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DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME
MA THESIS

EXPLORING THE PERCEPTIONS AND EXPERIENCES OF TURKISH 9th GRADE EFL STUDENTS IN THE FLIPPED CLASSROOM: FINDINGS FROM A QUALITATIVE RESEARCH STUDY

NERMİN YILDIZ YÜKSEL

İzmir
2024

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NERMİN YILDIZ YÜKSEL

SUPERVISOR

Dr. Öğr. Üyesi Gülşah Külekçi

JURY

Dr. Öğr. Üyesi Gülşah Külekçi

JURY

Doç. Dr. Esin Kumlu

JURY

Dr. Öğr. Üyesi Nurdan Kavaklı Ulutaş

İZMİR
2024

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Yüksek Lisans tezi olarak sunduğum "Exploring the Perceptions and Experiences of Turkish 9 th Grade EFL Students in the Flipped Classroom: Findings From a Qualitative Research Study" adlı çalışmanın içerdiği fikri izinsiz başka bir yerden almadığımı; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında ve bölümlerinin yazımında bilimsel etik ilke ve kurallara uygun davrandığımı, tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı ve bu kaynaklara kaynakçada yer verdiğimi, ayrıca bu çalışmanın Dokuz Eylül Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve *intihal içermediğini* beyan ederim. Herhangi bir zamanda aksinin ortaya çıkması durumunda her türlü yasal sonuca razı olduğumu bildiririm.

15/05/ 2024

Nermin YILDIZ YÜKSEL

DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 99 sayfalık kısmına ilişkin, 30/05/2024 tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (**Turnitin**-Tez İntihal Analiz Programı) aşağıda belirtilen **filtreleme tiplerinden biri** (uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezimin **benzerlik oranı % 11 dir.**

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ÖĞRENCİ	**DANIŞMAN**
Nermin YILDIZ YÜKSEL	Dr. Öğr. Üyesi Gülşah KÜLEKÇİ
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9. SINIF İNGİLİZCE YABANCI DİL ÖĞRENCİLERİNİN TERS YÜZ SINIFTA ALGILARI VE DENEYİMLERİ: BİR NİTEL ARAŞTIRMA ÇALIŞMASINDAN ELDE EDİLEN BULGULAR

21. yüzyılda, teknoloji eğitim alanında yaygın bir şekilde kullanılmakta ve eğitimin önemli bir parçası haline gelmektedir. Sonuç olarak, eğitimciler daha iyi akademik sonuçlar elde etmek amacıyla sınıflarına teknolojiyi entegre ederek yenilikçi yöntemler ve modeller geliştirmişlerdir. Bu yenilikçi yöntemlerden biri, çevrimiçi ve yüz yüze öğrenmeyi birleştiren "ters yüz sınıf" modelidir. Ters yüz sınıflarda, ders içeriği önceden kaydedilmiş videolar aracılığıyla evde öğrenilirken, sınıfta öğrenciler, ders içeriği ile ilgili beceriler geliştirmek için etkinliklerle meşgul olurlar (Baker, 2000). Bu araştırma, İngilizceyi yabancı dil olarak öğrenen 9. sınıf öğrencilerinin ters yüz sınıftaki algılarını ve deneyimlerini incelemeyi amaçlamaktadır. Nitel bir yaklaşım benimsenen bu araştırmada içsel durum analizi kullanılmıştır. Araştırmaya, 2022-2023 akademik yılının ilk döneminde Menemen Şehit Ahmet Özsoy Fen Lisesi 9. sınıf öğrencilerinden 19 kişi katılmıştır. Verileri toplamak için öğrenci günlükleri, öğretmen günlüğü-kontrol listeleri ve odak grup görüşmeleri olmak üzere üç farklı veri toplama aracı kullanılmıştır. Ters yüz İngilizce yabancı dil sınıflarının uygulanmaya başlamasıyla öğrenciler, deneyimlerini günlüklerine detaylı bir şekilde kaydetmişlerdir. Araştırmacı ters yüz sınıfın uygulama sürecinde gözlemler yapmıştır ve günlük tutmuştur. Ayrıca, katılımcılar süreç boyunca odak grup görüşmelerine alınmış ve bu görüşmelerde ifade ettikleri deneyimleri ses kaydıyla kaydedilmiştir.

Toplanan veriler tematik analiz yöntemiyle analiz edilmiştir. Çalışmanın bulguları, ters yüz sınıf modelinin İngilizce öğretiminde öğrenen öz disiplinini, motivasyonu, iş birliği yeteneklerini nasıl etkilediği ile ilgili sonuçları ortaya çıkarmıştır ve söz konusu modelin iyi öğrenme ortamları oluşturmayı nasıl etkilediği konusunda fikirler sunmuştur. Ayrıca, bulgular bu modelin uygulanması sırasında karşılaşılan zorlukları da ortaya koymuştur.

Model, geleneksel sınıflara göre zamanı etkili kullanarak zaman tasarrufu sağlamıştır. Öğrenciler İngilizce dil becerilerinde kısa sürede gelişme sağladığını ifade etmiştir. Araştırma

bulguları bu model sayesinde öğrencilerin özellikle konuşma becerilerinde belirgin bir gelişme sağladığını göstermektedir. Öğrencilerin ifadeleri, ters yüz eğitim modelinin aktif katılımı ve ilgiyi artırdığını, pasif öğrencileri öğrenme süreçlerinde daha aktif hale getirdiğini göstermektedir. Ayrıca, sonuçlar, öğrencilerin kendi tercih ettikleri hızda öğrenme materyallerine ve önceden kaydedilmiş video derslere erişme esnekliğini de faydalı bulduğunu göstermektedir.

Bununla birlikte, öğrenciler modelle ilişkilendirilen bazı zorlukları da dile getirmişlerdir. Bu zorluklar sınıf içi etkinlikler için yetersiz hazırlık, modele alışma ve internet bağlantısı ile ilgili sorunları içermektedir. Bazı öğrenciler başlangıçta çalışma alışkanlıklarını ve öğrenme yaklaşımlarını hemen değiştiremeyip, modele uyum sağlamakta zorlanmıştır. Ancak öğrencilerin yaklaşık 4 hafta sonrasında zaman yönetimi ve öz düzenleme gibi yeni beceriler kazanarak bu modele uyum sağladığını araştırma sonuçları göstermektedir. Son olarak, birkaç öğrenci zaman zaman internet bağlantısı ile ilgili sorunlar yaşadıklarını belirtmiştir, bu da çevrimiçi öğrenme materyallerine erişimlerini bazen kısıtlamıştır.

Anahtar Kelimeler: Ters yüz sınıf modeli, lise öğrencileri, K-12 öğrencilerin algısı ve deneyimi, yabancı dil olarak İngilizce

ABSTRACT

EXPLORING THE PERCEPTIONS AND EXPERIENCES OF TURKISH 9th GRADE EFL STUDENTS IN THE FLIPPED CLASSROOM: FINDINGS FROM A QUALITATIVE RESEARCH STUDY

In the 21st century, technology has been widely used in educational settings and become an essential component of education. Consequently, educators have developed innovative methods and models by integrating technology into their classrooms to receive better academic results. Among those innovative methods is the "flipped classroom," a model combining online and face-to-face learning. In flipped classrooms, the lecture content is learned at home through pre-recorded videos, while in the classroom, students engage in tasks to develop skills concerning the lecture content (Baker, 2000). This study examined the perceptions and experiences of Turkish 9th grade students who studied English as a foreign language in a flipped classroom. A qualitative research design in the form of an intrinsic case study was used to explore the flipped classroom's effectiveness from the perspective of the 9th grade EFL students. 19 students from the 9th grade at Menemen Şehit Ahmet Özsoy Science High School participated in this study in the first semester of the 2022-2023 academic year. Three data collection tools were involved in the research: students' journals, teacher's journals–checklists, and focus group interviews. With the beginning of the implementation of the flipped English foreign language classes, students kept journals detailing their experiences in the flipped class. The researcher conducted observations and kept journals in the implementation process of the flipped class. In addition, the participants were interviewed during the process, and their experiences were audio-recorded.

The collected data was analysed through thematic analysis. The study's findings provided insights into the influence of the Flipped Classroom Model (FCM) on several aspects of language learning, including learner independence, motivation, collaborative abilities, and the creation of effective learning environments. Additionally, it shed light on the challenges encountered during the implementation of this model.

The model was considered a more efficient use of time than traditional classrooms. Transferring content delivery outside the classroom provided additional time for interactive

and engaging activities. The model positively impacted all of the students' language skills, with speaking skills demonstrating the most notable improvement. The students' statements suggest that the FCM promoted active participation and engagement, changing passive learners into active ones. It was also discovered that the students found the model more enjoyable and motivating. In addition, the results indicate that as the students actively took part in tasks that involved interaction and engaged in group activities, the students' collaborative skills were promoted.

Furthermore, the students enjoyed the flexibility of accessing instructional materials, including pre-recorded video lectures, at their preferred pace in the flipped English classroom. Nevertheless, the students did report some challenges associated with the model, such as inadequate preparation, adjusting to the model, and issues related to poor internet connectivity. Some students initially faced difficulties in adjusting their study habits and learning approaches. However, after approximately four weeks, they acquired new skills, such as time management and self-regulation, enabling them to better adapt to the model. Lastly, a few students mentioned issues with their internet connection, which occasionally hindered their access to online learning materials.

Keywords: Flipped Classroom Model, adolescent learners, perception and experience of K-12 EFL students, English as a foreign language

CHAPTER I

INTRODUCTION

This chapter is structured into eight sections: the background of the study, the statement of the problem, the purpose of the study, and the research question. It also covers the significance of the study and the assumptions guiding the research. Furthermore, the chapter discusses the limitations of the study, provides definitions for key terms, and presents abbreviations used throughout the study.

1.1. Background of the Study

With technological advancements, the Flipped Classroom Model (FCM) has received significant attention from educators in recent years. The FCM is a student-centred method emphasizing active, peer, and collaborative learning in which learners take responsibility for their learning process. In flipped classrooms, students complete preliminary online tasks assigned by the teacher before class time and engage in collaborative and active learning tasks during class time (Reidsema et al., 2017). In other words, activities such as homework, which generally would be implemented out of the classroom in conventional classes, are implemented in class time of the FCM, which provides students with more active learning environments. Bergmann and Sams (2012) state that students can acquire the lesson content at their own pace at home and deepen and enrich their learning in-class time by applying interactive and dynamic tasks in the FCM.

Mehring (2016) reveals a misconception regarding flipped learning by stating that technology is not must to flip a class. The advent of technology has flourished the spread of the FCM since the affordance of the technology has made preparing preliminary tasks, such as videos, online quizzes, and podcasts, easier and more accessible. Therefore, the FCM is associated with videos and technology. However, flipping a class without technology and videos is also possible. The main focus regarding the model should be on a student-centred learning environment in which students can actively engage in the learning process and shoulder the responsibility for their learning (Mehring & Leis, 2018).

Similarly, Bates et al. (2017) emphasize a student-centred learning environment in the FCM and describe the model as a method that requires a review of lecture and text material before class and active and collaborative learning during class time. They indicate that educators are familiar with the concept of FCM, and many researchers employed the model for numerous years. Additionally, they state that using easily accessed online and digital media helped the FCM expand and spread. The advent of technology is not the only reason for the

flourishment of the FCM. Limited course times, oversized classrooms, and old-fashioned tedious learning methods and techniques forced educators and instructors to adopt the FCM to solve the abovementioned issues.

Datig and Ruswick (2013) express their discomfort by underlining that lecturing is now an old-fashioned style of instruction and the necessity to avoid this outmoded style of teaching. Students of today and future generations prefer accessing information quickly via internet and expect to use digital materials in their learning process. Prensky (2001) believes that since today's millennial students have relatively easier access to information than the previous generations, they expect ongoing communication in every scope of their lives, including learning and education. Similarly, Başal (2015) emphasizes the inevitable place of technology in the 21st century in an educational setting. In fact, in many studies, it has been found out digital learning enhances students' motivation and willingness to attend to the learning process because of the accessibility, portability, and interactivity of mobile devices (Murdock & Williams, 2011; Thorne et al., 2009). In other words, technology integration into education increases students' motivation to discover their potential, skills, and talents and leads them to be more autonomous in their learning process.

Effective language use is the main objective of the English Language Teaching curriculum in Türkiye (Ministry of National Education [MoNE], 2018). However, there is not adequate time allocated for English language instruction in elementary, middle, and high schools to effectively improve students' language proficiency. Classrooms are the only places where students can use the target language in the context of EFL. Consequently, limited class time does not allow teachers to achieve the objectives stated in the Turkish MoNE (2018) English Language Teaching Program. Therefore, there is a tendency among educators to seek more innovative, cost- and time-effective, student-centred learning methods to solve the problems in teaching the target language in the EFL context. The FCM can solve the issues stated since it provides a time-effective, collaborative, autonomous, and student-centred learning environment in class.

Bergmann and Sams (2012) state that the FCM offers students a meaningful, active, and authentic learning environment to practice the language in class, as students learn lesson contents through videos or preliminary tasks assigned before in-class time. Cockrum (2014) has a similar view, expressing that in flipped learning, students have more time to prepare for and engage in learning activities or lectures. The FCM allows time to develop higher-level thinking skills since the lower-level thinking skills, such as memorization and comprehension, are acquired at home via videos or other preliminary tasks before in-class time (Webb &

Doman, 2016). This is because saved class time enables students to research, engage in collaborative projects, and discuss with their classmates in flipped classrooms (Enfield, 2013). Furthermore, many researchers state that the FCM positively impacts learners' academic performance, critical thinking skills, lifelong learning skills, and autonomous learning (Kong, 2014; Wilsons, 2013).

Keeping these advantages of the FCM in mind, this model can help language teachers create a more effective, intriguing, personalized, active, and cost- and time-effective learning environment. By considering this innovative and student-centred model's features, this study aims to examine the perceptions and experiences of students at a secondary level in the EFL context in a flipped classroom.

1.2. Statement of the Problem

English language teaching (ELT) holds global significance due to English's universal role in education, business, and medicine. In response, the Ministry of National Education (MoNE) in Türkiye has recently redesigned the curriculum, adopting communicative language teaching approaches. Despite these efforts, challenges persist in teaching English at primary and secondary schools. Many studies identified the issues in the English language teaching in Türkiye, such as those conducted by Demirtaş and Erdem (2015), Dinçer and Koç (2020), and Gürel and Demirhan-İşcan (2020). The studies indicate that teachers, directors, and inspectors commonly highlight problems such as lack of effective teaching materials, insufficient time allocated for English courses, overcrowded classrooms, difficulties in assessing speaking and listening skills, and coursebooks that do not meet students' needs.

Özmat and Senemoğlu (2021) undertook research to discern the challenges English as foreign language learners face. Their study gathered insights from 2317 public secondary and high school students under the Ministry of National Education in Ankara. The study revealed that the most common problems experienced by the students were insufficient communicative practice in textbooks, inadequate use of visual and audio materials in the classrooms, insufficient training in listening and speaking skills, lack of language learning teaching strategies, low self-confidence, and classroom management problems.

Similarly, Demir-Ayaz et al. (2019) adopted research to determine the challenges of teaching English as a foreign language at public high schools. They stated that although the English language teaching curriculum prepared by the MoNE for high schools seems to be satisfactory in theory, there are problems in the application processes. The results of their study

showed that an effective teaching process cannot be applied due to reasons such as quite limited class hours, unmotivated students, tedious coursebooks, and crowded classrooms.

Kırkgöz (2009) indicates a gap between language education policies at the macro level and their classroom applications at the micro level. She asserts that while the curricula are structured based on communicative language teaching approaches, the application of learner-centred and communicative teaching methods is constrained in EFL classes. This limitation is attributed to restricted class time and the prevalent practice of teacher-centred EFL instruction.

Considering the insights from the studies above, this research assumes that the FCM holds the potential to bridge the gap between theory and practice in English language teaching, particularly within the context of public high schools. Furthermore, implementing flipped English classes will contribute to establishing learner-centred, communicative, and collaborative teaching environments in the classroom. Classroom time becomes more efficient in flipped classrooms as it allows learners to independently grasp the content at home through videos, podcasts, or other preliminary tasks, catering to their pace. Subsequently, during in-class sessions, learners actively participate in collaborative and communicative learning environments. This model not only represents an innovative approach but is also learner-centred, encouraging the use of technology and fostering a sense of responsibility in the learning process.

1.3. Purpose of the Study and Research Question

The researcher in the study aims to provide an understanding of student motivation and challenges, which may be helpful to instructors interested in adopting the model for their EFL courses. This study addresses the following research question to consider the implications of EFL classes at a public science high school in a flipped context.

> What are the perceptions and experiences of the Turkish 9th-grade EFL students at a science high school who learning English as a foreign language in a flipped classroom?

1.4. Significance of the Study

Learner-centred and communicative teaching methods in Turkish EFL classes are mostly ignored, underestimated, or can't be used by teachers for several reasons, such as time constraints and lack of materials. In most public high schools in Türkiye, limited time is allocated to communicative tasks, and learners do not have opportunities to practice their

communicative skills outside of the classroom. The FCM offers solutions to these problems faced in conventional face-to-face classrooms by integrating technology into education. The model allows learners to be involved with more class activities collaboratively instead of simply listening to lectures during class time (Baker, 2000; Lage & Platt, 2000).

As in other fields, the FCM has been a popular approach in EFL classes (Köroğlu & Çakır, 2017). Therefore, a growing body of research regarding integrating the FCM into ELT exists. It was found that the FCM is effective in increasing students' academic performance in terms of skills such as reading, writing, and listening. (Flumerfelt & Green, 2013; Ekmekçi, 2017). Bulut (2018) investigated the effect of the flipped classroom on grammar teaching and concluded that the FCM is more effective in teaching grammar than traditional instructions. There are also studies conducted to examine the impact of the FCM on EFL speaking skills (Köroğlu & Çakır 2017; Quyen & Loi, 2018). In these studies, it was concluded that the FCM is effective in developing EFL students' speaking skills. Furthermore, Başal (2015) implemented research at a public university in Türkiye to investigate the perceptions of EFL students about the flipped classroom. This research found that the students enjoyed learning at their own pace through the FCM.

Şensöz and Erdemir (2022) reviewed systemically the graduate studies on the flipped classroom in English language teaching in Türkiye. They detected that a few studies selected K-12 students as a sample group to implement the flipped classroom in ELT. Their study also revealed that the most commonly used research methods in the flipped classroom in ELT studies were mixed and quantitative methods. Tütüncü and Aksu (2018) reached a similar conclusion by stating that in most of the flipped learning studies in foreign language education in Türkiye, qualitative methods were administered less than quantitative and mixed research methods. Therefore, it is suggested that qualitative studies should be adopted to provide insight into the use of the flipped learning in EFL classrooms.

Turan and Akdağ-Çimen (2020) found that the most common sample group consisted of university students, with fewer studies undertaken with K-12 students for the flipped learning studies in English language teaching in Türkiye. The findings of their study are in line with the studies of Filiz and Benzet (2018) and Akçayır and Akçayır (2018), who detected that higher education level is the most commonly selected group for the flipped learning studies in the Turkish context. For this reason, it is suggested that more studies should be conducted into implementing flipped EFL classrooms with K-12 student participants.

As this current study is implemented at a science high school and adopts a qualitative research design as a case study, its objective is to provide deeper insights into implementing

flipped English classes with K-12 students. Despite the popularity of the FCM in the EFL field, there is a need for a more profound understanding of its implementation in high schools. The FCM is relatively new to high school learners, and limited research investigates students' perceptions and experiences regarding flipped English classrooms at this level. This study aims to offer EFL teachers, instructors, and researchers a comprehensive understanding of the perceptions and experiences of learners in flipped English classrooms at high schools, filling a significant gap in the existing literature.

1.5. Assumptions of the Study

In this study, it is assumed that:

1- The students answer the journal and focus group interview questions sincerely.

2- All the students in the class can access the Internet and watch the videos created by the teacher.

1.6. Limitations of the Study

1- This study restricted the flipped English class implementation to eight weeks.

2- This study exclusively centres on the 9th-grade students attending Menemen Şehit Ahmet Özsoy Science School.

3- The scope of this study is solely within the context of EFL.

4- The research outcomes are confined to the particular setting of a public science high school in İzmir. In other words, the results may not be directly relevant to other educational institutions, regions, or educational systems, as these can vary significantly.

5- The research findings could be confined to the participants' behaviours and responses and the researcher's reflections and observations. Additionally, it is worth noting that the researcher also serves as an English instructor with additional responsibilities.

6- This study was undertaken with a restricted number of students, involving only 19 individuals.

1.7. Definitions of the Terms

*Blended Learning**:*** There are various definitions of "blended learning." The most preferred brief definition is that blended learning is a design that combines face-to-face learning and online learning, mostly asynchronous (Rossett, 2002).

*Flipped Classroom Model**:*** It is an innovative and learner-centred model that reverses the traditional teaching role where the lesson content is taught outside the classroom. In flipped classrooms, students are required to complete preliminary online tasks assigned by the teacher before class time and engage in collaborative and active learning tasks during the in-class time (Reidsema et al., 2007).

Digital Natives: The term refers to the generation who embraced digital technologies and adapted their thinking and learning accordingly (Prensky, 2001).

Constructivism: It is a learning theory based on principles that emphasize that learners are actively involved in the learning process and construct their knowledge.

*Social Constructivism**:*** It is a sociological theory of knowledge that states that knowledge is constructed through interaction with others.

1.8. Abbreviations of the Terms

EFL: English as a Foreign Language

ELT: English Language Teaching

FCM: Flipped Classroom Model

MoNE: Ministry of National Education

ZPD: Zone of Proximal Development

MOOCs: Massive Open Online Courses

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of the definition of the Flipped Classroom Model and its significance in the 21st century, along with an overall review of the literature on the model in terms of theoretical and historical bases. This chapter will also delve into the advantages, drawbacks, and obstacles associated with utilizing the FCM in the context of English as a Foreign Language (EFL) education. In addition, it will explore pertinent studies examining how learners perceive and interact with the model within the EFL learning environment.

2.1. Definition of the Flipped Classroom Model and the Significance of it in the 21st Century

The FCM has emerged as a "blended learning" type and reversed the conventional teaching role where the lesson content is taught outside of the classroom. Strayer (2012) defines flipped learning as a specific type of blended learning design. In the flipped classroom, students engage in active and collaborative activities during in-class time to practice and internalize the lesson content they study. Bergmann and Sams (2012), who created flipped classrooms, define flipped learning as the perfect combination of in-person and virtual learning, which is also considered "blended" learning. In other words, blended learning combines conventional face-to-face learning and online learning (Rossett, 2002). Garrison and Kanuka (2004) provided a simple definition of blended learning: "At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. There is considerable intuitive appeal to the concept of integrating the strengths of synchronous (face-to-face) and asynchronous (text-based Internet) learning activities" (p. 96).

Even though flipped learning and blended learning have similar definitions and functions, they are slightly different. Hung (2015, p.81) states that flipped teaching is "a pedagogical approach to blended learning" in which lecturing and giving homework are done outside of the classroom, and what is applied in conventional class is often done outside of the class via videos. Horn (2013) confirms Hung's (2015) definition by stating that the flipped classroom, as a kind of blended learning, requires learners to learn the subjects via instructional videos by reversing the order in conventional face-to-face classes. Considering the definitions mentioned earlier, the unique characteristic of the FCM is that it involves students independently reviewing and acquiring lesson content using various digital resources prior to

the scheduled class session. In blended learning, learning the lesson content at home is not a must before in-class time. The main concept of blended learning is integrating technology or digital tools into learning and promoting active learning.

Recently, the significance of blended learning design and the types of blended learning models, such as the flipped classroom, are highly emphasized in educational domains. Prensky (2001) states why the blended learning models should be used in education. He investigated the causes of the United States' decline in educational attainment in the final decades of the 20th century. He found that with the advent of technology, children of this era embraced digital tools and technologies almost every step of their lives. As a result, these children's learning and thinking processes were profoundly altered compared to the previous generation, who were not exposed to digital technologies and tools. Therefore, if technology is not integrated into the educational setting, today's generation may find learning tedious, leading to a reluctance to attend conventional face-to-face classes willingly. Prensky (2001) coined the term "digital natives" to define this generation who embraced digital technologies and adapted their thinking and learning accordingly and added that teaching in the conventional way of teaching and lecturing will not be an effective method to use with the digital natives.

In agreement with Prensky, Tapscott (2009) emphasizes that digital natives do not prefer listening to lectures passively and receiving paper-based data since these conventional teaching methods do not meet their needs in the 21st century. He adds that digital natives constantly create and change online content, subconsciously use the internet to communicate, understand, and learn, and continuously desire everything digital. In light of these studies, the flipped classroom is considered one model that enables educators to create more effective learning environments that will meet the needs of "digital natives." In flipped classrooms, learners actively participate in the learning process, use different digital tools to acquire and analyse the lesson material, collaborate, discuss, role play, and develop higher-order thinking skills.

In summary, the FCM, a subset of blended learning, redefines conventional teaching by moving content delivery outside the classroom. Students engage in collaborative activities during class, having pre-learned lesson content independently. Unlike conventional face-to-face learning, the FCM emphasizes active, digital-centric engagement. Its rising importance is highlighted by its alignment with the needs of "digital natives," as identified by Prensky (2001) and Tapscott (2009). In this paradigm, learners actively participate, employ digital tools, and develop higher-order thinking skills, making the flipped classroom a compelling model for contemporary education.

2.2. Theoretical Framework of the Flipped Classroom Model

For a successful implementation of the FCM, two primary components of the FCM, pre-class time and in-class time, must be designed and planned effectively. According to Temizyürek and Ünlü (2015), pre-class activities students complete before face-to-face classes are watching videos, attending online discussion forums, and doing quizzes or mini-tests. Pre-class time is a fundamental step in flipped learning. Effective and successful in-class time will not be achieved without well-designed and planned preliminary tasks. Students participate in activities such as group work, in-class discussions, critical thinking, or problem-solving activities during in-class time. In addition to these two primary components of the FCM, other elements should be considered when designing a practical flipped class. These unique elements, collectively known as the four pillars of the FCM, set this model apart in its approach to education. The Flipped Learning Network (2014) categorizes the four pillars of the model into four segments: flexible environment, learning culture, intentional content, and professional educators. These elements are distinctive features of the model and are explained briefly below:

1. Flexible Environment: Students may participate in activities or tasks both in and out of the classroom depending on their learning goals, time, and skills.
2. Learning Culture: Students in the flipped classroom are in charge of their learning; they build their knowledge and apply it to different areas by considering their needs and goals. Teachers are the facilitators of both in-class and pre-class time.
3. Intentional Content: Teachers should design lesson content for both in-class and pre-class time to meet students' needs. Teachers must prepare the materials to support students through their learning process.
4. Professional Educators: Teachers should monitor students' progress, give feedback, and evaluate their learning regularly. Given this fact, teachers' role in flipped learning is quite demanding.

Four pillars of the flipped learning are depicted in Figure 1:

Figure 1

The Four Pillars of the Flipped Learning



Note: Four pillars of the flipped learning to design a flipped class effectively. From *11 Indicators of Excellence in Instruction (Flipped or Otherwise)* by Flipped Learning Network Hub, 2014, (https://flippedlearning.org/syndicated/11 indicators-of-excellence-in-instruction-flipped-or-otherwise/). CC BY-NC-ND 4.0.

Keeping the four pillars of the FCM in mind, it is evident that it differs from conventional face-to-face classes in many aspects. The model, distinguished by its flexible environment, student-driven learning culture, intentional content design, and the active involvement of professional educators, presents a marked departure from conventional face-to-face classrooms. Conventional classrooms often adhere to fixed schedules and provide limited scope for personalized learning, resulting in a more passive role for students who receive information during class and engage with assignments later. On the contrary, the FCM fosters active student engagement in both in-class and out-of-class activities, allowing them to shape their learning experience based on individual goals and pace. As Bergmann and Sams (2012) state, the FCM model involves a pre-class time in which students learn the lesson content by watching videos or doing preliminary tasks. The in-class time in the model is devoted to collaborative activities, which require students to actively engage in the learning process, interact with their partners, and build their own knowledge. Besides, students in flipped learning are encouraged to shoulder the responsibility for their learning with the

teacher's guidance. (Yılmaz & Baydaş, 2017). The comparison of conventional face-to-face teaching and flipped teaching is summarized in Figure 2 briefly:

Figure 2

A Comparison of the Conventional Classroom and the Flipped Classroom Model.

Conventional Classroom	Flipped Classroom
●Class primarily consists of teacher-directed lecture ●Students passively listen and write notes ●Most student practice occurs outside of class and individually ●Most group work, if any, occurs outside the classroom ●Teacher learns of student deficiencies primarily after homework is handed in or after assessments	●Lectures are video recorded and watched outside of class ●Class primarily consists of student-centred instructional practices ●Students actively complete practice during class ●Students often work in partners or small groups during class ●Teachers learn of student deficiencies by reviewing work as students complete it during class time, thus review and remediation can happen as needed and with the students who need it

Note: A comparison of the conventional classroom and the flipped classroom. From *"*Examining the Influence of a Flipped Mathematics Course on Preservice Elementary Teachers' Mathematics Anxiety and Achievement,*"* by A. Dove and E. Dove, 2015, *Electronic Journal of Mathematics & Technology, 9*(2), 166 - 179, p. 169 (https://bit.ly/48RWlLJ). Copyright 2015 by Mathematics & Technology.

Flipped learning presents distinctive characteristics compared to conventional face-to-face learning. It transforms learning into an active process, leveraging technology for enhanced learning experiences. Moving content learning to homework time allows for more personalized guidance and practice during in-class time. The FCM also encourages the application of theoretical concepts in real-world scenarios while focusing on challenging topics to nurture critical thinking and problem-solving skills (Davies et al., 2013).

Not only is the design of the lectures transformed into flipped learning, but the role of students and instructors is also altered. Teachers are no longer the only source of knowledge and information in flipped learning due to the ongoing advances in technology and internet resources (Wilson, 2013). In contrast to conventional learning, the teacher guides the students and facilitates the learning process in flipped classrooms. Since the role of the teacher in flipped learning is transformed from a knowledge or information provider to a coach or

advisor, teachers assist students in engaging in more diverse pedagogical styles and develop students' problem-solving skills (McLaughlin et al., 2014). In flipped learning, teachers plan the course and select and create their course material. Creating video lessons or podcasts and designing the in-class and pre-class activities or tasks are also teachers' duties in the model. According to Başal (2015), flipping is not only related to uploading instructional videos outside the classroom. Engaging and collaborative activities for in-class time are also essential to flipping. Başal (2015) adds that instructors should promote constant student interaction when implementing activities during in-class time. In addition, teachers should assist students individually if she/he spots those who need additional help (Fulton, 2012).

The procedures required in flipped learning can be overwhelming and unusual for a conventional teacher as the flipped teaching process contains "planning and creating video lectures or podcasts, organizing and designing a course inside a learning management system, and preparing well-designed activities for class (Davis, 2016). Creating and finding appropriate video lectures can be time-consuming and demanding. Bergmann and Sams (2012) highlight that videos should be brief and varied. Creating attractive, engaging, and enjoyable videos to implement the model effectively is important. As Chen Hsieh et al. (2017) emphasize, the preparation work done before in-class time is essential to implement the model successfully.

In flipped learning, the role of the students is transformed from passive to active. Flipped learning entails a shift from teacher-centred to student-centred instruction, where individualized learning is prioritized, and students take an active role in their education (Davis, 2016). This highlights the importance of students' involvement both inside and outside the classroom. According to Fulton (2012), conventional learning environments often involve students spending class time passively listening to lessons and practicing new knowledge if time allows. However, the FCM changes this dynamic by enabling students to learn lesson content outside the classroom through digital means. This shift frees up more in-class time for practical applications and active learning activities. In flipped classrooms, students take charge of their learning, assuming significant learning responsibilities (Davis, 2016). Their active engagement in pre-class preparation and in-class activities is essential for success. Therefore, students are required to plan and manage their own learning. While videos are commonly used to deliver content, students are encouraged to be active participants rather than passive observers in the flipped learning settings (Enfield, 2013). In flipped classrooms, learners are expected to interact with videos, participate in quizzes, and respond to follow-up questions to

enhance their learning experience because the success of flipped learning relies heavily on students' active involvement both in and out of the classroom (Nguyen, 2018).

In conclusion, the flipped classroom empowers students as active learners and transforms the teaching role into a facilitator, fostering a dynamic, student-centred, and collaborative learning environment. Considering the FCM's principles, it is possible to state that constructivism and social constructivism theories and the FCM are closely related, as they both emphasize active learning, student engagement, and the active role of learners in the learning process. In other words, the FCM is based on constructivist and social constructivist learning theories.

2.2.1. Constructivism

The FCM and constructivism share common principles of active learning, learner engagement, and a focus on the learner's role in constructing knowledge. The model can be seen as an instructional strategy that aligns with constructivist principles by encouraging students to take an active role in their learning and providing opportunities to construct meaning through interaction and reflection. Constructivism is defined as a learning theory in which learners establish their own knowledge and understanding by building interactions between the knowledge they already had and the one they just come into contact. Gagnon and Collay (2005) explain that in the constructivist learning theory, learners develop their own understanding with the leadership of teachers in real situations. Both teachers and learners participate actively in the learning process and construct their own personal knowledge. In other words, in a constructivist learning environment, educators guide learners to actively participate in learning environments and shoulder the responsibility of their learning. Teachers facilitate and guide the learners in the process by having them internalize and interpret the knowledge and eventually establish a new one depending on their schema (Brown, 2014). In a constructivist learning environment, learners must be given the opportunity and space to explore their abilities and skills rather than only receiving knowledge passively. Therefore, learners are active in their learning process by doing experiments, discussing, and making comparisons and critiques instead of only reading and listening (Şaşan, 2002). In addition, learners are encouraged to acquire higher-order skills in a constructivist learning environment. Charles (2003) states that learners take part in activities such as problem-solving, critical thinking, and role-play to acquire higher-order thinking skills. In light of the abovementioned principles, constructivist learning theory is student-centred as it entails learners actively participating in the learning process and building their knowledge personally.

Learner engagement is a crucial aspect of constructivist learning theory. Astin (1984) and Schunk and Mullen (2012) define learner engagement as the process through which learners devote their cognitive and affective energies to completing a learning task. Taking this definition into consideration, it is evident that learner engagement is emphasized in constructivist learning environments. A constructivist learning atmosphere could be created for students to learn in a student-centred setting with projects, problem-solving, and group activities, shifting their role from information receiver to information constructor. According to Doolittle (1999), one of the factors for effective constructivist learning is creating authentic and real-life learning environments where learners are involved in social negotiations and mediations. In other words, since they actively engage in tasks and activities, learners are willing and motivated to participate in constructivist learning environments. They establish ownership of their learning experience, which raises their level of engagement with it. Concerning learner engagement, it is possible to state that the FCM has its roots in constructivist learning theory. Tucker (2012) states that implementing the FCM results in an improved learning environment with more engaged and motivated students, aligning with the constructivist learning theory.

Learner autonomy is essential to constructivist learning theory as well since it is consistent with constructivist principles and encourages active, meaningful, and self-directed learning. Learner autonomy is defined as the capacity learners possess to own the responsibility of their learning (Benson, 2011). According to Little (2002), autonomous learners share some common characteristics, such as understanding the objectives of a program and taking action to reach these objectives. In addition, Nunan (1996) states that autonomous learners can create their objectives and search for strategies to reach the objectives they create. Similarly, Goulão and Menedez (2015) express that it is necessary to have self-management competencies, self-knowledge, and self-control of the learning process for autonomous learning. Briefly, it is possible to state that autonomous learners are the ones who can self-direct and self-regulate their learning. Bjork et al. (2013) state that in order to become effective in the learning process, learners should "not only be able to assess accurately the states of their learning, but also be able to manage their learning and activities in response to such monitoring" (p. 422).

Considering those definitions of learner autonomy, it is evident that having self-regulation skills is recognized as an important factor in actively controlling the learning process. This suggests that the development of self-regulation skills is a prerequisite for learners to become autonomous learners. Zimmerman and Schunk (2001) define self-regulated

learning as the learning process in which students direct their thoughts, feelings, and behaviours that they build to achieve their own goals. Self-regulated learning refers to learners' internal motivation in order to reach the learning objectives they set. According to Zimmerman and Bandura (1994), in the self-regulated learning process, learners set goals, plan their learning process, and adjust their behaviours and motivation to achieve a learning goal. They emphasize that self-regulated learning is an active and constructive process in which learners choose and use appropriate strategies to achieve their goals. He adds that the learners evaluate and re-arrange their strategies through their learning process depending on their experience.

Learner autonomy and self-regulated learning are emphasized in the FCM since the model requires more active and autonomous learning environments. Learners in the FCM must study the online content at home before the in-class session. Therefore, they need to plan their study and manage their time effectively before in-class time. Besides, students must be active and take charge of their learning in-class time. With the feedback they are provided by either their teacher or classmates, they should be able to evaluate and improve their learning during in-class as well.

Learners' role is shifted in flipped classrooms from passive to active as the FCM creates a more flexible learning environment. For a successful model implementation, preparing learners for in-class time is essential. Engaging in activities effectively during in-class time is only possible for learners who complete preliminary tasks such as watching videos or participating in pre-activities. In order to complete these preliminary tasks, teachers should create autonomous and self-regulated learning environments. One of the biggest challenges of the FCM is students' not completing the preliminary task before the in-class time due to a lack of planning skills, time management, and adjusting new strategies and study habits. Self-regulated learning is mainly required for the in-class time of the FCM because learners in flipped classrooms should monitor their learning process and evaluate their learning. Learners in flipped classrooms interact with digital materials at home and learn the lesson content individually. Hence, they must shoulder the responsibility of their learning process by benefiting from new study habits and skills such as effective time management, setting goals, monitoring, and evaluating their development. These study habits and skills take place in autonomous and self-regulated learning. Although autonomous and self-regulated learning environments are recommended in conventional face-to-face classes, their importance is highly emphasized for successful and effective flipped learning environments.

In summary, the FCM has its basis in constructivism. Learners are expected to take charge of their learning, select materials and methods that resonate with them, and develop problem-solving and critical thinking skills in constructivist learning environments. Similarly, the FCM promotes active engagement, ownership of learning, meaningful learning and, individualization, all of which are central to constructivist learning theory. The FCM, which integrates technology and digitalism into education, requires learners to be autonomous and self-regulated to keep pace with the developments of the 21st century. Technology offers today's digital learners a vast amount of information sources. As a result, today's digital learners should select reliable and beneficial information sources, set their goals, and monitor and evaluate their development to accomplish their learning objectives. Besides, learner engagement is crucial and promoted in the FCM since learners are encouraged to take part in the learning process willingly and actively. The model acknowledges the importance of students actively participating in their education, fostering a more effective and meaningful learning experience. In other words, the FCM values creating an environment where students are motivated to participate and actively contribute to their learning journey.

2.2.2. Social Constructivism

Social constructivism is a type of constructivist learning theory fundamentally developed by Vygotsky (1978), which underlines the significance of social interaction and cooperative learning. Vygotsky states that children's meaning-making and thinking are socially built and occur with social interaction with their environment. Zone of Proximal Development (ZPD), coined by Vygotsky (1978), is the most popular concept in social constructivism, and it is defined as the distance between the learners' actual development and the level of their potential development. ZPD also refers to learners needing assistance to manage the tasks as it is challenging to manage them alone. If learners are provided with assistance and guidance by a competent and knowledgeable person, the tasks can be completed successfully. To state differently, in ZPD, the level of potential development is developed by problem-solving with the guidance of an expert or cooperating with more capable peers. As noted by Vygotsky (1981), social interaction is an essential component of ZPD because it facilitates the acquisition of knowledge. Individuals internalize the knowledge they acquire and apply it to their own behaviour through social interaction. Active participation in collaborative tasks in a social context is required for ZPD and is not exclusive to the learner or the instructor. Brown (2014) states that social constructivist learning theory emphasizes the dynamic interactions between students, teachers, and other people in a social setting.

Collaborative learning is a crucial aspect of social constructivist learning theory because social constructivists consider collaboration as the bridge for social interactions, which is an essential component of ZPD (Feryok, 2017). In collaborative learning, students with varying performance levels work in small groups to accomplish a common goal. Vygotsky (1978) states that children's thinking becomes expressed and eventually abstracted when they work with objects in a social setting. Students acquire knowledge through conceptualized ideas and opinions that they develop through collaborative work with peers. According to Özkan (2011), in social constructivist settings, students collaborate and learn from the instructor. In other words, in collaborative learning, students are encouraged to work in small groups to complete a task and have intentional conversations to solve problems.

Collaborative learning promotes constructive interdependence by stressing teamwork to accomplish shared objectives (Sakamoto, 2018). Every group member understands the importance of working together, the interdependence of team roles and responsibilities, and each member's unique talents. When each group member's involvement is essential to the outcome, positive interdependence encourages effective collaboration. Therefore, positive interdependence constitutes the cornerstone of both collaborative learning and ZPD.

Gruba (2004) states that "social constructivists promote close ties between authentic activities, collaborative learning, a variety of materials, the student ownership of outcomes, and critical reflection" (p. 3). According to social constructivist learning theory, learners participate in learning environments, which include interactive, collaborative, and reflective processes. According to Driscoll (2000) social constructivism has five fundamental principles:

1- Authentic activity, including complicated real-world tasks, occurs in the learning process. For instance, since using digital tools is part of real life, learners benefit from these tools to build knowledge and solve problems that belong to real life.
2- Social negotiations are an essential element of social constructivism; as a result, collaborative activities and tasks that can be accomplished by working in groups must be used to develop learners' social skills and interpersonal relations.
3- Content should be taught by using multiple sources of materials. It has been proven that learning is more effective and memorable if rich and diverse sources of materials are used. For instance, using digital tools, online platforms, and online activities will help learners achieve their goals.
4- Instruction should be formed by taking into consideration learners' needs. Collaborative tasks should be well-prepared in order to assist students in reaching

outcomes. Students should be aware of their responsibilities before implementing the tasks.

5- Learners should reflect on their work to be aware of their mistakes. Thinking about their learning process and what they do rightly or wrongly help them deepen their understanding. This indicates that they control and assess their learning process.

When the basic concepts of social constructivism are revised, it is evident that the FCM, as a learner-centred model, is based on this learning theory. When learners study the lesson content outside the class by watching videos or doing other preliminary tasks in the FCM, they build and interpret their own knowledge individually. Besides, learners can use digital platforms and apps to interact with their teachers and peers outside the classroom. In other words, they can acquire knowledge by communicating with their teachers and peers through digital platforms and applications. During the in-class time of the FCM, learners engage in collaborative activities such as peer work or group work, and they acquire the assistance they need from their capable classmates or teachers in order to develop the targeted skills. This indicates that the concept of ZPD in social constructivism is considered and given importance in the FCM. Teachers design the activities for the in-class time in flipped learning to improve higher-order skills such as critical thinking, creative thinking, and problem-solving. Learners can acquire knowledge through technological devices, tools, or applications. To clarify, besides teachers, these technological resources support students in the flipped learning process. This also signifies that within the FCM, multiple material sources are available for learners to seek assistance, enabling them to build knowledge and develop new skills.

In sum, as a student-centred and innovative model, the FCM has its roots in constructivism and social constructivism learning theories and benefits from the basic concepts of these two theories. The FCM represents an educational paradigm that coincides intricately with the foundational principles of constructivism and social constructivism. The model's commitment to active learning underlines a departure from conventional passive instructional methods, emphasizing that students play an active role in constructing their understanding of the material. Using pre-assigned instructional materials, students engage proactively with content outside of the classroom, paving the way for more meaningful interactions during class time. Similar to social constructivist learning theory, collaborative learning and peer interaction are also vital in flipped learning environments. Particularly during the in-class time of the FCM, students are expected to work skilfully in groups to establish goals, share ideas, and make decisions. In addition, students engage with one another

during flipped classrooms through extracurricular activities like forums and online discussions. This clarifies why flipped learning also requires collaborative learning outside of the classroom.

2.3. A Brief History of the Flipped Classroom Model

Jonathan Bergmann and Aaron Sams introduced the FCM, initially known as an inverted classroom, in 2007 while working as chemistry teachers at Woodland Park High School in the USA. They shared the PowerPoint presentation and lecture videos they prepared with their students before in-class time. They developed the model as they noticed the advantages of this new model over conventional teacher-centred methods. Although the model has gained popularity with the studies of Bergmann and Sams, several researchers contributed to its development. Dr. Eric Mazur is one of the earliest researchers who adapted the model in 1997 by implementing a teaching strategy he called "peer instruction". He assigned his students reading materials before his class to prepare them for lectures and actively engage in the learning process with their peers. Following that, Baker (2000), an academician, video recorded his lectures to be watched by his students before, and he allocated the lecture time to collaborative and problem-solving activities. In addition to Baker (2000), academicians from the University of Miami, Lage and Platt (2000), designed an identical teaching approach in which the lectures were shifted from the classroom and students were encouraged to engage in tasks in class-time to deepen their understanding. While Baker (2000) called the model "Classroom Flip," Lage and Platt (2000) used the term "Inverted Classrooms" for the same model. In 2006, Salman Khan created videos to teach Math remotely and uploaded them on YouTube. Since his videos became popular, he founded the Khan Academy, a non-profit organization that provides students free online lessons and resources for different subjects.

When Bergmann and Sams (2012) published their book about the FCM, the model attracted more attention due to technological advancements. Educators from different subjects embraced the model to keep pace with the 21st century's educational developments. Gopalan et al. (2022) state that some educators were resistant to integrating technology into their classes till the beginning of the COVID-19 pandemic. They also express that the recent COVID-19 pandemic has paved the way for the FCM to flourish as more educators have been convinced to adopt the model. They suggest more educators in higher education should fully adopt the model.

In summary, the FCM, introduced by Bergmann and Sams in 2007, has undergone significant development through contributions from different researchers. The FCM's

widespread adoption by educators across various subjects reflects its adaptability to the 21st century educational needs. Gopalan et al. (2022) note the model's increased acceptance during the COVID-19 pandemic, emphasizing its potential for continued success. The suggestion for broader adoption in higher education underscores the FCM's relevance in modern pedagogy. Today, the FCM has become even more popular since it has proved necessary for emerging assumptions. Talbert (2021) claims that flipped learning might be the key to transforming teaching and learning post-pandemic. In other words, it can be expected that the FCM will grow in popularity within education, given the swift advancements in technology and the demands of learners in the digital era.

2.4. Perception of Students Toward the Flipped Classroom Model

Perception is described as a combination of knowledge and ideas gained due to experience. It is a psychological process in which an individual builds a response through selection, interpretation, and reaction. In other words, perception is the process of an individual's assessment of a particular event, object, or information. Özdemir (2017) states that perception is a crucial phenomenon through which people determine their opinions about the implementation and sustainability of learning approaches. Perception can be negative and positive.

Many studies investigated the perceptions and experiences of students in flipped classrooms. In these studies, it has been found that students have mostly positive perceptions of the model. On the other hand, students' negative perceptions and experiences are also reported in the studies. In Türkiye, investigations into students' attitudes towards the model are predominantly carried out in university settings. For example, Başal (2015) conducted a study at a prominent state university in Istanbul to assess the perspectives of students studying English language teaching on the implementation of flipped classrooms in their classes. He adopted a qualitative research design in his study. According to the data collected via open-ended questions, the FCM was found beneficial by the participants in categories such as learning at one's own pace, advanced student preparation, overcoming class time limitations, and increasing participation. Briefly, the result of the study indicates that the model increases learners' motivation and participation in English language classes. On the other hand, Başal (2015) emphasizes that the flipped classroom is not only about delivering lectures to students via videos. For a successful model implementation, the class time should involve activities and tasks to promote active learning and deeper understanding.

Akçor (2018) investigated the perceptions and attitudes of learners toward flipped learning in an English language class. The researcher applied four weeks of flipped classrooms with 29 pre-service English language teachers. According to the data gathered from the study's quantitative and qualitative instruments, the students enjoyed the FCM and were more motivated in the flipped learning environments. In addition, since the students could watch the videos at their own pace, they found the model more flexible than the conventional face-to-face classes. However, Akçor (2018) also added that the students had challenges watching the videos due to poor internet connection, which resulted in limited student preparation.

Similarly, Çavdar (2018) implemented a study at Artvin Çoruh University with 52 students to investigate the students' perceptions and attitudes towards the FCM. Using a quasi-experimental design, the researcher found that the students enjoyed flipped learning since they were provided more opportunities to interact with their peers during in-class time and take responsibility for their learning process. In her research, she emphasized the necessity of selecting appealing and enjoyable videos to implement flipped learning successfully. This is crucial for fostering adequate student preparation before in-class sessions, ultimately enhancing the flipped learning environment.

İbili et al. (2024) conducted research to assess the effectiveness and student perceptions of synchronous online flipped learning supported by a metaverse-based platform in medical English education. The study, which adopted a mixed method, involved 100 first-year medical students at a state university in Türkiye. Students reported that learning medical English through the flipped classroom supported by Metaverse-based technology was enjoyable and increased their interest. Key benefits included permanent learning, easy comprehension of subjects, deep learning, and the ability to embody abstract concepts. Regarding language skills, students noted that synchronous online flipped learning with Metaverse-based technology helped them improve their reading and listening skills, as well as their vocabulary acquisition. However, some students expressed negative views about the Metaverse platform due to technical issues and found some flipped classroom activities time-consuming.

Being different from the mentioned studies above, Kırmızı and Kömeç (2020) investigated the EFL students' perceptions of the flipped classroom at a secondary school level in terms of autonomy, language skills, technological attitudes, and motivation. In the Turkish science high school, students from the 9th and 11th grades who participated in their study were satisfied with having more time for hands-on in-class activities since the lesson content was

learned at home individually in the model. However, the study participants expressed that skipping the pre-class activities caused the model's failure.

Since the FCM has gained much attention worldwide, many studies have been implemented to examine students' perceptions of the model in different countries in the EFL context. Farrah and Qawasmeh (2018) investigated the attitudes of English major students at Hebron University towards the flipped classroom. They adopted a qualitative and quantitative method in their study, and their findings revealed that flipped classrooms promoted the students` responsibilities in a learner-centred classroom and encouraged them to be more autonomous in their learning. Another significant finding in the study was that the flipped instructions gave students more time to do interactive tasks during class, thanks to pre-class preparation.

In line with Farrah and Qawasmeh (2018), Hung's (2015) research also indicates that flipped learning environments fostered the students to be more active in their learning process. One of the students who participated in Hung's (2015) study reported: "More and more classmates were coming to class prepared and expressing themselves in English conversation activities" (p. 92). Since the model encouraged the students to reflect on their learning process and enabled them to solve problems outside the classroom, flipped learning environments effectively fostered learner autonomy in the study. Strayer (2012) explained that this could be thanks to the out-of-class activities that students are involved in. In out-of-class time, students are engaged in activities that require using self-regulation skills such as planning and time management. This enables them to have more control over their learning.

Chen Hsieh et al. (2017) point out the same results by stating that flipped learning not only facilitated positive interaction and collaboration among the students but also significantly improved the students' oral proficiency since it provided more engaging and interactive learning activities such as storytelling, dialogue, role plays and group presentations.

Cilliers and Pylman (2022) examined students’ perceived experiences of flipped classrooms at a South African university. A quantitative survey method was employed to gather students’ perceptions of the flipped classroom approach. Data was collected from 130 students enrolled in a Database course over four weeks using a structured questionnaire called the Student Perception of Instruction Questionnaire. The results indicated that students found the flipped classroom to be a positive and enjoyable experience. Despite working harder and needing more technical assistance, most students expressed a willingness to enrol in a similar course in the future.

Chou (2020) implemented the FCM in an English-medium-instruction course in Taiwan to investigate the students' learning outcomes and perceptions in the flipped classrooms. Even though it was concluded that most of the participant students expressed positive experiences, initially, it was challenging for some students to follow the course content. Chou explained that because some students needed more experience and strategies to plan and manage out-of-class time, they could not perform well in the flipped classroom.

Han et al. (2023) also noted negative perceptions among the students in their study. They conducted research at a Norwegian university to investigate the perceptions of student teachers in the field of EFL regarding the FCM. According to their findings, one of the most common challenges students faced with the flipped classroom model was maintaining a smooth progression through the course material. Students reported that learning the lesson content at home was difficult for several reasons, including confusion about the new assignments to be completed at home and the lack of direct contact with the teacher when they had questions about the lesson videos. However, the study mostly found positive perceptions among the students. The flipped learning environment was found to enhance learner engagement, motivation, development of collaborative skills, and offered a more flexible learning environment.

Similarly, Simpson and Richards (2015) and Missildine et al. (2013) reported that students initially had difficulties adjusting to the FCM. This result was also echoed by Nguyen (2018), who investigated the perception of students who studied English in flipped classrooms. She observed that some students resisted adapting to the new model, and following the flipped learning instructions was initially challenging. Besides the difficulties linked with adjusting to flipped learning settings, research outcomes highlight the students' suggestions regarding the length and authenticity of videos in the flipped learning. The students conveyed a preference for shorter videos that are more authentic.

The study by Zainuddin and Attaran (2016) yields similar results concerning students' opinions about the lesson videos. They examined the students' perceptions and feedback towards flipped classrooms at a university in Malaysia. The result of their study indicates that the videos in the flipped learning should be shorter, more enjoyable, and more authentic. This emphasizes the need for high-quality and visually appealing videos for a successful flipped learning application. The research additionally emphasizes the students' favourable perception of the model. It notes that the model positively impacts shy and quiet students, offering a

flexible learning environment that allows them to grasp course content at their own pace and convenience.

Based on the findings of the studies mentioned earlier, it is evident that instructors or teachers need to consider flipped learning readiness for effective implementation of the model. In other words, certain learner factors play a pivotal role in determining the model's success. Recognizing the significance of preparedness is essential for the model's successful implementation, Hao (2016) conducted a study focusing on flipped learning readiness in EFL classes, surveying 387 middle school students, specifically 7th graders in Taiwan. According to the study results, flipped learning readiness includes five dimensions: learner control and self-directed learning, technology self-efficacy, motivation for learning, in-class communication self-efficacy, and doing previews. The study found that personal characteristics such as gender, the availability of outside-school support and resources, foreign language beliefs, perceptions of their English language teachers, and how they use the internet can affect flipped learning readiness. In conclusion, it was emphasized that teachers and instructors should consider students' characteristics and individual circumstances to harvest the benefits of the FCM.

In sum, both positive and negative perceptions of students towards the FCM are reported in the studies. However, positive perceptions of the students, such as increased learners' motivation and participation, flexible learning environment, and overcoming class time limitations, are more frequently mentioned than negative students' perceptions in the reviewed studies. Adjustment to the FCM, limited preparation of students, and lack of strategies and plans are found more frequently in the reviewed studies as negative students' perceptions towards the model.

2.5. Benefits of the Flipped Classroom Model

Even though the FCM has flourished with the advancements in education technology, this is not the only reason why so many educators and instructors have adopted this new model. The FCM, as a student-centred model, offers educators numerous chances to develop more creative, dynamic, cooperative, and independent learning environments, all of which are critical in the educational landscape of the 21st century. Unlike conventional teacher-centred methods in which learners are passive, the FCM is a student-centred method in which students actively engage in the learning process and become more autonomous. According to Bergman and Sams (2012), who are the pioneers of the FCM, there are various reasons why educators should benefit from the model in their classes:

Flipping speaks the language of today's students. Today's students are born in an era where digitalism occurs in almost all life sectors and is surrounded by digital devices such as iPads, smartphones, and tablets. Hence, they are defined as digital natives with a strong tendency and skill to use technology almost anytime, anywhere. For these reasons, they should be allowed to use technology in class and their learning process, aside from banning technology at schools.

Flipping helps busy students. Today's students are often challenged to effectively manage their time as they engage in multiple courses, training sessions, classes, and social activities. Via the FCM, students can learn the lesson content by watching the pre-recorded videos whenever they are free. The conventional teaching models do not compensate students for their class if they miss it. However, the FCM creates more flexibility for students, who can listen to or watch the lecture when available.

Flipping helps struggling students. In conventional teacher-centred classrooms, the smartest and the brightest students benefit from the learning environment as they can learn faster and easier and draw the teachers' attention by asking critical questions. The students who learn slowly cannot comprehend and internalize the lesson content as the classroom time is not long enough. The FCM provides slow learners more time to comprehend and internalize the topic by watching the pre-recorded videos at their own pace.

Flipping helps students of all abilities to excel. In flipped classes, students who need special education can thrive since they can adjust their learning pace through videos or digital tools. In conventional classes, students are required to take notes while listening to the teacher, which is relatively challenging for students who need special education.

*Flipping allows students to pause and rewind their teacher***.** It is a well-known fact that there are individual differences in every class in terms of students' learning pace. While some students learn quickly, some need help comprehending the target lesson content in the limited class time. This creates problems in the learning environment; while brilliant students might get bored, slow learners feel under pressure. The FCM solves these problems by enabling all students to pause and rewind videos before class.

Flipping increases student-to-teacher interaction. There is a misconception that flipping will decrease student-teacher interaction as the lesson contents are learned online through videos or other digital materials. On the contrary, the FCM fosters student-teacher interaction since students have more time to interact with the teacher and practice during class. After learning the lesson content before class, students can communicate with the teacher and engage in more communicative tasks such as debates, discussions, and problem-solving in flipped classes.

Flipping allows teachers to know their students better. Because more time is allocated to student-teacher interaction in face-to-face class time in the FCM, teachers are provided with more chances to interact with students. Besides, in contrast to conventional teacher-centred methods, the teachers take the roles of facilitators, guides, or counsellors in the FCM, which enables teachers to know their students better.

*Flipping increases student-to-student interaction***.** In the FCM, students are engaged in collaborative tasks such as peer and group work, which enables them to build more effective relationships and communicate with their classmates. As teachers' roles change as facilitators and counsellors in the FCM, students are provided with learning environments in which they can learn from each other, and learning becomes a culture of the learning environment.

*Flipping allows for real differentiation***.** Due to increased student-teacher interaction in flipped learning, teachers can notice students with poor learning abilities and guide them more effectively through the learning process. The FCM enables the teacher to reach every student since there are more chances to detect individual differences and counsel the struggling students throughout the class.

Flipping changes classroom management. Teachers' roles in flipped learning changed as facilitators or counsellors. They do not give lectures and instructions while students sit and listen to them passively. Teachers walk around the class, guide students, and become active participants in lesson tasks together with students. This creates a more motivating, enjoyable, and effective classroom environment for students where students "dive into learning" (Bergmann & Sams, 2012, p. 29). Consequently, disruptive behaviours disappear in flipped classes because of leaving tedious and passive lectures.

*Flipping changes the way we talk to parents***.** Since students learn the lesson content at home before class time, they are prepared for the lesson. Now that this is the situation, parents can easily follow their children's progress. As a result, during regular parent-teacher meetings at primary and high schools, teachers can focus on problems instead of just focusing on students' progress through the lessons.

Flipping educates parents. Parents can also watch the videos or use other digital materials teachers prepare before class, which help them learn the course content. In return, they can also support their children if they struggle to understand a point.

Flipping makes your class transparent. Via the videos, parents, other family members, or even the public can be informed about the course content, and no one wonders anymore what is being taught by the teacher.

Flipping is a great technique for absent teachers. If teachers can't come to school due to illnesses or personal reasons, students can learn the course content by watching the videos so that they do not miss classes if the teacher is absent from school.

*Flipping can lead to the flipped-mastery program***.** The flipped master program is defined as the more advanced form of flipped learning, and in this model, students are offered optional course materials. Besides, they can adjust their learning pace in the flipped master model as they do not have to watch the video lectures on the same day.

Bergman and Sams (2012) are not the only researchers who emphasize the benefits of the FCM. Baker (2000) states that the FCM eliminates the time constraint problems, the biggest obstacles to the student-centred learning environment. He states that the FCM saves more time for active and collaborative activities for in-class time. Students have more personalized education in flipped learning as they can follow the lesson contents at their own pace. Therefore, the FCM has great advantages in developing individual skills and providing more sustainable education, as Bishop and Verleger (2013) express. In flipped learning, students have time and space flexibility to learn the lesson content, which is supported by active learning through knowledge creation (Enfield, 2013). Besides, the FCM contributes to teachers to create a more authentic, dynamic, effective, and communicative learning environment since more time is devoted to in-class activities such as debates, discussions, role-play, and drama (Başal, 2015; Huang & Hong, 2016; Khanova et al., 2015). Moreover, some researchers found that the FCM develops creativity (Al Zahrani, 2015), self-regulating skills (Lin & Hwang, 2018), and a higher level of cognitive skills (Mehring, 2016).

In their study, Akçayır and Akçayır (2018) presented a large-scale systematic review of the literature on the flipped classroom by examining its reported merits and demerits from the perspective of instructors and students. In order to examine the merits of the FCM from the published studies between the years 2000 and 2016, they created six categories: learner outcomes, pedagogical contributions, disposition, interaction, time efficiency, and others. The outcomes of their study suggest that the FCM is most commonly acknowledged for its positive impact on students' learning performance, falling within the "learner outcomes" category. Within this same category, their research also uncovered that the model contributes to heightened student satisfaction and engagement levels in learning environments. In the "pedagogical contributions" category, the model is frequently praised for offering flexible and personalized learning experiences and increasing student enjoyment. Lastly, in the 'disposition' category, positive student feedback and perception; in the 'time efficiency' category, the

optimization of class time; and within the 'interaction' category, the improvement of student-instructor interactions were consistently recognized as significant advantages of the model.

In conclusion, the FCM emerges as a multifaceted and impactful educational model driven by technological advancements and its potential to revolutionize learning environments. By catering to the needs of digital natives, the FCM allows for active engagement and flexibility, addressing challenges in time management and providing tailored support for students with diverse learning paces and abilities. The model fosters a shift towards collaborative and student-centred interactions, transforming conventional classroom dynamics. As a result, the FCM stands as a promising and adaptable model that aligns with the demands of the 21st century, promoting student autonomy, engagement, and effective learning outcomes.

2.6. Challenges and Disadvantages of the Flipped Classroom Model

Even though the FCM provides educators and students with benefits, there are negative issues encountered both in the designing and implementation process of the model. One of the most frequently reported challenges of the model in the studies is insufficient student preparation before in-class time (Al-Zahrani, 2015; Chen Hsieh et al., 2017; Zheng et al., 2020). This challenge represents a major drawback for the model because its successful implementation depends on adequately preparing students. The model faces a significant limitation when students are not sufficiently ready for its application. Therefore, it is necessary to investigate the reasons for insufficient student preparation. According to Zheng et al. (2020), students need more time management skills. They add that students do not watch videos or do preliminary tasks before in-class time. The FCM requires students to take responsibility for learning, planning, monitoring, and evaluating their learning steps (Lai & Hwang, 2016; Yılmaz & Baydaş, 2017). In other words, self-regulated learning skills in the FCM are necessary for an effective flipped learning environment. In flipped classes, students might fail to organize and manage the course materials, time, or learning if they lack self-regulation skills (Rasheed et al., 2020).

Another challenge that is detected in flipped classrooms is the lack of student motivation to watch videos at home. Moffett and Mill (2014) express that if students are unwilling to do online learning, it is impossible to create a thriving flipped learning environment. Similarly, Cabı (2018) states that students quickly get bored and are unwilling to learn video lesson content independently at home. Students' unwillingness to flipped learning might be caused by different factors. Herreid and Schiller (2013) and Milman (2012)

draw attention to the quality of videos by stating that poor-qualified videos might have a negative impact on students' motivation. Student motivation is crucial in flipped classrooms as the model's success relies on students' completing out-of-class activities (Krueger, 2012). Therefore, teachers should create highly qualified, engaging, enjoyable, and authentic videos to design effective course materials to increase student motivation.

Regarding lack of motivation, Moore and Chung (2015) introduce a different perspective by noting that certain students may need to be more enthusiastic about watching videos at home. This reluctance stems from their preference for conventional learning environments, where face-to-face interaction with the teacher is valued for learning the subject matter. In other words, some students find challenging to adapt to new learning settings and tools. However, students' and teachers' adaptation to online learning has been recently eased as the COVID-19 Pandemic forced a shift (Gopalan et al., 2022). The pandemic has compelled educational institutions to move away from conventional face-to-face teaching methods to online learning methods, prompting individuals to become more accustomed to and comfortable with the online learning environment.

Furthermore, according to Milman (2012), a teacher or student's lack of digital literacy may lower motivation levels and make it more difficult to successfully implement the model. Different digital materials, devices, online platforms, and Web 2.0 tools are recommended for flipped learning. Hence, for a thriving flipped learning environment, students and teachers must possess adequate knowledge of the model and be proficient in utilizing digital materials, devices, and tools.

In many studies, it is revealed that the FCM creates an extra workload for teachers as they are required to make high-quality, enjoyable, and engaging videos, design well-planned materials, search for appropriate sources, and give students feedback both in and out of classes (Zainuddin & Halili, 2016; Davis, 2016). In a recent study, Al-Samarraie et al. (2019) reviewed 85 articles on the FCM. Their study revealed that the common challenges detected for the model are course structure, lack of instant feedback, time constraints, length of the videos, and self-discipline. In order to implement effective flipped classrooms, they suggest that students' motivation should be increased and students should gain self-regulation skills to prepare effectively for in-class time.

In sum, despite the popularity of the FCM, particularly with the impact of the COVID-19 Pandemic, the model still possesses challenges. The significant challenges that hinder educators from implementing the model successfully are a lack of student motivation, limited or no student preparation, and a need for self-regulation skills. Improving the self-regulation

skills of students, increasing student motivation, preparing well-designed course content, and creating high-quality videos will enable educators to apply the model effectively.

2.7. Studies on the Flipped Classroom Model in EFL/ESL Context

With the improvements in digital technology in education, the FCM has received significant attention from educators. The model enables educators to design a learning environment that aligns with the needs of digital natives and improves the 21st-century skills of today's technology-oriented learners. As a result, a growing body of research is implemented on the model globally. During the COVID-19 pandemic, educators' adoption of the model increased, and researchers have shown more interest in flipped learning.

Mehring (2012) introduced the model's implementation in the EFL context and contributed to the model's popularity in this regard. This study found that implementing the FCM in EFL classes encourages teachers to create more student-centred and active learning environments by incorporating various digital tools. In other words, Mehring (2012) paved the way for EFL teachers and educators to discover the potential of flipped learning in the EFL context. After Mehring's research in 2015, Han (2015) investigated the suitability of the FCM for second language acquisition and explored its potential contribution to enhancing learner autonomy. He conducted his study within an adult community language program in the USA, and his findings revealed that the FCM positively affects second language acquisition. He observed that the model enables learners to be more successful in language learning and fosters learning autonomy.

Another notable study investigating students' attitudes toward the FCM in an English class is the research conducted by Webb and Doman (2020). Their study encompassed three different tertiary-level settings, including credit-bearing language courses in the USA and Macau and non-credit-bearing courses in Colombia. The primary focus of their research was to examine the self-reported attitudes of students who experienced the FCM. By adopting an experimental design, the data was gathered using a technology survey, focus group sessions, and reflective essays for the study. The study's results indicate that using digital tools enhances the learners' engagement, and the students developed more favourable attitudes toward the model than conventional teacher-centred learning. In addition, it was also reported that flipped learning aids students in gaining competence in language learning and digital literacy skills. Webb and Doman (2020) draw attention to the educational benefits of technology as it helps students reach their future educational goals and job-related goals. In addition, according to the study findings, students reported that technology offers increased opportunities to practice

English skills, and classes incorporating technology are more engaging than conventional teacher-centred classes. Lastly, in the study, the students also reported that flipped learning fostered them to be more organized with the lesson content as it enabled them to preview and rewind the class materials.

Shahani et al. (2021) conducted a study to explore Iranian EFL learners' attitudes toward flipped teaching by adopting a quantitative methodology. An attitude questionnaire with 20 items recorded 40 females' responses. Their study revealed that the participant's attitude toward flipped EFL learning via Google Classroom was positive, and it has been reported that flipped teaching fostered motivation in learning and promoted classroom management and learner autonomy.

Similarly, Nguyen (2018) examined the impact of the FCM on English language learners' skill development by exploring students' perceptions and teachers' reflections. Through an open-ended survey and a semi-structured interview, they found that flipped learning improved students' language competence. Both students and teachers appreciated the model despite some challenges in the process.

In their study, Ma and Luo (2022) adopted the FCM which they implemented entirely online. This model was implemented for EFL undergraduates in China during COVID-19, leveraging video conferencing and prior experience with Small Private Online Course (SPOC)-based flipped classrooms. A questionnaire and two focus group discussions were conducted to investigate students' perceptions of this model. The data were collected and analysed both quantitatively and qualitatively, revealing positive perceptions regarding teacher instruction, varied interaction, and multifunctional platforms. However, less motivated students expressed contrasting opinions on learning platforms and online interaction. The study also demonstrates that students' interests, self-regulation, and learning environment significantly affect their learning experience and outcomes.

Zainuddin and Perera (2019) investigated the impact of FCM on students' competence and autonomy. Their study showed that the flipped learning environment improved students' autonomous learning skills by handling online tasks and activities. It was also concluded that the FCM fostered the students' peer interaction and intrinsic motivation.

The study of Shih and Huang (2020) is significant in the field since they investigated the use of metacognitive strategies for EFL students in flipped classrooms in Taiwan. They adopted a multiple case study approach, using written accounts, class observations, and semi-structured interviews to collect data. The study's results indicate that students find it easier to employ metacognitive strategies when effectively controlling their learning in a flipped

learning setting. In other words, enhancing metacognitive strategies is highly important for successfully implementing the FCM.

Many studies investigated the effect of the model on different language skills. For instance, Köroğlu and Çakır (2017) conducted a study to investigate the effects of the FCM on pre-service English language teachers' speaking skills development. Quantitative data were obtained through the implementation of pre-tests and post-tests for designated experimental and control groups. The study's findings revealed that the students in the experimental group highly improved their coherence, fluency, grammar, lexical resource, pronunciation, and accuracy skills.

Özkurkudis and Bümen (2019) conducted action research to examine the students' performance in terms of grammar taught in the writing lessons using the FCM. According to the study's results, the students considered the model time-saving.

Li and Zhou (2021) investigated the attitudes and perceptions of Chinese undergraduate EFL students towards online public speaking courses that implemented virtual flipped learning and Massive Open Online Courses (MOOCs) during the COVID-19 pandemic outbreak. The study collected data by administering surveys, focus group discussions, student presentation videos, and the instructor's reflective teaching journals. The data analysed using grounded theory indicates that 25 participants reacted positively to the flipped learning process. In addition, the participants used multiple digital platforms such as Zoom, Blackboard, and QQ instant messenger to interact with their peers and teachers remotely. Consequently, Li and Zhou (2021) state that virtual flipped learning and MOOCs enhanced students' speaking and learning opportunities.

Similarly, Yakop et al. (2023) investigated the effectiveness of the FCM in teaching speaking skills in an English communicative class and examined students' perceptions of this model about their learning experience. This study found that implementing the flipped classroom in an English communicative class was successful, as evidenced by improvements in students' post-test scores. The results also indicated that both the learning materials and activities designed by the teacher effectively supported this model. Positive feedback from the students highlighted the benefits of pre-class preparation, collaboration in acquiring knowledge, and the teacher's role in facilitating their learning.

Even though the FCM has grown in popularity in different subjects and organizations, studies have yet to investigate the implementation of the model with K-12 students' participation. Some researchers have noticed this gap in recent years and examined the model's

applicability at primary and secondary schools in the EFL context. The findings of these studies are precious since there are only a few of them.

Yang and Chen (2020) investigated the use of a flipped classroom in primary EFL classrooms in China. This quasi-experimental research compared flipped and non-flipped classrooms for teaching English vowel letters at a primary school in China. Specifically, the researchers aimed to understand the perceptions of participating students and teachers towards the flipped classroom approach, assess whether it could increase student engagement, and determine if it could enhance students' learning. According to the results of the study, the students hold positive perceptions of the FCM. According to Yang and Chen (2020), the model helped students achieve a comprehensive understanding of lesson content and supported the development of their self-management and self-study skills. A very small percentage of students reported negative feelings about their flipped classroom experience, citing increased difficulty in learning, a heavy workload, feelings of helplessness, and reduced motivation to learn.

Ye (2022) conducted a study to explore the perceptions of multiple stakeholders regarding the FCM in Chinese junior secondary schools, targeting students aged thirteen to fifteen. This research invited teachers, parents, and a teacher educator from a capital city to participate in semi-structured interviews. Additionally, students were asked to complete open-ended questionnaires related to the implemented model. According to the study's findings, the FCM enhances learners' engagement and speaking skills. Furthermore, the study reported that the model supports self-paced learning and enhances higher-order cognitive skills. On the other hand, all the participants reported some challenges related to the model. One major constraint was "students' lack of self-study ability and time." Secondly, teachers' increasing workload and limited time to design the lessons are other constraints of the model.

Research on the perceptions of EFL secondary school students in Türkiye regarding the FCM is limited. Kırmızı and Kömeç (2020) addressed this gap by examining the views of 113 9th and 11th-grade students in a Turkish science high school using a mixed research method. The results reveal a generally positive perception of the students toward the flipped English classrooms, encompassing autonomy, language skills, technological attitudes, and motivation. Positive impacts extend to communicative skills, self-confidence, learning autonomy, and motivation. Challenges identified include student resistance to the shift from conventional classrooms, instances of neglecting assigned materials, and the significant time commitment required from teachers for planning and organizing activities for flipped classrooms.

Ayçiçek and Yanpar-Yelken (2018) investigated the impact of the FCM on students' classroom engagement in English language learning in a secondary school in Hatay, Türkiye. Using a pre-test/post-test quasi-experimental design, the study found that the FCM positively influenced student motivation and engagement. The model facilitated individual learning skills through online videos, creating a more enjoyable and collaborative in-class environment. The research emphasized the FCM's role in empowering learners to develop new skills and effective study habits while highlighting the importance of informed and trained teachers for its successful implementation in secondary schools.

In conclusion, studies on the FCM indicate that flipped learning positively impacts students' motivation, engagement, and language skills. In addition, according to the reviewed studies, the FCM provides educators with many benefits, such as fostering learner autonomy and improving collaborative and communicative skills. Digital integration enhances teaching tools, yet challenges like student resistance and teacher workload exist. Most studies consistently emphasize that the main challenges in implementing the model arise from insufficient student preparation and instances where students do not watch assigned videos for various reasons. These significant challenges hinder the successful implementation of the model. Lastly, recent research in K-12 settings reveals promising outcomes, underlining the adaptability and benefits across different education levels. Overall, these studies offer a clear picture of how flipped learning influences language education with both advantages and challenges.

CHAPTER III

METHODOLOGY

This chapter outlines the research methodology, providing comprehensive details on the research design, setting, and participants of the study, as well as pre-implementation steps and implementation procedures of the FCM, data collection tools, and the analysis process. The aim is to enhance the meaningful interpretation of the study results. Additionally, the chapter addresses the researcher's role and the study's trustworthiness.

3.1. Research Design

This study adopted a qualitative research design. In a qualitative research design, a researcher focuses on its participants to reveal how they experience a particular phenomenon in a specific time and environment (Heigham & Croker, 2009). Qualitative research allows researchers to explore and understand individuals and the complexity of a situation (Creswell, 2012; Yin, 2014). In other words, in qualitative research, the primary focus lies on the participants comprehending their experiences and interactions within a specific context. The process for qualitative research is longitudinal, allowing the researcher to gain a profound and thorough understanding of the participants (Croker, 2009). In this study, the researcher's objective is to thoroughly explore the perceptions and experiences of 9th-grade EFL students in flipped English classrooms. This investigation takes place within the natural setting of these classrooms, aiming for a comprehensive understanding. The participating students and the teacher researcher have yet to experience flipped English classrooms. Consequently, the teacher researcher focuses on delving into the perceptions and experiences of the 9th-grade EFL students in these flipped classrooms, addressing a research problem characterized by unknown variables. As Creswell (2012) states, qualitative research is conducted when researchers encounter a problem with unfamiliar variables requiring exploration.

In an intrinsic study, the focus is on obtaining a profound understanding of a specific case without an intention to generalize findings from the studied case or draw comparisons with other cases (Stake, 1995). Stake explained that the researcher's primary goal in an intrinsic case study is to gain a deeper understanding of the specific case due to its inherent interest. In this type of case study, the researcher does not aim to comprehend a broader phenomenon or develop a theoretical framework (Stake, 1995). This study employed an intrinsic case study research design, exploring the FCM, its context, and the perceptions and experiences of its participants. In this study, the researcher does not aim to extend the findings beyond the

specific case under investigation or make comparisons with other cases. The main purpose is to gain a profound understanding of the experiences and viewpoints of the 9th-grade EFL students within the context of flipped English classrooms. To phrase it differently, the objective of this study is to explore the perceptions and experiences of the 9th-grade EFL students who have encountered the flipped English classroom. This is achieved by addressing the following research question:

> What are the perceptions and experiences of the Turkish 9th grade EFL students at a science high school who are learning English as a foreign language in the flipped classroom?

3.2. Setting and Participants of the Study

An intrinsic case study was carried out within the English as a Foreign Language (EFL) class. The study involved 19 students, comprising 9 males and 10 females, all belonging to 9th grade. The participants were the students of İzmir Menemen Şehit Ahmet Özsoy Science High School, and the research took place during the first semester of the 2022-2023 academic year. This science high school is a public institution where student admissions are determined through a national examination administered by the Ministry of National Education (MoNE). Entrance to science high schools is granted to students with high scores in this national examination. Since this high school is the researcher's home institution, the study participants comprised her students. Creswell (2013) recommends that, particularly in qualitative research, researchers should immerse themselves in the research context for an extended period to develop a deeper understanding of participants and gain firsthand insights into their experiences.

The 9th grade students selected to study at Şehit Ahmet Özsoy Science High School must take a placement test for English class each year before the beginning of the academic year. After their English language level is assessed through this test, they are divided into classes depending on their placement test results. The students who participated in the study hold level A1 according to the English language placement test scores that the school conducted. The researcher noted that the students who participated in this study had low motivation and self-efficacy toward learning English due to their previous learning experiences.

The study involves students aged between 14-15 who possess knowledge of utilizing specific technological tools and applications for subject-based learning. Despite their

familiarity with technology, this is the first time they have encountered the FCM in the context of learning English. Thus, learning English through the FCM is entirely novel to these students. As a result, some of them expressed their concerns before the implementation process as they had feared failing and being unable to complete the flipped learning process successfully. In order to remove the students' concerns, the researcher organized a meeting and explained the model in detail by emphasizing each step in the implementation process. In addition, the participants were informed about the purpose of the study, and the researcher expressed that they could take part in the study voluntarily. The students who decided to participate in the study have received the consent forms to be signed by their parents.

The study lasted 8 weeks in total, and the content of the EFL flipped classroom was prepared in accordance with the 9th-grade students' curriculum of the MoNE. The students had English lessons for 4 hours per week, each 40 minutes long. The coursebook 'Teenwise' provided by the MoNE for 9th grades was utilized to implement the flipped English class. In addition, the researcher created multiple tasks and materials for both in-class and out-of-class activities to enhance the flipped learning experience.

The participating students are digital natives who can use technology efficiently. Furthermore, all of them have confirmed having internet access at home. Moreover, every classroom is equipped with smart boards and internet access within the school premises. Additionally, there are two computer labs with 20 computers, providing internet access for the students residing in the school dormitory. In essence, the students residing in the school dormitory had access to the tools and devices required to implement the flipped English classes, ensuring they were well-equipped even if they did not have their own devices.

3.3. Preparations for the Implementation of the Flipped Classroom Model

To implement the FCM, the researcher prepared the lesson plans and tasks for the flipped English class. The flipped English lesson plans contained pre-class, in-class, and post-class sessions. The researchers recorded lesson videos by using the platform "Zoom". The researcher utilized the free blended learning platform "Google Classroom" to implement the FCM. Google Classroom utilizes proprietary user applications, collectively called Google Applications for Education, to manage communication between students and teachers. Students can join a class by receiving a private code invitation or through automatic importation from a school domain. The provided link directs to the Google Classroom used in this study for the implementation of the flipped English Classroom: https://classroom.google.com/w/NjgyNjI3NTk2NTVa/t/all

The lesson plans for the EFL flipped classroom were prepared in accordance with the 9th grade students' curriculum of the MoNE. For the design of the flipped English classes, the researcher benefited from multiple sources of materials, as using rich materials is a distinctive feature of the FCM. Therefore, in addition to the course book "Teenwise", the researcher created and designed extra collaborative tasks such as role-plays, think-pair-share, and guided group-works. Implementing collaborative tasks is necessary for flipped classes because the model is based on constructivism and social constructivism theories. Therefore, the researcher designed and scaffolded peer and group activities to create a supportive and inclusive learning environment where students can collaborate with their peers.

The researcher benefited from online quizzes on the websites and platforms such as www.liveworksheets.com, https://elt.oup.com, www.really-learn-english.com, https://quizizz.com, www.englishclub.com. The Web 2. 0 tools such as JeopardyLabs, Kahoot, Padlet, Vocaroo, Mentimeter, Wordwall, CapCut, and Canva were also used in the flipped English classes. In addition, the researcher found value in using videos to supplement lesson content, primarily sourced from the YouTube platform. Integrating multimedia resources like videos enhances the learning experience by offering visual and auditory elements, accommodating diverse learning styles, and providing practical examples.

The researcher planned a meeting to inform the participant students about the FCM and the aim of the study. After indicating it was up to their consent to participate in the study, the consent forms for the parents were distributed to be signed by their parents. The researcher explained how to implement it and provided a link to access the Google Classroom, instructing the students to log in. For the next step, a WhatsApp group was created to provide instant assistance and more information, if needed, related to the implementation process of the model. The weekly plan for the FCM implemented in this study is below:

Table 1

Weekly Plans for the Flipped Classroom Model Implemented in the Study

Week & Duration	**Objectives**	**Pre-class Assignments**	**In-class Activities**	**Post-Class Activities**
1st Week **4 hours**	Students: -introduce themselves and talk about their hobbies,	Students: -watch videos on the online platform Google Classroom, take	-Checking the understanding of students with a quiz. -Peer work listening activity.	Students: -write a paragraph to introduce themselves by

	families, and friends. -ask for directions and give directions.	notes and practice the given expressions. -do the pre-class tasks.	-Collaborative reading activity -Peer work listening activity -Role-play activity to ask for and give directions	using the Web 2. 0 tool “Padlet”. - use the Web 2. 0 tool “Vocaroo” and record their voice describing directions from their home to the school.
2nd Week **4 hours**	Students: -talk about people from different cultures, cities, and countries. - ask and answer questions about location of things and places. (place of prepositions)	Students: -watch videos on the online platform Google Classroom, take notes and practice the given expressions. -do the pre-class tasks.	-Checking their understanding by using the Web 2. 0 to “Mentimeter”. -Collaborative reading activity -Circle Chat-Speaking Activity -Describe and draw, collaborative speaking activity.	Students: - use the Web 2. 0 tool “Vocaroo” and record their voice describing their rooms.
3rd Week **4 hours**	Students: -compare people, places and objects.	Students: -watch videos on the online platform Google Classroom, take notes, and do the uploaded quiz.	-Checking the understanding of the students. -Split text, collaborative reading activity -Peer work, grammar activity -Group work, grammar activity. (Find someone who….) -Peer writing activity	Students: -do the online exercises on the website “Live Worksheets”.
4th Week **4 hours**	Students: - talk about their preferences for hobbies and free time activities.	Students: -watch videos on the online platform Google Classroom, and take notes.	-Checking the understanding of the students. -Collaborative listening, and reading activities -Role-play	Students: - watch the YouTube videos and Google Classroom as an example and use the application “CapCut” and

	-express their preferences about different movie types.	-write about the movies they like or don't like on the forum Google Classroom by using expressions they have learned in the lesson video.		create a video as they talk about their hobbies and favourite movie types. - work as a group of four and prepare a presentation about their favorite movies by using "Google Slights".
5th Week **4 hours**	Students: -talk about a movie by focusing on plot, cast, setting of the movie. - make invitations and offers. - accept and refuse invitations and offers.	Students: -watch videos on the online platform Google Classroom, take notes and do the online quizzes.	Students: -present their presentation about their favourite movies while the rest of the students evaluate their presentations by using the evaluation form. - talk about their favourite movie presented. -Act out a dialogue to accept and refuse invitations.	Students: -do the online exercises on the website "Live Worksheets".
6th Week **4 hours**	Students: -talk about natural disasters. -write a paragraph about natural disasters. - talk about their daily activities and the frequencies of those activities.	Students: -watch videos on the online platform Google Classroom. - take notes and practise target vocabulary. - do the online quiz.	-Checking the understanding of the students. -Round Table Cooperative Reading and Speaking Activity -Role-play -Group speaking and listening activity.	Students: -watch the YouTube video about the human roles in natural disasters and a write a short paragraph.

7th Week **4 hours**	Students: -talk about their daily routines. -talk about natural disasters.	Students: -watch videos on the online platform Google Classroom. -do the online quiz. -take notes and practise target vocabulary.	-Checking the understanding of the students. -Collaborative reading, listening and speaking activities -Round Robin-Discussion Activity	Students: - watch the video on YouTube and write a short paragraph about saving the nature.
8th Week **4 hours**	Students: -describe physical appearance of people. -describe personal characteristics of people.	Students: -watch videos on the online platform Google Classroom and take notes and practise target vocabulary.	-Checking the understanding of the students. -listening, writing and speaking activities in pairs. - "Jeopardy Labs" Web 2.0 tool to revisit and review previous topics by responding to questions.	Students: -Record a video to describe a celebrity who inspires them most.

3.4. Implementation of the Flipped Classroom Model

The implementation of the FCM within the EFL context is detailed weekly. In this section, the researcher provided a detailed explanation of the steps and tasks applied each week.

First Week

During the first week, the primary learning objective for the students was to become proficient in introducing themselves and requesting and providing directions. In advance, the researcher uploaded instructional videos and lesson notes related to these topics on the Google Classroom platform. The students were notified through a WhatsApp group to watch these videos and come prepared for the in-class activities. In the classroom session, the teacher-researcher initially assessed the students' comprehension. It was observed that seven students had yet to view the video materials. Subsequently, the students engaged in a peer listening activity where they listened to a dialogue named "Fabio Peraldo meeting his students," which was sourced from the coursebook. Following the listening exercise, students completed a chart with accurate information based on the dialogue and cross-checked their responses with their

peers. To conclude this part, the students worked in pairs to retell the dialogue. Additionally, the students participated in a collaborative reading activity, where they shared bubbles containing statements made by various individuals. In groups of four, the students retold the statements in the bubbles and discussed the associated questions as a team.

Over the next two hours of the class that week, the students listened to another dialogue in the coursebook. They followed the directions in the dialogue and drew corresponding routes on a map from the coursebook. Then, they worked in pairs to recount the directions they had heard, assessing their partners' understanding and offering feedback. Lastly, the students engaged in a role-play activity centred around requesting and providing directions. Notably, the researcher observed that some students faced challenges while participating in the collaborative activities.

For the post-class session, the students were tasked with writing a paragraph to introduce themselves using the Web 2.0 tool "Padlet" and recording their voices while describing directions from their home to their school using the Web 2.0 tool "Vocaroo."

Second Week

The learning objective of the second week's flipped English class was to introduce different cultures and countries and describe places by using prepositions of place. After uploading the videos and lesson notes on Google Classroom for the second week, the researcher informed the students about watching the videos and the pre-class tasks before in-class time by texting them on the WhatsApp group. During the in-class time, the teacher used the Web 2.0 tool Mentimeter to check the students' understanding of the second week's topics and noticed that some students did not watch the video despite the announcements on the WhatsApp group. The students were then instructed to form groups of four and provided a worksheet for a collaborative reading activity. They worked together in their groups to complete the activity, which involved reading an email in the coursebook and following the instructions outlined on the collaborative reading worksheet. Following that, the students participated in a speaking activity called "Circle Chat," during which they selected imaginary characters from various countries for themselves and formed two circles, inner and outer. They discussed imaginary characters from countries they know, rotating partners every two minutes until they returned to their starting position.

During the remaining hours of the week, the students listened to a dialogue “Sue and Andy describing their rooms” in the coursebook. They identified whether statements were true

or false while listening to the dialogue. Subsequently, they collaborated in pairs to verify their answers together. Next, in pairs, the students described their rooms to their partners. While one student described, the other listened and drew the described room. Once the drawings were completed, the students reviewed the pictures together, ensuring accuracy. They discussed the pictures, using target vocabulary and grammar, and provided feedback on the accuracy of the descriptions and drawings.

For the post-class time, the teacher asked the students to describe their room using prepositions such as "on, in, under" and record their voice using the Web 2.0 tool "Vocaroo".

Third Week

In the third week, the primary objective for the students was to learn how to compare people, places, and objects. The teacher informed the students to watch lesson videos and complete an online quiz on "comparatives" through a WhatsApp group before the in-class session. During the in-class time, the teacher summarized the week's grammar topic, "comparatives," and assigned various activities that encouraged collaborative work. One of these activities involved students working in pairs to read a divided text from the coursebook titled "Compare Tokyo and Vienna." They reconstructed the complete text, identified true/false statements, and completed a multiple-choice activity together. Following this, the students partnered up for grammar exercises related to comparatives, offering feedback to each other. During subsequent class hours, the students participated in a group speaking activity which was called "Find someone who…." They were given worksheets with descriptions and statements, such as finding someone with more siblings or someone who sleeps fewer hours than themselves. The students mingled in the classroom, interacted with peers, and noted the names of classmates who matched the descriptions on their worksheets. In addition, the students compared the pictures of Hong Kong and Vaduz from the coursebook, filling in a chart to highlight the differences between these two cities. They completed a chart comparing different cities and then composed a short paragraph based on their findings. They shared their paragraphs with peers, who identified and underlined grammar, spelling, and vocabulary errors. Finally, the students received their corrected paragraphs and made revisions accordingly.

As a post-class assignment, the students were tasked with completing online grammar exercises about comparatives using the Web 2.0 tool "Live Worksheets."

Fourth Week

During the fourth week, the researcher asked a colleague to observe vocabulary, listening, and speaking lessons for four hours. The observer used an observation sheet to document her observations and took notes during the class. The students felt confident as they had become accustomed to this in-class procedure by then. In the fourth week's lesson, the primary objective was for the students to engage in conversations about movies and their hobbies and share their preferences regarding different film genres. The teacher provided a lesson video focusing on movie-related vocabulary and free-time activities. Additionally, the students were assigned to write about their favourite movies in the Google Classroom forum section.

During the in-class session, the students listened to a "dialogue between Eric and Katy" who discussed their movie preferences. They organized the dialogue sentences, completed a chart outlining Eric and Katy's preferred movie types, and collaborated in groups of three to reconstruct the dialogue. Furthermore, they participated in a role-play activity, planning a group trip to the cinema. As a group, they researched recent streaming movies, discussed their choices, and created and acted out dialogues based on their decisions. In another group activity, each member received a blog about movies ("The Revenant," "Bucket List," and "The Intern"). After reading and discussing the content, they answered questions related to these blogs.

For post-class assignments, the students were required to record videos discussing their favourite movies or free-time activities using the "CapCut" application. Furthermore, the students were directed to collaborate in groups of 2-3 and create presentations about their favourite movies, which they would present in the upcoming class, using the "Google Slides" application.

Fifth Week

During the fifth week, the students presented their group presentations about their favourite movies, and their classmates assessed these presentations using an evaluation form. Following the presentations, the students formed groups of four and reviewed their notes while discussing each group's presentations. They addressed questions such as which presentation they found exciting and which movie from the presentations they would like to watch and why. The students corrected each other as needed during this discussion and provided feedback.

In addition, this week's learning objective focused on accepting and refusing invitations and offers. To facilitate this, the teacher uploaded a video and lesson notes to teach the students how to extend invitations and offers and accept or decline them. The students were assigned an online quiz on the same topic, which they accessed through the "Live Worksheets" website and "Word Wall" tool. In class, the students read a dialogue from the coursebook that featured examples of accepting and refusing invitations. They identified expressions related to invitations, accepting and refusing invitations, and categorizing them accordingly. The students also engaged in role-playing the dialogue.

Finally, they were assigned online exercises about making offers and invitations using the Web 2.0 tool "Live Worksheets." Additionally, they discussed plans for a New Year's party at the school on the Google Classroom forum by using the expression to make an invitation that they learned in this class.

Sixth Week

This week's lesson plan contained two learning objectives. Using particular vocabulary, the initial learning objective was to discuss natural disasters. Google Classroom was used to share course videos and PowerPoint presentations. During class, the students confirmed their understanding and participated in a collaborative reading activity called "Round Table." During this activity, the students sat in groups of five and passed around paragraphs about natural disasters with highlighted vocabulary. They read, reconstructed, and exchanged paragraphs multiple times in a circle to internalize vocabulary. Then, the students worked in groups of four to create a TV program based on the paragraphs they had previously read. One student took on the role of the interviewer, while the others became news reporters discussing natural disasters in various countries. The students were provided feedback and corrections while writing their program script during the process. Afterward, they practiced their roles and performed the TV program. As a post-class assignment, the students were instructed to watch the videos uploaded to Google Classroom and write a brief paragraph about natural disasters in Türkiye.

This week's second learning objective involved using the frequency of adverbs to discuss daily routines. As a result, the students watched instructional videos on using adverbs in everyday life. Furthermore, a Google Classroom exercise on frequency adverbs was posted. In the class, the students listened to a quiz show called "Maggie and Albert are answering the questions about tribal people." Then, they filled in a chart with the correct information about tribal people and checked their answers with a partner. Finally, the students worked in pairs,

taking turns to ask each other questions about their daily activities during an interview-style activity**.**

Seventh Week

The first learning objective of this week's lesson was to describe the third person's lifestyle using the present tense. The lesson video and online exercises about the present tense were uploaded on Google Classroom. During the in-class time, the students read "Journey to Dreams" and worked in groups of three to do the exercises related to the text using the collaborative reading worksheet. They practiced the present tense by reading this text. After that, the students listened to a radio conversation, numbered the tasks as they heard, and filled in the blanks with the appropriate words. Finally, they divided the group into three groups and talked about which job they would prefer to perform based on the radio advertisement and their justifications.

The second learning objective of this week was to talk about human roles in natural disasters. The students were involved in an activity called "Round Robin". In this group exercise, they discussed natural disasters in Türkiye by forming groups of four, with each group selecting a leader.

Each group focused on the following questions:

a. What types of natural disasters occur in Turkey? Categorize them based on regions.

b. What should people do in case of a disaster?

c. Is it possible to prevent natural disasters? If so, how?

d. What is the human role in responding to natural disasters?

After discussing the questions, each group leader visited other groups one by one to share their own group's answers and gathered information about the other group's answers. Once group leaders visited all groups, they returned to their own group. In their groups, the students revised their answers to the questions, taking into account the information they learned from other groups, and they collaborated to write a comprehensive report based on the questions. After writing their report, each group prepared a short presentation summarizing their findings.

Eight Week

In the eighth week, the learning objectives focused on describing individuals' physical appearance and personal traits. To prepare for the in-class session, the students watched a video and completed a quiz on Google Classroom. After ensuring the students grasped the content, they listened to a dialogue where two individuals discussed their inspirational figures, providing details about their appearances and personalities. Following this, they identified the characters mentioned in the recording and responded to questions about it, cross-checking their answers with a peer. Subsequently, they formed groups of three to discuss their own inspirational figures, describing them in terms of physical appearances and personal traits. Then, the students composed brief paragraphs outlining their chosen inspirational figures' physical appearances and personal traits. Finally, the students paired up and shared their paragraphs to provide feedback on grammar, spelling, vocabulary, and punctuation errors in their partner's text. Following the feedback, the students received their paragraphs back and made corrections, if necessary, to address any identified mistakes. The teacher collected the final versions of the paragraphs to provide feedback.

Finally, as a part of the post-class assignment, the students were instructed to create a video describing a celebrity who inspires them. To recap the crucial aspects of the lesson up to that point, the students participated in a group game using the "Jeopardy Labs" Web 2. 0 tools.

3.4. Data Collection Tools

This study included three data collection tools, namely, students' journals, teacher's journals- checklist, and focus group interviews, to explore the perceptions and experiences of the 9th grade EFL students in the flipped classroom. At the beginning of the implementation of flipped English classes, students kept journals detailing their experiences in the flipped classes. The researcher conducted observations and kept journals for each class in the implementation process of the FCM. In addition, the participants were interviewed during the process, and their experiences were audio-recorded. The questions for the students' and teachers' journal entries and focus group interviews were prepared by the researcher. All of these questions were reviewed by an academic researcher acting as an external expert. After consensus was built, the teacher-researcher was ready to use the data collection tools.

3.4.1. Students' journals

Students' journals provide rich, detailed, and personalized information when a relaxed and comfortable environment is created during the data collection process. As Creswell (2013) and Bell (2010) state, journals allow researchers to compare what participants write in their journals with what the researcher observes in the process. To obtain a detailed comprehension of the experiences and opinions of participants regarding the implementation of the FCM, with their parent's permission, the participant students kept journals for each week. The researcher prepared open-ended questions and translated them into Turkish to guide the students to write their journals. Creswell (2013) claims that open-ended questions are effective in obtaining participants' opinions since they provide a comfortable and relaxed atmosphere for expressing their views. The participating students were given handouts with instructions and kept their journals for eight weeks in their native language by following these instructions.

The questions in the journals were separated into three categories as follows: "opinions related to the out-of-class process", "opinions related to the in-class process", and "general evaluation of the Flipped Classroom Model" (See Appendix 4). The participants were informed that they would write their journals out of the class, with the researcher, in case they needed a detailed explanation of the questions in the journals. The time and the date for writing journals were pre-set. The researcher created a relaxed atmosphere and informed the students that they were completely sincere and that all the information they gave would be kept confidential. The duration of the journal writing was 40 minutes.

3.4.2. Teacher's journals-checklist

This study also employed a teacher journal as another tool for collecting data. Yin (2018) highlights the necessity of utilizing various data collection tools to meet the demands of a complex qualitative study. Among these tools is participant observation, described as a technique in case study data collection where the researcher not only observes but also actively participates in the activities of the studied case. In this study, the teacher researcher observed the students in the flipped English classrooms and kept journals as a checklist for each lesson. The teacher journal as a checklist included questions related to students' experiences in learning English through the Flipped Classroom Model (Appendix 6). Apart from questions that elicit Yes or No responses, the teacher journal, formatted as a checklist, incorporates an "additional information" section. This section is designated for the teacher-researcher to record detailed information on the pre-implementation and during-implementation phases of the FCM. In order to get a fuller understanding of the students' perceptions toward the model and

experiences in the implementation process, the researcher noted her thoughts and opinions in detail. This allowed the researcher to compare her thoughts with the participant students' perceptions and opinions related to the FCM. In other words, the teacher-researcher used the journal to gather more data from her viewpoint.

Furthermore, the researcher sought assistance from a colleague who dedicated four hours to observing the flipped English lessons. Using the researcher's prepared observation sheet, the checklist, the observer documented her findings and took notes throughout the class. This aided the teacher-researcher in interpreting the gathered data from an alternative perspective.

3.4.3. Focus group interviews

For the third data collection method, this study utilized focus group interviews. A focus group interview is a technique in qualitative research design that aims to elicit perceptions, information, ideas, and attitudes from a specific group who experienced the same phenomenon (Kelly, 2003). The key concept of focus group interviews is collecting data from a group that is a member of the same program, college, university, or department. A focus group " comprises individuals with certain characteristics who focus discussions on a given issue or topic" (Anderson, 1990, p. 241). Focus group interviews are more effective than individual interviews in collecting deeper and richer data due to their group dynamics. Krueger and Casey (2000) express that focus group interview provides "a more natural environment than that of individual interviews because participants are influencing and influenced by others just as they are in real life" (p.11). Focus group interviews usually are audio-recorded first and then transcribed into field notes. The number of participants for a focus group may differ. Krueger and Casey (2000) recommend six to eight participants for focus group interviews, as smaller groups yield deeper and richer data.

For this study, the time and the place for the focus group interviews were pre-set. The questions for focus group interviews were translated into Turkish to help the participants provide answers. The focus group contained 6 students who took part in the interview voluntarily. The researcher created a relaxed environment for the interview and informed the students that they should give sincere answers to interview questions. The participants responded to semi-structured focus group interview questions presented informally and conversationally, as Yin (2014) suggested. Each interviewee took about 10-15 minutes to answer the questions. The interviews were held in Turkish to ensure the students felt comfortable while answering the questions. They were asked to elaborate on their journal

entries and provide deeper insights. The participants were encouraged to respond to the questions with as many details as possible. The interviews were audio-recorded to be transcribed and translated by the researcher later. The semi-structured interview questions were included in the thesis's Appendix 5.

3.5. Data Collection Process

The data collection process started at the end of the first week of the implementation of the flipped English classroom. The researcher began gathering student journal entries in the first week of the track and continued collecting them until the end of the eighth week, for a total of eight weeks spent gathering research data. Every Friday, the teacher-researcher scheduled specific dates and times for meetings during which students wrote journals to express their opinions and share their experiences regarding the flipped English classroom. This helped the researcher maintain an undivided attention on the participating students and provided motivation and support throughout this process. In other words, the researcher arranged these meetings to stimulate students to share more comprehensive and detailed insights about their experiences with the flipped English class. Additionally, these pre-scheduled meetings were beneficial for students as they sought explanations to address the open-ended questions for writing their journals. The questions that guided the students in writing their journals were translated into Turkish to assist them in providing more effective answers. The researcher collected the student journals every Friday.

The researcher observed the students throughout the implementation of the flipped English classroom and kept her written journals for each lesson. Additionally, the researcher sought support from a colleague who dedicated four hours to observing the flipped English lessons. Employing the researcher's prepared observation sheet and checklist, the observer documented her findings and made notes throughout the class. This contributed to the teacher-researcher's ability to interpret the gathered data from an alternative perspective.

Finally, two focus group interviews were conducted, one in the fourth week and the other in the eighth week. The time and date for each interview were scheduled, and they took place at the school library. Different students were chosen for each interview to share their experiences and perceptions about the flipped English classroom. The interview questions were translated into Turkish. Six students participated in each interview. The students' responses to the interview questions were audio-recorded and later transcribed into written form.

The data collection process is outlined in the Table 2:

Table 2

Data Collection Process

Process	Week	Detailed Information
Journal Collection	From Week 1 to Week 8	The students who took part documented their thoughts and experiences with the flipped English classroom. Weekly reports from their journals were submitted to the researcher. The teacher-researcher kept journals during the entire eight-week FCM implementation period, noting her observations about each flipped English lesson. A colleague of the researcher observed the flipped English class in the 4th week and kept journals.
Focus Group Interview Transcription and Translation of the Interviews	Week 4	The recorded interviews were transcribed by the researcher and then translated into English.
Focus Group Interview Transcription and Translation of the Interviews	Week 8	The recorded interviews were transcribed by the researcher and then translated into English.

3.6. Data Analysis

The intrinsic case study design used in this research was holistic, wherein data from all participants were collectively analysed as the primary unit of examination, as it is suggested by Yin (2014). The collected data in this study were analysed through thematic analysis which is a popular method of qualitative data analysis. Thematic analysis is used to systematically identify, organize, and offer insight into patterns of themes across a data collection (Braun & Clarke, 2012). The common and important themes in the collected data through students' journals, teacher's journals-checklist, and focus group interviews were identified and organized systematically in accordance with the research question of the study.

The researcher followed the six phases of thematic analysis which was offered by Braun and Clarke (2012): familiarizing yourself with the data, generating initial codes, searching for themes, reviving themes, defining and naming themes, and producing the report. As the first step, the researcher familiarized herself with the raw data by reading the students' journals and the teacher's journals- checklist and the transcription of the focus group interviews multiple times. She also double-checked her journal notes about each flipped English class. She tried to be an engaged and critical analyst while reviewing the data in this step, posing as many pertinent questions as possible.

Secondly, she generated initial codes by focusing on the commonalities in the students' journals, teacher's journals, and focus group interviews. A code is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/ or evocative attribute for a portion of language-based or visual data" (Saldaña, 2013, p. 3). The researcher did the coding manually. Some codes were based on the researcher's perception and interpretation of the data collected from the participating students. In contrast, other codes were based on the aspects they directly mentioned. Braun and Clarke (2012) note that the codes could either represent topics explicitly identified by the participants or encompass points interpreted by the researcher based on the entire content. All parts of the data that proved valuable in addressing the research question were meticulously coded one by one by the researcher.

As the next step, she put the identified codes into theme forms relevant to the study's research question. During this phase, the researcher actively engaged by taking a proactive role in creating and developing themes that meaningfully aligned with the provided data (Braun & Clarke, 2012). Subsequently, the possible themes were examined by evaluating their quality. This phase required an additional review of the entire dataset.

In the fifth step, the themes were carefully defined and named, with attention to their scope and specificity. Each theme underwent examination to ensure there was no overlap, and each one focused precisely on a single, clear point that could relate to at least one aspect of the research question.

In the final phase, a comprehensive report was prepared detailing the thorough analysis conducted during the study. In this research, a comparative analysis was conducted on the themes identified in the participants' journal entries, their interview content, and the teacher's journals. The goal was to discern meaningful similarities and differences in the perspectives of both students and teacher-researcher. According to Braun and Clarke (2012),

one benefit of using thematic analysis is that it enables researchers to identify and interpret shared meanings and experiences.

3.7. Role of the Researcher

As this study is designed as qualitative research, the researcher was an active participant in the entire process, spending a considerable amount of time with all the participants and assuming various roles throughout the study phases. Heigham and Croker (2009) emphasize that spending adequate time with participants in qualitative studies is essential for gaining a comprehensive understanding of reality rather than just a fragment of it. In this qualitative case study, the researcher developed close relationships with the participants to understand better the case presented in the study. The researcher planned and executed the flipped English classroom throughout the study, engaging with the participants in various ways. She not only designed flipped English lessons but also fostered a close relationship with the participant students by regularly interacting with them during class sessions, addressing their concerns, and encouraging open communication. In assuming the dual role of teacher and researcher, she created a supportive environment that facilitated a deeper understanding of the participants' experiences.

The teacher-researcher conducted pre-meetings prior to implementing the FCM to inform participant students about the flipped English classroom and the entire research process. The researcher clarified research details, and all participants were notified that parental consent was necessary before initiating the data collection process to establish trust in the information they would provide. The researcher observed the participant students throughout the process and kept detailed journals for each lesson. Moreover, the researcher collaborated with a colleague who observed the flipped English lessons for four hours. Using the researcher's prepared observation sheet and checklist, the observer documented her observations and took notes throughout the class. This collaborative effort aided the teacher-researcher in interpreting the gathered data from an alternative perspective.

To encourage authentic and detailed journal entries about their experiences with the flipped English classroom, weekly meetings were arranged for students. During these meetings, the researcher deliberately avoided influencing the participants' responses to the questions in the student journal form. The participant students were provided with open-ended questions to guide their journal writing. In the twice-conducted focus group interviews, the researcher utilized pre-prepared questions and introduced additional questions only when necessary, refraining from influencing participants' responses. All interviews were recorded,

transcribed, and translated into English. Furthermore, the collection of participants' journals took place weekly. To uphold objectivity, the researcher refrained from reading the weekly journals until after completing her own entries. This approach aimed to prevent potential influence or bias, enabling an unbiased interpretation of the collected data.

3.8. Trustworthiness of the Study

To ensure the study's trustworthiness, the researcher applied some principles. Lincoln and Guba (1985) state that in qualitative research, trustworthiness is ensured through four criteria: confirmability, credibility, transferability, and dependability. Confirmability is "the extent to which the study findings are shaped by participants' views and not a researcher's bias" (Ivankova, 2015, p. 265). To verify the confirmability of the study, the data was examined in detail. The researcher used the iterative process by analysing the data continuously and recursively. Besides, to ensure confirmability, themes were determined based on the participants' views. The researcher aimed for objectivity in both her interactions with the participants and data analysis, seeking genuine findings that could contribute to the field.

Credibility (internal validity) is synonymous with validity in qualitative research. A study's credibility is determined by its accurate and correct findings. Kumar (2019, p. 219) states that credibility "involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research". One of the best-known strategies to assure the credibility of a qualitative research is triangulation (Merriam & Tisdell, 2016). Triangulation is defined as "the comparison of data relating to the same phenome-non but deriving from different phases of the fieldwork, different points in the temporal cycles occurring in the setting, or [...] the accounts of different participants [...] differentially located in the setting" (Hammersley & Atkinson, 1995, p. 230). However, triangulation is considered differently in qualitative research since it is used to obtain the broadest and deepest insight of the issue from various perspectives rather than being used as a confirmatory procedure. (Heigham & Croker, 2009). To ensure the credibility of this study, the researcher collected data from multiple sources using the data collection tools: students' journals, teacher's journals in the form of a checklist, and focus group interviews. This assured the researcher to verify the study's results.

Transferability (external validity) "refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings" (Trochim & Donnelly, 2008, p. 149). In addition to descriptive information about the setting and the research progress, a detailed description (thick description) of the research context and the

participants were provided to assure the transferability of the findings. In other words, the researcher provided a detailed account of the implementation process of the flipped English classroom and elucidated the firsthand experiences of the participants throughout the implementation of the FCM. Yin (2018) asserts that data for a case study should originate from real-life experiences of individuals and be inherently realistic. The researcher, adhering to this principle, ensured that all the data used in this research were derived from authentic events in the students' lives, uniquely tied to them. The researcher organized meetings for the participant students to document their journal entries to accomplish this objective. The aim was to ensure they articulated their experiences and perceptions of the flipped English classroom with a wealth of detail, providing an authentic description of their encounters with the model. During these meetings, the researcher actively encouraged the participant students to express their genuine, lived experiences throughout the implementation of the flipped English classroom. However, she avoided influencing the participants' responses to the questions in the student journal form.

Dependability is about the consistency of the findings. "It is concerned with whether we would obtain the same results if we could observe the same thing twice (Trochim & Donnelly, 2008, p. 149). The researcher analysed the data repetitively and identified the codes and themes to ensure dependability. In addition, an academic researcher analysed the data to check the codes and themes as an external expert. A consensus over the themes was built after several discussions. The teacher-researcher sought assistance from the same academic researcher to verify the translations of the focus group interviews and the students' journal entries, which were used as quotes in the results chapter of this thesis. Moreover, data collection tools, processes, and analyses were explained clearly so that the study could also be referred to other researchers

CHAPTER IV

RESULTS

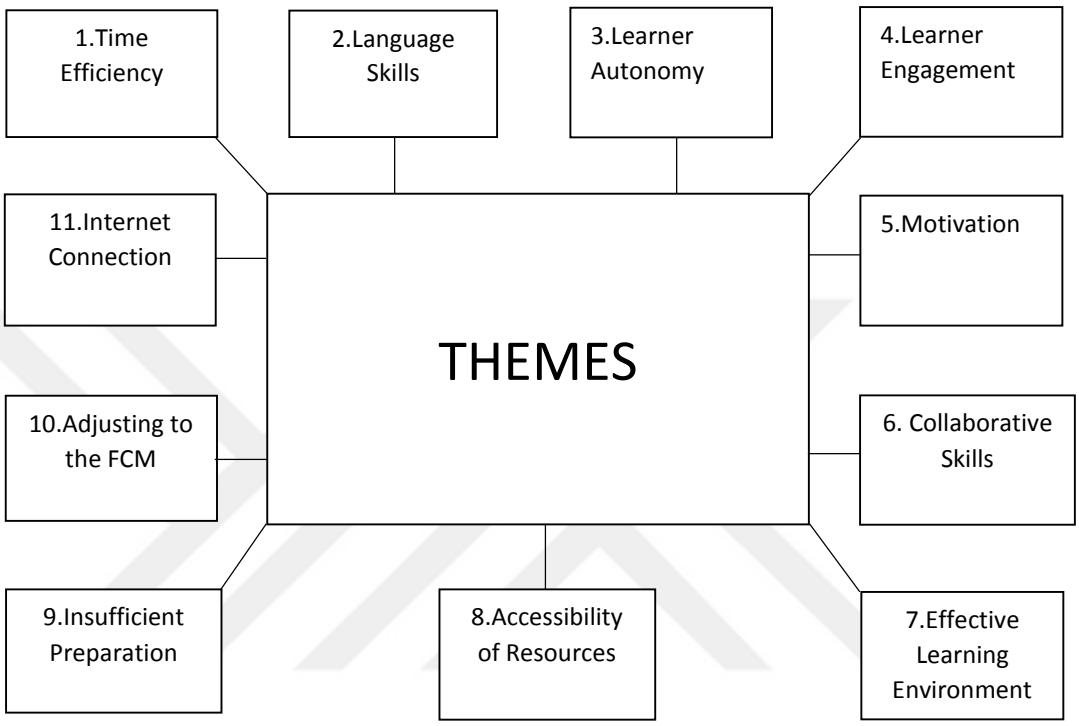
This chapter will thoroughly depict all the collected and categorized data, focusing on delivering the study's themes rather than engaging in an extensive analysis, which will be reserved for the next chapter for a more in-depth examination of the research findings. As part of the qualitative study design, the findings will be presented in a connected order and through verbal accounts to provide a coherent and cohesive depiction of the research results.

4.1. Results

The purpose of this qualitative intrinsic case study is to investigate the perceptions and experiences of the 9th grade EFL students at a science high school who learnt English as a foreign language in the flipped classroom. The study systematically organized and identified common and important themes in the data collected from the students' journals, the teacher's journals-checklist, and the focus group interviews, aligning them with the research question. The researcher presented her observations based on her journal notes for each theme. The emergent themes from the study are depicted in the Table 3:

Table 3

Themes Emerging from the Study



4.1.1. Time efficiency

According to the analyzed data, time efficiency was the study's first most prominent theme. Most students stated that the FCM is more time-efficient than conventional classrooms. The model saved much time for interactive and engaging activities during in-class time as the students learned lesson contents at home through the videos. The participants pointed out that the model allowed them to use class time more effectively as it freed up valuable class time for active learning rather than content delivery. In this sense, the participants explained how the flipped learning optimized the time by shifting content delivery outside of class, using class time for interactive and engaging activities:

> "*In conventional face-to-face classes, teachers spend most of the class time to teach the topic and there is not enough time left to implement engaging activities. However, in the flipped English classes, there was plenty of time to practice our English language skills since we learned the lesson content at home. The model helps us*

practice more and get better at using what we have learned in English." (Answered in Turkish, translated into English) (Participant 1, Male).

Another participant shared similar perspectives on the model's merits, specifically emphasizing its time-saving benefits.

"I think, the FCM enabled us to save more time for the activities during in- class time. Because we learned the lesson contents at home by watching the videos, we had more time to engage in a lot of group and pair works. These activities helped us improve our language skills effectively" (Answered in Turkish, translated into English) (Participant 6, Female).

In addition, the students gave their opinions regarding the time efficiency of the FCM from a different angle. They reported that they developed their English language skills noticeably in a short time (8 weeks) as the model gave them much time to practice during the in-class time. One participant, for example, expressed his opinions as follows:

"*Even though I have been learning English since I was in primary school, I had a hard time making correct sentences while speaking. But in the flipped English classes that went on for 8 weeks, I did much better and improved my English language skills noticeably*" (Answered in Turkish, translated into English) (Participant 2, Male).

These statements highlight that the model most efficiently uses the students' time. The participants could achieve noticeable success in enhancing their language abilities by participating in the flipped English classes over a short time. In this sense, the participant's statements align with the researcher's observation. One striking observation of the researcher is the consensus among the students that the FCM optimizes in-class time. It was noted that compared to conventional face-to-face classes, the FCM spared more time for active and engaging activities during the in-class time as the content delivery was provided via videos before class time. The researcher also noted that considering the low proficiency level of the students before implementing the FCM, the model facilitated accelerated skill development within 8 weeks, which indicated that the opportunity for extended in-class practice and discussion sessions contributed to noticeable improvements in their language skills.

In conclusion, the students' statements provided valuable insights into the theme of time efficiency within the FCM. They highlight the model's effectiveness in optimizing in-class time and fostering positive student perceptions.

4.1.2. Language skills

The analyzed data reveals that with the adoption of the FCM, the participants experienced a marked enhancement in their language skills. Because the model, characterized by interactive learning and practical implementation, played a pivotal role in improving the participants' language skills. As a result, language skills revealed itself as the second prominent theme in the study. One participant expressed her opinions below, highlighting how the model helped her improve her language skills:

> "*At the beginning of the academic year, I had had very limited vocabulary in English. I could hardly speak in English and it was challenging for me to understand something I listen to in English. However, since we started to learn English in the flipped classroom, I recognized that I gained a lot of new vocabulary. Our teacher made vocabulary teaching memorable for us. Because she used visuals and interesting examples in the videos. Additionally, in the class she made us use the new vocabulary in various interactive activities. As we did many speaking and listening activities in groups and pairs, I improved my speaking and listening skills as well. Now, I can speak English more fluently and I improved my English listening skills*" (Answered in Turkish, translated into English) (Participant 3, Female).

The participant's experience highlights the transformative effect of the FCM on her English language skills. At the start of the academic year, the students had a limited English vocabulary and struggled to speak and comprehend the language. However, her participation in the flipped English classes brought about significant improvements. Active engagement with materials, such as watching videos and engaging in peer and group activities, enhanced the participants' retention. The researcher's observations also support the statement of the participants given above. It was noted that when the students interacted with language content before class, they were more likely to remember and understand the content, which led to better language retention and development. In addition, the researcher observed that the FCM provided an opportunity for increased interaction during in-class sessions where class time was dedicated to practicing and applying what the students already learned before in-class time. This helped the students develop their language skills more effectively.

The model affected all students' language skills positively, but precisely, the students' speaking skills showed the most significant improvement due to using the FCM. This improvement was especially noticeable compared to other language skills. One participant

expressed how the model helped her improve her language skills, precisely her speaking skills.:

> "*The model really helped me get better at writing, listening, and speaking English. This happened because we got more time in class to practice English. In regular classes, we only learned English in the classroom. But with this model, we had tasks to do outside of class too. That's how we got better at English. I particularly enhanced my speaking skills through the group activities we engaged in during the in-class time"* (Answered in Turkish, translated into English) (Participant 4, Female).

These statements indicate that in contrast to conventional classes where the classroom was the sole learning environment, this model also assigned tasks to be completed outside of the class. As the participant expressed, by providing more practice time, extending learning beyond the classroom, and emphasizing practical application, the FCM helped her enhance her language proficiency, particularly in speaking. In other words, the participant's experience demonstrates how the FCM created a conducive environment for language skill improvement, specifically for speaking skills. She highlights the effectiveness of engaging in interactive activities as a critical factor in developing their ability to speak better in English.

In addition, another participant explained that the transition from conventional middle school English classes to the flipped English class brought about a positive change in his language learning experience. Incorporating speaking and listening activities alongside reading and writing tasks was vital in enhancing his ability to speak English fluently. The utterances of the participant are presented below:

> "*During my time in middle school, English classes primarily revolved around reading and writing exercises. Opportunities for speaking and listening activities were limited. However, the introduction of flipped English classes brought a change. Alongside reading and writing tasks, we actively engaged in various speaking and listening activities. As a result of this model, my ability to speak English fluently has improved"* (Answered in Turkish, translated into English) (Participant 5, Male).

The participant's experience illustrates how the FCM reshaped language learning by addressing gaps in conventional methods and fostering a comprehensive, interactive approach. His speaking and listening skills were improved considerably through the flipped English classes, ultimately leading to increased language fluency. Through the FCM, the students participated in many speaking and listening exercises in addition to the usual reading and

writing tasks. These are some reasons why the students' specifically speaking skills advanced significantly in the flipped English classes.

The researcher's observations are congruent with the students' statements above. As stated before, the students who participated in this study initially held a low proficiency level in English and needed help expressing themselves orally. Within 8 weeks after the flipped English classes were completed, it was observed that most of the students enhanced their language skills. The researcher noted that this was because there was a deliberate effort to incorporate various speaking and listening activities in the flipped English classes. These activities, such as group discussions, oral presentations, dialogues, and listening comprehension exercises, helped the students develop their communicative skills.

Additionally, the researcher underlined that since the students had already been exposed to the material, the class time was dedicated to practicing and applying what they learned. This provided the students with more opportunities for speaking and listening practice. In conclusion, this helped them improve their language skills.

In summary, the FCM demonstrated its effectiveness in significantly improving the students' language skills, with a particular emphasis on speaking proficiency. The participants' testimonies and the researcher's observations highlight the marked improvements in language skills brought about by the FCM.

4.1.3. Learner autonomy

Learner autonomy was found to be the next most prevalent theme in the study. The participants reported that they took control of their learning process, making independent decisions and choices about what and how they learnt. Therefore, in the current study, learner autonomy became one of the central concepts, as the FCM encouraged the students to be more self-directed in their learning journey. One participant expressed what she experienced through the implementation of the FCM by focusing on the pre-class time of the model:

> "*Before each flipped English class, we had to watch videos to prepare. I planned my schedule to save time for these videos and pre-class activities like quizzes and forum discussions. Taking notes during the videos was necessary for my learning and reviewing. If I didn't understand something, I would rewind and watch it again until it was clear. This preparation helped me understand and participate more during class"* (Answered in Turkish, translated into English) (Participant 6, Female).

The description above highlights several critical aspects of learner autonomy and how it is nurtured in the flipped classroom environment. In the context of the FCM, learner autonomy is evident as the students took charge of their learning. The participant student planned their time to watch instructional videos, engaged in pre-class activities like quizzes and discussions and took notes to enhance understanding. She also involved seeking clarification by rewinding videos when needed. These actions reflect the students' independent decision-making, time management, and adaptive learning skills, all integral to the concept of learner autonomy. In this point, another participant reported her own experience through the model as follows:

> *"Since I began learning English in the flipped classes, I learned to plan better. Now, I know it's important to set aside time for watching videos and studying on my own at home. This way, I take charge of my learning. Doing things this way helps me understand the lessons more, and I can learn at my own speed. Learning on my own also teaches me to stay focused and be responsible for my education*" (Answered in Turkish, translated into English) (Participant 7, Female).

This description also exemplifies how learner autonomy is closely linked to the participant's experience with the flipped English classes. From these statements, it is clear that engaging in the flipped English classes cultivated her planning skills as she learned to allocate time for timely video viewing and independent study at home. This technique fostered a sense of responsibility for her own learning journey. In other words, developing planning skills, effective time management, independent learning, and taking responsibility for her learning journey all underline the autonomous nature of the FCM. In this regard, one participant draws attention to the necessity and importance of having self-regulated learning to implement the model successfully as follows:

> *"As we started to learn English with the FCM, I realized that I had to use my time efficiently. Because, we had to watch the videos and learn the lesson topic before class time. Therefore, I planned my day to watch the videos and do tasks to participate the in-class time more effectively. Shortly, I became self-disciplined thanks to this model"* (Answered in Turkish, translated into English) (Participant 5, Male).

These statements illustrate how the FCM encouraged and facilitated the development of self-autonomy. The participant student experienced setting goals, managing time, planning, monitoring progress, and adjusting as needed to achieve the desired outcomes through the FCM. From these statements, it is clear that the participant needed to have self-regulation

skills, especially to do the tasks during the model's out-of-class time. The researcher's observations also highlighted this point. It was necessary to be self-autonomous to do the assigned tasks out-of-class time. In addition, the researcher's insights indicate that most students developed self-regulation skills to some extent through the model, as the model required them to plan their tasks, manage their time effectively, and be self-disciplined to achieve the desired outcomes. However, it was noted that it took time for five students to develop self-autonomy to do assigned tasks before the in-class time.

The researcher observed that those students who could not manage their time and take responsibility for their own learning were initially challenged to adapt the model. Even though they were informed about the agenda and assignments for each week via the WhatsApp group and the Google Classroom platform, they needed help developing self-regulation skills in the first three weeks of the implementation of the model. After three to four weeks, the students started to be more self-autonomous.

In conclusion, the theme of learner autonomy emerges as a central and transformative aspect in the context of the FCM, as explored in the study. The findings and insights gathered from the students' experiences and the researcher's observations emphasize the profound impact of learner autonomy on the students' language learning process in the flipped English class.

4.1.4. Learner engagement

According to the analysed data, the FCM had a significant impact on the learning experience and outcomes of the students, and it is closely tied to the concept of learner engagement. The students' experience in the flipped English class enhanced their participation, interaction, and enjoyment because active and engaging learning environments through the model fostered their learning. Therefore, learner engagement was one of the study's most prominent themes. One participant commented on her experience with the model by comparing it to conventional English classes.

> "*In conventional English classes, we used to listen to teacher and write down what the teacher told us. However, in the flipped English class, we took part in many activities such as role play, acting a dialogue out and group games, instead of just sitting and listening to teacher. We were active during the in-class time. As we learned English with fun, I can still remember even the words in the first week of the flipped English class*" (Answered in Turkish, translated into English) (Participant 3, Female).

The participant's flipped English class experience demonstrates learner engagement's transformative effect. Her statement highlights how the flipped English classes transformed the learning experience by emphasizing active engagement, hands-on learning, enjoyment, collaboration, real-world application, and improved retention, all of which contribute to more effective and memorable language learning. Rather than simply absorbing information, immersing herself in the language through practical applications enhanced her engagement. Another participant reported similar opinions to the participant above by stating that the model created memorable learning environments where he interacted with the language in practical and engaging ways:

> *"This model gave us many active and memorable ways to practice English. I can easily recall my previous learnings from the flipped classes, and I don't forget the things I have learned in those English classes. The way we learned in those English classes made it easy for me to remember. Because we were active in class. We didn't just listen; we did things and talked about them. That's why I still remember what I learned – it was fun.*" (Answered in Turkish, translated into English) (Participant 15, Male).

The participant's ability to recall previous learnings more quickly in the flipped class directly results from heightened learner engagement. His statement that he remembers what he learned in the flipped classes highlights the connection between learner engagement and long-term retention. Additionally, all participants reported that the FCM promoted their engagement as it provided a more enjoyable and active learning environment than conventional English classes. The following extract by one of the participants illustrates this issue clearly:

> "*When I was in primary and middle school, I did not enjoy English classes, and I had difficulty learning English. But now, in the flipped English classes, it is easy and enjoyable for me to learn English. We engage in a lot of interactive activities in the flipped English classes, and we are active all the time. Because we engage in a variety of enjoyable activities that make the learning process dynamic and interesting"* (Answered in Turkish, translated into English) (Participant 8, Female).

The positive impact of the FCM on the participant's engagement and learning outcomes is evident as she moved from having difficulty and a lack of enjoyment in learning English during her primary and middle school years to finding it enjoyable and effortless in the flipped English class. Engaging activities and an interactive environment in the FCM made

her English learning fun and effective, fostering improved attitude and language skills development. Specifically, the mention of engaging activities and constant activity suggests that the model has created a dynamic and participatory learning environment. The emphasis on enjoyment and ease implies that the learner now perceives English learning as a more accessible and enjoyable experience.

Based on her observations, the researcher reached the same results. Her notes indicate that the flipped learning enhanced the students' engagement in the English class. It was evident that most students actively participated in various learning activities. They were divided into small groups, engaging in discussions, role plays, and problem-solving exercises related to the lesson material. This level of active participation was notably different from conventional classroom settings, where passive listening often dominates. It was also noted that learner engagement extended to peer interaction. The students frequently collaborated with their classmates, providing feedback, sharing ideas, and solving language-related challenges. The buzz of conversation and the exchange of ideas created a dynamic and inclusive learning environment. In addition, technology plays a significant role in enhancing learner engagement. The students used digital resources, including tablets and laptops, to access pre-class materials and engage in online discussions. However, it was noted that students who failed to complete their pre-class assignments could not actively participate in the in-class sessions, leading to a loss of continuity and exclusion from the in-class activities.

In conclusion, the participants' experiences demonstrate that the FCM cultivated learner engagement, turning passive learners into active participants. This engagement led to improved immediate understanding and recall, sustained motivation, and long-term language retention.

4.1.5. Motivation

The result of the study showed that the FCM, with its focus on interaction and active learning, created a positive and participatory classroom environment. The participants reported that a positive atmosphere fostered a sense of belonging and motivation among them. Therefore, motivation was found to be a significant theme in the study. One participant stated that she became more motivated towards English subject since she started to learn in the flipped class:

> "*I was one of those students who did not like English class at all. However, as I started to learn English in the flipped class, I have been more motivated to learn English. The*

activities during the in-class time were fun and engaging. We did many interactive group activities. This created a positive learning environment for us" (Answered in Turkish, translated into English) (Participant 9, Female).

Upon learning English in flipped classes, the participant reported that their motivation to learn the English language improved. The statements above indicate that the move in flipped learning towards active learning, enjoyable activities, student-centred approaches, and real-world connections revitalized the students' interest and motivation to learn English. In addition, the combination of enjoyable activities and a shift in the learning dynamic has led to improved motivation and a more positive approach to learning English. In other words, all the participants claimed that the flipped learning environments created a more enjoyable classroom atmosphere compared to conventional face-to-face learning. In this regard, one of the participants made the following comment*:*

"*I was very bored at English classes when I was at middle school. Because all we did was listening to teacher and taking notes. I'm excited about English classes now that we have started using the FCM. Learning English through this model is a pleasurable experience for me. Because we implemented a lot of group and pair activities and we used many applications such as Vocarro, Mentimeter and Canva"* (Answered in Turkish, translated into English) (Participant 2, Male).

Below is a quote from another participant:

"Compared to conventional face-to-face classes, I feel more motivated in the flipped English class. Because, the class time in the flipped learning is more engaging and enjoyable. Instead of listening to teacher and taking notes, we are involved many group activities in the classroom. During in-class time we played games using apps such as Kahoot and Jeopardylabs, this was fun for me and for my classmates" (Answered in Turkish, translated into English) (Participant 1, Male).

Both participants explicitly compared their motivation levels between conventional face-to-face classes and the FCM. This comparison emphasizes the notable increase in motivation in the flipped learning environment. The participants' experiences highlight that motivation in the FCM was nurtured through active engagement, diverse activities, positive environments, student-centred approaches, and collaborative learning. These factors collectively created an environment where the students were more motivated to learn and participate actively in their learning journey. Besides, the reference to Web 2.0 tools like

Vocarro, Jeopardylabs, Mentimeter, and Canva highlights the role of technology in enhancing motivation. These tools make the learning experience more dynamic and appealing. In summary, both participants' statements underline a shift from boredom and disinterest in conventional English classes to increased motivation and enthusiasm in the flipped class. This transformation is driven by introducing active, enjoyable, and technology-enhanced learning activities that make learning more engaging and appealing.

The researcher's observations support the notion that FCM profoundly impacts student motivation. The shift from passive learning to active engagement, the introduction of enjoyable and interactive activities, and the creation of a positive classroom atmosphere collectively contributed to increased student motivation. It was noted that the FCM consistently created a positive and participatory classroom environment. The students appeared eager to participate actively in class activities, discussions, and interactive exercises. This positive atmosphere was notable and contributed to an overall sense of motivation. The activities, ranging from group and pair exercises to using Web 2.0 tools, added an element of fun and excitement to the learning process. The students found the activities, especially those involving Web 2.0 tools, to be more attractive and engaging than the conventional passive listening and note-taking methods.

In sum, transitioning to the FCM from conventional teaching methods has resulted in a profound positive impact on the students' motivation. The shift from passive learning to active participation, the incorporation of enjoyable and interactive activities, and the cultivation of a positive classroom environment collectively contributed to this transformation. Therefore, motivation showed itself as an important theme in the study.

4.1.6. Collaborative skills

Another common theme that emerged from the data was collaborative skills. The results revealed that the interactive tasks and group activities during the in-class time of the FCM encouraged the students to engage more with their peers, fostering collaborative language learning. In this point, most of the participants stated that they participated in a lot of group and pair work in the flipped English class, which helped them develop collaborative skills. A quote from one participant is presented below:

> "*Because we learned the lesson contents at home by watching the videos, we had more time to engage in a lot of group and pair works in class in the FCM. In contrast to conventional face-to-face classes, we implemented activities such as role-plays and*

acting-out dialogues in the flipped English class" (Answered in Turkish, translated into English) (Participant 10, Female).

In addition, two participants reported similar opinions regarding the theme*:*

"*We had ample class time for group and pair activities in the FCM. This differed from conventional classes, we had more time for the activities such as role-plays and group activities."* (Answered in Turkish, translated into English) (Participant 11, Male).

"The FCM encourages us to take an active part in learning. By preparing before class, we can fully engage in activities like role-playing, dialogues, and group work. These activities boost our involvement in the learning process." (Answered in Turkish, translated into English) (Participant 6, Female).

The participants emphasize how the use of video-based learning at home created a shift in the classroom dynamic. With lesson content covered outside of the class, there was more available time during class for collaborative activities such as group and pair work. This allowed for a more collaborative environment. Moreover, they pointed out that the FCM differed from the conventional face-to-face classroom, where time constraints might limit such activities. The reference to role-plays and acting-out dialogues illustrates the collaborative nature of the learning experience in the FCM. All the participants mentioned specific activities within the model's in-class time, such as group and pair collaborations. These activities required the participant students to work together, communicate effectively, and coordinate their efforts. As a result, the students became motivated to engage with their peers, work together, and contribute collectively to their learning. This reflects the theme of collaborative skills, as the students were encouraged to collaborate with others to achieve learning goals.

Participating in group and pair activities during the in-class sessions proved instrumental in helping shy students develop communicative and collaborative skills. Although adapting to the atmosphere of these activities presented a challenge, they became a transformative experience for many, as expressed by one participant:

"I am usually a quiet person. At first, talking in English during class group activities made me nervous, especially when our teacher encouraged us to join in. These new activities were a bit hard for me in the beginning. But as time went on, I got used to them. Now, I feel more comfortable talking to my classmates. I am not as shy as before, and I am doing well in the group activities because I have adapted group and peer

work activities" (Answered in Turkish, translated into English) (Participant 3, Female).

The participant expressed her initial hesitation and nervousness when required to engage in English group activities during the model's in-class time. This initial reluctance stems from the challenges in developing collaborative skills, such as effective communication, teamwork, and social interaction, particularly for individuals who are shy or reserved. In other words, the participant's admission of finding the new activities challenging, in the beginning, highlights the learning challenge the participant had associated with collaborative tasks. The participant's narrative of gradually becoming more comfortable and successful in group activities suggests positive progress in developing collaborative skills over time. This transformation indicates the potential for collaborative language learning activities to contribute to language proficiency and the acquisition of valuable social and collaborative skills.

The researcher's observation also indicates that flipped learning helped the students develop collaborative skills. It was noted that many students actively participated in group discussions during the in-class activities. They exchanged ideas during peer work activities. In several instances, the students took on the role of peer tutors, assisting their peers who may have faced challenges with specific concepts or tasks. Most of the students willingly offered and received this peer support. Initially, during the first week of the flipped English class, most students faced difficulties when it came to joining collaborative activities, primarily because they had yet to encounter such activities during their earlier years in primary and secondary school. Some students hesitated to participate due to their fear of making mistakes and being judged by their peers. However, within a relatively short period of 3-4 weeks, they gradually adapted to these activities and started to feel more at ease and relaxed. The flipped English class's enjoyable and engaging atmosphere significantly motivated students to engage in collaborative activities willingly. As a result, they developed valuable collaborative skills, including offering support to their peers and exchanging ideas.

In sum, the theme of collaborative skills is evident in the current study in the context of flipped English classes. The students engaged in interactive tasks and group activities, encouraging peer collaboration and fostering collaborative language learning. Besides, the theme of collaborative skills in the flipped English classes is characterized by increased engagement, a shift in the classroom dynamic, motivation to collaborate, peer support, adaptation and overcoming initial hesitation, and a positive classroom atmosphere.

4.1.7. Effective learning environment

All the participants expressed a strong desire to continue learning English in the flipped classrooms since they found the model more effective than the conventional classrooms. They indicated that the model positively affected their English learning, and they intend to use it to improve their English proficiency. Therefore, the theme effective learning environment showed itself as one of the striking themes in this current study. One participant emphasized the effectiveness of the FCM as follows:

> "*I wish we had learned English in the flipped classes at middle and primary school. I have been studying English in conventional English classes for 6 years, but unfortunately, I could not achieve a noticeable success in learning English language. It was a waste of time. I want to continue learning English in the flipped classes, because it benefited me a lot in a short time"* (Answered in Turkish, translated into English) (Participant 6, Female).

These statements convey the participant's belief in the effectiveness of the FCM, her dissatisfaction with conventional face-to-face classrooms, and her determination to continue her English learning using the FCM. She wanted to continue learning English in flipped classes due to her positive experience with this model. This reflects her recognition of the model's effectiveness in helping her make significant progress in a short period.

The participants gave different reasons to emphasize the effectiveness of the FCM. One participant expressed his strong desire to continue learning English in a flipped classroom due to its innovative and modern nature, along with the benefits of integrating technology into the learning process as follows:

> "*I want to continue learning English in the flipped classes, because it is more innovative and modern. Integrating technology into English classes help us learn more effectively. It is more motivating and interesting for me to use technology to learn"* (Answered in Turkish, translated into English) (Participant 12, Male).

In these statements, the participant stated that the FCM was a model for enhancing the learning process. Integration of technology led to more effective and interactive learning experiences for him. In addition, benefiting from the technology enhanced his motivation. Due to the advantages of integrating technology for effective learning, the participant expressed his motivation and interest in continuing to learn English in a flipped classroom. In other words,

the participant's perception of the model as providing an effective learning environment is closely tied to integrating technology into English classes.

One participant even suggested that the MoNE should promote the adoption of the FCM in public schools due to his belief in the model's effectiveness and potential to enhance language education on a larger scale. He also illustrated the broader and more comprehensive language learning experience provided by the FCM. The model positively impacts his language skills development, particularly in speaking. The statements of the participant are as follows:

> "*Thanks to this model, I developed multiple language skills. During my time in middle school, English classes primarily focused on reading and writing. However, in the flipped English classes, I had the opportunity to enhance my speaking skills. As a result, I can now speak English much more fluently. I believe the Ministry of National Education should encourage public schools to adopt this model"* (Answered in Turkish, translated into English) (Participant 5, Male).

The researcher's observations revealed that integrating technology into English classes was a pivotal factor contributing to the perceived effectiveness of the FCM. The participant students recognized the benefits of technology in enhancing their learning experiences, including increased engagement and motivation. They viewed technology as a tool for active and innovative learning. Evidently, the students were highly motivated and interested in continuing their English education in flipped classrooms. They conveyed a sense of excitement and eagerness to engage with the model, citing its motivating and interesting nature as a driving force behind their desire to learn in this environment. Some students specifically enjoyed using Web 2.0. tools such as Kahoot, Mentimeter, and Canva through the flipped English classroom. Therefore, they found the FCM more innovative and modern. They associated these qualities with a more effective learning process. This perception of innovation added to their motivation and interest in continuing their English education within this framework. In addition, the researcher recognized the FCM's effectiveness in knowledge retention and skill development. Many students reached notable progress in a relatively short period, and this success is related to the flipped classroom.

In summary, the theme of effective learning emphasizes the participant students' desire to continue their English education in flipped classrooms due to their belief in the model's superior effectiveness. They recognized the positive impact of the FCM, expressed

dissatisfaction with conventional models, and attributed the model's success to technology integration, innovation, and heightened motivation.

4.1.8. Accessibility of resources

The overall results revealed that the FCM promotes flexible and personalized learning. By allowing students to engage with materials anytime they want, the model provided them with adaptable and self-directed learning. As a result, the accessibility of the resources was a significant theme in the study. For example, one participant commented:

> "*While we were watching the videos, we were taking notes in order to be prepared for the in-class time. We could watch videos anytime we wanted, depending on our own schedule. The summary of each lesson in the form PDF was also available on the Google Classroom. So, anytime we wanted, we could access all the materials related to English lesson*" (Answered in Turkish, translated into English) (Participant 4, Female).

Another participant stated his ideas as follows:

> *"If I have trouble understanding certain parts of the lesson videos, I can rewind or pause them to help me understand better. Accessing these videos on Google Classroom lets me review the content anytime. This is especially helpful when studying for English exams."* (Answered in Turkish, translated into English) (Participant 1, Male).

The statements above indicate that the FCM offered flexibility regarding when to watch the videos. The participants could choose the time that suited their schedule, allowing them to learn at their own pace and convenience. This availability ensured they could engage with the content whenever it suited them. Furthermore, in the model, the use of the Google Classroom platform allowed for comprehensive access to all English class materials, including videos and PDF summaries of each lesson. This accessibility at any time empowered students to review and revisit content as needed, contributing to better understanding. Besides, the students positively perceived the FCM by comparing the model to conventional face-to-face classes. In this sense, the following expressions exemplify the perceptions of one of the participants:

> *“"Before we started using the FCM in English classes, I did not have the chance to review lessons. I used to listen to the teacher in class to learn a topic, and that was it. However, in the flipped English classes, I can now watch a video again and again if I*

do not understand something" (Answered in Turkish, translated into English) (Participant 9, Female).

The participant's statements above highlight a significant shift in her learning experience brought about by the FCM. In her previous conventional classroom setting, her learning process was limited to listening to the teacher's explanations during class. Once the lesson was delivered, she could not revisit or review the material if she encountered difficulties or had questions. The FCM empowered students like her to take charge of their learning process and provided them with a valuable resource for self-paced and comprehensive learning.

Similarly, the researcher noted that in the flipped English class, the students could access instructional materials, such as pre-recorded video lectures, at their own pace. The students could access course materials uploaded on Google Classroom whenever they wanted, allowing them to manage their learning on their own terms. In other words, they could review content as many times as needed, pause or rewind videos, and take their time to grasp complex concepts. Hence, the students did not feel pressured to take notes during class hurriedly; instead, they actively participated in activities since all the necessary course materials were readily available on Google Classroom. In addition, it was noted that the flexibility offered by the model empowered the students to take control of their learning, adapt it to their unique needs and schedules, and engage with course materials in ways that suit their preferences.

In sum, the accessibility of resources was one of the study's critical themes, as the participant students had the flexibility to access instructional materials, such as pre-recorded video lectures, at their own pace through the flipped English class. This flexibility caters to individual learning speeds and preferences of the students.

4.1.9. Insufficient preparation

In the current study, some participants reported that they did not adequately engage with the pre-class materials, such as videos or short quizzes, for various reasons, and they came to the in-class sessions unprepared. As a result, insufficient preparation revealed itself as one of the highly significant themes in the study. One participant offered an explanation for why he did not complete the pre-class tasks by stating:

"At first, I ignored the videos, thinking they wouldn't help me much. Later, I realized that skipping them made it hard to participate in activities during class time. I found

that without watching the videos first, understanding the topics for English class was difficult." (Answered in Turkish, translated into English) (Participant 12, Male).

Based on these statements, initially, the participant had doubts about the usefulness of watching the videos provided before in-class time. This stemmed from uncertainty about how these videos could contribute to his learning. The participant's perspective shifted when he recognized that skipping the pre-class videos hindered his understanding of the subject. This made him realize that watching the videos was crucial for effective participation during in-class sessions. Besides, some of the participants expressed different reasons for not being prepared for the in-class time from different angles. The comments of the participants are given below:

"Sometimes I did not watch the videos, because I had homework to do and I could not find time to watch some videos" (Answered in Turkish, translated into English) (Participant 13, Male).

"*Sometimes I did not watch videos, because I got bored and sometimes, I could not find any time to watch the videos"* (Answered in Turkish, translated into English) (Participant 14, Female).

Participant 13 stressed that, at times, he couldn't watch the videos due to other commitments, mainly when he had homework to complete. This highlights the challenge of balancing multiple tasks and responsibilities. On the other hand, participant 14 offered two reasons. She occasionally did not watch the videos due to boredom, suggesting that the format only sometimes engaged her. Additionally, time constraints prevented her from finding opportunities to watch the videos. This means that balancing various commitments and responsibilities, managing boredom, and time limitations can impact the student's ability to access these resources during their experience in the FCM consistently.

One student expressed a different reason for not watching the lesson videos and being unprepared for the in-class time. He also suggested that lesson videos should be very short. The student's comments are as follows:

"*When I tried to watch those lesson videos, it just was not working for me. They did not grab my interest, and honestly, they were kind of boring. I think it would be way better if we had more real, authentic videos, like those Instagram Reel shorts. I could have been more prepared for the in-class time if the lesson videos had been more like*

Instagram or YouTube Reel shorts." (Answered in Turkish, translated into English) (Participant 1, Male).

The participant reported difficulty interacting with lesson videos due to a lack of enthusiasm for the content. The participant suggested adding more authentic videos to address this, mentioning the popularity of formats like Instagram Reel shorts. The participant's preference for lesson videos similar to the captivating format of YouTube or Instagram Reel shorts points to a correlation with increased readiness for in-class activities.

It is important to note that some of the participant students were well-prepared for the in-class time; however, they were disturbed by the insufficient preparation of their classmates. One participant expressed that he felt disrupted and unable to focus when his peers were unprepared during in-class activities:

"*Some of my classmates did not watch the videos at home before the in-class time. That was a problem for me, because as they did not learn the topic, they could not engage in the activities in the class and perform well. Therefore, they lost their connection with the class and started to talking about the things which were not related to the class. This disturbed me, because I could not focus on the activities during the in-class time*" (Answered in Turkish, translated into English) (Participant 5, Male).

The participant observed that some classmates did not watch the videos before the in-class sessions. This lack of preparation negatively influenced their understanding of the topic being discussed. He said this disruption disturbed him as it diverted his attention from the planned activities. The off-topic conversations hindered his ability to concentrate on learning. These statements demonstrate the potential consequences of some students not engaging with pre-class materials in the FCM. Even if only a few students fail to prepare adequately, it can have a broader impact on the entire class and the effectiveness of the model's implementation.

The researcher also noted that the participants demonstrated a range of perceptions regarding the value of pre-class materials, particularly videos. Despite being informed about pre-class tasks and assignments through WhatsApp and the weekly schedule on Google Classroom, some students were not sufficiently attentive, and they provided various reasons each time for not being prepared for the in-class time. Some participants initially questioned the usefulness of these resources but later recognized their importance for understanding the subject matter. Some participants' explanations for their insufficient preparation often revolved

around time constraints imposed by other academic responsibilities and personal commitments. To wrap up, some said they found watching videos tedious. However, the researcher emphasized that the primary cause of inadequate student preparation is their lack of self-regulation skills. Even though these students expressed different excuses for not being involved in the pre-class tasks, it was noted that they struggled to effectively plan their schedules and allocate time for the pre-class tasks.

One of the key observations is that many students faced difficulties managing their time effectively. They often mentioned that they had other academic commitments, such as homework, assignments, and personal responsibilities. In addition, these students needed help with setting clear goals and creating plans to achieve them. This suggests that some students should develop self-regulation skills, such as time management, setting goals, and planning their agenda to achieve these goals. The students who did not prepare sufficiently for the in-class time could not excel in setting priorities, creating schedules, and allocating time for various tasks, including independent learning activities like engaging with pre-class materials.

Additionally, it is essential to highlight that the student who neglected their pre-class tasks and assignments had a detrimental effect on the learning of their prepared peers. Their unpreparedness prevented active engagement in in-class activities, leading to confusion and hindering the smooth implementation of the model. Consequently, the researcher encountered challenges in aligning the in-class activities with the planned lesson schedule. The students who failed to complete pre-class tasks and assignments often requested the teacher to revisit the topic during the in-class time and frequently disrupted their peers' activities to grasp what was needed. This was recognized as one of the most formidable obstacles to the successful implementation of the model.

On the other hand, it is worth noting that the students' involvement in pre-class tasks transformed around 3-4 weeks after the model was introduced. Some students who initially did not participate in these tasks started to develop the ability to self-regulate and complete them on time, actively engaging in in-class activities. This suggests that the model helped some students develop self-discipline and manage their time effectively, indicating self-regulation skills development.

In summary, insufficient student preparation in the FCM is one of the crucial themes that draws attention to the challenges the students face in managing their time, overcoming doubts about resource usefulness, and balancing multiple commitments. Indeed, it is evident that insufficient student preparation stands out as a significant obstacle to the successful

implementation of the model. While the participant students provided various reasons for their lack of preparedness for in-class time, a common underlying factor is the deficiency in self-regulation skills among the students. These skills, including time management, goal setting, and effective planning, are pivotal in students' ability to engage with pre-class materials and participate actively in-class activities.

4.1.10. Adjusting to the Flipped Classroom Model

In the study, adjusting to the FCM emerged as one of the highly significant themes. Initially, many participants voiced difficulties shifting from conventional studying methods to the FCM. Therefore, they experienced challenges to adapt the model. In the initial weeks of implementing the model, this was identified as a significant obstacle that impeded the successful implementation of the model. However, through the development of new skills and concerted efforts, the participant students could ultimately adapt to the model and benefit from its advantages. In this point, one participant stated that:

> *"Initially, we had difficulties in adjusting to the flipped English classes because of our traditional study habits. We could not manage our time effectively to watch the videos before in-class time. Sometimes we forgot to watch videos. Other times, we watched the videos but without paying attention. However, a few weeks later, we picked new skills such as planning or time management. So, eventually we managed to adapt the model"* (Answered in Turkish, translated into English) (Participant 15, Male).

The participant faced challenges when initially adjusting to the flipped English classes. His accustomed study habits from conventional classes posed obstacles to embracing the new model. He noted that most of the students in the classroom initially found it hard to manage their time to watch the pre-class videos effectively. This resulted in difficulties in being adequately prepared for the in-class activities. Some participants, including Participant 15, needed to focus while watching the videos, which could impact their comprehension and retention of the content. Over a few weeks, the students acquired new planning and time management skills. These skills helped them overcome the initial challenges associated with pre-class preparation. As a result of development of new skills and efforts, the students mentioned that they could adapt to the FCM successfully. They overcame the difficulties they initially faced and aligned their habits with the model's requirements. While certain students encountered difficulties in adjusting to the model because of their limited self-regulation skills,

others faced challenges in embracing the model primarily because they preferred conventional face-to-face learning. In this regard, two participants reflected their ideas as follows:

> "*I thought that I couldn't comprehend information from videos and preferred direct interaction with teachers to understand the lesson topics. However, I have changed my mind as I started to learn English in the flipped class. I discovered that I can learn from videos as well, not just from talking directly with teachers* (Answered in Turkish, translated into English) (Participant 15, Female).

> *"Initially, it was challenging for me to adjust to the FCM. Because we used to learn English by listening to teacher in face-to-face classes. Watching the videos at home alone without being in direct contact with teacher was a bit frustrating at the beginning. But a few weeks later, I got used to it"* (Answered in Turkish, translated into English) (Participant 3, Female).

These statements convey that initially, the participants believed they could not grasp concepts effectively through videos. Instead, they preferred face-to-face interaction with teachers, presumably in a classroom setting. They expressed that the initial frustration stemmed from watching the lesson videos independently at home, without immediate guidance and interaction with the teacher, which was different from their prior learning experience. It is clear that initially, they preferred the face-to-face learning environment where a teacher would directly instruct and interact with the students. However, eventually, they realized that learning from videos was possible and practical. Over time, they became more accustomed to the flipped learning environment and adapted to the new way of learning, suggesting that the initial challenges lessened as they became more familiar with the model.

It is important to note that pre-class tasks were only one of the reasons why the students had difficulty adjusting to the model. Some of the students mentioned that it was challenging for them to join collaborative tasks in-class time as they were not used to engaging in these kinds of tasks due to their prior learning experiences at primary and middle school. One participant reported that:

> *"At first, I found it challenging to join group activities in class because I wasn't used to working in groups in elementary and middle school. As a result, I felt unsure about speaking English and participating in these activities. Over time, I gained confidence*

and became more comfortable speaking English and taking part in group tasks." (Answered in Turkish, translated into English) (Participant 3, Female).

These statements describe the participant's initial discomfort and apprehension when participating in group and peer activities during the model's in-class time. The participant attributed this discomfort to their prior educational experiences in primary and middle school, where such collaborative activities may not have been a common practice. The participant explained that her shyness and fear of speaking in English during these activities were significant challenges initially. However, as time went on and she continued participating in these activities, she began feeling more self-assured and comfortable. Her confidence in speaking English and actively engaging in group and peer work gradually increased.

The researcher's observations reveal an intriguing aspect of the flipped English class implementation. The students had an adjustment period, and this adaptation phase lasted approximately 3-4 weeks. When the researcher initially introduced the concept of implementing flipped English classes at the beginning of the academic year, some students expressed resistance and apprehension towards the FCM. Specifically, five students expressed their concerns about learning English using this novel model. One student, in particular, displayed frustration and firmly believed that learning English solely through video content, without the direct teacher interaction they were accustomed to in conventional face-to-face classes, was an insurmountable challenge. The students' difficulty adapting to the model was related to more than just watching the videos. Another significant challenge they faced was participating in in-class collaborative activities such as role-plays, discussions, and acting out dialogues. These activities were unfamiliar to them due to their prior conventional learning experiences in middle and primary school. Some students expressed feelings of anxiety and stress when it came to engaging in these collaborative activities. They were apprehensive about making mistakes and being judged by their peers and group mates.

Additionally, these collaborative activities required the students to use English orally, which was a new experience. Many students felt too timid to speak English during these activities because they did not engage in speaking activities during their middle and primary school years. Lastly, despite the introduction of Google Classroom at the beginning of the academic year, the students needed some time to become familiar with the platform. It took time to navigate Google Classroom, which involved checking assignment announcements and uploading their assignments onto the platform. The students also needed time to use web 2.0 tools such as Canva and Cap Cut. However, the students became accustomed to using Google

Classroom within a week. They learned where to find assignment details and how to upload their assignments onto the Google Classroom platform. This adaptation period of using Google Classroom was relatively short compared to their adjustment to tasks such as watching videos and participating in collaborative activities. It is noteworthy that, with time, most students overcame their initial reservations and gradually adapted to the new model as they became more familiar with the flipped learning environment.

The researcher identified two primary reasons students struggled to adapt to the model initially. Firstly, limited self-regulation skills of students caused delays in their adaptation. They needed to develop skills in time management, goal setting, and effective planning to ensure their ability to engage with pre-class materials. In simpler terms, the students often failed to watch lesson videos and complete pre-class tasks because they did not effectively plan their schedules or manage their time. This underlines the critical importance of learner autonomy in the students' adjustment to the FCM. Those who embraced autonomous learning and developed self-regulation skills seemed to adapt more effectively to the FCM. Secondly, the student's prior study habits and conventional learning experiences challenged their initial adaptation. They were unfamiliar with the flipped learning environment, and for some, learning lessons solely by watching videos without direct interaction with a teacher was frustrating.

Additionally, willingly and comfortably participating in collaborative activities during in-class sessions also required an adjustment period for some students. However, it is noteworthy that the students adapted to the model within a relatively short period of 3-4 weeks. Developing self-regulation skills and becoming accustomed to autonomous learning played a crucial role in their adaptation. This transition was marked by a shift toward self-directed learning and a heightened sense of ownership over their educational journey. Essentially, the students who took control of their learning succeeded in this innovative educational model.

In summary, the theme of adjusting to the FCM highlighted the initial difficulties the students encountered when shifting from conventional teaching methods to this innovative model. However, as the students gradually gained and applied self-regulation learning skills, their adjustment to the FCM became smoother. Developing learner autonomy and acquiring self-regulation learning skills considerably eased the students' adaptation to the FCM. As the students gradually adapted and took control of their learning, they overcame the challenges of the FCM.

4.1.11. Internet connection

Poor internet connection was reported as a hindrance to the successful implementation of the FCM. Most of the participants said that they posed challenges in implementing the model because of poor internet connection. Therefore, internet connection showed itself as one of the prominent themes in the negative student perceptions category. The participants reported the challenges they had in downloading and watching the lesson videos due to poor internet connection as follows:

> "*Because of poor internet connection, sometimes I could not download the videos*" (Answered in Turkish, translated into English) (Participant 13, Male).

> *"Sometimes I had problems with downloading the videos because of poor internet connection"* (Answered in Turkish, translated into English) (Participant 11, Male).

> *"Sometimes, I had difficulty in watching videos due to my limited internet connection"* (Answered in Turkish, translated into English) (Participant 17, Female).

Some students stated that internet connection problems did not entirely hinder their preparation for in-class time. They acknowledged occasional issues like slow downloading due to poor internet connectivity. In this point, one participant emphasized that slow downloading or poor internet connection was not a substantial barrier to accessing video content, contrary to the complaints expressed by some of his classmates.

> "*Only on some occasions, there were problems with slow downloading. However, this was not a significant obstacle that prevented me from watching the videos. I believe it is used as an excuse by some classmates for not watching the videos*." (Answered in Turkish, translated into English) (Participant 1, Male).

As flipped classrooms heavily rely on online resources like videos and digital materials, poor or unreliable internet connections hindered some participants' ability to access these resources, affecting their preparation before in-class sessions. Therefore, the students with limited internet access or lower-quality connections faced difficulties in accessing materials, leading to disparities in learning opportunities. Multiple internet connectivity problems were observed, ranging from slow downloading to complete disconnections. Some students reported struggling with downloading course materials and streaming lesson videos.

The researcher noted that this resulted in delays in accessing crucial resources required for the pre-class preparation. The students who encountered connectivity problems often displayed visible signs of frustration. This issue hindered their engagement and interaction with peers and instructors during the in-class time.

In conclusion, poor internet connection emerged as a significant hindrance to the successful implementation of the FCM in this study. The negative perceptions expressed by the participants stressed the critical role of internet connectivity in modern education, particularly in models like FCM that heavily rely on online resources such as videos and digital materials. The testimonials from the participating students, citing instances where they could not download videos due to poor internet connection, shed light on the practical challenges faced by the students. These challenges disrupted their ability to access crucial learning materials and affected their preparedness for the in-class sessions.

Besides, despite occasional slowdowns, accessing video content was not a substantial barrier for some students. This variation in experiences highlights the diverse perspectives among students regarding the influence of internet connectivity on their effective utilization of educational resources in the flipped classroom environment.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

The purpose of this study was to investigate the perceptions and experiences of the 9th grade EFL students at a science high school who learnt English as a foreign language in the flipped classroom. This chapter presents a comprehensive analysis of the study's results, drawing connections to previous research in the field. The chapter also offers conclusions and implications for researchers, language teachers, and educational institutions.

5.1. Discussion

Based on the qualitative intrinsic case study design conducted in the research, the results of this study shed light on the perceptions and experiences of the 9th grade EFL students at Menemen Şehit Ahmet Özsoy Science High School who learnt English as a foreign language in the flipped classroom. These insights provide a comprehensive understanding of the model's impact on various dimensions of language learning, including time efficiency, language skills, learner autonomy, learner engagement, motivation, collaborative skills, effective learning environment, accessibility of resources, as well as the challenges students faced such as insufficient preparation, adjusting to the FCM and poor internet connection.

The findings illustrate that most of the students echoed the time efficiency of the FCM. The model was viewed as time-effective compared to traditional classrooms. The shift of content delivery to out-of-class time freed up valuable in-class time for interactive and engaging activities. This result of the study is congruent with the findings of the studies by Baker (2000); Başal (2015); Farrah and Qawasmeh (2018) and Özkurkudis and Bümen (2019) which revealed that the FCM overcame the limitations of class time. The students' statements that conventional classes often devoted substantial time to content delivery, leaving minimal room for engaging activities, were echoed by many of the students.

Moreover, the model established a fast-paced learning setting for the students, enabling them to improve their English language skills in just 8 weeks. It is worth emphasizing that the 9th grade students who took part in this research were specifically chosen based on their performance in a placement test administered by the school at the beginning of the academic year. These students were identified as having low proficiency in the English language, starting as beginners with a very poor command of English. The students needed help articulating or writing basic sentences when implementing the model. However, within a

relatively brief period of 8 weeks, they could engage in English communication using fundamental expressions. This indicates the model's time efficiency and its role in accelerating the students' English language proficiency within the specified timeframe.

The results also indicated that students observed an enhancement in their language skills as a result of using the FCM. This finding was reported in the study conducted by İbili et al. (2024), where students noted that synchronous online flipped learning with Metaverse-based technology helped improve their reading and listening skills, along with their acquisition of vocabulary. The students reported noticeable improvements across all language skills, with speaking skills showing the most remarkable advancement. In this context, the results of this study are in line with those of Kırmızı and Kömeç (2020) and Yakop et al. (2023) who reported that the communicative skills of the students were improved in flipped English classes. In addition, Ye (2022), who examined multi-stakeholders' perceptions of the FCM in junior secondary schools, found the same results by emphasizing that the FCM enhances learners' speaking skills. According to the current study's findings, the FCM enhances learners' engagement and speaking skills. The adoption of interactive learning methods and practical applications played a pivotal role in this improvement. This was largely attributed to all the students stating that it was their first experience participating in interactive and cooperative learning environments during in-class time.

Consequently, the FCM significantly contributed to their improvement in English language skills since it provided plenty of time to practice their language skills during the in-class time. In addition, incorporating role-plays, dialogues, and group discussions allowed the students to practice language in contexts that mirror real-life situations. This corresponds to sociocultural theories of language acquisition, which stress the vital role of authentic communication. As Gruba (2004) asserts, social constructivists emphasize the importance of establishing strong links between real-world tasks, collaborative learning, educational resources, students' responsibility for their achievements, and engaging in critical self-reflection.

The concept of learner autonomy emerged as one of the central themes in the study, illustrating how the FCM empowered the students to take control of their learning journey. Nunan (1996) describes autonomous learners as those who can set their own learning goals and proactively seek strategies to achieve these self-determined objectives. The current study reported that the students developed skills to shoulder the responsibility of their learning process. The research conducted by Strayer (2012); Han (2015); Hung (2015); Zainuddin and

Perera (2019) and Yang and Chen (2020) arrived at a similar conclusion. They found that the FCM encourages students to take on greater responsibility in a learner-centred classroom, fostering greater autonomy in their learning. The participant students in this study described planning their time, engaging in pre-class activities, and taking notes as integral components of their learning process. This underlines the FCM's capacity to cultivate self-regulated learning skills. In other words, as the students engaged in pre-class activities, time management, note-taking, and independent learning, students become active participants and self-directed learners. Zimmerman (1994) highlights that self-regulated learning involves engaged and constructive learning settings where learners proactively select and apply suitable strategies to accomplish their goals.

It is essential to highlight that some of the students initially lacked the ability to be independent learners, but they gradually acquired these skills as the model's implementation progressed. This is in concordance with constructivist learning theories that emphasize learning as a process of constructing knowledge through active engagement. As Doolittle (1999) suggests, an essential element for successful constructivist learning involves establishing genuine, real-world learning environments where students engage in social interactions and negotiations.

The findings consistently emphasize the transformational impact of the FCM on learner engagement and motivation. The students expressed that the FCM's emphasis on active participation and enjoyment revitalized their motivation to learn English. This notion finds support in research studies indicating that the FCM effectively involves students actively participating in classroom sessions (Mehring, 2012; Enfield, 2013; Hung, 2015; Başal, 2015; Webb & Doman, 2020; Cilliers & Pylman, 2022; Han et al., 2023). The shift from passive listening to active participation in role-plays, collaborative tasks, and interactive activities created a more dynamic and enjoyable learning environment. The contrast drawn by some students between conventional face-to-face English classes and the dynamic activities of the FCM illustrates the model's impact on making learning engaging and memorable. The focus on hands-on learning and interactive activities reflects how the flipped English class redefined the classroom's role as an environment where the students actively engaged with content and peers.

Furthermore, using Web 2.0 tools and platforms like YouTube, Padlet, Kahoot, and Mentimeter significantly boosted the students' motivation and involvement in the English class. In simple terms, the students derived enjoyment from incorporating technology into their

English lessons, leading to a notable increase in their motivation and engagement. Earlier research in this field also documented heightened levels of student motivation, contentment, and active involvement in flipped classroom settings due to the integration of technology into education (Başal, 2015; Han, 2015; Shahani et al., 2021).

The observation of heightened student motivation due to utilizing Web 2.0 tools underlines the notion that these students are digital natives, comfortable and proficient in using digital technology. This is congruent with the ideas by Prensky (2001), who argues that digital natives readily adopt digital technologies, adjust their thinking and learning processes accordingly, and enjoy incorporating technology into various aspects of their lives.

The results indicated that using FCM facilitated the gradual development of collaborative skills among the students as they engaged with the model over time. Notably, for most students, this was their first experience with collaborative activities, as they had yet to encounter such activities during their primary and middle school years. The model enabled them to acquire these skills, including collaborating willingly and effectively within peer and group activities. These results were also evident in the studies conducted by Ayçiçek and Yanpar-Yelken (2018), Zainuddin and Perera (2019), and Han et al. (2023). As can be understood from the students' experience in the flipped English classes, the interactive tasks and group activities not only enhance language skills but also cultivate skills that are transferable to various contexts. In the current study, the collaborative learning experiences of the students mirror sociocultural learning theories, which emphasize the role of social interaction in cognitive development. Collaborative learning plays a critical role in social constructivist learning theory, as highlighted by Feryok (2017), who considers collaboration a crucial bridge facilitating social interactions.

The theme of the effective learning environment is a testament to the students' recognition of the model's efficacy. In other words, the positive perception of the FCM as an effective learning environment indicates that the students recognize its potential to enhance language learning outcomes. In a related context, the outcomes of this study are consistent with the findings of research conducted by Huang and Hong (2016), Çavdar (2018), Webb and Doman (2020), Cilliers and Pylman (2022), and Han et al. (2023) all of which indicated that the FCM contributes to the creation of a more conducive and productive learning atmosphere for students. In the current study, the 9th grade students' reflection on their past years of conventional face-to-face English classes, coupled with some of the students' endorsement of the innovative and modern nature of the FCM, emphasizes the potential of this model to

significantly shape English language learning. At this point, some of the students' suggestions to promote the FCM in a broader framework indicate the positive impact of the model on the students, which means that it may hold promise for broader implementation. As all the students expressed their desire to continue learning English in the flipped class, it became evident that they found this model highly appealing. Furthermore, most participants emphasized the potential benefits of applying the same model to other subjects.

One significant factor contributing to the students' enjoyment of English lessons in a flipped class could be their utilization of Web 2.0 tools such as Padlet, Cap Cut, Kahoot, as well as various online platforms like YouTube. In this context, the study is consistent with the findings of Webb and Doman's (2020) research, where the students similarly state that technology enhances the opportunities for practicing English skills and that classes incorporating technology are more engaging than conventional teacher-centred classes. Tapscott (2009) shares a similar perspective that is in agreement with the common characteristics attributed to digital natives, stating that they are continuously engaged in creating and altering online content, intuitively utilize the internet for communication, learning, and comprehension, and exhibit an enduring enthusiasm for all things digital.

Additionally, the current study's participants derived satisfaction from engaging in interactive and collaborative activities during their in-class sessions. They all eagerly anticipated their flipped English class because they found the in-class activities enjoyable. In other words, their intention to continue using the FCM is obvious and reflects the model's resonance with their needs.

The importance of accessibility of resources became one of the prominent themes in the study as the students reported that flipped learning gave them the freedom to access lesson content whenever and wherever they desired. The FCM allowed the students to engage with learning materials on Google Classroom on their own terms and at their own pace. Many students expressed their appreciation for the FCM in comparison to conventional classes. They noted that the FCM provided them with valuable advantages, such as the ability to revisit lessons and take control of their learning process. Therefore, it is possible to say that this flexibility promoted personalized learning, enabling the students to adapt their study routines to their individual preferences and schedules since the availability of pre-recorded video lectures and PDF summaries on Google Classroom offered the students the opportunity to review and revisit the lesson content as needed. In this context, the results of the current research are in harmony with the outcomes of the research conducted by Enfield (2013),

Bishop and Verleger (2013), and Başal (2015). These studies similarly discovered that flipped learning allows students to learn lesson content at their own time and place, allowing them to actively participate in the construction of knowledge during their learning journey. Unlike conventional face-to-face classes where students often take notes during lectures, the FCM allowed the students to focus on active participation in the in-class activities. Because the researcher noticed that the students were actively participating and maintaining their concentration during the in-class time of the model, it was attributed to their ability to access the lesson materials on Google Classroom whenever they needed to. They could rely on readily available materials for reference, reducing the need to hurriedly jot down notes during in-class time.

While most findings presented positive aspects of the FCM, the analysis also highlighted the challenges the students faced through the flipped English class. Some students reported that they could not complete pre-class tasks at home, which hindered their participation during the in-class time. Therefore, insufficient preparation for various reasons, including time constraints and lack of engagement with pre-class materials, had implications for both individual and group learning dynamics through the implementation of the FCM. To state differently, some students expressed difficulties in adequately preparing for the in-class sessions for various reasons. It is essential to emphasize that the students' insufficient preparation was the most significant obstacle to the model's successful implementation.

Similarly, insufficient student preparation before in-class time has been a concern in various studies, including those conducted by Al-Zahrani (2015); Chen Hsieh et al. (2017) and Zheng et al. (2020). As Chen Hsieh et al. (2017) emphasized, adequate preparation work conducted before class time is crucial for the successful implementation of the model. When the students did not engage with pre-class assignments, it was impossible for them to actively and effectively participate in the in-class time. Especially during the initial three weeks of adopting the model, the students faced notable challenges due to their inadequate preparation. Based on the input provided by the students, there are multiple explanations for why they failed to prepare for the in-class time of the model. Some found it difficult to change their old study habits initially, which made it difficult to schedule time for assignments that needed to be completed before class. Besides, some students found the lesson videos boring, discouraging them from watching. They preferred lesson videos that were more engaging and authentic. According to the students' insights in this study, teachers should create engaging and attractive videos to encourage students to watch videos and prepare for in-class sessions. The result of this study is consistent with the studies by Nguyen (2018) and Zainuddin and

Attaran (2016), of which results indicate that authentic, brief, and pleasurable flipped learning videos are the most effective in promoting sufficient student preparation.

Although the students cited different reasons for their lack of readiness for in-class activities, it is evident that the fundamental issue was their limited self-regulation skills. They struggled with setting goals, planning their schedules, and managing their time for pre-class tasks. This situation indicates that the model demands self-discipline and responsibility from students, skills that may need explicit teaching and development. As reported in Ye's research (2022), one major constraint to implementing the FCM effectively was the students' need for self-study ability. It is crucial for learners to be autonomous learners and have self-regulation skills to implement the model effectively. In other words, learners' self-regulation skills will significantly contribute to the practical implementation of the FCM since the model requires learners to use self-regulation skills both for pre-class and in-class time. Thus, it is clear that the acknowledgment of challenges related to insufficient preparation highlights the need for comprehensive support in implementing the FCM.

The journey of adjusting to the FCM was a significant aspect explored in the findings. Initially, some students shared their concerns about comprehending the lesson material while watching videos at home without direct teacher interaction. They doubted that learning through videos would be as productive as conventional face-to-face classrooms. In this context, the results of this study are in agreement with the outcomes of research carried out by Moffett and Mill (2014); Moore and Chung (2015) as well as with the study of Cabı (2018). These studies all reported that certain students may not be enthusiastic about watching videos at home and instead they prefer conventional learning environments because of the face-to-face interaction with the teacher, which they find more convenient to learning the subject matter. In addition, some students initially struggled with changes in study habits and learning approaches, yet over time, they developed new skills like time management and self-regulation to adapt successfully. This portrays the resilience and adaptability of the students when transitioning from conventional learning to a more active and self-directed approach. Similar findings were reported by Simpson and Richards (2015) and Missildine et al. (2013), who highlighted that the students encountered initial challenges in adapting to the FCM. Because it was the students' first encounter with a learning model that prioritized their involvement and introduced innovative methods, they were faced with a novel experience of participating in collaborative and interactive activities during class. Considering their previous educational experiences in primary and secondary school, it is understandable that they encountered difficulties adapting to this new model.

It took approximately three to four weeks for the students to embrace this novel learning model fully. During this period, they began consistently completing both pre-class and out-of-class assignments. This positive change occurred due to the students' cultivating self-regulation skills, such as goal-setting, planning, and time management, with the assistance and guidance provided by the researcher-teacher. This point emphasizes that learners' transitions to adapt to the FCM involve more than just adopting a new approach; they require a supportive environment, skill development, and time. The students' experiences illustrate the potential for growth when educators provide the necessary scaffolding and guidance during adjustment periods. This emphasizes the pivotal role of scaffolding, a concept introduced by Vygotsky (1978) within the framework of social constructivism in the context of the FCM.

Moreover, some students noted occasional internet connection difficulties, which sometimes disrupted their ability to access online learning resources. This emphasizes how external factors can challenge ensuring equal access to educational materials. However, it is worth noting that almost all the students in this study came from affluent families, providing them with the necessary resources and devices for internet access. Even for the students staying in the school dormitory, there were computer facilities available with internet connections. Nevertheless, a few students reported poor internet connectivity issues. It was observed that some students used these connectivity problems as excuses for not adequately preparing for the model's in-class time. In essence, while poor internet connectivity did have some impact on the students' readiness for the in-class sessions, it did not completely prevent them from preparing. At this point, the outcomes of this study are consistent with those of Akçor (2018), whose research identified issues where students encountered difficulties watching videos due to poor internet connections, resulting in restricted student readiness.

5.2. Conclusion and Implications

This qualitative intrinsic case study utilized various data collection tools to explore the perceptions and experiences of the 9th grade EFL students at Menemen Şehit Ahmet Özsoy Science High School who learnt English as a foreign language in the flipped classroom. The current study examined the identified themes in the findings to formulate a conclusion that addresses the research question. The results of the study revealed valuable insights into the impact of the FCM on various dimensions of language learning, namely, time efficiency, language skills, learner autonomy, learner engagement, motivation, collaborative skills, effective learning environment, accessibility of resources, as well as the challenges the

students faced such as insufficient preparation, adjusting to the FCM and poor internet connection.

The study's results coincide with the findings of numerous other studies in the existing literature. Precisely, the positive perceptions expressed by the students towards flipped learning in the current study coincide with the favourable perception results reported by various researchers, including Mehring (2012), Hung (2015), Başal (2015), Webb and Doman (2020), Shahani et al. (2021), Cilliers and Pylman (2022), Ma and Luo (2022), Yakop et al. (2023), Han et al. (2023), İbili et al. (2024). The findings indicate that students generally hold positive views of flipped learning environments. Furthermore, the study's results regarding student satisfaction with flipped learning are consistent with the research conducted at secondary schools by Ayçiçek and Yanpar-Yelken (2018) and Kırmızı and Kömeç (2020) and yielded similar favourable outcomes. This supports the notion that students are satisfied with flipped learning environments.

The study results highlight that the FCM offers significant advantages to learners, particularly in terms of time-saving for English language practice. The model encourages learners to be active during in-class time through various interactive, communicative, and collaborative tasks, as content delivery occurs at home via video watching or other preliminary tasks. Consequently, the FCM proves highly beneficial for improving language skills. It also provides language learners with abundant and engaging learning materials by leveraging technology. However, the effectiveness of a flipped English class depends on efficient planning and design, considering learners' needs and personal traits, to provide substantial advantages to EFL learners.

Furthermore, the model offers potential solutions to challenges faced in teaching English as a foreign language at public high schools. As noted by Demir-Ayaz et al. (2019), despite the seemingly satisfactory English curriculum developed by the MoNE for public high schools in theory, practical issues such as limited class hours, unmotivated students, monotonous coursebooks, and overcrowded classrooms impede effective teaching. Adopting flipped English classes can address these challenges by promoting independent learner engagement outside the class and optimizing in-class time for more interactive and communicative language learning experiences.

The study results suggest that the FCM facilitates the development of 21st-century skills among learners. This is achieved by dedicating classroom time to fostering the skills such as critical thinking, analytical thinking, and problem-solving. Learners acquire

knowledge and information from the internet using digital tools outside the class, contributing to a holistic skill development approach within the FCM. As Wilson (2013) stresses, with the constant advancements in technology and internet resources, teachers are no longer the only source of knowledge and information in flipped learning. With flipped learning, teachers take on a coaching or advisory role instead of just imparting knowledge or information. This emphasizes that teachers should adjust their teaching styles to become facilitators and guides in a classroom setting as technology takes over the role of being the primary source of knowledge and information. In other words, teachers are required to adapt and implement models such as the FCM since technology is an essential and inevitable part of today's digital learning environment.

Another significant conclusion that can be drawn from this study is that the FCM effectively promotes learner autonomy. This can be attributed to the fact that the students are actively encouraged to take on greater responsibility for their learning. In the specific context of this study, each student was responsible for independently viewing video lessons as part of their homework assignments. This shift in responsibility has empowered the students to become more autonomous learners. In addition, the FCM also created an active learning environment by allowing the teacher to utilize the in-class time for engaging, hands-on activities. In the specific context of this study, it was observed that most students actively participated in the in-class activities. They collaboratively worked in groups, offered assistance to one another, and engaged in interactions with the researcher. This highlights the model's effectiveness in fostering a dynamic and participatory learning atmosphere.

The qualitative findings of the current study strongly support the notion that the FCM is more engaging and enjoyable than conventional face-to-face classes. The results obtained from this research indicate a higher level of student enjoyment associated with the FCM. It is important to note that this does not imply that conventional classes are inherently dull or uninteresting. However, the findings unmistakably highlight that the FCM significantly boosts students' motivation, particularly regarding their enthusiasm for in-class time.

A key conclusion drawn from the study is that the FCM is in line with the principles of the constructivist learning theory, as it actively supports and promotes both independent and collaborative learning. As Brown (2007) stated, in constructivist learning settings, teachers guide students to internalize, interpret, and build new knowledge based on their existing mental frameworks. Therefore, the current study noted that the students were provided a flipped learning environment in which they could interpret and build knowledge depending on

their schema. Besides, in accordance with Vygotsky's (1978) emphasis on the importance of social interaction and cooperative learning, this study established cooperative learning and interactive learning settings within the English classes that followed the FCM. This alignment is evident in the requirement for the students to complete interactive activities during in-class sessions, necessitating interaction with the teacher and their peers. Notably, the foundations of social constructivism strongly correspond to the practical applications of the flipped English class. Social constructivism places significant importance on collaborative learning, where students acquire knowledge through interactions with fellow students and instructors. As Özkan (2011) states, within educational contexts influenced by social constructivism, students engage not only in learning from the instructor but also in collaborative efforts with their peers. This research context exemplifies this, as the in-class time is entirely dedicated to facilitating interactions between the students and between the students and the teacher.

Furthermore, the study affirms that FCM offers a more flexible learning environment, enabling learners to access educational content anytime and anywhere to meet their individual needs. The research findings suggest that the students in the flipped classroom had the opportunity to learn not only within the confines of the classroom but also in any location where they had access to the necessary technology. This flexibility in learning options is a notable advantage of the FCM.

Despite the positive perception of the FCM, this study highlights several challenges that students may encounter when participating in the flipped class. The primary obstacle that can hinder the successful implementation of the model is students' level of preparation. In this study, the teacher-researcher empowered and motivated the students to prepare for in-class activities despite initial difficulties and challenges. This success may be attributed to the students' strong study habits and self-discipline, as the study was conducted in a science high school. Typically, students in such schools are selected based on national exams and tend to possess above-average intelligence and self-discipline. In essence, this suggests that learners who lack self-regulation skills and struggle to adapt to autonomous learning environments may face challenges adapting to the FCM. The success of this model largely depends on the readiness of students to take responsibility for their learning and develop self-regulated learning skills. In flipped classrooms, students may struggle with organizing and managing course materials, time, or learning if they do not possess self-regulation skills, as highlighted by Rasheed et al. (2020). It is worth noting that, based on the challenges faced by the researcher during the model's implementation, applying the FCM in all types of high schools in Türkiye may not be feasible. This is because the model requires self-disciplined, diligent, and

autonomous learners who can thrive in its innovative learning environment (Lai & Hwang, 2016; Yılmaz & Baydaş, 2017). The recommendation is that students should receive training in developing self-regulation skills and becoming autonomous learners before introducing the model. If students have self-regulation skills, the FCM is expected to yield more favourable outcomes regarding accomplishing their objectives.

For the FCM to succeed, learners must be willing and capable of assuming responsibility for their learning and possess self-regulated learning skills. The model may only be suitable for some high schools, as its effectiveness depends on the characteristics and readiness of the student population. The results of the current study are in accordance with the results of the studies conducted by Hao (2017) and Ma and Luo (2022). Both these studies and this current study underline the significance of educators considering students' personal traits, unique situations, students' interests, self-regulation, and learning environment to maximize the benefits of the FCM.

The study's significant conclusion regarding the challenges of implementing the FCM emphasizes the crucial roles of teachers for the effective implementation of the model. In flipped classrooms, students predominantly interact with instructional materials outside conventional class hours, often involving video lectures, readings, or online assignments. Classroom time is dedicated to interactive and collaborative activities, and it requires considerable effort, time, and expertise on the part of teachers to conceive and prepare these engaging tasks. This observation is consistent with numerous studies, which indicate that the FCM places an additional workload on teachers. They are tasked with creating high-quality, enjoyable, and engaging videos, designing well-structured materials, sourcing appropriate content, and providing students with feedback during and outside classroom hours. (Zainuddin & Halili, 2016; Davis, 2016). Notably, the most challenging aspect of the FCM is the creation of instructional videos and online assignments. To put it differently, while the FCM can yield substantial benefits, it imposes unique responsibilities on teachers. Consequently, for the successful planning, design, and execution of the model, it is crucial to provide teachers with adequate training and support. This same conclusion was also reached in the research conducted by Ayçiçek and Yanpar-Yelken (2018), where it was recommended that teachers in secondary or high schools should receive training and support to implement the FCM effectively. Moreover, Başal (2015) emphasizes that apart from technical challenges, the effectiveness of a flipped learning model hinges mainly on the teacher's implementation. For the model to be effectively implemented, teachers should have a solid understanding of the relevant theories, namely constructivism and social constructivism.

Today's digital native learners have elevated expectations for educational content, seeking materials that are not only professional but also enjoyable and engaging. As Zainuddin and Attaran (2016) indicated in their study, videos must be high quality and more engaging for successful flipped learning. Students encountering more professional, enjoyable, and entertaining videos can significantly enhance their motivation and commitment to completing pre-class tasks and assignments. Consequently, this will lead to a more successful implementation of the model, as heightened student motivation to watch the videos can mitigate the significant preparation barrier, which is often the primary hindrance to the model's successful adoption. Teachers aiming to adopt the FCM should receive training to generate videos that are not only professional but also enjoyable and engaging. This is essential because creating lesson videos with heightened professionalism and engagement requires teachers to develop digital skills, a process that is both demanding and time-consuming.

Lastly, it is essential to note that introducing this model in high schools, especially those located in rural regions with inadequate or non-existent internet access or where students lack the necessary technological devices for internet connectivity, presents notable challenges. Even within the framework of this study, issues arose due to unreliable internet connections, despite the school's provision of computers, internet access, and other amenities for the students.

The current study has several practical implications that can be classified for researchers, language educators, and institutions.

Implications for researchers:

● The methodology employed in the current study can be adapted, incorporated, or customized to suit diverse educational contexts where it is implemented.

● The participants in the study were drawn from the researcher's own English class. Further research opportunities lie in observing teachers and students who lack a direct connection to the researcher. This could yield different results in terms of emotional impact.

● The FCM was implemented within a single academic track lasting approximately 8 weeks in this study. There is potential to extend the implementation process's duration, possibly an entire academic year.

● This study employs a qualitative intrinsic case approach with only 19 participants. Future research could adopt a mixed-methods exploratory design to examine differences between control and experimental groups comprehensively.

● The FCM can be employed in language lessons at primary and middle school levels and different types of high schools, such as general (academic) schools and vocational schools where research is currently limited.

Implications for language teachers:

● Language teachers should acquaint themselves with the proficient application of the FCM and systematically employ it in a standardized manner to assess its efficacy on student learning.

● The FCM places substantial demands on teachers, requiring comprehensive preparation, active student engagement, and consistent progress updates. Teachers should maintain unwavering dedication and strong motivation throughout the entire procedure.

● Language teachers should realize the importance of adapting their teaching methodologies and adjusting tasks when necessary to implement the FCM successfully. This adaptability is essential for amplifying student accomplishments and boosting their motivation.

● Language teachers should create engaging and informative instructional videos that cater to diverse learning styles and proficiency levels, integrating visual aids and real-world examples.

● Language teachers should provide clear guidelines for accessing and interacting with pre-class materials, including strategies for effective note-taking and self-directed learning. Furthermore, teachers should guide students in developing self-regulated learning skills, including time management and note-taking strategies, to ensure successful preparation for in-class activities.

Implication for educational institutions:

● The MoNE or school administrations should provide training and professional development opportunities for language teachers to design and implement flipped learning strategies effectively.

● The MoNE or school administrations should ensure access to necessary technological resources and support for teachers and students to facilitate the delivery of instructional videos and online materials.

● The MoNE or school administrations should offer guidance and resources to help students develop self-regulation and effective study skills to prepare for flipped classroom activities. It is essential to support students' adaptation to the flipped model by offering guidance on time

management, self-regulation, and effective engagement with pre-class materials to implement the FCM successfully.

● School administrations should establish a supportive and collaborative classroom environment that encourages interactive activities, role plays, and peer-to-peer engagement.

●Particularly in producing more professional instructional videos, the MoNE can offer training opportunities for teachers, encouraging them to embrace this model. Alternatively, the MoNE could supply ready-made, high-quality, and enjoyable videos tailored to various grade levels, thereby alleviating the workload of K-12 school teachers and promoting the adoption of the FCM.

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APPENDICES

APPENDIX 1

STUDENT'S CURRICULUM VITAE

Kişisel Bilgiler			
Adı ve Soyadı	Nermin YILDIZ YÜKSEL		
E-postası/Web Sayfası			
Bildiği Yabancı Diller	İngilizce		
Uzmanlık Alanı	İngilizce Öğretmenliği		
Öğrenim Bilgileri			
	Üniversite	Bölüm	Yıl
Lisans	Çanakkale Onsekiz Mart Üniversitesi	İngilizce öğretmenliği	2008
Tez Başlığı	Exploring the Perceptions and Experiences of Turkish 9th Grade EFL Students in the Flipped Classroom: Findings from a Qualitative Research Study		
Tez Danışmanı	Dr. Öğr. Üyesi Gülşah Külekçi		
Akademik Eserler			
Alanıyla İlgili Bilimsel Kuruluşlara Üyelikler			
TESOL Türkiye			
Alanıyla İlgili Aldığı Ödüller			

APPENDIX 2

OFFICIAL NOTICE(S) OF ETHICAL PERMISSION

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
HUKUK MÜŞAVİRLİĞİ

ACELE
Sayı : E-87347630-659-315316 22.07.2022
Konu : Etik Kurul İzni- Nermin YILDIZ YÜKSEL

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 07.07.2022 tarihli 308344 sayılı yazınız.

İlgide kayıtlı yazınıza istinaden Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulunun 19.07.2022 tarihli toplantısında alınan 20 sayılı karar ile Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Nermin YILDIZ YÜKSEL'in, "9. Sınıf Öğrencilerinin Ters Yüz Edilmiş İngilizce Dersinde Algı ve Deneyimlerinin Keşfedilmesi: Bir Nitel Araştırma Çalışmasından Elde Edilen Bulgular" başlıklı çalışma kapsamında yapacağı uygulamanın etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamımızca onaylanmıştır .

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Nükhet HOTAR
Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kodu: 7754EA83-7FCD-4F25-BA90-D97075962713 Doğrulama Adresi: https://turkiye.gov.tr/dokuz-eylul-universitesi-ebys
Adres: Kültür Mahallesi, Cumhuriyet Blv No:144, 35220 Konak/İzmir
KEP Adresi : dokuzeyluluniversitesi@hs01.kep.tr
Bilgi için:Pelin ALTIN
Memur

HİZMETE ÖZEL

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
HUKUK MÜŞAVİRLİĞİ

Sayı : E-87347630-659-389917 11.10.2022

Konu : Araştırma İzni- Nermin YILDIZ YÜKSEL

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 13.09.2022 tarihli ve E-87347630-659-357308 sayılı yazımız.
b) İzmir İl Millî Eğitim Müdürlüğü'nün 03.10.2022 tarihli 59657977 sayılı yazısı.

İlgi (a)'da kayıtlı yazımız ile bildirilen Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Nermin YILDIZ YÜKSEL'in, "*9. Sınıf Öğrencilerinin Ters Yüz Edilmiş İngilizce Dersinde Algı ve Deneyimlerinin Keşfedilmesi: Bir Nitel Araştırma Çalışmasından Elde Edilen Bulgular*" konulu çalışma kapsamında uygulama yapma talebine ilişkin olarak tarafımıza gönderilen ilgi (b)'de kayıtlı cevabi yazı, işbu yazımız ekinde sunulmaktadır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Esra BUKOVA GÜZEL
Rektör V.

Ek:
1 - Ek 1 (1 Sayfa)
2 - Ek 2 (11 Sayfa)
3 - Ek 3 (1 Sayfa)
4 - Ek 4 (1 Sayfa)

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Adres: Kültür Mahallesi, Cumhuriyet Blv No:144, 35220 Konak/İzmir
KEP Adresi : dokuzeyluluniversitesi@hs01.kep.tr
Bilgi için:Pelin ALTIN
Memur

T.C.
İZMİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-12018877-604.01.02-59151043 28/09/2022
Konu : Araştırma İzni

VALİLİK MAKAMINA

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı (Genelge 2020/2).
b) Dokuz Eylül Üniversitesi Rektörlüğünün bila tarihli ve 357308 sayılı yazısı.

Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Nermin YILDIZ YÜKSEL' in, "9. Sınıf Öğrencilerinin Ters Yüz Edilmiş İngilizce Dersinde Algı ve Deneyimlerinin Keşfedilmesi: Bir Nitel Araştırma Çalışmasından Elde Edilen Bulgular" konulu tez çalışmasını Müdürlüğümüz Menemen ilçesine bağlı Menemen Şehit Ahmet Özsoy Fen Lisesinde uygulama isteği ilgi (b) yazıda belirtilmektedir.

Söz konusu ölçeklerin uygulanmasının, yukarıda belirtilen okulda 2022-2023 eğitim öğretim yılında eğitim öğretimi aksatmayacak ve eğitim kurumu yöneticilerinin uygun gördüğü şekilde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Dr. Murat Mücahit YENTÜR
Milli Eğitim Müdürü

OLUR
Dr. Fatih KIZILTOPRAK
Vali a.
Vali Yardımcısı

Ek:
1-Araştırma Değerlendirme Formu (1 Sayfa)
2-Anket Formları (10 Sayfa)

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T.C.
İZMİR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Nermin YILDIZ YÜKSEL
Kurumu / Üniversitesi	Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi ABD İngilizce Öğretmenliği Yüksek Lisans Programı
Araştırma Yapılacak İller	İzmir
Araştırma Yapılacak Eğitim Kurumu ve Kademesi	Menemen Şehit Ahmet Özsoy Fen Lisesi
Araştırmanın Konusu	9.Sınıf Öğrencilerinin Ters Yüz Edilmiş İngilizce Dersinde Algı ve Deneyimlerinin Keşfedilmesi : Bir Nitel Araştırma Çalışmasından Elde Edilen Bulgular
Üniversite / Kurum Onayı	---
Araştırma/Proje/Ödev/Tez Önerisi	9.Sınıf Öğrencilerinin Ters Yüz Edilmiş İngilizce Dersinde Algı ve Deneyimlerinin Keşfedilmesi : Bir Nitel Araştırma Çalışmasından Elde Edilen Bulgular (Tez)
Veri Toplama Araçları	Görüşme Formu, Ters Yüz Edilmiş Sınıf Modeli Odak Grup Öğrenci Görüşme Formu,Öğretmen Günlüğü Kontrol Listesi Onam Formu/Veli Bilgilendirme ve Onam Formu
Görüş İstenilecek Birim/Birimler	

KOMİSYON GÖRÜŞÜ	
İlgi: Milli Eğitim Bakanlığının 21/01/2020 tarihli ve 1563890 sayılı Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 2020/2 sayılı Genelgesi. Genelge gereğince; araştırma başvurusu olması gereken nitelikler açısından incelenmiş olup 2022-2023 eğitim-öğretim yılında, eğitim kurumu yöneticilerinin uygun gördüğü şekilde yapılmasına oybirliği ile karar verilmiştir.	
Komisyon Kararı	Oybirliği ile alınmıştır.
Muhalif Üyenin Adı ve Soyadı: ----	**Gerekçesi; ----------**

KOMİSYON

20/09/2022

(Başkan)	Üye	Üye	Üye	Üye
İlker ERARSLAN Müdür Yardımcısı	Nurdan MARAL Öğretmen	Dr. Nergis CANBULAT Öğretmen	Dr.Yasin KAYIŞ Öğretmen	Selahattin ANIK Öğretmen

APPENDIX 3

CONSENT FORM

VELİ ONAM FORMU

Sayın Veli;

Bu formun amacı çocuğunuzun katılması rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılması ile ilgili izin almaktır. Bu kapsamda, Şehit Ahmet Özsoy Fen Lisesinde 9/D sınıfı öğrencilerinin İngilizce dersinde ters yüz sınıf modeline ilişkin algı ve deneyimlerini araştırmak için bir çalışma yapılacaktır. Ters yüz sınıf modelinde öğrenciler derslerden önce video, ses kayıt vb. dijital kaynaklarla hedeflenen konuyu evde öğrenir, okulda ise etkinlik ve alıştırmalarla konuyu pekiştirir. Bu çalışmada çocuğunuz "Google Classroom" dijital platformunda İngilizce ders konularını videolar izleyerek evde öğrenecektir. Okuldaki ders saatlerinde ise evde öğrendikleri konularla ilgili etkinliklere ve alıştırmalara katılacaktır. Toplam 8 hafta sürecek bu çalışmada, çocuğunuzdan ters yüz sınıf modeline dair deneyimlerini ve algılarını anlatacakları günlük tutmaları ve görüşmelere katılmaları istenecektir. Ayrıca 8 haftalık süreç içerisinde, ters yüz sınıf modeline dair uygulamalarda çocuğunuz araştırmacı tarafından gözlemlenecektir.

Araştırmanın Hedefi: 9. sınıf öğrencilerinin ters yüz edilmiş İngilizce dersinde algı ve deneyimlerini araştırmak

Araştırma Uygulaması: Günlük Tutma / Görüşme / Gözlem şeklindedir.

Araştırma T.C. Millî Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla **gönüllülük esasına** dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda **öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.**

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra

vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Nermin YILDIZ YÜKSEL

İletişim bilgileri : tel: e-mail:

Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi ..... ……..'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

…./…../……

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası :

APPENDIX 4

INSTRUCTIONS AND THE QUESTIONS FOR THE STUDENT JOURNALS

Through the flipped English classes, you have watched the lesson videos at home and have practiced the targeted topics with the activities in class. Reflecting upon your experiences till now, write about your opinion in this learning process for each month. Use the question below as a guideline.

***Questions for students that may help students write their experiences and perceptions through the model**

Opinions Related to the Out-of-Class Process

1- Have you watched the videos before in-class time? Why or why not?
2- Have you had any difficulties in this process? If yes, what are the difficulties in this process?
3- Was it fun to watch the videos? Why or why not?
4- How would you evaluate your learning of the lesson content at home via videos?

Opinions related to the In-Class Process

5- What do you think about the activities implemented in the class?
6- Have you faced any challenges in class during the implementation of activities? If yes, what are the challenges you have faced?
7- What skills have you developed in-class time via the activities you implemented?
8- If you compare conventional face-to-face class activities to the activities of the flipped classroom model, which one do you think is more effective? Why or why not?

General Evaluation of the Flipped Classroom Model

9- Did you observe any changes in your study habits while learning English through the Flipped Classroom Model? If yes, what are these challenges?
10- Which one do you prefer, conventional face-to-face English classes or the flipped English classes? Explain your reasons please!

11- What are the benefits and challenges of learning English via the Flipped Classroom Model?

12- Would you prefer learning English through this model permanently? Why or why not?

APPENDIX 5

QUESTIONS FOR FOCUS GROUP INTERVIEWS

Perceptions and experiences in the flipped English classroom

1- What kind of learning experiences have you gained while learning English through the flipped classroom model?
2- Describe what you did in a typical week in terms of preparing for the flipped English classes!
3- What skills or strategies have you developed in this learning experience through the flipped Classroom model?
4- Did you observe any changes in your study habits while you were learning English through the Flipped Classroom Model?

Perceived benefits and challenges of the flipped English classroom

5- Do you think learning English through the flipped classroom model is more effective and beneficial than conventional face-to-face classes?
6- From your experiences, what are the advantages and disadvantages of this model?
7- Did you face any challenges in your learning experience through the flipped classroom model? If yes, what were these challenges, and how did you cope with these challenges? Which strategies did you use to cope with these challenges?

APPENDIX 6

QUESTIONS- CHECKLIST FOR TEACHER'S JOURNAL

Students' experiences and perceptions in the flipped English classroom	Yes	No	Additional Information
1- Did students watch the videos at home before in-class time regularly? 2-Did students have any difficulty watching the videos and using the Web 2.0 tools? If yes, what are the challenges students faced in this sense? 3-Did students prepare well for in-class time? 4-Did students participate in the activities in-class time willingly? 5-Was it enjoyable for students to join the activities in-class time? 6-Did students have any challenges in-class time in terms of implementing the activities? 7-Did students express an unwillingness in learning English through the Flipped Classroom Model? If yes, what are their reasons for their unwillingness? 8- Did they like learning English through technology? 9-Did they express that learning English through this model would be more effective than conventional face-to-face classes?			

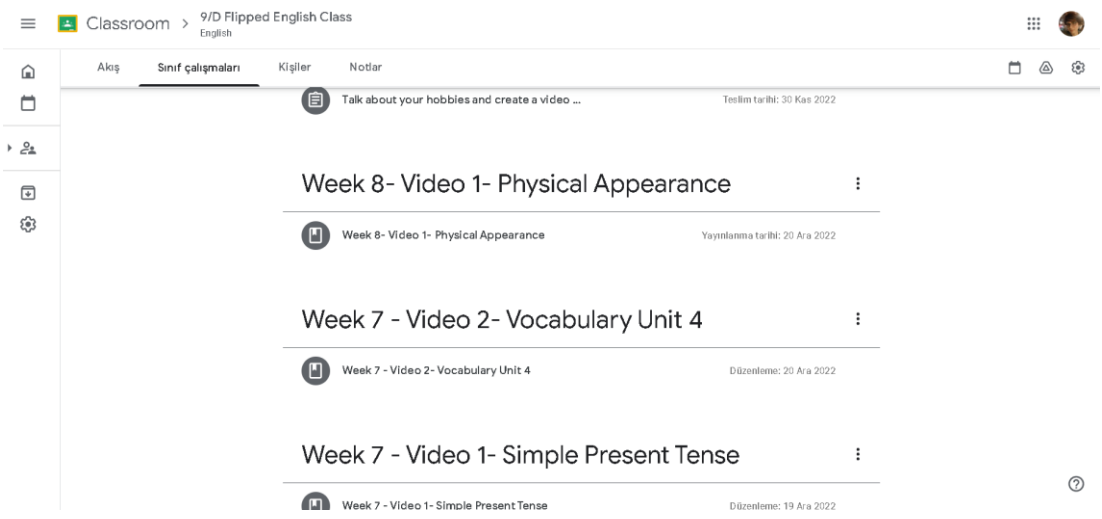
10-Did they express any advantages and disadvantages of this model? 11-Did they develop any strategies or skills while they were learning English via this model? If yes, what were these strategies and skills? 12- Did you observe any change in students' study habits in the process with the Flipped Classroom Model? If yes, what are the changes in their study habits? 13- Did you observe an increase in students' performance in English class since using the Flipped Classroom Model? 14- Did students' motivation towards English class increase since using the flipped classroom model?			

APPENDIX 7

FLIPPED CLASSROOM WEBSITE

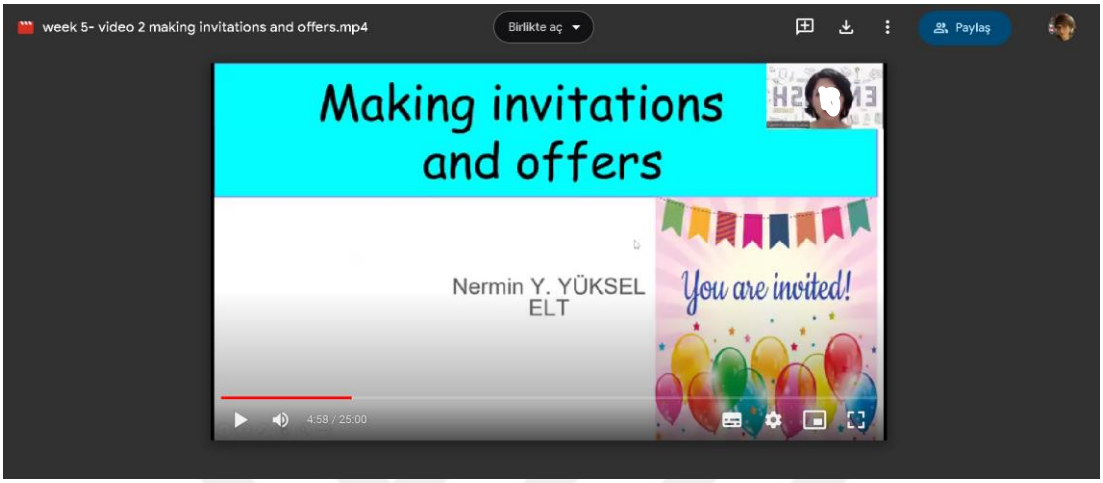
https://classroom.google.com/w/NjgyNjI3NTk2NTVa/t/all



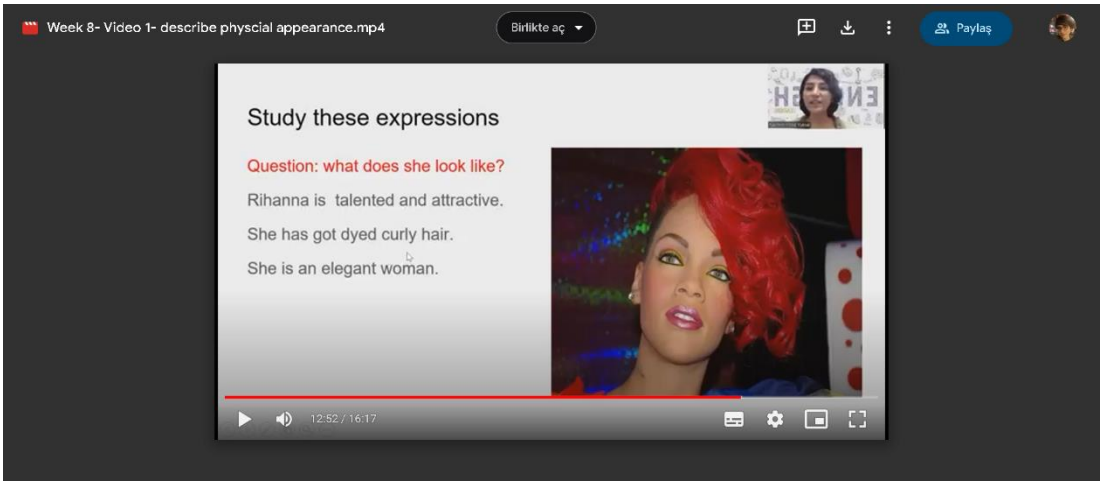


APPENDIX 8

IMAGES OF VIDEO LESSONS ON GOOGLE CLASSROOM

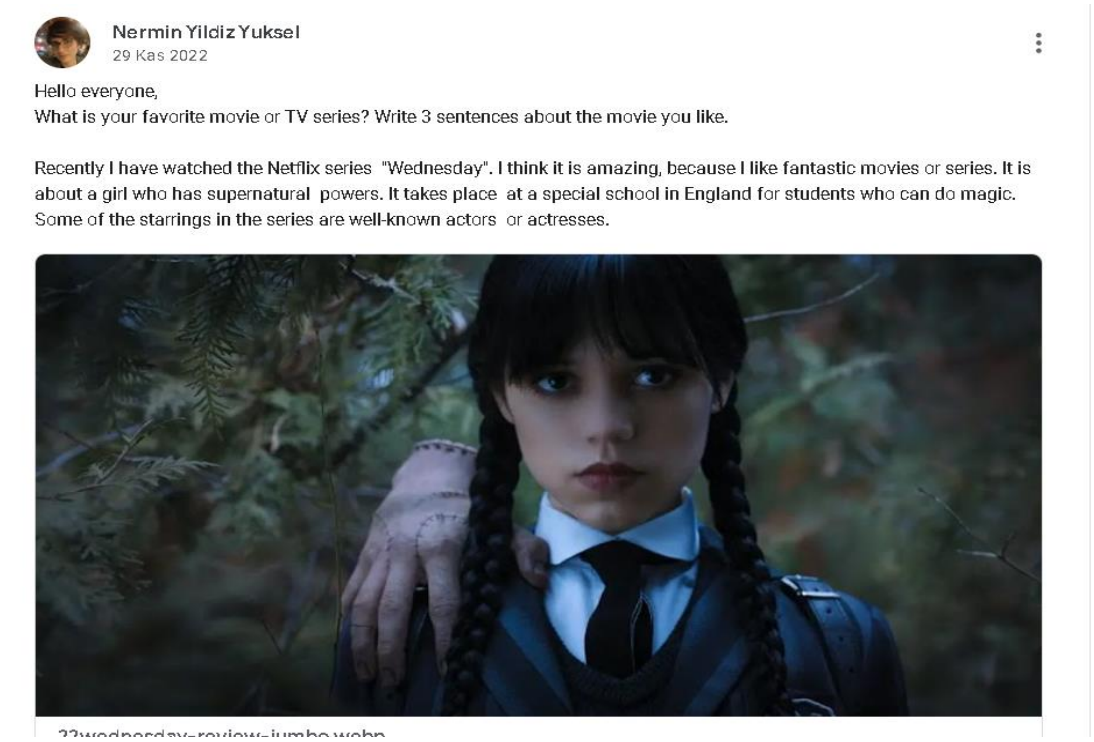


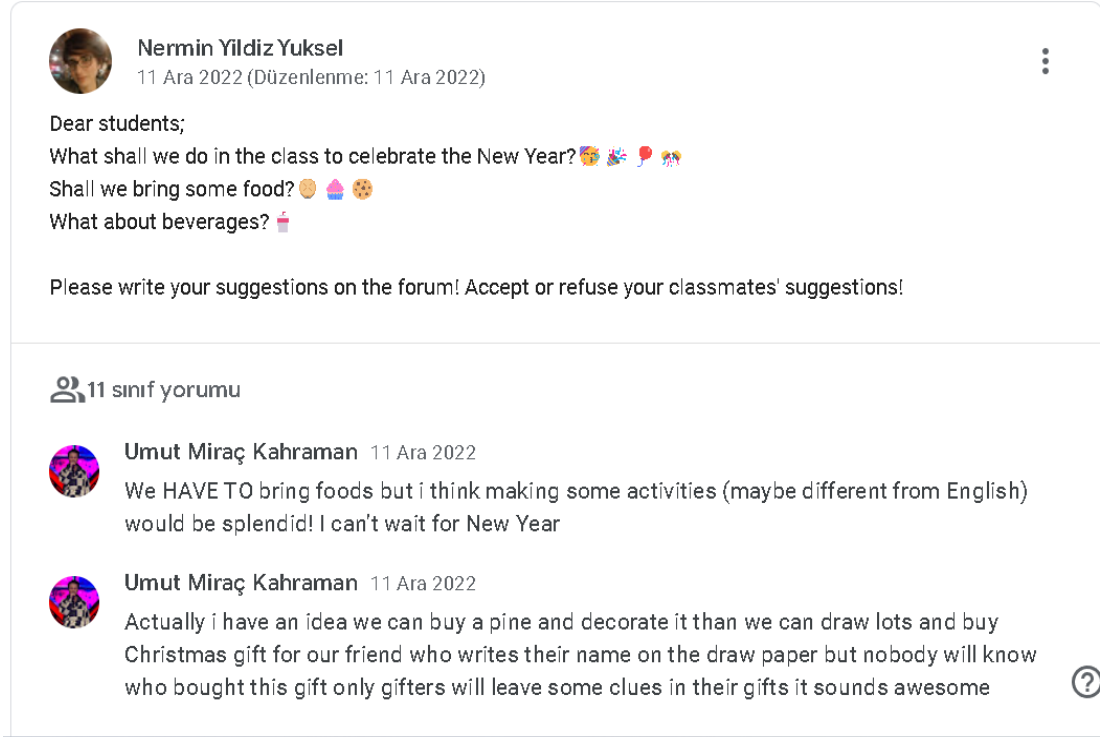




APPENDIX 9

IMAGES OF FORUMS ON GOOGLE CLASSROOM





APPPENDIX 10

SAMPLE ACTIVITES AND WEB 2.0 TOOLS USED THROUGH THE MODEL

Collaborative Reading Activity Worksheet

Group Work **Collaborative Reading Activity Worksheet**		
Pre-reading	While-reading	After Reading
What do you know about the topic? Note down! ---------- ---------- ---------- ---------- ---------- ---------- ---------- ----------	*Note down the key words, idioms and expressions.* ---------- ---------- ---------- ---------- ---------- ---------- ---------- ---------- ---------- ---------- ----------	*Work with your group and answer the questions about the text on the coursebook.*
What is the text about? Predict and talk about it.	*Write the gist for each section!* Paragraph 1:---------- ---------- ---------- ---------- ---------- ---------- Paragraph 2: ---------- ---------- ---------- ---------- ---------- ---------- Paragraph 3:---------- ---------- ---------- ---------- ---------- ----------	*What did you learn after reading the text? Discuss it with your partners.*

Collaborative Speaking Activity



Ask questions and write the name of the student in the box!
Find someone who.....

..... is **older** than you.	..... is **younger** than you.	..... has **more** siblings than you.
..... lives **further** from school than you.	..... goes to movies **more** often than you.	..... lives in a **bigger** house than you.
..... is **shorter** than you.	..... comes school **earlier** than you.	..... goes to bed **later** than you.

Movie Presentation Worksheet

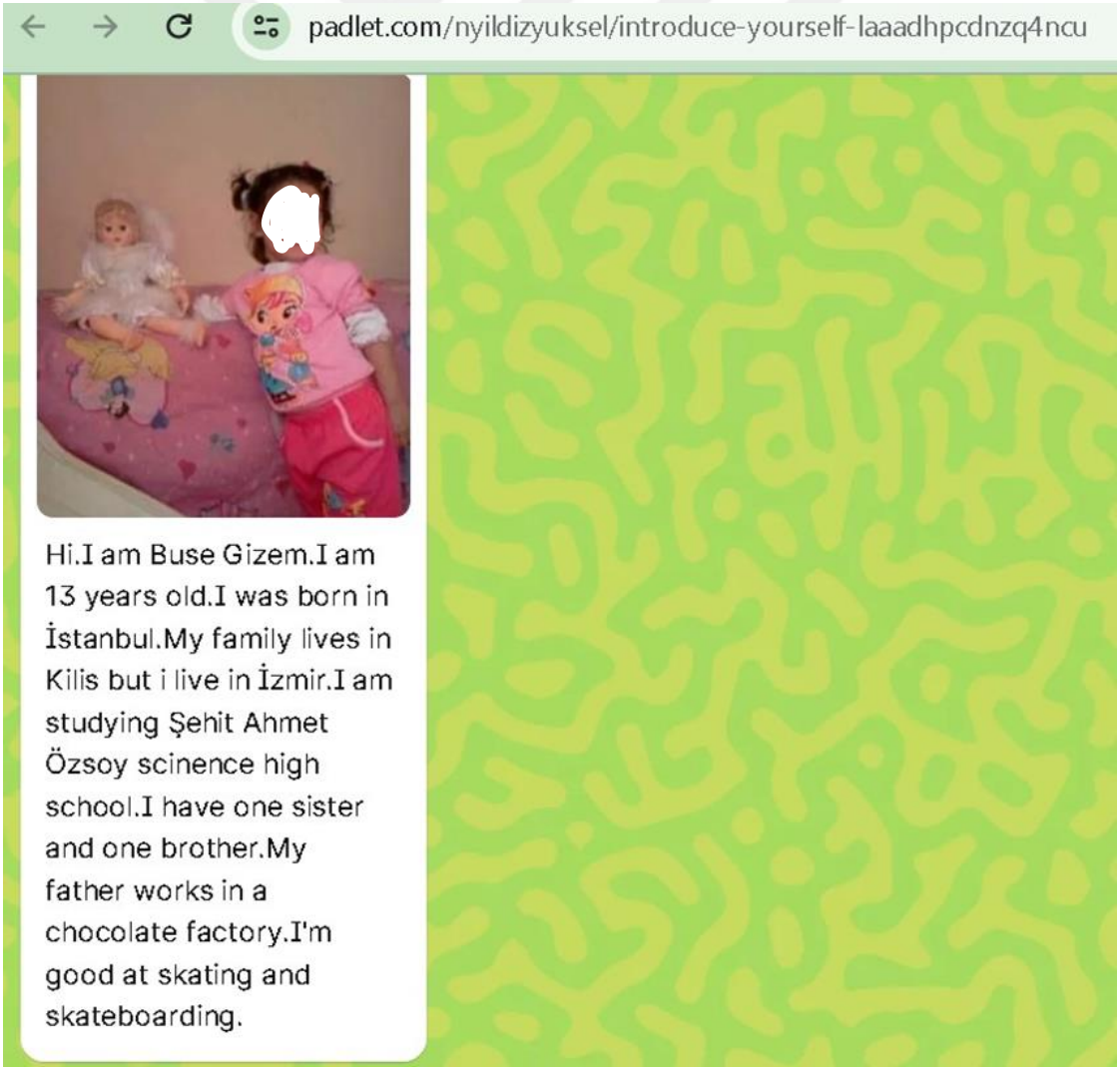
Listen to each group's presentation and answer the questions about movies they present!

	What is the plot and the name of the movie?	Who are stars in the movie?	Where/ When does the movie take place?	What is type of the movie?	What do you think about the movie?
Group 1					
Group 2					
Group 3					

Web 2.0 Tools

JeopardyLabs (Group Game to Review) & Padlet- (Introduce Yourself)

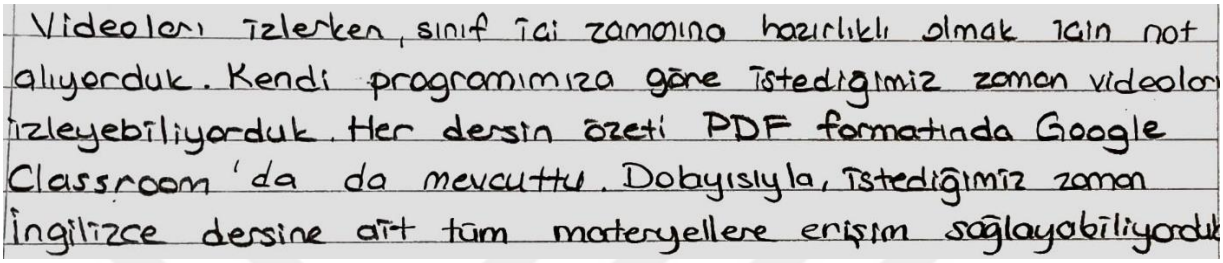




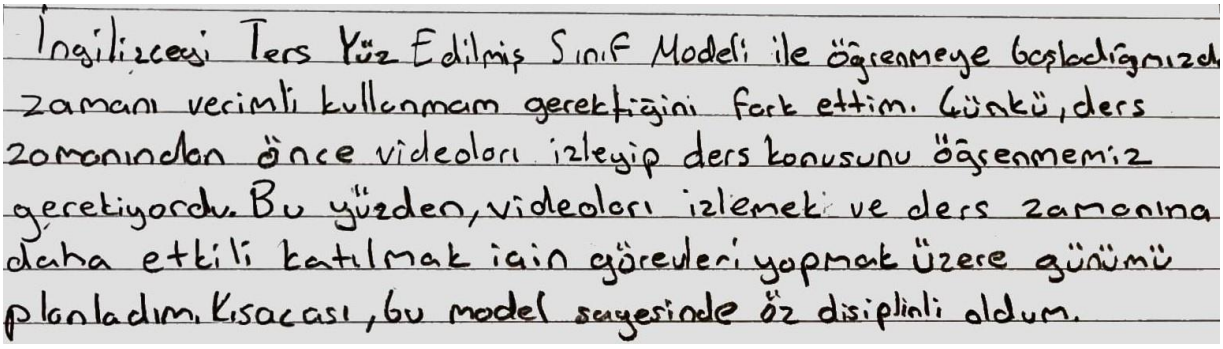
APPENDIX 11

SOME IMAGES OF THE STUDENTS' JOURNALS ENTRIES AND TRANSCRIPTS OF FOCUS GROUP INTERVIEWS

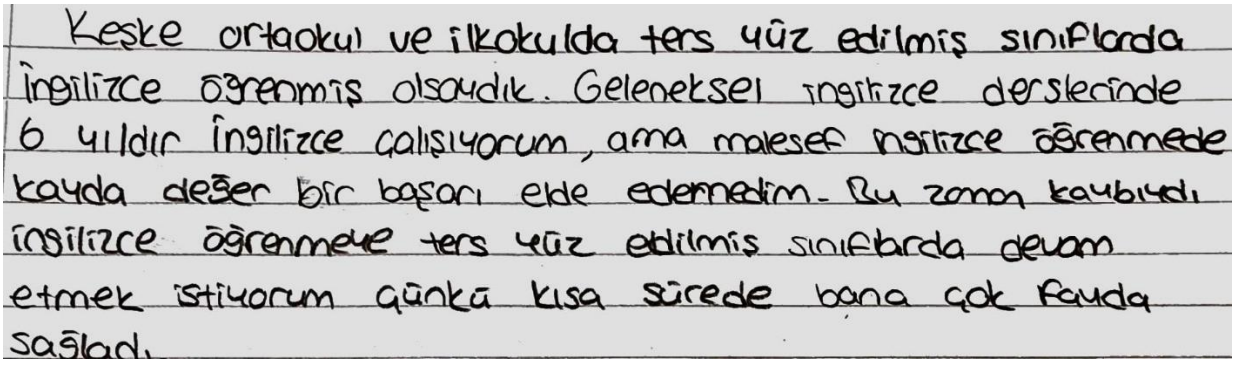
Some Images of Students' Journal Entries


Videoları izlerken, sınıf içi zamanına hazırlıklı olmak için not alıyorduk. Kendi programımıza göre istediğimiz zaman videoları izleyebiliyorduk. Her dersin özeti PDF formatında Google Classroom 'da da mevcuttu. Dobayısıyla, istediğimiz zaman İngilizce dersine ait tüm materyellere erişim sağlayabiliyordu

"While we were watching the videos, we were taking notes in order to be prepared for the in-class time. We could watch videos anytime we wanted, depending on our own schedule. The summary of each lesson in the form PDF was also available on the Google Classroom. So, anytime we wanted, we could access all the materials related to English lesson"


İngilizcesi Ters Yüz Edilmiş Sınıf Modeli ile öğrenmeye başladığımızd zamanı verimli kullanmam gerektiğini fark ettim. Çünkü, ders zamanından önce videoları izleyip ders konusunu öğrenmemiz gerekiyordu. Bu yüzden, videoları izlemek ve ders zamanına daha etkili katılmak için görevleri yapmak üzere günümü planladım. Kısacası, bu model sayesinde öz disiplinli oldum.

"As we started to learn English with the FCM, I realized that I had to use my time efficiently. Because, we had to watch the videos and learn the lesson topic before class time. Therefore, I planned my day to watch the videos and do tasks to participate the in-class time more effectively. Shortly, I became self-disciplined thanks to this model"


Keşke ortaokul ve ilkokulda ters yüz edilmiş sınıflarda İngilizce öğrenmiş olsaydık. Geleneksel İngilizce derslerinde 6 yıldır İngilizce çalışıyorum, ama maalesef İngilizce öğrenmede kayda değer bir başarı elde edemedim. Bu zaman kaybıydı. İngilizce öğrenmeye ters yüz edilmiş sınıflarda devam etmek istiyorum çünkü kısa sürede bana çok fayda sağladı.

"I wish we had learned English in the flipped classes at middle and primary school. I have been studying English in conventional English classes for 6 years, but unfortunately, I could not achieve a noticeable success in learning English language. It was a waste of time. I want to continue learning English in the flipped classes, because it benefited me a lot in a short time"

Some Images of Focus Group Interviews Transcriptions

Öğretim yılının başında İngilizce kelime dağarcığım çok sınırlıydı. İngilizce konuşmakta zorlanıyordum ve İngilizce duyduğum bir şeyi anlamak benim için zordu. Ancak, ters yüz sınıf yönteminde İngilizce öğrenmeye başladığımızdan beri, birçok yeni kelime öğrendiğimi fark ettim. Öğretmenimiz, kelime öğretimini bizim için akılda kalıcı kıldı. Çünkü videolarda görseller ve ilginç örnekler kullandı. Ayrıca, sınıfta bizi yeni kelimeleri çeşitli interaktif etkinliklerde kullanmaya teşvik etti. Gruplar ve çiftler halinde birçok konuşma ve dinleme etkinliği yaptıkça, konuşma ve dinleme becerilerimi de geliştirdim. Artık İngilizceyi daha akıcı bir şekilde konuşabiliyorum ve İngilizce dinleme becerilerimi geliştirdim.

"At the beginning of the academic year, I had had very limited vocabulary in English. I could hardly speak in English and it was challenging for me to understand something I listen to in English. However, since we started to learn English in the flipped classroom, I recognized that I gained a lot of new vocabulary. Our teacher made vocabulary teaching memorable for us. Because

she used visuals and interesting examples in the videos. Additionally, in the class she made us use the new vocabulary in various interactive activities. As we did many speaking and listening activities in groups and pairs, I improved my speaking and listening skills as well. Now, I can speak English more fluently and I improved my English listening skills"

Ben genelde sessiz biriyim. Başlangıçta, sınıf grup etkinliklerinde İngilizce konuşmak beni gerginleştiriyordu, özellikle öğretmenimiz bizi katılmaya teşvik ettiğinde. Bu yeni etkinlikler başlangıçta benim için biraz zordu. Ancak zamanla alıştım. Şimdi, sınıf arkadaşlarımla konuşurken daha rahat hissediyorum. Eskisi kadar utangaç değilim ve grup etkinliklerinde başarılı oluyorum çünkü grup ve ikili çalışma etkinliklerine uyum sağladım.

"I am usually a quiet person. At first, talking in English during class group activities made me nervous, especially when our teacher encouraged us to join in. These new activities were a bit hard for me in the beginning. But as time went on, I got used to them. Now, I feel more comfortable talking to my classmates. I am not as shy as before, and I am doing well in the group activities because I have adapted group and peer work activities"

