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**EFFECT OF FLIPPED INSTRUCTION IN GRAMMAR TEACHING IN
ENGLISH AS A FOREIGN LANGUAGE CLASS (EFL)**

M.A. THESIS

DILAH YAVUZ

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**TERS YÜZ EĞİTİM MODELİNİN YABANCI DİL OLARAK İNGİLİZCE DERSİ
DİL BİLGİSİ ÖĞRETİMİNDE ETKİSİ**

YÜKSEK LİSANS TEZİ

DİLAH YAVUZ

DANIŞMAN

DR.ÖĞR.ÜYESİ İSMET ÖZTÜRK

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Adı Soyadı : Dilah YAVUZ

Öğrenci No : 801410011

Anabilim Dalı: Yabancı Diller Eğitimi Ana Bilim Dalı

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Dr. Öğr. Üyesi İsmet ÖZTÜRK

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Tezi Hazırlayan

Dilal YAVUZ

Danışman

Dr. Öğr. Üyesi Ismet Öztürk

Yabancı Diller Eğitimi ABD Başkanı

Prof. Dr. Zübeyde Sinem GENÇ

**T.C. BURSA ULUDAĞ ÜNİVERSİTESİ EĞİTİM BİLİMLERİ
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Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)

Dr. Öğr. Üyesi İsmet ÖZTÜRK

Bursa Uludağ Üniversitesi



Üye

Dr. Öğr. Üyesi Derya Yılmaz

Bursa Uludağ Üniversitesi



Üye

Dr. Öğr. Üyesi Tuğba Elif Toprak Yıldız

İzmir Demokrasi Üniversitesi

Özet

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TERS YÜZ EĞİTİM MODELİNİN YABANCI DİL OLARAK İNGİLİZCE DERSİ DİL BİLGİSİ ÖĞRETİMİNDE ETKİSİ

Son yıllarda dil sınıflarında artmakta olan teknoloji kullanımının bir sonucu olarak, “Ters Yüz Edilmiş sınıf ortamı” ya da “Ters Yüz eğitim” adından sıkça söz ettirmektedir. Bu çalışmanın amacı, İngilizce dersinde dil bilgisi öğretiminde, geleneksel öğretime kıyaslandığında, ters yüz edilmiş eğitim modelinin etkisini araştırmaktır. Deneysel bir araştırma yöntemi benimsemiş olan bu çalışma, Bursa Teknik Üniversitesi Yabancı Diller Yüksek Okulunda 2018 – 2019 eğitim döneminde öğrenim görmüş olan eli dokuz hazırlık sınıfı öğrencisinin gönüllü katılımı ile uygulanmıştır. Katılımcılar bir deney grubu (S=30) ve bir kontrol grubu (S=29) olmak üzere ikiye ayrılmışlardır. Deney grubundaki katılımcılar ters yüz eğitim modeli ile öğrenim görürken, kontrol grubunu oluşturan katılımcılar geleneksel eğitim yöntemi ile öğrenim görmüşlerdir. Deney grubundaki katılımcılar hedeflenen dilbilgisi yapısını “Powtoons” isimli çevirim içi bir uygulama kullanılarak hazırlanmış olan videolar vasıtasıyla edinmişlerdir ve okul dışında, bireysel zamanlarında izlemişlerdir. Aynı içerik, kontrol grubuna sınıf içinde geleneksel yöntem kullanılarak paylaşılmıştır. Hedeflenen dilbilgisi yapıları her iki grupta da aynıdır. Yalnızca öğrencilere iletilme yöntemleri farklıdır. Veri toplama aracı olarak bir ön test ve bir son test kullanılmıştır. Son test sonuçlarına göre, her iki öğrenme modelinde, artan bir başarı ile sonuçlandığı gözlemlenmiştir. Daha ileri bir inceleme için, bağımsız örneklem t- testi ile eşleştirilmiş örneklem t-testi kullanılmıştır. Sonuçlar incelendiğinde, her iki yöntemde başarılı olduğu tespit edilmesine rağmen, iki yöntem arasında anlamlı bir fark bulunmamıştır. Bu bulgunun sebebi, öğrenci davranışları ya da

arařtırmanın uygulanmıř olduđu sınırlı sure olabilir. Sonu olarak, İngilizce dersi dilbilgisi ğretiminde, her iki yntemde bařarılı bulunmuřtur.

Anahtar kelimeler: Dilbilgisi, İngiliz Dili Eđitimi, Geleneksel Eđitim, GE, Ters Yüz Eđitim, TE,



Abstract

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EFFECT OF FLIPPED INSTRUCTION IN GRAMMAR TEACHING IN ENGLISH AS A FOREIGN LANGUAGE CLASS (EFL)

Flipped Classroom (FC) or flipped instruction has become popular in recent years as a result of increased amount of technology use in language classrooms. The aim of this study is to investigate the effectiveness of flipped instruction compared to traditional ways of instructions in grammar teaching in EFL. This study adapted an experimental methodology with fifty-nine participants from preparation classes in the School of Foreign Languages at Bursa Technical University in the educational year of 2018-2019. An experimental group (n: 30) and a control group (n:29) were formed. The experimental group was treated with flipped instruction and the control group received traditional way of instruction. The experimental group received the instructions of the target language items through videos prepared on an online software called "Powtoons". The participants in the experimental group watched the videos in their personal time and environment. In-class time was used for productive activities. Same instructions were presented to the experimental group in the class in a traditional way of teaching. Target language items presented in both group were identical, only the ways they were presented to the learners were different. The data were gathered through a pre-test and a post-test. The results from the post-test indicated that both ways of instruction led to increased learning. For further analyses, independents samples t-test analysis and paired samples analysis were used. The results revealed that the statistical difference between the two ways of instruction was insignificant. This result may be related to student behavior or limited time

period of the study. To sum up, both ways of instruction were found to be successful in grammar teaching according to the finding of this study.

Keywords: Flipped Classroom, FC, ELT, English Language Teaching, Traditional Classroom, TC, Grammar



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List of Abbreviations

CALL : Computer Assisted Language learning

EFL : English as a Foreign Language

FC : Flipped Classroom

ICT :Information and Communication Technology

TC : Traditional Classroom

TELL : Technology Enhanced Language Learning

STEM : Science, Technology, Engineering and Math



Chapter 1

Introduction

1.1. Background

Technology has become an essential part of our lives. It has become impossible to think about any field of life apart from technology, respectively. Hence, education has also been deeply affected by technology. There has been a broad interest in the implementation of technology in language teaching because of the evolving needs of the learners, the change in their learning styles and the way they perceive the whole concept of learning. Prensky (2001) was the first to call today's young generations "digital natives" of the day. These digital natives are different from the learners of the past; they have different needs, learning styles, perceptions and attitudes. Unlike students, teachers of the day were not born into this evolving technological world; they are being called "digital immigrants". Even only with these two terms, Prensky was able to clarify the gap between the learners of the new generation and their educators. The technology integrated educational process has started to be seen as a practical way of filling this gap. Teachers have been trying to find the best ways of implementing technology in their classes. Two of these teachers, from the chemistry field created a method to integrate technology in the learning environment in order help their learners who were not able to join the classes. Flipped, inverted or active learning is a trending topic because with the help of technology, the traditional lecture is assigned to learners as homework in the form of Power Point Presentations or videos(Bergmann & Sams, 2012).

1.2. Statement of the Problem

Flipping the classroom (FC) has become the focus of many studies in the educational field as it has the potential to provide solutions for the problems of the "digital natives" and "the digital immigrants" of the day. Many instructors see the opportunity of cutting down the

amount of the lecture time and providing active and productive in-class tasks so that the instruction presented can turn into a real-life experience. This is also a good opportunity for this new generation of learners as they are being described as team-oriented (Monaco & Martin, 2007). Transferring the lecture homework or assessment tools on an online platform enables learners to make use of these materials in their own time and pace, which is far more appropriate for this new generation who cannot be patient for long-term feedback (Monaco & Martin, 2007). Mazur (2007) also explains that replacing the traditional lecture-based classroom with more productive practices and the teacher with the role of a facilitator would fulfill this new kind of learners' needs better.

Applying the flipped instruction in a language classroom is also seen as beneficial because of the nature of the language learning environment. Freeing the class time by uploading the lectures and homework on an online platform, as in the case of language management systems, provides a chance to have more meaningful practices on the topic through videos or digital tools (Moranski & Kim, 2016).

However, the studies carried out so far have not been able to present complete answers to the question of whether the educators should prefer a complete FC adaptation in the language teaching classroom. Few studies carried out so far provide some information on the adoption of FC in grammar teaching (Al Harbi & Alshumaimeri, 2016; Webb & Doman, 2016; Kang, 2015; Warden, 2016; Melendez & Iza, 2017). Most studies in the field focus on the attitudes and perceptions of the learners or the teachers related to FC and they value the qualitative data which is a necessary application. However, data on perception and attitudes are not enough to prefer flipped instruction over lecture-based traditional classroom. More quantitative data on the application of flipped instruction in different skills of language learning would provide better insights into the future applications of the method. In fact, findings presented so far in the literature, are mostly gathered from STEM classes, as will be

seen in the following chapter. Studies in the field made it evident that a firm grasp of grammar knowledge leads to effective communication (Suludere, 2017). While some research has been carried out on the flipped instruction and grammar teaching, more data might be helpful to understand the flipped method.

On account of the concerns explained above and in order to explore new educational opportunities, this experimental study is devoted to investigating the effects of FC method adopted in the teaching grammar structures by flipping the lecture parts which are traditionally presented in the class.

1.3. Research Questions

This study seeks answers to the following research questions:

1. What are the effects of flipped and traditional grammar instruction on EFL learners' recognition of the difference between the usages of the Simple Past and Present Tenses?
2. Is there any statistically significant difference between flipped and traditional grammar instruction in terms of EFL learners' recognition of the difference between the usages of the Simple Past and Present Perfect tenses?

1.4. Purpose of the Study

The main aim of this study is to find out and compare the effects of the traditional class procedures and flipped class procedures in grammar teaching in higher education preparation classes of English. This study also aims to investigate if there is any difference between the flipped and traditional grammar instruction in terms of EFL learners' recognition of the usages of the grammatical structures. This experimental study is set to compare the performances of the experimental group and the traditional group through dependent and independent samples t-test.

1.5. Significance of the Study

The importance of the study rises from the need to provide more insight into the integration of flipped instruction in grammar teaching. Data gathered in this study and the results will also shed light on the question of whether or not to adopt this method in prospective language learning environment. Moreover, the design prepared for General English classes would be useful for similar future FC designs.

1.6. Assumptions

There were several assumptions that the researcher holds. First of all, it was assumed in this study that when the learners were provided with flipped instruction in grammar teaching, they would demonstrate improved results in the post-test. The second assumption was that the learners in the experimental group would have higher results compared to the results of the control group. Another expectation was that there would be a meaningful significant difference between two ways of instruction.

1.7. Limitations

This study is not free from constraints; there are a few limitations to be stated. Firstly, the number of the participants may be accepted as a limitation for this study, as it would be better to have larger groups to be able to obtain more in-depth understanding and a better generalization of the results. Another restraint may be the limited duration of the study. As one teaching quarter consists of only seven weeks in the institution where the researcher carried out this study, the duration of the treatment had to be kept short. Another limitation to take into consideration would be the lack of teachers' perceptions related to FC into the study. This kind of data would be beneficial for a deeper understanding of the impact and the implementation of the flipped instruction in language classes. One final limitation is the learning habits of Turkish students. In the Turkish education system, students who focus on multiple-choice question techniques are used to be spoon-fed, so they may not be able to

make use of the out of class videos or slides properly. Learners have the tendency not to watch the videos before coming to the class or not capable of taking a full advantage of the videos; and therefore, the instructor should always be on guard to remind them the importance of keeping up with the online materials as they are not presented in the class.

1.8. Definitions

Flipped Instruction / Flipped Classroom / Flipped Treatment: This is a recent model of teaching in which a lecture is given as homework to be practiced in learners' personal time, out of classroom through online tools. Class time is spared for activities and problem solving opportunities with teacher acting as a guide not a leader.

Traditional Classroom / Traditional Treatment / Conventional way of Instruction:

Classical way of teaching in which the lecture is given in class and learners have fewer opportunities to make use of the introduced information. Practice is provided as homework to be done in personal time.

Flipped Learning Network: Community of teacher who are eager to implement flipped instruction in their teaching environment and to do action research and share data gathered from those classes.

Chapter 2

Review Of Literature

This chapter provides a review of the history, definitions, explanations and applications related to the flipped classroom (FC). In addition, findings from several existing studies are also reviewed in this chapter. Firstly, the history and the results of a wide range of investigations on the definition of the term flipped classroom are shared. Then, various approaches and methods that FC is based on are presented. Finally, the findings of relevant studies related to the present study are presented.

2.1. What is a Flipped Classroom?

Both language teaching and language learners' needs have changed in recent years. To fulfill the needs of the learners while reaching the goals of the language teaching, implementing the technology into ELT has become unavoidable. Before FC, Computer Assisted Language Learning (CALL) was introduced; yet, as the era has been evolving fast, CALL turned into Technology Enhanced Language Learning (TELL). Using smart boards in language classes is an example of TELL in Turkey. There are clickers and instant polling systems used widely in various learning environments. This way of information and communication technologies (ICT) implementation in the teaching environment is also explained as an opportunity to be creative and collaborative (Pena & Isabel, 2011). While some authors call today's young generation "digital natives" (Prensky, 2001), these learners make use of the technology in every aspect of their lives. Not only in language teaching, but in all subject areas technology and technology related educational opportunities have become popular. One strategy which emerged from this new educational development is called "flipped classroom". Yet, being the most popular, it is not the only term used for the strategy. According to Talbert, "inverted classroom" and "flipped instruction" are the other ones (Talbert, 2012).

The main conception emerged from two chemistry teachers who wanted to provide language learners who needed to be away from school because of sports and activities. These educators prepared videos using Power Point slides with audio instructions and posted these online. They used digital applications to record their instructional classes and to add information on these recordings. Learners were supposed to be able to access these whenever needed. The main idea was to save time to provide space for the production of the administered instruction. By integrating these video instructions in the curriculum, lecturers would not be obliged to spare long hours for in-class instructions; instead they would use this time for activities and problem solving. In FC, the first few minutes of the session are spared to answer the questions which occurred from watching the video before the lesson. This practice empowers the opportunity to correct the misunderstandings of the videos watched before the in-class session. The rest of the in-class time is used for problem solving practices and productive activities (Bergmann & Sams, 2012).

However, before Bergmann and Sams (2012), the footsteps of FC were beginning to be heard. Eric Mazur (1997), a university professor, decided to provide learners with notes for the upcoming classes while dealing with discussions on the information from those notes and activities while in class. His main reason to do so was to engage learners in a more active learning environment. Following Mazur (1997), in “inverted classroom” method, audio or videotaped lectures were handed out to learners to be used in labs or at home (Lage, Platt, & Treglia, 2000).

Even though there is no consensus on the definition of the term “Flipped Classroom”, the ones that have been provided previously have one common feature. This is the “reversed procedure of the course”, that is to say, having productive exercises in class time and presenting the lecture part of the course out of the classroom. Differences in definitions lead to differences in implementation. For instance, while some researchers prefer using online

videos with embedded voice for instructions, some other prefer power point documents for the lecture assignments(Ahmad, 2016; Basal, 2015; Boyraz, 2014; Chilingaryan & Zvereva, 2017; Fulton, 2012). Bergmann and Sams' (2012, p. 13) definition for their strategy was as follows;

...“basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which traditionally is done as homework is now completed in class.”

In 2012 some scholars (Berrett, 2012; Strayer, 2012) came up with the definition that explains the approach in which students take highly active roles in the in-class sessions while spending time on understanding the audio or video recorded instruction in their spare times.

Bishop and Verleger (2013) designed a definitive table of FC with the influence of Lage et al.(2000) (see, Table 1). However, as they found this insufficient, they stated that FC is a pedagogical model which is based on problem-solving incidents through pair or group work actively, and in-class time supported with videos and practice homework to be done in learners' spare time. They also pointed out that FC creates an expansion in the whole curriculum; it is not a re-arrangement of the curriculum prepared. Therefore, they produced a second version of the previous table for FC (see, Table 2). In this table, they defined FC as consisting of two parts, (1) Individual computer-based learning out of the class, (2) interactive learning activities in class.

Table 1

The restricted definition of the flipped classroom

Style	Inside Class	Outside Class
Traditional	Lectures	Practice Exercises & Problem Solving
Flipped	Practice Exercises & Problem Solving	Video Lectures

Table 2

The broader definition of the flipped classroom

Inside Class	Outside Class
Questions & Answers	Video Lectures
Group-Based / Open-Ended Problem Solving	Closed-Ended Quizzes & Practice Exercises

Demiralay (2014) states that FC reverses the traditional way of instruction which involves a lecture followed by out of class homework with video instruction provided in personal time out of the class, and by doing this the in-class time is reserved for cooperative activities. FC is a model that combines distance learning and online face-to-face learning. Demiralay (2014), like Bishop and Verleger (2013), focuses on the importance of cooperation in class time.

Likewise, Basal (2015) made a similar criticism and an addition to Demiralay's (2014) explanations. Basal (2015), describes the FC's in-class time as the most important part because the in-class time is the key to solve the misunderstandings, provide answers to learners' questions and activate productive practices to make the language learning successful.

Another definition comes from a different educational field. Authors of the book "Flipped Classrooms for Legal Education" (Wollf & Chan, 2016) defined the strategy as any kind of teaching that shifts the in-class instruction with video or audio instructions for the purpose of using the spared in-class time for interaction.

Chilingaryan and Zvereva (2017) clarified a possible misunderstanding in terms of the importance of computers in a flipped class. They stated that, rather than thinking of a computer as an object that adopts the teacher role, it should be seen as a tool to limit the

student dependency on the teacher, and expand the amount of time left for face-to-face instruction.

Aside from the definitions, the “flipped classroom” method has a deeper meaning explained by the founders and researchers (Sams, Bergmann, Daniels, Bennett, Marshall, & Arfstrom, 2014) of the “Flipped Learning Network. Along with Pearson (2013), the Flipped Learning Network set four “pillars” of the method as it focuses on individual learner needs, different from the specific approaches and techniques with clear rules. These are “flexible environment”, “learning culture”, “intentional content” and “professional educator”. These elements intend to boost learning opportunities by shifting the space and time allocated for instruction to learning in a cooperative and productive practice environment (Sams et al., 2014). “Flexible environment” stands for different learning modes such as group work, independent study, performance, etc. In FC, educators choose the modes that suit the learners’ needs most, and therefore, they understand and welcome the noisy learning environment. “Learning culture” explains the shift in the roles of educators and learners. Unlike traditional learning culture, learners become active and productive while the teacher becomes the facilitator of the whole event. Students have the opportunity of regulating the pace of their own learning by checking upon outside-class materials. Therefore, the educator has more occasions for face to face interactions. “Intentional content” clarifies that educators have to and explore and decide on what they need to teach as lectures do the job for them, and as they need to expand the in-class time to adopt strategies such as active learning, peer instruction, problem-based learning etc.. Finally, the fourth pillar – Professional Educators – justifies the importance of the educators leading a Flipped Classroom process. They have to be skilled as the process would be more demanding. They are supposed to determine every step of the whole process starting from out of class instruction to how to produce and arrange appropriate cooperative, interactive and productive in-class tools to provide active learning

opportunities. Moreover, they should act as a guide ready to present feedback when necessary instead of being the “leading actor” (Hamdan, McKnight, McKnight & Arfstrom, 2013).

In short, many academics reported two main features of the FC. One is pre-prepared lectures in the form of videos or slides, and the other is in-class activities to consolidate the information viewed in the videos, in other words, the opportunity of making the presented instruction turns into real life, communicative practice. Communicative and productive student activity is the key point for the in-class time.

2.2. Theories in the literature and the Flipped Classroom

Flipped Classroom does not stand alone on its own among all the methods, approaches and theories. After analyzing the terminology, its pillars and principles, the connection between the FC and some specific approaches or theories becomes apparent. Presenting this connection of FC with others would constitute further educational services.

2.2.1. Constructivism. Constructivism, which is not a recent theory, has always been related to such educationalists as Piaget (1971) and Vygotsky (1987). The main idea behind constructivism is building the new knowledge upon the previously adopted one in order to go beyond what is already known, improve it and obtain a new perspective. According to Vygotsky (1978), individuals construct their own knowledge through practice.

Constructivists state that learning occurs by interacting with others. These interactions lead to individually different understanding as every human being is unique (Suludere, 2017).

According to Elliott et al. (2000), constructivism is an approach with which learners construct their individual learning and turn it into reality by experiencing the knowledge obtained through active learning opportunities. In a constructivist classroom, learner questions and interests are accepted as a key element for learning. Learning is considered an interactive incident which is founded on learners’ present knowledge. Learners work in groups and the teacher helps learners while they work building up their own learning experience (McLeod,

2019). Fox (2001), offered a similar set of principles. Learning is accepted as an active process. Knowledge is not innate; learners construct it on what has previously learned. All knowledge is personal and subjective and structured through social interaction. To enable a successful learning process, learners need to be in a meaningful, challenging, problem solving interactions. All these principles stated about constructivist theory are practiced in FC. The FC has its roots in constructivism as it gives learners a chance to build their own knowledge by getting the information before the class time, through and after it on their own as active learners. The teacher has the job of a guide through the whole process (Tütüncü & Aksu, 2018). Studies on the FC in a constructivist manner, like the study of Treglia et al. (2000), suggest positive outcomes. Treglia et al. (2000) inverted the economics class to observe the outcomes of flipped instruction adapted teaching. Learners had cooperative group works while having the teacher as the supervisor during the experimental studies. Learners had to be active and use the previously learnt knowledge (Lage, Platt, & Treglia, 2000). Kim (2016) explained that when the principles of constructivism are applied to the FC environment, learners are provided with opportunities such as social interaction, feedback from other learners, and cooperatively structured knowledge.

2.2.2. Cooperative Learning. Cooperative Learning is a broad term for group work in education which has a number of definitions in addition to some principles. Johnson & Johnson (1991) put the definition of cooperative learning into words as putting learners with different skills and abilities into small groups with the aim of maximized learning individually and cooperatively. The term implies classroom techniques that are used in small groups of learners. Based on the performance of the groups, learners may receive rewards (Slavin, 1980). It should not be understood only as a way of letting learners work together as a group. It involves conscious thought of learners and instructors to achieve successful learning as much as possible (Jacobs, 2004). It has an approach that targets the organization

of the in-class activities into learning experiences; thus, it cannot be accepted as arranging learners in groups. The target is the academic goal, and to achieve this goal, learners should use different individual skills to accomplish the task in hand.

Cooperative learning has its roots from a previously mentioned theory which is Social Constructivism. Therefore, it would not be startling to expect relevance between the FC and Cooperative learning. As explained in Flexible Environment pillar of the FC, group work is one of the most important principles of the method, because it provides learners with the opportunity of making use of the information obtained through videos assigned prior to the lesson. Using the in-class time for interaction and discussion based activities, solving the language problems in groups instead of sparing the time for lecturing and asking for the guidance of the teacher when needed are the features of the cooperative learning.

A language teacher stated that by integrating cooperative learning appropriately into the FC teachers' role has been transformed into the role of guide and the learners have taken the leading role of the classroom (British Council, 2018). Teachers have the opportunity to encourage the learners to be active, curious and courageous. Instead of spoon-feeding the students, cooperative learning makes them more responsible for their own learning via the use of provided digital resources (British Council, 2018).

A study from Norway that intended to evaluate (Foldnes, 2016) the difference between an FC environment with and without cooperative learning opportunity, provided fruitful results. In this study, the researcher used two different applications of the FC. In the first one, out of the class activities were assigned, as they should be in a genuine FC environment but the learners were not given the opportunity of group work. For the second application, the researcher assigned learners in groups that would have been steady for a whole term. According to the results, when the FC environment is properly implemented

with cooperative learning, which means students had to work in specified groups for a whole term for this study, it results in higher levels of achievement.

2.2.3. Bloom's Taxonomy. Bloom's taxonomy is a classification designed to explain and classify the learning outcomes and objectives. The main aim of this classification was to facilitate communication among educational researchers and curriculum developers (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). According to Bloom et al. (1956), what they wanted to classify was the intended behavior of learners. It has been used to evaluate the learning outcomes through several cognitive levels since then. In the original form, the taxonomy was organized into six cognitive learning as follows:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

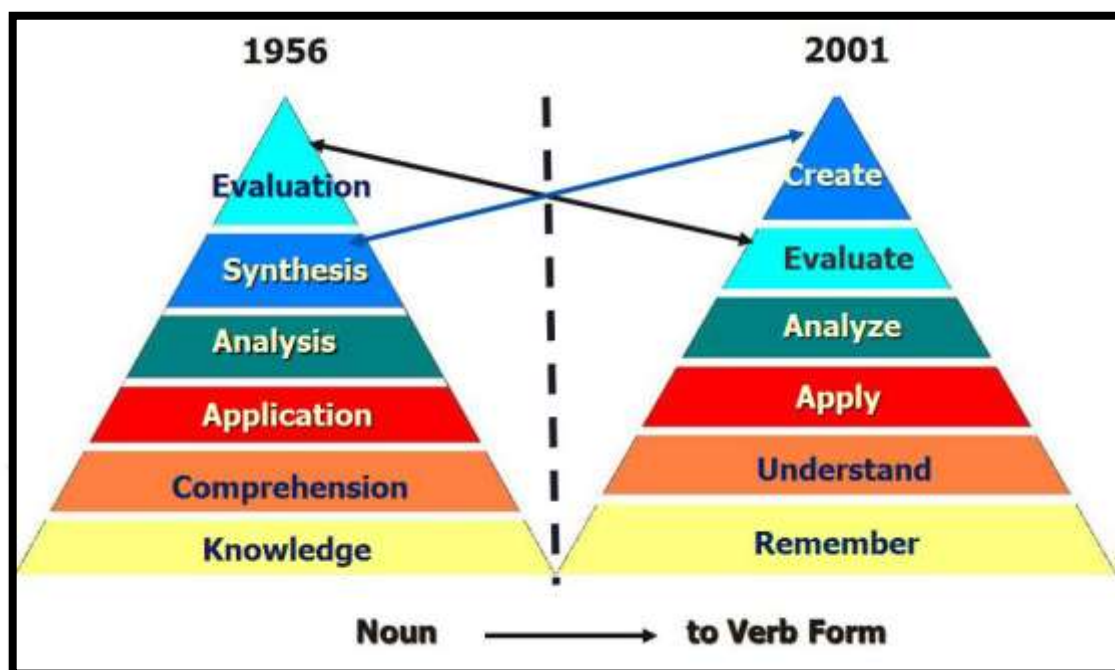
Bloom himself explained the reason why they developed the classification as below:

“... we have defined them, the objectives in one class are likely to make use of and be built on the behaviors found in the preceding classes in this list.”(Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956, p.13)”

This original version was a subject to an update as it was first designed more than 50 years ago, because of the change in educational needs and understanding with the beginning of the new century. A group of researchers assembled by Anderson and Krathwohl (2001), one of the authors of the original taxonomy, came up with a modified design to meet the new learning needs (Wilson L. O., 2001). In Figure 1 below, the comparison of the original and the updated taxonomy is presented.

Figure 1

Comparison of the original and the updated versions of Bloom's taxonomy



(Wilson L. O., 2001)

All educators share the same desire when it comes to Bloom's taxonomy which is achieving the higher levels of cognitive skills. However, the desire may not match with the outcome of the learning environment. The application may not result in the expected way. Transforming the TC into FC may lead to achieving higher thinking skills.

The FC is appropriate to Bloom's taxonomy because it requires learners to complete the lower cognitive skills out of the class through videos or audiovisual materials. In the TC environment, learners mostly make use of two lower levels of the taxonomy, which are remembering and understanding (Suludere, 2017). Only if learners have enough time, they have the opportunity to move beyond these lower skills to higher ones. On the other hand, the FC enables to spare the in-class time for higher level cognitive skills such as analysis, evaluation and creation with the help of interactive and collaborative activities accompanied by the teachers' corrective feedback. The FC replaces the TC in-class application of lower

level cognitive skills with problem solving, exercises, relevant activities which require higher levels of the taxonomy (Boyraz & Ocak, 2017).

In their study, Gilboy et al. (2014), referred to the activation of the higher levels of taxonomy, as they adopted the FC method in their nutritional classes. They designed their classes in accordance with the online component of the study by providing active learning strategies in the in-class time. These strategies led learners to use cognitive skills such as application, analysis, evaluation and creation levels from the updated taxonomy.

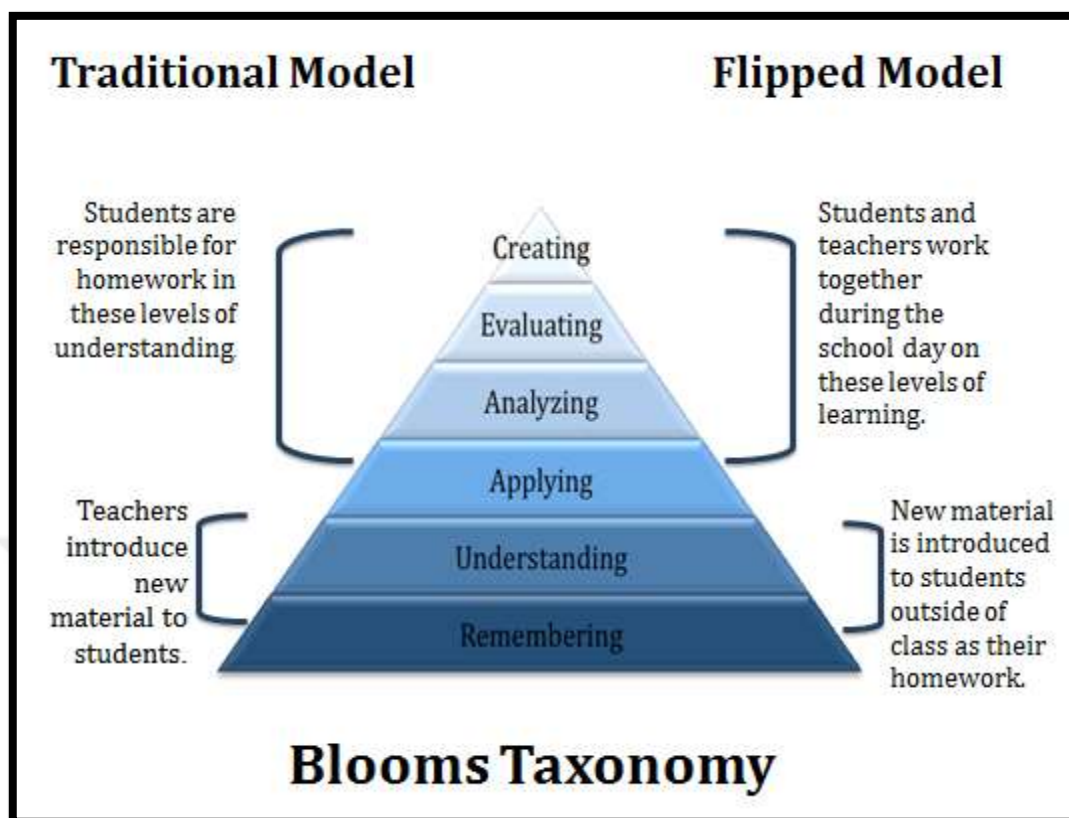
Williams (2013) applied the skills to the different levels of taxonomy used in each teaching model. Figure 2 below, indicates that the FC enables the use of higher levels such as creating, evaluating, analyzing and applying while in the TC, because of the time spared for lectures, only remembering and understanding can be used by learners (Weitzenkamp, 2013).

2.2.4. Mastery Learning. Mastery learning is a theory which can be explained as an idea that the learning should be organized in an ordered way. In order to go on with the following unit, the previous unit of knowledge must be mastered. The theory is credited mainly to Bloom (1968) and Carroll (1963). According to Bloom, all students have the ability to learn information but in their own pace and their own ways of learning. He claimed that every learner is able to master the given content when sufficient time and support is provided. As reported by Bloom (1968), all programs that adopt the mastery learning approach, set instruction into units. This way of dividing instruction into small parts requires instructors' involvement in the process of organizing the skills, concepts or information before teaching.

Preparing the curriculum based on the FC method is no different from mastery learning theory in this aspect. Instructors of an FC environment are in charge of organizing the presentation of the information which is practiced out of class. To reach mastery of each unit, feedback is necessary.

Figure 2

Bloom's taxonomy applied into FC and TC models



(Williams, 2013)

Through this feedback, learners have the potential to practice the information they obtain, and they are provided with corrective feedback (Motamadi & Sumrall, 2000). In this sense, the FC method is appropriate to Mastery Learning theory as it allows instructors to assess the mastery of learners through active learning strategies in the class, as learners already practice the instruction provided before the class. The instructor has the opportunity of corrective feedback and the learner has the opportunity to use the corrected information immediately in an interactive environment. As the FC provides learners with many different production based activities, learners are able to make use of the ones that are suitable to their learning styles. Moreover, learners have the opportunity to set their own learning pace with the help of the digital material to be used before or after the in-class time.

Sams and Bergmann (2014), combined the FC with some key components of mastery learning, and they used these two in teaching chemistry. They stated that the FC strengthened with mastery learning was not easy, as they needed to be in touch with every learner in every class which requires a great deal of time and energy. They had to provide a remedy when learners showed insufficient progress. Nevertheless, they, at the same time, explained that as learners had access to the videos, they did not need to explain the instruction all over again. What they did was to guide learners towards the videos and put these students into groups of their own levels. They explain that with this type of education learners take responsibility for their learning, have the opportunity of learning in a personalized way, getting immediate feedback and remediation if necessary.

2.3. Benefits and Concerns Related to Flipped Classroom

Applying the FC method in the learning process provides many opportunities, along with some disadvantages. Even though the method facilitates the teachers and students substantially, the partners of the education process should be aware of the fact that there are some issues that still need to be addressed.

2.3.1. Benefits. The first benefit which is especially important for this method is the opportunity of the free time spared for interactional activities. With the help of video lectures or digital instruction presentation, the FC creates time for interaction which is one of the most important needs of the language learning (Larcara, 2015; Berrett, 2012). This method allows students to process the learning in their own speed because, whenever they need, they have the opportunity to refer back to the videos or exercises provided on digital media (Fulton, 2012). Because of this, the in-class time becomes more efficient both for the instructors and the learners. This advantage is also in favor of slow-paced learners as they need more time to seize the instruction presented. Unlike the TC, homework or relevant exercises are done in the in-class time, and this provides the opportunity for the learners to ask questions and

internalize the outcome immediately (Sağlam, 2016). Another advantage of the model is that higher levels of learning from Bloom's taxonomy – analyzing, creating, evaluating – are activated with the help of the in-class time. When the difficult individual task of homework is integrated into the in-class activities, learners can make use of this higher level cognitive learning (Correa, 2015). Sams and Bergman (2012) stated that some research provided data which proved higher levels of success and a successful learning process. According to Millard (2012), the FC increases learners' motivation and strengthens teamwork skills, turns the class into a discussion environment. As pointed out by Bergmann and Sams (2012), the FC is accepted as a good motivator as today's young generation is accustomed to using technology – mobile phones, pcs or laptops, tablets – readily available in everyday life (Yıldırım & Kıray, 2016). According to Fulton (2012), this method also motivates learners to make use of cognitive skills, both inside and outside the class. One other important benefit the FC ensures is life-long learning awareness of the learners. Ocak, (2015) also stated that, unlike the TC which sometimes can be monotonous for the learners, the FC creates an enjoyable learning environment as it requires both technology use and learner interaction. Learners, with the help of the FC, habituate how to reach accurate information via technology which also strengthens the learning process (Bergmann, Overmyer, & Willie, 2011). In addition to this, the FC prepares learners for the future where they are expected to solve unpredictable problems, think independently; untangle the complicated situation (Boyras & Ocak, 2017). One final advantage to mention is that the teacher has the opportunity to follow the learners' improvements by monitoring their in-class performances. The teacher, the facilitator of the teamwork, can observe the weaknesses or failures of the learners throughout group work activities; therefore, has the chance to provide scaffolding activities.

2.3.2. Concerns. Many educators and researchers explained the lack of technological equipment, materials, and tools as one of the greatest drawbacks of the FC. Learners may not

have smart phones, tablets or computers available for their personal use (Ocak, 2015; Yıldırım & Kıray, 2016; Göğebakan Yıldız & Kıyıcı, 2016). A second issue which is pointed out as a drawback of the FC is that the students who are used to learning in the TC, may resist the new method, or find the FC difficult to adapt. This may create a barrier inhibiting learning. Another stated issue is teachers' lack of time (Yıldırım & Kıray, 2016; Ocak, 2015; Bergmann & Sams, 2012). In this era, it is difficult to meet each and every learning need and teachers have a heavy burden of achieving the goals of the learning process on their shoulders. They work both inside and outside the class which means that preparing extra materials for the first time, especially by using technological devices that they may not be familiar with, would require an excessive amount of time. It has also been observed that there may be some learners who are not autonomous enough to take responsibility for their own learning. They may be present in the class without the knowledge of the instruction which is supposed to be practiced prior to the in-class session (Gavranovic, 2017). This hinders the FC learning outcomes which may cause discipline problems for inexperienced teachers (Kordyban & Kinash, 2013). Finally, Ocak (2015) stated that the FC process needs to be planned and instructed carefully to avoid misunderstandings of the learners and the parents.

In their study, Herreid and Schiller (2013) gathered data about some drawbacks that a high number of educators have experienced at the time of the application of the method. In their study, they collected the views of two hundred educators from different fields ranging from science to math that practiced the FC in their classrooms. According to the results, these educators experienced resistance towards the FC, the new method, from the learners. They came to the classes without viewing the digital media. Another issue that the educators had to deal with was the quality of the videos. They found it difficult to find or prepare these materials (Yıldırım & Kıray, 2016).

2.4. Studies on Flipped Classroom in Various Disciplines

With digital innovations and changes in learners' and educators' needs, new methods are being researched to be able to meet the needs. By flipping the classroom, lectures are taken outside and the in-class time is spared for higher order skills. In other words, this method has the potential to reach the goals of both sides of the learning environment (Strayer, 2012). Because of this potential, the amount of research conducted on the FC in various disciplines has increased all around the world. A number of recent studies from different disciplines will be presented in this part of the study for the sake of a better perception of the method.

Bergmann and Sams (2012), who are regarded as the innovators of the method, implemented the FC method in their classes, not for scientific purposes at the beginning. They used podcasts and videos to provide instruction for the learners who could not attend the classes because of other activities. Later on, they decided to share their findings in an academic perspective and published the results of their studies. They used state exam results for assessment for two terms they taught. Though accepting that these results are not scientific enough, the results indicated an improvement in lower level learners as well as higher level learners (Bergmann & Sams, 2012).

McLaughlin et al.(2013) investigated the efficacy of FC pharmaceuticals courses, especially on the satellite students, with mixed methods study design. The study was conducted in two consecutive years. In 2011, the course was delivered in the traditional model of in-class lectures to one hundred fifty-three regular students and thirteen satellite students. The following year, the same content was delivered in the FC model, this time to one hundred sixty-two students and twenty-two satellite students. In this procedure, twenty-five lectures were pre-recorded and uploaded on a website so that learners could make use of them in time of need. The in-class time was spared for projects which were designed to

promote higher-order learning. All students were given pre- and post-surveys with an open-ended questions so that their perceptions were also included in the study. In both years of the study, performance indicators, which were the same final examinations with no format change, were also collected. The results revealed a significant increase in learners' beliefs on the benefits of getting ready for the class before the in-class time. According to the survey findings, many students stated that they watched more than half of the video lectures and after the completion of the course, 89% of the students explained that they preferred the FC method. When the performance was assessed, no significant difference was observed between 2011(154.1 out of 200 points) and 2012 (152.1 out of 200 points) results with a p-value of 0.31.

Johnson (2013) carried out a study with sixty-three participants on the perceptions of learners' in a flipped math course. The study took place in a high school within four months. Data were collected by using both qualitative and quantitative methods. For quantitative data gathering, students were given a survey before the end of the term. For qualitative data gathering, open-ended questions were used. According to the results, learners expressed positive opinions for the FC method and how they benefited from "self-paced" learning opportunity.

Wilson (2013) investigated the effect of Flipped Classroom on learners' achievement in an undergraduate statistics course. The regular lecture – homework structure was flipped to spare time for problem solving and interactive activities. In the study, it is stated that the time spared for lecturing decreased significantly. The researcher implemented online quizzes to make sure that the learners spend time with out-of-class activities which were necessary as the instruction was not presented in class time. Student perceptions' were gathered through end-of-semester evaluations. It is stated that the learners found the activities helpful to learn the course material better. The results also showed 9.99 points of increase in overall course

grades when compared to the previous sections of the course. Learners' pre-test scores also increased 6.73 points in the post-test. In short, findings revealed a positive impact of the FC on learners' performance.

Zownerega (2013) carried out a study on students' achievements throughout the process of FC implementation in a physics course. One hundred forty-five physics students participated in the study. Out-of-class materials were YouTube video clips in which information was presented. Learners were given the same test with the control group which was taught with the traditional lecture method. When the unit test scores were analyzed, findings revealed poor learner performance in the FC environment. Similar to these, the final exam results show little improvement.

Gilboy et al. (2015) worked with one hundred forty-two undergraduate students of a nutrition course with the purpose of FC implementation and collecting student views on the FC. In their study, Gilboy and colleagues emphasize higher levels of learning from Bloom's taxonomy in the FC design. They put weight on productive activities in face to face class time. They supported these higher levels of learning with formative and summative assessments. Mini-lectures of 10 – 15 minutes long, videos or TED talks for pre-class sessions were employed. In-class sessions were designed to enable students to apply the information gathered from mini-lectures or videos with the help of active learning strategies. At the end of the study, learners were given a survey to gather their views related to the study. While 76% of the students stated that they preferred watching the video lectures instead of real life lectures, 64% of the students explained that they enjoyed being a participant in activity based class sessions rather than listening to a lecture based session. Finally, 56% of the students reported that being a part of flipped design enabled them to learn how to use the information they were exposed to better than they did in regular traditional classes.

Gogebakan and Yıldız (2016) investigated the effect of the FC in prospective science teachers' achievements and beliefs. In total sixty-six students participated in the study. As the study was an experimental one, the experimental group consisted of thirty-two students while the control group consisted of thirty-four students. To gather data researched used the "Nature of Science Achievement Test", "Metacognition Awareness Inventory" and the "Epistemological Beliefs Questionnaire". The study lasted eight weeks with the results indicating an effective academic achievement and metacognitive awareness. No significant difference related to the beliefs between the two groups was found.

Foldnes (2016) conducted a study in a Norwegian Business school. The study was carried out in two different courses to compare the effects of the flipped instruction and the traditional instruction. One of the courses was a statistics course, and the second study was applied in a math course. In this second study, flipped instruction was also supported by cooperative learning which means that the study was designed to be used in teams or groups. In this first study, the statistics course revealed an equal performance in all classes which meant that the flipped instruction is as successful as the traditional instruction. In the second study, a significant increase in the performance of the learners taught with the FC supported with cooperative learning was found relative to the traditional lecture group.

Zengin (2017) focused on the effect of the FC method on learners' academic achievements. He designed the learning environment in accordance with the flipped instruction and included videos and online resources. In addition to the question of the effectiveness of the FC model, learners' opinions were also investigated. A state university encouraged 28 students from the Math teaching program to participate in the study. Learners instructed with the FC model, in other words, assigned with out-of-classroom video assignments and in-class problem solving activities showed doubled academic achievement. The results also suggested that the model promoted visualization in math teaching.

In a more recent study, Jayashree et al. (2018) conducted a study on the FC in dental education. The purpose of the study was stated as to evaluate the effect of the FC on dental students both quantitatively and qualitatively. As this was an experimental study, both the experimental and control groups consisted of forty dental students in a “Dental Materials” course. Assessment tools were pre and post-tests. With the help of an independent t-test, the data was analyzed and the results showed that the flipped classroom results were more successful compared to the traditional classroom results. However, the difference was statistically insignificant on the knowledge assessment.

Foster and Stagl (2018) applied the FC in their behavioral economics course and carried out a case study methodology to see the effectiveness of this flipped method. Forty-nine post-graduate students took place in the study. A perception survey was given to the participants at the end of the course to measure the effectiveness of the application. According to the findings, students achieved the expected outcomes of the course. Furthermore, learners expressed their perception as satisfied with this method, yet, they also stated that they did not want the continuum of the method which was contradictory. The research explained this contradiction with the heavy workload of active learning methods that came with the flipped instruction.

As the popularity of the FC increases, many studies are being conducted from different fields of education. At this point, this study continues with the literature review of the relevant field, which is language teaching. Below, research on the FC implementation in ELT is presented.

2.5. Language Learning and Flipped Classroom

Learning a language has its own characteristics; therefore, it needs different practices such as using the learnt structure for interactional purposes, instead of focusing solely on the structures, focusing on using these structures in a meaningful context and providing

immediate feedback for the accuracy of the usages. Adopting the FC method in language classes is crucial in order to meet these distinctive educational needs. Some benefits, explained in the previous part, facilitate these needs. As language learning requires the contextual use of the instruction, the FC provides time and space for such practices.

Language learning requires interaction, and interaction requires population and the FC, which empowers the teamwork in class time which is highly precious. In the FC, the teacher has the opportunity to be the guide, the observer and the facilitator when necessary, which is an important element of a language classroom. In short, the FC may have great potential in language learning. Yet, the amount of research carried on this highly valuable field is limited. Some of these studies are explained in the following part to provide insight for the present study.

Hung (2015) studied the learning gains, the level of student participation in language tasks and learner attitudes regarding flipped instruction. Seventy-five freshmen students from an English language department participated in the study. While the control group was given the video material to be watched in the in-class session, and they were assigned with printed materials to be done as homework, the experimental group was assigned videos and online materials before coming to the class. Assessment tools were comprehension tests of listening and vocabulary skills test. The study resulted in the findings suggesting that students assigned with the FC performed better in terms of participation and educational gains compared to the learners that did not receive a flipped instruction.

Basal (2015) conducted a study to find out the perceptions of language learners who English language teacher trainees. He also carried out this study to introduce the flipped instruction in an English language class. The study included 47 prospective English teachers studying in a Turkish state university. The study was qualitative, in which open-ended questions were used for data gathering. The results suggested that students of English had

positive perceptions of the flipped instruction integrated in the regular face-to-face instruction. Basal (2015) stated that he faced some challenges throughout the study which were beneficial for the present study. One of them was regarding students' complaints about the delivery time of the videos and the length of them. In the present study, in order to avoid such complaints, videos were prepared before the application of the study and they were designed to be no longer than 15 minutes. Basal (2015) also stated that there were students who came to class without watching the videos. The study concluded that learners were able to learn at their own pace and participate more in the classroom. The results also revealed that learners felt satisfied with not being limited to class time, and having the opportunity to get ready for the following class beforehand.

A similar study was conducted by Cuang et al. (2016) in a Chinese vocational school where students took an applied English course. Eighty-five students of the applied English course were assigned with the flipped instruction for a seven weeks period to study the benefits of the method on students' motivation, self-efficacy and beliefs. The results of the study revealed a positive and significant difference in test scores after the FC application related to high motivation and beliefs.

In another study Boyraz and Ocak (2017) worked on two groups from a compulsory preparation classes of English from a Turkish State University. The researchers employed a quasi-experimental method. They used a pre-test and post-test design for data gathering. The study aimed to compare the success of learners taught through the FC and the TC and to learn the students' opinions of the flipped instruction implemented in English learning. Achievement tests were used to gather quantitative data and interview questions were used for qualitative data gathering. An independent sample T-Test was employed to see the difference between the achievement test scores. The results indicated a meaningful difference in favor of the flipped instruction compared to the TC application. When the learners'

perceptions were analyzed, it was found that learners mostly have positive opinions related to the FC except for the technological aspect of the application. Learners stated that technological difficulties such as an internet connection or an effective tool to reach the assigned videos made the FC less effective.

A study by Lee and Wallace (2017) examined the perceptions of South Korean college students learning English and the effect of flipped instruction on the learning outcomes. Participants of the study were seventy nine students of English program in a South Korean university. The non-flipped group consisted of thirty nine students and the flipped group had forty students. Three student perception surveys, examination mean scores and instructor's notes were used as data gathering tools. As a result, only the examination scores suggested a statistical significance, despite the high scores of the learners in the final tasks. According to the surveys, a large number of the students preferred FC as they enjoy this method of teaching. Finally, the instructor observed a higher level of participation in flipped grouped compared to the non-flipped group.

Ceylaner and Karakuş (2018) investigated the effectiveness of the FC model on 46 ninth grade students from a vocational high school. They adopted a mixed method research design for which they used the "Self-directed Learning Readiness Scale" and "Attitudes toward the English Course Scale" for the quantitative data and focus group interviews to gather qualitative data. The study resulted in the quantitative findings indicating a significant difference between the two methods conducive to the experimental group. Parallel with the quantitative data, qualitative data suggested that the FC method contributed to learners' attitudes towards English and self-directed learning readiness.

A recent study carried out by Mao (2019) investigated the effectiveness of flipped teaching in a storytelling course for teacher trainees in a Hong Kong university. Participants of the study were twenty-four first-year students from the Early Childhood Education

Department. Mao employed pre-course, post-course surveys, open-ended question in face-to-face sessions as part of this mixed research type. According to the results from the surveys, 83.3% of the students preferred the FC method and 93.8% of them expressed positive feelings for the five minutes videos assigned to prepare for the in-class activities. Twenty three out of twenty four students agreed that their creativity and language skills were improved.

Some educators have seen the potential that the FC instruction may have a beneficial role in foreign language learning writing skills. With this purpose, a number of studies have been carried out to investigate the efficacy of the method on writing.

To illustrate the effectiveness of the flipped instruction model, Leis et al. (2015) compared two English writing courses in a Japanese University with twenty-two participants in their study. In one of the courses, flipped instruction was implemented and the other course was given in the traditional model. The course lasted for 10 weeks. Students were given a pre-test in the first week and a post-tests in the tenth week as a data gathering tool. Independent samples t-tests were used to analyze the gathered data. The first research question was the hours spent on individual studying with an expectation of a higher number of hours in the FC. According to the results, learners in the FC class spent more hours on studying in total ($t(20) = 4.10, p < .001$). The second research question was whether there was an increase in the number of words used in writing. According to the findings, students used a higher number of words after the application of the FC, compared to the TC method. Finally, when the performances are compared with the help of ANCOVA tests, increasing learner proficiency was observed after flipped instruction implementation.

Ekmekçi (2017) investigated the effect of the flipped instruction on writing skills of English learners from mandatory preparatory classes. The study compared the results of the FC and the TC in writing classes by applying an experimental design. Forty-three students were

involved in the study. The results showed a meaningful difference in terms of writing performances between two groups in favor of the flipped instruction.

A similar study that Abedi (2019) conducted with thirty two intermediate level participants found comparable results in a composition writing course. As the researcher carried out an experimental study, participants were divided into a control and an experimental group. The experimental group was instructed through the flipped method and the control group had a traditional way of teaching. Data were gathered through pre and post-test and analyzed with paired and independent samples t-tests. It was found that the difference between two groups was significant and in favor of the experimental group.

The effect of the flipped instruction on communication skills is one of the most studied areas (Turan & Akdağ-Çimen, 2019). The following studies are presented here with the purpose of providing the findings which are important to understand flipped instruction better.

Hsieh et al. (2017) examined how FC facilitated language learning by gathering data from forty eight participants of English spoken training class in Taiwan. The authors practiced a mixed methods study and implemented the FC in one of the classes consisting of twenty four students. The rest of the students were placed in the traditional model. In the study, questionnaires, pre and post-tests on the idioms to be used in spoken language, teacher observations were used as the data collection tools. With the employment of a paired-samples t-test, it became evident that the mean scores of the post-test were highly better than the pre-test both for the experimental and the conventional group which was not surprising. The mean scores of the flipped learning post-test ($M= 56.83$) were significantly better than the conventional way of teaching ($M=42.79$). A second research question about learners' perceptions of the FC model got the response as motivating, improving the learners' engagement and enhancing the learners' knowledge. Briefly, the study provided conclusive information in favor of the FC implementation in communication classes in ELT.

Some studies in the field focused on the effect of flipped instruction on vocabulary learning in English teaching. One of these studies is the one that Saran and Sefereoglu (2010) conducted. As the study was one of the earlier ones in the field, the technology used was simpler than the ones being used these days. The researchers had the help of mobile phones and shared the target vocabulary through multimedia messages. This was followed by quizzes sent through short message services. Sixty-four students from an English preparatory course of a Turkish University took part in the study. Two control groups and two experimental groups were formed based on the pre-study questionnaire results. The quantitative data were gathered by using pre-test post-tests. The findings suggested improved vocabulary knowledge after the flipped instruction implementation. Results from MANOVA analysis showed a statistically significant difference in favour of the flipped instruction.

Another study to be mentioned there was carried out by Suranakkharin (2017). The aim was exploring the influence of the FC on collocation knowledge in English teaching. An experimental group and a control group consisting of thirty-five participants respectively were formed. The experimental group was provided with flipped instruction with the help of digital tools, and the class time was used for activities. The control group, though, was instructed in the traditional way. Activities were given to be done individually in learners' personal time. The study was carried out in four weeks and the data were gathered by conducting three-phased pre and post-tests. The results demonstrated that all learners performed better in post-tests compared to the pre-test. Unlike various studies mentioned in this part of this present study though, the difference between two ways of instruction was not statistically significant. The significance value between two ways of instruction was 0.23, which was higher than the alpha value.

A similar study by Ahmad (2016) was carried out with a focus on the listening skill in English Teaching. The purpose of the study was to investigate the impact of the FC instruction

on listening comprehension skill. Of the thirty-four university students from an Egyptian institution, all were given flipped instruction instead of the traditional instruction. The FC process was carried out in two steps. The learners watched the videos related to the lesson at home, and then they did the online quizzes. Online quizzes were aimed at increasing learner engagement. All students were given a pre-test before the implementation of the flipped instruction and a post-test. Ahmad (2016) speculated that the difference between the pre and post-test would be statistically different. After the analysis through the paired-samples t-test, the findings pointed out a significant difference between the pre and post-test results.

Reading is another skill investigated in the field. Results indicate mostly positive outcome in favor of FC implementation. The following study is one of the meaningful studies relevant to the field.

One of the earliest studies was carried out by Huang and Hong (2015) in order to understand the impact of the flipped instruction in English classroom from the reading comprehension perspective alongside with the ICT. Participants were seventy-seven tenth grade students from a Taiwanese high school. Forty of the students were assigned with flipped instruction for twelve hours while thirty seven students of the control group continued to have regular traditional classes. All students were given the high school student questionnaire to evaluate English reading comprehension. Pre-test and post-tests were also employed to gather data. Apart from this, four students who scored very low in the pre-test were opted out to be observed weekly through the process. The results showed significantly improved test scores in English Reading Comprehension for the students in the experiment group.

As the concern of this present study is the impact of the flipped classroom in grammar teaching, especially the teaching of specific structures, the final part of the literature review is devoted to the studies investigating FC implementation in grammar teaching.

Boyras (2014) conducted an experimental study to see the effectiveness of the FC application in language classes. Forty-two students from Aksaray University which is a state university in Turkey participated in the study. They were to study in preparation classes of English. The study focuses on two grammar topics, reported speech and passive voice. Pre-test and Post-test were used to gather data. The results suggested a significant difference in favor of the Flipped Classroom method usage in grammar teaching. It was found that learners in the experimental group were more successful. Boyraz (2014) also wanted to learn the perceptions of the students related to the flipped classroom instruction. According to the results, students shared mostly positive perceptions towards the flipped instruction.

Kang (2015) investigated the efficiency of the FC on grammar and vocabulary education in a general English course. In his mixed methods study, not only did he evaluate the learners' perceptions through student logs, interviews and questionnaires, but he also examined the comparison between the traditional way of instruction and the flipped instruction from the grammar and vocabulary teaching perspective. Pre and post-tests were used to conduct that part of the study. Participants of the study were twenty-four university students who were studying in different departments of the university at the time of the study, yet they also took a general English course. The findings revealed that flipped instruction lead to a significant increase in total English knowledge. However, when the ANCOVA test was applied for a deeper understanding of the data, results yielded no significant difference. Kang (2015) explained the situation with the non-normal distribution of the groups. All the qualitative data resulted in favor of the FC perception except one problem. Kang stated that the only problem that occurred at the time of the process was the lack of learners' task completion. In other words, according to the result, students were reluctant to fulfill the out-of-class lecture experience.

A similar study was conducted by Al-Harbi and Alshumaimeri (2016) with the aim of exploring the effect of the FC in English grammar teaching among secondary school students. Videos chosen in accordance with the course book were assigned to learners to be viewed before the in-class session. Later on, the in-class sessions were spared for active learning opportunities and collaborative teamwork. The study included an experimental group of twenty-three students and a control group of twenty-three students, forty-six students from the same secondary school in total. Assessment instruments were pre-test and post-test for the quantitative data. Questionnaires and semi-structured interviews were used to gather learners' attitudes and perceptions about the FC model. Findings related to the perceptions and attitudes were similar to previous studies which were positive. When the results of the pre and post-test for the performances were analyzed, despite the enhanced performances, the difference was not statistically significant.

One other study that focused on the grammar input was carried out by Warden (2016). In the study, Warden mainly studied the learners' perceptions on the FC as she wanted to understand whether the implementation of the flipped instruction is possible or not, but as a side study, she also collected a small amount of quantitative data to see the effectiveness of the instruction on the teaching of future forms in a general English classroom. In the study, pre and post-tests were used to gather data from twenty-one Italian learners. The findings indicated that when flipped instruction was applied in grammar teaching, the frequency of the usage of the intended structures increased. However, this study alone is not enough to provide insights in favor of the FC in grammar teaching as it was a small scale quantitative study with the main aim of assessing learners' perceptions about the FC. The reason that this study has been included in this part is to explain that the amount and the extent of the studies carried on this specific skill are not satisfactory.

Webb and Doman (2016) implemented a study to understand if the FC can result in increased achievement on grammar learning. The study was conducted in two different countries in ESL/EFL contexts, both in Macau, China and the US at the same time. Even though the courses had different contexts, the learning outcomes were the same. Therefore, the researchers designed a study for ten weeks of grammar instruction. Sixty four learners in high-intermediate level English class participated in the study from two countries. Thirty nine learners in total were assigned to the experimental group both from Macau and the US. Twenty five learners were assigned to the control group from both countries. They needed to carry out such a study because of the insufficient time for explicit grammar instruction which was a necessity for improved writing skill. In the experimental group, no grammar instruction was given as learners were appointed with ten video lessons, each of which lasted no longer than ten minutes on average. The same grammar instruction from the videos was presented in the classes for the non-flipped group. To gather data, the researcher provided a pre and a post-test with thirty-two items. The results were analyzed through the ANOVA test. According to the post-test results, traditional instruction group showed no significant increase compared to the pre-test. Unlike the TC, learners in the FC had increased scores in the post-test (from 65.85 to 71.77).

A more recent study, focused solely on the effect of the flipped instruction in grammar teaching, was done by Melendez and Iza (2017) in Ecuador. For five weeks, thirty bachelor students were assigned with flipped instruction. In other words, they were presented with videos to be watched before the in-class sessions. Both before and at the end of the application, participants were given tests for the observation of improvement. Statistical results indicated that the program was effective and pointed out a significant difference in grades after the application of the flipped instruction. On the other hand, researchers accepted that this study may not be sufficient to provide scientific insight as there was no group to

compare the results. Finally, the most recent study on the effect of the FC implementation in an explicit grammar teaching environment was conducted by Karakurt (2018). Forty participants from the School of Foreign Languages department in a higher education institute were assigned in either the FC treatment group or the traditional group. Throughout the seven weeks of study, while the experimental group was being instructed with the help of the videos, the control group received the instruction in lecture-based teaching environment. Unlike the present study, Karakurt focused on the whole grammar structures presented through the seven weeks of application. As the data gathering tool, pre-test and post-tests were used. The gathered data was analyzed with the help of an independent samples t-test. The findings showed that there was a statistically significant difference between the traditional method and the flipped instruction. It was evident that the learners in the experimental group outperformed the control group. When the comparisons were made between the pre-test and post-test result for both groups, it became evident that both methods provided sufficient growth in terms of grammar achievement, in other words, both methods fulfilled the learning aims.

As it is conceivable from the previous parts, even though there are a considerable number of studies investigating the FC model within different fields all around the world, the amount of the research carried out in language teaching, especially focusing on a specific skill, is insufficient in our country. For instance, in their systematic review study, Turan and Akdağan-Çimen (2019), after a thorough analysis of forty-three recent studies in ELT field, found that the speaking and writing skills are the most investigated ones, (Turan & Akdağ-Çimen, 2019) which proves that grammar is one of the overlooked skills. The purpose of the present study is to fill this gap. The results may contribute to developing a better understanding of language teaching in addition to the application of the FC model.

Chapter 3

Methodology

In this chapter, participants, setting, data collection and the procedure used in the study will be described.

3.1. Design of the study

This present study is an experimental study with a pre-test and a post-test design which focused on the analysis of quantitative data gathered from two control and two experimental groups. As Dörnyei (2007) explained "... a typical experimental design would be an intervention study".

In other words, a study in which there are two main groups, one control group that sets the baseline for the study and an experiment group that is provided with the treatment. Creswell (2012) explains the idea of intervention as manipulation of the original conditions by the researcher to present learners a different experience. In the study, traditional classroom procedures were altered with the intention that the treatment group can receive flipped classroom procedures. Therefore, it would be fair to state that this one is an example of an intervention study. The main reason to implement an experimental design in this study is its effectiveness in explaining the reasons of a particular behavior. It also provides an opportunity to understand how effective would a new educational model be (Dörnyei, 2007). In the case of this present study, this new model is the FC or flipped instruction model.

3.2. Participants

The participants of this study were fifty-nine pre-intermediate level students enrolled in preparatory classes in the School of Foreign Languages at Bursa Technical University in the educational year of 2018-2019. Sixteen participants were females, and forty-three were males. Even though they were at the pre-intermediate level at the time of the study, they had different educational backgrounds in terms of language learning. Participants' ages ranged

from eighteen to twenty years. These participants were selected with the help of the convenience sampling which is a technique that enables the researcher to carry on with the most convenient option possible (Patton, 1990). As the researcher was also the instructor of the classes, it was the most convenient manner to conduct the study. Participation was voluntary, and learners signed a consent form that stated that they accepted to take part in the study.

3.3. Instrument and materials

As an assessment tool, a pre-test and a post-test, consisting of multiple-choice items, were used to evaluate the pre-knowledge and knowledge obtained after the implementation of FC. Both the pretest and the posttest consisted of forty items. Names of people and locations in the items in the post-test were manipulated so that the participant would not be able to recall them. Items in the test measured the knowledge of “present perfect simple” and “past simple” constructions. Ten of the items were taken from “Oxford Practice Grammar” (2006). Two colleagues and the researcher herself evaluated scores of the tests. Binary scoring was selected to score the items. Each correct item was assigned one point, and each wrong item was assigned zero points. When the test was ready, three colleagues of the researcher analyzed the items. After that, a native proof-reader evaluated the test. As the final step, before the application, participants were told that participation was voluntary, and they may not take the tests if they were not interested. At the beginning of both the pre- and post-tests, participants were provided with consent forms as a reminder of this voluntary participation. The research also informed participants about the procedure of the study before the application of the pretest.

Other than the measurement tools, materials including videos to be watched in personal time for the FC, in-class activities and at-home activities were prepared by the researcher. One of the in-class activities were short pop quizzes which did not have any value

for the study except to motivate the learners to watch the assigned videos and come to the class prepared. As some researchers explained in their reviews and studies, one of the risks of the FC is learners' reluctance to spend time on the lecture videos before attending the classes. (Kordyban & Kinash, 2013; Kang, 2015)

3.4. Procedure

The instructor of the two groups, who was the present researcher, requested the learners to take part in the study. As all learners accepted the request, they were given a written consent form to inform them about the study and the privacy of identity at the beginning of both pre- and post-tests, and also, they were told that they have the freedom to be excluded from the study any time. The researcher also clarified the purpose and the design of the study to the participants.

In BTU SFL, the teaching year consists of four quarters, and the study was carried on in the second quarter which means that all the four groups passed the previous quarter successfully and qualified to carry on their study in the pre-intermediate level. There are seven weeks of study in a quarter and a week for the final exams. Each week students have twenty-four class hours. As the course book, *Navigate English Pre- Intermediate (B)* is used. Related grammar parts in the textbook were used without change in the traditional treatment. This study was carried on the 5th week of the quarter. Three forty-five-minute class hours were spared for the in-class practices and approximately two or three hours were spared for individual study. Traditional practices all took place in the classroom environment except homework assignments. For FC practice, participants got ready individually in their own environment prior to the class interaction.

Groups were randomly assigned as the control group (traditional teaching approach) and the experimental group. This way, the researcher had control over the influence that may occur because of individuals' characteristics (Creswell, 2012). The treatment conditions were

manipulated for these two groups to provide a Flipped Classroom application (Creswell, 2012). For the control group, instructions were given in class time. They were given assignments to be carried on individually, in their personal time. Unlike control groups, experimental groups were provided with videos to watch in their personal time beforehand. This instructional information was all the same other than the method they were introduced to learners.

3.4.1. Implementation of Flipped Classroom. As stated in previous chapters, FC has many different explanations and applications. As a result, there is no one set of rules for the Flipped Classroom Application.

For the flipped design, the instructor prepared three video sessions prepared on “Powtoons” which is basic-level online animation software. The main reasons for using this software were to make the video sessions enjoyable to the viewers and the convenience of it. A chosen grammar topic was explained in details with many examples that were directly taken from the course book as those parts are also used for traditional classroom teaching with the control group. Appealing animations and the voice of the instructor-researcher were embedded into the videos to awaken familiarity and sincerity. These videos were published online so that learners could easily reach them; they included exercises that were taken from the course book to maintain fairness between the traditional classes and FC. Before in-class time, learners in the experimental group were assigned to the related video. The instructor made it clear that the learners should watch the videos carefully as there would be no traditional classroom application in the class. They were also encouraged to stop the videos as much as they wish to solve their own problems. One other point explained to the learners was that they were not allowed to ask an immediate question they come up with throughout the in-class session.

After the instruction part on the video, there were questions for learners to practice the presented topic with which was also practiced with the control groups. As the answers were all provided immediately after the exercises, students had the chance to check their understanding. They were also informed that they should take notes on the parts that they do not understand properly. Therefore, the first task of the in-class time is to clarify the unclear points of the topic. Following the clarification of the possibly confusing information from the lectures, treatment continues with the class time being used for productive activities that promote cooperative team-based learning. Team-based learning allows learners to experience the information presented in the videos under the guidance of the teacher and in cooperation with their peers (Foldnes, 2016). Thus, language learning turns into a communicative, reflective and enhancing learning environment.

3.4.1.1. Session 1. Before the lesson, the instructor assigned the first video to be viewed and practiced in personal time. The instructor clarified that if learners had problems with understanding the topic, these problems would be explained in the class the next day (Appendix 1).

The first class session was divided into three parts, a short pop-quiz, and a question-answer part and practical usage of the language item discussed in the video. A short pop-quiz was used to ensure that all learners watched the video prior to the in-class time (Appendix 2). The motive behind the question-answer part is to answer questions that students may have after watching the video. In the last part of the session, learners first made use of the structure by surveying their friends with the help of the provided prompts (Appendix 3). They were expected to put the prompts in question forms. They were also expected to get full answers. At the time of this activity, the instructor walked around the class, checking the accuracy of the structure and encouraging learners to make use of the language item. When the oral session was done, the students were asked to produce written forms of the answers they had.

At the end of the session, the second video related to the topic was assigned to be practiced in personal time (Appendix 4).

3.4.1.2. Session 2. A short quiz was applied as evidence to ensure that the students watched the video at the beginning of the second in-class session (Appendix 5).

Ten minutes were spared for the question-answer activity to clarify the parts learners may not have understood properly.

In the production part of the session, learners were required to prepare questions about experiences such as “Have you ever been to a foreign country?” with the presented structure and ask these questions to their friends. They were expected to walk around, ask each question to a different friend and get details for the questions. The aim of this activity was to start a conversation with a “present perfect” structure and give details in “past simple”. At the time of this activity, the instructor walked around, monitored the learners’ behavior and how they used the structure. When necessary, she asked questions to remind them of the accurate way of using the structure, or she talked out the accurate structure from the peer of the learner (Appendix 6).

When the oral part was finished, the last fifteen minutes of the session were spared for the written production and presentation of the information. Students needed to write and talk about their friend's experiences. One example may be as follows;

“Elif has been to France twice. She went there in 2015 and she visited Disneyland.”

At the end of the session, the final video was assigned. The instructor explained that that was the final video of the study, and they may watch the previous videos as many times as they would like (Appendix 7).

3.4.1.3. Session 3. To check if learners watched the videos, learners completed a short quiz(Appendix 8).Afterwards, as the usual treatment, the instructor clarified the confusing points in the video and answered the questions of the students.

As the productive activity of the structure, the instructor put the class in pairs and handed out a prompt sheet with daily activities that a university student possibly repeats every day for each pair. Students needed to produce sentences with the presented structures (Appendix 9). Expected answers were as follows:

“I have already had my breakfast but I haven’t brushed my teeth yet.”

When the oral production was completed, learners were requested to write sentences about their friends’ answers and share them in class.

“Yusuf has already talked to the teacher but he hasn’t given his homework yet.”

“Mustafa has had English classes since 9.15 am today.”

3.4.2. Implementation of the Traditional Classroom. The traditional part of the study consists of three in-class sessions and three assignments to be completed individually by the learner. For all three in-class sessions, Power points were prepared to get the full attention of the learners. The instructions of these power points were all the same with the book so that there was no instructional difference between the flipped classroom videos and traditional class power point slides. Controlling all possible variables is vital for the reliability of the study to avoid any difference that may come out because of instructional differences (Creswell, 2002). Learners in the control group were only told that they would be part of a study and they were asked to fulfill the tasks they were assigned as homework. The instructor checked the homework on her personal time and when needed, gave feedback during the office hours. The main drawback of this application was insufficient feedback time. Milliard (2012) underlines how a flipped language learning environment would develop a discussion environment. In the conventional classroom, learners are deprived of such opportunities when the feedback time is restricted.

3.4.2.1. Session 1. The instructor presented and explained the topic as it was introduced in the course book. Learners listened to the instructions and did the activities

provided by the course book. (All these instructions and activities were presented in the videos, prepared for the experimental group of the flipped classroom application; therefore, there was no difference in the instruction part other than the way it was presented.) This part of the session took about thirty – thirty-five minutes of the session.

Final ten minutes were spared for the questions of the learners.

As homework, learners were assigned a survey using which they asked their friends about their experiences and completed a form with the information they had. In FC, this part of the session was carried out throughout the class time, and learners had the chance to ask questions to the teacher, unlike the traditional classroom application (Appendix 3).

3.4.2.2. Session 2. For thirty-five minutes, grammar topics “Present Perfect” and “Simple Present” were both reminded to the learners, and their differences were presented with the help of the course book. The exercises in the course book were done with the help of the instructor. Learners were encouraged to ask their questions about these structures in the final 10 minutes. The instructor assigned learners with “Tell me more” activity. Each learner was given prompts to ask their friends. They used “Present Perfect” to start the conversation and “Past Simple” to get more details about their friends’ experiences. Unlike the FC activity, learners had to carry on this activity in their personal time without the comfort of teacher feedback (Appendix 6).

3.4.2.3. Session 3. As in the classical traditional classroom application, the instructor presented and explained the topic with the help of the course book. Learners did the provided activities in there and asked questions throughout the session. As homework, learners wrote about the activities they have completed or not completed until then. They were expected to ask about two of their friends’ days and also wrote about their days.

3.5. Data Analysis

The core of this study was based on the quantitative data used to detect the outcome of the FC and the traditional instruction and compare these results collected systematically, adapted into the precisely planned design. Quantitative data, which reveals the observable changes as well as the differences at the end of the application of systematic techniques, provides crucial insight for future grammar instruction (Lisa M, 2008).

This study is designed as an experimental study since the research questions aim to find out the effects of the FC approach and if they are different from the TC approach. According to Creswell (2002), to see whether the learners, who experience a new way of teaching, perform better than the learners who have no experience with that new teaching, the best research design is an experimental design. For data collection in this experimental study, the pre-test post-test design was used. Results are used to explore the differences that occur after the application of the study. The post-test is the manipulated version of the pre-test. Only the names and the locations in the items were manipulated to control the possible influence that may occur if learners remember the questions. At the beginning of the study, before the FC and TC application, learners were given a pre-test, consisting of forty items, which aimed to assess the learners' present knowledge on the "Present Perfect Tense and the Past Simple" and the difference between them. At the end of the FC exposure, learners were given the manipulated post-test (Appendix 10,11).

All forty items were analyzed to detect the effect that the FC created, and compared to the TC results, to see if there was a significant difference between the two teaching approaches. To sum up the whole procedure, the table below clarifies the steps followed during the study.

Table 3

Flipped Classroom and Traditional Classroom Flow

Activities	Control Group (N= 29)	Experimental Group (N=30)
In-class Activities	<ul style="list-style-type: none"> • Direct instruction for “present perfect tense” and “past tense” • Immediate exercise opportunity from the course book • Answers provided for previously assigned homework 	<ul style="list-style-type: none"> • Feedback provided for the questions related to the video and power point exercises assigned as homework in the previous lesson • Productive exercises related to the structures (pair-work, group-work)
Out-of-class Activities	<ul style="list-style-type: none"> • Productive exercises related to the structures assigned as homework. 	<ul style="list-style-type: none"> • Instructional Videos, Power Point Presentations and online practices to be watched

Chapter 4

Results

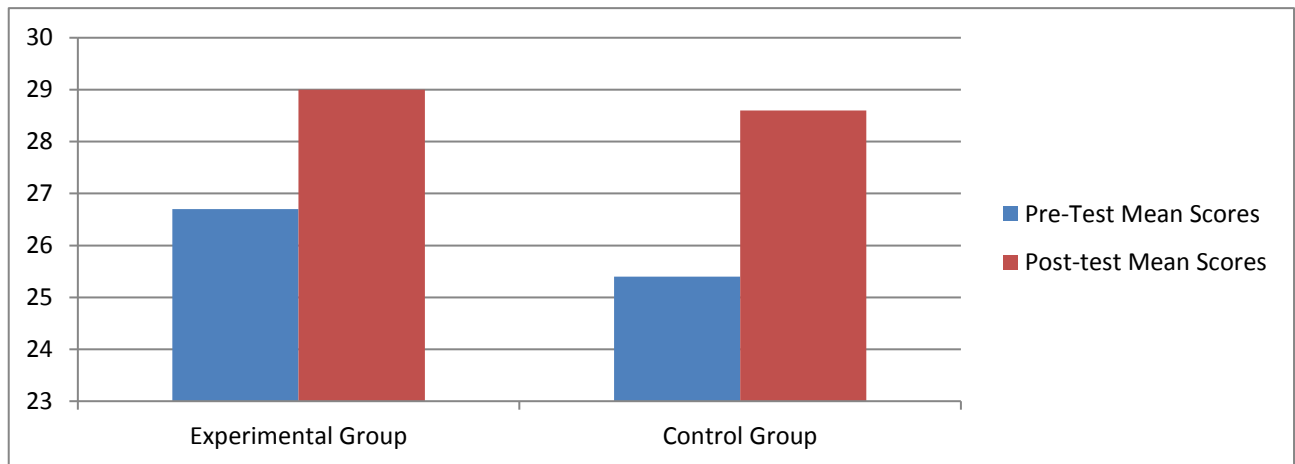
This chapter presents the quantitative results gathered from the data analyzed in the light of two research questions. A pre-test and a post-test were used to collect data. In the control group, before the beginning of the study, a pre-test was given. For three weeks, lectures were given face to face in these two control groups. At the end of the study, the post-test was given to learners to see the effectiveness of this method. Similar to the control group, a pre-test was given to the learners in the experimental group but this time, the face to-face time was used for productive activities and lectures were assigned as homework. The first research question looks for the possible effects of both FC and Traditional Classroom instruction while teaching the usages of the Simple Past and Present Perfect tenses. The second research question, on the other hand, looks into the comparison of the possible effects both ways of instruction throughout the teaching of these two specific tenses.

4.1. Research Question 1: Effects of Flipped and Traditional grammar instruction on EFL learners' recognition of the difference between the usages of the Simple Past and Present Perfect tenses

The first research question inquires the effects of flipped and traditional grammar instruction on EFL learners' recognition of the difference between the usages of Simple Past and Present Perfect tenses. To answer this question, two different "paired-sampled t-tests" were used for each way of instruction. Evaluating the average scores of the pre-test and post-test scores would also be informative to be able to answer the first research question. In figure 3, the comparison of the pre-test and the post-test result is shown in a clustered column chart in which the improvement of both groups is conspicuous. In both groups, the pre-test scores are lower than the post-test scores.

Figure 3

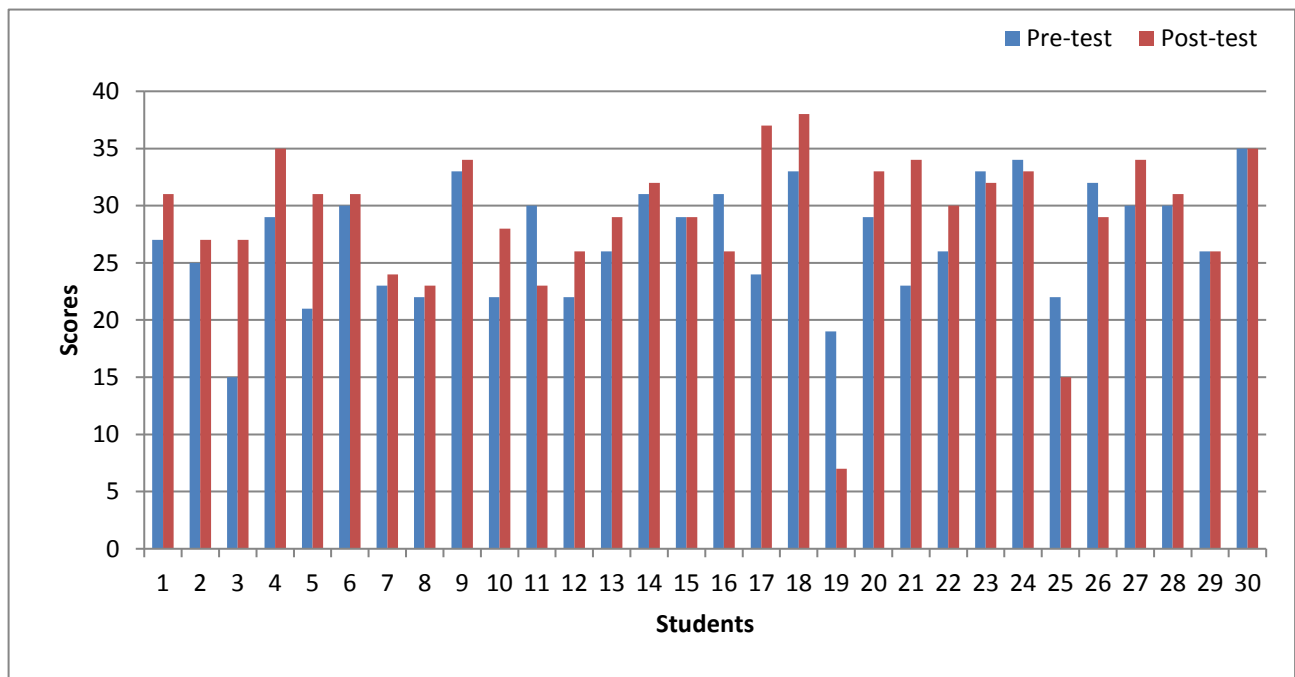
Comparison of the mean scores of pre-test post-test scores of both groups



For a more detailed analysis of the results, student based bar charts would also be explanatory to see the effectiveness of both ways of instruction. Figure 4 shows the comparison of the pre-test post-test scores of each student in the experimental group.

Figure 4

Comparison of the pre-test post-test scores of experimental group students (FC group)



Twenty out of thirty students (66,6%) had increased scores after the implementation of the flipped instruction which proves the facilitating effect of the method. Three of the learner had the same score with the pre-test showing no improvement and seven (23,3%) students had lower results. Figure 5 presents the comparison of the scores from the pre and the post-test for every student in the control group. Twenty two out of twenty nine (75, 8%) students scored better in the post-test compared to the pre-test. Four of the students showed no improvement or decline while three of the students scored worse.

Figure 5

Comparison of the pre-test post-test scores of control group students (TC group)

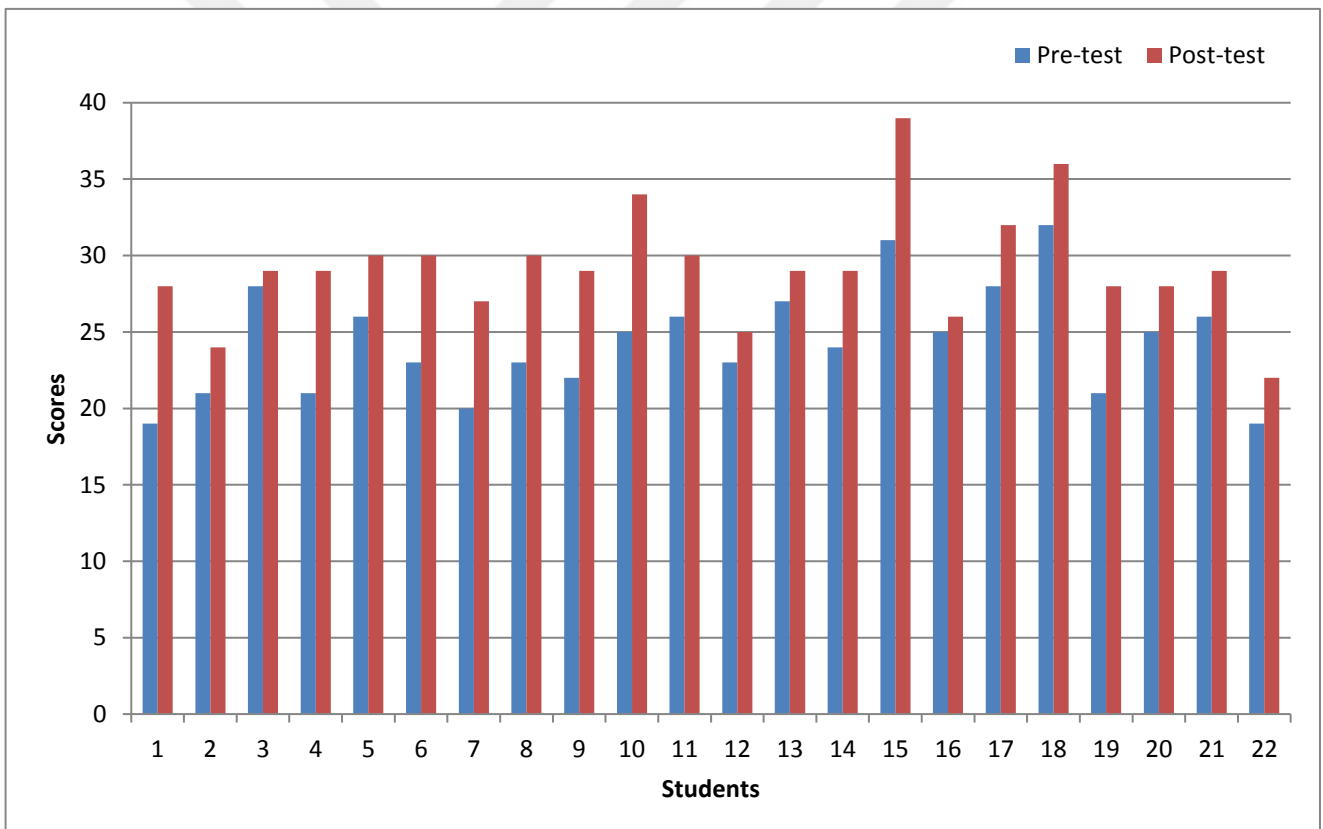


Table 4 below shows the analysis of the data gathered from pre-test and post-tests in two flipped classrooms. Both the pre-test and post-test scores of the experimental group are shown in table 4.

Table 4

Paired Samples t-Test Results of Pre-test and Post-test in All Flipped Classrooms for RQ1

Results of Pre-test and Post-test in All Flipped Classrooms						
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
Pre - test	30	26,70	4,74	29	-2,201	0,036
Post - test	30	29,00	6,35			

Max. Mean Score: 40

Findings given in Table 4 show an increase in the score that the learners of the experimental group (N=30) obtained from the post-test with an average of 29,00 at the end of the research study while the average of pre-test scores is 26,70 before the flipped instruction. (For both tests the maximum mean score is 40.) This increase indicates a significant effect of flipped instruction on grammar teaching ($p=0,036$). This means that with the help of flipped classroom instruction, language learners became aware of the tenses introduced and were able to differentiate them.

In the analysis of the results of the test scores of traditional classroom groups, the “paired sample t-test” was run. Table 5 below shows the results of the pre-test and post-test given in the traditional classrooms. A similar improvement is also visible after the traditional way of instruction. Based on the findings in Table 5, while the average pre-test scores of the learners in the control groups (N=29) was 25,44 before the teaching period started, it is perceivable that the average of post-test scores was 28,68, showing a significant effect on EFL learners’ recognition of the difference between the Simple Past and Present Perfect tenses ($p=0,000$). This result of the traditional way of instruction in grammar teaching indicates the awareness of the learners on the target structures.

Table 5

Paired Sample t-Test Results of Pre-test and Post-test in All Traditional Classrooms for RQ1

Results of Pre-test and Post-test in All Traditional Classrooms						
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
Pre - test	29	25,44	4,18	28	-4,000	0,000
Post - test	29	28,68	4,12			

Max. Mean Score: 40

The findings in both tables suggest that both the experimental and the control group improved their grammar skills at the end of the teaching process through each way of instruction. However, the second research question poses a further investigation into the study and asks for the statistical difference of effectiveness of the two researched instruction types of instruction.

4.2. Statistical difference between flipped and traditional grammar instruction in terms of EFL learner's recognition of the difference between the usages of the Simple Past and Present Perfect tenses

The second research question asks if there is any statistically significant difference between flipped and traditional grammar instruction in terms of EFL learners' recognition of the difference between the usages of the Simple Past and Present Perfect tenses.

Independents-sample t-tests for both pre-tests and post-tests, which would provide the significance rate of the achievement, were employed to have a statistical response to this question. Table 6 below shows the analysis of the data gathered from the pre-test and post-tests in the classrooms. In the table, the results of both pre-tests and post-test were compared for each way of instruction.

Table 6

Independent Samples-Test Results of Pre-test and Post-test in All Classrooms for RQ2

Results of Pre-test and Post-test in All Traditional Classrooms							
	Group	<u>N</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
Pre - test	Flipped	30	26,70	4,74	57	1,073	0,288
	Trad	29	25,44	4,18			
Post - test	Flipped	30	29,00	6,35	57	0,222	0,825
	Trad	29	28,69	4,12			

Max. Score: 40

Even though the Table 6 above presents the mean score of the pre-test for the flipped group as a little higher than the traditional group, (Pre Flipped: M=26,70, Pre Trad: M=25,44), this does not present a significant difference statistically with a p-value of 0,288. This score proves that all the participants in the study are at the same level of English proficiency. As mentioned in the methodology part, at the beginning of each year, learners taking part in preparatory English course are distributed in the classes according to the diagnostic test results. For that reason, participants of the present study were not given another test to prove their level. The pre-test results prove this by showing no significant difference.

The table above also demonstrates additional information for the second research question. While the mean score of the pre-test in TCs is 25, it increases to almost 29 in the pos-test which proves the success of this way of instruction. (Pre Trad: M=25,44, Post Trad: M=28, 69) The same increase is also observable in FC. The mean score of 27 in the pre-test in flipped classroom rises to 29. At any rate, to obtain an unbiased answer for the second research question, it is crucial to have a profound analysis of the presented data.

Table 7 gives more details on the data to answer the second research question. The Sig. value as 0,094 for the post-test provides evidence to assume that there is a homogenous distribution with the variances. Therefore, the significance value in the second row for the post-test (underlined below) was taken as a reference, which reveals that there is no significant difference ($p = 0,824$) between the two teaching techniques in terms of success.

Table 7

Independent Sample Test Results of Pre-test and Post-test in All Classrooms for RQ2 with Leven's Test for Equality of Variances.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig.(2- tailed)	Mean Dif.	Std.
Pre- test	Eq var assumed			1,073	57	,288	1,25172	1,16638
	Eq var not assumed	1,257	,267	1,075	56,548	,287	1,25172	1,16390
Post- test	Eq var assumed			,222	57	,825	,31034	1,40034
	Eq var not assumed	2,903	,094	,223	49,943	<u>,824</u>	,31034	1,39054

Consequently, the results presented in both tables above suggest that the way of instruction does not have a significant effect on the learners' awareness in the specified language structure. This is to say that for grammar instruction both methods seem to be as effective as each other and may be preferred in language teaching.

Chapter 5

Discussion

The purpose of this present study was to investigate the effectiveness of the flipped instruction, which is a relatively new method being studied by a number of educational researchers in grammar teaching in EFL context. Two research questions of this study were the effectiveness of FC and TC in grammar teaching and whether there was any significant difference between two ways of instruction. To obtain data for these questions, an experimental study was conducted. The control group consisted of twenty nine participants and the experimental group of thirty participants from a preparatory EFL course were compared. Each group was given both a pre-test before the application and a post-test after the flipped and conventional treatments. In the experimental group, the instruction was given on videos uploaded on a website and then in-class time was used for productive activities. In the control group, the way of instruction was traditional; in other words, class time was used for lecturing and for some basic activities promoting the low-level skills from Blooms' taxonomy. Exercises were given as homework to be done individually without the guidance of the teacher. Scores of the pre-test and the post-test were analyzed through a paired sample t-test and an independent t-test. Results from the analysis suggested that both flipped and traditional ways of instruction were effective in grammar teaching but there was no statistically significant difference between the two methods.

The first research question was asked to find out whether both the flipped and the traditional ways of instruction achieved the learning targets. The results revealed that both ways of instruction were successful. In other words, learners being taught with the help of any of these were able to learn the presented grammatical structure. The findings of the first research question are consistent with many research studies in the field. Karakurt (2018) found similar results in her study showing that both TC and FC had a meaningful effect on

grammar teaching. There are more studies that have yielded similar results with this present study. For instance, according to the results obtained by Hung (2015) in a study exploring the effectiveness of FC in listening and vocabulary teaching, learners showed increased scores after both ways of instruction. However, unlike the findings of this present study, flipped instruction in Hung's results had a statistically significant difference. The results of the first research question of this present study are also in agreement with the findings of the study conducted by Boyraz and Ocak (2017). In their study, they also found out that both FC and TC have a profound effect in teaching. Findings from the studies conducted by Leis et al. (2015), Ahmad (2016) are also in accordance with the findings of the first research question of this present study. They found out that both Flipped Classroom and Traditional classroom improved learners' performance in writing.

The second research question had the aim of exploring if one way of instruction was superior to the other one. In light of the analyzed data, it was found that both ways had a meaningful effect on grammar teaching without a statistically significant difference. In other words, either FC or TC would be beneficial in a language classroom in grammar teaching. Contrary to the findings of the second research question of this present study, Suludere (2014) found a significant difference in favor of flipped instruction. She stated that students who were instructed with flipped application outperformed the students that were in the traditional classroom. Similar to what Suludere found, unlike the findings of this present study, Boyraz and Ocak (2017) and Webb and Doman (2016) also found that the learners of FC method outperformed the learners of TC method in terms of post-test scores.

The results of this study are in line with some studies. Findings of Lee and Wallace (2017) who studied the effects of FC in a South Korean University have a correspondent outcome at the end of their research. They were not able to find a statistically significant difference between the effects of each method. Similarly, Cavdar (2018) conducted a study to

investigate if there is any difference in the learners' achievements between FC and TC. The results of her study demonstrated that there was no significant difference between the achievement rates in both groups; moreover, the unexpected finding was a slight negative effect of flipped instruction on students' performances. Findings of this present study also support what Al-Harbi and Alshumaimeri (2016) grasped in his study focusing on the effectiveness of FC in grammar teaching. He explained that even though the experimental group scored slightly better than the control group, a statistically significant difference was not observed. Findings of the studies conducted by Kang (2015), Karakurt (2018) are also in agreement with the findings of the second research question of this study; that is to say, there was no statistical difference between two ways of instruction.

The reason for this interesting finding, which is the statistically insignificant difference between FC and TC, may be caused by one of the concerns explained in the literature review chapter. As it was stated, learners who are accustomed to learning in a traditional way of instruction may have a tendency of rejecting the flipped method. Therefore, they may not make use of the in-class learning opportunities that arise when the lecture is taken out. Another possible reason might be the fact that some learners may not be aware of how to manage their own learning. In other words, students may not be autonomous. Gavranovic (2017) suggested learners should be able to handle the process of learning on their own, otherwise flipped learning may not be as effective as expected. It is possible that these results were influenced by the limited number of grammar structures that were the focus of the present study. If this present study was a whole term or a year study, the results would present a different picture as learners would be used to this whole new procedure. Results of Al Harbi and Alshumaimeri (2016) also suggest that the reason for such results can be because of limited time as they completed their own study in six weeks. On the other hand, Webb and Doman (2016) had a research study of twelve weeks with the results showing a

statistically significant difference in terms of FC. This difference may be associated with the length of time of the study. Nevertheless, to prove the impact of these speculated reasons, a triangulated study is necessary to provide more insightful results.

Finally, as the study suggested, both the conventional classroom teaching and the flipped teaching are effective, but the difference between the methods is not statistically meaningful therefore choosing one over the other is not possible. A more in-depth and wider research, including the perceptions of all parties included in the educational process and an expanded flipped design through bringing in up-to-date technologies, would produce more accurate and applicable answers. At this point, it can be inferred from what has been found that the adoption of either FC or TC depends on the practicality issues. As mentioned in the literature review, FC is not an easy model to implement as it requires a tremendous amount of teacher time (Yıldırım & Kıray, 2016; Ocak, 2015; Bergmann & Sams, 2012). It would be wise to prefer the traditional way of instruction if the teacher or the curriculum designer has limited time to prepare the design of out-of-class and in-class materials. Also, an important issue in terms of practicality is access to technology. If learners have no or limited access to technology, flipping instruction may not be valuable in teaching (Ocak, 2015; Yıldırım & Kıray, 2016; Göğebakan Yıldız & Kırıyıcı, 2016). Another effective use of FC may be making a use of it as a supplement for the conventional way of teaching where lecture is still the main focus. Keeping the lecture time short and concise and supporting the lecture time by out-of-class online tools, would give more time for in-class communicative activities as suggested by Larcara (2014).

Chapter 6

Conclusion

This research study was conducted to understand if FC is beneficial in English grammar teaching, and is there is a significant difference between the traditional way of teaching and flipped instruction. In this study, an experimental approach was adopted. Two experimental and two control groups were formed from a total number of 59 students from SFL of a Turkish University. All participants were in the same level of proficiency which was Pre-Intermediate. There were two main research questions which were to find out if flipped and traditional ways of instructions are successful in terms of student achievement, and if there is a statistically significant difference between those two methods of teachings. The study focused on specific grammar structures of present perfect and past simple as both require more in-class time spared for communicative and productive activities to enhance learning. Before the treatment, a pre-test was applied. For three weeks, in the control groups, the structures were presented through the conventional way of instruction and the experimental groups were assigned to watch and practice flipped instruction videos. At the end of the treatment period, participants were given a post-test. The data were analyzed through paired sample t-test and independent sample t-tests of SPSS. As for the findings of the study, pre- and post-test results for both ways of instructions showed significant differences which can be interpreted as both ways are successful in grammar teaching. The second major finding was the difference between the two ways of instruction. The FC had no statistically significant difference compared to TC. This was surprising as some of the studies in the field indicated that FC was more effective than TC and the researcher had similar beliefs and expectations (Huang and Hong, 2015; Hung, 2015; Basal, 2015; Webb & Doman, 2016; Cuang, 2016; Boyraz & Ocak, 2017; Ekmekçi, 2017; Hsieh et al., 2017; Ceylaner and Karakuş, 2018).

This study adopted an experimental model to find out the difference between flipped instruction and conventional instruction while teaching specific grammar instruction in a Turkish preparatory ELT environment. Including the fact that there are not many research studies in the field focusing on specific grammar structures, this study is also one of the rare studies revealing an interesting finding that the difference between two models is not meaningful. As it reveals a different result from most other studies in the field, future studies would make use of the design and the findings of this study to investigate FC versus TC.

6.1. Recommendations

Studies which were conducted in periods as short as three to six weeks, including this one, may produce results which are not strong enough to promote FC over TC. Extended study periods may offer different results. Including a qualitative perspective to the study would provide profound insights. Incorporating data on teachers' perceptions would be beneficial for a deeper understanding of the impact and the implementation of the flipped instruction in language classes. Therefore, a qualitative survey to obtain teachers' ideas may be included in the design of future studies. It is strongly recommended that in future studies, learners should be given more instructions on how to make the best use of online materials. They should be reminded that the videos or slides are advised to be watched as many times as needed. They should be instructed on time management principles to fulfill their educational needs.

One other recommendation related to flipped instruction research would be about the use of technological tools. As suggested by Yıldırım and Kıray (2016), it is not easy for a full – time teacher to reverse a language class for the first time. Preparing online tools takes a considerable amount of time and effort. Hence, researchers interested in flipped studies should be aware of up to date practical digital devices.

Also, further studies may investigate the effectiveness of in-class activities in terms of activating higher level skills from Bloom's taxonomy such as analyzing, evaluating and creating.

6.2. Implications

Based on the findings of the study, it can be said that implementing flipped instruction in the language classrooms would be as beneficial as the use of the traditional way of instruction in grammar teaching. Both ways of instruction had beneficial effect on learners despite the fact that there was no significant difference between them. Therefore, while choosing one over the other would be beneficial, making use of flipped instruction as a facilitating opportunity in addition to the traditional way of teaching would also result in enhanced learning.

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Appendices

Appendix 1: First Flipped Instruction Video :<https://dilahyavuz.com/new-study/>

The screenshot shows a browser window with the URL dilahyavuz.com/new-study/. The page header identifies the author as Dilah Yavuz. The breadcrumb trail is Home > Learning English > A New Study- Step 1. The main content area features the title 'A New Study- Step 1' dated December 2, 2018. The text begins with 'Dear friends,' and explains that the page is for 30 students. It instructs readers to watch a video and then practice. A link to a Powtoon presentation is provided: <https://www.powtoon.com/online-presentation/fo2O0ZFNtLI/present-perfect-1/?mode=movie>. A sidebar on the right lists 'Recent Posts' and 'Archives'.

The screenshot shows a Powtoon presentation slide titled 'Present Perfect 1' by dilah_yavuz, updated on Dec 2, 2018. The slide features a cartoon character of a woman pointing to a speech bubble. The text inside the speech bubble reads: 'When we want to talk about life experiences like "bungee jumping" or "traveling to India"...'. The Powtoon logo is visible in the bottom right corner.

Appendix 2: First Pop Quiz

Name : Number :
Surname : Class Code :

Write True or False next to the sentences about the video you watched last night.

1. ___ We use “have or has” to form a present perfect sentence.
2. ___ We use “Present Perfect” sentences when we know the exact time of the action.
3. ___ “Ever” is used in negative sentences.
4. ___ “Never” is used in negative sentences.
5. ___ We need “participles” of the verbs for Present Perfect.

Appendix 3: Worksheet 1 & Homework 1: Prompts for Questions

Survey Sheet

Ask your friend the questions as in the example:

You: Have you ever fallen in love before?

Your Friend: Yes, I have. / No, I haven't.

Then, write your friend's answers below.

Selin has fallen in love before.

	<u>Find Someone Who...</u>	<u>Name</u>
Ex:	fall in love	Selin
1.	fly in a hot air balloon	
2.	play volleyball	
3.	go to Adana	
4.	eat Sushi	
5.	ride a camel	
6.	run 5km	
7.	bake a carrot cake	
8.	read a love book	
9.	make a snowman	
10.	buy a very old thing	

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

Practice Sheet

A) Complete the following questions and sentences with present perfect so they are true for you.

1. I have never (try) _____ but
I have (try) _____.
2. I have never (have) _____ but
I have (have) _____.
3. I have never (make) _____ but
I have (make) _____.
4. I have never (see) _____ but
I have (see) _____.
5. I have never (learn) _____ but
I have (learn) _____.
6. I have never (buy) _____ but
I have (buy) _____.
7. I have never (try) _____ but
I have (try) _____.
8. I have never (use) _____ but
I have (use) _____.
9. I have never (want) _____ but
I have (want) _____.
10. I have never (eat) _____ but
I have (eat) _____.

Appendix 4: Second Flipped Instruction Video

dilahyavuz.com/a-new-study-step-2/

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Dilah Yavuz

Personal

Home » Learning English » A New Study – Step 2

A New Study – Step 2

December 9, 2018 dilah Post in Learning English

Dear friends,

This is the second step of the study.

As you did in the first one, please watch the video by clicking on the first link below, then click on the second link to practice what you understand from the video.

When you click on the second link a PPT will be downloaded. On this PPT, you will have exercises with the answers on the following slide. Please do the activities carefully. If you don't understand the questions or the answers, please take notes and talk to me in the class.

- <https://www.powtoon.com/c/bxASo1eK36l/1/m>

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- December 2018

Present Perfect 2

By dilah_yavuz | Updated: Dec. 9, 2018, 5:53 p.m. Slideshow Movie

Let's look at a dialogue!

A: Have you ever fallen a sleep on the train?

B: Yes, I did that 2 years ago. I got home very late.

This dialogue starts with Present Perfect!

The answer is Past Simple!

"did" and "got" are the past forms of "do" and "get".

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Appendix 5: Second Pop Quiz

Name : Number :
Surname : Class Code :

Write True or False next to the sentences about the video you watched last night.

1. ___ Past Simple is used when we know the exact time.
2. ___ Present Perfect is never used in dialogues.
3. ___ Past Simple is used to give details in a dialogue.

Appendix 6: Second Pop Quiz

Student Experience Sheet

1. Start this activity by writing a copy of the chart on the board and filling in my own favorites. As a whole class, discuss which past participles could be used to form questions for each of these favorites. For some “favorites” choose more than one past participle. For example, for *Unusual Food*, write *eaten*, *tried* and *had*.
2. Model the activity by asking students questions (Have you ever been to Italy?) and some follow up questions (When did you go? What did you do?). These are the details for the final column on the chart. Get answers in both present perfect and past simple.
3. Next, students write their favorites on their own charts. They can write the past participles to the left – but not the entire question. Tell them to ask the question, not read it.
4. They then mingle and find classmates who have seen their favorite movie or been to their favorite place in town. By providing details, students move beyond a simple yes/no answer and make the switch from present perfect to simple past tense.

After the chart is completed, students share with the whole class something interesting they learned about a classmate. This allows students to practice the third person present perfect. Students can also write about their classmates using the information on the chart. These sentences should use both present perfect and simple past tense.

CAMBRIDGE
Tell Me More – Using Present Perfect and Simple Past

Past Participles for Questions	My Favorite	Classmate's Name	Details
	vacation place		
	movie		
	song		
	local place		
	unusual food		

Appendix 7: Third Flipped Instruction Video: <https://dilahyavuz.com/90-2/>

dilahyavuz.com/90-2/

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Dilah Yavuz

Personal

A New Study – Step 3

December 11, 2018 dilah Post in Learning English

Dear friends,

This is the final step of the study.

As you did in the first and the second steps, please watch the video by clicking on the first link below, then click on the second link to practice what you understand from the video.

This time you don't have a PPT in the post. I'll provide you the practice material in the class. So, here the only thing you should do is to watch the video.

Remember, when you complete the video, you are supposed to send me an email.

Thanks

<https://www.powtoon.com/c/eVzBn07pGCy/1/m>

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- Hey There!

Archives

- December 2018
- July 2018

Present Perfect 3

By dilah_yavuz | Updated: Dec. 11, 2018, 9:06 p.m. Slideshow Music

JUST
All these things happened a very short time ago!

- I've **just** seen Susan coming out of the cinema.
- Mike has **just** called you. Can you call him back please?

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Appendix 8 :Third Pop Quiz

Name : _____ Number : _____
Surname : _____ Class Code : _____

Write “just”, “already”, “yet”, “since” or “for” in the blanks.

1. We use “ _____ ” in negative sentences and questions.
2. We use _____ for something happened very recently, a very short time ago.
3. ___ is used when we give the beginning time of the action.
4. _____ is used for something happened before now or earlier than expected.
5. ___ is used to tell the length of time that the things have happened.

Appendix 9: Daily activities prompt sheet to make sentences with target language

A) Tell your friend if or how long you have done these activities today; write his or her answer on the right.

Ex: I have already completed the activity.

		<u>Name:</u>	<u>Sentence</u>
Ex:	complete the activity	Me	I have already completed the activity.
1.	wash your face		
2.	have breakfast		
3.	brush your teeth		
4.	do homework		
5.	have lunch		
6.	Listen to music		
7.	talk to the teacher		
8.	call your parents		
9.	go shopping		
10.	read the text in the book		
11.	check the news		
12.	Look up a word		
13.	Search something on Google		
14.	Have something to drink		

B) Write your friends answers below as in the example.

Ex: My friend hasn't had breakfast yet but he has listened to music for five hours.

Appendix 10: Pre-test with consent form

Flipped Classroom Teaching Study Consent Form

You are being asked to take part in a research study of how effective flipped classroom teaching would be for college students. I ask you take part in this study to be able to improve teaching - learning environment by the application of new techniques. The purpose of the study to see the effectiveness of a new technique in teaching called Flipped Classroom in language teaching. As taking part in this study, you are expected to complete the following parts of this test. The records of the study and the results of this study will be kept confidential. Taking part in this study is completely voluntary and you are free to withdraw.

Statement of Consent:

I have read and fully understood the above information. I consent to take part in the study.

A) When do we use these phrases? (Aşağıdaki ifadeleri hangidurumdakullanırız?)

1. **just**

Ex: I've **just** got here.

- a) a finished past event b) a recently happened event

2. **ago**

Ex: I graduated from university two years **ago**.

- a) a finished past event b) a recently happened event

3. **already**

Ex: Summer has **already** arrived in Venice.

- a) a finished past event b) a recently happened event

4. **last**

Ex: She went to Paris **last** year.

- a) a finished past event b) a recently happened event

5. **since**

Ex: They have worked in that company **since** it was founded.

- a) from a specific time to present b) period of time from which a situation continues

6. **for**

Ex: He's been unemployed **for** a while.

- a) from a specific time to present b) period of time from which a situation continues

7. What does the speaker ask by this question?

"How far have you travelled?"

- a) She asks about present. b) She asks about past.

8. What does the speaker mean by this sentence?

"How many criminals have you arrested Sally?"

- a) Sally used to be a detective. b) Sally is a detective.

9. Read the sentence and choose the correct answer.

"We have been there several times this summer."

- a) Now it is winter. b) It is still summer.

10. Read the sentence and choose the correct answer.

We were there last summer.

- a) Now it is winter. b) It is still summer.

B) Read the situation and complete the sentences.

1. Alice can't find her keys. She _____ keys. (lose)
2. Last night, Alice _____ her keys and couldn't get in. (lose)
3. I _____ to China before. This will be the first time. (not be)
4. He _____ his father since his 9th birthday. (not see)
5. We _____ in Hamburg for fifteen years. (live)
6. She _____ in London ten years ago. (live)
7. _____ she ever _____ snails before? (eat)
8. She _____ her grandmother three times last week. (visit)
9. I have driven many different cars since I _____ my driving license. (get)
10. She _____ the car in front of the house last night. (park)

C) Choose the correct option given in the sentences.

1. Daisy: Would you like to eat something?
Andrew: Oh, nothing for me thank you. I've yet / already eaten. I had dinner less than an hour ago.
2. Karen: Is Mark here?
Drew: No, I'm sorry. You have already / just missed him. He left the office 3 minutes ago.
3. My cousin went out for a party but he hasn't come back for / yet. I start to feel worried.
4. Has she ever / before visited a worldwide famous museum? I don't think she has.
5. I'm very good at swimming and I'm in the school team. I swam / have swum many times in competitions.
6. Kyle: Has she completed the project just / yet?
Frank: No, she still needs some time to finish it.
7. How long / How often has she traveled since she started her long journey?
8. I have already/never been to France before so I don't know what the Eiffel Tower really looks like.
9. A: How many times have you traveled to / did you travel to Europe this year?
10. B: It has been four times so far. I visited / have visited England twice and then Germany.

D) Complete the conversation with given words.

London has had an underground train system since the nineteenth century. The London Underground ¹ _____ (start) in 1863, when Victorian engineers and workers ² _____ (build) the Metropolitan railway. This railway line ³ _____ (go) from Paddington Station to Farringdon Street Station, and steam engines ⁴ _____ (pull) the coaches. Eleven more lines ⁵ _____ (open) since then. The world's first underground electric railway ⁶ _____ (open) in 1980. This line ⁷ _____ (go) from the city of London to Stockwell in South London. The most modern line is the Jubilee line, which ⁸ _____ (open) in 1979. Since the London Underground ⁹ _____ (begin), many other cities, such as New York and Moscow, ¹⁰ _____ (build) their own systems. (Oxford Practice grammar, page 35, Norman Coe, Mark Harrison, Ken Paterson)

Appendix 11: Post-test with consent form

Flipped Classroom Teaching Study Consent Form

You are being asked to take part in a research study of how effective flipped classroom teaching would be for college students. I ask you take part in this study to be able to improve teaching - learning environment by the application of new techniques. The purpose of the study to see the effectiveness of a new technique in teaching called Flipped Classroom in language teaching. As taking part in this study, you are expected to complete the following parts of this test. The records of the study and the results of this study will be kept confidential. Taking part in this study is completely voluntary and you are free to withdraw.

Statement of Consent:

I have read and fully understood the above information. I consent to take part in the study.

A) When do we use these phrases? (Aşağıdaki ifadeleri hangi durumda kullanırız?)

1. **just**
Ex: She's **just** got divorced.
a) a finished past event b) a recently happened event
2. **ago**
Ex: They graduated from university two years **ago**.
a) a finished past event b) a recently happened event
3. **already**
Ex: Winter has **already** arrived in Atlanta.
a) a finished past event b) a recently happened event
4. **last**
Ex: She went to Denmark **last** year.
a) a finished past event b) a recently happened event
5. **since**
Ex: They have studied in that school **since** they graduated from high school.
a) from a specific time to present b) period of time from which a situation continues
6. **for**
Ex: He's been on holiday **for** a while.
a) from a specific time to present b) period of time from which a situation continues
7. What does the speaker ask by this question?
"How far have you travelled?"
a) She asks about present. b) She asks about past.
8. What does the speaker mean by this sentence?
"How many criminals have you arrested Sally?"
a) Sally used to be a detective. b) Sally is a detective.
9. Read the sentence and choose the correct answer.
"We have been there several times this summer."
a) Now it is winter. b) It is still summer.
10. Read the sentence and choose the correct answer.
We were there last summer.
a) Now it is winter. b) It is still summer.

B) Read the situation and complete the sentences.

1. Mandy can't find her keys. She _____ keys. (lose)
2. Last night, Frank _____ his keys and couldn't get in. (lose)
3. I _____ to China before. This will be the first time. (not be)
4. He _____ his mom since his 7th birthday. (not see)
5. We _____ in Venice for fifteen years. (live)
6. She _____ in Vancouver 5 years ago. (live)
7. _____ she ever _____ sushi before? (eat)
8. She _____ her uncle twice last week. (visit)
9. I have driven many different cars since I _____ my driving license. (get)
10. She _____ the car in front of the house last night. (park)

C) Choose the correct option given in the sentences.

1. Karen: Is Mark here?
Drew: No, I'm sorry. You have already / just missed him. He left the office 3 minutes ago.
2. Has she ever / before visited a worldwide famous museum? I don't think she has.
3. I'm very good at swimming and I'm in the school team. I swam / have swum many times in competitions.
4. Daisy: Would you like to eat something?
Andrew: Oh, nothing for me thank you. I've vet / already eaten. I had dinner less than an hour ago.
5. My cousin went out for a party but he hasn't come back for / yet. I start to feel worried.
6. B: It has been four times so far. I visited / have visited England twice and then Germany.
7. I have already/never been to France before so I don't know what the Eiffel Tower really looks like.
8. How long / How often has she traveled since she started her long journey?
9. Kyle: Has she completed the project just / yet?
Frank: No, she still needs some time to finish it.
10. A: How many times have you traveled to / did you travel to Europe this year?

D) Complete the conversation with given words in the correct form.

London has had an underground train system since the nineteenth century. The London Underground ¹ _____ (start) in 1863, when Victorian engineers and workers ² _____ (build) the Metropolitan railway. This railway line ³ _____ (go) from Paddington Station to Farringdon Street Station, and steam engines ⁴ _____ (pull) the coaches. Eleven more lines ⁵ _____ (open) since then. The world's first underground electric railway ⁶ _____ (open) in 1980. This line ⁷ _____ (go) from the city of London to Stockwell in South London. The most modern line is the Jubilee line, which ⁸ _____ (open) in 1979. Since the London Underground ⁹ _____ (begin), many other cities, such as New York and Moscow, ¹⁰ _____ (build) their own systems. (Oxford Practice grammar, page 35, Norman Coe, Mark Harrison, Ken Paterson)

Appendix 12: Lesson Plan Example for the Experimental Group

1st Lesson Plan for the Experimental Groups

Topic: Present Perfect Simple

Level: Pre-Intermediate

Lesson Duration: Personal Study Time + 45 mins in class session

Take Home Tasks before the in class session: (Self Study)

- A Power Point or the Video to introduce the structure and the functions
- A Power Point Presentation for the exercises + Study Sheet of the Power Point Presentation for each student

Lesson Objectives:

- 2 basic functions of Present Perfect
 - Talking about experiences in life
 - Talking about past events without giving time
- Affirmative, Negative and Question Forms of Present Perfect (Past Participles)
- Uses of Ever and Never in Present Perfect Structure

Summary of Tasks:

- 10 mins: Answering students' questions about the structure after the self study session.
- 20 mins: Surveying classmates to find out about their previous experiences and writing sentences about them with the structure.
- 15 mins: One page of a study sheet to practice the structure in written form.

Take Home Tasks before the second session:

- A Power Point or the Video to introduce the structure and the functions
- A Power Point Presentation for the exercises + Study Sheet of the Power Point Presentation for each student

Appendix 13: Lesson Plan Example for the Control Group

1st Lesson Plan for the Control Groups

Topic: Present Perfect Simple

Level: Pre-Intermediate

Lesson Duration: 45 mins + Personal Study Time

Materials:

- A Power Point or the Video to introduce the structure and the functions
- A Power Point Presentation for the exercises + Study Sheet of the Power Point Presentation for each student

Lesson Objectives:

- 2 basic functions of Simple present
 - Talking about experiences in life
 - Talking about past events without giving time
- Affirmative, Negative and Question Forms of Present Perfect (Past Participles)
- Uses of Ever and Never in Present Perfect Structure

Summary of Tasks:

- 15 mins: Presentation of the structure through the 1st Power Point Presentation.
- 20 mins: Doing the exercises presented in the 2nd Power Point Presentation
- 10 mins: Answering students' questions about the structure

Take Home Tasks:

- Surveying classmates to find out about their previous experiences and writing sentences about them with the structure.
- One page of a study sheet to practice the structure in written form.

Resume

Birth Place and Year : Bursa - 1982

Education : **Years**

Institution

High School :1993 – 2000

Bursa Milli Piyango Anatolian
High School

Bachelor's Degree : 2000 – 2004

Uludağ University

Master's Degree : 2014 - -----

Uludağ University

Languages : English – Advanced

Work Experience : **Years**

Institutions

1. 2004- 2006

Özel Emine Örnek Okulları

2. 2006 – 2014

Özel Çakır Eğitim Kurumları

3. 2014 - -----

Bursa Teknik Üniversitesi

Yabancı Diller Okulu