parents suggestion as follows.

> Flipped classroom is a good way to make use of the internet positively. Teachers need to teach students the benefits and educational applications of the internet. Today they are children of the technology age, from the elementary school with the guidance of teachers, the child will can be educated to use the internet positively at a younger age. If technology-age children perceive internet as a part of education and as an area where they can learn something from an early age, the internet will be very useful. (P12)

Moreover, the idea of studying at home from videos was favoured by some parents as students can find the content from the web site easily and the videos are specifically prepared by the teacher including the lesson content. Therefore, two of the parents suggested that there should be videos for other vocabulary and grammar topic from the previous units for students to revise and study for exams.

> They can also study the flipped videos for the exams, when they forget the previous subjects, they can look at the videos related to the topic that they have learned before; they can remember the lesson by watching the video. (P11)

As a final remark, although some parents have expressed hesitations about the suitability of FCM for situations such as mathematics lessons where children should ask questions and for the need for explanation of some subject content, 7 of the 12 parents who participated in the study strongly stressed that FCM needs be applied in all other courses. They suggested that all lessons can be learned easily with educational videos prepared for

children at home and through the reinforcement of the subjects in classroom; students will take the most benefits and efficacy from the lessons with FCM contributions.

Findings obtained from teacher's views on flipped class model. The results obtained from the teacher diary results are presented below:

RQ 4: *What does the teacher experience in a flipped classroom model implementations process?*

Through the application of FCM, the researcher teacher wrote diaries including her FCM experiences for 8 weeks. The diaries were written under three main titles; pre-flipping, while-flipping and post-flipping processes including teacher's perception, expectation, concerns and reflections through FCM implementations with young learners.

Pre-Flipping process. The findings obtained by means of the teacher researcher's diary for the preparation stage of flipping have been presented under certain themes and categories below in Table 20.

Table 20

Positive Issues from Pre-Flipping Process of Teacher's Diary

Themes	Category
Expectations about flipping the classroom	• Overcoming limitations of class time • Integrating technology into education efficiently • Having positive effect on students' learning
Expectations about professional development	• Having the opportunity to improve technological skills • Getting deeper insight into edu-tech portals

The pre-flipping process, lasting for two weeks, overlap with the period which the researcher teacher begun to note down her investigations about FCM model. Gaining insight into flipping, the researcher considered the possibility of FCM implementations with young learners in public schools. Along with the results of investigation about FCM and the

consultations with the elementary school teachers, the researcher decided to implement the flipping process with young learners. One of the most motivating factors about the decision to start flipping was the fact that FCM is a means for overcoming limitations of class time. In primary schools the English lesson takes only two hours a week which is not enough for learning meaningfully and permanently. As briefly mentioned in the first part of the diary,

> Flipping seems to be the way to handle with lack of time for practice with students in class. Yes, the teacher may have been a little more burdened, but when we took videos and explained the lesson at home in advance, we could have enough time for effective activities. In addition, the flipped classroom implementation was aimed at overcoming the obstacle of anxiety of finishing the curriculum.

Implying that the teacher researcher perceived flipping to open up space for various and meaning full activities in-class time, it could also produce a positive effect on students' language learning performances. As a second positive issue, investigating the potential of integrating technology into education to keep up with the digital natives of this century and to be able to provide effective learning facilities to children, FCM seemingly was a potential aid for the teacher. This was explained as "It is a pity that 21st century teachers hesitate to make use of the conveniences of technology in education, which makes teaching and learning fun and easy".

Apart from this, the second benefit of FCM was considered to be for the researcher teacher's own professional development. As well as having the opportunity to improve technological skills for teaching English, FCM would open a deep insight into edu-tech portals which is the best decisions to support to students better understanding of the lessons. This was mentioned in the diary as,

> We have to continuously renew our training models in accordance with the conditions required by the era. We define today's era as "digital age" so we have to shape our

educational philosophy according to this understanding and bring the learning methods to a level that keeps pace with the digital age: flipped class practice is a study conducted for this purpose.

Apart from the expectations, the concerns about FCM were also recorded in the dairy notes of the teacher researcher. Table 21 represents the results.

Table 21

Challenging Issues from Pre-Flipping Process of Teacher's Diary

Themes	Category
Concerns about students	• Accessing to computers internet facilities out of the classroom • Lacking the responsibility for and habit of doing homework • Lacking cognitive readiness to adapt to the new teaching model • Having short attention span • Facing problems with computer skills for using technological portals • Getting prepared by watching the video before class
Concerns for the parental support	• Lacking technological knowledge and skills • Holding worries about kids' technology and internet use
Concerns about the new territory as flipping	• Deciding the best website for flipped lesson • Training students and parents about the flipped classroom model • Constructing the video and the in-class lessons according to students' needs and expectations • Adopting the video content and in-class lesson to the cognitive/affective level of the students

The possible challenges of FCM recorded during pre-flipping process were related to students, parents and the model itself. The negative issues related to students were noted down in the diary entry as follows:

> Flipping would work great for the ones already responsible to do their homework regularly. However, I feel concern about motivating and keeping the ones that fail to have a regular studying habit and having students get prepared by watching the video before class.

The fact the students were expected to study before coming to classroom to be able produce satisfying outcomes from FCM, the teacher was to remind of their responsibilities and seriously focus on their watching the video. At this point, it has been obvious that changing the teaching method alone was not enough, but a change in behaviour to encourage the fulfilment of responsibilities was a need as well.

Following this, another further challenging issue was students accessing to computers or internet facilities outside the classroom. It was recorded by teacher-researcher as;

> The study takes places in Istanbul, Bağcılar which is almost an urban territory in Turkey and the all students in the region use the internet and social media quite often, but as a result of students' constant curiosity of internet, most parents put restrictions for it.

In order to overcome this issue, informative meetings were held for children and parents about FCM and were informed about the benefits of this new method.

Referring to the concerns before flipping, students' age level and their parental help that would be required was another issue that was considered by teacher researcher before starting FCM. This was mentioned in the diary as,

> As for the young age group, parental assistance is needed for flipping application. However, if the parents' technological skills do not fulfil the requirement for the student to reach flipped video, they will probable need extra help at this stage.

To be able prevent this problem occurring, the teacher researcher prepared brochures about how to access the video sites with step by step explanations for parents.

Moreover, adapting a teaching method with is a new territory for the teacher was another concern as noted down in the dairy.

> To adopt this new method, to prepare and publish video lessons, to plan the hours of in-class time, it is necessary to organize everything effectively. For enriching the in-class time with various activities and games, and providing environment suitable for achievements, the teacher should be a guide for managing the learning process.

Although benefits and challenges would not be foreseen for teachers who are accustomed to trying different methods, it is certain that they will bring teachers one step closer to the understanding of lifelong learning.

While-Flipping Process. This section will display the while-flipping process which took about 4-weeks period including the presentation of FCM both to the students and parents and the flipped implementation week. Table 22 shows the categories and themes found out from analysis of the teacher researcher’s diary which refers to while-flipping process of four weeks.

Table 22

Positive Experiences from Teacher's Diary for While-Flipping Process

Themes	Category
Positive experiences from the in-class process	• Observing higher participation of the students • Using more and varied activities • Observing increase in motivation and confidence of std learners • Motivating the slow learners' participation more often • Allocating more time to helping the students • Having the students concentrate better and more easily • Engaging all class time with learning • Increasing in collaboration among students • Providing opportunities for learning from peers • Having more fun than traditional classes

Analysis of the diary of the while-flipping process indicted that FCM implementation were regarded by the teacher-researcher to have diversify the variation of activities as class-time expanded because of students' advance preparations. This issue were mentioned as: "Since the vocabulary learning, which took up an entire course, was done by the children at home and the children were ready, our class time became available for many kinds of activities". Since the video lessons are sent to students through online portals, it can be deduced that we can evaluate the time spent for lecturing for different activities in classroom. The students get prepared for the lesson and thus a significant part of the time would be allocated for elaborating activities in the lesson.

Besides, it was observed that students advance preparation resulted in higher participation in English lesson. Since they had already learned the vocabulary items students' motivation and confidence were affected by flipping inevitably as well. "The students were more interested in the class, and it was very motivating for the teacher to observe that even

some students with learning difficulties in the classroom were eagerly attending". Seemingly, making effort for learning, increased students' interest in the lesson prevented getting lost in learning process, increased self-confidence and facilitated learning.

Besides this, the teacher-researcher was able to observe the students concentrate better and more easily during the lesson. Another positive statement was added as follows, "Students enjoyed the lesson very much, and mediocrity and boredom replaced joy and fun." As the classroom teaching was gathered around various games, hands-on activities and group or pair woks tasks, students showed motivation and interest toward FCM lesson.

On the other hand, it was also clear that the teacher researcher mentioned about some negative experiences related to out of class preparation and in-class implementation. Table 23 displays the results.

Table 23

Negative Experiences from Teacher's Diary for While-Flipping Process

Themes	Category
Problems related to out of class preparation	• Failing to establish better parental communication • Students and parents having problems with the internet access • Emerging negative reactions from parents
Problems with in-class implementation	• Students being unprepared • Struggling with classroom management in game-based and group activities

The Table 23 revealed that during flipping process teacher researcher's problems were mainly categorised in two sections. The teacher-researcher mentioned the topic about problem with out of class preparation by saying: "Some parents did not come to the meeting and had

trouble understanding the process and had to call each other and ask for help opening a video lesson". Some parents had problems with accessing the video site as they lack the information and technology skills. Although the meeting was designed and FCM information brochure was prepared and distributed to parents, some of the parents still had problems stemming from lack of communications.

In addition to this issue, problems with in-class implementation were also recorded in the teacher researcher's diary. As the students in public schools have traditional classes in their learning normally and do not have very various activities in their lessons, an unexpected noise occurred during the game-based group activity which resulted in a classroom management problem for a short time. This situation was noted down by the teacher-researcher as: "Unfortunately, children are accustomed to traditional lesson in which they sit, listen and look at the teacher passively, therefore; children were very excited about games and group activities that included some movement which resulted in a noise in classroom". As concluded from the quote, children having participated in a very limited range of activities may not be able to differentiate between the learning and entertainment from each other which can cause problems. However, teacher by explaining the purpose of the activity and enrich the lessons with various activities in the classroom.

Additionally, on the flipped lesson day one of the students came to the class without pre-preparation whose family do not allow the children to access internet on weekdays at home. Therefore, one student was out of the research and the issue was mentioned by the teacher as: "Students excessive internet requests caused parents to turn off the internet at home; unfortunately one student who normally has a sense of responsibility was out of research". From this sentence, it could be inferred that the teacher-researcher could talk to parents and explain the benefits in detail and find solutions for internet problems during FCM.

Post-Flipping Process. The last two weeks of the research period were noted down as the post-flipping process including the teacher's perceptions and reflections related to FCM. Table 24 represents the findings below.

Table 24

Perceptions for FCM from Teacher's Diary for Post-Flipping Process

Themes	Category
Perceptions related to learning and teaching	• Providing efficient use of class time • Providing student- centred and active learning opportunities • Helping students getting prepared for the lesson • Increasing student engagement in learning • Supporting students for better comprehension of the content • Increasing parental involvement in language learning • Allowing students to learn at their own pace • Eliminating the frustration with homework • Using technology for educational purposes • Improving motivation and involvement towards English
Perceptions related to professional development	• Developing knowledge and skills about educational technologies • Increasing professional satisfaction • Developing better communication with students

According to the teacher-researcher's dairy, the last two weeks appeared to have been centred on overall benefits of FCM in terms of learning and teaching and professional development. The flipped learning was explained by the teacher-researcher's following sentences:

> It is a method that aims to enable students to learn the lesson in the video with individual work at their own pace and by repeating as much as necessary. The students used supportive tools such as video, books and internet dictionaries with this method. Before the in-class education, the knowledge of the students comes to the same level and the in-class education time is passed through activities that will increase the level of knowledge and skills.

As concluded from this expression, the teacher seemed to have implied that the basic idea behind using FCM is to create a learning environment with student-centred activities to reinforce learning language.

Furthermore, regarding the advantages of flipping, the teacher-researcher stated that the homework assignments problems that parents complain about often were solved and the students were psychologically relaxed about doing homework, the teacher-researcher explained this by stating: “Students were happy with the idea that homework would be done in class. Although they seemed to understand the lesson content, they might forget or get confused about doing homework at home. Via flipping, we skipped this problem”. As concluded from the note, FCM eliminated the confusing of doing homework alone at home.

Besides this, another positive topic stated by the teacher-researcher was FCM providing students with opportunities to develop their learning autonomy. This issue was mentioned in the diary as, “...It gives students the opportunity to control the learning time and learning style in learning processes. Students are now responsible for their own learning and they experienced the sense of success”. Integrating the students into the language learning process helps make effort for their own learning which results in improving motivation as well as permanent and meaningful learning.

On the other side, video lesson watched at home enable students to organize the best study environment for them, that they can concentrate fully and without any disruptions. The benefit was explained by the teacher researcher as follows,

> The classrooms have particular dynamic it itself, teaching situations may vary from time to time, it could change depending on the students' profile and grouping, feedback from your students, or any unexpected events or reactions in the classroom. However, with flipped classroom, learning occurs where and when the students prefer to study; therefore, flipping supports students for better comprehension of the content.

Furthermore, FCM opened new perspective for students that the internet was not only within the framework of games and entertainment, but the internet could be used beneficially for educational purposes. Mentioned by this excerpt as; “Children who spend the all day on the internet with games and meaningless videos, met the favourable sight of internet that they can open and watch videos to study lesson and to learn about the World”.

From another angle, FCM not only provides advantages for students but also for the teachers leading them to professional development. This issue was exemplified as,

> The traditional current system creates only passive students who listen, memorize and remember, and this model emerges as students who think, produce, collaborate, and take responsibility for their own learning. Moreover, a similar situation is valid for teachers, flipped classroom model eliminates the concept of teacher who is unprepared for the lesson and is dependent only on guidance teacher books and replaces with the concept of producing teacher.

As one can infer from this expression, FCM provides opportunities for teachers to improve their knowledge and skills about education and educational technologies.

In addition, when the time normally spent for teaching vocabulary in classroom was provided before the class, extra time were allocates the for students in classroom. And this situation positively affected the teacher-student relationship and helped to develop better communication with students. Besides, not only with the students from teacher's teaching group, but also the videos of took the attention students from other classes at the school, who had interest for English. They were able to benefit from videos for retention or studying for the exams. "...the teachers were very keen on the flipped video on weebly and they advised their students to look at the site and study English. It was very pleasing to take the attention of students from other classes as well".

As a final remark, FCM aims to complete the process by giving students the freedom to study as they want at home and by giving them the freedom of studying materials supported by different types of learning (visual, auditory) and to complete the process with reinforcing studies in the classroom. As well as this, it helps student improving motivation and involvement in language learning.

Chapter Summary

The chapter four offered the findings of four research questions of the study regarding quantitative and qualitative data gathered throughout FCM process clearly. According to the data obtained from the first research question to reveal the effect of teaching with FCM on young learners' vocabulary learning achievement and retention level, academic performance of students in experimental group was higher and FCM has a significant effect on vocabulary learning achievement and retention of these items students. According to the results of the second and third research question in which students' and parents' opinions were examined, the result yielded that students and parents had very positive opinions about FCM. In addition, in relation with the fourth research question, along with some challenges FCM was evaluated by the teacher researcher as a very useful and efficient teaching method.

Chapter V: Discussion, Conclusion and Implications

Introduction

In this section, the results of the research findings are summarized by comparing them with the studies in the literature. In addition, suggestions are given in this section for the implementation of the FCM and future researches about this model.

Discussion

In this section, the effect of FCM on students' English vocabulary learning achievements, retention levels of vocabulary items; in addition, the results of the research related to the opinions and experiences of the students, parents and teacher researcher are summarized by comparing them with similar studies in the literature.

Discussion of findings on vocabulary learning. This study examined the effect of FCM on vocabulary learning of 4th grade primary school students. The experimental group studied 12 vocabulary items through FCM on the other hand the control group had a conventional PPP instruction for the learning of the same vocabulary items. The Measurement 2 scores showed that the experimental group students outperformed the students in the control group. In this context, it was concluded that the experimental group studying under the FCM was more successful than the control group. Along with the literature abroad and in Turkey, the studies related to the effect of FCM on increasing the success of learning English could be examined (Balıkçı, 2015; Boyraz, 2014; Çalışkan, 2016; Çibik, 2017; Ekmekçi, 2014; Farah, 2014; Hao, 2016; Hung, 2015; İyitoğlu, 2018; Kömeç, 2018; Köroğlu, 2015; Kvashnina and Martynko, 2016; Leis, Tohei and Cooke, 2015; Sağlam, 2016; Shaffer, 2016).

Farah (2014) investigating the effect of the FCM on the development of writing skills of ELT students, indicated that students FCM students group success for writing skills were

higher significantly, the experimental group using the FCM displayed much better writing performance than the control group. Similarly, Hung (2015) integrating FCM into language learning with active learning strategies suggested that experimental students performed academically better than traditional ones and developed more positive attitudes toward EFL. Besides, as a result of the FCM that Boyraz (2014) applied in the English course of university students, it was concluded that there was an increase in English learning success of ELT students. In 2014, the study of Ekmekçi with FCM applied to the ELT course of university students also showed an increase in academic achievement in their writing skills. Another study conducted by İyitoğlu (2018), suggested FCM as a significantly effective teaching model in developing language learning performance and permanence leaning compared to traditional instructions.

The effect of FCM on students' academic success has been attributed to some specific reasons by many researchers such as students' advance preparation which enables them to be active participants in class and leads them to experience a sense of motivation and success in learning (Abeysekera and Dawson, 2014; Halili and Zainuddin, 2015). Moreover, FCM was found to have positive impact on learners in terms of language learning performance, motivation and learning skills (Kvashnina and Martynko, 2016) and it significantly increased students' achievements of the course and development of their autonomous learning skills. As the analysis of the parents' interviews also supported in this study, thanks to flipping the classroom, the students learned the theoretical part of the lesson beforehand; therefore, they could take part in activities easily, ask questions to the teacher and receive instant feedback with constant interaction with the teacher and their peers during the course process. Similarly, as it could also be concluded from the teacher diary results of this study, the students were encouraged to participate actively in the activities in the classroom and the time in class could be devoted to higher levels of learning. In the flipped classrooms, students have opportunities

to learn meaningfully with elaborately prepared activities by the teacher to get the highest efficiency of the class time (Bergman & Sams, 2012).

Furthermore, as another effect of FCM the students expressed that they were pleased with starting the lesson activities without learning a new thing in the lesson. It could be inferred from the students interview results that FCM alleviated students' cognitive load by offering pre-training. Similarly, Turan (2015) concluded in her study that the students reduced their cognitive load levels as a result of coming to class with studying the content given by the teacher before the lesson and flipping the classroom enabled students to process information more efficient in the classroom. As for the current study conducted with young learners with short attention span, students' watching the flipped video and completed learning the vocabulary at home may have resulted in less cognitive load and better concentrating on the whole lesson. Besides, the students may have experienced the learning process with less effort as an indicator of the effectiveness of their learning through FCM.

In addition, during the face-to-face interviews in this study, the students stated that they found FCM different, interesting, entertaining, and efficient. Thus, it could be inferred that the course including game-based and interactive activities that enabled the students to participate in the lesson enthusiastically, ensuring student-student and teacher-student communication and motivating students positively may have affected their learning. These changes in the lesson which are necessary in language learning experience for the students can be listed as the reasons for success.

Within the scope of this research, the experimental group and the control group students were also evaluated in terms of their level of retention of these vocabulary items. To this aim, the delayed tests were administered 4 weeks after the flipped class experience. And it was found that the retention level of the students from FCM group was higher than the

students that were taught by the traditional learning method and this difference was significant ($p<0.05$). This result reveals that FCM provides more permanent learning and this result is congruent with the results of several other studies (Boyraz, 2014; Kim, Patrick, Srivastava and Law, 2014; Sırakaya, 2015). In order to ensure permanent learning, students need to learn based on active experiences and practices. For meaningful learning to take place, the content needs to be reviewed and used, rather than only being observed and listened to. As Hein (1991) also expressed knowledge is learned when it is repeatedly exposed and studied (Hein). Therefore, the realization of active learning in FCM can be expressed as the reason for the more permanent learning of the students in the experimental group. Since FCM implementation in this study also allowed the students to listen to the learning content before class, doing various activities during class, and repeating the content at any time, it may have helped the students to remember the vocabulary items better.

Lastly, the learning materials used in FCM environment along with the flipped video lesson were different and addressed various sensory methods of learning as visual, auditory and kinaesthetic learning styles. Thus, this might have been effective for the students who had taken FCM lesson. As the more the learning environment addresses different sensory methods of learning, the more students with different learning styles will get benefit in the learning process which could also result in students' permanence of learning (Sırakaya, 2015).

Discussion of findings on students' opinions. The results obtained from the semi-structured interviews with the experimental students showed that the majority of the students had positive thoughts about the new method. For the current study, the data analysis yielded two categories as out-of-class learning and general characteristics of FCM and its contribution to learning in the classroom environment. According to the data obtained from the students opinions related to out-of-class learning, FCM prevented distractions by providing them a quiet and comfortable study environment and offered them the chance to study again and

again till they fully comprehended the content. As a general opinion about FCM, the students defined the new model as an enjoyable and entertaining method that facilitates learning providing a variety of effective in-class activities increasing the permanence of learning and reducing the in-class anxiety of learning English. This shows that FC was perceived as very beneficial by the students. The results of many studies on FCM both in Turkey and abroad are in line with these findings (Demiralay, 2014; Fulton, 2012; Güç, 2017; İyitoğlu, 2018; Kim, Kim, Khera ve Getman, 2014; Pierce and Fox, 2012; Sırakaya, 2015; Stone, 2012; Strayer, 2012; Turan, 2015; Yavuz, 2016).

The top positive aspects of the model as stated by the majority of the students were related to the study environment at home. The students in the interview stated that they had the opportunity to study in a quiet and comfortable environment at home without any disturbing factors that could occur in the classroom. For especially young age group of learners, creating a calm learning environment during the in-class time is a fundamental aim for teachers for having students engage in learning and sustain their concentration on lesson. However, the crowded classes, lack of students' concentration on and their commitment to lessons may result in distractions, lack of motivation and inability to learn. Thus, thanks to flipped learning video, the students in this study found the chance of a comfortable study environment for learning in their home which resulted in more efficient and permanent learning.

As for another major category emerged related to studying environment, the students indicated that they had increase in their concentration on the content. Some students might have felt in need of covering the subject again and again to be able to comprehend it fully therefore, for the participant students in this study, with the integration of technology, learning was quicker and easier. Enabling student to repeat the items as they need, FCM is

more effective in increasing students' success as it supports their individual learning process (Başal, 2015).

Besides, the second most referred feature of FCM was that it helped students create personalised learning opportunities and reinforcement with replay monitoring. As the analysis of the interview data showed unlike the traditional classrooms, while learning the vocabulary items with the flipped video lesson at home, the students were able to repeat the words as many times as they wanted, to stop and rewind the video wherever and whenever they needed and found the chance to learn convenient with their own individual learning pace. As Zappe et al. (2009) also stated, students' pausing, replaying, rewinding facilitates understanding of the subjects and is considered as one of the main benefits of FCM.

Besides this, FCM offered the participant students the opportunity to focus and support their autonomy in language learning. As similarly supported by the study of Bishop and Verleger (2013), the results of the students' interviews yielded that the students were able to shape their learning process according to their preferences in FCM; they watched the lesson video when they felt mentally and physically ready, by giving the attention with the most efficient way, repeatedly watching the points to fully comprehend the video at home. As the teacher diary also supported in this study that by fulfilling their responsibilities, the students took part in the activities with the self-confidence, enjoying the process and finding the lesson meaningful.

Moreover, the third most referred positive aspect of FCM was its being a technology integrated leaning model. As Prensky (2001) described digital citizens as "students who can socialize and learn on their own through mobile devices that can access information through technological means", the results of this study also showed that primary school students are digital citizens. The students in the interview expressed that they enjoyed studying on the

internet as a means for learning out of the classroom. Although some parents were hesitant about the new model based on technology, their children belonging to a different generation regarded technology as inevitable for their life.

The second major theme emerged was the benefit of FCM as facilitating and reinforcing the students' both in-class learning and learning in a more general sense. As the students expressed in the interviews, FCM enabled them to have the advance preparation facility; thus, they could participate more actively in the learning activities in the class time. With the increases in the variety of activities and a more student-centred learning environment, the students could have the chance to take part actively in various activities which enabled them to achieve meaningful learning. In this respect, this study also has similar points with Başal's study conducted with university students in terms of the findings of advance preparation's effect on learning. Students' advance preparation reinforces comprehension of the lesson content. As students come to class as prepared for the lesson, their interest for taking part in the activities fosters (Başal, 2015). This result is supported by Hung (2015) who studied possible impacts of FCM on learners' academic performance and participation at university level at English course. The findings also indicated that FCM provides active participation to the students in English classes through various activities that also create development in academic performances.

Furthermore, one of the basic categories related to FCM effect on students learning is related to their affective dimensions. The finding from the students' interviews showed that students advance preparation resulted in their increase in self-confidence towards English lesson. They noted that they were more motivated to participate in the activities thanks to coming to class prepared. According to the students' prior knowledge of the vocabulary items and their advance preparation may have increased their confidence and triggered their participation; thus, they may have improved their language skills, as well. As Dörnyei also

suggests students advance preparation provides them to consider activities as achievable; thus, self-efficacy beliefs toward language learning improve (Dörnyei, 1994a). As the analysis of the data from the teacher diary also supports as a result of students' enjoying the pleasure of learning, participating actively in student centred activities and having success in the lesson, their interest and motivation in the language learning increased.

Moreover, another category related to FCM effect on learning was the flipped lesson that had been prepared elaborately by the teacher researcher basing on the game-based and grouping activities that the students eagerly took part in. Thus, as Miller also suggests for keeping students motivation high, teacher needs to organise the lesson content appropriate for students' interest (Miller, 2012). Similarly, in her doctorate study Turan (2015) found out that FCM has a positive impact on students' motivation by providing active learning environments, game-based instructions and integration of new internet portals appropriate for learners.

Another major category emerged related to the effect of FCM on students learning was that the students favoured being in a more collaborative and enjoyable classroom environment. As Strayer also points out, along with the increase in student-student interaction and collaboration in the class, FCM creates the chance and opens up spaces for students to students' interaction and assistance in a cooperative environment (Strayer, 2012). Thus, it can be inferred that the students in this study may have also experienced the chance of being a member of a pair or a group and achieving the tasks together with peers, which created a more physically and mentally flexible learning environment. As the teacher diary finding of this study supports, the students in traditional classroom approach barely took part in pair or grouping activities as most of the class time was devoted to presentation and book activities, however, in the flipped classroom the students formed small study groups, worked together and helped one another learn and complete the tasks.

Another category emerging from the students' interviews is that FCM reduced the stresses of homework/task with the chance of doing homework with the teacher in classroom, along with collaborating with and receiving guidance from the teacher. As the interview results indicate, in the traditional classrooms students although listen carefully and grasp the subject in the class may have difficulties in doing English homework at home as they cannot get the necessary support from their parents. Thus, as Fulton also expressed, doing homework in the classroom can make the students feel comfortable while helping teachers to determine the students' difficulties and learning styles (Fulton, 2012). Also similar to the study of Aydın, in the light of the finding of the current study, it could be inferred that flipped classrooms, where duties and responsibilities are carried out in collaboration with and through teacher guidance, positively affect student psychology (Aydın, 2016).

FCM enabling students to cope with stress, shyness, peer pressure and overcoming affective barriers was another major category in the study. As also supported by the data of the teacher diary, some students who were the slow learners of class, expressed in the interviews that they felt hesitant and shy to take part in activities and express opinion in the class as they were afraid of making mistakes. Following this, they added that, thanks to flipped video lesson, they studied at home; they developed self-confidence and overcame the shyness they had. Similarly, Bekleyen suggested that, stemming lack of knowledge and self-confidence, language classes may be a source of stress that negatively affects language learning and causes students to feel anxious in the language classroom (Bekleyen, 2001). However, as the interview results indicate, the students seemed to feel more relaxed and self-confident as a result of the chance of advance preparation that flipping enabled.

Apart from the positive aspects of FCM, the study also indicates the possible challenges about the model from the students' perspectives. The mostly mentioned possible challenge of the model as stated by some students was the absence of the teacher during the

video studying process. As the students in the interviews mentioned, in case of any misunderstanding they might not able to ask questions to the teacher while studying lesson videos and might not be able to get feedback while studying at home. The students stated that on condition that FCM became a permanent learning model for English and when the content of the video would be more complicated to learn without assistance, in need of any help the students might not find a chance to ask questions while studying the lesson. As a critic of flipped learning, Milman also stated that students not being able to ask the teacher or classmates questions when they study the video alone may have difficulty in understanding the video lessons (Milman, 2012). Due to this fact, some students with less self-confidence might have experienced anxiety about their learning at home alone. By changing the educational portal with a more interactive model that includes opportunities to ask questions to teacher and their classmates, this challenge could be eliminated.

The second most referred challenge was accessing the technological environment during the video study process. Thus, the students mentioned that on condition that there were problems such as electricity, internet disconnection or accessing computer, they might need to go to their friends or library to be able to study the video lesson. As the parents in the interviews data also expressed that internet connection and access to technological portals might cause problems. To this end, in the study by Görü-Doğan (2015), the problem of internet connection and access to technological portals were expressed as one of the major disadvantages of the model by the students. Therefore, the teacher needs to inquire about the availability of students' having internet connection during the decision process of using FCM.

Aside from the positive and negative perceptions and experiences of the students', the current study also investigated their experiences during the implementations of FCM related to their study methods, the parental help needed and their suggestions for development of flipping. First of all, the basic study method used by the majority of the students was taking

notes of the vocabulary items on their English notebooks. The students in the interviews stated that taking notes was practical and helpful for learning the vocabulary items; thus, they wrote down the vocabulary items and repeated them until they memorized which might have helped them get exposed to the vocabulary items many times. As Schmitt (1997) also suggested young learners' vocabulary learning strategies includes written, oral repetition and listening continuously. According to Schmitt young learners' preference for strategy use as repetition or writing down a word compared to some more complicated strategies could lead to better memorisation of the vocabulary and, thus, promote learning (Schmitt).

The second theme related to the students' experience of the flipped classroom is the parental help they required during lesson video studying. The mostly referred category the students expressed was the need of help of their parents for entering the flipped video site. Due to the fact that the research group was young learners who normally used the internet under the supervision of parents, the students might have asked for their parents' consent and assistance to enter the video lesson and few of them stated that they did not need any help in the learning process. However, the students with the guidance of their parents added that they could open the video site without their parents help if they needed for the second time. The students in the interviews mentioned that for the further flipping processes, they might not need and ask for assistance of their parents as they had learned how to enter the site and would watch the lesson by themselves.

As for the second category regarding the parental help students expressed was that students asked for explanation for unclear points such as meanings, spelling or pronunciation during the video studying process. The interview results displayed that some students had difficulties in differentiating meaning of the vocabulary items from their pictures on the video and they needed Turkish explanation added in the flipped video. Overall, as it could be inferred from the data of the students' interview results, for young learners, parental help and

parent involvement in primary education hold a great importance for the healthy development of children mentally and physiologically.

As another major category merged in the students' interview data was the suggestion expressed by the students for the development of FCM and the mostly mentioned suggestion was the students' request for homework. Although the main idea of flipping is doing the homework at school with the guidance of teacher, five of them expressed that an extra task could be given at the end of the lesson. Being accustomed to traditional teaching pedagogy might have encouraged students to suggest the teacher to hand out an extra homework to fulfil at home. It could be inferred that adaptation process would take time for some students to accept the basic idea of flipping.

Furthermore, the analysis of the interview data showed that the majority of the participant students were very pleased with FCM and they expressed that this model would continue for the English lesson and even for the other courses they would rather learn via FCM. It could be concluded from this study that the flipping the classroom, "learning at home and doing the homework work at school via active learning activities" as welcomed by the majority of the student. However, one student who was hesitant about flipping mentioned in the interview that she would rather learn in the classroom and do the homework at home. As also supported by the teacher researcher's observations included in the study, some students as passive listeners in the classroom, were accustomed to receiving knowledge rather than being productive in activities. However, as Chen et al. (2014) also suggested, by FCM, students are expected to be active during the class-time which lead passive students come out of their comfort zone and taking an active part in the class. Thus, the hesitance of this student may have resulted from her routine as being a passive listener in the class and doing homework and activities with the help of her parents at home. However, it might take some

time for such students to change from passive listening role to active role of learners and adapt to the idea of doing homework through active interaction in the classroom.

The current study also shed light on the particular concerns of some students having language problems during the classroom. A Syrian student participating in the interviews expressed that FCM was very beneficial in terms of studying lessons via videos at home and better comprehension of the lessons. As having a different native language and struggling to adapt to the lessons in Turkish, she stated that she could hardly follow the course and was not able to attend the class activities; thus, she wished that flipping would continue for all lessons. European Commission against Racism and Intolerance (2011) reported that access to education, the most basic human right, must be provided to all children in the territory of the country where they live. In this respect, the educational needs of refugee children needs to be fulfilled successfully and necessary measures needs to be taken to prevent them from leaving the school. As Crépeau (2013) also expressed children who constitute the most vulnerable group of society need more attention, support and protection if they migrate from the country of birth to another country (Crépeau). In this respect, FCM, as a new method of education, might be suggested as a beneficial model for immigrant students by integrating them into education, having them feel more self-confident and self-sufficient, thus preventing them getting out of education.

As a whole, the analysis of the data from the face-to-face interviews with the students' points out that FCM creates a learning environment that supports young learners' language learning in ELT classroom.

Discussion of findings on parents' opinions. The results obtained from semi-structured interviews with the parents displayed that the majority of them have positive opinions about FCM the findings were categorized under three main themes as benefits and

challenges of FCM and suggestions for further development. As for the benefits, the findings showed that the new model provided more effective and permanent learning in the classroom, facilitating learning, impacting students' affective dimensions of learning positively, helping students create individual learning space and increasing parental involvement. Following this, the parents mentioned some possible challenges that might occur stemming from students, parents, technology and FCM itself. All in all, the parents were found to be in favour of FCM as an advantageous learning model.

The top positive theme of the model as stated by the parents was that flipping the classrooms provided more effective and permanent learning in the classroom. The parents in the interview emphasised that FCM provided students the opportunity of getting prior knowledge of the lesson content. Students were more confident because of their advance preparation for the lesson that also resulted in higher active participation in the classroom activities. Congruent with the students' interview data analysis, the parents also emphasised the benefits of prior knowledge of vocabulary items in helping the students' taking part in pair and group work activates in class confidently. Similarly, Sun, Xie & Anderman (2018) also stated that students tend to be more confident in engaging in in-class activities and had higher efficacy for learning as a result of studying online lectures beforehand which inevitably lead them to improvement in success for these tasks as well (Sun, Xie & Anderman).

The second most referred positive feature of FCM was that flipping classroom was a means for overcoming the limitations of the in-class time which is two hours a week which is very limited. As consistent with the teacher diary results, flipping the classrooms and teaching the content to students via technological portals at home opened up space for various activities for meaningful learning. As Bergman and Sams (2012) also mentioned since the lecture part would be completed by the students at home by flipped videos, the classroom time could be allocated to various and high level learning activities (Bergmann & Sams). As

Fulton (2012) also suggested teachers and students would evaluate the lesson time more efficiently, more skills activities would be carried out with students. Overcoming the time problem teachers could prevent rote learning with the variation of activities and students would benefit from more effective learning (Fulton).

The third most referred positive feature of FCM was the effectiveness in increasing responsibility of the children. According to the parents, the students were aware that they had to dedicate time to watch and study the video before they attended the class, otherwise, they would not participate in the lesson activities which would cause them to get bored. Therefore, the students felt obliged to watch the flipped video as much as they felt responsible to do their homework. Likewise, most of the parents added that the students decided about how and when to study and in a misunderstanding they found their own solution to comprehend the videos. As Overmyer expressed FCM helps students develop learning autonomy by helping decide their own study method (Overmyer, 2012). As Chilingaryan & Zvereva (2017) also stated in their study FCM fulfils the primary task to boost learner autonomy and increase the quality of it dramatically.

Another most referred positive feature of FCM expressed was the availability for the parents to have an insight into students' learning. The parents in the interviews who were to prepare the technological environment for the students to watch the video lessons stated that they were able to hear the vocabulary items while the students watched the video and examine the notes taken by the student so that they could follow the students' homework tasks and content of the lesson. As Fulton also supports the parents getting informed about the students' responsibilities of watching the video lesson before the class can easily supervise the child about his/her commitment to the task (Fulton, 2012). Similarly in this study the parents indicated that with the transparency of the content they were able to follow what the students learned and could support the repetition and reinforcement activities of the students.

The finding from both the students and parents' interviews regarding the homework tasks indicated that FCM was beneficial especially for preventing the students getting frustrated with homework and provided the equality of opportunity for doing the tasks by enabling the students to get immediate feedback from the teacher for their homework in the class. As Henderson and Berla (1994) suggest parents generally play a big role for especially young learners' learning and teaching process as they require parents' support and involvement. Regarding this, young learners generally requires help from their parents especially for doing homework; some parents might not provide sufficient assistance for English lesson tasks as they might lack language knowledge and this may result in inequality of opportunity in education. However, as Moffett (2014) suggested FCM normally enrich the interaction between the teacher and students in the classroom which means that students can get assistance and clarifications; as well as they get immediate feedback in-class activities which also eliminates confusion and inequality for homework for the students.

Another most referred positive feature of FCM expressed by the parents' was the flipped video lessons prepared effectively for stimulating students' audio-visual memory and increasing retention of vocabulary items. As the interview results and Measurement 1 test scores done at the beginning of the flipped lesson indicated, the majority of students were able to learn the vocabulary items via the flipped video presentation. Mayer (2001) also supports that vocabulary items and together with visuals provides better acquisition of the knowledge. Therefore, presentations involving both words and pictures have a positive enhancement of learning. In the language classroom, most of the language teachers mainly harness visual learning aids for especially presentation of vocabulary items both to be able to motivate and assist young learners' language acquisition. In this aspect, flipped video lesson including audio-visual aids might have provided the students with an effective, enjoyable and memorable learning process.

Another positive aspect of FCM frequently mentioned by the parents was its positive impact on the learners' motivation, eagerness and interest for language learning. As suggested by many researchers by the help of FCM class-time could be devoted to interactive active learning activities (Bergmann and Sams, 2012), teachers present different types of materials and can appeal to students with different learning styles (Lage et al., 2000), increasing students' interest and participation (Enfield, 2013), allowing students to take on their own learning responsibilities (Chilingaryan & Zvereva, 2017). Therefore, along with these opportunities, the students might have experienced success that might also motivate them to take active part in language learning eagerly. Likewise, as Sırakaya also indicated the increase in self-confidence and working according to the individual speed could have motivated the students in FCM (Sırakaya, 2015). Yet, this positive effect of FCM on the students motivation toward language learning might be attributed to the fact that it helped them better comprehend the content with the lesson embedded with technology and the elaborately design lesson activities triggered students' motivation. From another angle, the parents in the interview also suggested that FCM was a technology integrated model which might had also effect on the motivation of the students from "generation- z" who were born into technological opportunities. To this end, FCM might have responded to their needs, took the attention of them and boosted motivation.

Last but not the least, the analysis of the data from the face-to-face interviews with the parents also indicated FCM helped students create their own individual learning space. As the parents mentioned that FCM provided the students with the learning environment that they were able to study in silence and it also enabled them to study at their own pace at home. As Demiralay in her study conducted with students, parents, and teachers pointed out contrary to traditional classrooms that does not stimulate autonomy learning pace, place or strategy, FCM has great potential for supporting students to develop personalization in learning (Demiralay,

2014). As Başal (2015) also pointed out in his study that FCM could improve learners' autonomy with the video lessons that students have to the opportunities to watch as many as they need and want. Given the opportunity to learn as many times as they wanted at their own pace the students might have assumed the role of independent learners which also provided effectiveness in their learning.

The interview data analysis also revealed some challenges of FCM as perceived by the parents, which are student-oriented, parent-oriented, technology-oriented and FCM itself. The first most referred student-oriented challenge was found to be as the students' commitment to watching videos and keeping on task. The parents in the study had concerns about students' losing motivation and failing to follow the video lessons, for fear that they may not get the value of effectiveness of flipping the classes. Relating to this, Bergman and Sams (2012) suggest some tips for teachers to keep the students on task such as checking students' notes, adding small quizzes at the end of the videos or using high-tech educational portals that teacher can see if the video is watched (Bergman & Sams, 2012). Similarly as also stated in the teacher diary data in this study, teachers could design the in-class activities in a way that students would eagerly take part and automatically come to the class as prepared.

As a parent-oriented challenge referred in the interviews was that the parents having inadequate computer skills would lead to problems with FCM and might result in students not being able to study the video lesson, falling behind English lessons and having lack of success. For this problem, the teacher need to organize meetings and inform parents about flipping the classroom learning steps in detail to prevent problems stemming from lack of technological knowledge.

As for the technology oriented challenge of FCM the parents indicated that the students might shift from video lesson to another internet site. Instead of studying the lesson,

the child could use the internet for entertainment and attend the class without watching the video and in this case he/she will not have any learning gains. In these conditions, it would be necessary to be in cooperation with the school, family and the teacher and observe the child more closely at home and in the classroom. Another technology oriented challenge expressed was regarding the internet including inappropriate content for children and causing addiction. The analysis of the interview data showed that the parents had hesitations about FCM as an internet integrated model stating that the children excessive internet usage would cause addiction, losing concentration and getting lost on the internet which could prevent them from studying. The parents could have considered the internet as a threat for their children' mental and psychological heath and they could restrict the access of the internet usage of the children. On the other hand, as Sarıçoban also suggests technology has become a significant aspect of the system of education and has great benefits for language learning that could not be underestimated (Sarıçoban, 2013). On condition that the necessary precautions are taken, continuous communication and the dynamic relationship would be set up between parents and teacher, an effective integration of technology and internet would be supplemented into the classroom with their potential to improve the quality of education. For those parents having biases toward the internet, the teachers could alleviate this problem by preparing CDs or USB memory devises to provide the students with the video lessons without the internet usage at home.

The third part of the interviews with the parents examined their opinions about how to develop FCM for students. The most referred suggestions as also mentioned as a challenge of the model were related to the parents' concerns about students' commitment to studying the lesson video. The parents in the interviews suggested that the teacher had better use some assessment strategies to keep students getting prepared for the lesson such as giving positive reinforcement, using of surprise questions and reinforcement activities for checking also

memorisation and understanding in videos. As the teacher diary also supported in this study that the lessons including activities that appealing to the students interests would be a motivating factor for students to study videos at home. In parallel with this finding, Milman (2012) stated that surprise questions in FCM could keep the student's attention to the course video alive and game-based activities would increase the watching rates of the videos.

Last but not least, another suggestion expressed by the parents was for guiding students to benefit from the internet for educational goals at the early stages of education. The parents in the interview stated that flipping was a great chance to have students become aware of using the internet for studying and learning something new. Consistent with this study, Dogruer, Eyyam and Menevis (2011) also supported that the teacher of especially young age group of students had better encourage students to use internet source appropriately in education to get any kind of information they need in their academic studies, and introduce the ability to reach the correct information when they need amongst the unlimited database. As a whole, regarding parents' opinions the interview results demonstrated that FCM was beneficial for the students and the possible challenges of the model could be overcome by constant negotiation and interaction.

Discussion of findings on teacher researcher's diary. The aim of using an unstructured teacher diary as a data collection tool was to exemplify the case of FCM implementation with young learners in an ELT classroom and see the effects of FCM on the teacher's professional development. Besides, diaries are opportunities to provide data for teacher's perspective, perception, expectation, concerns and reflections through FCM implementation.

The findings obtained by means of the teacher researcher's diary during the preparation stage for flipping contained the expectations related to the positive effects of FCM on students' learning performances. The literature in Turkey and aboard includes many

studies about the effect of FCM on students' academic success and advantages of this model (Balıkçı, 2015; Boyraz, 2014; Ekmekçi, 2014; Enfield, 2013; Fulton, 2012; Gençer, 2015; Hung, 2015; İyitoğlu, 2018; Mason, Shuman and Cook, 2013; Sırakaya, 2015; Stone, 2012; Turan, 2015). Despite the fact that these studies were mainly conducted with university or high school students, the teacher researcher expected similar results with young learners.

The finding from the teacher diary related to the preparation stage showed that the teacher researcher saw FCM as a new territory which caused concerns for her related to the students. The top mentioned concern about the students was related their cognitive readiness for adopting this new teaching model as FCM had not been implemented in younger age groups in English Language learning contexts. As Sırakaya (2015) also mentions due to the fact that FCM requires learners to take responsibility of their learning, students' self-directed learning readiness needs to be at a certain level for the applicability of the model. However, as the interview results with the students and the parents concluded, the students were ready to take an intervention and FCM could be implemented with young learners as well. Another challenge mentioned in the preparation stage of the teacher's diary was the technology challenge concerns. As stated by the teacher researcher, the students and their parents' needed to have technology skills at a certain level and accessing technological tool or computers out of the school and computer skills for using technological portals were essential in adapting to the new model and implementation of FCM.

Additionally, the data from the teacher diary in the preparation stage also showed that rather than finding or preparing a video for children to learn the vocabulary items, the main point was to organize the in-class lesson with the students. As reported in EDUCAUSE related to FCM, flipping the class is not only presenting the video, but the activities and materials to be used in the lesson is far more important for FCM to be successful (EDUCAUSE, 2012). Similarly, Tucker (2012) also suggests that transferring videos out of

the class is not the main aspect of achieving success in FCM but the teacher needs to design the lesson powerfully that suit the students' needs and expectations.

For the while-flipping part, the data analysis of the teacher diary pointed out that FCM was mainly perceived positively by the teacher-researcher regarding observing higher participation, motivation and confidence of the students especially the slow ones, engaged with learning all class time, and the expansion of the number and variety of activities. These findings were also supported by the interview data and by other studies in literature (Aydın, 2016; Çavdar, 2018; Fulton, 2012; Turan, 2015).

In the second part of the teacher diary related to the while-flipping process the teacher researcher noted some negative points such as failing to establish better parental communication before the implementation, video accessing problems for the students and parents, the unprepared students in class, struggling with classroom management in game-based and group activities. From among these points the most mentioned one was the unprepared students participating in class. As also mentioned in the parents' interviews,, using assessment strategies for keeping students studying the video lesson was recommended for the students' commitment to watching and studying the flipped video lesson before they came to the lesson in the classroom. However, as noted in the teacher diary, the most encouraging factor for having students study the flipped video was the in-class flipped lesson activities. The results indicated that, on condition that the lessons can be prepared elaborately by the teacher with games and hands-on activities, it may be a positive reinforcement for students to get prepared for in-class sessions in order to be able to take part in the activities actively.

As indicated in the post-flipping process of the teacher diary, FCM was positively perceived by the teacher researcher. She was satisfied by the improvement in the academic performance of the students as well as their positive attitudes towards language learning. The top positive aspect of the model as stated by the teacher researcher was the efficient use of the

in-class time with students. Unlike the traditional teaching pedagogy in which students' most efficient time in the classroom is occupied by listening to the presentation of items or writing down what they have learned, with FCM implementation the teacher could allocate time for the students for higher-level thinking activities including games and role-plays that the students enthusiastically took part in.

The second positive aspect of the model as stated in the post-flipping part by the teacher researcher was that the teacher could easily observe each student and realised their deficiencies better in FCM classrooms. As Roehl et al. (2013) also suggest, the in-class time allocated for more one-on-one interaction between teachers and learners. Thus, in flipped classes the teacher in the study was able to interact with the students during their activity process and help them individually. As also mentioned in the students' and parents' interviews, the students preferred to do the homework tasks in class with the teacher's assistance. Similarly, Aydın (2016) also indicates that in the traditional pedagogy, teachers give homework and expect the child to reinforce what has been learned at home regarding that students comprehend the lesson and get enough support from their parents for their homework. However, some students might have problems with doing their homework at home as a result of inadequate parental help or lack of retention, which results in child's developing negative attitudes towards school (Aydın, 2016). However, with FCM the teacher felt she provided enough support for the students and contributed to the students' effort for doing the homework activities.

Another positive aspect of FCM stated in the post-flipping part of the teacher diary was providing student centred, active learning opportunities and raising awareness of the students' towards language learning. This result is of the current study were also congruent with the findings of the study by Demiralay (2014) in terms of the participant teachers' experiences and perceptions about FCM as model that provides students with psychologically

relaxed learning environment, sharing the responsibility of learning with the students making them responsible and active for their own learning. Also, the teachers of FCM emphasized the concept of flexible learning environments that the current limits of classrooms were removed through online learning opportunities (Demiralay, 2014).

As congruent with the result of the current study, Gençer, Gürbulak and Adıgüzel (2014) shed light on the teacher's perceptions on FCM and pointed out the advantages of the model in terms of teachers such as: providing the opportunity to have guidance for students and to help them more in classroom practice within one-on-one and small groups activities, helping reduce problems related to student behaviors in classroom management thanks to interactive classroom activities with students and enabling the development of communication between teachers and students. Similarly, Çavdar (2018) also noting down her flipping experiences in her study expressed the advantage of the model as having the opportunities to interact with the learners in class, adding that the students' motivation and willingness to learn English improved with the opportunities of the flipping implementation enable.

All in all, the perceptions of the teacher-researcher with respect to FCM were mainly positive and motivating despite some challenges during the process. The results support that FCM as a technology-integrated model in learning improves student academic performance and facilitated their learning by providing effective and efficient learning environments for students.

Conclusions of the Study

This study based on a mixed method research design adopted FCM in teaching English language lesson of young learners in a public primary school in Turkey and aimed to examine the effects of FCM on the students' vocabulary learning performance and retention of these items. The qualitative data results were supported by semi-structured interviews with

the students and their parents along with the teacher researcher's diary related to flipping experiences and perceptions in ELT classroom.

With the quantitative and qualitative data analyses of this study, the conclusions of the study are as follows:

- FCM is an effective way of improving vocabulary learning achievements of the primary school students. Both quantitative and qualitative data supports that FCM improves students' vocabulary learning performance.
- FCM provides more permanent learning for vocabulary learning of primary school students. The vocabulary retention level of the students studying with FCM is higher than the retention level of the students learning with the traditional learning method.
- FCM provides more learning opportunities for learners. Due to the fact that the vocabulary teaching which takes most of the time in English lessons occurs out of the class and in-class time is allocated to student-centred and active learning activities such as various games, hands-on activities and role-playings, which increased students' getting exposure to target language.
- Learning vocabulary items via flipped video as indicated in the study was one of the most favourable factors of the FCM for the students as they could study a video lesson at home where they were not distracted and able to concentrate fully on the video lesson.
- FCM is considered as an educationally effective model by the students. It has been concluded that the students considered that the model was effective and beneficial in providing pre-preparation for the lesson.

- FCM provides personalised learning opportunities for the students. The students expressed that by the opportunities FCM offered; they had the chance of learning at their own pace and with their own study method.
- The present study also reveals that the students used various study techniques for learning vocabulary items in the video. This shows that various study skills need to be presented to students and thought to students so as to help them better develop autonomous in their learning.
- With young learners FCM can be implemented with parental support. For the successful integration of flipping into their teachings, teachers need to establish strong communication with the parents.
- FCM is considered as an efficient learning model by the parents. The parents suggested that FCM created the feeling of responsibility for students and helped them develop as autonomous learners, since the new model of learning entailed students to study and get prepared for the lesson.
- FCM was also considered by the parents as a means to educate the students to gain a new perception for the internet and technology and use technology for learning and studying.
- FCM opens up space for teacher assistance at school; thus, the teacher could set up better interaction with student and contribute to their development for language learning.
- On the teacher side, FCM is an efficient model for young learners' vocabulary learning. Although it may require much work for teachers on condition that content is well prepared, teacher could diversify their teaching with flipping implementations.

- FCM is applicable with primary school students with some certain preparations such as setting a sound communication between the parents and the students for training students and parents about the model, deciding the right web site to present the flipped video and organising the in-class time elaborately based on the various methods appropriate for the students cognitive/affective level.

To sum up, with the conclusions mentioned throughout this study, FCM seems to have improved students' vocabulary learning proficiency and had positive impact with regards to English language learning of young learners. With the conclusions reached in this research, FCM could be offered to be integrated into English language teaching of primary school learners as an applicable solution for their language learning.

Implications

Based on the results of this study, the following suggestions are developed:

Pedagogical implications. Before implementing FCM, teachers have to do some preparation for the successful implementation of this new model. First of all, teachers have to collect background information about their students and parents in relation to their availability of access to the computers and the internet as well as their dedication or willingness for the application of this new education method. Then, a meeting should be held with the parents to inform the parents and to discuss the obligations for FCM and positive aspects of the model. As in this study, brochures should be prepared to inform parents and explaining all the stages of the flipping process in detail and even if possible, during the meeting with a computer, the steps for how to enter the site and open the video should be shown. It should be emphasised that parents' involvement and contribution in this model are of great importance. Parents are supposed to be an observer of their children while watching the video lessons at home; they have to support the learners when there is a

misunderstanding or need for help. Cooperation must be set with parents and they should be ensured that they have a very important place in the process as stakeholders. Then, it should be decided which unit will be chosen as the subject for the students and if necessary materials that would be used during video preparation stage should be obtained in advance. At this stage, the teacher can also make use of a ready-made video, but it will be more useful to prepare the video because it is compatible with the content with the students should learn and especially young students want to see their teachers in the video, which creates a sense of belonging.

At this point the teacher should pay attention to a number of issues in the preparation of the video. When preparing the course video for the flipped classrooms, first of all, it is necessary to make sure that the pictures and visuals are clear and understandable and the sound quality is high and clear. If the teacher in the video is going to make her own presentation, she should do it with an encouraging attitude and draw the attention of the students using non-verbal language. In order to make the video more memorable, some effects such as highlighting, colouring, markings and music additions can be placed, but this should not be distracting the students. The video may contain elements of interaction such as asking questions or having them take notes of important points that make the learner active so that the student can watch the video with attention. Following this, the teacher should decide through which internet portal she should present the video to the students. The teacher could choose one from many alternative free online tools that are suitable for the needs and interests of the students.

At the next stage, preparations should now be made for the selection of in-class activities. It should be done in accordance with the interests and needs of the students and teachers should enter the class with an elaborately prepared lesson plan. The time that will be reserved for the lecture will be replaced by the activities. The activities can be arranged

from easy to difficult, from receptive skill activities to productive skill activities, and if the teacher is working with a young group, it will be very productive for students to include game-based and TPR activities. Within the flexible plan, teachers could have activities that can be changed or adopted as a just-in-case learning, or the activities may be kept in hand considering the time to be allocated. Another issue during the flipping process is being available to the parents in need of asking questions about the flipped video watching process an evening before the flipped lesson. Students and parents may have trouble with something and need explanations for it. Additionally, to improve the course and video of flipped classroom, teachers could get feedback from the parents and students at the end of the course. As the parents stated during the interview, for the young learners when FCM becomes continuous, it could be possible that it becomes ordinary and the students may lose interest and motivation; therefore, it is necessary to revise and update the content to keep the interest fresh according to the feedback they give about the flipped lessons.

As stated by some students and parents in the study, it was revealed that a need to ask questions and get feedback occurred while studying the video at home. In order to meet this need of the students, on condition that all students have the internet connection, their question could be answered by making question-answer activities on the internet the evening before the flipped lesson via various platforms and the questions can be eliminated during the hours of the meeting. Or else, an e-mail address where the students' questions would be answered and necessary information could be shared before the class to resolve situations that the student did not understand could be created.

One of the issues for FCM to be successfully implemented is students' watching and studying the flipped video lesson before they come to the flipped lesson in the classroom. Although the parents recommended that teachers had better use assessment strategies like giving plus or minus to students for keeping them study the flipped video lesson, for most of

the students the most encouraging factor for studying the video was the in-class flipped lesson in the classroom. On condition that it could be prepared elaborately by the teacher with enjoyable educational games, TPR and hands-on activities, it could be a positive reinforcement for them to get prepared and study the video lessons in order to be able to take part in activities actively. Moreover, teachers should bear in mind that FCM is not just using video lectures outside the classroom, but it is more than that. The use of class time efficiently is much more important than the videos recorded. For this purpose, active learning activities and tasks that students can perform in collaboration could be selected for the students.

As far as FCM experiences of the teacher researcher of this study are concerned, flipped classroom is a great learning model for young learners to learn efficiently and enthusiastically. Although it increases the work load of the teacher as preparing the videos and designing the in-class time activities which demands real commitment, teachers neeed to feel encouraged to implement flipping in their teachings as the benefits and the students' eagerness outrange the pitfalls.

Moreover, to alleviate the work load of the teachers, they can create a blog where different materials, different components of the online learning environments, the activities in that they use in their classes could be shared; and the teachers preparing videos about their courses could make them accessible to other teachers so that FCM could be constructed by teachers in various ways.

All in all, by the opportunities of reviewing content and studying at their own pace and method, students' learning could be developed via understanding the video lesson in their individual learning space. Therefore, it could also be motivating for the teachers to see especially passive students learning from videos by taking notes and taking part confidently

in a student-centred learning atmosphere. For this reason, the teacher should not be hesitant about using technology and flipping their classes with young learners.

In the light of the researcher's experiences in this study, it can be stated that teachers could evaluate the applicability of FCM and decide to use this model as a basic teaching pedagogical approach or to diversify teaching. However, there is not a perfect model that suits every student in every classroom; therefore, it can be a specifically used alternative approach like TPR, drama, game-based teaching or computer-based practices. It needs to be embedded into the common practices of the classroom.

Implication for ministry of national education (MoNE). For the presentation of FCM to all teachers from all fields and grades as well as the administrators and students in institutions, MoNE could provide them with detailed information and implementation techniques by providing presentation, courses and seminars about FCM. In addition, for popularize the model in our country, in-service trainings need to be provided to teachers to help them gain competencies for FCM implementations and insert the model in their teaching activities.

The implementation of FCM also requires educators to be proficient in computer and technology use. In this respect, it is important for those teachers planning to use this new model to have the necessary skills. Therefore, in order to make the process more effective, MoNE could also provide teachers with the skills they need to carry out for the implementation of FCM such as introducing FCM to the teachers with in-service trainings, informing about the usage of various educational portals Edmodo, Edpuzzle or Weebly, and informing about the short video podcasts programs and screen casting technologies to record voices or videos for flipping the classrooms.

With the FATIH project, which has already been prepared by MoNE including the expansion of smart board, tablet and the internet, should be improved in terms of technological facilities. It would be beneficial to extend the applicability and to evaluate FATIH project. The implementation of FCM in MoNE should be expanded by making use of the technological opportunities provided by the FATİH project.

As well as this, although FCM could be thought as time-consuming for teachers to create the course content used in FCM, the videos could be recorded and the content for the courses could be prepared in advance by expert instructors and lesson plans could be presented to teacher for implementation of in-class lessons in an efficient way. Also, “EBA”, an online educational network provided by the MoNE could be improved to provide various resources for teachers who are considering flipping their lessons. As freely accessed by both teachers and students, EBA could be a valuable resource for FCM implementation.

Suggestions for Further Research

In the literature, researches on FCM with regard to its implementation in foreign language classrooms with primary school students are scarce. Thus, further researches would be suggested on FCM in relation to improving reading, listening, speaking and writing skills or grammar teaching with longitudinal studies with young learners in foreign language classroom by increasing the sample size and in a period longer than a semester.

Besides, as mentioned at the limitation part of this study, the research group of students were chosen from among the classes with relatively motivated learners. However, the implementation of FCM in classes with unmotivated students could be researched to determine its benefits and challenges

This study was based on the vocabulary learning achievement of young learners; however, other variables for cognitive or affective dimensions of learning such as motivation, attitude or self-directed learning could be investigated in relation with effects of FCM.

In this study, the FCM students' and parents' opinions as well as the experiences of the teacher researcher's were included and her diary was analysed. However, considering that a teacher's views may be limited, by implementing FCM in all the courses with all the teachers in a model school, its effects could be researched from various perspectives.

As a final remark, this study is aimed to exemplify FCM implementation for English language teachers of young learners. Hopefully, this study will inspire language teachers to use FCM implementation for improving students' language learning skills and motivation.

Chapter Summary

The chapter five included the discussion, conclusion, implications and suggestions sections. In the discussion part, the findings were revisited and explained with regards to the relevant literature. In addition, several conclusions were presented based on the findings as well as the implications for MoNE and for English language teachers who consider diversifying their teaching with FCM. Finally, suggestions for researchers were indicated for further studies related to FCM.

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Appendix A Homework Assignment of Control Group of Students

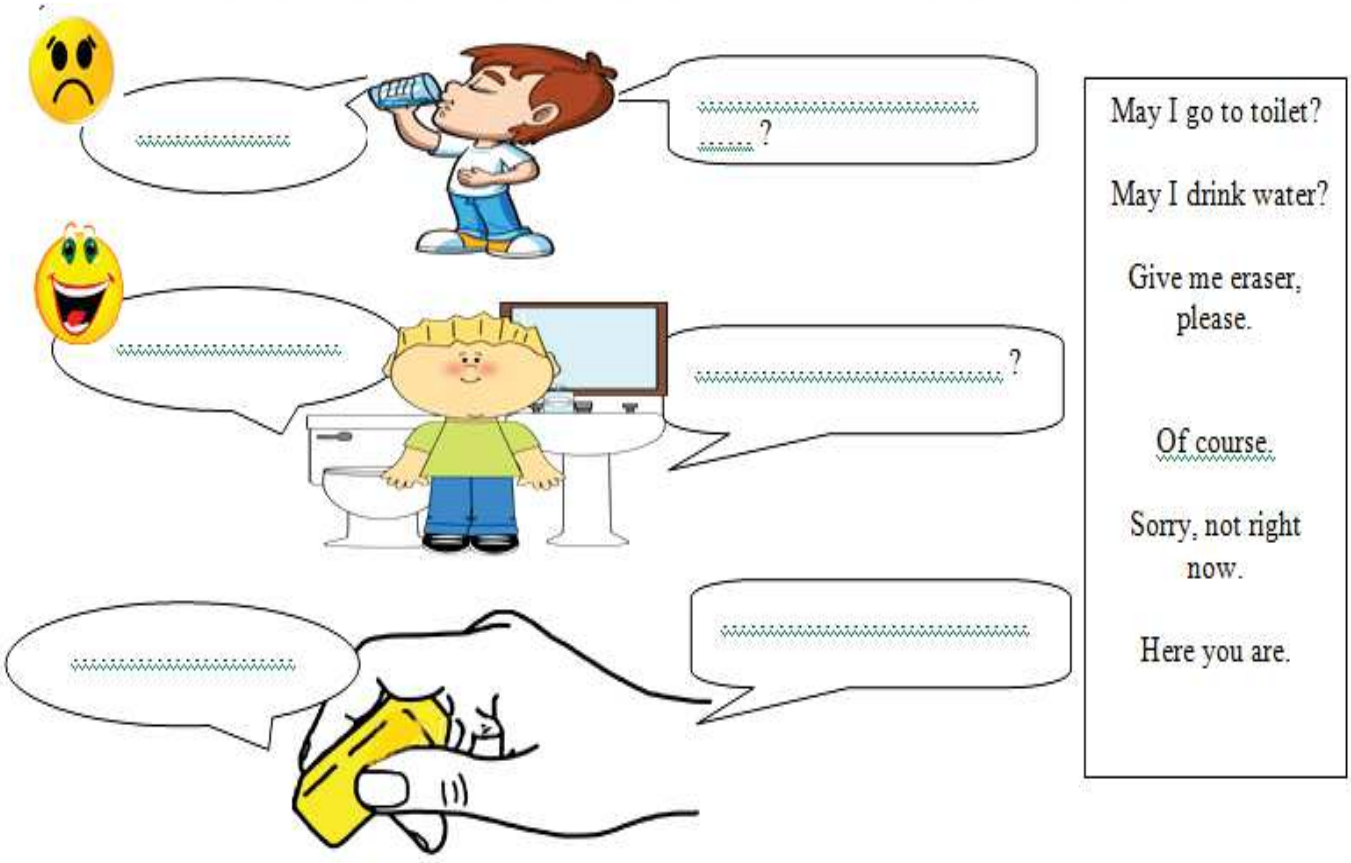
Appendix B Achievement Tests

BAĞCILAR PRIMARY SCHOOL 2018-2019 ACADEMIC YEAR 4TH GRADERS, 1ST TERM 1ST WRITTEN EXAM

Name: Surname: Number: Class: 4/

Clean the board / Stand up / Close the book / Close the window / don't run in class Be quite / Turn on the light / Open the door / Don't eat in the class / Look at the teacher

B) Complete the dialogues. (Konuşmaları tamamlayalım) (6x2=12 p)



D) Write the countries and nationalities. (Bayrağın altına ülkeyi kişinin altına vatandaşı yazın) (12x2=24 p)






....





....

Russia Russian
Japan Japanese
Germany German
Spain
Spanish
Italy
Italian
Pakistan Pakistani

E) Make sentence for the boy's country and nationality. (2x3=6 p)

He is.....

He is.....

France / French

F) Write the numbers (12x1=12 p)






....






....

.

G) Write the abilities (10x2=20 p)









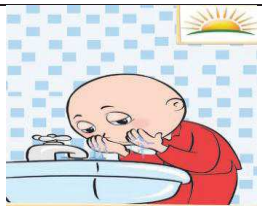
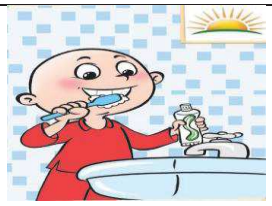
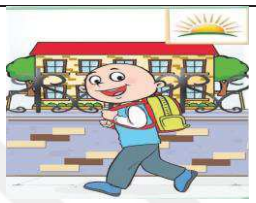
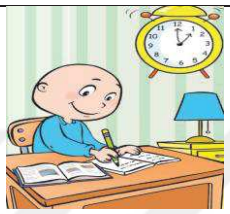
....

Play table tennis
Do judo
Drive a car
Dive
Fly a kite
Read book
Ride a bike
Ride a horse
Climb a tree
Do puzzle

Forty- five
Eighteen
Eleven
Seventy-seven
Ninety-five
Fifty-nine
One-hundred
Ninety-nine
Sixty-one
Eighty -three
Seventy-nine

NAME: SURNAME:	2018-2019 BAĞCILAR PRIMARY SCHOOL 4TH GRADES 1ST TERM 2ND ENGLISH EXAM

A) Aşağıda verilen kelimeleri uygun resimlerin altına yazınız (12x2p=24p)

Go shopping
Have lunch
Go to bed
Do homework
Go to school
Brush my teeth
Wake up
Have dinner
Wash my face
Have breakfast
Have a shower
Get dressed

B) Aşağıda verilen kelimeleri uygun resimlerin altına yazınız (10x2p=20p)

- Playing table tennis - planting trees - flying a kite - going to cinema - reading comics - -learning English - drawing pictures - playing with marbles - riding a bike - watching cartoons -

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10. .....

C) Tabloyu inceleyip cümlelerdeki boşlukları "can" ya da "can't" ile doldurunuz.(5x3p=15p)

				
CEREN	✓	✓	X	x
TOM	x	✓	✓	✓
OSMAN	x	x	✓	✓
BOB	✓	x	✓	X

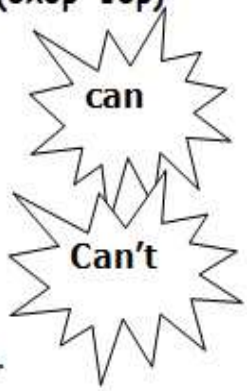
1-Bob _____ play the piano

2- Osman _____ play the guitar.

3- Ceren _____ play the guitar.

4- Tom _____ ride a horse.

5- Osman _____ play table tennis.



D) Konuşmaları tabloya göre tamamlayınız. (4X4p=16p)

Students				
Selin	(1) 	(2) 	(3) 	(4) 
Ali	(1) 	(2) 	(3) 	(4) 

SELİN

1.....

2. I don't like coloring books.

3. .....

4. I like listening to music.

ALİ

1. I don't like playing the guitar.

2. .....

3. I like doing puzzles.

4. .....

E- Answer the questions. (Aşağıdaki soruları kendinize göre cevaplayınız). (4x2p=8p)

1. **A:** Do you like flying a kite? **B:** Yes, ...
2. **A:** Do you like riding a bike? **B:** No, ...
3. **A:** Do you like playing with dolls? **B:** .....
4. **A:** Do you like colouring books? **B:** .....

F- Resimleri inceleyerek doğru seçeneği işaretleyiniz (4x2p=8p)

A) It can run
B) It can swim

A) It can fly
B) It can't fly

A) It can sing
B) It can run

A) He can cook
B) He can dive

Appendix C Permission Provided by National Education Administration in İstanbul

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.8585317 30/04/2019
Konu : Anket ve Araştırma İzin Talebi.

VALİLİK MAKAMINA

İlgi: a) Çanakkale Onsekiz Mart Üniv. 04.03.2019 tarihli ve 1900035364 sayılı yazısı.
b) MEB. Yen. ve Eğ. Tk. Gn. Md. 22.08.2017 tarih ve 12607291/ 2017/25 No'lu Gen.
c) Milli Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 29.04.2019 tarihli tutanağı.

Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Pınar ŞIK'ın **"Ters Yüz Sınıf Modelinin Çocukların Kelime Öğrenmeleri Üzerine Etkisi"** konulu tezi kapsamında, ilimiz Bağcılarda bulunan Bağcılar ilkokulunda öğrenim gören 4. sınıf öğrencilerine; veli-öğrenci görüşme formu, anket ve test soruları formu uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, **uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanılması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla** Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Levent YAZICI
İl Milli Eğitim Müdürü

Ek:
1- Genelge.
2- Komisyon Tutanağı.

OLUR
30/04/2019

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

Milli Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul
E-Posta: sgb34@meb.gov.tr

A. BALTA VHKİ
Tel: (0 212) 455 04 00-239

Appendix D Parents' Consent Letter

CONSENT LETTER

Date: ... /... /2019

Subject: Consent for participation of students in Flipped Classroom experimental study.

Dear Sir or Madam,

My name is Pınar ŞIK, I am the English teacher in Bağcılar Primary School and a master degree student at Çanakkale Onsekiz Mart university. I am conducting a research on Flipped Classroom Model which is a current teaching approach in Turkey. The School Principle and the Ministry of Education have given the necessary permission for this study and with this letter I would like to have your consent to have your son/ daughter participate in the Flipped classroom model experimental study.

Aim of the research & What is Flipped Classroom? : Flipped class is reversing the traditional system and inverting the normal lesson into flipped one. As we all know, in the traditional system courses are taught in school, homework is given at the end of the lesson. However, in the Flipped Classroom model, the lessons are made into videos and shared with students on the internet. Students follow these videos through their computer, tablet or smart phone; spend their time at school with active learning activities. The students have the opportunity to watch the course videos at the appropriate time and at their own pace. Another advantage is that it is a good way to ask questions in the classroom, attend classes, or have a good way for students who miss the lesson at school.

For this study the students will watch a video and learn the related vocabulary items at home and come to the class to participate in class activities. At the end of the study they will receive a questionnaire about their perception and will take part in a semi-structured interview about their experiences related to this new method.

If you consent your son/ daughter to take part in this study, please fill in this letter and send it to me.

Best regards

Pınar ŞIK, English Teacher

I give consent for my son/ daughter to take part in the study.

Name & Surname _____ Signature _____

VELİ İZİN MEKTUBU

Tarih: ... /... /2019

Konu: Ters yüz sınıf modeli deneysel çalışmasına öğrencilerin katılımı için izin.

Sayın Veli,

Adım Pınar ŞIK, Bağcılar İlköğretim Okulu İngilizce öğretmeni ve Çanakkale 18 Mart Üniversitesi'nde yüksek lisans öğrencisiyim. Türkiye'de güncel bir eğitim yaklaşımı olan Ters Yüz Sınıf Modeli hakkında bir araştırma yapıyorum. Okul Müdür ve Milli Eğitim Bakanlığı'ndan bu çalışma için gerekli izinleri almış bulunmaktayım ve bu mektup ile oğlunuz / kızınızın Ters Yüz Sınıf modeli deneysel çalışmasına katılmasına rıza göstermenizi rica etmek amacıyla yazıyorum.

Araştırmanın Amacı & Ters Yüz Sınıf Nedir?: Ters Yüz Sınıf modeli, geleneksel sistemi ters yüz edilip çevrilmesi demektir. Geleneksel sistemde dersler okulda öğretilir, ders sonunda ödev verilir; Ters Yüz Sınıf modelinde ise, dersler video haline getirilmekte ve internet ortamında öğrencilerle paylaşılmaktadır. Öğrenciler bu videoları bilgisayarları, tabletleri veya akıllı telefonları ile izlemekte ve öğrenmektedir; böylece okulda geçirdiği zamanı aktif öğrenme etkinlikleriyle geçirebilmektedirler. Öğrenciler ders videolarını uygun bir zamanda ve kendi hızında izleyebilecekler. Ayrıca, bu yöntem onlara sınıfta soru sorabilme, derslere etkin katılma veya öğrencilerin okuldaki dersi kaçırmamaları açısında da faydalı bir yöntemdir.

Bu çalışma için öğrenciler evde bir video izleyecek ve ilgili kelime öğelerini öğrenecek ve sınıf etkinliklerine katılmak için sınıfa geleceklerdir. Çalışmanın sonunda, algıları hakkında bir anket alacaklar ve bu yeni yöntemle ilgili deneyimleri hakkında yarı yapılandırılmış bir görüşmeye katılacaklardır.

Oğlunuzun / kızınızın bu çalışmaya katılmasına izin verirseniz, lütfen bu mektubu doldurun ve bana gönderin.

Saygılarımla

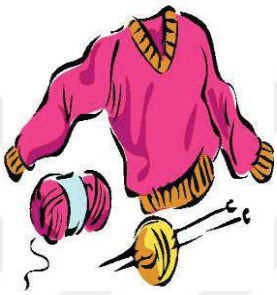
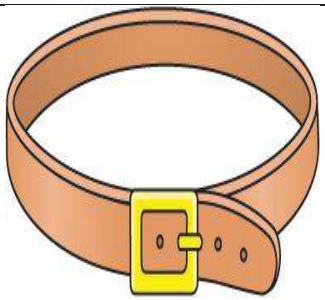
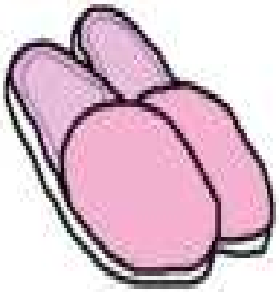
Pınar ŞIK, İngilizce Öğretmeni

Oğlumun / kızımın Çalışmaya katılmasına izin veriyorum.

İsim- Soy isim _____ İmza _____

Appendix E Measurement 1, Measurement 2 and Delayed Test Worksheets

Write the clothes under the pictures

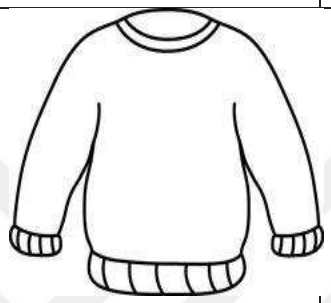
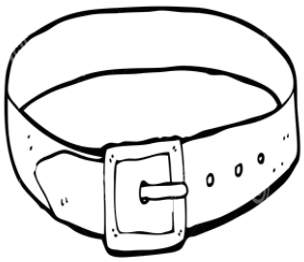
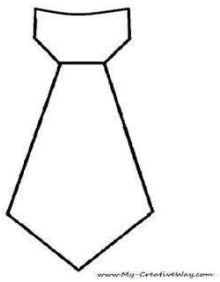
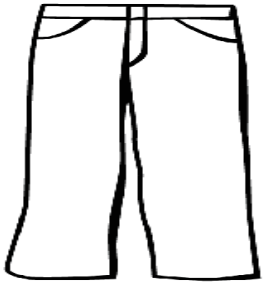
			belt trousers socks tie coat trainers slippers gloves shirt waistcoat jumper umbrella
1.....	2.....	3.....	
			
4.....	5.....	6.....	
			
7.....	8.....	9.....	
			
10.....	11.....	12.....	

Write the numbers of the clothes under the pictures

	.....			.....	1. shirt
	.....			.....	2. coat 3. slippers 4. waistcoat
	.....			.....	5. belt 6. trousers
	.....			.....	7. jumper 8. umbrella
	.....			.....	9. tie 10. gloves
	.....			.....	11. trainers 12. socks

Delayed-test

Write the clothes under the pictures

			belt
1.....	2.....	3.....	trousers
			socks
4.....	5.....	6.....	tie
			coat
7.....	8.....	9.....	trainers
			slippers
10.....	11.....	12.....	gloves
			shirt
			waistcoat
			jumper
			umbrella

Appendix F Interview Questions with Experimental Group of Students

Ters Yüz Sınıf Modeli Öğrenci Görüşme Formu

Sınıf Dışı Sürece İlişkin Görüşler

Genel Algılar:

Sizlerle Ters Yüz Sınıf Modeli isimli bir uygulama yaptık. Evde ders videosunu seyrettin ve sınıfta da etkinlikleri yaptık. Şimdi çalışmanın en başını evdeki video dersini düşünerek cevaplamanı rica ediyorum.

1. Bu evde izlediğin kıyafetler ile ilgili video ders hakkında genel olarak ne düşünüyorsun?

a. Olumlu/ güzel bulduğun yönleri oldu mu? Evet, ise en çok hangi özelliklerini beğendiniz?

b. Zor/karmaşık veya olumsuz bulduğun yönleri oldu mu? Evet, ise en çok hangi özelliklerini beğenmedin?

Teknik Süreç:

2. Evde bilgisayarı açmak/ kapatmak, ders videosunu açmak, siteye erişmek hususunda problem / zorluk yaşadın mı? Yaşadıysan ne yaptın? Nasıl çözdün?

Evde İzleme Süreci:

3. Ders videosunu evde nasıl yaptın? Dersi nasıl çalıştın?

a. Videoyu izlerken ne yaptınız?

b. Kelimeleri öğrenmek için ne yaptın? Nasıl bir yöntem kullandın?

c. Anlamadığın bir şey olduğunda başka kaynak kullandın mı?

d. Evdekilerden yardım istedin mi? Evet ise. Ne sıklıkta ve ne için istedin? Ne kadar yardım ettiler?

4. Video ders anlaşılır mıydı? (Zor oldu mu? Kolay mıydı?)

a. Evet ise. Nasıl anlaşılırdı? Anlaşılır olan neydi?

b. Hayır ise. Hangi kısımları anlaşılmadı? Neden?

5. Video için neler düşünüyorsun?

a. Kayıt temiz miydi? Görüntü ses kalitesi iyi miydi? Resimleri açık mıydı? Yazılar görünür müydü? Uzun muydu? Sıkıcı mıydı? Eğleneli miydi? Müzik nasıldı?

b. Video beni/başka bir öğretmen olsaydı olur muydu? Ne hissederdin?

Süreç Değerlendirme:

6. Video ders ile İngilizce kelimeleri evde öğrenmek nasıldı?

a. Olumlu/ güzel bulduğunuz yönleri oldu mu? Evet, ne açıdan olumlu?

b. Zor/karmaşık ve ya olumsuz bulduğunuz yönleri oldu mu? Evet, ne açıdan olumsuz?

Sınıf İçi Uygulama ile İlgili Görüşler

Ders İçi Sürece İlişkin Algılar:

Şimdi ders içi etkinlikleri düşünmeni istiyorum.

1. Ders videosunu ile dersi öğrendik, sınıfa geldiğimizde öğretmenimiz ile doğrudan etkinlikler ile derse başladık, bu yöntemle ile ilgili ne düşünüyorsun?

a. Olumlu/ güzel bulduğunuz yönleri oldu mu? Evet, ise en çok hangi özelliklerini beğendin?

b. Zor/karmaşık ve ya olumsuz bulduğunuz yönleri oldu mu? Evet, ise en çok hangi özelilerini beğenmedin?

Sınıf Etkinlikleri:

2. Ters yüz sınıf modelinde sınıf içinde yaptığımız etkinliklere ilişkin düşüncelerin nelerdir? (fayda, kolaylık, zorluk, istekli olma)

3. Etkinlikler sırasında yaşadığın problemler oldu mu? (geç kalma, anlayamama, takip edememe)

Genel Değerlendirme:

4. Geleneksel yöntemde okulda dersimizi, evde de ödev olarak etkiliklerimizi yapıyoruz. Fakat ters yüz sınıf uygulamasında evde dersi öğrendik, sınıfta etkinlikleri öğretmen

rehberliğinde yaptık. Sence etkinlikleri sınıfta dersi evde yapmak mı daha verimli, eski yöntem mi daha verimli? Neden?

5. Ters yüz dersimizin sonunda tekrar eve öde verilmedi. Bu durumda ne düşünüyorsun? Verilmeli miydi? Neden?

6. İngilizce derslerinizde bu modelin kullanılmasına hakkında ne düşünüyorsun?

a. Olumlu/ güzel bulduğunuz yönleri oldu mu?

b. Zor/karmaşık ve ya olumsuz bulduğunuz yönleri oldu mu?

c. Bu yöntemi kullanmaya devam edelim mi? Neden?

7. Başka dersleri de bu şekilde öğrenmek nasıl olurdu ne dersin? Diğer derslerde de (din kültürü, matematik...) Sınıf öğretmeniniz de bu yöntemi kullanmasını ister misin? Neden?

8. Ters yüz sınıf yöntemi hakkında başka söylemek istediklerin ve bir daha ki sefer için önerilerin var mı?

Flipped Class Model Student Interview Form

Opinions Related to Out-of-class Process

General Perception: We implemented an application called Flipped Class Model. You watched the video at home and we did the activities in the classroom. First of all, thinking about the video lesson at home, would you answer the following questions?

1. What do you think about the clothes video course you watch in your house?

a. Have you found any positive / nice aspects? If yes, what did you like most?

b. Have you found any difficult / complicated or negative aspects? If yes, what did you dislike the most?

Technical process:

2. Did you have any problems / difficulties to open / close the course video on the computer, access the site? If yes, what did you do? How did you solve it?

Studying Process at Home:

3. How did you study the course video at home?

a. What did you do while watching the video?

b. What did you do to learn words? What kind of method did you use?

c. Have you used any other resources when you don't understand?

d. Did you ask for help from your family at home? How often and for what did you ask help? How much did they help?

4. Was the video lesson comprehensible? (Was it difficult? Was it easy?)

a. If yes. How was it understood? What was understandable?

b. If not. Which parts are not understood? Why is that?

5. What do you think about the video?

a. Was the record clean? Was the image sound quality good? Were the pictures clear? Were writings visible? Was it too long? Was it boring? Was it fun? How was the music?

b. Would the video have been presented by another teacher? How would you feel?

Process Evaluation:

6. How would you evaluate learning English words at home via video lesson?

a. Have you found any positive / nice aspects? Yes, in what respect is positive?

b. Was it difficult / complicated and or negative? Yes, what is the negative?

Opinions about In-class Process

Perceptions about Flipped Course: Considering about the in-class activities, please answer the following question.

1. We learned the lesson via video at home. When we came to the class, we directly started the lesson activities with our teacher, what do you think about this method?

a. Have you found any positive / nice aspects? If yes, what did you like most?

b. Have you found any difficult / complicated or negative aspects? If yes, what did you dislike the most?

Classroom Activities:

2. What are your thoughts about the activities we did in the classroom in flipped class model? (Benefits, convenience, difficulty, willingness)

3. Have you had any problems during your activities? (Being late, inability to comprehend, inability to follow)?

General Evaluation:

4. In the traditional method, we learn the lesson in the course and do the activities at home as homework. However, with flipped model we learned the lesson at home and did the activities in the classroom with the guidance of teacher. In your opinion which model is more efficient? Why?

5. At the end of our flipped class lesson we didn't give homework. What do you think? Should it be given? Why?

6. What do you think about using this model in your English lessons?

a. Have you found any positive / nice aspects?

b. Was it difficult / complicated and or negative?

c. Would you prefer if we continue to use this method? Why?

7. Would you prefer to learn other lessons this way? In other courses, (religious culture, math ...) would you prefer your class teacher to use this method? Why is that?

8. Do you have any further suggestions about flipped learning and suggestions for the next one?

Appendix G Interview Questions with Parents English and Turkish Versions

Ters Yüz Sınıf Modeli Veli Görüşme Formu

Genel Algılar:

1. Ters Yüz Sınıf modelini nasıl buldunuz?

a. Sizce geleneksel eğitime göre avantajları var mıdır? Neler?

b. Dezavantajları var mıdır? Neler?

Evde kelime öğrenme süreci:

2. Çocuğunuzun evde kelime dersi izleyip, kelimeleri öğrendiği sürece siz dâhil oldunuz mu?

Evet ise.

a. Hangi durumlarda ve nasıl?

b. Çocuğunuz eve geldi öğretmen videoyu yüklemiş dedi. Ne zaman çalışmak istedi ve ya siz mi belirlediniz çalışma zamanını?

c. Hangi teknolojik ortamda izledi? Siteyi kim açtı ve kapattı?

d.Siz çalışma esnasında nerede bulundunuz? Çocuğun yanında birisi var mıydı?

e. Herhangi bir çalışma tavsiyesinde bulundunuz mu?

3. Çocuğunuz evde ders videosunun izlerken sizden size soru sordu mu? Yardım talep etti mi?

Evet ise

a. Hangi konularda? Ne sıklıkta?

b. Çalışırken anlamadığı şeyler oldu mu?

c. Çalışma sırasında iş birliği ve ya sonrasında pekiştirmek için çalışma desteği talep etti mi?

4. Evde ders videosunu izlerken kelimeleri çalışırken çocuğunuz ilgisi, dikkati, merakı, konusunda gözleminiz nedir?

5. Evde ders videosunu izlerken / kelimeleri çalışırken öğrencinin olumsuz bir durumu ile karşılaştınız mı? Başarısız olma korkusu ve ya stres yaşadı mı?

a. İlgisiz, sıkılmış, isteksiz miydi? Anlaşılmayan bir nokta oldu mu?

6. Çocuğunuz ile birlikte evde ders videosunun açarken ve izlerken karşılaştığınız problemler oldu mu? Varsa nelerdir?

a. Videoyu açmak, izlemek ve web sitesine erişim hususunda problem yaşadınız mı?

Yönteme İlişkin Genel Görüşler ve Değerlendirme:

7. Ters yüz sınıf yaklaşımını etkili ve faydalı bir öğrenme yöntemi olarak düşünüyor musunuz? Açıklayınız

a. Sizce bu yeni yöntem çocuğunuzun başarılarını etkilemiş midir? Açıklayınız

b. Sizce bu yöntem çocuğunuzun derse karşı ilgisini ve tutumunu etkilemiş midir?

c. Sizce modelin karmaşık yönleri var mı?

8. Ters-yüz Sınıf Modeli çocuğunuzun okulda ki öğrenme deneyimini nasıl etkilemiştir?

a. Ters Yüz sınıf yöntemi dersi sonunda eve geldiğinde, size olumlu olumsuz herhangi bir duygu ve düşüncesini paylaştı mı?

9. Çocuğunuzun ile İngilizce dersinde bu modelin kullanılmasına devam edilmesini tercih eder miydiniz? Neden?

10. Başka öğretmenlerin de derslerinizde bu modeli uygulamasını tercih eder miydiniz? Neden?

11. Son olarak eklemek istediğiniz düşünceleriniz var mı?

Flipped Class Model Parent Interview Form

Questions Regarding Flipped Class Model Process

General Perceptions:

1. How did you find the Reverse Face Class model?

a. Do you think they have advantages over traditional education? Why?

b. Are there disadvantages? Why?

The Vocabulary Learning Process at Home:

2. Have you been involved during your child watching the video and vocabulary learning process at home?

a. If yes, in which situations and how?

b. When he/she informed you that the teacher had installed the video, when he/she wanted to work and who determined the working time?

c. What technological environment did he/she use? Who opened and closed the site?

d. Where have you been during her/his watching process? Was there someone with the kid?

e. Have you recommended any suggestion for them to study?

3. Did your child ask you for help during / while or after watching the course video and studying words at home? Did he ask you any questions?

a. If yes, on what and how often?

b. was there any point he/she didn't understand?

c. Did she/he ask for cooperation or work support to consolidate? If yes when?

4. Have you encountered any positive situation that your child displayed while studying the lesson video at home?

a. Was he/she willing, curious, concerned, and excited?

5. Have you encountered any negative situation of the student while studying the video lesson at home? Have you experienced fear or fear of failure?

a. Irrelevant, bored, reluctant? Is there something unclear?

6. Have you had problems with opening and watching a course video at home with your child? If so, what are you?

a. Did you have problems opening the video, watching and accessing the website?

General Views and Evaluation of the Method:

7. Do you think that flipped class approach is an effective and useful learning method? Please explain

a. Do you think this new method has affected your child's English language learning achievements? Please explain

b. Do you think this method has influenced your child's interest in and attitudes towards class?

c. Do you think the model has complicated aspects?

8. How did the Flipped Class Model influence your child's learning experience at school?

a. Did you share any positive and negative feelings and thoughts at the end of the course?

9. Would you prefer to continue to use this model in English with your child? Why is that?

10. Would you prefer other teachers to implement this model in your classes? Why is that?

11. Do you have any ideas you want to add last?

Appendix H A Sample Excerpts of the Teacher Diary

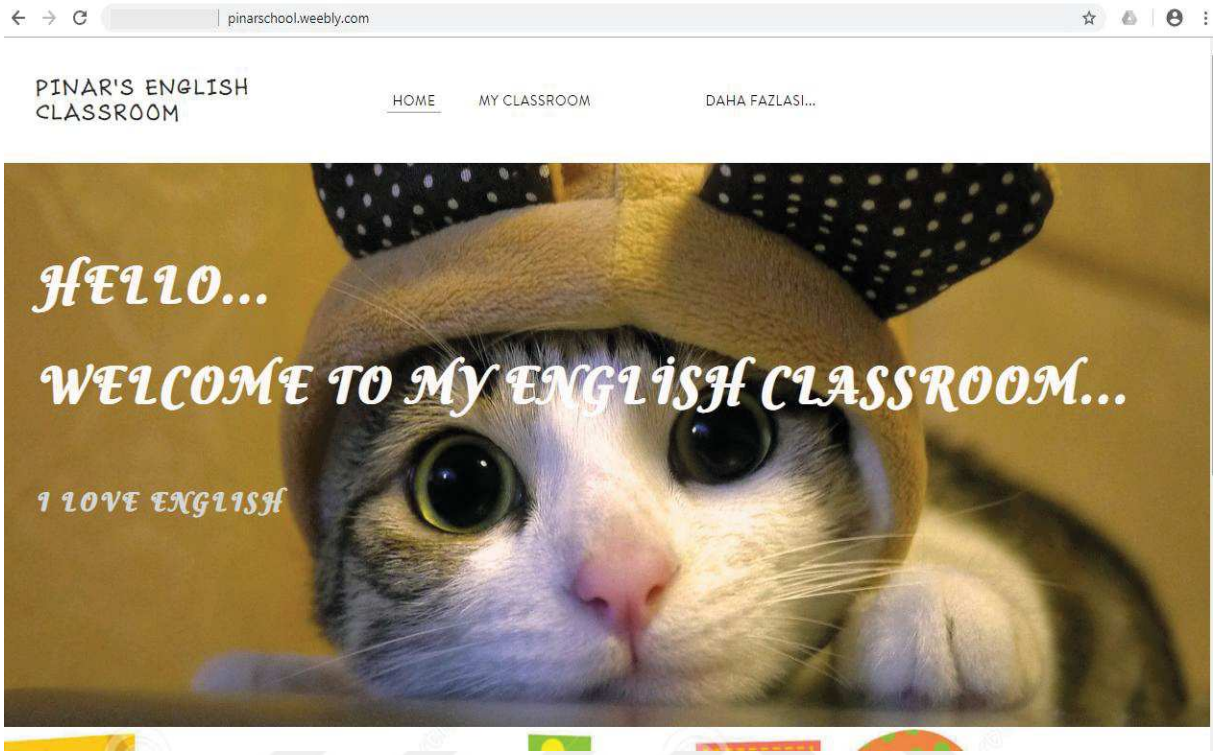
03.07.2019 Friday

(4th week of the study)

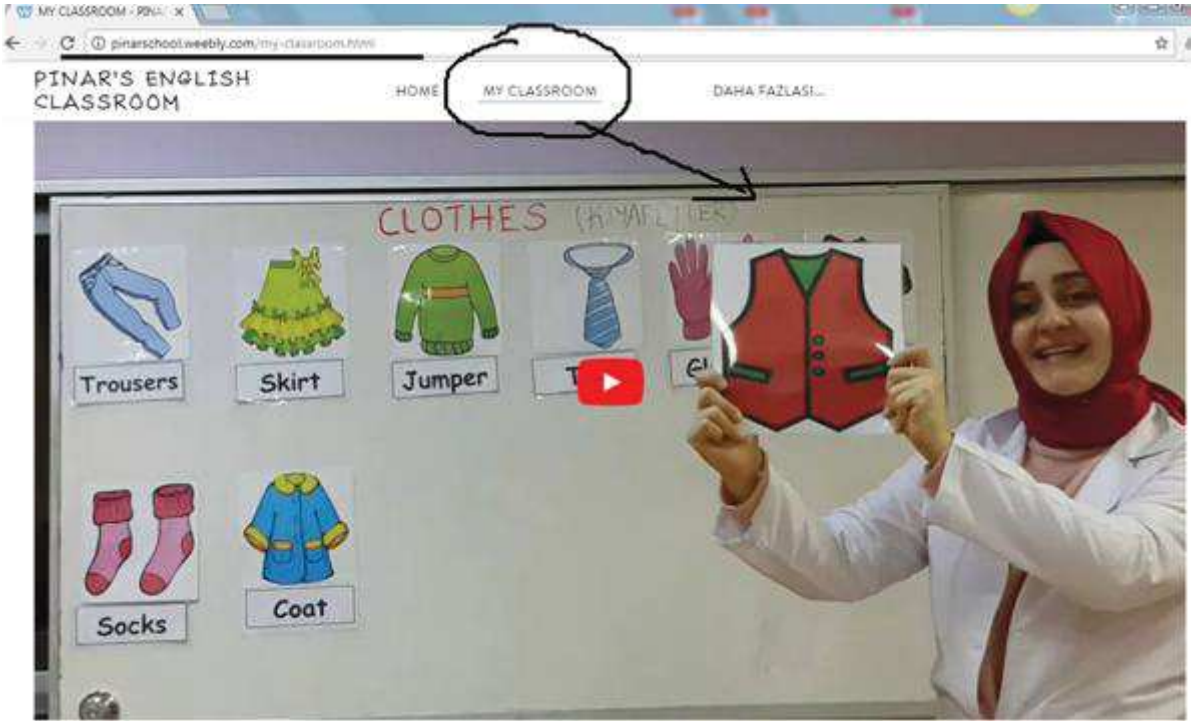
Considering the fact that students are too excited to see me on the internet and they would look at the site before the experiment time, I had uploaded the video to Weebly web site Yesterday night. I was very happy that students found the video and even made comments under the video that they did watched it for many times. Today was our experimental study day with 4H class. First of all, I was not expecting such as interest from both parents and students. They expressed that they were very pleased with watching the video and they were felt very excited like in the classroom. Also, they were very eager to show me the notes they took while studying the video. During the lesson, we could start doing our activities as soon as the lesson begun as they had learned the vocabulary items at home. I was very pleased to their motivation and eagerness to take part in the lesson to show off them. When Büşra raised her hand and she wanted to do an exercise, I was sure that flipping really works for students with low abilities. Student who were normally hesitate to speak in front of the class were very active, especially Ali made me feel surprised as he was normally too timid speak during the class. Before I came to class, I had to consider how I would fill the lesson time as I would have more time remaining form the vocabulary presentation part. I prepared many exercises and to do it for every class, I had to spare much time before coming to class as a teacher. I had to create a video for each week; thus, every lesson would be a burden for teachers. However, when I saw that the students were so motivated and excited to come to English class and most of them were very active during the course, then I thought it really worth it. In addition, I realised that in a traditional class, homework checking and homework explaining takes really much time, we have a very limited class time and I found the solution for it☺

Appendix I Flipped Classroom Web Site

www.pinarschool.weebly.com



Site home page screenshot



Flipped video page screenshot

Appendix J Screening Sheet for Vocabulary Items

Aşağıdaki İngilizce kelimelerin Türkçe anlamlarını karşılarına yazınız.

- dress :
- coat :
- shoes :
- hat :
- skirt :
- trousers :
- jumper :
- scarf :
- tie :
- gloves :
- trainers :
- socks :
- waistcoat:
- slippers:
- trainers:
- belt:

Appendix K Flipped Classroom Presentation Brochure for Parents

Tarihler

- Ters Yüz İngilizce dersimiz 3 Mayıs Cuma tarihinde olacaktır.

- Öğrencinin 2 Mayıs Perşembe tarihinde videoyu izlemesi ve kelimeleri öğrenerek derse gelmesi gerekmektedir.

Katkılarınız için şimdiden çok teşekkür ederim.

Pınar ŞİK

Ters yüz sınıf yönteminin avantajları nelerdir?

Öğrencilere zamandan ve mekândan bağımsız öğrenir

Öğrenci bireysel hızlarına uygun bir şekilde öğrenir

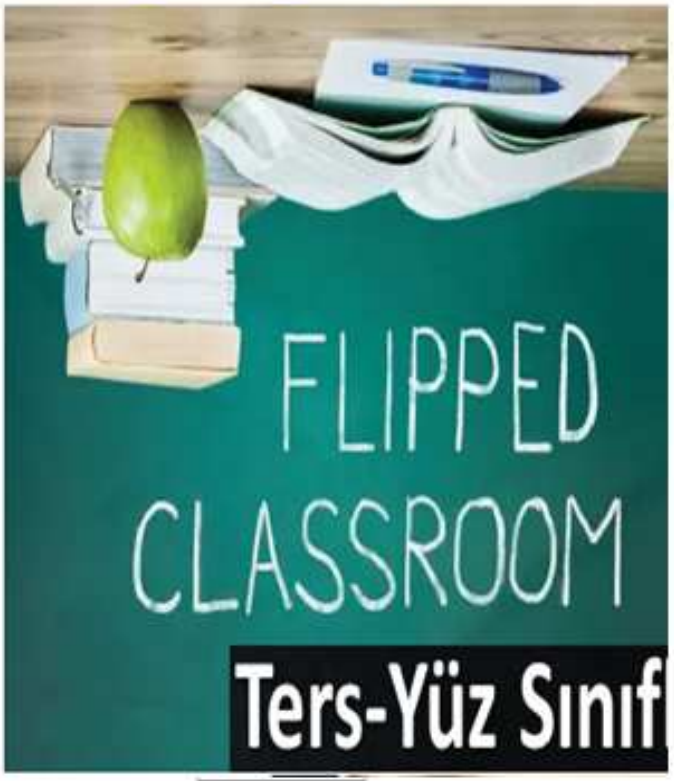
Öğrenci pekiştirici etkinlikler ile kalıcı öğrenme gerçekleştirir.

Öğrenci işbirlikli çalışma imkânı bulur

Ters Yüz Sınıf eşit fırsatlar sağlayan bir yöntemdir.

Ters Yüz Sınıf

Evde ders okulda etkinlik



TERS YÜZ SINIF MODELİ/ FLIPPED CLASSROOM NEDİR?

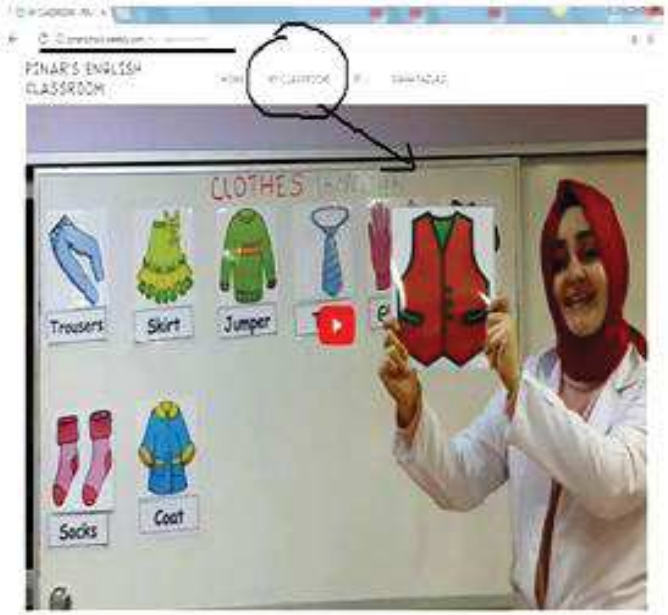
Geleneksel sınıflarda, sınıf ortamının kalabalık olması ve öğrenme etkinliklerini gerçekleştirmek için yetersiz olan ders süreleri İngilizce dersinin temel sınırlılığıdır.

Öğrencilerin ihtiyaçlarına cevap verebilmek ve bu sınırlıkları aşabilmek için "ters yüz sınıf modeli" önemli bir yöntem olarak görülmektedir.

"Ters Yüz Sınıf Modeli" ile öğrenciler ders içinde öğrenmesi gereken bilgiyi, sınıf dışında bir eğitim videosu aracılığı ile kendisi öğrenmektedir. Derse hazırlıklı gelen öğrenci sınıf içi etkinlikler ile dersin pekiştirilmesine ve uygulama yapmaya daha fazla zaman bulabilecek ve kalıcı öğrenme gerçekleştirebilecektir.

EVDE DERS VİDEOSUNUN İZLEYELİM KELİMELERİ ÖĞRENELİM

Öğrencimiz İngilizce dersine gelmeden önce kıyafetler konusuna ait kelimeleri aşağıdaki internet sitesine girip videoyu izleyerek öğrenmesi gerekmektedir.



www.pinarschool.weebly.com

VELİ'NİN YARDIM EDECEĞİ NOKTALAR

- www.pinarschool.weebly.com sitesine giriyoruz.
- Ekranın yukarısında MY CLASSROOM yazısı üzerine tıklıyoruz ve videonun sayfasına geliyoruz.
- Sayfadaki videoyu açıp çocuklarımızı baş başa bırakıyoruz.
  - Çocuk ders videosunu izlediği süreçte başka bir siteye ve ya sayfaya kaymadan sadece video ile ilgilendiğine emin olun ve öğrenciyi gözlemleyin.
  - Çocuklar ders videosunu izlerken bol bol sesli tekrar edecek kelimeleri öğrenmeye odaklanacaktır.
- Çocuklar videoyu istedikleri kadar izleyebilirler, ezberlemek için istedikleri yöntemi kullanabilirler, öğrendiklerine emin olana kadar video ile zaman geçirebilirler.
- Sizden yardım istediklerinde yardım edebilirsiniz.

Appendix L Flipped Classroom Lesson Plan with the Experimental and Control Group

LESSON PLAN FOR EXPERIMENTAL GROUP

Level: Elementary

Topic: Clothes

Skills: reading, listening, speaking, writing

Aims: 1) Recalling the previously studied vocabulary items about clothes

2) Using present time simple sentence structure in the affirmative form

3) Using "I'm wearing" structures in the affirmative form

4) Developing positive attitudes toward language learning

5) Working collaboratively with their classmates on the tasks

Outcomes: Students will

1) Differentiate the meanings of clothes vocabulary
2) Produce the right sounds and stress patterns to pronounce the vocabulary items.
3) Differentiate between the meanings of clothes vocabulary and colour terms via listening.
4) Choose the right place for the right clothes by listening to a text
5) Read the dialogues and colour vocabulary items
6) Write about the clothes and complete the speech bobbles
7) Talk about the clothes using clothes vocabulary and terms.
8) Work in pairs and groups in harmony
9) Evaluate the lesson at the end

Materials: flash cards, working sheets, domino cards, ppt, guess who cards, song, salt cellar

Duration: 40' + 40' minutes

Teaching procedures:

1st Lesson:

- Students receive measurement 1 test.

- Stick pictures of clothes on the board and stick the names at the other part of the board and ask students to come to the board and put the right name of the clothes under the pictures
- Distribute BINGO game working sheets. Have students chooses six of the clothing items. From the small pictures of clothes, choose 6 of them. The students who had chosen the same 6 clothes with the teacher, wins the game.
- Distribute twelve small clothes pictures to students; give the picture of a suitcase and wardrobe. Students will listen to the text of a man who is preparing a holiday suitcase. Students will put the clothes that the man says "I am wearing..." in the suitcase. The clothes that the man says "I am not wearing" will go in the wardrobe. Using the expression "I am wearing…" and takes their attention to this expression.
- Make students groups of four, distribute the domino cards and ask them to make the domino in the right order as soon as possible choose the winner group.
- Set up the "laundry game" for students on the computer. Students will come to the board and choose the right clothes that go to laundry as a vocabulary revision activity at the end of the lesson 1.

2nd Lesson:

- Prepare the clothes and the boy picture on the board. Show the clothes from the box and ask students the name and the colour of the clothes. Explain the term "I am wearing..." to students and have students make sentences from the boys and girls pictures on the board. Students come to the board stick the clothes on the boys or girls picture and make the right sentences.
- Ask one students to come to the board and tell him/her to give examples for the "I am wearing" expression about his/her own clothes. And do the same with another student elicit answers.
- Distribute the reading worksheet to students with blank boys and girls pictures and with colourless clothes. Ask students to read each text about the kids' clothes and colour pictures for the right colour of the right clothes
- Distribute the working sheets with pictures of a woman and man with colourful clothing items on them. Have students write sentences on the blank speech bobbles using the expression "I am wearing…" and takes their attention to the accuracy for the spelling of clothes items and colours.

- Have students work in pair. The student A receives a picture of a girl and student B receives the same picture without any colour. Students A will make sentences “I am wearing” and explain the colour of the girl to his/her partner and students B will listen and give the right colour to the right pictures. At the end they will check and evaluate whether they were correctly completed the activity.
- Distribute the clothes salt cellars to students. Have them work in pair and student A will say a number, students B will use the salt cellar and choose the clothes and make a sentences with “I wearing...” expressing and they do it one by one until all the clothes are done.
- At the end students receive the measurement 2 test.

FLIPPED LESSON PLAN WITH THE CONTROL GROUP OF STUDENTS

Level: Elementary

Topic: Clothes

Skills: reading, listening, speaking, writing

Aims: 1) Recalling the previously studied vocabulary items about clothes

2) Using present time simple sentence structure in the affirmative form

3) Using "I'm wearing" structures in the affirmative form

4) Developing positive attitudes toward language learning

5) Working collaboratively with their classmates on the tasks

Outcomes: Students will

1) Differentiate the meanings of clothes vocabulary
2) Produce the right sounds and stress patterns to pronounce the vocabulary items.
3) Differentiate between the meanings of clothes vocabulary and colour terms via listening.
4) Choose the right place for the right clothes by listening to a text
5) Read the dialogues and colour vocabulary items
6) Write about the clothes and complete the speech bobbles
7) Evaluate the lesson at the end

Materials: flash cards, working sheets, domino cards, ppt, guess who cards, song, salt cellar

Duration: 40' + 40' minutes

Teaching procedures:

1st Lesson:

- Check the students previous week homework.
- Make the presentation of the clothes vocabulary items to students. Have students come to the board and check their accuracy for pronunciation.
- Distribute BINGO game working sheets. Have students chooses six of the clothing items. From the small pictures of clothes, choose 6 of them. The students who had chosen the same 6 clothes with the teacher, wins the game.

- Distribute twelve small clothes pictures to students; give the picture of a suitcase and wardrobe. Students will listen to the text of a man who is preparing a holiday suitcase. Students will put the clothes that the man says “I am wearing...” in the suitcase. The clothes that the man says “I am not wearing” will go in the wardrobe. Using the expression “I am wearing…” and takes their attention to this expression.

2nd Lesson:

- Prepare the clothes and the boy picture on the board. Show the clothes from the box and ask students the name and the colour of the clothes. Explain the term “I am wearing...” to students and have students make sentences from the boys and girls pictures on the board. Students come to the board stick the clothes on the boys or girls picture and make the right sentences.
- Ask one students to come to the board and tell him/her to give examples for the “I am wearing” expression about his/her own clothes. And do the same with another student elicit answers.
- Distribute the reading skill worksheets to students with blank boys and girls pictures and with colourless clothes. Ask students to read each text about the kids’ clothes and colour pictures for the right colour of the right clothes.
- Distribute the writing skill working sheets with pictures of a woman and man with colourful clothing items on them. Have students write sentences on the blank speech bobbles using the expression “I am wearing…” and takes their attention to the accuracy for the spelling of clothes items and colours.
- Explain the next week home work to students.
- At the end students receive the measurement 2 test.