
GAZİ ÜNİVERSİTESİ
Gazi
1926

THE IMPACT OF FLIPPED CLASSROOM MODEL ON THE ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS OF ENGLISH

SAMED YASİN ÖZTÜRK

MA THESIS

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

JANUARY, 2018

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 2 (iki) yıl sonra tezden fotokopi çekilebilir.

YAZARIN

Adı: Samed Yasin

Soyadı: ÖZTÜRK

Bölümü: İngiliz Dili Eğitimi

İmza:

Teslim Tarihi:

TEZİN

Türkçe Adı: Ters Yüz Sınıf Modelinin İngilizce Öğretmeni Adaylarının Akademik Başarısına Etkisi

İngilizce Adı: The Impact of Flipped Classroom Model on the Academic Achievement of Student Teachers of English

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Samed Yasin ÖZTÜRK

İmza:

JÜRİ ONAY SAYFASI

Samed Yasin ÖZTÜRK tarafından hazırlanan "The Impact of Flipped Classroom Model on the Academic Achievement of Student Teachers of English" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman: Doç. Dr. Gonca YANGIN EKŞİ
İngiliz Dili Eğitimi, Gazi Üniversitesi

Başkan: Doç. Dr. İskender Hakkı SARIGÖZ
İngiliz Dili Eğitimi, Gazi Üniversitesi

Üye: Yrd. Doç. Dr. Neslihan ÖZKAN
İngiliz Dili Eğitimi, Ufuk Üniversitesi

Tez Savunma Tarihi: 11.01.2018

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma YEL

Eğitim Bilimleri Enstitüsü Müdürü

To My Parents, My Dear Wife and My Beautiful Daughter Rana

ACKNOWLEDGEMENT

First of all, I would like to thank my supervisor Assoc. Prof. Dr. Gonca EKŞİ for her guidance, help, and patience throughout this process. This study would not be completed without her support. I will be always grateful for her understanding, generosity, and kindness.

I would like to thank my jury members Assoc. Prof. Dr. İskender Hakkı SARIGÖZ and Assist. Prof. Dr. Neslihan ÖZKAN as well for their helpful suggestions and understanding.

I would also like to thank my wife Dania for always supporting me during this hard journey and being there for me no matter what happened. I also thank my daughter Rana for making my days with her smiles.

I am also indebted to my colleagues and true friends Research Assistant Sabahattin YEŞİLÇINAR, Research Assistant Yusuf Emre YEŞİLYURT, and Research Assistant Galip KARTAL PhD for their help and encouragement.

I cannot forget my parents Fatma ÖZTÜRK and Yahya ÖZTÜRK for always remembering me in their prayers. I am also indebted to my brother Ömer Faruk ÖZTÜRK for always believing in me.

I owe a debt of gratitude to my sister Büşra TAŞAN and my nephews Emirhan and Muhammed Emin for making my days colorful.

TERS YÜZ SINIF MODELİNİN İNGİLİZCE ÖĞRETMENİ ADAYLARININ AKADEMİK BAŞARISINA ETKİSİ

(Yüksek Lisans Tezi)

SAMED YASİN ÖZTÜRK

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

OCAK 2018

ÖZ

Bu çalışmanın amacı ters yüz sınıf modelinin İngilizce öğretmeni adaylarının akademik başarısına olan etkisini araştırmaktır. Çalışma Türkiye'nin en büyük devlet üniversitelerinden birinde ikinci sınıfta okuyan 48 İngilizce öğretmeni adayı ile yürütülmüştür. İngilizce Öğretmenliği bölümünün zorunlu derslerinden biri olan Özel Öğretim Yöntemleri-I dersi bir dönem boyunce ters yüz edilmiştir. Katılımcıların yarısı çalışma gurubunda yer almış ve bu katılımcıların dersi ters yüz edilmiştir. Katılıncıların diğer yarısı kontrol gurubunda yer almış ve aynı ders bu katılımcılara klasik öğretim yöntemleri ile verilmiştir. Çalışma gurubundaki İngilizce öğretmeni adaylarına her hafta ders konularının teorik kısımlarının anlatıldığı video dersler online olarak ulaştırılmıştır. Çalışma gurubundaki katılımcılar sınıfa geldiklerinde yalnızca videolardan öğrendiklerini uygulamışlardır. Kontrol gurubu ise geleneksel şekilde eğitim almıştır. Dönem sonunda her iki gurubun sınav notları karşılaştırılmış ve SPSS 21.0 istatistik programı ile analiz edilmilştir. Ayrıca, çalışma gurubundaki adaylara dönem sonunda ters yüz sınıf modeli memnuniyet anketi verilmiştir. Bunlara ilave olarak, çalışma sonunda her iki guruba ders kazanımları açısından beşli Likert tipi kendi kendini değerlendirme anketi uygulanmıştır. Sınav sonuçları analiz edildiğinde çalışma gurubundaki öğretmen adaylarının kontrol gurubunda ki öğretmen adaylarını akademik başarı açısından geçtiği ortaya çıkmıştır.

Ayrıca, çalışma gurubundaki öğretmen adayları ders kazanımlarını daha iyi şekilde başarmış, çalışma gurubundaki katılımcıların büyük çoğunluğu ters yüz sınıf modelinden memnun kalmış ve İngilizce Öğretmenliği programındaki diğer derslerinin de aynı model ile yürütülmesini istemişlerdir.

Anahtar Kelimeler: Ters yüz sınıf modeli, İngilizce Öğretmenliği, İngilizce öğretmeni adayları, Özel Öğretim Yöntemleri
Sayfa Adedi: 62 sayfa
Danışman: Doç.Dr. Gonca YANGIN EKŞİ

THE IMPACT OF FLIPPED CLASSROOM MODEL ON THE ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS OF ENGLISH

(MA THESIS)

SAMED YASİN ÖZTÜRK

GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

JANUARY 2018

ABSTRACT

This study aims to investigate the impact of flipped classroom model on academic achievement of student teachers of English. The study was conducted with 48 second year student teachers of English studying at one of the largest state universities in Turkey. One of the compulsory courses of the English Language Teaching (ELT) program, Special Teaching Methods-I, was flipped for one semester. Half of the participants were in study group and their section of the course was flipped. The other half of the participants were in the control group and they were taking the same course in the lecture mode. Student teachers in the study group received video lectures online every week related to theoretical part of topics. When they came to class, they just practiced what they learned from the video lectures. The control group were taught in traditional way. At the end of the semester, both groups' exam scores were compared and analyzed with SPSS statistical software. Moreover, a satisfaction questionnaire was administered to student teachers in the study group to investigate their satisfaction level with the flipped classroom model. In

addition, both groups were also given a self-assessment Likert-type survey with 5 points scale related to course attainments. Results showed that in terms of academic achievement, student teachers in the study group outperformed the ones in the control group when their exam scores were analyzed. Moreover, student teachers in the study group achieved more course outcomes and majority of the participants in the study group are satisfied with the flipped classroom model and they would like their other courses in ELT program to be flipped as well.

Key Words: Flipped classroom model, English language teaching, student teachers of English, Special Teaching Methods

Page Number: 62 pages

Supervisor: Associate Professor Gonca YANGIN EKŞİ

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

FCM Flipped Classroom Model

EFL English as a Foreign Language

ESL English as a Second Language

ELT English Language Teaching

CHAPTER I

INTRODUCTION

Developments in the field of language teaching have changed the ways that languages are taught in English as a second language /English as a foreign language (ESL/EFL) classrooms. Considerable amount of these developments took place thanks to the integration of technology into ESL/EFL classrooms. Twenty first century has seen advancements in technology on an unprecedented scale. With the emergence of Web 2.0 technologies, new learning techniques and theories started to come to light. Flipped Classroom Model (FCM) is a 'teaching style' (Fraga & Harmon, 2014) which is the result of technological advancements and integration of these advancements to language teaching. It is also called 'inverted classroom' (Fraga & Harmon, 2014). Bergmann and Sams (2012) explains flipped classroom model briefly: "…which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.13). As this explanation suggests, in the flipped classroom model, theoretical part of a course is presented to students through short videos, which are usually recorded by the instructor. These videos are shared with students online via different tools, such as Google Drive, Blackboard, Edmodo etc. Students are required to watch these videos before coming to class. When students come to class, they do only hands-on activities all together, which increases interaction, cooperation, and collaboration among them (Bergmann & Sams, 2012; Roach, 2014).

It can be clearly seen that flipped classroom model is a contemporary educational model and it stands against the traditional approaches and implementations in education. There are many pedagogical advantages of flipped classroom model (Correa, 2015), however, there is no sufficient study related to necessity of integration of the model in EFL classrooms (Mehring, 2016). Moreover, there is a scarcity of research on the usage of flipped classroom model in teacher education (Kurt, 2017).

Flipped classroom model's theoretical ground comes from student-centered learning (Bishop & Verleger, 2013). However, it is directly related with other theories as well, such as active learning (Lemmer, 2013) and constructivism (Basal, 2015). Flipped classroom model is based on constructivism because classrooms which are flipped are in harmony with the principles of constructivist pedagogy. Doolittle (1990) discusses eight principles of constructivist pedagogy and flipped classroom model complies with these principles. In a flipped classroom, the teacher is seen as a guide rather than an authority figure. Students' role in a flipped classroom is to become 'self-regulatory', 'self-mediated', and 'self-aware'. Because of these reasons, this model makes students active learners, rather than being passive receivers of what teacher is giving them.

1. 1. Statement of the Problem

In teacher training programs, a common way of teaching is traditional lecturing or so-called sage-on-the-stage method. However, information gathered through traditional lecture type settings may fall too short for teacher training courses, which require more time for discussions, hands-on activities and microteachings. King (1993) defines lectures as not effective, outdated and not as a solution to 21st century's educational problems. In the lectures the students are often passive and their attention may wane quickly after fifteen to twenty minutes. Student teachers may have diffficulty in listening and taking notes at the same time. Lectures may not be suitable for higher order thinking skills such as analyzing, synthesizing, evaluating or applying. As students are passive, they tend to forget the information quickly. The flipped classroom model, on the other hand, is a contemporary approach to education and it has the potential to meet the needs of 21st century's students and student teachers. The flipped classroom model can be a solution to the above mentioned problems. In teacher training departments, lecture mode is accompanied by microteaching sessions. However, considering the class time, ELT curriculum and courses in ELT programs (especially courses like Special Teaching Methods, ELT Methodology, Teaching Language Skills etc.) should include a lot more practice and application. Yet, time is limited for the required intense amount of practice because of the fact instructors or lecturers in ELT departments need to spend a great amount of time for delivering theoretical information. In this situation, student teachers of English may not find enough opportunity for practicing enough and effectively. The flipped classroom model can be a solution for this problem because in flipped classroom

model, delivery of theoretical information is taken outside the classroom and a lot more space is opened up for practice and application of theoretical part of the course.

Ineffectiveness of teacher-centered education has been intensively discussed by many researchers. Contemporary educational models are designed and implemented according to student-centered learning principles (Brown & Lee, 2015). It is known that student-centered learning and teaching models are being implemented and they have already become ubiquitous in K-12 education. However, student-centered lectures, which comply with the principles of active learning, are not very common in higher education (Vaughan, 2014). Although there is currently an interest in integrating student-centered teaching models, like flipped classroom, into university classrooms (Wright, 2011), there is a scarcity of research related to effectiveness of flipped classroom model and impact of flipped classroom model on students' academic achievement, especially on the academic achievement of EFL student teachers. Flipped classroom model is very beneficial for student teachers because in this way they are trained with an innovative and contemporary educational model and they will be able to offer these benefits to their future students (Vaughan, 2014).

Flipped classroom model offers some significant advantages not only for K-12 classrooms, but also for higher education. These advantages can be stated as increased student engagement, effective time management for instructors and students, better interaction between students and instructors, increased critical thinking skills, increased learner autonomy etc. just to name a few (Goodwin & Miller, 2013; Mehring, 2016; Vaughan, 2014). It is suggested that if flipped classroom model is applied successfully, these benefits and advantages might be reaped at all levels of education, including higher education. Moreover, Vaughan (2014) suggested that applying this model with student teachers is extremely significant and necessary. She claims that implementing flipped classroom model with student teachers makes them take control of their own learning, gives them more time to apply theoretical knowledge that they have learned, and trains them in terms of using student-centered and active learning strategies with their future students. Flipped classroom model is directly related with constructivist learning (Strayer, 2012) and this makes the model more valuable.

When it comes to the benefits of flipped classroom model in language teaching, there is a limited number of studies (Egbert, Herman, & Lee, 2015; Webb & Doman, 2016). Alsowat (2016) stated that flipped classroom model increases engagement, academic achievement,

improves test scores, and satisfies EFL learners more. As it has been stated, there is a limited amount of research related to using flipped classroom model in higher education, especially in EFL teacher education programs. Moreover, research on the impact of flipped classroom model on academic achievement of student teachers of English is limited as well (Vaughan, 2014). Because of these reasons, it is expected that this study will contribute to the literature in integrating the flipped classroom model into the EFL teacher education programs.

1. 2.Purpose of the Study

This study aims to investigate the impact of flipped classroom model on student teachers' academic achievement and satisfaction with the model. There is a scarcity of research in the literature concerning the application of flipped classroom model in higher education. There are even fewer studies investigating impact of flipped classroom model in English teacher education programs. Existing studies usually focused on motivation, satisfaction level of particapants, student engagement, and perceptions of students and many of these studies were conducted in non-EFL contexts. Moreover, few studies investigated the impact of flipped classroom model on students' academic achievement and these studies either are conducted in non-EFL contexts or are not conducted with student teachers of English. This study was carried out with second year student teachers of English who are studying at Gazi University ELT department. A course named 'Special Teaching Methods-I' was flipped for this study. This course has a very significant position in the curriculum because the course content covers the most fundamental and critical issues in teaching English and the course content requires student teachers intensely apply and practice theoretical knowledge that they learn. Thus, the course is very crucial for acquiring teaching skills and professional knowledge. It can be clearly seen that flipped classroom model might be a perfect match for conducting this course. This study aims to explore the supposed benefits and advantages of flipped classroom model on academic achievement of student teachers of English and their satisfaction level with the model throughout the spring term in Special Teaching Methods-I course.

The following research questions will be investigated in the study:

1. Does the flipped classroom model increase academic achievement of student teachers of English compared to traditional face-to-face lectures?

2. What are the views of student teachers of English on flipped classroom model?

    2.a. What are the advantages of the flipped classroom model stated by the participants?

2.b. What are the drawbacks of the flipped classroom model stated by the participants?

2.c. What kind of improvements could be done about the model based on suggestions of the participants?

3. What are student teachers of English' self-assessment of their achievements in the course 'Special Teaching Methods'?

1. 3. Hypothesis

It is hypothesized in this study that student teachers of English in the study group, whose course will be flipped for one semester will outperform student teachers of English in the control group, whose course will be conducted in traditional way in terms of academic achievement.

It is also hypothesized in this study that student teachers of English will be satisfied with the flipped classroom model and they would like their other courses in the ELT program to be flipped as well.

Finally, it is hypothesized that student teachers of English in the study group will find themselves more competent compared to the ones in the control group in their self-assessment of the achieving course outcomes.

1. 4. Significance of the Study

The importance of English language in Turkish education system in rapidly growing. In order to assure that this growing need for English language in education is met successfully, there are many steps that need to be taken. One significant step for this cause is updating and improving teacher education programs (Kırkgöz, 2009). In this study, a second year course in English teacher education program named 'Special Teaching Methods-I' was flipped and effectiveness of the flipped classroom model on the academic achievement of student teachers of English and their satisfaction with the model were investigated. Special Teaching Methods course has a significant place in EFL teacher education program because the content of the course covers several fundamental issues in the curriculum of English teacher education in terms of practical and theoretical knowledge such as preparing lesson plans, classroom management issues, ice-breakers, warming up and so on. This study aims to fill a gap in the literature in terms of investigating effectiveness of the flipped classroom model in English

teacher education program, which is applied to a significant course in the curriculum. Moreover, there is a limited amount of research concerning the effectiveness of the flipped classroom model in higher education, especially in English teacher education (Kurt, 2017).

As it has been stated, 'Special Teaching Methods-I' course is very significant because it improves student teachers' practical professinal skills. It is suggested that if student teachers get the most out of this course, they might be trained as more qualified and competent teachers. Flipped classroom model has many advantages that can make learners get the most out of school subjects (Fulton, 2012; Bergmann & Sams, 2012). With the theoretical part of the course taken out of the classroom, student teachers can use the class time more effectively to apply and practice what they have learned theoretically. Moreover, they can also use this time to have a longer and more meaningful discussions with each other and with the instructor. This study will contribute to the literature in terms of giving student teachers of English more opportunities for practicing and applying pedagogical knowledge.

The study will also contribute to the literature as it shows that flipping important courses in English teacher education programs, especially courses that require more practice than theory, might help teacher trainers to bring up more qualified English teachers. This might lead to using the flipped classroom model regularly in English teacher education program with different courses.

1. 5. Assumptions

It was assumed that participants of the study have watched the video lectures carefully and regularly in advance since this was important for them for successfully participating in activities in the classroom and applying the theoretical knowledge.

It was also assumed that participants responded survey questions sincerely and honestly. This survey was given to explore student teachers' opinions of the flipped classroom model, their satisfaction level with the model and how much they have benefited from the model.

Lastly, it was assumed that participants responded to course outcome items carefully and honestly. Course outcomes list was given to investigate effectiveness of the model through statements that try to find out student teachers' academic achievement level. The statements in the list are measured by five points Likert-type scale, from strongly disagree to strongly

agree. This list was important because it has given an important feedback about participants' academic achievement level along with their exams scores.

1. 6. Limitations

This research is limited to the two groups of second year student teachers of English who are studying in English Language Teaching (ELT) program at Gazi University. Therefore, their experience and reflections of this convenient sampling should be generalized to those of student teachers in other universities' teacher training programs in Turkey with caution.

1. 7. Definitions

Flipped Classroom Model: Flipped classroom is a pedagogical model in which theoretical part of a course is taken outside of class, which is most of the time online, and practical and hands-on activities are done in class.

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of related and relevant literature to offer a theoretical understanding concerning the studies on flipped classroom model, blended learning, active learning, constructivist learning theory, and teacher training modes.

2. 1. Theoretical Framework

Constructivism is established on the notion that individuals use their past experiences and existing knowledge to understand and interpret new information and generate more ideas (Hawks, 2014). Lin and Hsieh (2001) stated: "Constructivism denies the existence of an external reality independent of each individual's mind. Rather than transmitted, knowledge is created, or constructed, by each learner" (p.379). They also indicate that constructivism comes with student-centered education and student-centered instruction. Basal (2015), Kurt (2017), Strayer (2012) pointed out that Flipped Classroom Model (FCM) is a type of student-centered educational model and its theoretical principles are rooted in constructivism and constructivist learning theory.

Grabau (2015) put forward that the most fundamental and significant benefit and advantage of flipped classroom model is that it allows learners to process information with their existing knowledge, construct that knowledge and use it effectively in other situations. It means that effectiveness of the flipped classroom model is basically the result of the fact that flipped classes are designed according to the principles of constructivism and student-centered learning.

Danker (2015) stated that learners have an opportunity to apply and demonstrate freely what they have learned according to their own understanding of the theoretical knowledge. Danker claims this situation is the proof that learners make sense of their own learning and because of this fact flipped classroom model is a student-centered educational approach. Bergmann and Sams (2012) described how their flipped classroom looks like: learners in the classroom engage in many different activities such as they work on the computer, they utilize their iPods, they work together and they interact with the teacher and with each other. They stated that flipped classes are created according to students and flipped classroom model makes sure that each learner gets "a personalized education tailored to their individual needs" (p.6).

It can be clearly seen that flipped classroom model adheres to the principles of constructivist learning theory and at the same time it is a student-centered educational approach that takes learners' individual needs, interests, abilities, and their learning process into account.

2. 2. Flipped Classroom Model: Definition, Background and Foundations

Bergmann and Sams (2012) defined flipped classroom model as: "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.13). Flipped Learning Network (2014) provided a comprehensive definition of the flipped classroom model (p.1):

> Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Egbert, Herman, and Lee (2015) define flipped classroom model as it follows: "In its most basic form, flipped instruction consists of pre-recorded direct instruction lecture content which is made available online for students to access at home" (p.3). It can be seen that in a flipped classroom, students are assigned pre-recorded videos to watch outside the classroom and learn the content of the unit; and they do hands-on activities in the classroom. There are

different opinions about who coined the term ‘flipped classroom’ and when flipped classroom model was applied for the first time. However, Baker (2000) presented a paper in a conference in which he offered a new educational and instructional model. He called the model ‘Classroom Flip’ and this model is exactly the same as today’s flipped classroom model. When Baker (2000) introduced this model, technology in general and educational technologies in specific were not as developed as they are today. Thus, he offered the implement his ‘Classroom Flip’ model with Web Course Management Tools. Bergmann and Sams (2012) indicated that no one has coined the term flipped classroom and they were not the first people who used flipped classroom model, only that they were ‘early adopters and outspoken proponents’ (p.6) of the screen casting tool. However, Jonathan Bergmann and Aaron Sams, who are chemistry teachers in a high school in Colorado, contributed a lot to flipped classroom model’s fame today. They started to record videos and put them on their websites for their students to watch them outside the classroom in the spring of 2007. After a short period of time, their videos became very famous and they started to get invitations from other schools, colleges etc. to talk about their model. Today, there are many materials online that offer variety of different techniques to flip the classroom (Webb, Doman, & Pusey, 2014). Moreover, according to Faculty Focus’s special report (2015) on flipped classroom trends, the term ‘flipped’ has been the most popular term in higher education over the last few years. The same report puts forward that some researchers and educational experts use the flipped classroom model just as they mention student-centered education, whereas some researchers see flipped classroom model as a completely distinct and unique educational approach. This special report shares significant statistics from a comprehensive survey that they conducted with 1.089 readers related to flipped classroom model. According to these statistics, most of the educators and faculty (70.3%) who flipped their course/classroom reported that flipping their courses was a positive experience and the reported main benefit of flipped classroom model was greater student engagement (74.9%). There are similar results from other reports and researchers as well related to increasing popularity of flipped classroom model in higher education and the model’s considerable and various benefits. Doman and Webb (2017) indicated that students’ perceptions of the flipped classroom model are very positive. According to Horizon Report’s Higher Education Edition (2014), flipped classroom model is rapidly gaining popularity in higher education institutions because it frees up the class time and allows faculty and students to interact with each other effectively and freely.

There is no clear-cut and single framework for implementing the flipped classroom model in a classroom. Every instructor creates his or her own map to follow in the classroom. Webb et al. (2014) indicated that there are many tools and materials for flipping classroom and because of this reason, every instructor benefits from different materials and adds his or her own activities in the flipped classroom. According to Jensen, Kummer, and Godoy (2015), the main purpose of flipping a classroom is delivering the content of the course by pre-recorded videos or other online tools and using the class time more effectively for implementing constructivist and hands-on activities (problem solving, critical thinking, pair-work, group work etc.) and increasing interaction in classroom between learners and instructor. Another significant purpose of flipped classroom is to make sure that teachers or faculty are not 'sage on the stage' but 'guide on the side' (Danker, 2015). This means that teachers/professors are no longer 'all-knowing' authorities and learners are no longer passive receivers of the information that teachers/professors are giving them. Teachers act as a facilitator rather than an authority in the flipped classroom model. Sankey and Hunt (2013) summarize flipped classroom model's main philosophy: "In simple terms, flipped university classrooms represent a move away from standard lectures and tutorials and a move towards scaffolded learning experiences based on a series of activities and workshops, or by mediated online discussion" (p.786). Sankey and Hunt (2013) touched on another significant point related to flipped classroom's educational value and importance: "The flipped classroom is a form of curriculum design that shifts students from passive to active learning" (p.787).

Lage, Platt, and Treglia (2000) put forward that flipped classroom model embraces various learning styles. While these advantages and benefits of flipped classroom model are in one hand, it should be noted that just flipping a course does not mean that flipped learning is achieved (Sams et al., 2014). According to Flipped Learning Network, flipped learning occurs when flipped classrooms are designed and shaped according to four pillars, which are flexible environment, learning culture, intentional content, and professional educator.

2. 3. Benefits of Flipped Classroom Model

When Bergmann and Sams conducted flipped model in their classrooms in 2004, their main purpose was helping students who were missing classes to catch up with the course. They believed that if students reach the lectures outside the classroom, they will learn and get good scores from tests. They reported that at the end of the semester, students' grades considerably

increased and students were very happy with the new model. Bergmann and Sams (2012) explained that today students carry high-tech gadgets in their pockets and bags such as cell phones and tablets and more importantly they have access to internet all the time. In addition, they use all kinds of social media for entertainment. Bergmann and Sams put forward that the gadgets that students own are usually better than the computers and technological devices in underfunded schools. Thus, they believed that these students can be encouraged to utilize their gadgets for school courses and for their homework. From this perspective, it is clear that flipped classroom model is a contemporary educational model, which is applied for twenty first century's educational vision. There are many other reported benefits of flipped classroom model such as, usage of class time effectively, addressing multiple intelligence and learning styles, increased interaction between students and teacher, improved attainment of course outcomes, improved learning, improved student autonomy, and more space for active learning activities and implementations.

2. 4. Effective Usage of Class Time

Toto and Nguyen (2009) carried out a research on 74 industrial engineering students' perceptions of the flipped classroom model. They found that flipped classroom model freed up class time for hands-on and problem-solving activities and this helped students to understand the course content and important concepts better. Bergmann and Sams (2012) stated that flipped model gave them more time to walk around the class, help students more, and give them quality feedback. They reported that this extra time in class helped especially struggling students because these students were getting more help and feedback in class. Vaughan (2014) conducted a research with student teachers and she tried to explore effectiveness of flipped classroom model on engaging students. She flipped an Introduction to the Teaching Profession course. She argued that student teachers were having difficulties with grasping the course content thoroughly and deeply under traditional lecturing methods. Upon flipping the course, student teachers started to grasp the course content, they participated in discussions enthusiastically, and they were all satisfied with watching the lecture videos outside the classroom. She indicates that this has happened because flipped classroom model gives lecturers an opportunity to use class time efficiently since they do not need to spend time lecturing inside the classroom.

2. 5. Addressing Different Learning Styles

De Jesus (2012) states: “In most traditional classrooms, some students struggle with learning, others perform well, and the rest fit somewhere in between” (p.5). It is a known and proved fact that in traditional classrooms, learners’ individual needs and their differing learning styles are mostly ignored. Because of this fact, at the end of the school year, struggling students are left behind. It has been suggested that learners must be taught according to the principles of student-centered education and differentiated instruction. Differentiated instruction requires teachers to use multiple teaching methods and techniques to make sure that all learner’s needs and learning styles are successfully addressed in the classroom. Flumerfelt and Green (2013) conducted a study using two groups of students, one classroom is flipped and the other is traditional. The results revealed that flipped classroom model caters to addressing students’ learning styles and empowering them with the contemporary educational techniques. The results also showed that flipped classroom model gives space for active learning and in this way students take control of their own learning and they become autonomous learners. Zappe, Leicht, Messner, Litzinger, and Lee (2009) argued that flipped classroom model creates an environment, in which learners are actively engaged and more active. They indicated that flipped classroom addresses students’ differing learning styles. Fraga and Harmon (2014) also argued that flipped classroom model addresses learning styles of learners who learn best independently in a self-directed manner. Moreover, they pointed out that flipped classroom model has flexibility and this flexibility allows effective usage of differentiated instruction in classroom.

2. 6. Increased Interaction

Increased and quality interaction between students and teacher is a significant point in all contexts for effective learning to happen. Fraga and Harmon (2014) put forward that teacher/student interaction is very significant regardless of subject or age of students. As a matter of fact, Connor, Son, Hindman, and Morrison (2005) claimed that teacher/student interaction has a direct influence on academic achievement. Fraga and Harmon (2014) expressed that flipped classroom model helps teachers to build rapport with students, establish a good relationship with students, and the model will also give teachers the opportunity to help and talk to every student in the classroom while giving them quality feedback. The authors also argued that effective teacher/student interaction is necessary and critical even at

the college level. Similarly, Bergmann and Sams (2012) reported that thanks to flipped classroom model, they started to reach every student in their classrooms and struggling students benefited from this a lot, as a result, students' academic achievement and motivation for learning dramatically increased. Mehring (2015) conducted a study with Japanese EFL learners and reported the participants' experiences with the flipped classroom model. The results of the study revealed that Japanese EFL learners believe that flipped classroom model increased interaction and active learning in the classroom. Roehl, Reddy, and Shannon (2013) explained one of the reasons of increased teacher/student interaction in the flipped classroom model: "…time gained by removing the lecture portion from class allows for more one-on-one personal engagement between the teacher and students" (p.47). Berrett (2012) argued that using video lectures in classrooms provides instructor and teachers with an opportunity of building a good rapport with students thanks to an increased interaction between students and teacher. Research has revealed that flipped classrooms increase student-student and teacher-student interaction and academic achievement (Alvarez, 2012; Fulton, 2012; Overmyer, 2012; as cited in Saunders, 2014).

2. 7. Improved Course Outcomes and Academic Achievement

It has been mentioned that flipped classroom model is a contemporary educational approach that can meet the needs of twenty first century's educational visions. It has been proved that teacher-centered & traditional instructional approaches leave many students behind academically, socially, and psychologically. With its student-centered & constructivist foundation and framework, flipped classroom model offers a learning environment where students are responsible for their own learning and they learn through interaction with each other and teacher. Students watch video lectures outside the classroom and come to class for hands-on approaches in a flipped class. Allocation of the class time to practice and discussion helps learners to feel confident about participating in class activities. Because students have the opportunity to rewind the video lectures and play again the parts that they do not understand or the parts that are unclear to them outside the classroom without any stress, they learn the subject better compared to traditional & teacher-centered classrooms. When learners grasp and understand content of the course, their academic achievement increases and they gain more course outcomes compared to the traditional & teacher-centered education. Davies, Dean, and Ball (2013) conducted a research with 207 college students to explore the impact of

flipped classroom model. They reported that students' academic achievement increased and they gained more course outcomes compared to traditional sage-on-the-stage lecture method because flipped classroom model gives students freedom for studying the course content since they can reach video lectures wherever and whenever they want outside the classroom. Hung (2015) conducted a research with a quasi-experimental design with 75 college students taking an English course at a Taiwanese university to explore the impact of flipped classroom on student learning and academic achievement. Results of the study revealed that flipped classroom model increased students' academic performance considerably. Similarly, Talley and Scherer (2013) conducted a research related to effectiveness of flipped classroom model with psychology students at a college level. Results showed that flipped classroom model not only increased participants' academic achievement, but also increased their engagement level. Green (2015) argued that students become more engaged and motivated if differentiated instruction takes place in the classroom. When they are more engaged and motivated, their academic achievement is increased and they learn more. Green (2015) put forward that flipped classroom model engages students and as a result, improved academic achievement comes naturally.

Bergmann and Sams (2012) reported that after they flipped their classes, test scores have improved dramatically and course outcomes were mostly achieved. According to Faculty Focus Special Report (2015), 54.66% of 1089 instructors who flipped their classes reported that students' learning improved after flipping. Fulton (2012) reported statistics from Byron High School's math department. Byron High School math department reported that after they started implementing flipped classroom model with calculus and algebra courses, calculus proficiency rose 9.8% and algebra proficiency rose 5.1%.

Findlay-Thompson and Mombourquette (2014) conducted a study with 108 college students taking a business course. They carried out the research with three sections of the same course. Two of the sections were taught in a traditional way and were considered as control groups and one section of the same course was flipped and considered as a study group. Exam grades of these participants were compared and it was investigated that there were no grade differences between control and study groups as opposed to the researchers' expectations. Similarly, Marlowe (2012) conducted a study with senior high school 59 students to investigate effect of flipped classroom model on student achievement. Results reveled that although students are considerably satisfied with the model, exam grades and academic

achievement did not show considerable improvement. In the same vein, Moraros, Islam, Yu, Banow, and Schindelka (2015) conducted a research with 67 Master's students and investigated the effectiveness of the flipped classroom model. The study is important because of the fact that it has been conducted at a graduate level. Results of the study showed that eighty percent of the participants found the model to be effective or very effective, however, the model did not really increase the participants' academic performance and academic achievement as there is no considerable difference between two groups' final grades. Clark (2015) conducted a study with 42 secondary school students taking mathematics course. Results revealed that students were highly satisfied with the model and their engagement and involvement in the course considerably increased compared to traditional classrooms, however, their exam grades did not show significant difference.

Anderson, Young, and Franklin (2014) came up with findings related to views of the participants on the flipped classroom model. 225 students participated in their study and completed course evaluations and satisfaction survey. They reported that majority of students are satisfied with the model because they were coming to class in a more prepared way since they have already watched the video lectures. Moreover, Anderson et al. (2014) investigated that a small minority of students opposed the flipped classroom model because they would prefer a traditional classroom, where a teacher or instructor lectures in a traditional way.

Findlay-Thompson and Mombourquette (2014) conducted a study with 108 college students taking a business course. They received similar responses from the participants. Majority of participants were satisfied with the flipped classroom model. Moreover, the same situation can be seen in this study as well, learners who prefer traditional lectures do not favor the flipped classroom model. Some of the participants in their study indicated that they would consider taking another course a flipped classroom format. On the other hand, majority of participants in this study indicated that they would like to take another course in the flipped classroom format in ELT department. Gilboy, Heinerichs, and Pazzaglia (2015)'s study provided similar findings with this study. They reported that %76 of students preferred flipped classroom model over traditional lectures. Another similarity in findings is that majority of participants in Gilboy et al. (2015)'s study indicated that they favor the flipped classroom model especially because of the fact that they can study at their own pace flexibly and at the same time they can apply theoretical knowledge easily in this model. Critz and Knight (2013) carried out a research with 20 participants. The study was significant because

of the fact that it was the first study to integrate flipped classroom model into graduate nurse education program. The results revealed that the participants are highly satisfied with usage of the flipped classroom model. Pierce and Fox (2012) carried out a research 71 participants. Majority of the participants were considerably satisfied with the flipped classroom model and %80 of the participants stated that the model improved their self-efficacy. %78 of the participants indicated that coming to class having watched the video lectures and having a comprehensive knowledge about the topic before coming to class benefited them. Moreover, %62 of the participants would like their other courses to be flipped as well. Davies, Dean, and Ball (2013)'s study showed that students studying in the flipped classroom model became more motivated compared to ones in traditional classroom. Finally, Hung (2015)'s study with 75 freshman college students revealed that students expressed higher level of satisfaction on the flipped classroom model and the results showed that students in flipped classroom were more engaged and academically performed better compared to the students in traditional and semi-flipped classrooms. Ekmekçi (2014) conducted a study with students studying at language preparatory school and he also reported that students are highly satisfied with the flipped classroom model.

2. 8. Improved Learner Autonomy

Learner autonomy is believed to be one of the most significant elements of contemporary education. Holec (1981) defined learner autonomy as: "the ability to take charge of one's own learning…to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning" (p.3). Flipped classroom model, along with its other benefits and advantages, creates a learning environment in which learners have opportunity to be autonomous. The most well-known and common implementation in flipped classrooms is assigning students video lectures to watch outside the classroom and leaving hands-on activities and discussions to classroom. As Holec (1981) put it, learners are responsible for their own learning and as with the flipped classroom model, learners are responsible for watching and grasping video lectures. Upon watching and learning the subjects that are taught in video lectures, then learners are expected to participate in classroom discussions and activities and construct their knowledge. Results of studies (Correa, 2015; Doman & Webb, 2017; McLaughlin, Griffin, Esserman, Davidson, & Glatt, 2013) revealed that flipped classroom model caters for

principles of learner autonomy and it is expected that learners studying in flipped classes will be more autonomous learners compared to traditional classrooms.

2. 9. Drawbacks of Flipped Classroom Model

It is clear that flipped classroom model has many benefits and advantages; however, it has also some drawbacks that should be considered when flipping a classroom. Some of these drawbacks can be solved out with careful planning and preparation, but unfortunately some drawbacks might not be handled. At this point, conditions of facilities, learning environment etc. should be taken into consideration before implementing the flipped classroom model. The first and foremost drawback or concern is the question of how easy students and teachers can access to the Internet and required technological gadgets. As it is clear, implementation of flipped classroom model depends on access to the Internet and technological gadgets such as tablets, computers, laptops, mobile devices etc. Green (2015) explained flipped classroom process with two phases. At Phase I, students are required to watch video lectures outside of classroom. At this phase, students learn the content of the course from videos. At Phase II, students come to classroom having watched the video lecture beforehand and participate in discussions and hands-on approaches. If some students cannot watch the video lectures because of problems in accessing the Internet and gadgets, then as a result, Phase II will be meaningless for students who could not watch. Financial issues are usually the reason for not being able to access the Internet and technology. This problem can be found especially in low-income areas, for example rural schools where facilities are old and students usually come from poor families. In such areas, implementation of flipped classroom model can be problematic since these schools do not have enough resources and money for bringing technology (Pappas, 2013).

Another drawback of flipped classroom model is content of video lectures. Teachers have two options for video lectures, teachers either record video lectures by themselves with the help of digital software or they choose appropriate materials, which are available online. In either way, video lectures that are assigned to students must be clear, informative, and pedagogic, so that students do not have any problem in understanding them (Mirriahi, Alonzo, McIntyre, Kligyte, &Fox, 2015). Otherwise, students will not get the most out of videos (Phase I) and this will cause them not to benefit from the process at all. Preparing clear, informative and pedagogic videos require hard work and experience and this is a big challenge for teachers.

Moreover, using software or any digital tools to record and prepare video lectures may be a challenge for some teachers, who do not have proper knowledge about technology (Bergmann & Sams, 2012).

As it was mentioned, flipped classroom model is a contemporary, student-centered, and constructivist educational approach that caters to 21st century's educational vision and objectives. It is also known fact that traditional instructional methods and traditional sage-on-the-stage lecturing are still very common in all phases of education in many countries. Flipped classroom model brings a lot of instructional change compared to traditional classroom and because of this situation some students, teachers, and even parents resist to implementation of flipped classroom model (Bergmann & Sams, 2012; Hutchings & Quinney, 2015).

Defour (2013) reported that some students see video lectures as an extra burden on their shoulders and they want to learn the theoretical part of the subject in the classroom. Another concern that was raised by students as a drawback of the flipped classroom model is that questions that come to their minds suddenly while learning the subject from videos cannot be answered right away because the teacher or lecturer is not present. However, it does not seem to be a big problem since students can write down their sudden questions and other questions and ask them to teacher or lecturer in class.

Research proved that some students prefer learning a subject socially with other students. However, students learn the content of the course without the presence of their classmates. This feature of the flipped classroom model can be problematic for some students. Interactivity and interaction should be increased in blended learning contexts in order to increase student satisfaction and student learning (Kim, Kwon, & Cho, 2011; So & Brush, 2008). Snowball (2014) argued that flipped courses might be challenging for freshman college students because they might need more socialization and interaction with their classmates.

Some parents and teachers approach flipped classroom model suspiciously because they were educated with rigid methods in traditional classrooms and they are not open to change and innovation. Moreover, Defour (2013) put forward that some teachers oppose flipped classroom model because they claim that it increases their workload and requirements of the model become a burden on their shoulders.

2. 10. Blended Learning

Donnelly (2010) defined blended learning as utilization of technology in constructivist and student-centered classrooms. Macdonald (2008) also defined it as integration of traditional classroom methods and online learning to instruction. It can be seen that blended learning is very similar to flipped classroom model because the fundamental feature of blended learning is taking the lecture out of classroom (De George-Walker & Keeffe, 2010). Blended learning was praised by many researchers because of the fact it addresses the needs of twenty first century higher education institutions thanks to its flexibility, convenience, and constructivist nature (Bonk, Kim, & Zeng, 2006; Hafeez-Baig, Gururajan, Nazemi, De George-Walker & Danaher, 2010). Benefits of flipped classroom model have been already mentioned. Benefits of blended learning are very similar to the ones of flipped classroom model, however, just to mention few more, blended learning improves problem-solving skills (Neo & Neo, 2009), increases self-esteem and motivation (Neo & Neo, 2009), and absenteeism decreases (Lasry, Mazur, & Watkins, 2008).

Graham (2009) investigated different ways of using blended learning in classrooms. He concluded that blended learning can be applied in classroom in variety of ways; however, the important thing is choosing the most appropriate and effective model for specific learning contexts. He, Gajski, Farkas, and Warschauer (2015) conducted a study to investigate effectiveness of blended learning and flipped classroom model with 159 college students in the United States of America. They blended an undergraduate electrical engineering course. They reported that academic achievement and attendance rates are increased and students find the new model effective and satisfying. Wang (2009) conducted a research with 167 graduates of teacher education to explore effectiveness of blended learning in teacher education at the program level. Results showed that blended learning works effectively in teacher education program and student teachers find the model flexible, convenient, and accessible. The author also concluded that blended learning model may increase the quality of teacher preparation programs. Krivacek (2016) conducted a study at a college with 295 students, 148 of them took an accounting course with traditional lecturing method and 147 of the participants took the same course with a blended format. The study continued for two semesters and the author investigated the participants' satisfaction level and academic performance. The results revealed that students were satisfied and academic achievement increased in both groups regardless of the type of instruction and instructor.

Sorbie (2015) conducted a study with 12 high school teachers who blended their classes to search for how high school teachers view blended learning, how it affects their teaching practices, and their views about if blended learning helps students learn better. Results revealed that blended learning model brought student-centered teaching environment, it increased collaboration, student engagement, and cooperation. Teachers also reported that blended learning model supported their teaching practices. The author concludes that special communities or training activities can be organized for teachers in order to make them get the most out of blended learning environments.

Varthis (2016) conducted a study at a dental school with 40 second year dental students to investigate effectiveness of blended learning compared to traditional lecturing method. Participants responded to a Likert-type scale, they content exams, and they were interviewed individually. Results showed that the participants are very satisfied with the model. The participants believe that blended learning model supports meaningful learning and this model can be used very well with dental education program. Moreover, the results also revealed that participants who were taught with blended model were as successful as the ones in traditional classroom, blended group were even more successful on specific content test questions. The author concludes that blended learning model supports self-regulated, in-depth, and active learning.

2. 11. Active Learning

Allen and Tanner (2005) defined active learning as: “seeking new information, organizing it in a way that is meaningful, and having the chance to explain to others” (p.262). Bonwell and Eison (1991) described active learning as a process in which students do things and at the same time thinking about these things. Hung (2015) argued that this broad definition makes active learning relevant with varieties of student-centered and constructivist pedagogical activities such as group discussions, case studies, collaborative learning, problem-based learning, inquiry-based learning etc. It has been suggested that applying these active learning principles in classroom enhances student learning and improves student engagement (Vygotsky, 1978). There are varieties of methods that can be followed and applied in classroom for integrating active learning to instruction. Bonwell and Eison (1991) listed some strategies that allow active learning in classroom. These strategies are: (a) learners are involved in class, not just listening to teacher or instructor; (b) learners are not seen as an

empty vessel to be filled with information, rather their skills and learning styles should be developed; (c) learners' higher-order thinking skills such as analysis, synthesis, and evaluation should be improved, as it is fully explained in Bloom's Taxonomy; (d) learners are engaged in constructivist and interactive activities; (e) learner autonomy should be emphasized so that learners can take control of their own learning and they can realize their own interests and values. These strategies are pedagogical and they comply with contemporary educational philosophies. If these strategies are applied and integrated to instruction successfully in blended and flipped classrooms, meaningful learning will take place and learners' academic achievement will increase. Vonderwell and Turner (2005) explained this: "pedagogically effective convergence of active learning strategies and methods and technology tools can help faculty and students accomplish successful teaching and learning" (p.66).

Strategies for creating an active and constructivist learning environment in online courses, specifically in flipped classrooms in this study's context, have to be applied while preparing video lectures or other online course materials. Poll, Widen, and Weller (2014) identified six strategies for improving student engagement and increasing academic achievement in online courses: (a) building a community; (b) making the online course's objectives and attainments clear and understandable; (c) using the most effective and pedagogic online tools for interaction among students; (d) opening up a space for interaction and discussion in an online classroom; (e) providing learners with immediate, appropriate, and beneficial feedback; (f) creating a student-centered environment. It can be concluded that by applying these strategies into online learning environments such as blended or inverted classrooms and flipped classrooms, active learning, constructivist learning, and, as a result, meaningful learning can take place in classrooms.

2. 12. Constructivist Learning

In traditional classrooms, students are expected to receive all information being transmitted to them by their teachers or professors. In another famous description, learners are treated as an empty vessel that needs to be filled with information transmitted by 'all-knowing' professor. In such classroom, learners are usually not allowed to express their opinions, their main duty is just receive information and remember it when they take an exam. Traditional classroom does not give space and opportunity to learners for exploring their own interests, values,

abilities, and skills. In higher education context, this educational approach is described as 'sage-on-the-stage', which means that all-knowing professor just stands at one point of the classroom, gives lecture (content of the course) without any interaction with learners, and learners just sit and take notes. Constructivism and constructivist learning theory fiercely opposes this old-fashioned method. Constructivist education is a student-centered educational model and learners' interests, needs, values, and abilities are taken into consideration contrary to traditional methods. Collins (2015) argued that constructivist learning theory is about learners actively constructing knowledge by interacting with their existing experience and new information that is given to them instead of transmitting from professor. Constructivist learning theory has its roots in psychology and philosophy (Doolittle, 1999). Thus, many researchers and scholars have intensely written and searched about constructivist learning theory in education.

There are three types of constructivism: cognitive constructivism, social constructivism, and radical constructivism. Doolittle (1999) explained these types of constructivism briefly: "Cognitive constructivists emphasize accurate mental constructions of reality. Radical constructivists emphasize the construction of a coherent experiential reality. Social constructivists emphasize the construction of an agreed-upon, socially constructed reality" (p.4). Constructivist pedagogy sheds light on educational methods and instructional techniques in classroom. Doolittle (1999) explained constructivist pedagogy as the link between theory and practice and he listed eight principles for successful and effective constructivist education & pedagogy:

1. Learning should take place in authentic and real-world environments
2. Learning should involve social negotiation and mediation
3. Content and skills should be made relevant to the learner
4. Content and skills should be understood within the framework of the learner's prior knowledge
5. Students should be assessed formatively, serving to inform future learning experiences
6. Students should be encouraged to become self-regulatory, self-mediated, and self-aware
7. Teachers serve primarily as guides and facilitators of learning, not instructors
8. Teachers should provide for and encourage multiple perspectives and representations of content.

Yemma (2015) argued that constructivist educational implementations in classroom touch on two main points. First, learners are required to have existing solid knowledge. Video lectures in flipped classroom model will equip learners with the first step. Second, learners should actively construct new knowledge by their existing experiences. Yemma (2015, p.39) states: "The student-centered activities of a flipped classroom model support the constructivist theory of knowledge acquisition through the social learning and experiential learning concepts". Solvie and Kloek (2007) indicated that technology-based materials, including video lectures and PowerPoint slides, are compatible with the suggested design of constructivist classrooms and they help teachers to motivate and engage students. Tétreault (2013) argued that flipped classroom model includes traditional and constructivist teaching practices. Traditional part comes from the teacher preparing video lectures in which he/she presents learners the content of the course. However, these lectures are given to students not in the classroom; students watch them outside the classroom whenever and wherever they want. Constructivist part of the flipped classroom model is that students watch video lectures alone and when they come to classroom; they construct the new knowledge with their experience and existing knowledge by interacting with their classmates and the teacher. Moreover, teachers bring varieties of constructivist and student-centered activities to the classroom, which help students to construct new knowledge, learn meaningfully, take control of their learning, and socialize. Chang (2002) reported that students who were taught with constructivist teaching methods and techniques grasped the course content better compared to traditional teaching methods. Teachers who were using traditional teaching methods before and switching to flipped classroom model are experiencing a big change in their instructional practices because they are moving from traditional teaching to constructivist and student-centered teaching (Bergmann & Sams, 2012; Collins, 2015;).

Shieh, Chang, and Liu (2011) investigated college students' perceptions of being taught in technology enhanced and constructivist environment. Results revealed that students' academic achievement is increased when they were taught in technology enhanced environment. Moreover, students reported that their success is not coming only from the technology enhanced model itself, but also from prior knowledge, their changed study habits, and the atmosphere in the classroom. Flipped classroom model has all these positive factors such as giving learners better study habits, taking advantage of learners' existing knowledge, and lively, collaborative, cooperative, positive, friendly, and constructivist classroom atmosphere.

Grabau (2015) claimed that giving learners a space to process information and providing them with an opportunity of using the processed information effectively and appropriately is the main benefit and advantage of flipped classroom model. Barr and Tagg (1995) argued that colleges should come up with an educational system in which professors create learning environments where students construct knowledge. They also argued that traditional 'sage-on-the-stage' lecturing method should be eliminated and constructivist and student-centered learning environments should take place. Flipped classroom model is one of the solutions for fixing the broken and old-fashioned system in higher institutions since it is a contemporary, constructivist, student-centered, and pedagogical model that caters for meaningful learning, learner autonomy, and student engagement.

2. 13. Teacher Training Models

Teaching is indeed a profession. Thus, teaching profession has to be dealt with professionalism. However, this does not mean that teaching is not unique and it is the same as other professions such as medicine, law, nursing, engineering etc. In addition to being a professional occupation, teaching is also about serving humanity and commitment to the profession. Because teaching is such an important profession, everything related to teaching profession has to be organized and planned scientifically.

English has become the lingua franca of the world and number of people who want to learn English is increasing every day. As a result, the need for English teachers proportionally increased as well. To meet the world's English language need, successful and professional English teachers have to be trained. Training English teachers at colleges and schools of education in a correct way has become a popular issue in academic circles and it is still popular. Wallace (1991) indicated that teacher training programs need a 'coherent intellectual framework' for training student teachers in correct and proper way. As it has been stated, teaching is a profession; however, meaning and scope of the word profession has to be made clear. Wallace (1991, p.5) argued that occupations that are considered as profession must have the following characteristics: a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conduct, and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

There are three models of teacher education: the craft model, the applied science model, and the reflective model.

2. 14. The Craft Model

The craft model of teacher training is as old as the hills and it can be related with traditional classroom model. In this classic model, young and inexperienced trainee follows the experienced and 'master' practitioner keenly, listens carefully every word he utters and takes notes, imitates everything the master does, and follows the master's instructions and advices. Young trainee's expectation is becoming an exact copy of his master. Stones and Morris (1972) indicated that this model is for conservative and static societies, in which change and innovations are not easily welcomed. Therefore, this model cannot work in contemporary and dynamic societies because in such societies, change, innovation, and development regularly take place. Theories and methodologies of science decide the direction that the country is going in contemporary societies. Therefore, an innovative, contemporary educational model like flipped classroom model cannot be related with the craft model.

2. 15. The Applied Science Model

This model is based on scientific and technical rationality. Findings of empirical science is the most significant and valuable element of this model. It can simply be explained as applying and practicing findings of scientific research. Wallace (1991) put forward that for teacher training programs, this model can be thought as usage of scientific knowledge to achieve educational objectives. The core of the applied science model is that knowledgeable and experienced researcher or scholar applies scientific knowledge; results are conveyed to trainees and then trainees practice and in this way professional competence occurs (Wallace, 1991). Flipped classroom model might have some connections with this teacher training model but it is still not very much related.

2. 16. The Reflective Model

Schön (1983) claimed that professional knowledge consists of two elements: research-based theories and techniques (Wallace called this 'received knowledge') and experiential

knowledge. As the name suggests, received knowledge is based on scientific data, theories and facts that mostly come from scientific research. Language teachers gain this knowledge in teacher training programs. Language teachers know about how to evaluate course books and course materials or they know about measurement and evaluation in foreign language testing and assessment. However, it is a known fact that teachers encounter with hundreds of issues, problems, changes etc. that have nothing to do with theories or findings of scientific research. At this point, experiential knowledge steps in. According to Schön (1983) experiential knowledge operates in two ways: knowing-in-action and reflection. Knowing-in-action is about teacher trying different techniques and ways and chooses the most effective ones for his/her own situation. The teacher has the freedom to direct and shape his/her own teaching agenda in the classroom. If one procedure, technique, or strategy does not work, then the teacher changes and replaces with another one. The reason for this is that many issues that teachers are facing usually do not have clear solutions offered by scientific findings. The other source of experiential knowledge is teacher's reflection. As the name suggests, here teachers ask questions to themselves related to their performance in the classroom. Teachers ask questions to themselves such as, 'What went wrong with this technique?', 'What can I do to improve my performance?' 'What kind of strategies should I follow to deal with disciplinary problems in the classroom?' etc. This reflection may lead to some improvement.

2. 17. Teacher Training Modes

Varieties of methods are used in teacher training programs. These modes or methods are used by teachers and student teachers according to specific teaching contexts. Wallace (1991) argued that famous mode in some higher education institutions is the formal lecture mode or sage-on-the-stage method, which is traditional and gives little or no space to constructivist and contemporary in-class activities. Wallace (1991) put forward that students teachers should be exposed to varieties of teaching and learning modes because of the following reasons:

a. Just like every learner, student teachers have different learning styles and their varying learning styles should be addressed during the training period,
b. It is a necessity that student teachers are encouraged to experience variety of learning strategies so that they can do the same thing when they start the profession,
c. Using and taking advantage of different teaching learning modes makes the learning environment colorful and lively,

d. Utilizing different methods is beneficial for the tutor as well, following the same path will lead to monotonous learning environment,
e. The tutor will have the opportunity to see his/her trainees' strengths and weaknesses while performing in varieties of methods,
f. Student teachers will be aware of the fact that specific methods work in specific learning contexts and learning purposes.

Wallace (1991, p.32) listed some possible teaching and learning purposes. Selection of appropriate teaching model will depend on these purposes.

2.18. Lecture Mode

As it has been stated, lecture mode is a traditional and old but widely-used mode. Just like all the other methods, it has advantages and disadvantages (Wallace, 1991). The main advantage of the lecture mode is that it is economic in terms of time, effort, resources etc. By using the lecture mode, a lecturer can address many people in one place and it can be conducted very easily. However, the lecturer should have experience and necessary skills for delivering the content effectively. According to Wallace (1991), "The heightened, almost theatrical, atmosphere of a crowded lecture hall can provide a tutor with a chance to influence her audience in ways that might not be possible even in a discussion group" (p.34).

There are many disadvantages of the lecture mode. The most problematic issue in the lecture mode is that it is not easy to sustain learners' attention for a long time. Today because of the wide-spread usage of internet and technological gadgets, especially young people have a very short attention span. Thus, it looks problematic to keep the attention of learners for 45-50 minutes. Another disadvantage of the lecture mode is lack of feedback. Sage-on-the-stage type of lecturing does not give space for effective and sufficient feedback, which is a big problem for today's learners who need guidance and support during the learning process.

Flipped classroom model includes the lecturing mode in the first phase (recording of the video lectures by teacher or lecturer and sharing them with students on online platforms) and in the second phase, students come to class and constructivist hands-on activities and discussions take place. It can be seen that flipped classroom model takes advantage of the positive sides of the lecturing mode as well.

2. 18. Group Mode

Group mode differs from the lecture mode in terms of many points. There is intense amount of student-student, student-teacher, and teacher-student interaction; which lacks in the lecture mode. There are varieties of activities in the group mode and this is the most significant benefit of the group mode. These activities are usually constructivist and they cater to contemporary teaching and learning objectives and purposes. According to Wallace (1991), the group mode can be implemented in four group organizations: seminars and tutorials, cross-group activities, workshops and practical sessions, and simulations, case studies and games.

1. **Seminars and tutorials:** Seminars and tutorials are based on discussions and they can be organized in different ways and topics of the seminars and tutorials vary as well.
2. **Cross-group activities:** Class can be divided into different groups consisting of certain number of members and then varieties of activities can be done altogether. This type of group organization maximizes the interaction among students or student teachers in our context and students have a golden opportunity to construct the new knowledge and information.
3. **Workshops and practical sessions:** Here students or student teachers are given a task to complete for a specific educational purpose.
4. **Simulations, case studies and games:** These types of activities are used to make the topic, subject, point etc. relevant to real life so that learners can make connections with life and their existing experiences and knowledge. When learners can do this, they learn better and in a more meaningful and effective way.

It is obvious that the group mode addresses the educational objectives of 21st century and types of activities that are related to this mode are mostly constructivist and pedagogical. Student teachers should be trained with different and varying methods, modes, techniques, and strategies. As it has been mentioned, flipped classroom model is an inclusive educational model that takes advantage of both teaching and learning modes. In the first phase of flipped classroom model, the teacher records video lectures with digital tools and disseminate them with his/her students. In the second phase, students come to classroom having watched the video lecture that the teacher has assigned them. Altogether, they perform certain hands-on constructivist activities in the classroom and meaningful, autonomous, and constructivist learning take place.

2. 19. A Glance at the Flipped Classroom from Teaching Models Perspective

As it has been stated, there are three main teaching models in the literature. These are craft model, applied science model, and reflective model. Wallace (1991) listed some significant teaching and learning purposes, which were given above, and he put forward that appropriate teaching models would be selected and structured according to these purposes. It is a known fact that strictly following one method and not taking advantage of others is a big mistake. Thus, an eclectic approach would suit best every teaching situation. Flipped classroom model is a contemporary educational approach that uses the best parts of all teaching models. Because of pedagogical benefits, following an eclectic approach is the correct way.

Wallace (1991) signified some important teaching and learning purposes, which were explained above. Every lecturer or teacher trainer could shape his/her own unique way of teaching according to these teaching and learning purposes and his/her own teaching context. Five of these teaching and learning purposes are directly related with the purposes in flipped classroom model. These purposes are even more related with the purposes of flipped courses in ELT programs. These five purposes are:

1. Provide an overview of a subject
2. Argue a case
3. Apply theories
4. Illustrate a technique
5. Stimulate thoughts and feelings. Generate ideas

These purposes require lecturers and teacher trainers to integrate advantageous principles of all teaching models into their own teaching. Thus, it can be inferred that educators who flipped their courses will need to do the same.

According to Wallace (1991), there are two common teaching modes: lecture mode and group mode. Flipped classroom model will be analyzed according to these teaching modes.

2. 20. Lecture Mode in Flipped Classroom Model

It has been put forward that lecture mode has also advantages and disadvantages. As it is the case with every method, approach, theory, and technique; the crucial guideline that needs to

be considered at all times is “to maximize the advantages and minimize the disadvantages” (Wallace, 1991, p.34) of the lecture mode. The main advantage of the lecture mode is that it is economical. Lecturer or teacher trainer can address many people easily with this mode. Moreover, variety of topics can be covered with this mode if the presenter is experienced in giving lecture. On the other hand, sustaining people’s attention is extremely problematic in this mode. The lecturer or teacher trainer has to be knowledgeable and experienced in preparing powerful and pedagogic presentations in order this mode to work effectively and successfully. This can be considered as another drawback of the lecture mode, because success and effectiveness of the mode heavily depends on the presenter’s expertise and knowledge. This might be especially problematic for novice lecturers or teachers.

Flipped classroom works basically in two phases (Green, 2015). In the first phase of the model, students are required to watch video lectures that they are assigned and learn the theoretical information. These video lectures are usually prepared and recorded by the teacher or instructor. In this phase, lecture mode is used and students watch the lectures outside the classroom. This phase is vital for the success of the whole process because if students do not grasp the theoretical part of the course in that specific week, then it will be very difficult for them to be full ready for the second phase. Therefore, lecturers or teachers or teacher trainers who want to flip their courses have to be very careful with the preparation of video lectures. Presentations that they prepare have to be pedagogically correct and they have to be created in a way that powerful and successful presentations are made.

2. 21. Group Mode in Flipped Classroom Model

The main distinction between lecture mode and group mode is the intense amount of interaction among students and between students and teacher. This intense amount of interaction exists in the group mode because of varieties of activities in the classroom and these activities’ student-centered nature. Wallace (1991) has put these different activities into four main categories according to activities’ structure: seminars and tutorials, cross-group activities, workshops and practical sessions, and simulations, case studies and games. In flipped classroom model, these categories are put into action in the second phase, which is the practice session in the classroom. These categories and list of sample activity types in flipped classrooms and especially flipped courses in ELT programs will be explained in detail.

1. **Seminars and tutorials:** As it has been mentioned above, seminars and tutorials are based on discussions and they can be organized in different ways and topics of the seminars and tutorials vary as well. In flipped classrooms, students can benefit from this type of activity, for example, to express their opinions or share their knowledge related to that week's topic in the video lecture to their fellow classmates in a seminar style. Organization of the activity and the classroom can be decided according to that classroom's atmosphere and situation.
2. **Cross-group activities:** Classes can be divided into different groups that are consisting of certain number of members and then varieties of activities can be done altogether in the classroom. This type of group organization maximizes the interaction among students or student teachers in our context and students have a golden opportunity to construct the new knowledge and information. In flipped classroom model, these types of activities and organizations are intensively use in the second phase. It is especially very common in the flipped ELT courses, where microteachings, demonstrations, discussions etc. always take place. 'Cross-over' groups work in this way: the class is divided into different groups. Students discuss the main topic among themselves in these groups. After a specific time, one or two members of each group join another group and share the opinions of the group that they left with the new group. If this type of group organization is successfully managed, students will benefit from it socially, psychologically, and academically at a considerable level. It fits perfect with the flipped classroom model. It can be especially a powerful group organization for flipped ELT courses, where there are a lot of topics and issues that need to be approached from different angles.
3. **Workshops and practical sessions:** The logic of workshops and practical sessions is based on the idea that students are given a practical task and they are expected to complete it successfully together. Workshops and practical sessions are quite common in flipped classrooms and ELT programs. Wallace (1991) explained usage of workshops and practical sessions in ELT programs: "A common workshop activity in a teacher education methodology course is the preparation of teaching materials, but there are clearly many practical activities and exercises across a range of topics which fall into this category" (p.38). As Wallace has explained, workshops and practice sessions are very useful tools in teacher education courses because workshops and practice sessions match with the nature of topics and implementations in teacher

education curriculum and the same thing can be said about ELT programs and flipped courses. Flipped classroom model's uniqueness comes from its main feature that theoretical part of the course is taken out of the classroom and more space and time is opened up for practice, demonstration, and activities. Because of this fact, appropriately structured workshops and practice sessions will be intensely used in flipped classroom model.

4. **Simulations, case studies and games:** As it has been stated, these type of activities aim to make a connection with real life, so that topic becomes more meaningful for learners and in this way real learning takes place. Simulations, case studies, and games can be effectively used in flipped classroom model. In simulations, student teachers take the role of different positions such as teacher, student, principal etc. They act out or demonstrate related topic or point. This is very necessary in terms of teacher education and development. The situation is more or less the same with case studies and games; they can also be intensively used in flipped courses. For example, case studies and games can be used in flipped ELT courses to demonstrate or micro teach specific teaching context or to demonstrate how to handle certain problematic classroom management issues etc. in the second phase of the model.

Here is a list of common modes of teaching and learning, which are also used in flipped classrooms (taken from Wallace (1991, p.44)); it should be noted that many more things can be added:

Brainstorming

Buzz groups

Feedback session

Formal lecture

Jigsaw learning

Lecturette

Role play

Self-help group

Seminar

Socratic technique

To sum up, it is obvious that the flipped classroom model uses both modes of teaching and all teaching models in the literature. Because of this eclectic and contemporary nature of the flipped classroom model, integration of the model to teacher education programs will contribute to bringing up quality teachers and educators.

CHAPTER III

METHODOLOGY

3. 1. Research Design

Mixed-method design was employed in this study. Mixed-method designs allow researchers to compensate for possible gaps in their studies. Moreover, mixed-method designs increase validity and reliability of the research.

3. 2. Universe and Sample

The study was carried out with the second year ELT students at Gazi University. 48 student teachers of English participated in this study. 24 of these student teachers were in the study group, in which one of the compulsory courses of ELT curriculum 'Special Teaching Methods-I' was flipped for one semester. The control group, which took the same course, continued to be taught in the traditional way. The study group's section of the course was flipped and they received video lectures of the course content every week.

3. 3. Data Collection Techniques

Flipped classroom model's impact on the students' academic achievement and the students' satisfaction level about the model was explored in this study. Students received the theoretical part of the Special Teaching Methods-I course through video lectures and they were required to watch these video lectures and learn the course content outside the classroom. When they came to classroom, they just practiced what they learn from the videos with increased amount of hands-on activities, microteaching, and discussions. Academic achievement of the participants in the study and control groups was measured from their midterm scores. Content

of the course till midterm exam week covered all the topics in terms of intended student achievements. Therefore, the flipped classroom model was applied and the video lectures were sent till midterm exam. This was the quantitative data.

At the end of the semester, participants in the study group have been given a questionnaire, which includes both qualitative and quantitative data in it. The questionnaire has closed-ended questions and analysis of the responses to these questions has given the quantitative data. The questionnaire has some open-ended questions as well and responses to these questions have given the qualitative data. In addition to this questionnaire, both study and control groups have been given a survey with a Likert-type scale, which is the list of learning outcomes for the course. This survey is the list of course learning outcomes and the participants in both groups assessed themselves in terms of attaining the course outcomes. This survey also provided quantitative data.

3. 4. Validity and Reliability

Validity and reliability are two very significant factors in determining the quality of a scientific research. Creswell (2013) defined validity as: "the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use" (p.159). Creswell (2013) defined reliability as: "scores from an instrument are stable and consistent" (p.159). This study used mixed-method design to increase the validity and reliability of the research.

3. 5. Data Analysis

Regarding the qualitative data, directed content analysis was used. Directed content analysis starts with a theory or relevant research findings. The questionnaire tried to explore advantages of the flipped classroom model, disadvantages of the flipped classroom model, and the participants' suggestions for improving the implementation of the model. Moreover, the items in the questionnaire were categorized to four during the analysis process as shown in Table 3. Quantitative data was analyzed by the statistical analysis software SPSS 21.0, using t-test.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter gives detailed information related to qualitative and quantitative findings and results of the study. The results are analyzed and discussed according to study's research questions.

4. 1. Analysis of Findings According to Researh Questions

Research Question 1: Does the flipped classroom model increase academic achievement of student teachers of English compared to traditional face-to-face lectures?

The exam results of both groups were compared with SPSS 21 statistical software. Exams were checked by two raters to ensure interrate reliability and then avarage of the ratings were taken. Results are shown in this table:

Table 1
Independent Samples t-Test Results of Groups in terms of Academic Achievement after the Experiment

After the Experiment	Group	N	x	*SD*	*t*	*p*
Academic Achievement	Control	24	67.89	11.27	2.378	.022
	Experimental	24	74.45	7.45		

An independent samples t-test was computed to compare the achievement levels of the groups. The findings indicated that there is a statistically significant difference between

control group students (M=67.89, SD=11.27) and experimental group students (M=74.45, SD=7.45). Hence, it can be concluded that flipped classroom was found to have a significant effect on academic achievement of student teachers of English in the present study (t(39)= 2.378, p=.022).

As the difference was statistically significant, the effect size was also calculated. The analysis revealed a moderate effect size (Eta squared value: .068). Cohen (1988) argues that an Eta squared value between .06 and .14 represents moderate effect.

Shapiro-Wilk normality tests were conducted for all data sets and it is found that all the data showed normal distribution. Therefore parametric tests were conducted.

Research Question 2: What are the views of the student teachers of English on the flipped classroom model?

At the end of the semester, student teachers were given a questionnaire to investigate their views on the flipped classroom model and their experiences with the model. The questionnaire has provided both qualitative and quantitative data with closed-ended and free text answers to open-ended questions.

Table 2

Frequency of the Participants' Responses to the Questionnaire Items

Questions	Yes	Mostly yes	Usually	Sometimes	Rarely	No	Neutral	No Answer
1. Did you watch the video lectures before coming to practice class?	7	4	1	2	3	2		
2. Was accessing the video lectures easy for you?	18					1		
3. Were the lengths of the video lectures appropriate and optimal?	7	6				6		
4. Were the video lectures helpful and beneficial?	18			1				
5. Did you watch the video lectures again before taking mid-term and final examinations?	13			1		5		
6. Did the video lectures help you to save time for studying the theoretical	14			2		3		

	parts of the course?								
7.	Did the video lectures help you to reach and remember points that you did not understand well whenever you want?	16			1		1		
8.	Did the video lectures help you to study better for the course's examinations?	16					3		
9.	Did you spend more and efficient time in class for practicing thanks to the video lectures?	15					4		
10.	Did the video lectures give you an opportunity of practicing what you have learnt freely and effectively?	14					1		4
11.	Have communication, collaboration, and cooperation increased in class thanks to the video lectures?	8			1		5		5
12.	Were the video lectures clear and understandable?	17	2						
13.	Did you have any difficulty in understanding the topics in the video lectures?				1		18		
14.	Did you get bored or unfocused because of the durations of the video lectures?	3			11	2	3		
15.	Did you do better academically in the flipped classroom model?	12					3	2	2
16.	Did the flipped classroom model (and video lectures) help you concentrate more compared to the traditional lectures?	14					4		1
17.	Did you study for the course more flexibly thanks to the video lectures?	19							
18.	Would you like your other courses to be conducted in flipped classroom model?	15					4		

Question	Library	Dormitory/Home	Computer Lab	Public Transportation
Where did you watch the video lectures?	1	15	7	1

The questions were put into four categories: impact of flipped classroom model and video lectures on academic progress, impact of flipped classroom model on practical dimension of the course, quality of video lectures, and participants' experience with the video lectures and flipped classroom model. The items of the questionnaire and the four categories show somehow similarity with the ones in Della Sciucca and Fochi (2016)'s study. Views and responses of the participants will be discussed under these categories.

Table 3

Categorization of the Questionnaire Items

Categories	**Questions**
Impact of Flipped Classroom Model and video lectures on academic progress of the student teachers	1. Did the video lectures help you to save time for studying the theoretical parts of the course? 2. Did the video lectures help you to reach and remember points that you did not understand well whenever you want? 3. Did the video lectures help you to study better for the course's examinations? 4. Did you do better academically in the flipped classroom model? 5. Did you study for the course more flexibly thanks to the video lectures?
Quality of video lectures	1. Were the lengths of the video lectures appropriate and optimal? 2. Were the video lectures clear and understandable? 3. Were the video lectures helpful and beneficial? 4. Did you get bored or unfocused because of the durations of the video lectures?
Impact of Flipped Classroom Model on practical dimension of the course	1. Did you spend more and efficient time in class for practicing thanks to the video lectures? 2. Did the video lectures give you an opportunity of practicing what you have learnt freely and effectively? 3. Have communication, collaboration, and cooperation increased in class thanks to the video lectures?
Participants' experience with the video lectures and Flipped Classroom Model	1. Did you watch the video lectures before coming to practice class? 2. Was accessing the video lectures easy for you? 3. Did you watch the video lectures again before taking mid-term and final examinations? 4. Did you have any difficulty in understanding the topics in the video lectures? 5. Did the flipped classroom model (and video lectures) help you concentrate more compared to the traditional lectures? 6. Would you like your other courses to be conducted in flipped classroom model? 7. Where did you watch the video lectures?

Category 1: Impact of Flipped Classroom Model and Video Lectures on Academic Progress of Student Teachers

Items in this category have been added to the questionnaire to investigate effect of flipped classroom model on student teachers' academic progress. Results revealed that majority of student teachers were satisfied with the flipped classroom model and the model positively affected their academic progress. According to the responses of the participants, the major benefit of the model academically is flexibility that the model brings in studying for the course. All of the participants responded that the model gave them the opportunity of studying flexibly for the course. Some of the participants who made it clear that they prefer sage-on-the-stage or traditional lecturing to flipped classroom model also responded that they studied more flexibly thanks to the flipped classroom model. Some of the responses of the participants related to this flexibility are as follows:

"Yes, we watched the videos anytime and anywhere we want before the lesson."

"Yes, I watched them according to my time schedule."

"Yes, because what I watched was easy to remember. That's why; I did not study hard for the exam to memorize all of the things."

"Yes, replaying and re-listening provided flexibility."

"Yes, thanks to the video lectures, courses were more memorable."

Another major benefit is the ease of access to theoretical information. Student teachers could watch the video lectures whenever and wherever they want and they could rewind, stop, play again the videos. This was favored by the participants. Student teachers' views related to this benefit are as follows:

"Yes, they were accessible whenever we want and they were easy to understand."

"The most helpful point of these video lectures was replaying and re-listening the course."

"Yes, and that is the thing that I like most about the videos."

Moreover, majority of the participants also indicated that the flipped classroom model helped them study better for the exams. One participant agreed that the video lectures helped for studying the exams but she said that she would prefer learning in a traditional way to learning with video lectures and the flipped classroom model. Another participant stated that flipped classroom model was not really appropriate for studying exams. On the other hand, another participant who agreed that flipped classroom model was helpful in terms of studying exams

stated that thanks to the video lectures, it took less time to study for exams and for the course and at the same time, thanks to the model, he does not get bored anymore while studying the theoretical parts of the course.

Majority of the student teachers responded that the video lectures helped them to save time for studying the theoretical parts of the course, because all the topics can be easily online in an omnipresent way.

In general, responses of the student teachers show that the model academically helped them and they benefited from it.

Category 2: Quality of Video Lectures

Every week, student teachers received a video lecture related to that specific week's topic and they were required to watch these video lectures and grasp the theoretical information. These video lectures were prepared by the researcher and delivered to student teachers via Google Drive. Items in this category are used to investigate the quality of these video lectures from student teachers' perspective. There are four items related to the quality of video lectures. The participants gave positive feedback to two items and negative feedback to two items in this category. First of all, according to responses of the majority of the participants, video lectures were clear and understandable. Some of the responses related to this point are as follows:

> *"I think they were pretty clear and understandable because they were in order most of the time like number etc."*
>
> *"Yes, the voice of the teacher is clear and his English is fluent."*

Secondly, majority of the student teachers responded that the video lectures were helpful and beneficial. Some of the responses of the participants related to this point are as follows:

> *"Yes, those video lectures were beneficial in terms of following the lesson and understanding difficult parts."*
>
> *"Yes, the videos were very descriptive and clear."*
>
> *"Of course they were helpful and beneficial because in classroom you can/may miss some parts of the lecture but in the video lecture, you can easily turn back to the missing part."*

Responses show that student teachers benefited from the video lectures and the video lectures were considerably helpful for them.

As it has been mentioned, six participants gave negative feedback to the items related to length of the video lectures. They indicated that length of video lectures were not really appropriate and optimal and they were longer than the expected length. Few of the video lectures lasted more than 25 minutes because those topics were little bit detailed and long. The other negative point of the video lectures is somehow related to the length of the video lectures. Because of increased length of some of the video lectures, majority of participants responded that they felt bored or unfocused at least in some moments of the video lectures.

Category 3: Impact of Flipped Classroom Model On Practical Dimension of the Course

The fundamental principle of the flipped classroom model comes from the idea that lecturing time is taken outside the classroom and more space is opened up for practice and implementation. With the increased amount of time for practice, hands-on activities, discussions etc., learners become active and autonomous learners and this goes in harmony with the principles of constructivist learning. Items in this category were added to investigate views of student teachers on this dimension of the flipped classroom model. Responses of the participants reveal that thanks to the flipped classroom, student teachers found more opportunity to practice what they have learned from videos, to share their opinions with others, and to generate more ideas. Majority of the participants stated that they spent more and efficient time in class in terms of practice and implementation. Some of the responses of the participants related to spending more and efficient time in classroom are as follows:

> *"Yes, we did not spend a lot of time on the theoretical parts thanks to the videos, that's because we did many practicing activities."*
>
> *"Yes, because thanks to video lectures, I went to classes in a prepared way."*

Majority of the participants also stated that video lectures and the flipped classroom model gave them the opportunity of practicing what they learnt from videos freely and effectively. Some of the responses of the participants related to this point are as follows:

> *"Yes, thanks to videos, we skip the theoretical part and we practice what we learn."*
>
> *"Yes, we freely practiced activities because we were already ready for the class."*
>
> *"Yes, when we were in class, we practiced all information that we listened."*

Responses of the participants reveal that majority of student teachers are satisfied with the model and they benefited from increased amount of time for practice. When more space is

opened up for pair and group work activities, it is expected that learners will develop closer relationship with a teacher and among themselves. If flipped classroom model established a better communication, collaboration, and cooperation among student teachers was investigated as well under this category. Almost half of the participants stated that the model increased communication, collaboration, and cooperation in classroom.

Category 4: Participants' Experience with the Video Lectures and Flipped Classroom Model

Items in this category were added to explore student teachers' experience with video lectures and flipped classroom process. The video lectures were delivered to the participants via Google Drive 3-4 days before the lesson. They were required to watch the video lectures and come to class. To make sure that all student teachers watch the video lectures, they were taken to the university's computer laboratory every week by the researcher and they watched that week's video lecture. Many participants live in dormitory or in rental apartments and they might not have easy access to an internet connection or they might just ignore watching the video lectures and come to class without knowing anything about the topic of the week. Student teachers were taken to the computer laboratory as a precaution to prevent the situation that some of them watched and participating in activities in classroom and others are the opposite. Responses to the items in this category showed that some participants have internet connection problems in places that they live and because of that reason they watched the video lectures only in the laboratory. However, responses related to this point showed that more than half of the participants watched the video lectures both outside the school and in the school laboratory.

Except one, all of the student teachers responded that accessing the video lectures was easy for them because Google Drive link of the video lectures was sent to their email addresses every week and all of them have mobile devices that can connect to the internet. Accessing the video lectures was not easy only for one participant because she responded that internet connection was very weak in dormitory.

Results also revealed that majority of student teachers watched the video lectures again before taking midterm and final examinations and this goes in parallel with the responses in the first category. Student teachers favoured video lectures and the flipped classroom model academically, mostly because of the ease of access to theoretical information in an

omnipresent way. These responses show that student teachers benefited from the video lectures and the flipped classroom model contributed to their academic development.

The participants were asked if they had any difficulty in understanding the topics or the way the topics were explained in the video lectures while watching them. All of the participants responded that they did not have any difficulty in understanding the topics in the video lectures and the participants indicated that topics in the videos were clearly and pedagogically explained. Only one participant stated that she had problems in understanding in few topics, other than those topics she did not have any problem. This shows that the video lectures were prepared in an appropriate way and the researcher explained the topics of the course in a clear and understandable way.

Another significant data in this category came from the item that is investigating concentration of the student teachers. The student teachers were asked if the flipped classroom model helped them to concentrate better on the lesson compared to traditional lectures. Majority of participants responded that they concentrated on the course content and activities better in the flipped classroom. Some of these responses are as follows:

"Yes, technology is a good material to getting attention"

"Yes, because I watched these videos whenever I want and I can easily concentrate"

"Yes, absolutely. I prefer video lectures instead of traditional lectures"

The participants who gave 'no' as an answer to this item stated that they prefer traditional lecture methods and traditional lecturers, that's why; they could not concentrate better in this model.

The student teachers were also asked if they want their other courses in the ELT program to be flipped as well. Majority of them responded that they would be happy if their other courses are flipped as well. Only four participants stated that they do not want their other courses to be flipped because they prefer traditional lecturing to flipped classroom model.

To sum up, majority of student teachers are satisfied with the flipped classroom model and they think that the model helped them academically and socially.

Research Question 2.a: What are the advantages of the flipped classroom model stated by the participants?

Responses of the participants revealed that there are seven main advantages of the flipped classroom model. Other than the categorized items above, there are also four open-ended questions in the questionnaire that the participants could give free text responses. These advantages were extracted from the responses that were given to all items. Firstly, majority of the participants indicated that they benefited from the flexibility and freedom of the flipped classroom model in terms of studying. They stated that thanks to video lectures, they could organize their own studying for the course in a more flexible and comfortable way. Some participants' comments related to this point are as follows:

> *"Flexibility in terms of studying whenever I want was the most significant contribution of the flipped classroom model. Also I would not understand some things if there were not videos. Classroom activities were complicated."*
>
> *"Whenever I want I can listen and watch and I do not miss some parts of the lecture."*
>
> *"The most significant contribution was that I could learn in my own time span and speed."*
>
> *"Flexibility and easiness to access the theoretical knowledge."*

These and some other responses related to the flexibility and freedom of the flipped classroom model are in the same direction with the responses that were given to the 17th item in Table 1. The participants were asked in this item if they studied more flexibly thanks to the video lectures and all of the participants responded 'yes' to this item.

The second advantage of the flipped classroom model stated by the participants is being ready for the practice class. Some of the responses related to this point are as follows:

> *"The part that I like most is getting ready to the classes and not spending class period for theoretical knowledge."*
>
> *"It helped us to go to lessons more prepared. We would know what we encounter in the lessons."*

The third advantage of the flipped classroom model stated by the participants is that they could concentrate better in this model compared to traditional lectures. One of the responses related to better concentration in the flipped classroom is as follows:

> *"Sometimes when I am in a lesson, I am distracted so easily and I cannot catch the rest of the lesson. But with video lectures when I am distracted, I stop watching it; when I feel ready to continue, I continue."*

The fourth advantage of the flipped classroom according to the participants of the study is ease of access to theoretical information thanks to the video lectures. This advantage has been

mentioned and explained in detail above. Responses of the participants related to this point have been given as well. Majority of student teachers have indicated that easy and comfortable access to theoretical information thanks to video lectures along with the flexibility and freedom in terms of studying were the most significant advantages of the flipped classroom model. Some of the comments of the participants related to this point are as follows:

"That I still have video so I can find information everytime I want, easily."

"Comfort of accessing knowledge at any time."

"Being relax about where to watch and when to watch."

The fifth advantage of the model according to the participants is studying for exams more easily and effectively. Almost all of the student teachers have indicated that studying for the course's examinations have become easier and more effective with the flipped classroom model because they could easily reach the video lectures, rewatch them, go over the confusing parts and become ready for the exam.

The sixth advantage of the flipped classroom model according to the participants is related to the previous advantage. Because student teachers could easily and effectively study for the course's examinations, some of them pointed out that this flexibility and easiness for studying saved time as well compared to traditional lectures.

The last advantage of the flipped classroom model according to the participants is the increased amount of time for practice and in-class discussions. In practice classes, student teachers have an opportunity of practicing theoretical knowledge in a free way. These practice classes consist of intense amount constructivist hands-on activities and student teachers can express their ideas easily and they can communicate with each other more. Some of the participants stated that increased time for practice, hands-on activities, and in-class discussions made them more active learners and at the same time their learning more meaningful.

In addition to these main advantages stated by the participants, student teachers were also asked in one question to describe their flipped classroom and video lectures experiences with a metaphor. Some participants left this item empty. Other participants used different metaphors to describe their flipped classroom experience. There are four participants who do not prefer flipped classroom model because they like to be taught in traditional ways.

One participant used the metaphor ‘enjoyable’ and stated:

> *“It helped us a lot and prepared us for the lessons.”*

Another participant used the metaphor ‘practicing’ and continued:

> *“because we had an idea about what it is going to be covered in class in advance. This gave us an opportunity for adapting to the course easily and knowing everything about it very well.”*

One participant used ‘my own private lecture’ as a metaphor and stated:

> *“because I always had the information under my finger tips. I could watch and rewatch them anytime I wanted.”*

Another participant used the metaphor ‘awesome’ and stated:

> *“because they prepared me to class.”*

An interesting metaphor and explanation came from another participant. She used ‘working from home’ as a metaphor and gave the reason:

> *“because I was alone while watching the video and I felt like I am really comfortable while watching. I can stop it, rewatch it, it means I am the authority.”*

One participant said that flipped classroom experience was like ‘an interesting thing’ because they do not do such thing in any other lesson.

Participants gave also ‘relaxing’ and ‘flexible’ as metaphors to describe their flipped classroom and video lecture experiences.

Research Question 2.b: What are the drawbacks of the flipped classroom model stated by the participants?

There are four drawbacks of the flipped classroom model stated by the participants. The first and most significant drawback of the model is based on the responses of some participants of the study. These participants made it clear that they like being taught with traditional lecturing methods and they want to see the teacher lecturing in front of them all the time. In this vein, it is obvious that the flipped classroom model does not address the needs of these learners.

Some of the participants complained about the length of some video lectures. They complained that they got bored and unfocused because some of the video lectures were little bit long. From this feedback it can be inferred that if video lectures are not prepared with an

optimal duration, it can turn to a problem and learners might get bored. This has to be dealt with a caution.

It was investigated that some participants were not completely satisfied with the model, although they were satisfied and happy with the flipped classroom model in general, because they prefer asking questions right away to the teacher while learning theoretical parts of courses. In flipped classroom model, learners usually cannot ask questions to teacher while watching video lectures or learning theoretical information of a course outside the school. Instead of asking questions to teacher right away, they can stop the video, right down their questions related to confusing part, and ask them to the teacher in classroom. Because some student teachers prefer asking their questions to the teacher right away, they thought of this feature as a drawback of the model.

The last drawback of the flipped classroom model according to the participants is related to the previous one to some extent. Some student teachers responded that they want to be active in the first phase of the flipped classroom model as well. In the first phase of the flipped classroom model, learners are usually just watching videos that were delivered to them by the instructor outside the school and after watching the video, they come to school and implement what they learned from the video with their classmates. Some of the participants' responses showed that some learners would like to be active in both phases of the flipped classroom model.

As it has been mentioned, there is one item in the questionnaire that the participants were asked to describe their flipped classroom experience with a metaphor. Two participants who prefer to be taught in traditional classrooms described their experience with a metaphor. One of them described her experience as 'insufficient' and she stated:

> *"I'd rather to have a teacher that explains lessons in front of me so I can ask questions and interact with him/her."*

The other participant drew an unhappy face as a metaphor to describe her experience and she continued:

> *"I do not like being passive. If I cannot say anything, I get bored. While watching video, most of the time I cannot focus effectively."*

Research Question 2.c: What kind of improvements could be done about the model based on suggestions of the participants?

According to the responses of the participants, there are mainly four suggestions that could be made to improve the quality of flipped classroom model in general. First suggestion is about the length of the video lectures. It has been mentioned that some of the video lectures were more than 20 minutes because of some detailed topics. The participants suggested that some of the video lectures could be shorter. This can be considered as the drawback of this study. Second suggestion of the participants is that there would be a feedback session for each video lecture every week. Feedback sessions were organized in question and answer format in this study, which means that before starting the practice classes, the lecturer gave brief information about the key points of topics and then student teachers were given an opportunity to ask their questions and then the lecturer answered these questions. Even though this has been done every week, some of the participants do not appear to be satisfied. It can be inferred that they might be expecting something more detailed or feedback session in a different format.

Research Question 3: What are student teachers of English' self-assessment of their achievements in the course 'Special Teaching Methods' ?

At the end of the semester, participants in both groups were given a 5 point Likert-type survey. The survey is made up of 33 items and these items are statements related to course attainments. 23 people from the study group and 15 people from the control group completed the survey. Some participants in the control group could not be reached at the time the survey was given and because of this situation 15 participants from the control group have taken the survey. This survey was given to investigate student teachers' self-assessment related to their achievement of the course attainments. Student teachers' responses to the survey were analyzed with IBM SPSS Statistics 21 statistic software. T-test was applied for the analysis of the responses.

Table 4
Paired Sample T-test of the Survey Findings

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	A - B	8,26667	12,46977	3,21968	2,568	14	,022

According to the SPSS statistical software analysis, there is a statistically significant difference between two groups. Sig. (2-tailed) value is less than 0.05 and this means that the study group is perceived course attainments, whose course was conducted with the flipped classroom model, were better than those of the student teachers in the control group. The results reveal that student teachers of English studying in the flipped classroom model believe that they have benefited from the model academically compared to the control group, who have taken the same course with the traditional lecturing format. The statements in the survey were prepared for each topic in the course's syllabus according to Bloom's Taxonomy's (1956) categories. As it has been explained above, student teachers in the study group were given a questionnaire for investigating their views and satisfaction level on the flipped classroom process. All of the student teachers indicated that the flipped classroom model gave them the opportunity of studying flexibly for the course and for the course's examinations. Moreover, majority of the participants also stated that they benefited from the model academically and socially. Results of the survey and results of the questionnaire are in harmony. Both of the tools prove that flipped classroom model academically benefit student teachers of English compared to traditional lectures. Student teachers in the flipped classroom model grasped the course content better than the ones in the traditional classroom according to the survey results.

4. 2. Discussion

The findings of this study are in agreement with studies that investigated the flipped classroom model increasing academic achievement of learners and increase student learning (Albert & Beatty, 2014; Fulton, 2012; Kurt, 2017; Missildine, Fountain, Summers, & Gosselin, 2013; Pierce & Fox, 2012; Roach, 2014; Talley & Scherer, 2013; Tune, Sturek, & Basile, 2013; Schultz, Duffield, Rasmussen, & Wageman, 2014). In all of these studies, it has been investigated that learners in flipped classrooms outperformed learners in traditional classrooms in terms of exam grades. In this study, it has been also investigated that student

teachers of English in the flipped classroom outperformed student teachers of English in the traditional classroom in terms of exam grades and in terms of their self-assessment for achieving the course attainments. These studies also provide proofs for the effectiveness of the flipped classroom model on increased student performance and academic achievement. The findings of this study revealed that flipping the course in ELT program named Special Teaching Methods-I improved student teachers' academic achievement.

The second research question of this study is related to the student teachers' views on the flipped classroom model, their suggestions for the instructor and improving the model, and at the same time their satisfaction level of the flipped classroom model. The findings of the study related to this point were collected from the questionnaire that participants in the flipped classroom completed. High satisfaction level of the flipped classroom model was observed on part of the participants. Anderson, Young, and Franklin (2014) came up with similar findings related to views of the participants on the flipped classroom model that participants are highly satisfied with the flipped classroom model. It has been mentioned in the section of the analysis of second research question in this study that many student teachers also responded that they liked the flipped classroom model because they were coming to class in a prepared way. In this study it was observed that a small minority of student teachers put forward that they prefer traditional in-class lectures and they learn better in this way and because of this fact they do not favor the flipped classroom model. The flipped classroom model was not favored because of similar reasons in other studies as well in literature.

This study has significant implications because of the fact that it utilized a popular educational model and integrated it to ELT program. Because of this situation, it can be suggested that this study will contribute to the improvement of ELT curriculum in universities. Flipped classroom model is made up of two phases. In the first phase, learners receive video lectures that are usually prepared and recorded by teacher or instructor. Learners receive these video lectures or other related instructional materials online via digital and online platforms and they are required to watch these videos and come to class having watched them. These video lectures aim to equip learners with theoretical knowledge of the course content. Learners watch these videos outside the classroom before practice class in school at their convenience and grasp that specific week's topic. In the second phase, learners come to class having watched that week's video lecture before. Usually, in first 10 minutes learners give feedback to each other and to the teacher related to that week's video. At this

point, learners can ask questions if they did not understand certain points in the video. After the feedback session, practice session starts and learners apply and implement the theoretical information that they learned from the video lecture. This study was conducted according to the same process. Two groups of student teachers of English taking Special Teaching Methods-I course were chosen and one became the control group and the other one as a study group. The control group's course was flipped for one semester and the student teachers in this group received video lectures related to the theoretical part of the course every week. The video lectures were prepared and recorded by the researcher. At the end of the flipped classroom process, a satisfaction questionnaire was administered to student teachers in the study group and at the end of the semester both study and control groups were given a course outcome list and they were told to self-assess themselves in terms of achieving the course outcomes. Along with these data collection tools, both groups' exam results were compared to investigate their academic achievement. Majority of student teachers of English are highly satisfied with this model and they clearly made this clear. Student teachers in the study group indicated that the model gave them freedom and flexibility in studying for the course because they could access the theoretical information all the time. They also mentioned that they enjoyed coming to class in a prepared way and at the same time practicing what they have learned from the video lectures effectively because they had a lot of time for practice and application. Student teachers were also very happy and satisfied with the video lectures that they received because the video lectures were clear and understandable and easy to follow. Some of the student teachers complained about the duration of some of the video lectures because they were more than 25 minutes. In general, majority of student teachers of English were very happy and satisfied with the flipped classroom model, only small minority of student teachers who prefer to be taught in traditional methods did not favor the model though even these student teachers agreed that video lectures helped them study for the course and for the examinations flexibly and independently. It can be concluded that the model made student teachers more autonomous. Moreover, there are also two student teachers who think that asking questions to teacher right away is more preferable and because of this fact they do not favor the flipped classroom model very much. It appears that the model does not address learners who like traditional lectures and who like to ask questions to teacher right away. As it was explained in detail in the review of literature chapter, there are varieties of constructivist hands-on activities, workshops, seminars, etc. that can be brought to classroom in this phase. Because the time for lecture is taken outside the classroom, time for practice and application

increases and learners have enough space for practicing freely and effectively. According to contemporary and pedagogic language teaching methods such Communicative Language Teaching; language is taught in this way, in which there are lots of communicative and functional activities, discussions etc. Student teachers of English need to be aware of these instructional and pedagogical strategies and they have to be brought up in the same way in ELT departments. In this study, similar hands-on activities related to English teaching have been implemented in the classroom. For example, student teachers simulated their icebreaker activities, they implemented warm-up activities and analyzed them all together, they prepared lesson plans and discussed their lesson plans together about how to improve them or fix the mistakes, they practiced how to give effective and pedagogic instruction, they analyzed course books and so on. These activities provided student teacher the opportunity of learning meaningfully. It is expected that, as a result, teacher trainers in ELT departments will be able to train more quality teachers thanks to the flipped classroom model. One of the significant courses of the ELT curriculum named 'Special Teaching Methods-I' was flipped for this study. As it has been mentioned, Special Teaching Methods course deals with the most fundamental and vital issues in both teaching profession in general and ELT profession. Some of the topics in the course's syllabus are as follows: preparing lesson plans, dealing successfully and effectively with classroom management issues, first things to do in the classroom as a teacher, strategies of vocabulary teaching, strategies of teaching pronunciation, warm-up, ice-breakers etc. Student teachers of English need to be competent in these issues and for this to happen, they need to apply them and do lots of practice on them in the classroom. It is clear that in such courses, student teachers need more practice than theory. Richards and Rodgers (2014) indicated that teaching skills are gained better with more practice and experience. Results of this study showed that the flipped classroom model work very well in ELT departments and student teachers in the study were very satisfied with the model and student teachers' academic achievement in the flipped classroom model was significantly higher than the ones in traditional classroom. Student teachers indicated repeatedly that this model gave them flexibility and freedom in studying and they did not need to worry about theoretical part of the course because theoretical part of the course was always accessible online and they can open all the video lectures, watch them, stop them, rewind them and make clear the problematic parts or points. Moreover, student teachers also indicated that they enjoyed the increased amount of time for practice and this made them learn the topics meaningfully. Majority of student teachers made clear that they would like their

other courses to be flipped as well in the future in ELT department. Integrating the flipped classroom model into ELT departments and ELT curriculum would yield fruitful results because of the fact that student teachers of English are very satisfied with it and it gives teacher trainers a golden opportunity of increased time for practice. The model should be a part of ELT curriculum for bringing up competent English teachers. Richards and Rodgers (2014) argued that methods, approaches, techniques, and philosophies in language teaching field constantly change and reinvent themselves as a result of the new findings and latest scientific developments. They argued that this unavoidable change forces teacher trainers, curriculum developers, researchers, faculty members, teachers and instructors to change things in their implementations and philosophies according to latest developments and new trends. In this vein, it can be concluded that ELT curriculum is also subject to change at this point and the flipped classroom model might be the change that ELT programs in Turkey need in terms of integrating new techniques and methods into the curriculum. Adaptation of this model to ELT curriculum is important because of another reason. As it has been explained in previous chapters, ELT curriculum has courses that require intensive amount of practice, microteaching, and application. Based on the findings of the study, it can be suggested that other courses that require more practice such as Special Teaching Methods, Teaching Language Skills, Approaches to Foreign Language Teaching, Classroom Management can also be flipped. For instance, Teaching Language Skills course might be considered as one of the most vital subjects of ELT curriculum because it equips student teachers of English with the necessary knowledge and experience to teach receptive and productive skills successfully in the classroom. It can be easily inferred that this subject needs to be conducted in a way that intensive practice, lots of hands-on activities, discussions, workshops, seminars, and microteaching take place all the time in the classroom so that student teachers learn the theoretical part of the course with a lot of applications. Same things can be said about Approaches to Foreign Language Teaching course as well since it teaches student teachers methods of language teaching and student teachers need more time for simulating these methods in the classroom. With the flipped classroom model, taking lecture time outside the class and offering extra time for practice, these courses can be delivered to student teachers in a very successful and effective way. Theoretical parts of these courses can be recorded as video lectures by lecturers and student teachers watch these lectures and come to class for practicing freely what they have learned from the video lectures. All in all, it can be concluded that the flipped classroom model has a lot to offer to ELT departments and ELT

curriculum in a positive way and integrating the model to curricula and syllabi is an advantageous act in terms of training quality teachers. This study's findings support integration of the flipped classroom model to ELT departments.

As we live in the world where technology has affected every aspect of life including education and language teaching, the correct thing to do in the field of education and language teaching is utilizing technology in the most effective, pedagogic, and at the same time creative way. If this is done successfully in educational institutions, then fruitful results will start coming up at all levels of education. It is a known fact that today's students, especially the ones in colleges, have smart phones in their pockets and many of them have tablets in their bags and they have access to the Internet thanks to the Internet packages that carriers provide. Students use the internet usually for the purposes of social media and checking the news. It is a good idea to canalize students' internet habit into something beneficial. Pioneers of the flipped classroom model Bergmann and Sams (2012) indicated the same idea that the model will direct students' attention to something good. They already use the internet for purposes other than academic, so why not educators allow learners to use their gadgets for academic purposes? The flipped classroom model achieves this end by giving learners the opportunity of using technology while learning and enjoying increased amount of time for practice. Thus, this study has showed that student teachers of English are highly satisfied with the model because, among other reasons, they were using their gadgets and the internet for learning. The study has also showed that ELT courses become livelier and more effective in terms of academic achievement and professional development thanks to the flipped classroom model because the model has a technological dimension as well. In this study, similar findings came out. It was investigated that student teachers accessed the video lectures mostly on their smart phones and majority of them have access to the internet connection all the time.

The results of this study offer suggestions on the side of teacher trainers as well. It was mentioned that the flipped classroom model has a lot to offer in a positive way to ELT departments and it would put student teachers of English in an advantageous position in terms of accessing theoretical knowledge in an omnipresent way, practicing theoretical information freely and effectively without time limit, interacting with their fellow classmates and instructors more, becoming autonomous learners etc. These advantages of the model should not be avoided by teacher trainers because these advantages would significantly contribute to the process of training more competent and more quality teachers. Benefits of the flipped

classroom model in general and its contribution to ELT department and student teachers of English have been explained. Benefits and advantages of the flipped classroom model for ELT programs can be approached from another perspective. Kumaravadivelu (2006) argued that we are postmethod pedagogy time and teachers and teacher trainers do not need to be exposed to language teaching methods and they do not need to use or integrate them into their classrooms or syllabi. He came up with macrostrategies which "are general plans derived from currently available theoretical, empirical, and pedagogical knowledge related to L2 learning and teaching" (p.201). He listed ten macrostrategies and he put forward that these macrostrategies pave the way for successful, effective, pedagogic, and culturally-appropriate language teaching. It can be argued that the flipped classroom model is in harmony with these macrostrategies. For example, large body of research has proved that the flipped classroom model maximizes learning opportunities because it puts practice, interaction, and constructivism at the forefront of the educational and learning process. The model activates intuitive heuristics because it gives learners the opportunity of to be exposed to varieties of constructivist hands-on activities, discussions, workshops, seminars etc. and all of these are enough to activate learners' inner ability to do the best. The model facilitates negotiated interaction since the core of the flipped classroom model is increasing the amount of practice and student-student, teacher-student, and student-teacher interaction. It promotes learner autonomy because it gives learners the responsibility of studying and learning the theoretical part by themselves outside the classroom.

To sum up, this study investigated that flipped classroom model increased student teachers' academic performance, majority of the student teachers expressed high level of satisfaction on the model and they are willing to take another course in the flipped format, and student teachers in the flipped classroom achieved more course attainments compared to the ones in the traditional classroom. A large and growing body of research supported these findings. This study is significant and contributes enormously to the literature as there are very few studies integrating the flipped classroom model to English Language Teaching program and investigates effectiveness of the model with student teachers of English.

CHAPTER V

CONCLUSION

This chapter will give information about implications for teacher training, suggestions for further reading and conclusion.

5. 1. Implications for Teacher Training

This study has shown that the flipped classroom model can be integrated into teacher training programs and especially into English Language Teaching (ELT) programs successfully. It was investigated that, throughout the study and experiment, student teachers of English benefited from the flipped classroom model academically. As English is the global lingua franca and its successful teaching mainly depends on English teachers, then curricula of ELT departments should be designed according to the most recent scientific developments in the field of education. Nunan (2003) stated: "Curricula, teaching methods, and materials should meet the needs of the learners of different ages and at different stages" (p.609). Prensky (2001) came up with the term 'digital natives' and since then the term has been intensely used and referred. When teachers go to classrooms today, they are teaching digital natives and it is a requirement that they meet the needs of these learners. A large body of research has proved that the flipped classroom model is an effective and contemporary educational model and it can meet the needs of digital natives. Flipped classroom model is taking lecture time outside of classroom by using technology and opening up space for increased amount of practice and application in classrooms. Curriculum of English Language Teaching departments has to include courses that will give student teachers an opportunity of maximum time for practice, application, discussions, hands-on activities, and microteaching so that student teachers are

brought up in the correct way. Flipped classroom model gives this opportunity to student teachers since the model's the most significant feature is taking lecturing time away and allowing maximum amount of time for practice. One of the compulsory courses of the ELT curriculum 'Special Teaching Methods' was flipped in this study for one semester. This course aims to equip student teachers of English with the most foundational and vital theoretical knowledge of English teaching profession. Hence, conducting this course with the flipped classroom model becomes more important because foundational theories and methods should be applied and practiced more intensely. Majority of student teachers participated in this study indicated that they practiced what they learnt in the video lectures freely and effectively thanks to the flipped classroom model and these responses prove that integration of the model to the course benefited student teachers in terms of practice and application.

All of the participants in the study indicated that thanks to the flipped classroom they studied for the course in a very flexible and stress-free way and this has led to taking exams in a stress-free atmosphere as well. Because the video lectures were accessible to student teachers all the time and everywhere, it was very easy for them to reach the points that they did not understand well in topics. It can be said that all of the course content was at their fingertip. Majority of student teachers also responded that they would like their other courses to be flipped as well. This strongly shows that student teachers of English are very satisfied with the model and they benefited from it academically and at the same time the model contributed enormously to their professional training and development.

All in all, teacher training departments, faculties of education, and ELT departments in general should think of incorporating the flipped classroom model into their programs. In this way, it is expected that more quality teachers will be trained who experience increased and intense amount of practice and microteaching and who also have awareness of novel teaching models and practices as Vaughan (2014) has put it. According to UNESCO (2013), quality of education in a country depends on the quality of teachers.

5. 2. Suggestions

This study was conducted with second year student teachers of English at Gazi University's ELT department. Special Teaching Methods-I course was flipped for one semester and control and experimental groups were set up for the study. Special Teaching Methods course is a

compulsory subject of ELT program and student teachers take this course for one year, Special Teaching Methods-I in one semester and Special Teaching Methods-II in the following semester. In order to get more accurate results, the same study could be conducted for one year by flipping Special Teaching Methods-II course as well. In this way, student teachers' overall academic achievement on this course as a whole and overall satisfaction level of student teachers on the flipped classroom model could be investigated.

It has been mentioned that few of the video lectures were more than 30 minutes because those topics were detailed. According to Bergmann and Sams (2012), videos should not exceed 20 minutes in length. In Zappe et al. (2009)'s study, the same problem was spotted, however, they prepared videos that almost an hour long. If video lectures are prepared in a pedagogic way, learners will benefit more and such complaints will be avoided while flipping the classroom.

Flipped classroom model requires usage of some technology and technological gadgets and software. The success and effectiveness of the model depend on teachers' knowledge and skills in technology. Moreover, it is a must that learners also can use these technological gadgets. In most of the situations, students are expected to have internet connection outside the school. It can be said that prior condition for flipping a class is knowledge of technology on teachers' and learners' side. Those who want to take advantage of this model in their classrooms have to be aware of this fact.

Another important point is that teachers who prepare video lectures by themselves have to be knowledgeable about effective presentation techniques because in flipped classroom model learners gain theoretical knowledge usually through video lectures. It is also vital that learners in flipped classroom have no problem with the first phase (watching video lectures-learning theoretical part of the topic). If there is a problem with the first phase, then the second phase (practicing and applying theoretical information in classroom) will not be beneficial for learners. Thus, presentations or content of the lecture should be transmitted to learners in the most effective way possible.

Another suggestion is that an online discussion board or any kind of digital platform for bringing student teachers together for the first phase could be used in this study. They would watch the lectures and then share their ideas together in the online platform. This would make the first phase of the flipped classroom more effective and enjoyable.

To sum up, this study could be an example for ELT departments as the flipped classroom model worked well with student teachers of English in this context and majority of student teachers are highly satisfied with the model. This study, in its own right, showed that integration of the flipped classroom model into ELT programs can yield fruitful results.

5. 3. Conclusion

This study was conducted with 48 second year student teachers of English studying at Gazi University's ELT department. Half of these student teachers were in the study group and half of them were in the control group. Special Teaching Methods-I course was flipped for one semester with study group and the control group were taught in traditional way. The researcher prepared video lectures for the study group and uploaded the videos on Google Drive and sent the video lectures to the participants' emails as a link. The participants watched the videos on Google Drive. When student teachers come to class, they practiced what they learned from the videos with hands-on activities and discussions. Moreover, they found increased amount of time for microteaching because lecture time was taken outside of the class. Practice classes were conducted by the course's lecturer and the researcher observed these practice classes. It was observed that interaction among student teachers was high and because of the extra time for practice and implementation, student teachers were enjoying the classes more. At the end of the semester, student teachers in the study group were given a questionnaire to investigate their satisfaction level with the flipped classroom model. After student teachers took the final exam, a self-assessment survey for the course attainments were administered to both groups to investigate how student teachers in both groups assess themselves in terms of achieving the course attainments. Moreover, both groups' exam grades were compared to investigate the impact of the flipped classroom model on the academic achievement of student teachers of English. The findings of this study can be summarized briefly:

a. According to the exam grades of both groups, it was investigated that there is a significant difference between two groups' exam scores. SPSS analysis of both groups' exam scores showed that flipped classroom model has a positive effect on student teachers' academic performance and student teachers in the flipped classroom outperformed the ones in the control group who were taught in a traditional way.

b. According to the analysis of both groups' self-assessment survey related to course attainments through SPSS statistical software, learners in the flipped classroom achieved more course outcomes and attainments. Student teachers in the flipped classroom did better academically when their self-assessment of the course attainments is considered.
c. According to the analysis of student teachers' responses to the flipped classroom satisfaction questionnaire, majority of student teachers are satisfied with the model and they would like their other courses to be flipped as well. Considering the participants' responses, the most significant academic benefit of flipped classroom model is the flexibility that the model brings in terms of studying for courses.

To sum up, this study provided a proof for the necessity of integration of the flipped classroom model into ELT programs and teacher training programs in general.

REFERENCES

Albert, M., & Beatty, B. J. (2014). Flipping the classroom applications to curriculum redesign for an introduction to management course: Impact on grades. *Journal of Education for Business*, *89*(8), 419-424.

Allen, D., & Tanner, K. (2005). Infusing active learning into the large-enrollment biology class: seven strategies, from the simple to complex. *Cell Biology Education*, *4*(4), 262-268.

Alsowat, H. (2016). An EFL Flipped Classroom Teaching Model: Effects on English Language Higher-Order Thinking Skills, Student Engagement and Satisfaction. *Journal of Education and Practice*, *7*(9), 108-121.

Alvarez, B. (2012). Flipping the classroom: Homework in class, lessons at home. *The Education Digest*, *77*(8), 18.

Anderson, J., Young, I. I., & Franklin, T. (2014, March). Brief Reflections on Flipping the College Classroom. In *Journal of the World Universities Forum* (Vol. 6, No. 3).

Baker, J. W. (2000). The "Classroom Flip": Using web course management tools to become the guide by the side. In J. A. Chambers (Ed.), *Selected papers from the 11th International Conference on College Teaching and Learning* (pp. 9-17). Jacksonville, FL: Florida Community College at Jacksonville

Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change: The magazine of higher learning*, *27*(6), 12-26.

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, *16*(4), 28-37.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: reach every student in every class every day*. Washington: ISTE.

Berrett, D. (2012). How 'flipping' the classroom can improve the traditional lecture. *The Education Digest*, *78*(1), 36.

Bishop, J., & Verleger, M. (2013, October). Testing the flipped classroom with model-eliciting activities and video lectures in a mid-level undergraduate engineering course. In *Frontiers in Education Conference, 2013 IEEE* (pp. 161-163). IEEE.

Blanchfield, L., & Browne, M. A. (2013). *The United Nations Educational, Scientific, and Cultural Organization (UNESCO)*. Congressional Research Service.

Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports*. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.

Brown, H. D., & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy*. White Plains, NY: Pearson Education.

Chang, W. (2002). The Impact of Constructivist Teaching on Students' Perceptions of Teaching and Learning.

Clark, K. R. (2015). The effects of the flipped model of instruction on student engagement and performance in the secondary mathematics classroom. *Journal of Educators Online*, *12*(1), 91-115.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale, NJ: Lawrence Erlbaum.

Collins, M. A. (2015). *Examining the perspectives of teachers and school building leaders on the use of the flipped classroom method in New York City public schools*. Sage Graduate School.

Connor, C. M., Son, S. H., Hindman, A. H., & Morrison, F. J. (2005). Teacher qualifications, classroom practices, family characteristics, and preschool experience: Complex effects on first graders' vocabulary and early reading outcomes. *Journal of School Psychology*, *43*(4), 343-375.

Correa, M. (2015). Flipping the foreign language classroom and critical pedagogies: a (new) old trend. *Higher Education for the Future*, *2*(2), 114-125.

Creswell, J. W. (2013). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Delhi, India: PHI Learning Private Limited.

Critz, C. M., & Knight, D. (2013). Using the flipped classroom in graduate nursing education. *Nurse educator*, *38*(5), 210-213.

Danker, B. (2015). Using flipped classroom approach to explore deep learning in large classrooms. *IAFOR Journal of Education*, *3*(1), 171-186.

Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, *61*(4), 563-580.

De Jesus, O. N. (2012). Differentiated instruction: Can differentiated instruction provide success for all learners?. *National Teacher Education Journal*, *5*(3), 5-11.

Defour, M. (2013). Flipped classrooms' spreading in Wisconsin. *Community College Week*, *25*(16), 10-20.

Della Sciucca, S., & Fochi, V. (2016). Flipped Classroom: the point of view of the students. *Journal of e-Learning and Knowledge Society*, *12*(3), 9-17.

Doman, E., & Webb, M. (2017). The Flipped Experience for Chinese University Students Studying English as a Foreign Language. *TESOL Journal*, *8*(1), 102-141.

Donnelly, R. (2010). Harmonizing technology with interaction in blended problem-based learning. *Computers & Education*, *54*(2), 350-359.

Doolittle, P. (1999). Constructivism and online education. Retrieved from https://pdfs.semanticscholar.org/9743/af4823132f76760df92a2ea15208f8dbe0c8.pdf

Egbert, J., Herman, D., & Lee, H. (2015). Flipped Instruction in English Language Teacher Education: A Design-Based Study in a Complex, Open-Ended Learning Environment. *Tesl-Ej*, *19*(2), 1-23.

Ekmekçi, E. (2014). *Flipped writing class model with a focus on blended learning*. Doktora Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Findlay-Thompson, S., & Mombourquette, P. (2014). Evaluation of a flipped classroom in an undergraduate business course. *Business Education & Accreditation*, *6* (1), 63-71.

Flumerfelt, S., & Green, G. (2013). Using lean in the flipped classroom for at risk students. *Journal of Educational Technology & Society*, *16*(1), 356.

Fraga, L. M., & Harmon, J. (2014). The flipped classroom model of learning in higher education: An investigation of preservice teachers' perspectives and achievement. *Journal of Digital Learning in Teacher Education*, *31*(1), 18-27.

Fulton, K. (2012). The flipped classroom: transforming education at Byron High School: a Minnesota high school with severe budget constraints enlisted YouTube in its successful effort to boost math competency scores. *THE Journal (Technological Horizons In Education)*, *39*(3), 18.

Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Leading with Technology*, *39*(8), 12-17.

George-Walker, L. D., & Keeffe, M. (2010). Self-determined blended learning: a case study of blended learning design. *Higher Education Research & Development*, *29*(1), 1-13.

Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of nutrition education and behavior*, *47*(1), 109-114.

Goodwin, B., & Miller, K. (2013). Evidence on flipped classrooms is still coming in. *Educational Leadership*, *70*(6), 78-80.

Grabau, C. R. (2015). *Undergraduate student motivation and academic performance in a flipped classroom learning environment*. Ph.D. Dissertation, Saint Louis University, Missouri.

Graham, C. R. (2009). Blended learning models. In Encyclopedia of Information Science and Technology, Second Edition (pp. 375-382). Hershey, Pa: IGI Global.

Green, T. (2015). Flipped classrooms: An agenda for innovative marketing education in the digital era. *Marketing Education Review*, *25*(3), 179-191.

Hafeez-Baig, A., Gururajan, R., Nazemi, S., De George-Walker, L., & Danaher, P. (2010, May). Selected influences on students' uses of wireless handheld devices: an Iranian exploratory case study. In *Global Learn* (pp. 174-180). Association for the Advancement of Computing in Education (AACE).

Hawks, S. J. (2014). The flipped classroom: now or never?. *AANA journal*, *82*(4), 264-269.

He, W., Gajski, D., Farkas, G., & Warschauer, M. (2015). Implementing flexible hybrid instruction in an electrical engineering course: The best of three worlds?. *Computers & Education*, *81*, 59-68.

Holec, H., 1981: *Autonomy and foreign language learning*. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe)

Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, *28*(1), 81-96.

Hutchings, M., & Quinney, A. (2015). The Flipped Classroom, Disruptive Pedagogies, Enabling Technologies and Wicked Problems: Responding to" The Bomb in the Basement". *Electronic Journal of e-learning*, *13*(2), 106-119.

Jensen, J. L., Kummer, T. A., & Godoy, P. D. D. M. (2015). Improvements from a flipped classroom may simply be the fruits of active learning. *CBE-Life Sciences Education*, *14*(1), ar5.

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014). *NMC Horizon Report: 2014 Higher Education Edition*. Austin, Texas: The New Media Consortium.

Kim, J., Kwon, Y., & Cho, D. (2011). Investigating factors that influence social presence and learning outcomes in distance higher education. *Computers & Education*, *57*(2), 1512-1520.

King, A. (1993). From sage on the stage to guide on the side. *College teaching*, *41*(1), 30-35.

Kirkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational Policy*, *23*(5), 663-684.

Krivacek, G. J. (2016). *The Effect of a Blended Teaching Method on Student Performance and Satisfaction in a First Accounting Course in Higher Education*. Robert Morris University.

Kumaravadivelu, B. (2006). *Understanding Language Teaching From Method to Postmethod.* Mahwah: Taylor and Francis.

Kurt, G. (2017). Implementing the flipped classroom in teacher education: evidence from Turkey. *Journal of Educational Technology & Society*, *20*(1), 211.

Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, *31*(1), 30-43.

Lasry, N., Mazur, E., & Watkins, J. (2008). Peer instruction: From Harvard to the two-year college. *American Journal of Physics*, *76*(11), 1066-1069.

Lemmer, C. A. (2013). A view from the flip side: Using the inverted classroom to enhance the legal information literacy of the international LL. M. student. *Law Libr. J.*, *105*, 461.

Lin, B., & Hsieh, C. T. (2001). Web-based teaching and learner control: A research review. *Computers & Education*, *37*(3), 377-386.

MacDonald, J. (2008). *Blended learning and online tutoring: Planning learner support and activity design*. Aldershot: Gower Publishing, Ltd..

Marlowe, C. A. (2012). *The effect of the flipped classroom on student achievement and stress.* Master's Thesis, Montana State University, Montana.

McLaughlin, J. E., Griffin, L. M., Esserman, D. A., Davidson, C. A., Glatt, D. M., Roth, M. T., ... & Mumper, R. J. (2013). Pharmacy student engagement, performance, and perception in a flipped satellite classroom. *American journal of pharmaceutical education*, *77*(9), 196.

Mehring, J. (2016). Present research on the flipped classroom and potential tools for the efl classroom. *Computers in the Schools*, *33*(1), 1-10.

Mehring, J. G. (2015). *An exploratory study of the lived experiences of Japanese undergraduate EFL students in the flipped classroom*. Pepperdine University.

Mirriahi, N., Alonzo, D., McIntyre, S., Kligyte, G., & Fox, B. (2015). Blended learning innovations: Leadership and change in one Australian institution. *International Journal of Education and Development using Information and Communication Technology*, *11*(1), 4.

Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. *Journal of Nursing Education*, *52*(10), 597-599.

Moraros, J., Islam, A., Yu, S., Banow, R., & Schindelka, B. (2015). Flipping for success: evaluating the effectiveness of a novel teaching approach in a graduate level setting. *BMC medical education*, *15*(1), 27.

Neo, T. K., Neo, M., & Kwok, W. J. (2009). Engaging students in a multimedia cooperative learning environment: A Malaysian experience. *Same places, different spaces. Proceedings ascilite Auckland*.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL quarterly*, *37*(4), 589-613.

Overmyer, J. (2012). Flipped classrooms 101. *Principal, September/October*, 46-47.

Pappas, L. N. (2013). *School Closings and Governance Changes in New York City: The Battle Over Equity, Accountability, and Community Engagement Across Shifting Terrain*. City University of New York.

Pierce, R., & Fox, J. (2012). Vodcasts and active-learning exercises in a "flipped classroom" model of a renal pharmacotherapy module. *American journal of pharmaceutical education*, *76*(10), 196.

Poll, K., Widen, J., & Weller, S. (2014). Six instructional best practices for online engagement and retention. *Journal of Online Doctoral Education, 1*(1), 56-72.

Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the horizon*, *9*(5), 1-6.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*, *17*, 74-84.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning. *Journal of Family and Consumer Sciences*, *105*(2), 44.

Sams, A., Bergmann, J., Daniel, K., Bennett, B., Marshall, H., & Arfstrom, K. (2014). The four pillars of FLIP. *Flipped Learning Network*, 1-2.

Sankey, M. D., & Hunt, L. (2013, December). Using technology to enable flipped classrooms whilst sustaining sound pedagogy. In *Proceedings of the 30th Australasian Society for Computers in Learning in Tertiary Education Conference (ASCILITE 2013)* (pp. 785-795). Macquarie University.

Schon, D. A. (1983). *The reflective practicioner: how professionals think in action*. New York: Basic Books.

Schultz, D., Duffield, S., Rasmussen, S. C., & Wageman, J. (2014). Effects of the flipped classroom model on student performance for advanced placement high school chemistry students. *Journal of chemical education*, *91*(9), 1334-1339.

Shieh, R. S., Chang, W., & Liu, E. Z. F. (2011). Technology enabled active learning (TEAL) in introductory physics: Impact on genders and achievement levels. *Australasian Journal of Educational Technology*, *27*(7).

Snowball, J. D. (2014). Using interactive content and online activities to accommodate diversity in a large first year class. *Higher Education*, *67*(6), 823-838.

So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & Education*, *51*(1), 318-336.

Solvie, P., & Kloek, M. (2007). Using technology tools to engage students with multiple learning styles in a constructivist learning environment. *Contemporary Issues in Technology and Teacher Education*, *7*(2), 7-27.

Sorbie, J. (2015). *Exploring Teacher Perceptions of Blended Learning* (Doctoral dissertation, Walden University).

Stones, E., & Morris, S. (1972). The assessment of practical teaching. *Educational Research*, *14*(2), 110-119.

Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, *15*(2), 171-193.

Talley, C. P., & Scherer, S. (2013). The enhanced flipped classroom: Increasing academic performance with student-recorded lectures and practice testing in a" flipped" STEM course. *The Journal of Negro Education*, *82*(3), 339-347.

Tétreault, P. L. (2013). The flipped classroom: cultivating student engagement.

Toto, R., & Nguyen, H. (2009, October). Flipping the work design in an industrial engineering course. In *Frontiers in Education Conference, 2009. FIE'09. 39th IEEE* (pp. 1-4). IEEE.

Tune, J. D., Sturek, M., & Basile, D. P. (2013). Flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology. *Advances in physiology education*, *37*(4), 316-320.

Varthis, S. (2016). *Students' Perceptions of Blended Learning and its Effectiveness As a Part of Second Year Dental Curriculum*. Columbia University.

Vonderwell, S., & Turner, S. (2005). Active learning and preservice teachers' experiences in an online course: A case study. *Journal of technology and teacher education*, *13*(1), 65.

Vygotsky, L. (1978). Interaction between learning and development. *Readings on the development of children*, *23*(3), 34-41.

Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge University Press.

Wang, T. (2009). Rethinking teaching with information and communication technologies (ICTs) in architectural education. *Teaching and Teacher Education*, *25*(8), 1132-1140.

Wang, Y. (2009). *A case study of an accelerated blended teacher education program* (Doctoral dissertation, Indiana University).

Webb, M., & Doman, E. (2016). Does the Flipped Classroom Lead to Increased Gains on Learning Outcomes in ESL/EFL Contexts?. *CATESOL Journal*, *28*(1), 39-67.

Webb, M., Doman, E., & Pusey, K. (2014). Flipping a Chinese university EFL course: What students and teachers think of the model. *The Journal of AsiaTEFL*, *11*(4), 53-87.

Wright, G. B. (2011). Student-centered learning in higher education. *International Journal of Teaching and Learning in Higher Education*, *23*(1), 92-97.

Yemma, D. M. (2015). *Impacting learning for 21st century students: A phenomenological study of higher education faculty utilizing a flipped learning approach* (Doctoral dissertation, Robert Morris University).

Zappe, S., Leicht, R., Messner, J., Litzinger, T., & Lee, H. W. (2009). Flipping" the classroom to explore active learning in a large undergraduate course. In *American Society for Engineering Education*. American Society for Engineering Education.

APPENDICES

APPENDIX 1: Satisfaction Questionnaire

Age: **Class:**

Gender:

1. Did you watch the video lectures before coming to practice class?

2. Was accessing the video lectures easy for you?

3. Where did you watch the video lectures?

At home/dormitory In public transportation In a library

In a café In computer laboratory Other (Please specify)

4. Were the lengths of the video lectures appropriate and optimal?

5. Were the video lectures helpful and beneficial?

6. Did you watch the video lectures again before taking mid-term and final examinations?

7. Did the video lectures help you to save time for studying the theoretical parts of the course?

8. Did the video lectures help you to reach and remember points that you did not understand well whenever you want?

9. Did the video lectures help you to study better for the course's examinations?

10. Did you spend more and efficient time in class for practicing thanks to the video lectures?

11. Did the video lectures give you an opportunity of practicing what you have learnt freely and effectively?

12. Have communication, collaboration, and cooperation increased in class thanks to the video lectures?

13. Were the video lectures clear and understandable?

14. Did you have any difficulty in understanding the topics in the video lectures?

15. Did you get bored or unfocused because of the durations of the video lectures?

16. Did you do better academically in the flipped classroom model?

17. Did the flipped classroom model (and video lectures) help you concentrate more compared to the traditional lectures?

18. Did you study for the course more flexibly thanks to the video lectures?

19. What was the most significant contribution of flipped classroom to you? Briefly explain

20. Which part(s) of the flipped classroom model did you like most?

21. Watching the video lectures was like…….. because……
    ……
    ……
    ……
    ……
22. Do you have any suggestions for making the conduct of the course better with the flipped classroom model?

23. Would you like your courses to be conducted in flipped classroom model?

Anything to add more

APPENDIX 2. Course Outcome List

SPECIAL TEACHING METHODS EXPECTED STUDENT ATTAINMENTS

Age:

Gender:

Circle the correct numeric response to each statement according what you really can do.

#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I can explain and characterize actions that teachers take in first lessons and the beliefs behind these actions.	**1**	**2**	**3**	**4**	**5**
2	I can choose and evaluate different activities for first lessons according to their practicality and effectiveness in different teaching contexts.	**1**	**2**	**3**	**4**	**5**
3	I can design and teach an appropriate and effective activity for a first lesson.	**1**	**2**	**3**	**4**	**5**
4	I can explain the differences between observation and evaluation.	**1**	**2**	**3**	**4**	**5**
5	I can demonstrate a discussion between a teacher and evaluator just after a lesson.	**1**	**2**	**3**	**4**	**5**
6	I can identify the difference between telescopic and microscopic observation.	**1**	**2**	**3**	**4**	**5**
7	I can choose an appropriate observation form according to different contexts and situations.	**1**	**2**	**3**	**4**	**5**
8	I can observe/evaluate an English lesson and analyze my observation/evaluation notes.	**1**	**2**	**3**	**4**	**5**

9	I can list the reasons for using warm-up activities.	**1**	**2**	**3**	**4**	**5**
10	I can demonstrate and perform an appropriate warm-up activity.	**1**	**2**	**3**	**4**	**5**
11	I can list the basic variables in instruction giving	**1**	**2**	**3**	**4**	**5**
12	I can give a clear and effective instruction.	**1**	**2**	**3**	**4**	**5**
13	I can recognize different pre-reading activities.	**1**	**2**	**3**	**4**	**5**
14	I can recognize different pre-listening activities.	**1**	**2**	**3**	**4**	**5**
15	I can recognize different pre-writing activities.	**1**	**2**	**3**	**4**	**5**
16	I can recognize different pre-speaking activities.	**1**	**2**	**3**	**4**	**5**
17	I can explain and describe elements of an English lesson plan.	**1**	**2**	**3**	**4**	**5**
18	I can evaluate and analyze lesson plans that are written by other teachers.	**1**	**2**	**3**	**4**	**5**
19	I can create appropriate, clear, and informative lesson plans.	**1**	**2**	**3**	**4**	**5**
20	I can list and explain general principles and guidelines of effective classroom management.	**1**	**2**	**3**	**4**	**5**
21	I can explain general principles and guidelines of using L1 in classroom.	**1**	**2**	**3**	**4**	**5**
22	I can identify fundamental factors that affect the nature of classroom management.	**1**	**2**	**3**	**4**	**5**
23	I can demonstrate and microteach an area of classroom management.	**1**	**2**	**3**	**4**	**5**
24	I can list the general rules and principles of pronunciation teaching.	**1**	**2**	**3**	**4**	**5**

25	I can demonstrate and microteach an effective pronunciation lesson.	**1**	**2**	**3**	**4**	**5**
26	I can choose the correct material and technique for an effective pronunciation teaching.	**1**	**2**	**3**	**4**	**5**
27	I can list and recognize different ways of presenting vocabulary.	**1**	**2**	**3**	**4**	**5**
28	I can identify different techniques of vocabulary teaching that are special to certain teaching situations and contexts.	**1**	**2**	**3**	**4**	**5**
29	I can list and characterize strategies for teaching vocabulary according to the principles of Communicative Language Teaching (CLT).	**1**	**2**	**3**	**4**	**5**
30	I can choose correct sources of new vocabulary and select useful words for teaching in class.	**1**	**2**	**3**	**4**	**5**
31	I can microteach some target vocabulary effectively to learners.	**1**	**2**	**3**	**4**	**5**
32	I can choose the appropriate and right technique for presenting vocabulary when I microteach.	**1**	**2**	**3**	**4**	**5**
33	I can find/create effective and useful materials for presenting vocabulary.	**1**	**2**	**3**	**4**	**5**

GAZİ GELECEKTİR...