



**BATI DİLLERİ VE EDEBİYATLARI ANABİLİM DALI  
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI  
DÖNÜŞTÜRÜLMÜŞ SINIF ORTAMINDA YAZMA  
BECERİLERİ AÇISINDAN EFL ÖĞRENCİ  
BAŞARILARININ VE ALGILARININ İNCELENMESİ  
YÜKSEK LİSANS TEZİ**

**Hazırlayan**

**Meriç GÜRLÜYER**

**Danışman ve Jüri Üyeleri**

**Prof. Dr. Gencer ELKILIÇ**

**Kars-2019**



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**KAFKAS UNIVERSITY**

**GRADUATE SCHOOL OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND  
LITERATURES**

**DIVISION OF ENGLISH LANGUAGE AND LITERATURE**

**EXAMINING EFL STUDENTS' ACHIEVEMENTS AND  
PERCEPTIONS IN TERMS OF WRITING SKILLS IN  
FLIPPED CLASSROOM ENVIRONMENT**

**MASTER'S THESIS**

**by**

**Meriç GÜRLÜYER**

**ADVISOR**

**Prof. Dr. Gencer ELKILIÇ**

**KARS- 2019**



**T.C.**

**KAFKAS ÜNİVERSİTESİ**

**SOSYAL BİLİMLER ENSTİTÜSÜ**

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**Kars-2019**

## KAFKAS ÜNİVERSİTESİ

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Meriç GÜRLÜYER tarafından hazırlanan "Dönüştürülmüş Sınıf Ortamında Yazma Becerileri Açısından EFL Öğrenci Başarılarının ve Algılarının İncelenmesi" başlıklı bu çalışma, 18.01.2019 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dili ve Edebiyatı Anabilim Dalı'nda Yüksek Lisans tezi olarak oy birliğiyle kabul edilmiştir.

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Bu tezin kabulü Sosyal Bilimler Enstitüsü Yönetim Kurulunun ...../...../2019 tarih ve ...../..... sayılı kararı ile onaylanmıştır.

**Doç. Dr. Yaşar KOP**

**Enstitü Müdürü V.**

## SCIENTIFIC ETHICS STATEMENT

I declare that I complied with the rules of academic and scientific ethics from the proposal stage to the process of completion of the study titled "**Examining EFL Students' Achievements and Perceptions in terms of Writing Skills in Flipped Classroom Environment**" which I prepared as a Master's Thesis, that I obtained all information in terms of the Project within the framework of scientific ethics and traditions, that I showed sources for each quotation I made directly or indirectly in this study I prepared as a master`s thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

## BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım "**Dönüştürülmüş Sınıf Ortamında Yazma Becerileri Açısından EFL Öğrenci Başarılarının ve Algılarının İncelenmesi**" adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

18.01.2019



Öğr. Gör. Meriç GÜRLÜYER

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>iv</b>
<b>ÖZET</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>ABBREVIATIONS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>ix</b>
<b>LIST OF GRAPHS</b> .....	<b>x</b>

### CHAPTER 1

#### INTRODUCTION

1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Current Study .....	4
1.4. Significance of the Study .....	4
1.4.1. An Overview of Flipped Classrooms in Turkish Universities.....	5

### CHAPTER 2

#### REVIEW OF LITERATURE

2.1. The Teaching of Writing in EFL Classes.....	6
2.1.1. Feedback on Writing in EFL Classes.....	7
2.2. Personalized-Differentiated Learning in Flipped Learning .....	8
2.3. Student-Centered Instruction in Flipped Learning.....	10
2.3.1. Constructivism in Flipped Learning .....	10
2.3.2 Active Learning in Flipped Learning.....	12
2.3.3. Collaborative Learning in Flipped Learning.....	13
2.4. The Flipped Classroom Model.....	14
2.4.1. Teachers' Choice of the Flipped Model.....	17
2.4.2. The Effectiveness of the Flipped Model .....	19
2.4.3. The Nature of the Flipped Model.....	20
2.4.4. The Utilization of Videos for Flipped Model .....	21
2.4.5. The Four Pillars of Flipped Model.....	22

2.4.5.1.Flexible environment .....	22
2.4.5.2.Learning culture .....	22
2.4.5.3.Intentional content.....	23
2.4.5.4.Professional educator .....	23
2.4.6. Designing and Application of the Flipped Model.....	23
2.4.7. Bloom’s Taxonomy in Flipped Model.....	25
2.5. The Perceptions of Teachers and Students towards the Flipped Model .....	27
2.6. The Roles of Teachers and Students in the Flipped Model .....	27
2.7. Research on Flipped Classroom Teaching in Turkey Context.....	28
2.8. Research on Flipped Classroom Teaching in Other Contexts .....	37

### **CHAPTER 3**

#### **METHODOLOGY**

3.1. Research Design.....	43
3.2. Research Questions .....	43
3.3. Population and Sampling .....	44
3.4. Data Collection and Procedure.....	44
3.4.1. Instruments.....	44
3.4.2. Procedure.....	46
3.5. Data Analysis .....	55

### **CHAPTER 4**

#### **RESULTS**

4.1. Results from Pre-tests and Post-tests of Essay Writing .....	56
4.2. Results from Questionnaire of Students’ Perception of Flipped Classroom Model in Writing .....	59
4.2.1. The Students’ Attitudes towards the Habits of Technological Tools and Their Use of These Tools in Learning.....	59
4.2.2. Results of Questionnaire of Students’ Perception of Flipped Classroom Model in Writing .....	65
4.2.3. Results of Perception Differences Regarding the Flipped Writing Classroom by Gender .....	69

4.2.4. Results of Improvement Differences in Students' Writing Performances in the Flipped Writing Classroom by Gender .....	69
4.3. Results of Student Diaries .....	70
4.3.1. Interacting with Friends .....	70
4.3.2. Figuring Out Activities .....	71
4.3.3. Accessibility of Course Material.....	72
4.3.4. Researcher's and Peers' Feedback and Assistance .....	73
4.4. Reliability of Questionnaire and EFL Essay Writing Tests .....	74
4.5. Inter-Reliability of EFL Essay Writing Tests .....	74

## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

5.1. Overview of the Study .....	76
5.2. Discussion of the Results and Findings .....	77
5.3. Conclusion .....	81
5.4. Limitations of the Study.....	82
<b>6. REFERENCES.....</b>	<b>83</b>
<b>7. APPENDICES .....</b>	<b>112</b>
7.1. Appendix A: The Turkish Version of the Questionnaire of Students' Perception of Flipped Classroom Model in Writing .....	112
7.2. Appendix B: Questionnaire of Students' Perception of Flipped Classroom Model in Writing (Original Version) (Norazmi, Dwee, Suzilla & Nurzarina, 2017) .....	115
7.3. Appendix C: Student Diary .....	117
7.4. Appendix D: Essay Writing Test For Cause-Effect Type.....	118
7.5. Appendix E: Essay Writing Test For Compare and Contrast Type .....	118
7.6. Appendix F: Onay Formu .....	119
7.7. Appendix G: Consent Form .....	120
7.8. Appendix H: Permission E-mail of DWEE .....	121
7.9. Appendix I: Rubric for The Assessment of Essay Writing Tests .....	122
7.10. Appendix J: Some Screenshots of The Posts And Comments of The Facebook Group Page "EFL FRESHMAN STUDENTS GROUP - 2018" .....	123
7.11. Appendix K: Some Examples from Essay Writing Tests .....	137
<b>ÖZ GEÇMİŞ (CV) .....</b>	<b>148</b>

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**Prof. Dr. Gencer ELKILIÇ**  
**2019 – X + 149**

**ABSTRACT**

This study mainly aims to find out whether there is any significant change in freshman students' perceptions and any significant improvement in their writing performances whose proficiency of English is at the pre-intermediate level, in terms of writing skills in flipped classroom model. The study also sought to identify whether there is any significant difference in both students' perceptions and improvements of their writing performance in the flipped model implementation by gender. To end this, ten-week long flipped model learning was implemented to instruct students to learn writing. The model consisted of instructional videos and online learning materials. 101 students from English Language and Literature Department at Kafkas University in Turkey participated in the study. To answer the inquiry of the current study, they completed two pre-tests and post-tests to identify their performances in writing, and both a questionnaire and student diaries to examine their perceptions. The test scores in writing were measured with a human scoring rubric on SPSS. Also, the results of the questionnaire were computed on SPSS. On the other hand, student diaries were measured with a four-category coding system. Findings showed statistically significant differences between the mean scores in favor of the students. Furthermore, the results showed that this improvement in the writing performance is largely attributable to the flipped model method of learning. Students' perceptions towards the flipped model proved to be positive. However, no significant difference was found in terms of both the perceptions of the students and the improvement of their writing performances regarding the flipped classroom model by gender.

**Key Words:** Flipped Model, EFL writing performance, Perceptions of Students

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## **ÖZET**

Bu çalışma, temel olarak dönüştürülmüş sınıf modelinde İngilizce yeterliliği alt orta düzeyinde olan birinci sınıf öğrencilerinin yazma becerileri açısından algılarında ve onların yazma performanslarında önemli bir gelişme olup olmadığını tespit etmeyi amaçlamaktadır. Çalışma, aynı zamanda dönüştürülmüş model uygulamasında cinsiyete göre, hem öğrencilerin algılarında hem de yazma performanslarının iyileştirilmesinde anlamlı bir fark olup olmadığını tespit etmeye çalışmıştır. Bu amaçla, öğrencilere yazmayı öğrenmelerini sağlamak için on hafta süren dönüştürülmüş bir öğrenme modeli uygulandı. Model, öğretici videolardan ve çevrimiçi öğrenme materyallerinden oluşmaktadır. Araştırmaya, Kafkas Üniversitesi İngiliz Dili ve Edebiyatı Bölümü'nden 101 öğrenci katılmıştır. Mevcut çalışmanın yaptığı araştırmaya cevap vermek için, öğrenciler yazmadaki performanslarını belirlemek için iki ön test ve son test ve bunun yanında algılarını incelemek için hem bir anket hem de öğrenci günlüklerini tamamladılar. Yazmadaki test puanları, SPSS üzerinde beşeri puanlama değerlendirme tablosu ile ölçülmüştür. Ayrıca, anket sonuçları da SPSS'de hesaplanmıştır. Öte yandan, öğrenci günlükleri dört kategori kodlama sistemi ile ölçülmüştür. Bulgular, öğrenciler lehine ortalama puanlar arasında istatistiksel olarak anlamlı farklılıklar göstermiştir. Aynı zamanda, elde edilen sonuçlar, yazma performansındaki bu gelişmenin, büyük ölçüde dönüştürülmüş sınıf modeli metoduna atfedildiğini göstermiştir. Öğrencilerin dönüştürülmüş sınıf modeline yönelik algılarının olumlu olduğu kanıtlanmıştır. Buna rağmen, dönüştürülmüş sınıf modelinde cinsiyet konusunda, öğrencilerin algıları ve yazma performanslarının gelişimi açısından anlamlı bir fark bulunamamıştır.

**Anahtar Kelimeler:** Çevirilmiş Model, EFL Yazma Performansı, Öğrenci Algıları

## ACKNOWLEDGEMENT

First of all, I should like to express my deep and sincere gratitude and appreciation to my esteemed supervisor, Prof. Dr. Gencer ELKILIÇ, who has been my constant guide, from the determination of my thesis subject, throughout the planning and execution of my study, up to its completion; he left none of my questions unanswered and was always unstinting in his support. Indeed, Dr. ELKILIÇ contributed to my academic progress, not only during the dissertation stage but also throughout the course phase of my studies. All the while, he manifested his belief that I would be able to complete my Master's thesis. With patience, he encouraged and motivated me in my success. I can never thank him enough for everything.

Secondly, I owe my thanks to Assist. Prof. Dr. Turan Özgür GÜNGÖR, Assist. Prof. Dr. Doğan SALTAŞ and Prof. Dr. Mustafa Özdemir for their constructive involvement in my thesis defense, for sharing their experiences with me, and for giving me valuable feedback and recommendations.

Thirdly, I should also like to thank my colleague, Res. Assist. Nilüfer AYBİRDİ, for her meticulous proof reading. She spared some of her invaluable time to put the finishing touches to this study.

Besides, I am grateful to the staff of the Institute of Social Sciences, who have been in the background of my Master's thesis study, and completed the necessary formal procedures.

Last but not least, I desire to express my love to my wife, Merve ŞENGÖRÜN GÜRLÜYER, who has shown so much understanding when I have spent most of my time busy with my thesis study instead of spending it with her, who has never deprived me of her love and support throughout this period, and who has motivated me most of all during this hand-wringing process. And of course, millions of thanks to my parents for bringing me up to these days and for supporting my educational life, both materially and spiritually

Meriç GÜRLÜYER

Kars- 2019

## ABBREVIATIONS

<b>CEF</b>	: Common European Framework
<b>EBSCO</b>	: Academic Collection of eBooks
<b>EFL</b>	: English as a Foreign Language
<b>FATİH</b>	: Fırsatları Arttırma ve Teknolojiyi İyileştirme Hareketi Projesi
<b>FCM</b>	: Flipped Classroom Model
<b>IEEE</b>	: Institute of Electrical and Electronics Engineers
<b>ITEC</b>	: Innovative Technologies for the Participatory Classroom
<b>PBS</b>	: Public Broadcasting Service
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>TÜBİTAK</b>	: Türkiye Bilimsel ve Teknolojik Araştırma Kurumu

## LIST OF TABLES

<b>Table 1.</b> The similarity or dissimilarity between the duration with traditional activities and those in flipped model (Sams and Bergmann, 2012).....	<u>20</u>
<b>Table 2.</b> Descriptive statistics comparing the pre- and the post-test of the cause-effect essay.....	<u>56</u>
<b>Table 3.</b> Paired-samples t-test of the means of scores of the students on the pre-test and the post-test of the cause-effect essay.....	<u>57</u>
<b>Table 4.</b> Descriptive statistics comparing the pre- and the post-test of the compare-contrast essay.....	<u>57</u>
<b>Table 5.</b> Paired-samples t-test of the means of scores of the students on the pre-test and the post-test of the compare-contrast essay.....	<u>58</u>
<b>Table 6.</b> Descriptive statistics comparing the pre- and the post-questionnaire.....	<u>64</u>
<b>Table 7.</b> Paired-samples t-test of the means of scores of the students on the pre questionnaire and the post-questionnaire.....	<u>65</u>
<b>Table 8.</b> Paired-samples t-test for the behavioral effect.....	<u>66</u>
<b>Table 9.</b> Paired-samples t-test for the emotion effect.....	<u>67</u>
<b>Table 10.</b> Paired-samples t-test for the cognitive effect.....	<u>68</u>
<b>Table 11.</b> Perception differences regarding the flipped writing classroom by gender.....	<u>69</u>
<b>Table 12.</b> Improvement differences in students' writing performances by gender...	<u>69</u>
<b>Table 13.</b> Correlation coefficient for inter-rater reliability of compare-contrast essay.....	<u>74</u>
<b>Table 14.</b> Correlation coefficient for inter-rater reliability for cause-effect essay....	<u>74</u>

## LIST OF FIGURES

**Figure 1.** The Flipped classroom model. Adapted from “The flipped classroom model at the university: analysis based on professors’ and students’ assessment in the educational field” by Flores, del-Arco, and Silva, 2016, *International Journal of Educational Technology in Higher Education*, 13 (1), p.3. Copyright 2016 by the Creative Commons Attribution 4.0 International License.....24

**Figure 2.** Bloom’s revised taxonomy in the flipped classroom (adapted from Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., et al (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of Educational Objectives (Complete edition)*. New York: Longman)..... 26

## LIST OF GRAPHS

<b>Graph 1.</b> Percentage of the duration of students' using of a computer/tablet/ smartphone .....	59
<b>Graph 2.</b> Percentage of the students' using of a computer/tablet/smartphone at home .....	60
<b>Graph 3.</b> Percentage of the students' using of a computer/tablet/smartphone outside the home .....	60
<b>Graph 4.</b> Percentage of the importance of computer / tablet / smartphone for students.....	61
<b>Graph 5.</b> Percentage of the usefulness of computer / tablet / smartphone for students' working .....	62
<b>Graph 6.</b> Percentage of the use of computer / tablet / smartphone for learning by students.....	62
<b>Graph 7.</b> Percentage of the use of computer/tablet/smartphone to reach information .....	63
<b>Graph 8.</b> Percentage of the students watching videos lectures on computer / tablet / smartphone .....	64

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

Scientific and technological developments have brought about significant innovations in every aspect of life and have caused people to change their ways of accessing and communicating information. Particularly with the widespread use of the internet, computers and mobile devices, a major development has been made in the production of information and has caused the name of today's information to be called the age of information technology. The educational world is also affected by these technological developments and the use of technology in education has become increasingly widespread. The technologies used in the field of education have undergone major changes over the last decade, as well as in the technological tools used in other fields. In addition, these developments in the world have also differentiated student profiles and outputs expected from education.

Today, when skills such as high-level thinking and information literacy are at the forefront, students' expectations will not be able to be met if they are still educated with more traditional methods (Reddy, Roehl & Shannon, 2013; O'Flaherty & Philips, 2015). This situation has also increased the interests and expectations for using technology in education. On the other hand, O'Flaherty and Philips (2015) noted that educators today have a lot of opportunities to reach a large number of technological breakthroughs, but these technologies alone will not be enough. Oblinger and Hawkins (2006) also stated that there will be no difference in terms of learning when only the technological tools are changed and the teaching method is not changed. Nowadays, millions of information can only be accessed in seconds through the internet. Therefore, it is more important to process the information, to know how to use it, and to provide student engagement in the teaching process (Barkley, 2010; Beichner, 2014). In this respect, it can be said that technological teaching methods utilized in learning environments are important.

All these developments show the search for new teaching methods in education (Hung, 2015). The formation and structuring of knowledge has become the focus

point of education, not just the transfer of knowledge. Moreover, the widespread use of technology has enabled the transfer of lecture content out of the classroom and provided students with access to information without the control or influence of time and space (Baker, 2000). This has brought about a great interest in student-centered education, active learning and the integration of education in technology (Gannod, Burge & Helmick, 2008). As a matter of fact, Phillips and Trainor (2014) indicate that today's students are closer to active learning, hands-on activities and lectures under the umbrella of new technologies. In this respect, it may be a solution to increase the activities in the classroom and to provide training that is applied with the constructivist learning approach and to implement flipped classroom method (Sams & Bergmann, 2012; Fautch, 2015). Unlike traditional course processing, flipped model is a teaching approach that changes the location and timing of lectures and homework, and provides more collaborative work and practice for students (Chen, Wang, Kinshuk & Chen, 2014). This model enables the students to practice in the classroom and increase the cooperative working time (Tucker, 2012).

Although the flipped classroom has been used for about fifteen years, its use has spread only in recent years (Kim, Kim, Khera & Getman, 2014). Strayer (2012) stated that the flipped model is different from other teaching methods because of the regular and systematic use of interactive technological tools in the learning process. There are many reasons why the flipped classroom is preferred in educational environments. One of the most outstanding features of this model is to enhance individual responsibility for learning (Fautch, 2015; Staker & Horn, 2012). In addition, it has been pointed out that flipped classroom increases interaction between students and teachers (Kong, 2014; Strayer, 2012; Touchton, 2015).

## **1.2.Statement of the Problem**

Flipped classroom model aims to make learning easy and effective by creating a learning environment where students' individual characteristics (e.g. different learning speeds, motivational levels, cognitive skills, and readiness levels) are taken into consideration. Combining individual-focused education with technology within the constructivist approach, flipped classroom model increases students' responsibility in their own learning process. This new method aims to ensure that

students allocate a part of their time that is necessary for in-class learning to out-class learning, and utilize their time in school in the most efficient and effective way. At the same time, this model implements the innovations of technology and its popularity among students.

The research on flipped classroom model has been applied in different learning subjects such as computer technologies (Hsu & Chiang 2017; Lee & Lai, 2017; Urfa & Durak, 2017), chemistry education (Yıldız, Kıyıcı & Altıntaş, 2016), mathematics education (Johnston, 2017; Lesseig & Krouss, 2017; Mattis, 2015), medical education (Das & Sarkar, 2015; Kara, 2015-2016.a,b), science education (Yıldız & Kıyıcı, 2017; Çukurbaşı & Kıyıcı, 2017), foreign language education (Hung, 2015; Evseeva & Solozhenko, 2015; Leis, Tohei & Cooke, 2015; Yujing, 2015; Ahmad, 2016; Abdelshaheed, 2017; Chen Hsieh, Jun Scott & Marek, 2017; Lin, Hwang, Fu & Chen, 2018), music education (Sever, 2014; Yıldız & Otacıoğlu, 2017), business, statistics and accounting education (Strayer, 2012; Touchton, 2015; Serçemeli, 2016), mobile learning (Oberer, 2015), theoretical studies (Filiz & Kurt, 2015, Karadeniz, 2015; Çakıroğlu & Öztürk, 2017; Sakar & Sağır, 2017; Aydın & Demirer, 2016), teacher education (Sarigöz, 2017; Akkoyunlu & Gündüz, 2015; Kurt, 2017), geography education (Zeren, 2017), post-graduate theses (Demiralay, 2014; Turan, 2015; Gençer, 2015); flipped classroom model as an active learning model (Bolat, 2016).

In Turkish context, the research on flipped model in EFL classrooms has investigated the effect of this model on students' achievements and perceptions of foreign language skills (Iyitoğlu & Erişen, 2017) such as grammar (Boyraz, 2014); reading and writing (Başal, 2012); writing with video modality (Umutlu, 2016) and speaking (Köroğlu, 2015), a literature review by Temizyürek and Ünlü, (2015), writing (Ekmekci, 2017; Güvenç, 2018). In addition to these studies, this study provides an attempt to show the potential positive impacts of a replacement in teaching methodologies to improve students' writing skills thanks to the technological advancements. Therefore, investigating flipped classroom model in EFL writing classes is important to explore procedures for prospective reformative teaching, and to improve the writing performance of EFL students, if possible.

### **1.3.Purpose of the Current Study**

The aim of this study is to examine EFL students' achievements and perceptions in terms of writing skills in the flipped classroom environment. To this end, the flipped model was implemented to the freshman students in the department of English Language and Literature at Kafkas University. The students attended to writing classes according to the basics of the Flipped Writing Class Model between September and December in the academic year of 2018. Mixed-methods approach was applied in this study. Therefore, quantitative data was gathered from a perception questionnaire and two essay writing pre- and post-tests. On the other hand, qualitative data was collected with student diaries.

The following research questions guided this study:

1. What are the perceptions of EFL students regarding writing skills course after experiencing the flipped model?
2. Is there any significant improvement in students' writing performances in the flipped writing model?
3. How do EFL students perceive the flipped model regarding writing skills course based on their individual diaries?
4. Is there any significant perception difference regarding the flipped writing model by gender?
5. Is there any significant improvement difference in students' writing performances in the flipped writing model by gender?

### **1.4. Significance of the Study**

Empirical studies need more data for writing skills in the field of the flipped model in Turkey. Hence, there is a room to examine more about EFL students' perceptions and achievements in terms of writing skills in the flipped model, more particularly involving Turkish EFL students from university freshman level. This study is placed an emphasis in that it presents a comparatively recent form of procedure for accomplishing or approaching in EFL writing classes.

### **1.4.1. An Overview of Flipped Classrooms in Turkish Universities**

The flipped classroom model has been followed at higher education recently. For instance, Boğaziçi and Yıldız Technical Universities also have EFL Listening, Speaking, Writing and Reading courses in which the "flipped classroom" model is used. In addition, the ITEC project, conducted by the Ministry of National Education, Innovation and Education Technologies General Directorate, explored the availability of alternative teaching methods in the classroom and was implemented in pilot schools affiliated to 15 Ministries of Education across Europe (Muharremoğlu, 2012). The use of this practice in foreign language teaching started later than other areas. In fact, the "flipped classroom" model can be considered as structurally well suited to teaching language.

In traditional foreign language classes, the teacher is seen as information transferor and activities within the classroom always remain unidirectional. Teachers of foreign languages are intensely interested in the teaching of grammar of languages. Grammar topics have become integral parts of lesson plans. Teachers often complain that they cannot have the opportunity to do different activities due to intense delivering of these topics. Thus, instead of being able to understand the language and to use it effectively, students tend to memorize the topics of grammar. However, in foreign language teaching, instead of students' learning the language rules directly, taking part actively and collaboratively in the activities makes the learning more meaningful and permanent and student becomes more dominant in the target language. For this reason, in foreign language teaching classes, the topics of grammar are explained through the videos outside the classroom and more activities for the use of language in the classroom make a great contribution to the language learning process. It is seen that "flipped classroom" method is used in language teaching in Turkey. For example, Başal (2012) used this method in "Advanced Reading and Writing Skills" and received positive feedback from his students in Yıldız Technical University, Department of Foreign Language Teaching.

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. The Teaching of Writing in EFL Classes

There are two types for the teaching of writing. The first approach is product approach that stressed final result, logical and text without any mistakes (Nunan, 1999). This model may be considered as the correctness in usage, syntax, morphology, phonology and semantics, and orthography of the language and underlines topic sentence, building up paragraph and harmony. This model starts with a topic selection, follows a main writing and correcting. Teacher merely takes a look at what is written. Two main concerns in this approach are the written product and the grammatical accuracy. In the written product, the teacher simply replies to the composition at last. In the grammatical accuracy, the reactions to the performance are important as a basis for improvement and the process of correcting on the compositions is implemented by teachers.

The other approach is the process approach which was put forward by Flower and Hayes (1980), and in later times reconsidered and altered in the light of further evidence by Hayes (2012). This approach has considered feedback as a fundamental part of writing courses, and in addition it contains motivation. As pointed out by Hayes (2012), “because motivation appears to be intimately involved in many aspects of writing, I included it as a major component of my revision of the 1980 model (Hayes, 1996) and in the current model” (p. 372). This approach was brought into use in EFL studies thanks to Zamel (1985). The researcher gave reasons and cited evidence to the idea that proficient writers of EFL resemble to first language writers. The process approach underlined the opinion that writing is a process of buildup organization in addition to what is meant by a word, text, and concept. Accordingly, creativity planning, multiple outlines, and feedbacks of peers and teachers providing improvement are regarded as major pieces in EFL writing environments. In this approach, the basic goal of the teacher is to aid students develop their ideas. Therefore, throughout the earlier writing stages, teacher gives more stress on content. Nunan (1999) pointed out that the center of interest of teacher

is on the growth of outlines of a text which follow one another. He also emphasized that writers are supported to write their thoughts without any further anxiety for stylistic accuracy at first. He argued that this approach highlights the steps in producing a work and asserted that a writer generates, reflects, talks with another person or group of people and works again on outlines that follow one another.

### **2.1.1. Feedback on Writing in EFL Classes**

Teachers are expected to correct learners' written tasks. Corrections assist language development of students after presenting lacking points in their knowledge. According to Truscott (1996), error correction is making adjustments in grammatical inaccuracies in order to boost learner's talent, skill, or proficiency to write in a proper way. Error corrections are required to contain feedback on skills inside and outside of linguistics. Hendrickson (1980) suggested that merely maintaining the whole corrections in student's incomplete sentences can be preventive, and pointed out some crucial effects. Initially, student's aims and motives in sharing or exchanging information, news, or ideas should be taken into account in writing. Another is student's competency. The third one is the teacher's knowledge or perception. The last is student's settled way of thinking or feeling about the basic features of correction.

Feedback aims at boosting students' acquisition of knowledge or skills through experience. Race (2005) pointed out that feedback is expected to support students in feeling that their work is meaningful, to explain them that they benefit from learning achievement, to boost students' readiness to gain or acquire knowledge of or skill in something, and to prompt students to cultivate their expertness. Ashwell (2000) argued that feedback brings a competence of imparting or exchanging of information in writing. With feedback, students are directed to cultivate and transfer their ideas influentially. On the other hand, feedback should be fulfilled without keeping students in excessive details (Alghazo, Bani Abdelrahman, & Abu Qbeitah, 2009). A helpful feedback may be a brief conference between teacher and student (Bitchener, Young, & Cameron, 2005).

Hyland and Hyland (2006) pointed out that feedback should focus on student-centered approach. Hyland (2003) underlined feedback in that clear and open

corrections of teacher are regarded as supporting. On the other hand, direct feedback comes with the diagnosis of teacher. Indirect feedback refers to the indication of a problem by teacher, but any diagnosis or correction is provided by teacher (Bitchener et al, 2005). Written comments and rubrics are the two techniques in written feedback. Harklau (2002) indicated that students considered written comments as more effortless than peer or teacher conversation, as this type of feedback enables to view or inspect visually for a second time. Ferris and Hedgcock (1998) found that the comments which are written where necessary can be influential. As pointed out by Moskal (2000), “One common use of scoring rubrics is to guide the evaluation of writing samples” (p.1). Rubrics clearly indicate the points assessed. A rubric for written work contains the necessary features for writing performance such as theme, organization, language use, and mechanics. Tendencies in recent times for writing stressed building a relationship between assessment and instruction via producing intellectual and co-operative atmospheres especially for the EFL settings. Moreover, Hillock (1986) suggested that measures, standards and inquiries implemented by students remarkably further improve the quality of their writing.

Peer feedback is regarded as a significant element of the review and correction process in EFL writing (Paulus, 1999). Joining in the feedback can be an unusual and exciting experience or activity for students for supporting them to become aware of the product via others’ point of view (Brown, 2001). In the process of peer feedback, a student assesses a peer’s writings in a critical way in the learning environment or outside, and detects the strong points and the ones lacking strength in their peers’ writings and progressively gains knowledge of specifying lacks and excesses. With this, students recognizes the possible resembling errors in papers they write (Kasper, 1998). On the other hand, some studies indicated that peer feedbacks were considered with a questioning attitude or doubt and provided few advantages. These studies put a question to the genuineness of peer feedback (Leki, 1990; Nelson & Murphy, 1993).

## **2.2. Personalized-Differentiated Learning in Flipped Learning**

Personalized learning is underlined in U.S. Department of Education (2010) as a path to learning demands, preferences, and particular concerns of various students. This

learning includes differentiation in acquisition of knowledge or skills according to each student's potencies, demands, and interests, and presents changeability and adaptability (Patrick, Kennedy, & Powell, 2013). Moreover, Redding (2013) pointed out that "personalization ensues from the relationships among teachers and learners and the teacher's orchestration of multiple means for enhancing every aspect of each student's learning and development" (p.6).

On the other hand, in line with personalized-differentiated learning, Holec (1979) indicated autonomy as the "ability to take charge of one's own learning". He put forward that self-governing in language learning can be via means caused by nature or intentional practice. He also stated that a self-governing student is able to achieve efficiently coming to a resolution in the mind on their learning aims, learning practices and techniques, and pursuing learning process and assessing the results. On the other hand, as indicated by Dickinson (1993), "autonomy is an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning" (p. 330-341). Dickinson (1994) took autonomy into account as a settled way of thinking or feeling about learning and an aim of education to a greater extent. He stated that self-governing students are competent in taking control of learning.

With the changes in arrangement of class time, the flipped learning can promote personalization from different aspects. Content can be delivered with adjustments in line with each student's needs in terms of the opportunities such as making temporary stops and reviewing in content learning. Expert skill or knowledge of a teacher for content can be enhanced more effectively considering that class time is made to a greater extent for individualized work. Teachers involve in more face-to-face interactions with students with the availability of more in-class hours, thus leading teachers to have effective connection with students and allowing them to obtain each student's needs, concerns, strong and weak abilities. Enhanced class time may enable teachers to instruct students the skills such as the objective analysis and evaluation of an issue in order to form a judgment (Horn & Staker, 2015).

The flipped model presents the basic physical and organizational structures and facilities necessary for the differentiation of teaching to satisfy the demands of

different students in the learning environment. A study by Chamberlin and Powers (2010) indicated that the students who took differentiated teaching revealed further benefits in math's in comparison with a control group. Reis, McCoach, Little, Muller and Burcu (2011) pointed out that the impact of differentiated teaching on the ability of primary school students to read text, process it, and understand its meaning produced favorable, affirmative, and constructive results. Several statistical analyses that bring together the consequences of numerous scientific researches carried out on learning styles, from various fields and ages, state that the harmony of students' learning styles seems to strengthen performance outcomes that show the degree to which a student fulfills particular goals (Lovelace, 2005).

### **2.3. Student-Centered Instruction in Flipped Learning**

As indicated by Bishop and Verleger (2013), "the importance of student-centered instruction to the flipped classroom cannot be understated. The flipped classroom simply does not exist without it," (p.9). Using the flipped model is to pay particular attention to involve students during the time of learning in class. Dr. Honeycutt indicated the FLIP as "Focusing on your Learners by involving them in the Process" (p.13). The flipped classroom combines active learning strategies throughout the course of class time. Therefore, this classroom model enables students to spare time on finding solutions to problems, creating, evaluating in a detailed and analytical way, and synthesizing in classroom environment. Students become more active in the flipped model in which a new level of complexity is created.

#### **2.3.1. Constructivism in Flipped Learning**

Constructivism approach is a learning theory that enables students to construct their comprehension of general concepts via an integration of their current knowledge and practices that are new (Bächtold, 2013). Students dynamically joining in their own acquisition of knowledge or skills are regarded as a crucial focus by teachers supporting constructivism. Teachers direct or have an influence on the course of learning in a constructive environment instead of simply presenting the theoretical or practical understanding of subjects to students (Feyzioğlu, 2012). Flipped learning gives a visible form to this type of learning through completely removing traditional approach from in-class environment and leads students to an active engagement. In

traditional learning environments, teachers frequently introduce abstract ideas and then students are asked for tasks to implement outside classroom. However, in flipped learning, students watch or listen to the course content at home and, after that, they are engaged in mental activities on different tasks during the class-hours under the guidance of teacher (Goodwin & Miller, 2013). With the presence of course content at home, students play back it or stop it to write down. This learning is structural in terms of allowing students to engage in the materials in line with the rate at which they are able to learn (Goodwin & Miller, 2013). Teachers frequently charge students with reading comprehensions and examinations based on mental concepts for their preparation prior to lesson. With the flipped learning, recent technological advances work for this goal (Bergmann & Sams, 2013). For example, when Bergmann and Sams set forth the approach of the flipped model, they wished to help students who could not attend to class hours and were in need of learning. They video-recorded their lessons in the classroom environment and uploaded these lessons to online access for students.

The flipped learning combines constructivism in terms of providing students with right set of circumstances to be active learners having responsibility of self-learning. Therefore, they deeply involve in information and experiences in the learning environment (Strayer, 2012). Teachers bring online form of video lectures and digital materials together. In this way, students can reach and pursue the lectures at home with their cell phones, tablets or other devices, and later they pay particular attention more to the activities of finding solutions to difficult or complex issues in-class hours (Martin, 2012). Schoolworks that students are required to do at home become the activities these students fulfill inside classroom environment. Teachers conduct themselves as a someone who helps students carry out something more easily. Teachers provide practices that lead students to utilize their learning effectively to develop their skill of finding solutions to complex issues (Milman, 2012). Students are able to construct their learning independently or collaboratively. They create a relevant relationship between the knowledge they gain and the activities they fulfill in the learning environment. As Tucker (2012) indicated, the flipped learning provides better learning atmosphere with increased motivated learners.

Constructivism states actively constructing of learning by boosting learning experiences. This theory brings various forms along the process of receiving systematic instruction. It contains cognitive, radical, and social constructivism (Doolittle, 2014). Cognitive which was set forth by Piaget sheds light mainly on the way of development of gaining knowledge in children (University of Berkley, 2015). Radical that is related to Glasersfeld (2013) pays particular attention to the construction of learning personally. Social is related to Vygotsky and integrates the properties of radical and cognitive types, and states that knowledge and skills are gained by a person through social involvements (Doolittle, 2014). Social constructivism provides learning with social interaction, comments made by peers on each other's work, behavior or performance, and the engagement of teachers and children with each other (Lave & Wenger, 1991; Scardamalia & Bereiter, 2016; Tobias & Duffy, 2009).

### **2.3.2 Active Learning in Flipped Learning**

This learning engages students in performing an activity and asking them to think about the activities they are performing. It means participating students in materials, in the class and having them carry out about something. This is typically applied in order to reach a decision or to exchange ideas, and to work jointly on an activity, especially to produce or create something. Students gain knowledge to a greater extent during the time they involve in the learning itself via the activities in which they talk about something and tell each other about their ideas or opinions and applications. This learning makes personal, critical and inventive learning easy. It assists students to examine and analyze in detail. When students actively gain knowledge, they accept the responsibility for their carrying out a task in the learning environment. The essentials promoting flipped learning are attributed to the theory of active learning (e.g., Bonnell & Eison, 1991; Meyers & Jones, 1993; Silberman, 1996). In terms of its concept, active learning is a general term that includes these examples: group discussion, collaborative learning, problem-solving, and inquiry-based learning.

To put active learning into effect, teachers should be eager to plan a change from traditional learning which is based on memorization with no effort to understand the

meaning to modern one. Various studies pointed out that when students engage in acquiring knowledge actively, they achieve more (Bonwell & Eison, 1991). Students involve in analysis, synthesis, evaluation processes. In terms of pedagogical activity, in active learning, students are actively involved in the process of bringing knowledge into existence (Adams & Burns, 1999); students become engaged in mental activity in order to find an answer to effectively deal with a problem together; each student assumes this as a duty to actively take part in the group; students are involved in self-learning (Carey & Bowen, 2000); the whole authentic acquisition of knowledge or skills through experience is active. It is a process of exploration in which students is the leading determinant (Adler, 1982). Students do not gain knowledge simply by sitting in learning environment and listening to teachers. They should discuss on learning, prepare a text, associate it with previous knowledge and implement it to current situations (Chickering & Gamson, 1987). Gorham (1988) stated that these treatments can boost students' acquisition of knowledge with proper use of humorousness, warm approval of their carrying out a task, and proper standard of interpersonal relationships.

There are several ways or techniques to utilize active learning in various subjects in the learning environment on a daily basis. Michel, Cater and Varela (2009) give a brief statement of the main points that there are many practices such as quizzes, self-assessment exercises, doing experiments, performing formal discussions on particular topics, games, role plays. Boufoy-Bastick (2001) set forth that active learning was effectively put into use in instructing French as a foreign language. Utilizing this learning method, four skills of language were instructed in a combined way.

### **2.3.3. Collaborative Learning in Flipped Learning**

This learning is a pedagogical method where learners forming a group achieve common goals together (Chen & Chang, 2014). From this aspect, collaborative learning increases social effect among students, and also makes strong the connection among them outside of the classroom by utilizing different means. In collaborative learning, students are provided with a limited lead from teachers as they gain and build self-knowledge via the dynamics of the team and the way

members in the group interact with one another. Teachers indicate the way, present text and multimedia, simplify the activity in the learning environment and clarify their part in the team (Summers, Gorin, Beretvas & Svinicki, 2005).

Collaborative learning providing group work that focuses on the completion of particular tasks as a measure of success can lead students to implement knowledge to real-life situations and to solve novel problems (Millis, 2010). On the other hand, this learning can produce an influential acquisition of knowledge for those learners who expect connection with other peers (Klein & Pridemore, 1992). Vygotsky (1978) indicated that when students fulfill the works with each other, this can provide a higher development in their knowledge construction, mental concepts, visual and motor processing skills, language acquisition than on their own. Therefore, the readiness of students to engage in collaborative learning practices is related with their inclination for flipped learning. Students taking part in the flipped model are gaining and conveying knowledge via collaborative learning, frequently under network forums where ideas and views on a particular issue can be exchanged (Kim, Park, Joo, 2014; Westermann, 2014). Collaborative situation initiates the entire course of acquisition of knowledge (Dooly, 2008). This brings about a more effective process of carrying out collaborative acquisition of knowledge by students (Tullis & Benjamin, 2011).

#### **2.4. The Flipped Classroom Model**

Gradual development of available strategies provides opportunities for the beliefs of teacher, the needs of student and the demands of task. Therefore, the flipped model has come forth as a method of integrating collaboration with internet-based materials and practices to aid teachers to perceive learners' needs. The flipped model suggests instant responses to students' performances, and organizes lectures reactive quickly and positively to their needs. The implementation of this model gained popularity through current strategies notified by Lage, Platt and Treglia (2000) and Talbert (2014a). The idea was to increase the activities that lead students to take an active part in the knowledge acquisition process in the classroom environment. This was achieved via utilizing various media means to aid them in organizing their own learning without in-class hours (Talbert, 2014c). The Flipped Learning Network

(2014) defined the flipped model as “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” (p.1). At that point, an opportunity is provided for students to construct analytical knowledge before in-class hours, and they engage to find solutions to the issues to obtain a comprehensive insight in the content (New Media Consortium, 2014) throughout in-class hours. In the learning environment, the teacher leads students when they implement general concepts and involve creatively in the topics (Flipped Learning Network, 2014).

The flipped classroom can be regarded as a rotation as students view a video about concepts and subjects outside classroom, but implement and talk about the knowledge in the classroom atmosphere, and then view other videos for fresh subject matter in a continuous progress. A flipped model integrates two important factors of instruction: the lecture and active learning. Instructors who invert their lectures present lectures as home assignments in order to help their knowledge acquisition. The flipped model complies with Blended Learning. Staker and Horn (2012) portray Blended Learning as an interactive education where a learner gains knowledge via web-enabled conveyance of subject matter and education at any rate. However, the flipped model differs from web-enabled learning because students are obliged to be present in educational setting with an instructor and their classmates for performance and collaboration (Staker & Horn, 2012). Therefore, the flipped model maintain with active learning (Hamdan, McKnight, McKnight & Arfstrom, 2013).

The definition of the flipped model is variable. Sams (2011) emphasized that the flipped model is in a continuous change and pointed out that a lecture can be inverted for particular subject matters, and can be an integration of interactive teaching, study groups, and practices in classroom setting. Students participating in the interactive activities estimate, suppose, inquire, evaluate and rationalize. Recently, a new model came to light and assisted under technological advances: the flipped model. In this model, key lesson subject is shared outside of the classroom environment, and this enables students to consider the details in its context and implement general concepts to various situations (Gilboy, Heinerichs, & Pazzaglia, 2015).

Students who are equipped with knowledge and use their expertise can have a higher quality in managing self- learning. By permitting students to implement their theoretical or practical understanding in various circumstances, the flipped learning promotes active acquisition of knowledge. This can be regarded as an influential approach in providing them with a motive to accomplish deeper processes in Bloom's taxonomy (Enfield, 2013; Semple, 2013). Rather than inactively monitoring a traditional lesson, students engage in practices where the focus is on them as learner, on improving their learning and success throughout the course of lessons (Gilboy et al., 2015). The changed learning environment allows learners to pay particular attention to the construction of knowledge under the umbrella of activities ranging from reading to problem solving (Sams & Bergmann, 2013). Thus, the flipped learning is a model which considers students as active participants who regulate their own learning (Albert & Beatty, 2014). The flipped learning permits the teacher to present assistance to students in the place where effective learning really matters when they fulfill active learning activities in the classroom.

As pointed out by Triantafyllou and Timcenko (2014), “the flipped classroom can be beneficial for students” (p.1). Students show a remarkable performance in flipped learning compared to the traditional learning model (Schultz et al., 2014). Students participating in the flipped model could gain better academic performances than those in the traditional one. Moreover, several researches show that students gained a notable development via the flipped classroom (McLaughlin, Griffin, Esserman, Davidson, Glatt, Roth, Gharkholonarehe & Mumper, 2013; Wilson, 2013; Kong, 2014; Leung, Kumta, Jin, & Yung, 2014). The flipped learning can boost the percentage of students’ attending all class meetings, give support to students’ taking part in the activities of acquisition of knowledge. On the other hand, the flipped classroom improves students’ beliefs about their capacities to generate high levels of performance, cultivate the results of the acquisition of knowledge or skills (McLaughlin et al., 2013).

In the modern era, the concept of flipped learning can be said to have earned prestige thanks to the developments in technology that allow learners to omnipresently reach materials and set up online communication with other students. Students utilize individual computers, tablets or smartphones, connected to each other without wire,

alone or in groups with the aim of acquisition of knowledge (Chan, 2010). Furthermore, several faculties have initiated to present web-enabled courses (Bishop & Verleger, 2013). Lecture-videos have become influential in transferring content to students (Bishop & Verleger, 2013). Instructors should center on utilizing in-class hours to supplementary interactive activities with technology (Bishop & Verleger, 2013).

The studies set forth different benefits of the flipped learning. The flipped model provides group-based skills for fostering lecture-participation (Millard, 2012), presents individualized advice or information (Sams & Bergmann, 2013), pays particular attention to in-class talkings in order to reach a decision or to exchange ideas (Herreid & Schiller, 2013) and maintains academic knowledge (Ash, 2012).

#### **2.4.1. Teachers' Choice of the Flipped Model**

Several studies have showed that a majority of teachers recommended flipped learning for boosting the use of the imagination or original ideas and a set of circumstances for high level individuals and team performance in the classroom environment. For example, Webb and Doman (2014) carried out a study in B1 proficiency EFL in China and the results showed that students asked their teacher for extra resources of the flipped model and seemed satisfactory. Engin (2014) portrayed a design which purposed to influence students in a positive way to improve their skills. These skills were necessary to write coherent, accurate, and logical university-level essays and to facilitate L2 acquisition under the guidance of teacher. His design boosted L2 acquisition via inquiring, and cultivated the focus on form, and increased correctness in L2. Moreover, based on his positive perception toward the flipped classroom, Mireille (2014) intended to investigate the effect of the utilization of a flipped learning in terms of female students' performing writing in the United Arab Emirates and indicated their attitudes of flipped model in ESL learning environment. The results showed a remarkable improvement in female students' performing writing. Their attitudes to this model were positive.

On the other hand, Baranovic (2013) investigated the effect of the flipped strategy in a writing course at a university, holding a supportive attitude to the flipped classroom. The findings indicated that this strategy provided students with

advantages and their writing performance was further than it was expected. Li (2013) portrayed the flipped classroom in his own environment. According to Li, permitting the teacher to give an individual instruction could be provided in the flipped model. Moreover, generating students that have the ability to control themselves and leading students to be active in the classroom environment is provided with the flipped learning. Consequently, Li put forward that the flipped instruction could be regarded as a practicable model in China. Evseeva and Solozhenko (2015) put into effect this model for the students who studied foreign language, considering this model as positive. The results showed that the motivations of the students boosted and the extent to which they achieved their short and long-term instructional goals was improved. In a similar study, Hung (2016) carried out a research on the utilization of the flipped learning by students who learned English, and the findings pointed out an improved acquisition of knowledge and enhancement in students' contentment and involvement in gaining new knowledge and skills.

Teachers who instruct in flipped learning settings hold as an opinion that in-class hours can be made the most effective use. Informative videos can be utilized to facilitate the acquisition of knowledge in terms of lower-order skills of Bloom's Taxonomy of Learning Domains, and in-class hours can be put into effect to center on the higher order ones (Sams & Bergmann, 2013). Some other teachers recognize the full implications of using in-class hours for students' engaging in activities. Therefore, this boosts detailed examination of the elements in course materials (Deslauriers, Schelew, & Wieman, 2011; Roth, et al., 2014), by making use of in-class hours to cooperate with students (Bull, Ferster, & Kjellstrom, 2012).

The studies indicated that teachers held positive attitudes towards flipping the EFL classroom; the flipped model enhanced English learning through systematic investigation, and gave support to form and enhancement of accuracy in English (Baranovic, 2013; Li, 2013; Webb & Doman, 2014; Engin, 2014; Mireille, 2014). After experiencing the flipped model teaching method, the student views became positive. The flipped model allowed the teacher to personalize teaching, giving students more chance to involve in the four skills, creating students self-controlled. Moreover, this model did not waste students' time for paying attention to notes in the

classroom environment, and decreased teacher pressure to prepare lecture materials as they had the opportunity to share on web-enabled platforms.

#### **2.4.2. The Effectiveness of the Flipped Model**

Researches have revealed that the flipped model notably increases the acquisition of knowledge (Day & Foley, 2006; Hung, 2015; McLaughlin et al., 2014; Zappe et al., 2009) and student engagement (Dill, 2012), cultivates the effects of enhanced knowledge acquisition (Baepler, Walker & Driessen, 2014; Moravec, Williams, Aguilar-Roca, & O'Dowd, 2010), and improved motives (Traxler & Riordan, 2003). Other researches have pointed out that the flipped learning can produce a learning that works to engage students more directly in the learning process than in other approaches and provide critical thinking skills (Baepler, Walker, & Driessen, 2014; Hung, 2015; Zappe et al., 2009).

Wen (2008) indicated a model in which teachers are in charge of creating authentic performance assignments that boost students' competence level. According to Wen, the model ensured task-based activities to increase student learning, helping to improve student potential, and presenting feedback (Wen, 2013). This model became concrete in the flipped approach and this approach indirectly contained the utilization of technology in informal knowledge acquisition environments (Herrald & Schiller, 2013). This model gave support to various new researches that point out the instructional advantages of mobile-assisted language learning (MALL) (Amer, 2014; Chen, Hsieh, & Kinshuk, 2008; Kiernan & Aizawa, 2004), particularly in addition to English as a foreign language (EFL) learning (Kukulka-Hulme, 2009; Saran & Seferoglu, 2010).

In terms of the effectiveness of the flipped learning, Abeysekera and Dawson (2015) searched for a replacement for gaining more active practices and reaching success instead of traditional education. Talley and Scherer (2013) utilized the flipped model in psychology and the findings indicated an increase in students' exam results which showed a positive achievement in terms of the flipped learning method. Moreover, Flipped Learning Network (2012), a report examining methodically and in detail the structure of the flipped learning, reveals that 453 tenured faculty members implementing this learning model stated a remarkable success in the academic

achievements of their students, an enhancement in the perceptions of their students, and a nearly complete consensus among students about the re-utilization of the flipped learning. Finkel (2012) showed that Clintondale High School in Michigan increased the success of 9th grade students in maths from 56 to 87 % following the implementation of the flipped learning. Yarbrow, Arfstrom, McKnight, and McKnight (2014) gathering together various detailed examinations of the flipped model pointed out that the process of carrying out a task boosted, and not only instructor but also students showed contentment with this model.

### 2.4.3. The Nature of the Flipped Model

The utmost aim of the flipped model is to transfer the time spent for teaching in the learning environment to the point of providing this time for interactive classroom activities. Table 1 notes the similarity or dissimilarity between the duration with the traditional activities and that with the flipped model ones. The table reveals that the duration for the teaching of the new subject in traditional learning environments was 20 minutes. On the other hand, the duration for in-class activities in flipped classrooms boosted to 25 minutes as the teaching was fulfilled prior to the students' attending to the class. As the amount of teaching duration increases, the period for in-classroom activities raises correspondingly.

**Table 1.** The similarity or dissimilarity between the duration with traditional activities and those in flipped model (Sams and Bergmann, 2012)

<i>Traditional Classroom</i>		<i>Flipped Classroom</i>	
<i>Activity</i>	<i>Duration</i>	<i>Activity</i>	<i>Duration</i>
Introduction	5 min.	Introduction	5 min.
Revision of homework	10 min.	Questions and answers on course videos	10 min.
Instruction of the new subject	20 min.	In-classroom activities	25 min.
Homework assignments for next class	5.min		

Regarding students' writing issues in EFL instructions, their various demands stemming from different knowledge acquisition styles and their distinctive requirements, the flipped model is extensively utilized to assist them (Fulton, 2012;

Huba & Freed, 2000; Ling, 2015; Snowden, 2012). The traditional knowledge acquisition environments are prone to be soundless and students center on their instructors for the writing process, and they maintain to write soundlessly. This unilateral communication has been regarded as ineffectual, infertile and unconnected by modern learners (Souza & Rodrigues, 2015). However, in the flipped model, prior to participating in class, students view and follow video courses and acquire knowledge of different subjects outside the classrooms, and an active learning methodology is implemented in the classroom environment (Arnold-Garza, 2014).

#### **2.4.4. The Utilization of Videos for Flipped Model**

The utilization of videos in the classroom environment is reasonably demonstrated in the written studies in terms of education (Greene & Crespi, 2012). Karppinen (2005) stated that utilizing the videos during the teaching process can provide a learning in which the new knowledge to gain is linked with the knowledge a student already has. As pointed out by Staker and Horn (2012), “students could play educational videogames or watch online lectures on their own outside of any recognized school program” (p.9). The most favorable duration for a video is 6-9 minutes (Holtzblatt & Tschakert, 2011). Therefore, it is essential that the teacher prepare short videos. Students are prompted through the utilization of graphics, audios, and written or printed works (Enfield, 2013). Hung (2015) pointed out that the lessons do not usually ask for higher level skills inside the classroom environments, and with the transition to educational videos, in class hours are provided for higher level skills. Therefore, students show better performance, enhance their involvement, and hold positive perceptions to the acquisition of knowledge (Finkel, 2012).

Educational videos are regarded as a crucial part in the flipped model. These videos allow a teacher to create an environment for students’ comfort. Verleur et.al (2011) stated that modern students have a greater opportunity given that they have rich media platforms, are emotively overt, and prefer practices that boost them as groups. These videos can be watched on computers, tablets and mobile phones. Therefore, accessing them by students is notably easy in the modern age. With the educational videos, the content is expected to have a reasonable extent for knowledge acquisition. Falk, Sockel, and Chen (2005) indicated that the value of producing of a

learner-centered planning in videos is mainly important. Viewers find the videos interesting as they consider them as appealing (Huang, Chen, & Weng, 2012). Yates and Noyes (2007) pointed out that this interaction prompts the involvement of students.

#### **2.4.5. The Four Pillars of Flipped Model**

The Flipped Learning Network (FLN) carried out an examination of the studies for the flipped model, and pointed out that the four columns of the flipped model are flexible environment, learning culture, intentional content and professional educators which are the crucial concepts and together with their definitions and reference to relevant academic literature of this model (Hamdan, et al., 2013).

##### **2.4.5.1. Flexible environment**

The FLN includes flexible environment as the organization of the formal setting conditions for students' involving in the content, taking part in the lecture process, and cooperating with one another. The formal setting conditions are obliged to be carried on changeably. Therefore, a teacher has the opportunities to create minor workshops and personalized tasks (Hamdan et al., 2013). Instead of preparing a traditional learning environment, teacher and students can form occupation stations from different aspects. For example, one part of the class setting can be allocated for demonstrations or research laboratory.

##### **2.4.5.2. Learning culture**

Learning culture is regarded as the comfort of teacher who aids students during the process of active knowledge acquisition (King, 1993). The culture in the flipped method requires a teacher to walk around the classroom and supervise students' physical or mental activity, present instant information about their performances and make available one-on-one teaching (Bergmann & Sams, 2012). As a result of personalized aid, a teacher intends to produce individual teaching to assist students achieve their objects with various methods (Crouch & Mazur, 2001). In the flipped model, the change from teacher-centric to learner-centric teaching is provided via putting teaching of the course materials beyond the boundaries of the classroom, and

centering merely on analyzing, comprehending, or making sense of life events, their connections, and cooperative activities in the learning settings (Lambert, 2013).

#### **2.4.5.3.Intentional content**

Intentional content means a teacher's sophistication and discernment on the direct teaching of course material in the educational videos. A competent teacher considers essential topics to be instructed and their relationships with students' course objects (Hamdan et al., 2013). The production of videos is the key process through which students are faced with the course content by direct learning (Bergmann & Sams, 2012). Utilizing technology by teachers is to give assistance to a syllabus. This syllabus aims to create a naturally active and social environment in which students involve in practices to achieve a purpose among themselves (Bergmann & Sams, 2012). On the other hand, Seaboyer (2012) stated that with the content videos viewed beforehand in the flipped model learning, students are made ready by teachers for in-class activities and to involve in process of typically reaching a decision or exchanging ideas.

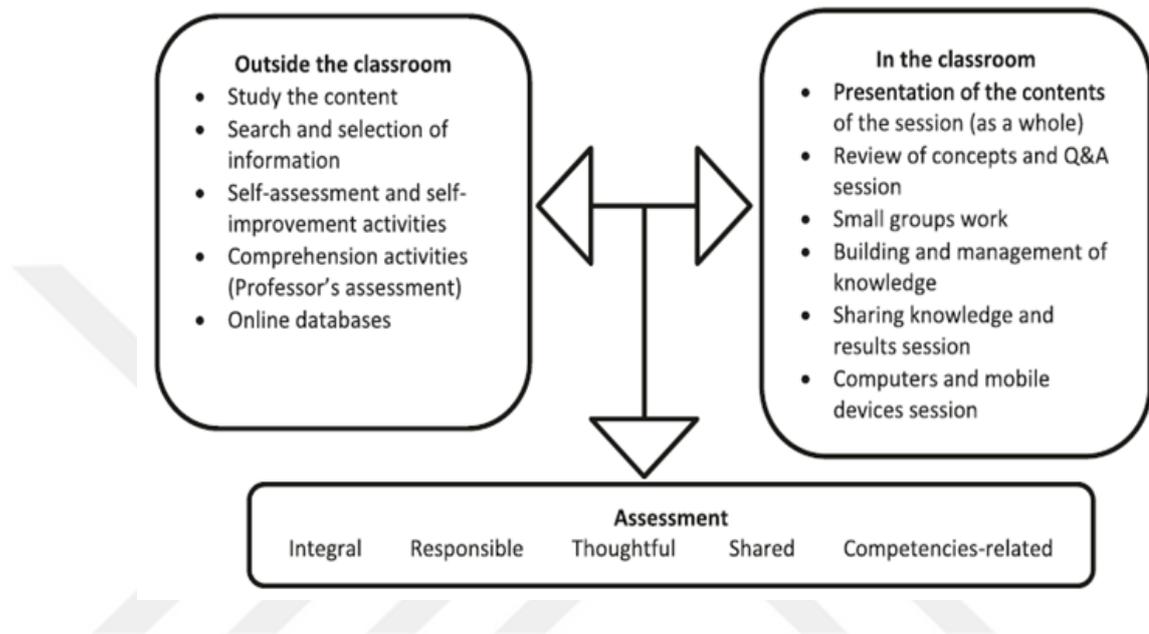
#### **2.4.5.4.Professional educator**

In the flipped model, teachers' leading trait and cognitive knowledge of complexity are pivotal as they generate the outline of the course, prepare content videos, and plan tasks that require students to examine, implement and combine methodically and in detail the structure of their knowledge. The teachers lead students to various inventive writings to master the course content. They make them exchange information and ideas, and cooperate actively, analyze rationally, and become proficient learners (Cacciamani et al., 2011). A teacher's expertness and creativeness can be exposed in the way they build content and provide information about students' performance.

#### **2.4.6. Designing and Application of the Flipped Model**

As pointed out by Flores, del-Arco, and Silva (2016), "The first key element that ensures the success of the process is the development of a well-organized teaching plan, which specifies the activities that will be carried out, as well as the resources

and contents that will be consulted. In this way, the student will have a clear idea of the work schedule; will be able to locate the material needed on the resources provided; and, will know when he/she is required to do the different activities. A detailed and explicit plan will result in a decrease of the student’s anxiety and in an increase of his/her confidence regarding the working methodology.” (p.4).



**Figure 1.** The Flipped classroom model. Adapted from “The flipped classroom model at the university: analysis based on professors ’and students’ assessment in the educational field” by Flores, del-Arco, and Silva, 2016, *International Journal of Educational Technology in Higher Education*, 13 (1), p.3. Copyright 2016 by the Creative Commons Attribution 4.0 International License.

In designing and implementing of the flipped model, teachers arrange the topics into a structured whole in line with the program. They present materials in various formats and offer engaging activities to instruct the essential strategies and skills that form writing, which are teacher-evaluated. Setting web-enabled and cooperative meeting places where students exchange ideas, inquire and find answers to questions, or examine in detail the structure of topics might be noted as important.

The working of students together within and beyond the boundaries of the classroom plays an important role in the flipped model. They establish their learning with interactive communication and team up with their classmates not only in the formal

learning environment but also in the web-enabled or application-based situations. In face to face lectures, the teacher can assign the initial part of the teaching process to have a look at the subject matters and this can present a start to the activities throughout the class. For this purpose, the students are separated into minor groups and the teacher assists each group to fulfill the practice. Furthermore, thanks to the flipped model, they can utilize technological devices to reach online information.

Considering Figure 1, about the evaluation of the flipped model, it can be pointed out that the flipped model takes into consideration the engagement in activities performed inside and outside of the learning setting. The flipped model allows the students to analyze the evaluated practices outside the classroom in the absence of the direct guidance of the teacher. The flipped model enhances a learning involving interactive assistance among the students in working toward a common goal.

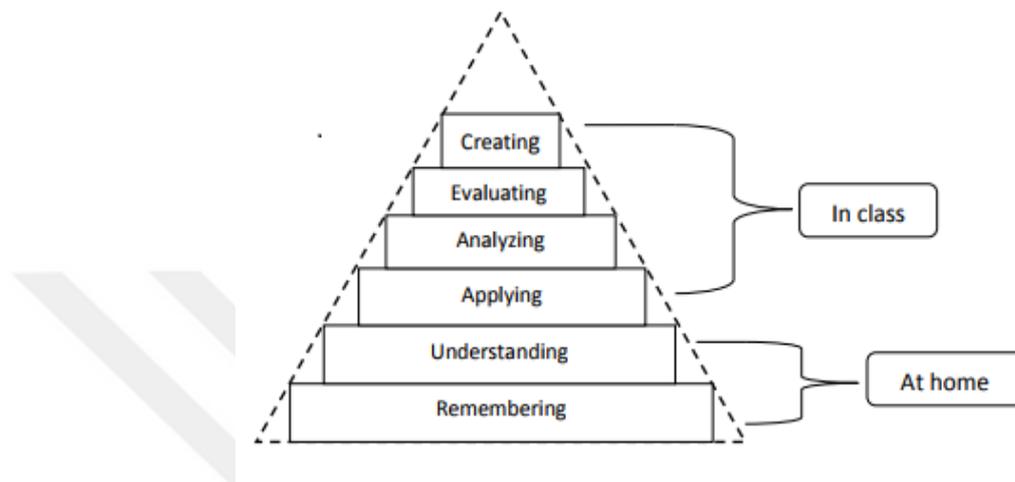
#### **2.4.7. Bloom's Taxonomy in Flipped Model**

Benjamin Bloom issued Bloom's classification system of taxonomy for the first time in 1956. It contained six levels: three lower levels (knowledge, comprehension, and application) and three higher levels (analysis, synthesis, and evaluation) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). The classification system was aimed to permit teachers a path to deal with syllabus and evaluation problems in a logical way. In traditional education, in which lecture is conveyed in learning environment, teachers have a role merely for the knowledge and comprehension (Goldsmith, 2014). Students are then assigned to engage in projects and tasks outside the classroom. These practices characteristically are in line with the application, analysis, evaluation and creation. For these practices, students demand explanation and further support. Therefore, in the flipped model, teachers are in the process of exploring the higher levels with the students (Bergmann & Sams, 2012; Gannod, Burge, & Helmick, 2008; Gerstein, 2012; Kellogg, 2009).

The flipped model has become a phrase, fashionable in the recent years (Fitzpatrick, 2012). Considering Bloom's revised taxonomy (2001), this indicates that students fulfill the lower levels (knowledge and comprehension) beyond the boundaries of the classroom, and centering on the higher levels (application, analysis, synthesis, and

evaluation) inside class-hours under the assistance of their classmates and teacher. Thus, this model differs from the traditional teaching.

The following Figure 2 demonstrates the flipped model in line with Bloom's revised taxonomy.



**Figure 2.** Bloom's revised taxonomy in the flipped classroom (adapted from Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., et al (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman)

In the flipped model, the lower levels are put forward prior to the lecture with educational videos. Moreover, written texts or similar materials maintain an effective assistance for knowledge acquisition. Therefore, in-class hours are canalized to mentally engage in higher levels from applying to creating. In flipped model-based lectures, students move from remembering to creating. The flipped model centralizes on the methods of encouraging the students in fulfilling an upper level. Furthermore, Nederveld and Berge (2015) stated that "the flipped learning creates a student-centered classroom where students are actively learning and instructors are better able to support application and higher-level learning" (p.12) instead of simply giving their attention to the teacher. Therefore, utilizing flipped model may permit the students to exert more efforts by encouraging upper-level assignments, activities and tasks. The activities are carried through without outside help out of the classroom environment.

## **2.5. The Perceptions of Teachers and Students towards the Flipped Model**

Student perceptions toward the flipped model vary from cooperation (Fulton, 2012) to self-control on knowledge acquisition (Strayer, 2007) and the teacher instructs topics indirectly (Pettigrew, 2012). Several researches have inquired the perceptions of teachers and students toward the flipped model. In terms of teachers, Maloy, Edwards, and Evans (2014) discovered that post-secondary education lecturers who implemented the flipped model revealed notable instruction and knowledge acquisition effects. Van Veen (2013) pointed out that this model is the utmost invertible application. Linga and Wang (2014) reported their investigation utilizing the flipped model as a process in which students gain a skill through recognizing their errors. Corrias (2014) showed that “the classroom sessions turned out to be livelier than I expected given the topic and the size of the class” (p.4).

Regarded to students’ perceptions toward the flipped model, several researches suggested solid evidences including students who are supportive for this model. Butt (2014) revealed that the majority of students indicated a positive perception to this model in his research. Pierce and Fox (2012) showed that nearly the whole students were of the opinion that watching videos prior to the lecture was substantial; the majority of them regarded the enhancement of communication among classmates as important. Maher et al. (2013) pointed out that students viewed this model as a worthy and entertaining knowledge gaining. Baker (2000) pointed out that the students attached importance to this model affirmatively. Furthermore, Johnson (2012) stated that information about students’ performance obtained for the flipped model was remarkably supportive.

## **2.6. The Roles of Teachers and Students in the Flipped Model**

The flipped model shows a function shift on behalf of the teacher (Educause Learning Initiative, 2012) from conveying knowledge in the classroom to providing guidance to the students through different motivating practices (Morrison, 2014). In this model, teachers are engaged in mental activities further thoroughly with students (Carpenter & Pease, 2012), lead them to the materials and subject matters (Bergmann & Sams, 2012). With this model, students are promoted to implement their new knowledge into real life situations (Horn, 2013), prompted for personal or

cooperative efforts, and asked to approach tasks, problems, and circumstances with innovative and solvable alternatives (Bergmann & Sams, 2012).

Teachers in the flipped model are a key factor (Bergmann & Sams, 2012). Teachers can ensure students with a face-to-face attention to aid them grasp mentally the content they may not figure out. In order to control the degree of students' grasping and perceiving, teachers can utilize quizzes. They may also create an environment in which students have opportunity to prepare self-project-based evaluations to reveal that they have acquired complete knowledge of concepts (Finkel, 2012). Consequently, the flipped model can increase effective student involvement and strong motivation.

Teachers' roles are to facilitate and generate acquisition of knowledge by investigating (Bergmann & Sams, 2012; Johnson & Renner, 2012), to produce peer-to-peer activities (Cohen & Brugar, 2013), to remove misapprehensions (Bergmann & Sams, 2012), to organize a student-centered learning (Schmidt & Ralph, 2014), to utilize modern tools proper for learning (Fulton, 2012), to enhance involvement of students (Millard, 2012), to give course videos for outside learning (Bishop & Verleger, 2013), to maintain information about students' performances of a task (Nolan & Washington, 2013).

With respect to students, the flipped model considers them as investigator (Van Veen, 2013). Students bring together the details, particulars, facts, figures, statistics, data and knowledge mainly outside the classroom, and during in-class hours, they implement newly acquired information to new circumstances (Berrett, 2012). Bergmann and Sams (2012) make teachers think that the basic point of this model is to centralize on the students.

## **2.7. Research on Flipped Classroom Teaching in Turkey Context**

The following studies provide the flipped model in a transition from theory to practice and its effective implementation in different fields in Turkey:

Iyitoğlu and Erişen (2017) investigated the influence of the flipped model in boosting university prep students' total academic achievement in EFL and that in its sub-

skills. Six different Independent Samples T Tests were put into use and the results revealed significant effect of the flipped model implementation on the entire EFL performance and its whole sub-skills. The effect size of the difference in grammar, reading, vocabulary and writing was detected to be moderate; however, in total EFL performance it was found out to be large. In another study, Boyraz (2014) investigated the effect of the flipped model in terms of academic success and long term retain of knowledge in English instruction. The study utilized pretest-posttest control group design. The results showed that experiment groups instructed with the flipped model were found to be better than the control groups with the traditional method and the difference between groups were meaningful.

Başal (2012) used this method in "Advanced Reading and Writing Skills" and received positive feedback from his students at Yıldız Technical University, Department of Foreign Language Teaching. In a study, Umutlu (2016) investigated different modalities of videos with the flipped classroom model for English writing classes at a state university preparatory school. The results showed that the participants' writing performance in the six experimental groups were better than that of control group. In another study, Köroğlu (2015) investigated the impacts of the flipped model on pre-service English language teachers' speaking skills development. The results of the study revealed that experimental group students put forward a significant development in speaking skills. Those in the experimental group held positive attitudes to the flipped model and they were remarkably satisfied with this teaching method.

Çakıroğlu and Öztürk (2017) carried out a study in order to examine the improvement of the system of conscious individual management. This management included the process of guiding personal thoughts, behaviors, and feelings to reach goals in the flipped model environment. With the participation of 30 undergraduate students at a university, qualitative data was gathered with an observation form, discussion messages and interviews with selected participants. The results showed that the participants developed their goals, preparations, task strategies. Their assistance seeking, planning, observing, confidence and engaging in the process of pursuing their own performance skills were moderate.

Sakar and Sađır (2017) tried to explain the flipped model in a study via document analyze method. The documents on TÜBİTAK, EBSCO host, Science Direct, IEEE, Internet Archive and Google Academy were examined. The data obtained from these sources were examined carefully and necessary notes were taken. General interpretations were made from these notes. In this research, the literature was first scanned and a coding was done. Then, the documents which were coded later were brought together and the form was produced. In this form, titles related to publication and publication year, authors, sample levels, course type, variables and result parts of thesis or articles were presented. As a result, it was pointed out that students will improve their active participation in the classroom at a higher level. It is thought that a problem can be solved more easily by associating the information obtained from applications within the classroom with real life. Thus, it is predicted that the flipped model will have better results than traditional models.

Akgün and Atıcı (2017) tried to indicate the effects of students' academic performance in computer technologies. With pre-test and post-test, a quasi-experimental design was utilized. The results showed that the participants in the experimental group boosted their achievement with the activities, retained effectively the subjects they learned, engaged dynamically in the exercises in the classroom. Yıldız and Kızılcı (2017) examined the impact of the flipped model utilized in a course at a university on prospective science teachers' academic achievements. The study included their awareness of self-cognitive processes, their beliefs about the nature of human knowledge and how it is conceptualized. In the study, with the participation of 66 students, the results revealed that the utilization of the flipped model was significantly more influential on prospective teachers' academic performance and their awareness of self-cognitive processes. However there was no significant difference on epistemological beliefs between experiment and control groups.

Yılmaz (2017) examined the impact of the cognitive science principles of effective multimedia learning with using electronic educational technology readiness of the students. The study was carried out with the participation of 236 undergraduate students. The results showed that students' e-learning readiness was a crucial reference for their satisfaction and incentives.

Sarıgöz (2017) conducted a study to examine the impact of the flipped model on the academic achievement of prospective second grade teachers (68 participants) in elementary teacher education at a state university. The results showed that the academic achievement of the participants studying in line with the flipped model ameliorated more than those studying in line with the traditional model. Moreover, the students stated that this model gave support to them to examine, and they regarded the model as more entertaining than the traditional one, and gained new knowledge while investigating systematically.

Aydın and Demirer (2016) provided data about the instruments which were utilized in the different phases of the flipped model. Moreover, these instruments were put into use in terms of evaluation for their suitability with the devices which were both portable and present on-the-spot access to information. Literature review as a research method was employed and in order to examine the data methodically and in detail, content analysis was carried out. The study suggested the instruments that could be submitted for consideration to put an end to the restrictions of this model.

Zengin (2017) conducted a study in order to determine the impact of the flipped model originated from Khan Academy and a math software on the participants' (28 students) academic success and to investigate their opinions on this model in mathematics education at a state university. The results showed that the flipped model enhanced students' success in double integral. Moreover, this model increased their understanding for the course concepts and ensured the continued retain of them through visualizing in mathematics instruction.

Akaslan and Law (2016) examined a model in terms of promoting electrical engineering with effective multimedia learning utilizing electronic educational technology. Data was gathered from representative teachers and students from two state universities in Turkey. The attitudes of the participants of each university to e-learning were established by questionnaires and interviews. The responses of teachers and students were measured for the similarities and differences. A case-control study was carried out to identify the impact of the model. The entire gathered data revealed that both e-learning and blended learning produced more influence than that of traditional learning.

Aşıksoy and Özdamlı (2016) attempted to determine the impacts of the flipped model redesigned for Keller's ARCS (Attention, Relevance, Confidence and Satisfaction) on the students' accomplishment, motivating force and self-containment. The participants (66) comprised of 30 in the control, 36 in the experimental group took physics courses at a state university. Data was gathered via motivation questionnaire, physics concept test, physics self-sufficiency scale and semi-structured interviews. The results showed that the participants who were more prompted in the experimental group accomplished more than those in the control group. The semi-structured interviews revealed that the participants indicated positive perceptions to the flipped model in the experimental group.

A study by Temizyürek and Ünlü (2015) emphasized that the whole of education partners should modernize themselves in accordance with the advancements in instructional technology. The researchers indicated that language teachers take advantage of these advancements in their teaching setting and stated that learning process can be ineffective without the synchrony of teachers' teaching methods to the modern ones. They put forward that flipped model could be considered as a distinguished method in the advanced world and that learners can pursue theoretical knowledge out of the classroom and can fulfill activities assigned as homework under the direction of their teachers in the learning environment.

Gençer (2015) investigated the utilization and practicality of the flipped model and emphasized the importance of prompting students in the course of the knowledge acquisition process. The results pointed out that students have a more dynamic part in the process of the gaining knowledge, taking charge of their own learning and exerting more effort for the activities in the classroom thanks to remodeling homework fulfillment. Consequently, he set forth that this model was approved by students and provided significant assistance for the performance of students. Sarıtaş and Yıldız (2015) studied the gamification model with the flipped learning model and evaluated the relationship between the two. The researchers set forth that flipped learning and gamification applications are taking place in the world education literature day by day. Many research findings have indicated that these learning models can respond to the needs and desires of 21st-century students and offer innovative solutions to existing pedagogical problems.

Kardaş and Yeşilyaprak (2015) gave reasons and cited evidence in support of the flipped model in their review study. The researchers argued about changing attitudes toward the processes of learning, and the necessity for fresh learning models. In their review study, Kardaş and Yeşilyaprak stated that it would be useful to investigate this model and use it to the extent that the conditions of our educational system permit. In this way, higher productivity can be achieved than technology-supported projects such as the FATİH project, which promotes the use of technology in education, and the researchers suggested that the flipped model is a model that can be utilized substantially and improved more for changing circumstances, such as the teacher's guiding the learning process.

Boyraz (2014) analyzed the effect of the new flipped model teaching method in English teaching on academic success and retention at a state university with 42 participants. He concluded that the experimental group, who were taught by the flipped method, was at a higher level in terms of academic success than the control group, who were taught by traditional method. According to the views of the participants, the students in the flipped model did not need to spend more time outside the classroom than those in the traditional model, and this model increased their preparation and course motivation.

As for the perception and opinions and demands of the students, these studies draw attention in terms of the utilization of flipped model in Turkey:

Zeren (2017) examined the participants' perceptions in geography major course related with the advantages of the flipped model with the participation of 100 students at a state university. The study showed that the flipped model boosted their taking responsibility for their own learning, their being more self-directed, their making decisions, their thinking critically and their problem solving. Yıldız et al. (2016) conducted a study of the flipped model utilized in chemistry education with regard to the academic performance and opinions of the prospective teachers at a university. With the participation of 39 students, a pretest, and after the process, a post-test were implemented in the experiment and control groups. The results showed that the flipped model had a significant effect in the experimental group on the academic performance. Furthermore, this study pointed out that the participants

held a positive opinion to the flipped model and they considered the method to be influential.

Çukurbaşı and Kıyıcı (2017) examined the views of pre-service teachers in terms of teaching activities under the umbrella of the flipped model. A case study was put into use with fifteen pre-service teachers in their senior year. The participants expressed their views on this model especially from the aspects of interaction, educational advantage and attributes relating to moods, feelings, and attitudes. The participants indicated that this model contributed to save their time, helped them be predisposed for in-class activities, boosted their participation and aided them to retain the new knowledge effectively. Furthermore, the participants stated that the interaction between teacher and student, and peer-to-peer (for students) was provided with this model. Yıldırım et al., (2016) examined the students' opinions towards the flipped model and implemented the model with 25 participants who took the Operating Systems Course in a vocational college. The participants indicated that they fulfilled more activities during in-class time and the results revealed that this model could be influentially utilized and thus increasing their individual learning.

Kurt (2017) examined the process of putting the flipped model into effect at a state university in Turkey with a pretest-posttest quasi-experimental mixed methods design and the experimental and the control groups. A course of classroom management where the participants (62) were in the program of pre-service English teacher education was completed. Its impact was evaluated by comparing a traditional classroom model. The results showed that the flipped model ameliorated participants' beliefs to efficaciously handle possible problems. They achieved their educational goals, and their perceptions were more positive about the flipped classroom in the experimental group in comparison to the control group. Umutlu (2016) investigated particular methods for videos in the flipped model for English writing course at a state university preparatory school. With six experimental groups and one control group, a writing pretest and two posttests were implemented in addition to conceptual and essay writing posttests. The results revealed that the participants studying particular video-methods performed better than those of control group, and that the participants who studied each part of a video, and then responded

to the related questions performed better than those of the control group in the essay writing posttest.

Koç (2016) carried out a study to identify the impact of the flipped model on the views of participants whose ages were between 13 and 14 about technology in mathematics lesson. Two classes were employed as the experimental and control group in the research. The instruments for qualitative and quantitative data were put into use to gather the data. The findings revealed that the participants of the experimental group were willing to learn a lesson concerned with technology. Başal (2015) carried out a study to examine the perceptions of potential English language teachers at a state university towards the flipped model. Qualitative data were gathered via an open-ended question from 47 participants in the study. The results showed that pre-service English teachers held positive perceptions to the utilization of the flipped model. This model was fruitful from 4 categories: personalized learning, sophisticated student planning, bypassing the restrictions of in-class time, boosting the involvement in the classroom.

Köroğlu (2015) examined the impacts of the flipped model on pre-service English language teachers' progress of speaking skills at a state university with 48 participants. The results revealed that a significant difference between experimental group and control group was found out, and the participants in the experimental group developed their speaking skills significantly. Also, they had positive attitudes to the flipped model and they were noticeably satisfied with the syllabus of this model. Torun and Dargut (2015) stated that the importance of flipped model satisfy the demands of the students. Students indicated that they gained their knowledge via non-class activities. In the formal learning setting, they gave voice to an idea on the topics of making strong learning and providing more time for activities. They pointed out that they did not get confused in any place in non-class activities.

Turan and Göktaş (2015) examined the opinions of students in terms of flipped method. The results revealed that students had rather positive opinions towards flipped method. The model enhanced the permanency of learning, and it assisted knowledge acquisition, and it was an entertaining and changeable method. Akkoyunlu and Gündüz (2015) implemented the flipped model in 'Instructional

Design' course at a university and examined the views of the students towards this model. As a result of the research, it was found that this model has a positive influence on student motivation, develops peer relations. It offers an entertaining learning environment, and students can reach the course content with time and space flexibility, and attend the classes with high levels of readiness. Sever (2014) pointed out that this model attaches students to the focus of the activities at a state university. The researcher put the flipped model into effect in the teaching of violin, and then examined methodically and in detail the opinion of the student following the course. The results showed that this model produced more influential and fruitful teaching. The student stated that they perceived the model as more pleasant and were prompted to boost their learning.

Regarding the studies mentioned, this model, which is in the foreground of individual, aims to make learning easy and effective. In this respect, because of its emphasis on individuality, teachers are reluctant with the idea of teaching by considering different characteristics (different learning speeds, motivational levels, cognitive skills, readiness levels, etc.) that individuals have in limited time in classroom. Therefore, teachers should be given time and students should begin to take responsibility in their own learning process. At that point, the flipped classroom method, which combines individual-focused education with technology in the constructivist approach, appears to be one of the solutions. This new method aims to ensure that students allocate a part of the time they spend outside of school to the school, and utilize their time in school in the most efficient and effective way. At the same time, this model implements the innovations of technology and its popularity and popularity among students.

Thanks to the facilities of developing information and communication technologies, changes and transformations in learning concepts are experienced (Doğan, 2015). However, the speed of these changes and transformations is not reflected on educational environment at the same rate and brings various problems with it. The flipped model in learning is a new approach that is thought to be able to overcome the deficiencies and disadvantages experienced in today's education (Serçemeli, 2016). The flipped model refers to a blended learning process as opposed to a traditional, teacher-centered and four-walled approach to education (Doğan, 2015).

This learning approach is widely known and used worldwide. However, Turkey is experiencing an opposite situation in this regard. Filiz and Kurt (2016) stated that studies on the flipped model have been collected abroad and the studies in Turkey are inadequate yet.

## **2.8. Research on Flipped Classroom Teaching in Other Contexts**

Some studies conducted about the flipped classroom model in various fields can be listed as follows:

Egbert, Herman and Chang (2014) suggested various advantages such as enhanced talents to obtain authentic communication in language for the flipped model. Moreover, lowered uneasiness for students and additional initiations for teachers to boost student self-organizing were showed in their research. In line with the results, Egbert at al. emphasized that the flipped model in teaching is a suggestible path to constitute a learner-centric setting and in this model face-to-face connection with teachers was considered as helpful. Thus, Egbert at al. put forward that given the use of flip model, teachers should evaluate the needs of the target students. Kuhn and Hoffstaedter (2015) argued about the pedagogical pros and cons of the flipped model in an EFL environment. The utilization of this model accompanied by video connection (e.g., Skype) between students from abroad enabled students to be outside of the classroom and perform authentic interactions in the target language. The researchers stressed that it is highly important that the teacher should combine different features of language acquisition in a flipped model that the traditional learning cannot present.

Harvey (2013) carried out a study in an elementary Latin class. In the study, the instructor made and uploaded videos containing target vocabulary and grammar structures for students in order to enable them to translate Latin texts into English. The researcher measured the similarities and differences between the exam results and those of the preceding year's students who took traditional lectures. The results showed that the grades of the traditional class students were in decline, and after the second and third exams, a significant difference between the scores of the flipped model students and those of traditional model ones was observed. Wong and Chu (2014) conducted a study in a post-secondary institute. The students in the flipped

model were expected to watch videos prior to joining in the class and fulfill web-enabled exercises. There was also a control group who viewed the videos in the classroom, and carried out the activities. The post-test results showed that the students in the flipped model had higher performance than those in the traditional model. Moreover, the students put forward that viewing videos prior to attending class had a positive impact on their speaking skills and they participated in the class more motivatedly.

Lage et. al (2000) put forward a study in which the flipped model was implemented to female students' individual way of learning at a state university. The students viewed the videos prior to attending to class. The results suggested that this implementation could be regarded as better to the students who may be in need of Economics. The students' perceptions to the model were positive. In a study by Gannod et al. (2008) the flipped model was implemented in Economics, Marketing and Computer Science lectures. The students were expected to examine podcasts and presentations before the lecture hour. The students took advantage of the peer-to-peer activities in the learning environment and this provided an enhancement in students' participation. In a study by Kvashnina and Martynko (2016) at a university in Russia at an engineering course, the scores in the flipped groups were higher than those in the control group in the final exam containing the tasks of four skills, and additionally, the participants had positive attitudes to the implementation of the flipped model with technology. A study by Strayer (2012) examined the impact of the flipped model on collaboration, modernization and completion of particular tasks in the course of Statistics at a university. The study noted the differences between the traditional type of classroom and the flipped one. The results showed that students in the flipped model were more collaborative and performed more modernization and task completion than those of their traditional classroom.

Dove (2013) explored student perceptions to the flipped model implemented in statistics course by comparing the traditional model. The students centered on carrying out a research or a project, building skills and viewing the problem from every angle to generate ideas during the hours in the classroom. The results pointed out fulfillment of students' wishes, expectations, or needs with lecture videos that increased their understanding of concepts at their own pace. Also, this experience

was evaluated by them in a positive way and the majority of students benefited from the flipped model and embraced this model against the traditional one. Toto and Nguyen (2009) studied the flipped model in an industrial engineering course. The researchers (2009) found that students regarded this model as beneficial, enjoyed it highly, and drew attention to the in-class activities and stated that watching the video lecture before attending to the class assisted and enhanced their grasp of concepts.

Kim, Kim, Khera, and Getman (2012) organized three flipped model settings (engineering, humanities, and sociology). Separate techniques were implemented in these settings. The researches centered on the ways of lecturers' carrying out the flipped model, the students' perceptions, and offerings for the organizations of flipped model. The students stated that the teacher organized the whole activities and gave information to them about learning targets. They pointed out that flipped model prompted two-way communication and cooperation among them. The flipped model assisted the students to arrange and observe their own acquiring new or modifying existing knowledge. Moreover, the students noticed that the activities in the classroom ameliorated their skills in problem-solving. A study carried out by Marcey and Brint (2012) in two introductory biology classes intended to measure the differences between a traditional model and that of a flipped. The results indicated that students in the flipped model had higher scores on tests and quizzes than those in the traditional one. Davies, Dean and Ball (2013) noted traditional instruction, simulation-based instruction and the flipped model in a course on electronic documents. The results revealed flipped classroom boosted students' incentives and made their learning easy.

Overmyer (2014) examined students' achievement in Algebra course in a flipped model environment. The researcher utilized flipped teaching for five weeks and then shifted to traditional teaching for the rest of the course. Later, the researcher analyzed the students' development via final exam. The results revealed that a slight difference was found in their development. In a study, Jhonson (2013) centered on students' perceptions of maths in high school and used the flipped model. The results showed that students approved this new learning environment and they took advantage of the video lectures. Snowden (2012) examined teachers' perceptions of the flipped model. The researcher held an interview with eight teachers that utilized this model in their

courses. The results showed that teachers indicated positive perceptions to the model. Lesseig and Krouss (2017) examined how students in algebra course utilized the resources included in the flipped model and how students considered these resources as beneficial for their knowledge acquisition. The results showed that the participants who made use of videos put forward an important success. The participants valued viewing videos and studying on homework during in-class time in the classroom environment due to the assistance of the activities for their knowledge acquisition.

Hao (2016) examined undergraduate students' viewpoints, their affective state of information processing capacity and the effects of their personalities in two undergraduate courses in Taiwan. The results pointed out that according to over 50% of the participants, the flipped model was a good experience and approved this classrooms due to its learner-centered feature. Students indicated that the activities such as discussions with lecturer in comparison with traditional course were positive experiences and fruitful instruction for autonomous knowledge acquisition. In 2014, Bormann examined the impact of the flipped model for student participation and achievement compared to the traditional model. The researcher examined more than thirty journal articles in mixed-method or qualitative studies methodically and in detail. The researcher pointed out that students in different fields chose to learn their courses with the flipped model as they could utilize in-class hours actively, could lead over their learning, and control the video lectures at their own pace. Moreover, Bormann pointed out that most (77%) of the participants were more involved in the new model and nearly 77% of them emphasized the impact of out-class flipped assignments. Moreover, 90% gained considerable aid from the activities fulfilled in the classroom environment according to the study.

Lee and Lai (2017) carried out a study to examine the student perceptions of the flipped model and investigated the possibility of this model in terms of assisting to boost higher-order thinking in information and communication technology class. The study was conducted with the participation of 28 students in a public secondary school. The results revealed that the participants were prone to receive this model. In addition, students' higher-order thinking skills could ameliorate through the utilization of the flipped model in knowledge acquisition. Bösner, Pickert, and Stibane (2015) tried to examine the effect of the flipped model on student satisfaction

and progress of skills and knowledge. An elective seminar in differential diagnosis in primary care was suggested to the participants (17) who were in undergraduate medical studies. The results showed a positive effect of the flipped model on participants' satisfaction and skills and knowledge.

Mikkelsen (2015) investigated the experiences and perceptions of nursing students in a course, and prepared video lectures and engaging activities. The results showed that the participants stated a high contentment with the videos lectures. The majority of them chose the flipped model over the traditional one. In another study, Krueger and Storlie (2015) carried out a case study to examine the flipped model. The assessment of students' views and results shows that the flipped classroom's preferences are remarkably higher than those of traditional one. Tan, Brainard, and Larkin (2015) examined the students' obtaining of the flipped model instead of traditional lecture-based model for the instruction of internal emergency medicine. The results pointed out that the majority of medical personnel chose the flipped model over the traditional one.

Zhonggen and Guifang (2016) investigated the usefulness of flipped model in business English writing course. The results revealed that the flipped model produced better academic performance and course contentment compared to the traditional model. Breimer, Fryling, and Yoder (2016) measured the differences among traditional, semi-flipped, and fully-flipped models with three different lecturers in an Introduction to Programming course. The results showed that carrying out the activities in the classroom environment met the expectations and needs of the participants. Semi-flipped model with activities in the classroom and video lectures outside the classroom environment provided the best student involvement. Clintondale High School implemented the model in all freshman classes at in a semester. According to Green (2012), the rates of lack of success decreased nearly 33 percent. The number of student discipline cases dropped 30 percent after the shift to flipped model. The results encouraged the principal and the entire school was converted to the flipped model in 2011.

In a nationwide survey of 1,401 pre-primary and secondary education classroom teachers, PBS and Grunwald Associates (2010) discovered that over two-third of

teachers (68%) held the belief that utilizing videos aided to encourage discussion. Two-third of them (66%) linked videos to enhanced student incentives, and again a majority of them (62%) pointed out that the videos helped them to be more influential. Over half (55%) indicated that they were more innovative when they utilized videos. Moreover, a majority of teachers (61%) pointed out that students choose videos instead of other instructional resources.



## **CHAPTER 3**

### **METHODOLOGY**

In this chapter, the design, research questions, population and sampling, data collection and procedure, and data analysis of the research are covered in detail.

#### **3.1. Research Design**

In this study, one-group quasi-experimental design which is to carry out a systematic or formal inquiry to discover and to examine the facts of one variable on other ones was employed and this study used a mixed-method approach in terms of covering the instruments of both quantitative and qualitative data collection. Based on the quantitative model, two pre-tests which required the participants to write two different types of essays on two different topics were utilized. The same pre-tests with the same features were administered as post-tests at the end of the study. Also, a questionnaire in the form of 5-point Likert type was implemented. Relating to the qualitative model used in this study, the researcher makes use of student diaries for gaining the necessary data about the use of the flipped writing model and the perceptions of the students towards the new model.

#### **3.2. Research Questions**

The study mainly aims to find out whether there is any significant change in freshman students' perceptions and any significant improvement in their writing performances, whose proficiency of English is at the pre-intermediate level, in terms of writing skills in flipped classroom model.

This study includes the following research questions:

1. What are the perceptions of EFL students regarding writing skills course after experiencing the flipped model?
2. Is there any significant improvement in students' writing performances in the flipped writing model?
3. How do EFL students perceive the flipped model regarding writing skills course based on their individual diaries?

4. Is there any significant perception difference regarding the flipped writing model by gender?
5. Is there any significant improvement difference in students' writing performances in the flipped writing model by gender?

### **3.3. Population and Sampling**

This study was conducted in the Faculty of Science and Letters at Kafkas University with a population of 101 (20 males and 81 females). Their ages changed between 20 and 23. All the participants were the freshman students at the university between September and December (ten weeks) in the academic year of 2018. The students in the class attended to writing lessons according to the basics of the Flipped Writing Class Model throughout the course of the research. The writing lessons in the class were presented by the researcher. Undergraduate students studied writing skills in four hours at each week in the department of English Language and Literature. In terms of their past knowledge in writing skills for the EFL context and in line with the policy of the School of Foreign Languages, the researcher prepared a briefing file about writing skills before commencing the study on paragraph types.

From the first week of the research, the students started to watch the video lectures prepared by the researcher. The lectures were based on the content created by the researcher. The items relating to the words and consisting of syntax and morphology were not presented deductively. On the other hand, Grammar and Lexical perspectives of the students were assessed at the same time, as the model of flipped classroom allows the students to practice more with their teacher and peers in the classroom environment. As for the proficiency level of the students, it is B1 (Pre-Intermediate) in line with the References of Common European Framework (CEF).

### **3.4. Data Collection and Procedure**

#### **3.4.1. Instruments**

Data collection instruments are two pre-tests and two post-tests, questionnaire of students' perception of flipped classroom model in writing, student diaries. The questionnaire was utilized based on the permission of Norazmi, Chiew, Suzilla and

Nurzarina (2017), and this questionnaire investigates the students' perceptions of flipped classroom model in writing.

- **Pre-tests and Post-tests Assessing Students' Performance in Writing**

These tests were implemented to assess students' performance toward writing in the flipped model. The first implementation was carried out at the beginning of the study as pre-tests. The other implementation was carried out at the end of the study as post-tests. In the first week, students wrote a cause-effect essay and a compare-contrast essay, which were used as the pre-tests. The cause-effect essay and compare-contrast essay were, respectively, about "Should mobile phones be allowed in schools?" and "Are sports and games as important as studies?". The time allocated for each essay writing was 60 minutes. The flipped model implementation lasted for 10 weeks and at the end of the implementation, students wrote the same types of essay about the same topics. The level of these tests was determined by the researcher at the University of Kafkas, and two English experts approved the writing topics for the pre- and post-test, pointing out that the level of difficulty of these tests was the same.

A rubric of Yamamoto, M., Umemura, N., & Kawano, H. (2018) was administered. This rubric consists of five dimensions (i.e., content, structure, evidence, style and skill) with a total score of 100 points, 20 points for each dimension. These five dimensions measure how students accurately use an essay writing format, how well they point out the aim of the essay, how well they clarify the source or evidence to promote the main idea, whether their style is proper, how their skills are in terms of writing and whether they could accurately utilize grammar. Firstly, content refers to perceiving the assigned tasks and rationale of contents. For example, students could include proper contents with relevant terms in their essay. Secondly, structure indicates a logical development. Their theory could express the writer's understanding. Thirdly, evidence refers to validity of sources and evidence. This shows the proficient utilization of superior and appropriate sources. Fourthly, style shows certain utilization of grammar. Finally, skill means the simplicity with which a reader can perceive the intended meaning of a written text.

### - **Questionnaire of Students' Perception of Flipped Classroom Model in Writing**

During the flipped model process, the students were required both to take part in the in-class activities and to engage in online learning at their own pace by viewing videos and following online materials. To determine students' perception of flipped classroom model in writing, they were given a questionnaire. The researcher prepared the questionnaire in the form of 5-point Likert type. Content and face validity of the questionnaire were administrated by educational experts from the field of education. There were 24 items which were in English and formed in 5-point Likert type questions (5= strongly agree and 1= strongly disagree). The questionnaire was utilized based on the permission of Norazmi et al. (2017).

The students were requested to fill out the questionnaire at the beginning and at the end of the implementation to explore what their perceptions are regarding writing skills course after experiencing the flipped model. This is because it is of great importance for the students to make their own judgments about their experience of the flipped model.

### - **Diaries**

Based on the third research question, the diaries of the students were examined to explore their perceptions towards the flipped classroom model in EFL writing classes. The researcher asked to the students to write diaries at the end of the class-hour every week. The diaries ensured a record of their thoughts, feelings and perceptions. The diaries were designed with a four-category coding system to collect information. The researcher conducted diaries with the students participating the flipped model.

### **3.4.2. Procedure**

The process of treatment week by week is explained in detail.

This study mainly aims to find out whether there is any significant change in EFL freshman students' perceptions and any significant improvement in their writing performances whose proficiency of English is at the pre-intermediate level, in terms of writing skills in flipped classroom model. At the beginning, the researcher controlled whether students had the necessary information and communication

technologies. It was observed that the whole students had smartphones, computers or tablets and spared most of their time by utilizing these devices for different purposes. Later, an orientation on the nature of the flipped model in writing was provided to remove novice effect and the students were invited to participate in the experiment (Appendix G). Later on, the researcher prepared the educational video packages in line with the course of Writing and created a Facebook group named “EFL FRESHMAN STUDENTS GROUP - 2018” in order to allow the students to access these videos and online materials. These videos and online materials were uploaded to Facebook platform prior to the lessons each week. This study consisted of video packages of general paragraph features and four essay types. With the help of these packages, the students could learn general concepts according to their pace-capacity. Videos were supported with English subtitles. Also, example additional videos, paragraphs and essays were shared for further learning and practices. In this 10 week-long study, the students were expected to acquire knowledge of or skill in how to write using general paragraph features and four essay types to achieve a desired output. Following few weeks, the students got adjusted to the model and were involved in the class activities. On the other hand, the videos were shared on the group a few days before the lesson to allow the students more time to watch the videos and internalize the concepts.

The procedure is explained week by week in detail below. Moreover, some screenshots of the posts and comments of the Facebook group page “EFL FRESHMAN STUDENTS GROUP - 2018” are added to Appendix J.

### **First Week**

In the first week, an orientation for the Flipped Classroom Model in Writing, its main features and background was presented to the students. The students were asked to participate into the Facebook group, as this group would be private in terms of privacy setting. Those who have not got any accounts were required to create in a short time. Later, subject-verb agreement, pronouns, sentence patterns with verbs, adverbs of time and etc. were reminded briefly to the students.

## **Second Week**

A "how to write an introduction" video which gave information about the first part of an essay was uploaded to the Facebook group. A range of explanation on the sentence types, conjunctions, transition words, outlining was presented to the students in a sheet. Also, the students were required to comment on the video that brief the paragraph type and on other videos that exemplify this type. As for the task assignment, they were asked to write an "introduction" based on the pre-prepared questions that examine the experiences of the students about Phobias prior to the lesson. This topic was determined by the researcher and the task that the students were to do was to create an introduction for Phobias.

At the beginning of the lesson, the researcher implemented a quiz in order to determine the number of the students that watched the video. The quiz included the questions that examined the information given in the videos uploaded. After the implementation, it was seen that 7 students could not watch the video due to the personal problems and internet connection errors. To solve this problem, as pre-prepared in advance, the videos were given to the students via flash disk. Later, the class hours were spent on the various exercises and tasks related to the introduction writing on "phobias". Six thinking hats which is a system characterized as a tool for group discussion and individual thinking was put into use to process in a comprehensive and cohesive way. In order to achieve that, the researcher divided the students into six groups and asked them to write according to the color of the hats. This tool set allowed an effective thinking method that helped them pay particular attention more productively, and to involve in a more conscious way. From this perspective, the students could understand and build an introduction. At last, the students were warned to follow the Facebook group for the new videos that included a new paragraph type, examples and pre-prepared question pack to be ready for the next lesson.

## **Third Week**

The video uploaded to Facebook group was on "'how to write a body paragraph'". The students were asked to learn this type of paragraph and watch the other video "Planning a Trip" as an example of the topic. On the group, they discussed and

commented on these two videos, they shared their ideas and also gave their own examples from their previous knowledge which may be considered as proper. They were also asked to write a body paragraph on “Planning a Trip” prior to the lesson.

At the beginning of the lesson, an activity of note comparison/sharing was carried out. In this activity, the students were informed in advance to take notes in the course of viewing the video before class. Then, in class, they were asked to read each other’s notes. They were also asked to note the similarities or differences between their notes and their partners’ and to reveal where they discovered differences. The students who could not watch were given the videos via their flash disk. Later, they were asked to write a body paragraph on “Planning a Trip” after they were grouped in pairs. They discussed on the paragraph. In the next part of the lesson, sentence construction with future tense was reviewed and the other tasks were implemented. They were also warned to follow the Facebook group for the new videos that included a new paragraph type, examples and pre-prepared question pack to be ready for the next lesson.

#### **Fourth Week**

The video uploaded to Facebook group was on “how to write a conclusion”. On the group, they talked about and post comments on the video, they shared their ideas, and also gave their own examples from their previous knowledge which may be considered as proper. A few students were assigned to prepare a three-minute presentation with slides.

At the beginning of the lesson, the researcher implemented a quiz in order to check the number of the students who viewed the video. The quiz included the inquiries that examined the information given in the video uploaded. After the implementation, it was seen that 5 students could not watch the video due to the personal problems and the inability to connect to the internet. The video were given to the students via flash disk and the problem was solved. Later, the students assigned to make presentations fulfilled their duty, and following that, those who watched and listened to these presentations were asked to make comment and suggest their own ideas about the presentations. The students were separated into two groups and one group wrote a conclusion to an essay and the other checked them

according to the features of writing a conclusion. Later, the roles were changed. With this activity, they engaged in the material they study through writing. At last, the students were reminded of “how to write a conclusion” with its features and rules, and they were warned to follow the Facebook group for the new videos that included a new concept, examples and pre-prepared question pack to be ready for the next lesson.

### **Fifth Week**

In this week, a video of "how to write a compare and contrast essay" were shared on the group. The students were asked to learn this type of essay and watch the other video that includes important words for this essay type. Moreover, examples of these words were written on the group in order to help the students understand better. On the group, they talked about and post comments on the video, they shared their ideas, and gave their own examples from their previous knowledge. They were also asked to add a part or information which may be taken into account as missing in the video. A few students were assigned to prepare a three-minute presentation with slides about this type of essay.

At the beginning of the lesson, the researcher asked some questions to the class about the essay and its features. Some students were chosen randomly to answer the questions. Later, some students who could not view the video were equipped with the video. Later, the students assigned to make presentations fulfilled their duty, and following that, those who watched and listened to these presentations were asked to make comment and suggest their own ideas about the presentations. The students were separated into groups and were given assignment to write sample sentences into a blank paper, and later the sample sentences of a group were given to another group to read and control the errors. All the groups were given this duty. After that, sample sentences were handed in to the group that wrote them and the group members could see their errors and talked about them.

### **The Week after Fifth Week**

In this week, mid-term exams were done.

## **Sixth Week**

This week was assigned to the video of "coherence in paragraphs". The students were asked to learn about coherence and read the sample sentences including useful words and for phrases for "coherence in paragraphs" on the group page in order to assist them understand better. The students could become aware of the information needed to include when writing a paragraph. They were required to comment on the video that brief coherence and on the sample sentences that exemplify it. On the group, they talked about the video, shared their ideas, and also gave their own examples from their previous knowledge which may be considered as appropriate. A few students were assigned to prepare a three-minute presentation with slides.

At the beginning of the lesson, the fish bowl activity was implemented in the classroom. In this activity, each student wrote down one question related to the information in the video. They put their questions in a bowl. The researcher drew many questions outside of the bowl and replied them to the students and gave a brief description of coherence in paragraphs. Later, the students assigned for the presentations fulfilled their duty and the class was asked to comment on them both positively and negatively. Following that, the whole class was separated into two groups and each group was assigned to write a paragraph according to the rules of coherence. After they wrote it, the researcher asked both of the groups to take each other's papers and examine them according to the rules of coherence. They pointed out their thoughts about the papers and they benefitted from peer-feedback. Later, they were warned to follow the Facebook group for the new videos that included a new concept, examples and pre-prepared question pack to be ready for the next lesson.

## **Seventh Week**

In this week, a video showing "how to write a narrative essay" was shared on the group. The students were asked to learn this type of essay and important words of time relationship transitions for writing a narrative essay were also shared on the group page. On the group, they discussed and commented on the video, they posted their ideas and also gave their own examples from their previous knowledge which may be considered as proper. They added other useful words of time relationship

transitions. This topic was determined by the researcher in order to help the students understand and gain them the ability to write a group of sentences that express a series of events or actions that are composed in time sequence with a certain starting point, middle process and an ending point. They can be arranged in a chronological order or through utilizing flashbacks and the action of looking back on or reviewing past events or situations. A few students were assigned to prepare a three-minute presentation with slides about this type of essay.

At the beginning of the lesson, the activity of three-step interview was implemented and the researcher posed some questions. The students were divided into pairs. In each pair group, one student interviewed the other in a certain time period. The two then changed the roles and carried out the interview again. Two pairs combined and the students introduced to the rest of the group the ideas posed by their partners. The researcher gave information about this type of essay uploaded to the Facebook group. Following that, it was seen that 3 students could not watch the video due to the personal problems and the inability to connect to the internet. The video were given to the students via flash disk and the problem was solved. Later, the students assigned to make presentations fulfilled their duty, and those who watched and listened to them were asked to make comments and suggest their own ideas about the presentations. Later, the activity of Dyadic Essays was implemented in the class. The students were divided into two groups. While the members of one group wrote essay questions concerning the topic in the video, those of the other group tried to find and write ideal answers to these questions. Then, this group read aloud their answers. Later, they changed the roles and discussed how they differed and how the answers concerning the topic. At last, they were warned to follow the Facebook group for the new videos that included a new essay type, examples and pre-prepared question pack to be ready for the next lesson.

### **Eighth Week**

A "cause and effect essay" video which gave information about this type of paragraph was uploaded to the Facebook group. The students were asked to watch the video. Transitional words and phrases were also added to the video in order to give a more clear idea about this type of essay. On the group, they discussed and commented on the video, they posted their ideas and also gave their own examples

from their previous knowledge which may be considered as proper. They added other useful transitional expressions. This topic was determined by the researcher in order to help the students understand and gain them the ability to write a well-organized cause and effect essay for the purpose of helping one accept a particular point of view or take a specific action, and use plausible reasoning and strong evidence by emphasizing facts, putting logical reasons, utilizing instances, and citing specialists or etc. A few students were assigned to prepare a three-minute presentation with slides about this type of essay.

At the beginning of the lesson, the researcher implemented a quiz in order to check the number of the students who viewed the video. The quiz included the inquiries that examined the information given in the video uploaded. After the implementation, it was seen that 9 students could not watch the video due to the personal problems and the inability to connect to the internet. The video were given to the students via flash disk and the problem was solved. Later, the students assigned to make presentations fulfilled their duty, and following that, those who watched and listened to these presentations were asked to make comment and suggest their own ideas about them. Following that, the activity of dicto-comp was implemented. In this activity, the researcher read an essay three times. The students listened carefully, however did not take notes. Following the last reading, they wrote the essay as well as they could from their memory. The researcher divided the class into two groups and the groups changed their notes and checked each other's notes. Later, the activity of sentence construction for concentration was put into use and the class was divided into different groups. The player who had the highest number of sentences on his/her paper was the winner. At last, they were warned to follow the Facebook group for the new videos that included a new concept, examples and pre-prepared question pack to be ready for the next lesson.

### **Ninth Week**

In this week, a video showing “how to write an opinion essay” was shared on the group. The students were asked to learn this type of essay and important words and expressions for writing an opinion essay were also shared on the group page. On the group, they discussed and commented on the video, they posted their ideas and also gave their own examples from their previous knowledge which may be considered as

proper. They added other useful words and expressions. This topic was determined by the researcher in order to help the students understand and gain them the ability to write their opinions on a topic and provide different points of view on a topic supported by rational causes. A few students were assigned to prepare a three-minute presentation with slides about this type of essay.

At the beginning of the lesson, the activity of 3-2-1 was implemented. In this activity, the students were asked to write about the video they viewed prior to the class. They had to write: three things they learned from the video, two questions they still had and one aspect of the video they enjoyed. They shared what they learned and their questions were answered by the researcher or by other students. After the implementation, it was seen that 6 students could not watch the video due to the personal problems and the inability to connect to the internet. The video were given to the students via flash disk and the problem was solved. Later, the students assigned to make presentations fulfilled their duty, and following that, those who watched and listened to these presentations were asked to make comment and suggest their own ideas about them. Following that, the researcher delivered a copy of a literary work, namely a story and asked them to read and write a paper for a simple and brief examination of this story. Later the class was divided into small groups and each member of the group took others' paper and checked. At last, they were warned to follow the Facebook group for the new videos that included a new concept, examples and pre-prepared question pack to be ready for the next lesson.

### **Tenth Week**

In this week, a video showing “Creative Writing” was shared on the group. The students were asked to learn the features of creative writing and important words and expressions were also shared on the group page. On the group, they discussed and commented on the video, they posted their ideas and also gave their own examples from their previous knowledge which may be considered as proper. This topic was determined by the researcher in order to help the students understand and gain them the ability to write with the use of the imagination or original ideas of mind: fiction and nonfiction writing, poetry writing and etc. The aim was to tell about feelings, thoughts, or emotions and instead of simply providing information, creative writing was put into use to enjoy or educate, to increase awareness about something or

someone, or to convey a thought. A few students were assigned to prepare a three-minute presentation with slides about this type of paragraph

At the beginning of the lesson, the activity of minute paper was implemented. In this activity, on a blank sheet of paper, each student wrote an answer to a question about the video in 3-4 minutes. The question asked the students to indicate the essential points of the video. The whole class was separated into two groups and each group member checked other group member's answers and took attention to his/her missing points. Later, the researcher showed a picture about a trip on a rocket ship to the students and asked them to write creatively about it. With same groups, the members checked each other's sentences and commented both on the ideas and writing styles. After that, the researcher wrote a story to the board and stopped writing in the middle of it and asked the students to finish this story according to their imagination. The students tried to generate ideas and wrote their stories from the point the researcher stopped. They compared their sentences and commented on them. At last, the researcher finished the lesson and thanked all the students who attended to the classes.

### **3.5. Data Analysis**

The pre-tests and post-tests (Appendix D and E) were analyzed with the Proposed Rubric for Human Scoring of Yamamoto, Umemura, and Kawano (2018). This rubric is placed to the Appendix I to provide further information. The results of these tests based on the rubric were analyzed by means of SPSS 20 (Statistics Package for Social Sciences) data analysis program. Also, the questionnaire (Appendix B) was analyzed by means of SPSS 20. Students were requested to fill out the questionnaire at the beginning and at the end of the process to examine their perceptions in terms of writing skills in flipped classroom environment. Further, as for the qualitative data analysis, students' diaries (Appendix C) were utilized together in order to provide a deeper understanding of the students' perceptions in terms of writing skills in flipped classroom environment. The diaries of the students were implemented week by week.

## CHAPTER 4

### RESULTS

This chapter of the study introduces the results related to the examination of EFL students' perceptions and their achievements in terms of writing skills in the model. Results got through pre-tests and post-tests of essay writing, questionnaire of students' perception of Flipped Classroom Model in writing and student diaries are put forward to give reliable discussion.

#### 4.1. Results from Pre-tests and Post-tests of Essay Writing

In relation to the second research question, two essay writing tasks as pre-tests and post-tests were conducted at the beginning and end of the implementation. The aim was to examine whether there was a significant improvement between the results of the pre-tests and post-tests. The topics of the essays were "Should mobile phones be allowed in schools?" for a cause-effect essay type and "Are sports and games as important as studies?" for a compare-contrast essay type, respectively. Table 2 and Table 3 compare the writing performance of the students with the results of the pre-test and post-test of the cause-effect essay type "Should mobile phones be allowed in schools?". It is apparent from the students' scores that the results in the post-test are superior to those in the pre-test.

**Table 2.** Descriptive statistics comparing the pre- and the post-test of the cause-effect essay

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	101	1,00	3,00	1,41	0,57
Post_test	101	2,00	4,00	2,51	0,64
Valid N (listwise)	101				

According to descriptive statistics comparing the pre- and the post-test in the Cause-Effect Essay revealed that the mean score of the post- test (M=2,51) was remarkably higher than that of the pre-test (M=1,41). In comparison with those in the pre- test, it can be seen that the mean scores of the post-test show a positive performance thanks

to the flipped model writing. On the other hand, the minimum and maximum scores (M=2 and M=4, respectively) in post-test were considerably higher than those in pre-test (M=1 and M=3, respectively).

**Table 3.** Paired-samples t-test of the means of scores of the students on the pre-test and the post-test of the cause-effect essay

	Paired Differences				t	df	Sig. (2-tailed)
	Std.		Std. Error				
	Mean	Deviation	Mean				
Post_test - Pre_test	1,11	0,313	0,031		35,6	100	0,000

Paired-samples t-test in Table 3 was utilized to measure the difference between the means of scores of the students on the pre-test and the post-test. This difference was statistically significant ( $t=35,6$ ,  $p<0.05$ ). According to Cohen's (1988) formula, effect size for this difference was 3,54 and this effect size is regarded "large". Table 3 reveals that a statistically significant difference was found out between the mean scores of the pre-test and post-test. Therefore, such differences might be due to the positive performance effect of the implementation of the flipped model in EFL writing. Stated differently, it may be indicated that the flipped model has helped increase the students' scores on the Cause-Effect Essay writing.

Table 4 and Table 5 compare the writing performance of the students with the results of the pre-test and post-test of the compare-contrast essay type "Are sports and games as important as studies?" It is apparent from the students' scores that the results in the post-test are superior to those in the pre-test.

**Table 4.** Descriptive statistics comparing the pre- and the post-test of the compare-contrast essay

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	101	1,00	3,00	1,27	0,49
Post_test	101	1,00	4,00	2,1	0,70
Valid N (listwise)	101				

According to descriptive statistics comparing the pre- and the post-test in the Compare-Contrast Essay revealed that the mean score of the post- test (M=2,1) was remarkably higher than that of the pre-test (M=1,27). Comparing with those in the pre- test, the mean scores in the post-test show a positive performance thanks to the flipped model writing. On the other hand, the minimum and maximum scores (M=1 and M=4, respectively) in post-test were considerably higher than those in pre-test (M=1 and M=3, respectively).

**Table 5.** Paired-samples t-test of the means of scores of the students on the pre-test and the post-test of the compare-contrast essay

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error			
Post_test - Pre_test	0,83	0,53	0,053	15,76	100	0,000

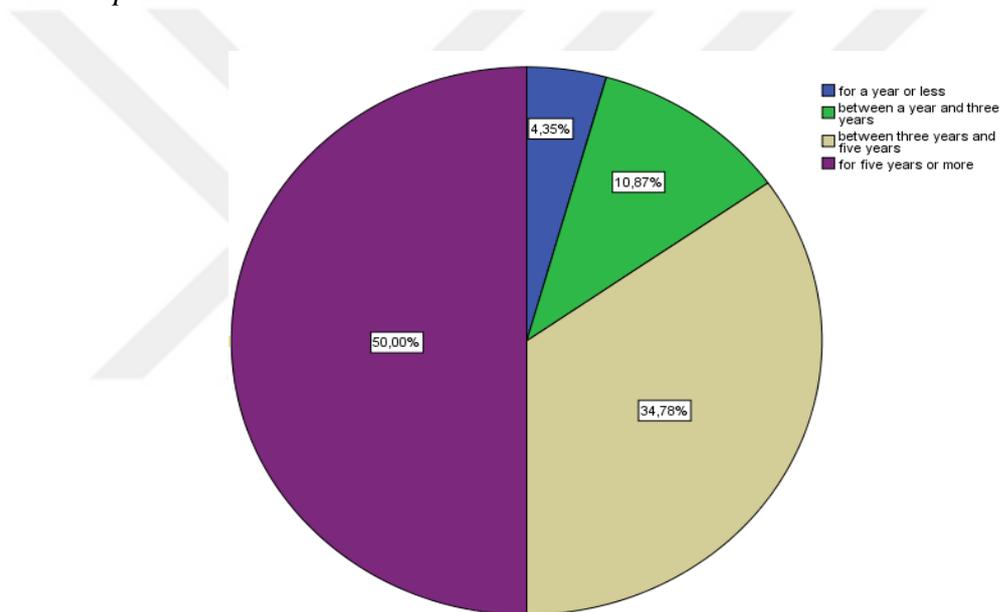
Paired-samples t-test in Table 5 was utilized to measure the difference between the means of scores of the students on the pre-test and the post-test. This difference was statistically significant ( $t=15,76$ ,  $p<0.05$ ). According to Cohen's (1988) formula, effect size for this difference was 1.56 and this effect size is regarded "large". Table 5 indicates that a statistically significant difference was found out between the mean scores of the pre-test and post-test. Therefore, such differences may be due to the positive performance effect of the implementation of the flipped model in EFL writing. Stated differently, it can be pointed out that the flipped model has helped increase the students' scores on Compare-Contrast Essay writing.

## 4.2. Results from Questionnaire of Students' Perception of Flipped Classroom Model in Writing

### 4.2.1. The Students' Attitudes towards the Habits of Technological Tools and Their Use of These Tools in Learning

In the implementation, there are four questions apart from the Questionnaire that examined the students' attitudes towards the habits of technological tools and their use of these tools in learning.

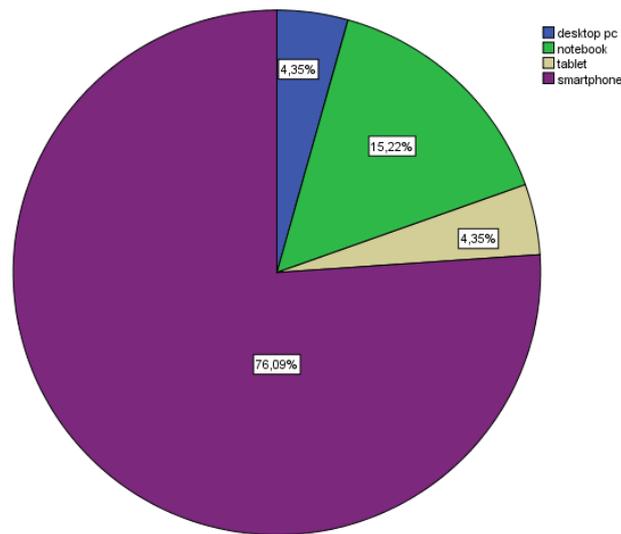
*The first questions: How long have you been using a computer / tablet / smartphone?*



**Graph 1.** Percentage of the duration of students' using of a computer/tablet/smartphone

According to the results, 50% of the students indicate that they have been using a computer / tablet / smartphone for five years or more. Two out of three students have been in contact with these devices. As it is clear in the above graph, nearly 15% of them has begun using a computer / tablet / smartphone in the last years.

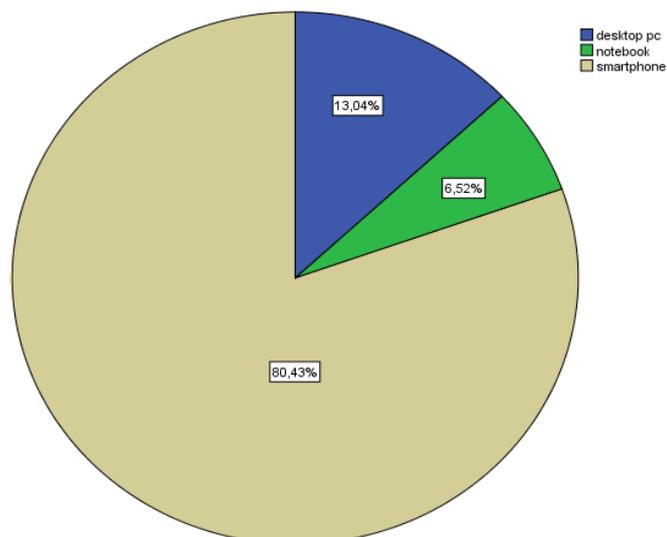
*The second question: What technological tools do you use regularly at home?*



**Graph 2.** Percentage of the students' using of a computer/tablet/smartphone at home

As it is seen in Graph 2, the results show that the majority of the students use a smartphone at home. This may stem from the fact that a high percentage of them stay at a dormitory and cannot possess a desktop pc, notebook or a tablet, or there may be economic issues. 15 percent of the students use notebook at home. The use of desktop pc and tablet reveals a same percentage at home.

*The third question: What technological tools do you use regularly outside the home?*

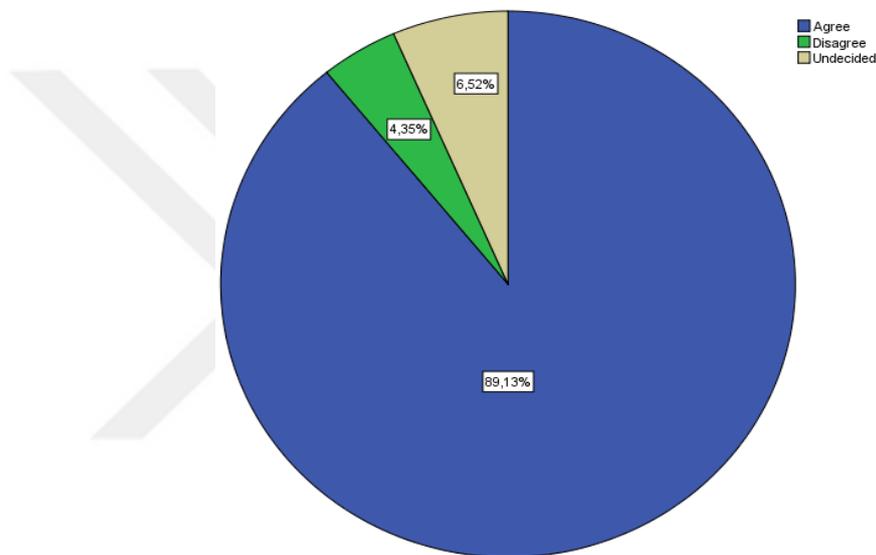


**Graph 3.** Percentage of the students' using of a computer/tablet/smartphone outside the home

As it is seen in Graph 3, the results show that the majority of the students use a smartphone outside the home. This may stem from the fact that a high percentage of them stay at a dormitory and cannot possess a desktop pc, notebook or a tablet, or there may be economic issues. The use of desktop pc comes second with a percentage of %13. Notebook usage has the least rate among others.

The fourth question comprises of five particular statements and these statements allow the students to express how much they agree, disagree or are undecided with them.

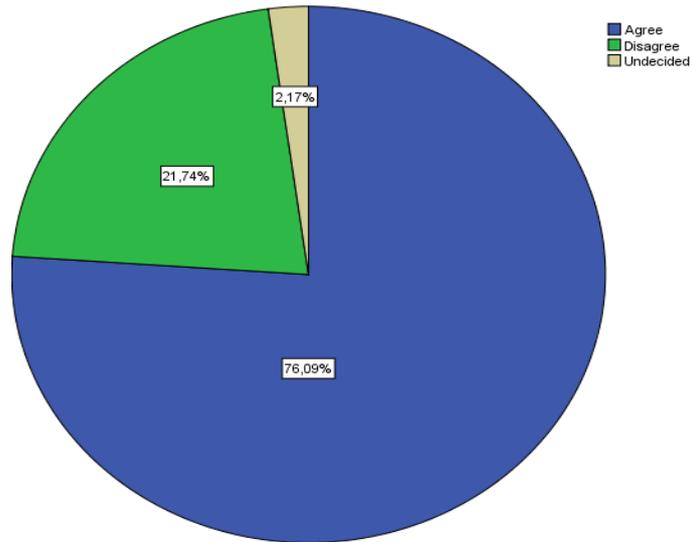
- *Using computer / tablet / smartphone is important to me.*



**Graph 4.** Percentage of the importance of computer / tablet / smartphone for students

As it is seen in Graph 4, the results show that the majority of the students indicated that using computer / tablet / smartphone is important to them. In an era in which technological developments are rapid, this result can be taken into account as normal. A small percentage of students are undecided or disagree with this statement.

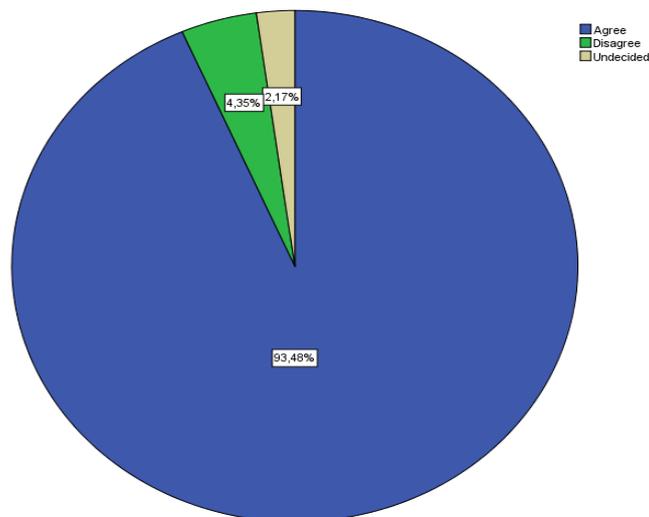
- *I find it useful to work via computer / tablet / smartphone.*



**Graph 5.** Percentage of the usefulness of computer / tablet / smartphone for students' working

As shown in Graph 5, three-quarters of the students regard computer / tablet / smartphone as helpful while working. School works or home works may require the use of these devices and these devices can facilitate their works. Nearly one-fifth of the students disagrees with this statement and indicated that they regard these devices not as helpful.

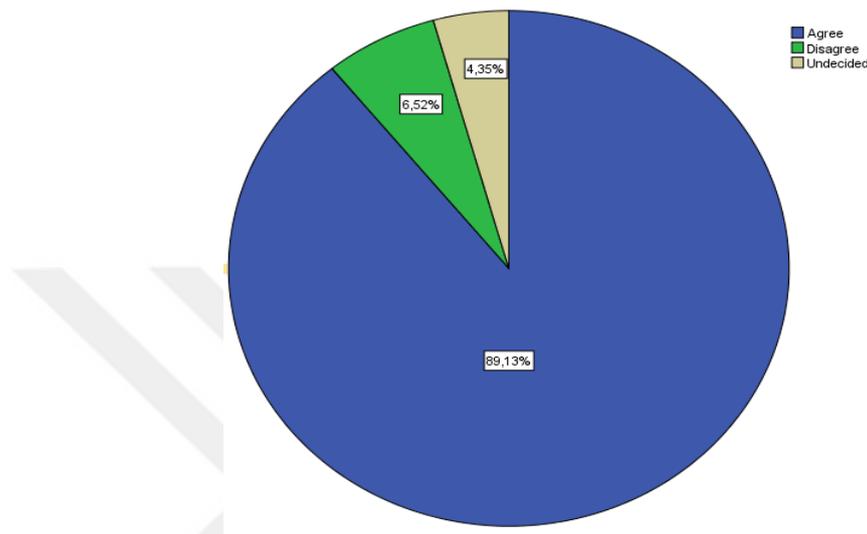
- *I learn new things via computer / tablet / smartphone.*



**Graph 6.** Percentage of the use of computer / tablet / smartphone for learning by students

As can be inferred from Graph 6, nearly all of the students agree with this statement. They utilize these devices in gaining new knowledge. Only a small percentage of students pointed out that they do not need these devices in learning new knowledge.

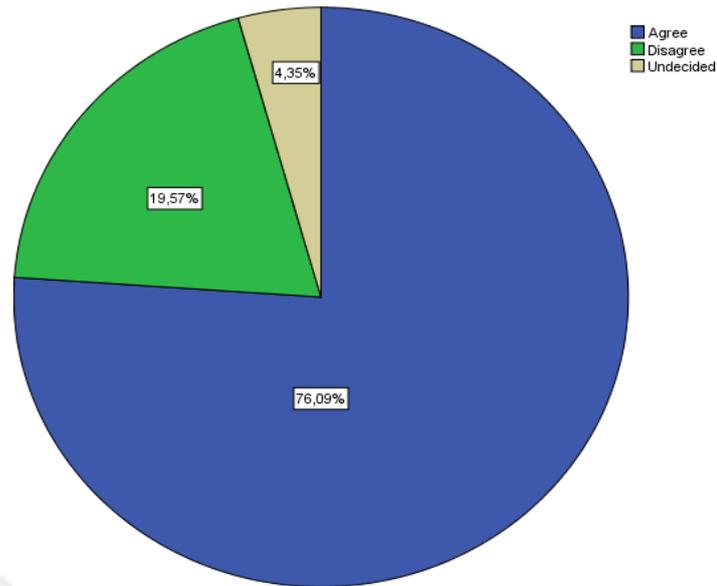
- *I usually reach information necessary for school assignments via computer / tablet / smartphone.*



**Graph 7.** Percentage of the use of computer/tablet/smartphone to reach information

As evidenced by Graph 7, nearly %90 of the students search and find information via computer / tablet / smartphone, which they need to prepare their school assignments. The result in the graph shows that these technological devices are highly used by the students in terms of school works. Nearly %10 of them disagree or are undecided in using these devices to obtain knowledge for school works.

- *I watch videos related to school lessons on computer / tablet / smartphone.*



**Graph 8.** Percentage of the students watching videos lectures on computer / tablet / smartphone

As is clearly visible in the Graph 8, three-quarters of the students utilize their technological devices to view videos lectures. This result may show that the students who agree with this statement are interested in watching course-related videos to gain or to enhance their knowledge for the lessons. Nearly one-fifth of them disagree with the statement and only a small percentage of them have not got any certain idea.

All results of these statements show that the students' attitudes towards the habits of technological tools and their use of these tools in learning can be regarded as positive.

**Table 6.** Descriptive statistics comparing the pre- and the post-questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Questionnaire	101	55,00	95,00	67,88	10,68
Post-Questionnaire	101	63,00	118,00	89,45	11,44
Valid N (listwise)	101				

According to descriptive statistics comparing the pre- and the post-questionnaire revealed that the mean score of the post- questionnaire (M=89,45) was higher than that of the pre-test (M=67,88). In comparison to those in the pre- questionnaire, the

mean scores in the post-questionnaire show a positive approach to the flipped model writing. On the other hand, the minimum and maximum scores (M=63 and M=118, respectively) in post-questionnaire were considerably higher than those in pre- questionnaire (M=55 and M=95, respectively).

#### 4.2.2. Results of Questionnaire of Students' Perception of Flipped Classroom Model in Writing

In relation to the first research question about the perceptions of EFL students regarding writing skills course after experiencing flipped classroom, the students were asked to attend to the questionnaire session in Week 1 of the course. Once again in Week 10, at the end of the course, in order to measure the changes in the students' perceptions, the same questionnaire was implemented. The results from the questionnaire are as follows:

**Table 7.** Paired-samples t-test of the means of scores of the students on the pre questionnaire and the post-questionnaire

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Post Questionnaire – Pre Questionnaire	21,57	8,40	0,836	25,81	100	0,000

Paired-samples t-test was used to measure the difference between the means of scores of the students on the pre-questionnaire and the post-questionnaire. This difference was statistically significant ( $t=25,81$ ,  $p<0.05$ ). According to Cohen's (1988) formula, effect size for this difference was 2.56 and this effect size is regarded "large".

**Table 8.** Paired-samples t-test for the behavioral effect

	Paired Differences	
	Mean	Std. Deviation
9) I can focus well during the flipped classroom.	1,02	0,58
10) I participate actively during the flipped classroom.	1,03	0,56
11) I can complete the writing activity effectively using the flipped classroom approach.	0,95	0,61
13) I am able to complete the writing task using the learning materials provided.	0,95	0,59
17) I put a lot of effort into my writing during the flipped classroom.	0,89	0,59

In comparing the results of the pre- and post-questionnaires in terms of the items #10, #11, #12, #14, #18, the students mostly showed the behavior of focusing well (M=1,02, SD =0,58), participating actively (M=1,030, SD=0,56), completing the writing activity effectively (M=95, SD=0,61), complete the writing task (M=0,95, SD=0,59), putting a lot of effort into their writing (M=0,89, SD=,59) during the flipped classroom model.

**Table 9.** Paired-samples t-test for the emotion effect

	Paired Differences	
	Mean	Std. Deviation
1) I enjoyed the flipped classroom approach used in this class.	1,05	0,55
2) The flipped classroom approach was interesting for me.	1,09	0,57
5) I feel confident doing the tasks given during the flipped classroom.	1,03	0,57
6) I like the flipped classroom approach because it allows me to learn my own pace.	1,02	0,58
7) I like flipped classroom approach because it allows me to learn anytime and anywhere.	1,02	0,55
8) The flipped classroom is boring.	-1,02	0,65
14) The flipped classroom approach motivates me to learn writing.	0,98	0,55
15) I did not feel anxious (worried, uneasy, fearful, nervous) learning writing without my lecturer.	1,01	0,57
18) I like receiving feedback for my writing.	0,68	0,60
21) I was not worry about my writing performance after going through FCA.	1,04	0,57
23) I feel prepared to learn writing using the FCA.	1,04	0,63

Table 9 shows the emotional effect of the flipped model on the students. The highest mean difference was reported in the item 2 ( $M=1,09$ ,  $SD=0,57$ ). This item indicates that the students considered the flipped model as interesting. On the other hand, the students pointed out that they liked the model ( $M=1,05$ ,  $SD=0,55$ ) and felt confident in the flipped classroom environment ( $M=1,03$ ,  $SD=0,57$ ). The students were active at a speed that was comfortable for them ( $M=1,02$ ,  $SD=0,58$ ) and they learned ubiquitously ( $M=1,02$ ,  $SD=0,55$ ) in the flipped classroom. In the item 8 ( $M=-1,02$ ,  $SD=0,65$ ), the perceptions of the students changed positively and they pointed out that the flipped classroom was not boring. This model was motivating ( $M=,98$ ,  $SD=0,55$ ) for them, and when they learned how to write, they did not feel anxious ( $M=1,01$ ,  $SD=0,577$ ). Moreover, feedback was welcomed by the students ( $M=0,68$ ,

SD=0,60). The Items 21 and 23 indicate that the perceptions of the students in terms of uneasiness and nervousness had changed into a positive direction (M=1,04, SD=0,56) and their preparedness was relatively available (M=1,04, SD=0,63).

**Table 10.** Paired-samples t-test for the cognitive effect

	Paired Differences	
	Mean	Std. Deviation
1) I did not experience confusion during the flipped classroom.	1,02	0,53
2) I find it easy to learn writing using the flipped classroom approach.	1,06	0,56
12) I refer to the learning materials frequently to complete my writing task.	0,88	0,57
16) I am able to clearly express my ideas in writing using the flipped classroom approach.	0,98	0,55
19) The FCA helps me to review my writing lessons.	0,91	0,51
20) FCA makes me think about what I have learnt and what I am learning in writing class.	0,94	0,56
22) I believe I can write well after going through FCA.	1,01	0,61
24) FCA encourages me to explore more materials online to complete my writing task.	0,99	0,56

Table 10 shows the cognitive effect of the flipped model on the students. The highest mean difference was reported in the item 4 (M=1,06, SD=0,56). This item indicates that the students considered the flipped model as a facilitator in learning writing. On the other hand, they did not nearly experience confusion (M=1,02, SD=0,53) and could certainly convey their ideas in writing (M=0,98, SD=0,55) during the flipped model learning. Moreover, the students stated that they could examine their writing lessons (M=0,91, SD=0,51) and could write well in later times thanks to the flipped model (M=1,01, SD=0,61). The students also indicated that the flipped classroom gives support to them in discovering and utilizing more online materials to finish their writing (M=0,99, SD=0,56).

### 4.2.3. Results of Perception Differences Regarding the Flipped Writing Classroom by Gender

**Table 11.** Perception differences regarding the flipped writing classroom by gender

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre-Ques.	Equal variances assumed	0,523	99	0,60	1,40	2,68
	Equal variances not assumed	0,566	32,33	0,57	1,40	2,47
Post-Ques.	Equal variances assumed	-0,284	99	0,78	-0,82	2,87
	Equal variances not assumed	-0,276	28,14	0,79	-0,82	2,95

According to the results of t-test, no significant gender difference was found in both pre-questionnaire ( $p=0,60 > 0,05$ ) and post-questionnaire ( $p=0,78 > 0,05$ ) in terms of the perceptions of the students regarding the flipped writing classroom by gender.

### 4.2.4. Results of Improvement Differences in Students' Writing Performances in the Flipped Writing Classroom by Gender

**Table 12.** Improvement differences in students' writing performances by gender

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre_test	Equal variances assumed	-0,84	99	0,40	-0,10	0,1219
	Equal variances not assumed	-0,73	25,11	0,47	-0,10	0,1409
Post_test	Equal variances assumed	-1,08	99	0,28	-0,2	0,1746
	Equal variances not assumed	-0,92	24,91	0,36	-0,19	0,2038

According to the results of t-test, no significant gender difference was found in both pre-test ( $p=0,400>0,05$ ) and post-test ( $p=0,28>0,05$ ) in terms of the improvement of the students' writing performances regarding the flipped writing classroom by gender.

### **4.3. Results of Student Diaries**

Four categories were prepared to elicit the perceptions of the students: (a) interacting with friends; (b) figuring out activities; (c) accessibility of course material; (d) researcher's and peers' feedback and assistance. It is important to obtain a general understanding of the students' overall perceptions of this learning model.

#### **4.3.1. Interacting with Friends**

With the flipped model, in-class activities are conducted with higher-level assigned tasks such as group discussion (Nederveld & Berge, 2015). According to the results of the diaries, the students indicated that interacting with their friends was useful for them. In the flipped classroom environment, the students interacted actively even with their peers who were introverted. They answered the questions of each other nearly without any shyness. Also, there was an interaction among the students online. They noticed that they helped each other understand some important concepts in the videos they watched. Moreover, one of the students stated that the online comments they made before the classes facilitated their understanding of the video concepts. When interacting with their friends in pairs or in groups during the flipped model, they highlighted that they learned effectively. Moreover, the results of the diaries showed that group work provided interacting and promoted their learning. Based on their comments, it was obvious that students assisted each other when trying to finish the activities during the flipped classroom implementation. Examples from the students are as follows:

Student 3: *"I am experiencing a group work and having a brain storm."*

Student 8: *"I think that this work is important for me because I learn teamwork."*

Student 92: *"When interacting with my friends, my creativity is increasing."*

Student 67: *“I think that interacting with my friends is useful for us. Because we help each other and their knowledge is helpful for me.”*

Student 45: *“Interacting is beneficial for us. Because, we are learning our mistakes from our friends.”*

Student 23: *“This is more useful for me, because we communicate with each other. So, I learn more information.”*

Student 21: *“While I am interacting with my friends, I am really realizing my mistakes and also those of my friends.”*

On the other hand, some students indicated negative ideas. These are as follows:

Student 13: *“I think that we cannot accept the decisions unanimously. So, it is hard to respond to the questions.”*

Student 47: *“Interacting with my friends is not a good idea, because all of us think differently. So, I cannot talk about my ideas clearly.”*

Student 90: *“Some of my friends do not cooperate with me very well. But the idea of interacting is very good.”*

Student 55: *“I cannot improve my writing. Because some of my friends talk too much and I cannot find enough time to talk about my own ideas.”*

Student 83: *“I think that I cannot talk about my ideas enough when interacting with my friends for group tasks.”*

#### **4.3.2. Figuring Out Activities**

The majority of the students indicated that they found the activities in the flipped model as useful and the contextual structure of the activities was satisfying. Therefore, they considered these activities motivating to involve in. The results of the diaries showed that the students were enthusiastic in finishing the activities during the flipped classroom as they were actively reflecting their thoughts and involving in intellectually. Examples from the students are as follows:

Student 9: *“I think that the activities are good and they improve my writing, as well.”*

Student 15: *“The activities are good for me. Because when I involve in the activities, I understand the topics, concepts and explanations better.”*

Student 86: *“The activities are suitable for our level and I think that these activities force us to think quickly and improve our writing.”*

Student 91: *“In my opinion, these activities reinforce our knowledge.”*

Student 101: *“I think that these activities are additional sources for us, but we need more activities.”*

Student 97: *“I like the activities. Sometimes I write wrong sentences, and then I correct them and I learn better.”*

However, some students indicated negative ideas. These are as follows:

Student 84: *“I think that the activities are difficult for us. Therefore, I felt stress”*

Student 96: *“Sometimes these activities are very difficult. I do not understand them well.”*

Student 10: *“Actually, I find some of the activities difficult. I cannot understand them.”*

#### **4.3.3. Accessibility of Course Material**

Mostly the accessibility of course material by the students was high. Facebook videos were the online materials and were open to access ubiquitously. The majority of the students indicated that they watched course materials in various environments. The students watched the online videos and reached the online materials mostly in their dormitory, at their university and in the library. Some students pointed out that there were a few technical problems. They reported that they experienced internet connection issues and temporary malfunctions in their smartphones, tablet, laptops or desktop computers. Examples from the students are as follows:

Student 19: *“Yes, I could reach the course materials with my smartphones.”*

Student 59: *“I can access to the course materials with my phone easily.”*

Student 41: *“I think I am able to access to the materials easily, I have internet connection on my smartphone.”*

On the other hand, some students indicated negative ideas. These are as follows:

Student 7: *“No, I cannot access these materials easily due to the poor connection.”*

Student 77: *“Sometimes I cannot find internet connection.”*

Student 18: *“I cannot watch the videos sometimes, because my internet connection is poor.”*

#### **4.3.4. Researcher’s and Peers’ Feedback and Assistance**

The results of the diaries showed that general student ideas were positive for the researcher’s feedback and assistance. As the students received instant feedback, they could finish the activities and complete their tasks in a supportive way. Therefore, their learning could become better with the help of instant feedback that came from the researcher. Given that the researcher provided them with feedback in response to their questions, they could quickly recognize and correct their mistakes. Moreover, the majority of the students revealed that they had access to instant feedback from their peers and the researcher. This promoted their learning to correct misunderstandings and enabled them to organize the newly gained knowledge. Examples from the students are as follows:

Student 63: *“Especially teacher’s notes are helpful. Because ,they have hints about how we can write.”*

Student 88: *“In my opinion, the teacher is informative.”*

Student 31: *“My teacher is not just reading what we wrote on the paper. Also, he is trying to find our potentials.”*

Student 36: *“The teacher is so different, he is making us improve step by step. He teaches joyfully.”*

On the other hand, some students indicated negative ideas. These are as follows:

Student 7: “I think that if our teacher tells us how to write in the classroom environment, I will be more successful.”

Student 18: “I think it is not enough. Because, the classroom is crowded.”

Student 44: “I think we can make more exercises in the classroom with our teacher in addition to feedbacks.”

Student 66: “If the teacher gives us more feedback, our writing will be better.”

#### 4.4. Reliability of Questionnaire and EFL Essay Writing Tests

The value of Cronbach's Alpha is 0,832. This value is considered as good in terms of reliability. The value of Cronbach's Alpha for the Cause-Effect Essay Writing Test is 0,760 and it is considered as acceptable. Also, the value of Cronbach's Alpha for the Compare-Contrast Essay Writing Test is 0,929 and it is considered as excellent.

#### 4.5. Inter-Reliability of EFL Essay Writing Tests

The correlation coefficient for inter-rater reliability was used to assess the consistency of the scores of these raters. The results are as follows:

**Table 13.** Correlation coefficient for inter-rater reliability of compare-contrast essay

	Intraclass Correlation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0,288 <sup>a</sup>	0,207	0,383	3,430	100	500	0,000
Average Measures	0,708 <sup>c</sup>	0,611	0,788	3,430	100	500	0,000

According to the results, the correlation coefficient for inter-rater reliability is 0,708 and this result can be considered as acceptable.

**Table 14.** Correlation coefficient for inter-rater reliability for cause-effect essay

	Intraclass	95% Confidence Interval	F Test with True Value 0
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	Correlation <sup>b</sup>	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0,677 <sup>a</sup>	0,605	0,747	13,599	100	500	0,000
Average Measures	0,926 <sup>c</sup>	0,902	0,947	13,599	100	500	0,000

According to the results, the correlation coefficient for inter-rater reliability is 0,926 and this result can be considered as excellent.



## CHAPTER FIVE

### DISCUSSION AND CONCLUSION

#### 5.1. Overview of the Study

This study was aimed to find out whether there was any significant change in EFL freshman students' perceptions and in their achievements, whose proficiency of English is at the pre-intermediate level, in terms of writing skills in flipped classroom environment. The study was conducted based on a mixed method research methodology. To establish the research problems more clearly and examine the research aim thoroughly, one group quasi-experimental research method was applied. The data collection was made through both quantitative and qualitative data collection tools.

The quantitative data were collected from a Likert-type questionnaire that includes 24 items and two separate essay writing tests (pre-tests and post-tests). The questionnaire was in a 5-point Likert type, ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach alpha value for the questionnaire was 0,832 and this value indicates a high level of reliability for this study. On the other hand, the tool for qualitative data collection was the diaries of the students. These diaries were collected each week from the second week of the study to the end of it and were used to explore the perceptions of the students in depth.

A total of 101 Turkish EFL freshman students in English language and Literature department at Kafkas University participated in this study. 20 of the participants were male and 81 of them were female.

In the study, the questionnaire measured the perceptions of the EFL students, and two separate essay writing tests were used to measure the writing achievement of the same students in terms of the flipped classroom model. Firstly, to analyze the quantitative data, descriptive statistical analysis was conducted to examine the mean and standard deviations of the essay writing tests (pre-tests and post-tests). Later, paired-samples t-test was administered to discover whether there were any

significant differences between the pre-tests and post-tests of essay writing tests and between the results of pre- and post-questionnaire.

The diaries of the students, as the qualitative data, were analyzed with a four-category coding system to collect information on the students' perceptions about the implementation of the flipped model writing. The researcher conducted diaries with the students participating in the flipped model.

## **5.2. Discussion of the Results and Findings**

The main aim of the study is to examine EFL students' achievements and perceptions in terms of writing skills in flipped classroom environment. The study followed the following research questions:

### **Discussion of the first research question: What are the perceptions of EFL students regarding writing skills course after experiencing flipped classroom?**

The results of the pre- and post-questionnaires indicated that the perceptions of the students changed in a positive direction. This result coincides with the previous researches (Bergmann & Sams, 2013; Goodwin & Miller, 2013; Wang & Zhang, 2013; Engin, 2014; Farah, 2014; Leis, Tohei & Cooke, 2015; Yujing, 2015; Abd Elfatah & Ahmed, 2016; Abdelshaheed, 2017; Chen Hsieh, Jun Scott & Marek, 2017; Lin, Hwang, Fu & Chen, 2018; Hojnacki, 2018)

For example, Wang and Zhang (2013) suggested that the questionnaire results of their study showed significant improvements in their listening, translation and writing skills. Also, Engin (2014) concluded that the students' interests enhanced and they were encouraged more thanks to the flipped model. On the other hand, Yujing (2015) revealed that the perceptions of the students were influenced positively due to the strengthening effect of the flipped model. Leis, Tohei and Cooke (2015) revealed that the utilization of the flipped model was influential in enhancing the performance of the students in writing English compositions. Also, Abd Elfatah and Ahmed (2016) indicated that the attitudes towards the flipped model had a positive impact on the improvement of the writing skills of the students. Likewise, Chen Hsieh, Jun Scott and Marek (2017) showed that the flipped model which was theory-based

promoted the students' motivation. Moreover, Hwang, Fu and Chen (2018) suggested that the students generally perceived the flipped model as funny, meaningful and promoting in terms of learning performance. Furthermore, the study of Hojnacki (2018) showed that the students' perceptions changed remarkably indicating that the majority of them took pleasure in the flipped model.

Using the flipped classroom is to pay particular attention to involve students in the process of learning during class. Therefore, students become more active in the flipped classroom environments. Given that, the items 6, 7, 20 and 24 in the questionnaire show that this study supports efficiently student-centered instruction in the flipped model. On the other hand, as Goodwin and Miller (2013) stated that, in the flipped model, students watch or listen to the course content at home and, after that, they are engaged in mental activities on different tasks during the class-hours under the guidance of teacher. Goodwin and Miller indicated the importance of constructivism. This study exemplifies them based on the questionnaire items 10, 20 and 23. Moreover, Bergmann and Sams (2013) indicated that teachers frequently charge students with reading comprehensions and examinations based on mental concepts for their preparation prior to lesson. With the flipped learning, recent technological advances work for this goal. This study is in line with this goal in terms of the questionnaire items 3 and 13. Also, active learning is a general term that includes group discussion, collaborative learning, problem-solving, and inquiry-based learning (Bonwell & Eison, 1991; Meyers & Jones, 1993; Silberman, 1996). Thus, the items 9, 16 and 18 of the questionnaire indicate an example for active learning.

In terms of the Bloom's taxonomy, the students considered positive the utilization of in-class activities that put into effect higher-order thinking. Therefore, the students could write different essay types. The items 3, 4, 12, 16, 19, 20, 22 and 24 are related to this taxonomy.

### **Discussion of the second research question: Is there any significant improvement in students' writing performances in the flipped writing classroom?**

The results of two separate essay writing tests (pre-tests and post-tests) indicated that the achievements of the students changed effectively. This result coincides with the previous researches (Başal, 2012; Farah, 2014; Afrilyasanti, Cahyono & Astuti, 2016; Umutlu, 2016; Yu and Wang, 2016; Zhonggen and Guifang, 2016; Abdelrahman, DeWitt, Alias, & Rahman, 2017; Blau, and Shamir-Inbal, 2017; Ekmekci, 2017; Güvenç, 2018; Lou and Li, 2018; Lin, Hwang, Fu, and Chen, 2018; Soltanpour & Valizadeh, 2018).

For example, Başal (2012) used this method in "Advanced Reading and Writing Skills" and received positive feedback from his students at Yıldız Technical University, Department of Foreign Language Teaching. Farah (2014) concluded that the flipping model provided the students' achievements in writing. The flipped model instruction implemented to the students ameliorated their writing performances. Furthermore, Afrilyasanti, Cahyono and Astuti (2016) indicated that there was a significant change on the abilities of the students' writing following the implementation of the flipped model. Another researcher, Umutlu (2016) found out that the flipped model affected the students in essay writing and they were able to perform effectively in this type of writing. Yu and Wang (2016) pointed out that the flipped model provided effective achievements in English writing and this model was considered as favorable. Zhonggen and Guifang (2016) investigated the usefulness of flipped model in business English writing course. The results revealed that the flipped model produced better academic performances and course contentment compared to the traditional model. Moreover, Ekmekci (2017) suggested that the results revealed that a statistically significant difference was found out in the performances of the students' writing. Blau and Shamir-Inbal (2017) underlined that the flipped model writing enhanced the students' performances by creating an environment in which feedback from the teacher and student-student interaction were practiced. Abdelrahman, DeWitt, Alias, and Rahman (2017) put forward that the flipped model was considered as influential in developing the writing of Sudanese

students. This revealed that this model enabled the development of these students' performances.

On the other hand, Soltanpour & Valizadeh, (2018) stated that the results of their study proved that the flipped model effectively boosts the standards of the EFL students' writing. Lou and Li (2018) showed that the flipped model fulfills a promising role in boosting the English writing skills of the students. This model created an influential approach in prompting the skills of the students in English writing. Also, Lin, Hwang, Fu, and Chen (2018) revealed that the flipped model provided an influential atmosphere where the students could better figure out the essentials of English business writing. Güvenç (2018) suggested that the flipped model implemented in a college classroom resulted in the positive attitudes of the students and this model provided effective skills that these students acquired.

**Discussion of the third research question: How do EFL students perceive the flipped model regarding writing skills course based on their individual diaries?**

The results of diaries showed that the students were uncertain about the flipped model at the beginning of the course. However, the majority of the students had positive thoughts and perceptions in the flipped model. Moreover, the results also pointed out that this model influenced their perceptions in terms of instruction style, the teacher's guidance and their interaction with the teacher and peers. On the other hand, most of the students highlighted personalized learning that they experienced in the flipped model. The students mostly gave importance to the teacher's instant feedback. Also, most of the students stated they had online and in-class peer-to-peer interactions and this was important for them in finishing an assigned task or group activity. Based on these results, this study supports Li, Zhang, Bonk, Zhang and Guo (2017).

**Discussion of the forth research question: Is there any significant perception difference regarding the flipped writing model by gender?**

There were no statistically significant differences between male and female students in terms of their perceptions regarding the flipped writing model.

### **Discussion of the fifth research question: Is there any significant improvement difference in students' writing performances in the flipped writing model by gender?**

There were no statistically significant differences between male and female students in the achievement scores of EFL writing tests. Therefore, this study supports the previous studies (Overmyer, G. R. (2014); Iyitoğlu, O., & Erişen, Y. (2017); Elian, S., & Hamaidi, D. (2018).

For example, Overmyer stated that the results of his study indicated no statistically significant difference the flipped model and gender. Also, Elian and Hamaidi (2018) revealed in their study that no statistically significant difference was found out between male and female students in terms of gender for achievement.

### **5.3. Conclusion**

Today, there is a need for the improvement of higher education in terms of learning technologies. At the same time, there is a movement to further interactive approaches (Oblinger & Oblinger, 2005). The current study has provided empirical data about the benefits of the flipped model. It was a venture to open path for teachers and researchers in Turkey to make use of new models in education to get the better of circumstances for the practice of working with language and the classes under the control of teachers. Therefore, the current study was conducted on EFL freshman students to examine their perceptions and writing performances in terms of the flipped model. The results of this study reveal that the flipped model enhanced the students' performances in EFL writing and improved their perceptions towards EFL writing. On the other hand, this method promoted the motivation and engagement of the students during in-class hours and outside of the classroom. It can be concluded that this method facilitated the responsibilities of the students in their learning writing, and they were highly involved during in-class activities. The students could feel more confident thanks to this model.

This study showed that as the students could view the videos before the classes, they were able to complete the tasks and assignments in an influential way. They could view the videos many times as long as they needed to get the knowledge of the

concepts. Therefore, they could make progress at their own pace for their learning. This enabled the students to take more teacher and peer feedback during the in-class hours. They could reserve a greater portion of in-class time to implement what they had learnt via the online videos and materials. Therefore, they could perform effectively in writing essays. As a result, they were self-supporting, self-driven and productive in learning writing. Moreover, the teacher directed them during the time that they learned writing, irrespective of the time factor. Interactive working of the teacher and the students allowed the shift from passive writing approach to active one. In this active environment, the students also had a peer-to-peer feedback and analyzed other students' writing tasks and could recognize their writing errors and received each other's opinions.

As a result, this study has found out that there was a significant difference on both the students' writing performance and perceptions after the implementation of flipped model. Also, this study showed that the flipped model may be considered "successful" as a method in learning writing.

#### **5.4. Limitations of the Study**

- The study is limited to 10-week long treatment process for Flipped Writing Class.
- This study is limited to freshman students in their first year at English Language and Literature Department, Kafkas University between September and December (ten weeks) in the academic year of 2018.
- The last limitation is the sample size. The data were collected from EFL freshman students studying English Language and Literature at Kafkas University. Therefore, it may not be generalized to all English Language and Literature freshman students in Turkey.

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## 7. APPENDICES

### 7.1. Appendix A: The Turkish Version of the Questionnaire of Students' Perception of Flipped Classroom Model in Writing

Sevgili öğrenciler,

Bu anket EFL birinci sınıf öğrencilerinin Çevirmeli Sınıf ortamında yazma becerileri açısından algılarını incelemek için hazırlanmıştır. Bu ankette DOĞRU veya YANLIŞ bir cevap yok. Bu nedenle, ankete samimi ve dürüst bir yanıt vermeniz çok önemlidir. Zaman ayırdığınız için teşekkürler.

Öğr. Gör. Meriç GÜRLÜYER                      Tez Danışmanı: Prof. Dr. Gencer ELKILIÇ

Kafkas Üniversitesi                      Kafkas Üniversitesi Fen Edebiyat Fakültesi  
Batı Dilleri ve Edebiyatları Anabilim Dalı  
İngiliz Dili ve Edebiyatı Bölümü

Aşağıdaki soruları cevaplayın:

1. Cinsiyet: Kadın:  Erkek:                       Yaş:

2. Ne zamandır bir bilgisayar / tablet / akıllı telefon kullanıyorsunuz?  
 Bir yıl veya daha az süre için                       Bir yıl ile üç yıl arasında  
 Three Üç yıldan beş yıla kadar                       Beş yıldan fazla

3. Evinizde düzenli olarak hangi teknolojik araçları kullanıyorsunuz?  
 Masaüstü Bilgisayar                       Notebook  
 Tablet                       Akıllı telefon

4. Düzenli olarak ev dışında hangi teknolojik araçları kullanıyorsunuz?  
 Masaüstü Bilgisayar                       Notebook  
 Tablet                       Akıllı telefon

5. Aşağıdaki ifadelere ne ölçüde katılıyor veya katılmıyorsunuz?

	Katılıyorum	Kararsızım	Katılmıyorum
Bilgisayar / tablet / akıllı telefon kullanmam benim için önemli.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilgisayarlarla / tabletlerle / akıllı telefonlarla çalışmayı faydalı buluyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilgisayar / tablet / akıllı telefon aracılığıyla yeni şeyler öğreniyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Okul ödevleri için genellikle bilgisayar / tablet / akıllı telefon ile gerekli bilgileri alıyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilgisayar / tablet / akıllı telefondaki okul dersleriyle ilgili videoları izliyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Lütfen her maddeyi dikkatlice okuyunuz. Sizi en iyi yansıttığını düşündüğünüz seçenekteki kutuyu (X) ile işaretleyiniz.</b>		<b>Kesinlikle Katılıyorum</b>	<b>Katılıyorum</b>	<b>Kararsızım</b>	<b>Katılmıyorum</b>	<b>Kesinlikle Katılmıyorum</b>
<b>1</b>	Bu derste kullanılan dönüştürülmüş sınıf modelini beğendim.	( )	( )	( )	( )	( )
<b>2</b>	Dönüştürülmüş sınıf modeli benim için ilginçti.	( )	( )	( )	( )	( )
<b>3</b>	Dönüştürülmüş sınıfta zihin karışıklığı yaşamadım.	( )	( )	( )	( )	( )
<b>4</b>	Dönüştürülmüş sınıf modelini kullanarak yazmayı öğrenmeyi kolay buluyorum.	( )	( )	( )	( )	( )
<b>5</b>	Dönüştürülmüş sınıfta verilen görevleri yaparken kendimi güvende hissediyorum.	( )	( )	( )	( )	( )
<b>6</b>	Dönüştürülmüş sınıf modelini seviyorum çünkü kendi hızımda öğrenmeme izin veriyor.	( )	( )	( )	( )	( )
<b>7</b>	Dönüştürülmüş sınıf modelini seviyorum çünkü her zaman ve her yerde öğrenmemi sağlıyor.	( )	( )	( )	( )	( )
<b>8</b>	Dönüştürülmüş sınıf modeli sıkıcıdır.	( )	( )	( )	( )	( )
<b>9</b>	Dönüştürülmüş sınıf modelinde sınıfta iyi bir şekilde odaklanabiliyorum.	( )	( )	( )	( )	( )
<b>10</b>	Dönüştürülmüş sınıf modeline aktif olarak katılıyorum.	( )	( )	( )	( )	( )
<b>11</b>	Yazma etkinliklerini dönüştürülmüş sınıf modelini kullanarak etkili bir şekilde tamamlayabilirim.	( )	( )	( )	( )	( )
<b>12</b>	Yazma görevimi tamamlamak için sık sık öğrenme materyallerine bakarım.	( )	( )	( )	( )	( )
<b>13</b>	Yazma görevini verilen öğrenme materyallerini kullanarak tamamlayabiliyorum.	( )	( )	( )	( )	( )
<b>14</b>	Dönüştürülmüş sınıf modelinde yazmayı öğrenmek beni motive ediyor.	( )	( )	( )	( )	( )

15	Dersin hocası olmadan kaygılı (endişeli, tedirgin, korkulu, gergin) bir yazmayı öğrenme durumu hissetmedim.	( )	( )	( )	( )	( )
16	Dönüştürülmüş sınıf modelini kullanarak fikirlerimi yazılı olarak açıkça ifade edebiliyorum.	( )	( )	( )	( )	( )
17	Dönüştürülmüş sınıf sırasında yazıma çok çaba sarf ediyorum.	( )	( )	( )	( )	( )
18	Yazdıklarım için geri bildirim almayı seviyorum.	( )	( )	( )	( )	( )
19	Dönüştürülmüş sınıf modeli yazma derslerimi incelememe yardımcı oluyor.	( )	( )	( )	( )	( )
20	Dönüştürülmüş sınıf modeli yazma dersinde öğrendiğim ve öğrenmekte olduğum şeyler konusunda düşündürüyor.	( )	( )	( )	( )	( )
21	Dönüştürülmüş sınıf modelini geçtikten sonra yazma performansım için endişelenmedim.	( )	( )	( )	( )	( )
22	Dönüştürülmüş sınıf modelini geçtikten sonra iyi yazabileceğime inanıyorum.	( )	( )	( )	( )	( )
23	Dönüştürülmüş sınıf modelini kullanarak yazı öğrenmeye hazırlıklı hissediyorum.	( )	( )	( )	( )	( )
24	Dönüştürülmüş sınıf modelini yazma görevimi tamamlamak için çevrimiçi olarak daha fazla materyal keşfetmemi teşvik ediyor.	( )	( )	( )	( )	( )

Norazmi, Dwee, Suzilla & Nurzarina (2017)

**7.2. Appendix B: Questionnaire of Students' Perception of Flipped Classroom Model in Writing (Original Version) (Norazmi, Dwee, Suzilla & Nurzarina, 2017)**

<b>Please read each item carefully. Mark the option with (X) in the box that you think best reflects your views.</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>1</b>	I enjoyed the flipped classroom model used in this class.	( )	( )	( )	( )	( )
<b>2</b>	The flipped classroom model was interesting for me.	( )	( )	( )	( )	( )
<b>3</b>	I did not experience confusion during the flipped classroom.	( )	( )	( )	( )	( )
<b>4</b>	I find it easy to learn writing using the flipped classroom model.	( )	( )	( )	( )	( )
<b>5</b>	I feel confident doing the tasks given during the flipped classroom.	( )	( )	( )	( )	( )
<b>6</b>	I like the flipped classroom model because it allows me to learn my own pace.	( )	( )	( )	( )	( )
<b>7</b>	I like flipped classroom model because it allows me to learn anytime and anywhere.	( )	( )	( )	( )	( )
<b>8</b>	The flipped classroom is boring.	( )	( )	( )	( )	( )
<b>9</b>	I can focus well during the flipped classroom.	( )	( )	( )	( )	( )
<b>10</b>	I participate actively during the flipped classroom.	( )	( )	( )	( )	( )
<b>11</b>	I can complete the writing activity effectively using the flipped classroom model.	( )	( )	( )	( )	( )
<b>12</b>	I refer to the learning materials frequently to complete my writing task.	( )	( )	( )	( )	( )
<b>13</b>	I am able to complete the writing task using the learning materials provided.	( )	( )	( )	( )	( )
<b>14</b>	The flipped classroom model motivates me to learn writing.	( )	( )	( )	( )	( )

<b>15</b>	I did not feel anxious (worried, uneasy, fearful, nervous) learning writing without my lecturer.	( )	( )	( )	( )	( )
<b>16</b>	I am able to clearly express my ideas in writing using the flipped classroom model.	( )	( )	( )	( )	( )
<b>17</b>	I put a lot of efforts into my writing during the flipped classroom.	( )	( )	( )	( )	( )
<b>18</b>	I like receiving feedback for my writing.	( )	( )	( )	( )	( )
<b>19</b>	The FCM helps me to review my writing lessons.	( )	( )	( )	( )	( )
<b>20</b>	FCM makes me think about what I have learnt and what I am learning in writing class.	( )	( )	( )	( )	( )
<b>21</b>	I was not worried about my writing performance after going through FCM.	( )	( )	( )	( )	( )
<b>22</b>	I believe I can write well after going through FCM.	( )	( )	( )	( )	( )
<b>23</b>	I feel prepared to learn writing using the FCM.	( )	( )	( )	( )	( )
<b>24</b>	FCM encourages me to explore more materials online to complete my writing task.	( )	( )	( )	( )	( )

**Norazmi, Dwee, Suzilla & Nurzarina (2017)**

### 7.3. Appendix C: Student Diary

**(Diary Form)**

Dear student,

**Name:**

Describe your personal experience and how you felt about the following:

- Working with your friends on the writing of this subject.
  
- Figuring out the assigned activities.
  
- The accessibility of the compulsory course material.
  
- Feedback from the course teacher and his assistance to you in improving your writing.

#### 7.4. Appendix D: Essay Writing Test For Cause-Effect Type

Name: .....

1- You have one hour to finish your essay writing. You should write about :

***“Should mobile phones be allowed in schools?” (for cause-effect essay)***

2- You should write between 200 and 250 words (4 paragraphs).

3- Your handwriting must be clear and easy to read and you should consider the following points as you write:

***a) The organisation of your essay (introduction with a thesis statement, main body and conclusion)***

***b) The logical forming and process of your ideas***

***c) The proper usage of the grammar***

***d) Arranging your sentences according to a plan in a good way, with effective utilization of vocabulary.***

#### 7.5. Appendix E: Essay Writing Test For Compare and Contrast Type

Name: .....

1- You have one hour to finish your essay writing. You should write about :

***“Are sports and games as important as studies? (for compare-contrast essay)***

2- You should write between 200 and 250 words (4 paragraphs).

3- Your handwriting must be clear and easy to read and you should consider the following points as you write:

***a) The organisation of your essay (introduction with a thesis statement, main body and conclusion)***

***b) The logical forming and process of your ideas***

***c) The proper usage of the grammar***

***d) Arranging your sentences according to a plan in a good way, with effective utilization of vocabulary.***

## 7.6. Appendix F: Onay Formu

### Rıza formu

Bu çalışmaya, Kafkas Üniversitesi, Türkiye’de yüksek lisans derecesi adayı bir aday tarafından katılmaya davetlisiniz. Bu çalışmanın amacı, EFL birinci sınıf öğrencilerinin, dönüştürülmüş sınıf ortamında yazma performanslarının ve yazma becerileri açısından algılarının incelenmesini ortaya koymaktır. Bu çalışmaya katılmanız için iznimize ihtiyacım var.

Çalışma 11 hafta boyunca gerçekleştirilecektir. Uygulamadan önce ve sonra bir değerlendirme yapılması gerekecektir. Yazma becerilerindeki gelişme miktarını belirlemek ve algılarımızı incelemek için iki makale yazma testi ve bir anket uygulanacaktır. Ancak, bunlar gerçek değerlendirmeniz olarak kabul edilmeyecek ve sadece bu çalışmanın amacı için dikkate alınacaktır.

Her hafta dersten sonra günlükler istenecektir. Veri toplama sadece bu çalışmanın amacı için kullanılacaktır. Tamamen gizlilik altında tutulacaklar. İsmi kimseye gösterilmeyecek.

Katılımınız kendi iradeniz üzerinedir.

İşbirliğiniz için teşekkürler.

Saygılarımla,

Rolümün amaçlanan anlamını algılıyorum ve bu çalışmanın amacı için bulguların kullanımını onaylıyorum. Gizliliğimin sağlanacağını biliyorum. Bu nedenle katılımımı onaylamak için imzamı koydum.

Öğrencinin Adı: .....

Araştırmacının Adı:

İmza:.....

## 7.7. Appendix G: Consent Form

### Consent Form

You are kindly invited to participate in this study by a master's degree candidate at the University of Kafkas, Turkey. The aim of this study is to examine EFL freshman students' perceptions of writing skills and their writing performances in the flipped classroom environment. I need your permission for your participation in this study.

The study will be carried out for 11 weeks. An evaluation is required before and after the application. Two essay writing tests and a questionnaire will be applied to determine the amount of improvement in your writing skills and to examine your perceptions. However, these will not be considered as your actual assessment and will only be considered for the purpose of this study.

Diaries will be requested after class every week. Data collection will only be used for the purpose of this study. They will be kept completely confidential. Your name won't be shown to anyone.

Your participation is on your own will.  
Thank you for your cooperation.

yours truly,

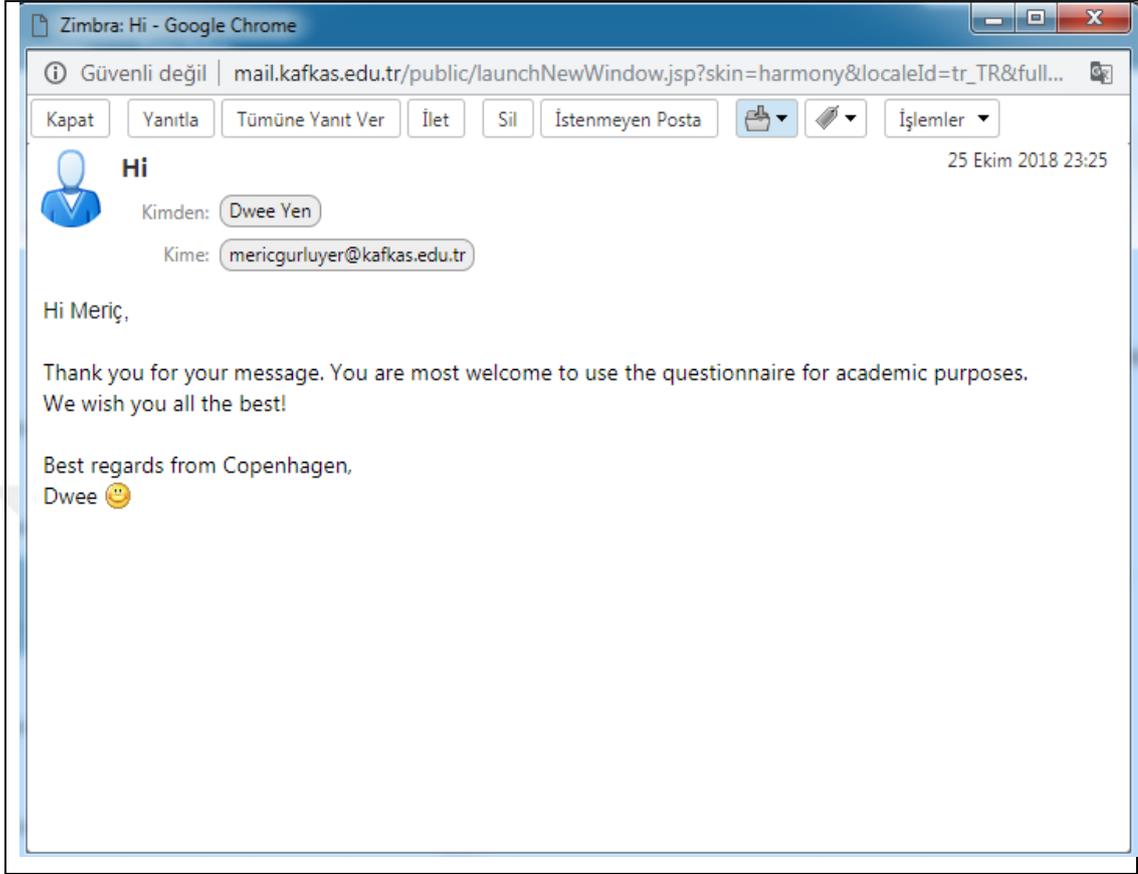
I perceive the intended meaning of my role and I confirm the utilization of findings for the aim of this study. I understand that my privacy will be kept confidential. Therefore, I put my signature to give approval of my participation.

Student's Name: .....

Researcher's Name:

Signature:.....

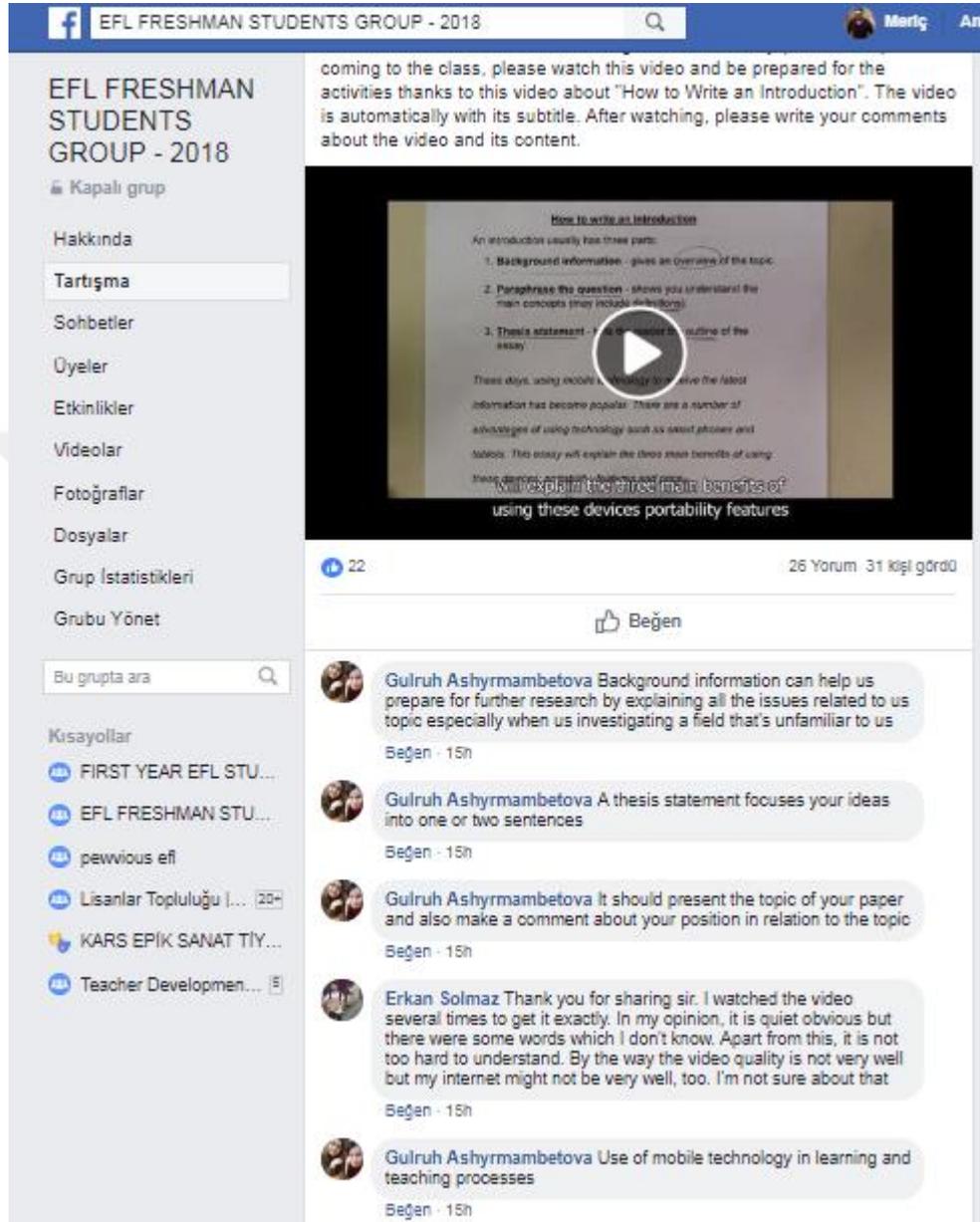
## 7.8. Appendix H: Permission E-mail of DWEE



## 7.9. Appendix I: Rubric for The Assessment of Essay Writing Tests

Evaluation Viewpoint	Achievement Level and Scoring				
	D (0–20)	C (21–40)	B (41–60)	A (61–80)	A+ (81–100)
[Content] Understanding of the assigned tasks and validity of contents	Misunderstanding the assigned task, or the contents are not related to the topic at all	Understanding the assigned task, but includes some errors	Understanding the assigned task, but the contents are insufficient	Understanding the assigned task, but has some points to improve	Appropriate contents with relevant terms. No need for improvement
[Structure] Logical development	No structure or theoretical development	There is a contradiction in the development of the theory	Although developing theory in order, there are some points to be improved	Although developing theory in order, the theory is not compelling	The theory is compelling and conveying the writer's understanding
[Evidence] Validity of sources and evidence	It does not show evidence	Demonstrates an attempt to support ideas	The sources to be referenced are inappropriate or unreliable	Uses relevant and reliable sources, but the way of reference is not suitable	Demonstrates the skillful use of high-quality and relevant sources
[Style] Proper usage of grammar and elaboration of sentences	There are some grammatical errors. Many corrections required	Not following the rules. Some corrections required	Almost follow the rules. A few corrections required	Although error-free, some improvement will be better	Virtually error-free and well elaborated. No point to improve
[Skill] Readability and writing skill	The sentences are hard to read. Writing skills are missing	There are several points to be improved, such as the length of sentences	Although sentences can be read generally, some improvement will be better	Easy to read. Rich in vocabulary	Easy to read. Skillfully communicates meaning to readers. Rich in vocabulary

## 7.10. Appendix J: Some Screenshots of The Posts And Comments of The Facebook Group Page “EFL FRESHMAN STUDENTS GROUP - 2018”



The screenshot shows a Facebook post from the "EFL FRESHMAN STUDENTS GROUP - 2018". The post text reads: "coming to the class, please watch this video and be prepared for the activities thanks to this video about 'How to Write an Introduction'. The video is automatically with its subtitle. After watching, please write your comments about the video and its content." Below the text is a video player with a play button. The video content is a slide titled "How to write an introduction" which lists three parts of an introduction: 1. Background information, 2. Paraphrase the question, and 3. Thesis statement. Below the list, there is a paragraph of text: "These days, using mobile technology have the most information has become popular. There are a number of advantages of using technology such as smart phones and tablets. This essay will explain the three main benefits of using these devices portability features". The video has 22 likes, 26 comments, and 31 views. Below the video, there are five comments from users: Gulruh Ashyrmambetova (15h), Gulruh Ashyrmambetova (15h), Gulruh Ashyrmambetova (15h), Erkan Solmaz (15h), and Gulruh Ashyrmambetova (15h).

EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewvious ef
- Lisanlar Topuluğu (...)
- KARS EPIK SANAT TIY...
- Teacher Developmen...

coming to the class, please watch this video and be prepared for the activities thanks to this video about "How to Write an Introduction". The video is automatically with its subtitle. After watching, please write your comments about the video and its content.

How to write an introduction

An introduction usually has three parts:

1. Background information - gives an overview of the topic.
2. Paraphrase the question - shows you understand the main concepts (may include definitions)
3. Thesis statement - focuses on the main point of the essay.

These days, using mobile technology have the most information has become popular. There are a number of advantages of using technology such as smart phones and tablets. This essay will explain the three main benefits of using these devices portability features

22 26 Yorum 31 kişi gördü

Beğen

Gulruh Ashyrmambetova Background information can help us prepare for further research by explaining all the issues related to us topic especially when us investigating a field that's unfamiliar to us  
Beğen - 15h

Gulruh Ashyrmambetova A thesis statement focuses your ideas into one or two sentences  
Beğen - 15h

Gulruh Ashyrmambetova It should present the topic of your paper and also make a comment about your position in relation to the topic  
Beğen - 15h

Erkan Solmaz Thank you for sharing sir. I watched the video several times to get it exactly. In my opinion, it is quiet obvious but there were some words which I don't know. Apart from this, it is not too hard to understand. By the way the video quality is not very well but my internet might not be very well, too. I'm not sure about that  
Beğen - 15h

Gulruh Ashyrmambetova Use of mobile technology in learning and teaching processes  
Beğen - 15h

f EFL FRESHMAN STUDENTS GROUP - 2018
Meriç Ana

### EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

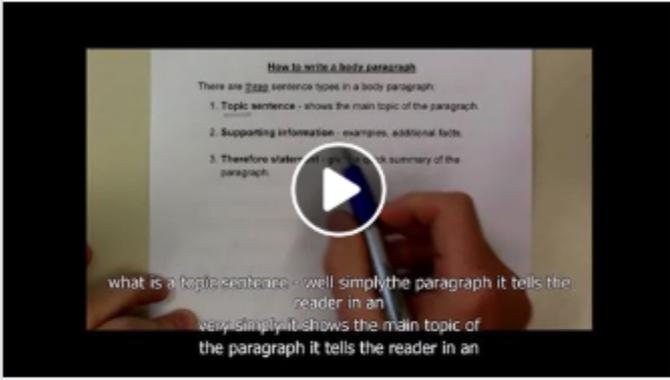
Grubu Yönet

Bu grupta ara

Kısayollar

- AAA FIRST YEAR EFL STU...
- AAA EFL FRESHMAN STU...
- AAA pewvious efl
- AAA Lisanlar Topluluğu |... 20+
- AAA KARS EPIK SANAT TIY...
- AAA Teacher Developmen... 5

Dear Friends, this is the second video for Friday's lecture and this video is related to the previous video which has the title of "How to Write an Introduction". ...The name of this video is "How to write a body paragraph". Before coming to the class, please watch this video and be prepared for the activities thanks to this video. The video is automatically with its subtitle. After watching, please write your comments about the video and its content.



20
8 Yorum 23 kişi gördü

Beğen

**Kenan Coban** The way he categorizes this parts are very good. We all learned how essays work like introduction, body paragraphs and conclusion but the way he explains this 3 simple steps with 3 more categories in themselves is very impressive, as i say before very helpful videos, easy to understand.

Beğen · 15h

**Umut Kaynak** Im taking notes what i think important and the man what write in video, it help me learn essay types which i don't seen before. Thx for sharing this videos with us.

Beğen · 14h

**Sena Yuksektepe** Yes, easily explained in the video, told the paragraph very well. But this video is very short.

Beğen · 14h

**Zeliha Dursun** After being explained, it is reinforced by sampling and this way subject becomes permanent but it could be better if given a few more examples. I think it's an useful video thanks teacher.

Beğen · 14h

**EFL FRESHMAN STUDENTS GROUP - 2018**

Kapalı grup

Hakkında

**Tartışma**

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewvious efl
- Lisanlar Topuluğu |...
- KARS EPIK SANAT TIY...
- Teacher Developmen...

Dear Friends, this is the third and last video for Friday's lecture and this video is related with the previous videos which have the titles of "How to Write an Introduction" and "How to write a body paragraph"....

The name of this video is "How to write a conclusion"... Before coming to the class, please watch this video and be prepared for the activities thanks to this video.The video is automatically with its subtitle. After watching, please write your comments about the video and its content.

**How to write a conclusion**

There are two main parts of a conclusion:

1. **Repeat main ideas** - rephrase the key points of each body paragraph
2. **Future statements** - based on your essay, give a prediction about the future

In conclusion, there are three significant benefits for people who choose to use mobile devices: mobility, functionality and low cost. In the future, people around the world will continue to appreciate these devices for the benefits they bring and this is a very simple future statement in a more sophisticated essay

22 12 Yorum 26 kişi gördü

Beğen

**Zeliha Şahin** I think this videos are very short.I would say that this videos should be longer.However,I found beneficial its.I think we should write together the first essay.  
Beğen - 14h

**Umut Kaynak** This videos easy to understand. Actually i want another example paragraph for practice for taking tricks.  
Beğen - 14h

**Seher Yılmaz** This video is important in terms of using key points. I think, we should develop using key points by practising. You should give me an example about key points . And I agree with Zeliha Şahin we should write first essay together.  
Beğen - 14h

**Baran Ağçky** How to write a conclusions! Really I hadn't write the conclusions of paragraphs because i didn't know how can I connect to the end of subject or sentence. and I think thanks to it I will success 😊  
Beğen - 14h

EFL FRESHMAN STUDENTS GROUP - 2018

Meriç Gürlüyer

Yönetici · 23 Ekim 2018

Dear Friends ! This video is for the lecture on 28 October. It is about "How to plan an essay" with an example. Please watch the video step by step, trying to understand the example. After watching the video, comment on the content of the video.

**How to brainstorm an essay**

**Question:**  
In recent years, it has become increasingly common for people to use mobile devices such as smart phones and tablet computers in many aspects of their lives.  
According to your research, what are the benefits of using mobile devices such as these?

free wifi - price - many computers - lightweight - portability - convenient - multi-tasking

features: apps, news, games

many competitors in the market there's many different devices available you

34 Beğen 35 Yorum 41 kişi gördü

Beğen

İhsan Orhan Answering the questions with this video definitely will be more easy. This video about the most delicate part of answer. Now we can look at the questions without hesitation.  
Beğen - 14h

Rugeyye Koca Thank you teacher for another helpful video. This is super helpful for me! I've always had a hard time writing an essay because I never know where to start. I'll definitely be using that method on my next essay.  
Beğen - 14h

Esra Atılğan Thank you so much this video. According to me this video is so explanatory, especially with examples, so I think it will be helpful us in the lesson.  
Beğen - 14h

EFL FRESHMAN STUDENTS GROUP - 2018

Meriç Ana

Dear Friends ! This video is an example for "Coherence in Paragraphs". Please after watching the video, comment on the content of the video.

### Coherence in Paragraphs

**Poor coherence**  
The industry has many advantages. It can draw on a great deal of research. It can also export products to key trading partners. It has significant growth potential in the medium to long term. Workers within this industry need training. It is important to keep staff up-to-date with software used in this industry.

**Strong coherence**  
The industry has many advantages. It can draw on a great deal of research, particularly in terms of software used for entering new markets. While there is significant growth potential in the medium to long term, it is clear that workers within this sector need training. Therefore, it is important to keep staff up-to-date with software used in this industry.

in terms of poor coherence you can actually hear that these sentences are choppy sentences it's not got much

32 37 Yorum 41 kişi gördü

Beğen

35 diğer yorumu gör

Emine Kömürcü Thanks to this video we can write more stronger and detailed paragraphs.  
Beğen · 12h

Rey Rey we need to coherence in the writing.therefore this video can change someting sometimes we forget this.Andwe write nonsense sentences...i think we will order this.thank u.  
Beğen · 12h

Bu gönderi için yorum yapmayı kapattın.

Meriç Gürlüyer bir dosya yükledi.  
Yönetici · 23 Ekim 2018

How to Write a Good Paragraph A Step-by-Step Guide

How to Write a Good Paragraph A Step-by-Step Guide....  
Belge

EFL FRESHMAN STUDENTS GROUP - 2018

Meriç Ana

## EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

**Tartışma**

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewious efl
- Lisanlar Topuluğu [...]
- KARS EPIK SANAT TIY...
- Teacher Developmen...

To provide emphasis or indicate importance:  
indeed.....above all.....especially.....particularly.....crucially

To add another idea or more information:  
in addition.....furthermore.....besides.....also.....it could also be said.....additionally.....another.....further.....moreover... Devamını Gör

22 22 kişi gördü

Beğen

Bu gönderi için yorum yapmayı kapatın.

**Meriç Gürlüyer**  
Yönetici · 29 Ekim 2018

To indicate sequence or to logically order ideas:  
followed by.....then....before....after....next.....finally.....previously....  
subsequently.....initially.....followed by.....concurrently.....at that time

24 25 kişi gördü

Beğen

Bu gönderi için yorum yapmayı kapatın.

**Meriç Gürlüyer**  
Yönetici · 29 Ekim 2018

Transition Signals in Writing:  
- connect words or phrases  
- strengthen the internal cohesion of your writing  
- act like bridges between parts of your writing  
- link your sentences and paragraphs smoothly together

23 23 kişi gördü

Beğen

Bu gönderi için yorum yapmayı kapatın.

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Dear Friends ! This video is an example for "How to write an opinion essay". Please after watching the video, comment on the content of the video.

**Useful phrases**

**Reason & Result**

- As a result...
- Therefore...
- My main reason...
- Another reason is...

**Addition**

- In addition,
- M

26 29 Yorum 39 kişi gördü

Beğen

27 diğer yorumu gör

**Sevval Mergen** Thx for sharing this video with us teacher. I think this video is more understandable and useful than the others. All description are crystal clear. Thanks again.  
Beğen · 11h

**Dilan Yıldız** Thank you for your sharing teacher, this video clear and short so I like it and this video is a good repeat for me. Thanks again.  
Beğen · 11h

Bu gönderi için yorum yapmayı kapatın.

Hakkında  
Tartışma  
Sohbetler  
Üyeler  
Etkinlikler  
Videolar  
Fotoğraflar  
Dosyalar  
Grup İstatistikleri  
Grubu Yönet

Bu grupta ara

Kisayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewwious efi
- Lisanlar Topluluğu (...)
- KARŞI EKİP SANAT TV

## EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

FIRST YEAR EFL STU...

EFL FRESHMAN STU...

pewvious efl

Lisanlar Topluluğu (...)

### An opinion essay

#### Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

**First of all**, **I think that** active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. **In my opinion**, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

**In addition**, you can play them whenever you want. **Some people think** that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

**To sum up**, **I believe that** video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

#### Top Tips for writing

1. Write your essay in clear paragraphs. Use phrases like *First of all*, *In addition* and *To sum up* to start each paragraph.
2. Express your own opinion using *I think*, *In my opinion* or *I believe*. Mention other viewpoints with phrases like *Some people think* and say whether you agree or disagree with them.

27

27 kişi gördü

Beğen

EFL FRESHMAN STUDENTS GROUP - 2018

EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewvious efl
- Lisanlar Topuluğu (...)
- KARS EPIK SANAT TİY...
- Teacher Developmen...

Dear Friends ! This video is an example for "How to write a Narrative Essay". Please after watching the video, comment on the content of the video.

### Place and time

The essay should include all the parts of a story.

- To **INDICATE PLACE**: above, below, elsewhere, farther or here, near, nearby, on the other side, opposite to, there
- Or, obviously, you can name the specific location where your story is going): at my friend's house, in Montana, outside on the porch.
- To **INDICATE TIME**: after a while, afterward, as soon as, once, at that time, before, earlier, formerly, immediately, in the meantime, in the past, lately, later, now, shortly, since, so far, soon, then, thereafter, until, when

porch to indicate time after a while  
afterward as soon as once at a time

21 24 Yorum 31 kişi gördü

Beğen

Esmâ Demir Thanks to this video, I learned how narrative essay is written and what required to write narrative essay. I couldn't some parts so I'll watch several times. Thank you for sharing this video.  
Beğen · 8h

Merve Merve As far as i am concerned, if we understand this video thoroughly, it will be enough to fully understand the narrative essays  
Beğen · 8h

Mustafa Soyutemiz Tank you for sharing this video .This video gives us useful information about how to write a narrative essay.I hope, I will write more easily thanks to this video.  
Beğen · 8h

Betül Pamuk When we want to write a narrative essay, we should consider the "things to do" in this video, so we can write great narrative essay.  
Beğen · 8h

f EFL FRESHMAN STUDENTS GROUP - 2018

EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kisayollar

FIRST YEAR EFL STU...

EFL FRESHMAN STU...

pewwious ef

Lisanlar Topluluğu (...)

KARS EPIK SANAT TIY...

Teacher Developmen...

Essay"; when the character(s) moves to a new place; to connect the events in a story.

In between the time	While (we studied)
In the meantime	When (we finished)
The following day	After (our visit)
Some time later	At (dinnertime)
By (four o'clock)	Moments later
In (the late afternoon)	For a long time
As soon as	In (the spring)
In just (twenty minutes)	Late (in the day)
Almost as quickly	By the time
When (we arrived)	Before (sunrise)
An hour later	On (Wednesday)
Meanwhile	During (dinner)
Immediately	While (visiting)
Afterward	As (it rained)
Hours went by	A short while later
Right away	That evening
After that	At the same time
At first (I saw)	As (we made a plan)
After (we walked a mile)	On (Thanksgiving morning)
Now	Quickly
Soon	Suddenly
Just then	The next day
Just as	That night
Later	At dusk
Later on	At dawn

22 22 kişi gördü

Beğen

Bu gönderi için yorum yapmayı kapattın.

**Meriç Gürlüyer**  
Yönetici · 29 Kasım 2018

Characteristics of a Narrative Essay

- The purpose is to inform or to tell a story
- Writer is a storyteller
- Describes a person, scene, or event in detail (emphasis on showing rather than telling)... Devamını Gör

EFL FRESHMAN STUDENTS GROUP - 2018

Meriç Ana

## EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Video'lar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewious ef
- Lisanlar Topluluğu [...]
- KARS EPIK SANAT TIY...
- Teacher Developmen...

### Tips for "How to write a Narrative Essay"

- 1. Titles:** Use the title to present your point of view or use the cause question.
- 2. Audience:** Think about your audience — what aspects of this issue would most interest or convince them?
- 3. Topic Sentences:** Each cause you suggest should be stated in a single sentence. These will be the topic sentences for each of body paragraphs. Usually, you will have three or more reasons why the reader should accept your cause. These will be your piece of evidence or support for that topic sentence.
- 4. Thesis:** If your instructor wants you to have a thesis sentence, then you can state all of these briefly in one sentence at the beginning. (Example: The main causes of the Civil War were: cultural differences between the industrialized North and agricultural South, the Fugitive Slave Act of 1850, and the publication of *Uncle Tom's Cabin*).
- 5. Choosing Unique Ideas:** Don't have your causes (or effects) be too obvious. Your paper should have interesting ones that the reader would not automatically think of when they hear about your subject. However, if your causes are more familiar, you can make them interesting by giving some unique supporting examples or evidence. You do not have to prove your causes conclusively.
- 6. How to Support:** Support each of these reasons with argument, examples, statistics, authorities, or anecdote. To make your reasons seem plausible, connect them back to your position by using "if...then" reasoning.
- 7. Speculating About Causes:** For this paper, the job is to guess the possible causes for something and to make your guesses seem plausible. You don't have to prove them absolutely, but give enough evidence to make them seem possible.

23 1 Yorum 22 kişi gördü

Beğen

Ayka Toyliyeva Writing a narrative essay seems easy after I read this paper.  
Beğen · 6h

Bu gönderi için yorum yapmayı kapatın.

Meriç Gürlüyer  
Yönetici · 10 Aralık 2018

### Explanations for "How to write a Narrative Essay"

an A+ Cause and Effect Essay

ing, these supporting ideas should be adequately explained as well.

comes and consumption differ starkly. Twenty percent of  
— mostly in industrial countries — receives 85 percent of

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Meriç An

## EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

**Tartışma**

Sohbetler

Üyeler

Etkinlikler

Videolar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewious efl
- Lisanlar Topluluğu |...
- KARS EPIK SANAT TIY...
- Teacher Developmen...

Dear Friends ! This video is an example for "How to write a Cause and Effect essay". Please after watching the video, comment on the content of the video.

### Cause and Effect Topics

- Analyze the effects of excessive television viewing on a particular audience.
- Discuss three good effects of a college education. Supply appropriate examples for each.
- What were the causes of the Great Depression?
- What caused the AIDS epidemic?
- Discuss the effects of a serious health related issue, such as smoking, diabetes, obesity, etc.

effect essay after viewing this

21 25 Yorum 31 kişi gördü

Beğen

Merve Merve First of all this video is so useful (of course I think) because it is both comprehend and not simple. I learned what is the cause and effect essays,organizing the cause and effect essays, essays structure, signal phrases, and i think the most important is what is the difference between cause essays and effect essays  
Beğen · 7h

Esmâ Demir I think, this video quite clear and simple to understand. In my estimation, I can distinguished between cause and effect after I watching this video. I learned how to organize cause and effect essay. I believe that we the more practice on this subject, the more it will develop. Thank you for sharing this video.  
Beğen · 7h

Rugeyye Koca Thank you teacher for this video. I didn't know a lot of information about cause effect essay. Now, I tought how to write and organize it. This video is clear and good for us.  
Beğen · 7h

Semanur Gökçen Thanks teacher this video is useful for us. It involve a lot of information about the cause effect essay .We can easily learnd it.  
Beğen · 7h

Betül Pamuk Thanks to these videos, we learn how to write in

EFL FRESHMAN STUDENTS GROUP - 2018

Dear Friends ! This video is an example for "How to write a Compare and Contrast essay". Please after watching the video, comment on the content of the video.

## PREWRITING

- (1) Choose between comparison OR contrast.
- (2) Select 2 subjects from the *same* general category.
- (3) Brainstorm points of comparison and/or contrast.
- (4) Choose the 3 *most significant* points of comparison or contrast to be utilized *throughout* the essay.
- (5) Draft a *detailed* outline of this essay following one of the organizational schemes discussed below.

18 15 Yorum 23 kişi gördü

Beğen

**Zeliha Şahin** Teacher thanks a lot.I think this video is very complicated,because these examples is difficult for me.I would say that, it would be better if there was more of a video explaining the subject and these examples is changing fast.  
Beğen · 5h

**Merve Merve** Video is benefical, but i don't understand very well.May be it is some complex or long.If video was short i would understand better.  
Beğen · 5h

**Sena Yuksektepe** Firstly thank you for the video. I think the videos with voice are better for me. I think samples are a little complicated.  
Beğen · 5h

**Esmâ Demir** Teacher, in my opinion this video useful for us to write compare and contrast essay. But as my friends say the video is a bit complicated. Thank you for sharing

EFL FRESHMAN STUDENTS GROUP - 2018

EFL FRESHMAN STUDENTS GROUP - 2018

Kapalı grup

Hakkında

Tartışma

Sohbetler

Üyeler

Etkinlikler

Videoalar

Fotoğraflar

Dosyalar

Grup İstatistikleri

Grubu Yönet

Bu grupta ara

Kısayollar

- FIRST YEAR EFL STU...
- EFL FRESHMAN STU...
- pewvious efl
- Lisanlar Topuluğu (...)
- KARS EPİK SANAT TİY...
- Teacher Developmen...

An Example for Compare and Contrast Essay

[14] the food of Singapore and Trinidad are quite similar in many ways, yet they each remain distinct from each other. [15] Curry food is very common in Singaporean and Trinidadian cuisine. Both countries' cuisines are strongly influenced by Indian and Chinese cuisine due to the large local Indian and Chinese populations. Curry is very popular in both countries. Due to Singapore's and Trinidad's British colonial past, British customs and foods are also very common. [16] Nevertheless, Singapore's cuisine has a stronger Chinese and Indian influence compared to Trinidad's cuisine, which has a stronger African and European influence. Singapore's cuisine is also highly influenced by that of its neighbouring countries of Malaysia, Thailand, and Indonesia. Due to Singapore's large Muslim population and its proximity to other predominantly Muslim countries, the availability of halal food is much more widespread than Trinidad, even though Trinidad does have a significant Muslim population.

[17] In addition to geography, [18] despite the many similarities between Singapore and Trinidad, each of these tropical paradises contains some unique aspects as well. [19] While the geography, people, and food share many similarities, the differences between make each of these tropical islands unique from each other. [20] If you are still thinking about escaping the cold Canadian winters to a tropical island paradise, you have to make sure you visit because Singapore and Trinidad both have a distinct

[1] In the middle of the cold Canadian winters, have you ever thought about escaping to somewhere warm to get away from all the cold and snow? [2] Singapore, nicknamed "Lion City", and Trinidad, also known as the land of soca, calypso, and the steel pan, come to many people's minds when thinking of a warm place to escape to. [3] While both Singapore and Trinidad are tropical island paradises with dynamic and vibrant cultures, there are some differences between the two which makes each one unique. [4] The geography, people, and food of both Singapore and Trinidad show many similarities, yet many differences as well.

[5] First, [6] there are many similarities and differences between the geography of Singapore and Trinidad. [7] Both Singapore and Trinidad are island nations located in tropics close to the equator. The climate in both countries is warm all year round and it never snows. Furthermore, they are relatively small compared to countries like Canada, China, and the United States. [8] However, Singapore is located in Southeast Asia, close to Malaysia and Indonesia, while Trinidad is located in the Caribbean off the coast of South America near Venezuela. Although both island nations, Trinidad's land area is about seven times as large as Singapore's.

[9] In addition to geography, [10] the people of Singapore and Trinidad share many things in common, but each still retain their unique differences as well. [11] Singapore and Trinidad are both multi-racial, multi-ethnic, multi-lingual, and multi-religious countries. Historically, tensions existed between the

4th Paragraph - Discuss 3rd Feature

[12] Common similarity

[14] State 3rd feature that will be discussed

[15] State similarities

[16] State differences

5th Paragraph - Conclusion

[18] No main thing mentioned

[19] Briefly summarise the three features

[20] Closing sentence

1st Paragraph - Introduction

[1] General topic sentence(s)

[2] Brief background information

[3] These are unique

[4] Brief overview of the three features

2nd Paragraph -

[5] State 1st feature that will be discussed

[7] State similarities

[8] State differences

3rd Paragraph -

[9] State 2nd feature that will be discussed

[11] State similarities

8

1 Yorum 9 kişi gördü

Beğen

Ayka Toyliyeva It seemed difficult from other video about comparison or contrast. However it is easier and clearer to understand from this example.

Beğen - 5h

Bu gönderi için yorum yapmayı kapattın.

Meriç Gürlüyer

Yönetici · 23 Aralık 2018

Transition Words and Phrases for "Compare and Contrast essay"

Transition Words and Phrases

however

Rock music is primarily the music of white performers; however, to contrast the conventional music standards for the other part, it is considered

## 7.11. Appendix K: Some Examples from Essay Writing Tests

### USING MOBILE PHONES IN SCHOOL

I don't know exactly, maybe <sup>subject (?)</sup> should be allowed or not. Cause using mobile phones in schools have many advantages or disadvantages.

Firstly, sometimes it should be allowed. For example, we are in language class and we often use dictionaries. Maybe you say "dictionaries are not only in mobile phones or smart phones, you can use hard-book dictionaries." But some parents have not enough money for<sup>to</sup> buy something and they think a mobile phone is a necessary for daily life, so every parents buys a mobile phone for child. Cause the phones have almost all applications.

Secondly, every school has rules about everything. One of them is "we can not use mobile phones everywhere or everytime." For ex. using a mobile phone in a lesson or taking pictures to their teacher or friends without allow are ban. If we do them, we do not obey the rules. Lots of students do it and sharing their teacher's videos or photos in social media. Sometimes it may be useful. cause some teachers threat bad to their students for ex. they are hitting etc. But in last years, in my high school a girl took a picture of our music teacher and shared it in social media sarcastically. I think, this is terrible.

In conclusion, if we use them usefully, maybe it may be useful for us in school.

2- You have one hour to finish your essay writing. You should write about :

**"Are sports and games as important as studies? (for compare-contrast essay)"**

2- You should write between 250 and 300 words (5 paragraphs).

3- Your handwriting must be clear and easy to read and you should consider the following points as you write:

**a) The organisation of your essay (introduction with a thesis statement, main body and conclusion)**

**b) The logical forming and process of your ideas**

**c) The proper usage of the grammar**

**d) Arranging your sentences according to a plan in a good way, with effective utilization of vocabulary.**

**Important events**

There are so many crucial things, events, moments, activities in human life. Sports and games are also the <sup>one</sup> of most important activities in our life. There is a question like "Are sports and games as important as studies?" Yes, of course. Undoubtedly, I'll explain it with some examples.

Sports helps people physically. Sports makes human body strong and healthy. If the people who are healthy and strong, live long, happy life. For some of us there is no time to go in for sports. But we can do morning exercises like jogging in the fresh weather. It's also essential for our body to breath from fresh weather.

Games are also important. They help our brain to think about something fast, to memorize, to try something again and again even we fail. When we loose in games, we want to try until we win. Life is also like games. There are

Studying is the most important. It helps mentally. We can wide our outlook, think in positive way, know more about the world which surrounds us, by studying.

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**"Should mobile phones be allowed in schools?" (for cause-effect essay)**

2- You should write between 250 and 300 words (5 paragraphs).

3- Your handwriting must be clear and easy to read and you should consider the following points as you write:

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Technological devices are the most significant materials for education in nowa days . As we know, it is difficult to maintain the lesson or the lecture at universty without technological helps . Therefore, in schools using mobile phones or tablets has to be under the controlle by teachers. it is impossible to prevent the children from mobile phones. when , ones try to hamper his or her child's accessibility on mobile phones , he or she can be run into with many mental changes on her or his child.

That's why we have to teach them how mobile phones can be use in suitable form at schools and also out of the schools.

if we prevent them from their habits , they always will try to find a another way to arrive them . As a result , in order to not encounter with such things we have to predict the results of some sitations before they happen.

### "Are sports and games as important as studies? (for compare-contrast essay)"

2- You should write between 200 and 250 words (4 paragraphs).

3- Your handwriting must be clear and easy to read and you should consider the following points as you write:

- a) The organisation of your essay (introduction with a thesis statement, main body and conclusion)
- b) The logical forming and process of your ideas
- c) The proper usage of the grammar
- d) Arranging your sentences according to a plan in a good way, with effective utilization of vocabulary.

### Importance Of Sports And Games

Nowadays, children are more playing games and doing exercises. But sometimes they are exaggerating when they are doing them, especially in playing games.

For example, sometimes they are abandon themselves to playing games and exercising. thus they are miss their lessons. Also they lost their interest on lessons. But if they don't exaggerating when they're doing them than they can be useful. For example doing exercises can develop their brain's functions, relax their body so they can focus more easy on lessons. On the other hand playing game also be useful. Because playing games develops imagination, quick thinking deciding and thus doing something quickly. So playing games also can useful on lessons.

As a result, they can be useful if one does not overdo while making them. Thus sport and games are as important as studies.

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2- You should write between 250 and 300 words (5 paragraphs).

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d) **Arranging your sentences according to a plan in a good way, with effective utilization of vocabulary.**

MOBILE PHONES ARE DESTRUCTION IN SCHOOLS

In my opinion, mobile phones must not allowed in schools because they ~~are~~ effect children's perception negative.

For instance, when they are in lesson they won't listen the teacher never, because of their mobile phones.

They always will be busy with their phones, not with their books or teachers. Recently the technology's destruction on children is massive. If children go to school with their phones,

they can't focus on their lessons and never understand what is saying teacher in lesson.

Therefore, we have to be sensitive on this topic. Not only in schools but also at home and at dinner or lunch you can't prove them with their mobile phones. You have to try to improve your conversation and relationship with your children. And, they can understand that everything is not in their mobile phones just. And, when they realize that, they won't need a mobile phone to talk with their friends. Maybe even for information, they will ask each other not to Google and they should want to discuss any topic face to face, then, it will progress their ability to perception. And it also help them in order to make a healthy future plan in their life.

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### Using Mobile Phones In Schools

In schools students shouldn't use mobile phones. Using mobile phone can effect <sup>the</sup> success of students. However, it can effect them good. It can also effect them bad. It can effect them good when they want to reach quick information or like us when they use it like a dictionary. But also because of mobile phones, student's attention can distract to the phones. For example they wonder if someone send <sup>or distract</sup> message to them or not, who liked their photo, who shares what and etc.

Expect for these, maybe students can be late to the lessons because of chatting or calling someone or when they take a new report from someone maybe they had to leave school. On the other side, because of one do not reach his family or friends, he can wonder all day and can't concentrate his lessons. Even though using mobile phones in school has both good and bad effects according to me, it shouldn't be allowed in schools. Because it has more disadvantages than advantages. Also teachers shouldn't use them at the lesson, because it can also effect students. When they take a message or call, students wonder if they take a message or call. So in schools mobile phones shouldn't use.

1- You have one hour to finish your essay writing. You should write about :

**“Are sports and games as important as studies? (for compare-contrast essay)”**

2- You should write between 200 and 250 words (4 paragraphs).

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a) The organisation of your essay (introduction with a thesis statement, main body and conclusion)

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c) The proper usage of the grammar

d) Arranging your sentences according to a plan in a good way, with effective utilization of vocabulary.

There are many activities which help people to live or to think healthily, to take their place in society including sports, games, studying. Sports and games are as important as studies.

First of all, sports and games make us healthy physically. We do not get tired easily, we become active, we feel ourselves energetic, if sports and games take an important place in our life.

Secondly, they help us mentally. They make our brain work fast, and think healthily. For example, at schools children who go in for sports, are active by answering the questions quickly which are given by their teacher at the lesson.

The body of people who go in for sports doesn't accept infections easily that make you sick than a person who doesn't go in for sports.

All in all, sports and games are crucial as studies to live happy or healthy life, and to act healthily or to take true thoughts anywhere you are.

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Today every student has mobile phones and they use it almost every hour of day. They feel bad and anxious if their phone's battery dies. Therefore, if rules don't let them to use phones, it can affect them badly.

I don't mean let them do whatever they want with phones. Of course we need rules but these rules shouldn't be strict. If you make them feel relax, you can get efficiency.

Unfortunately, teachers and parents think students don't do homework and study their exams because of phones but this isn't the truth. Phones or other technologic devices really help them to study or do homework.

Doesn't it has any bad sides? Of course it has bad sides, too. However if you limit it for classes and studies, it can be really useful. Create an application that can connect to school computers/servers. When student come to the school with his/her phone, it open that application automatically and block student to login to Twitter, Instagram ect. He/she can just use applications about lessons, like dictionar, translator, calculator.

To sum up, limited but not strict rules can help students and education. Make students feel better, don't restrict them.

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### - Should Be Allowed or Not -

In most of the schools, mobile phones are not allowed because most people think they have some disadvantages. There are some reasons about why it be allowed or not.

Firstly, in schools, students may abuse them. For example; in lesson, they may use their phones when their teacher give a lesson. They can not listen to the teacher and can not be successful. Another example is; take someone's photo without permission is forbidden, but some impertinent students do not obey the rules and they always take photos or shoot a video, under the name of amusement. Of course, when they are captured, they are punished.

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(?)

Technology is a requirement which makes easy human life. Everything we use is developing <sup>ed</sup> step by step, but quietly fast. Discovering a new things and developing something are the illness of this century.

People tend to having <sup>here</sup> the best <sup>one</sup> things. For example, firstly Iphone six is <sup>sold</sup> and i buy it. And, at least a year later, Iphone six Plus <sup>beginning to be sold</sup>. So, i am thinking "why this <sup>isn't</sup> mine?" and "the best <sup>one</sup> should <sup>be</sup> my!" This situation <sup>is</sup> terrible, i think.

Maybe mobile phones are important, or sometimes <sup>may be</sup> urgent, but it doesn't mean that people should <sup>see</sup> the phones as <sup>the</sup> God. We do everything with touching mobile phones. Someone leaves her/his girlfriend/boyfriend, someone writes messages or talking <sup>on</sup> the phones in hours, someone plays games <sup>the</sup> all whole <sup>the</sup> day... It shouldn't be like this. Because we must just use the mobile phones, not ~~live~~ <sup>with</sup> them.

Mobile phones may be everywhere. For example, in street, ~~at~~ hospital, in mosque, at parks or in toilet. However ~~it~~ <sup>it</sup> shouldn't be ~~at~~ in schools. Because students go to school for <sup>the</sup> learning lessons and life. ~~It means that going to school with illness~~. Because using mobile phones every time is not <sup>an</sup> addiction, it is <sup>an</sup> illness for me. Instead of ~~that~~ <sup>these</sup> stupid devices, we should do something that makes us happy. Making art, doing exercise, talking together, singing songs, reading books... These should be <sup>done</sup> ~~doing~~ at schools.

Because these things make us develop. Mobile phones make us stupid. <sup>Buy</sup>

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Mobile phones in schools. This is the one of the biggest problem in schools. Especially high school students use mobile phones too much and they want to use their phones in school, too. As you know, teachers don't let them to use phones. When they catch students with their phone in school, take their phones or punish them by calling their parents. It is happening for years.

This rule might be true or not but students use phones not only for playing games, surfing on social media or taking a photo. They use it when it need, too. For example in Turkey, every student can't know every word in English so, they use their phones for translation or they use it for calculations of big numbers in Math. These are the good sides of mobile phones.

The Ministry of National Education can change that rule but students can abuse it. If they make a new mode for mobile phones they can solve this problem. If in this mode, they can't use Facebook, Twitter ect. or camera, phones can be useful for students and teachers.

In conclusion, we need new rules or these rules should be changed.

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## ÖZ GEÇMİŞ (CV)

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<b>Okutman</b>	Ardahan Üniversitesi (2013-2018)
<b>Öğretim Görevlisi</b>	Kafkas Üniversitesi (2018-Halen)
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