AN ACTION STUDY ON COLLEGE STUDENTS'
EFL WRITING SKILLS DEVELOPMENT THROUGH FLIPPED
CLASSROOM ENVIRONMENTS

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ABSTRACT

AN ACTION STUDY ON COLLEGE STUDENTS' EFL WRITING SKILLS DEVELOPMENT THROUGH FLIPPED CLASSROOM ENVIRONMENTS

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Writing skills development in EFL classes is difficult as it is a challenging process because it requires time, efforts and the improvement of several subskills. The main purpose of this action study is to investigate whether flipped classroom with a mixture of product and process approaches to writing could be an effective way to overcome the difficulties faced in the development of EFL writing skills.

It is necessary to discover new ways to increase the effectiveness and efficiency of English language education. Flipped classroom is an educational environment which is gaining popularity among educators all around the world and this flipped classroom environment changes the places of what is traditionally done in class with what is traditionally done as homework. By incorporating flipped classroom into English language education in Turkey, this action study is expected to have some valuable implications over educational practices.

To this end, I, as the teacher-researcher designed an action study with a seven-week flipped writing classroom and conducted it with students in an English preparatory class of one private university in Turkey (*n*=24). The flipped classroom was evaluated formatively by the researcher (me) in a researcher reflection journal, by four non-participant teachers in classroom observations, and by students in the flipped classroom through student feedback

documents. Also the summative evaluation of the action study was done through a student survey, student focus group interviews and a writing quiz which was applied to twenty four students in flipped classroom (*n=24*) and another twenty-four students in traditional classroom (*n=24*). Both qualitative and quantitative data analyses revealed that students had positive perceptions over developing writing skills in EFL flipped classes. Results also showed that flipped classroom was an effective way of developing students' EFL writing skills as it caused a significant increase in students' writing performance compared to the students in non-flipped class.

All in all, this action study showed it was possible to improve college students' perceptions over English writing skills development and their writing performance by flipping a class and combining product and process approaches to writing.

Keywords: Flipped Classroom, English as a Foreign Language, Writing, Curriculum, Instruction

ÖZ

ÜNİVERSİTE ÖĞRENCİLERİNİN İNGİLİZCE YABANCI DİL BECERİLERİNİN TERS YÜZ SINIF ORTAMLARINDA GELİŞTİRİLMESİ ÜZERİNE BİR EYLEM ARAŞTIRMASI

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İngilizce yazma becerilerinin gelişimi; öncelikle farklı birçok alt-becerinin geliştirilmesini, dolayısıyla çok zaman ve çaba gerektirdiğinden zorlu bir süreçtir. Bu sebeple; bu çalışmanın temel amacı, yazmada hem ürün odaklı hem de süreç odaklı yaklaşımların kullanıldığı bir ters-yüz sınıf uygulamasının, ingilizce yazma becerilerinin geliştirilmesinde karşılaşılan sorunları aşmada etkili bir yol olma ihtimalini araştırmaktır.

İngilizce öğretiminin verimliliğini ve etkinliğini arttırmak için yeni yolların keşfedilmesine ihtiyaç vardır. Ters-yüz sınıf ortamları günümüzde dünyanın hemen hemen her yerindeki eğiticimler arasında hızla yaygınlaşmaktadır. Bu eğitim ortamında, geleneksel olarak sınıfta yapılan etkinlikler evde; evde ödev olarak yapılanlar ise sınıfta yapılmaktadır. Bu çalışma da ters-yüz sınıf yöntemini Türkiye'de ingilizce eğitimine uyarlayarak eğitim uygulamalarına değerli katkılar sunmayı hedeflemektedir.

Bu amaçla öğretmen-araştırmacı olarak yedi hafta süren bir ters-yüz yazma dersinin uygulandığı bir eylem çalışması tasarladım ve Türkiye'de bir vakıf üniversitesinin bir

hazırlık sıfındaki yirmi dört öğrenci ile bu çalışmayı yürüttüm. Öncelikle, bu ters-yüz yazma dersi halen uygulanıyorken öğretmen-araştırmacı olarak benim tarafımdan araştırmacı günlüğü, dört gözlemci-öğretmen tarafından sınıf gözlem formu ve ters-yüz sınıftaki yirmi dört öğrenci tarafından da öğrenci geri bildirim kağıtları ile değerlendirilmiştir. Ters-yüz yazma dersinin uygulanması bittikten sonra da öğrencilerin bu derse yönelik görüşleri, öğrenci anketi ve odak grup görüşmeleri ile alınmıştır. Ayrıca öğrencilerin yazma becerisi gelişimleri de hem ters-yüz sınıftaki öğrencilere ($n=24$) hem de geleneksel sınıftaki öğrencilere ($n=24$) yazma sınavı yapılarak ölçülmüştür.

Hem nitel hem de nicel verilerin çözümlenmesi, ters-yüz sınıflarda yazma becerilerinin gelişimine dair öğrencilerin olumlu bir görüşe sahip olduğunu ortaya çıkarmıştır. Sonuçlar ayrıca, ters-yüz sınıf öğrencilerinin yazma başarılarında geleneksel (ters sınıf olmayan) sınıfın öğrencilerine kıyasla daha yüksek başarı gösterdiğini, dolayısıyla ters-yüz sınıf uygulamasının ingilizce eğitiminde yazma becerisinin gelişiminde etkili bir yol olduğunu göstermiştir.

Sonuç olarak, bu eylem araştırması, üniversite öğrencilerinin yazma becerilerinin geliştirilmesine karşı olan algılarının ve yazma performanslarının, sınıfı ters-yüz ederek ve yazmaya yönelik ürün odaklı ve süreç odaklı yaklaşımları birleştirerek geliştirilebileceğini göstermiştir.

Anahtar Kelimeler: Ters Yüz Sınıf, İngilizcenin Yabancı Dil Olarak Öğretimi, İngilizce Yazma Becerisi, Müfredat, Öğretim

To My Beloved Family and Friends

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ELT   English Language Teaching

L1   First language or mother tongue

L2   Second language or foreign language

CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study and provides the statement of the problem. Then, it explains the purpose of the study together with the research questions guiding this study. Lastly, it presents the significance of the study and definition of the terms used throughout the study.

1.1 Background of the Study

By the end of the twentieth century, English had already started to become a *lingua franca*, the most commonly used language when two people want to communicate with each other but their first language is different (Harmer, 2007b, p. 13). Since the twenty-first century, English as being a *lingua franca* is now spoken "by at least a quarter of the world's population" (Harmer, 2007b, p. 18) and is used as the language of economics, academic discourse, tourism, and popular culture (Harmer, 2007b). That is, many people now desire to learn English and there are several purposes of it. For example, knowing English increases one's chances of getting a better job in companies both in their own country and abroad. Besides, English is not only necessary for professional development, but one might also want to learn English for personal growth such as to travel to foreign countries and to communicate with people from different cultures. Also, one might want to learn English as it opens the world of science or technology.

It is now of great importance around the world, also in Turkey, to learn English as a foreign language (EFL). Students in Turkey are provided English education from kindergarten level to college level serving for different purposes as mentioned above. English is sometimes offered as a compulsory or elective foreign language course. It might also be offered as a separate one-year preparatory class, or could be integrated into education as the medium of instruction. Although students are given foreign language education in different stages of their lives and also in several forms, language education in Turkey, unfortunately, fails to meet the expectations. The Ministry of National Education (MNE), which has been responsible for the national curricula including its planning and delivery for years, is generally criticized for not performing its duty effectively (Kırkgöz, Çelik, &

Arıkan, 2016). Also, results of the study done by the Ministry of National Education (MNE) in 2011 revealed students, teachers and administrators do not think the current foreign language teaching curriculum in Turkey equips learners with necessary knowledge and skills to communicate well in a foreign language. Those stakeholders of the curriculum who took part in the study rated the statement "the current educational system prepares students to communicate well in a foreign language" as among the least agreed four statements out of 36 statements. In other words, students, teachers, and administrators do not have positive perceptions over the current foreign language education and think that some changes need to be made. In addition, the 2015 report by Education First (EF) indicated "the EF English Proficiency Index (EF EPI), a worldwide benchmark for measuring and tracking adult English proficiency over time" was "very low" in Turkey and Turkey was ranked as the 50th country out of 70 countries which participated in the research. In short, the study done by the Ministry of National Education (MNE) in 2011 and the 2015 report by Education First (EF) show that some changes are necessary to be done in English as a Foreign Language curriculum in Turkey.

All in all, English education in Turkey seems not to be achieving its goals although many people desire to learn English. To tackle this problem, it is essential to find new ways of teaching English and also issues now being researched need to be "revisited" if the quality of foreign language education is wanted to be increased (Reid, 2001, p. 32).

1.2 Statement of the Problem

Writing in English as a productive skill is crucial because it is one of the four skills in English together with reading, listening, and speaking skills. Therefore, writing skills development is an indispensable part of language learning. According to Byrne (1988), writing teachers' major aim is to make students aware that one writes to communicate something. Also, in order to develop good writing skills students need to understand the purpose of the writing and the audience, organize their ideas, and use appropriate logical devices as well as grammatical ones (Byrne, 1988).

However, learning how to write in EFL classrooms is challenging for students most of the time as writing is a complex process which requires the learners to adopt and use different components of language correctly and appropriately (Biria & Karimi, 2015; Brown, 2001; Bryne, 1988; Ekmekçi, 2014; Hedge, 2005). According to Hedge (2005), the

complexity of EFL writing results from a variety of things that effective writing requires. They are:

> a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (Hedge, 2005, p.7).

As a matter of fact, the complexity of writing causes challenges for learners such as low achievement, boredom, lack of motivation, participation and interest (Ekmekçi, 2014); the difficulty in finding correct grammar structures and vocabulary (Raimes, 1983); the difficulty in generating and expressing new ideas (Byrne, 1988; Raimes, 1983); its being time-demanding (Biria & Karimi, 2015; Zamel, 1982); negative learning experiences brought from the past and lack of interaction (Byrne, 1988); and the focus on more functional English than academic writing in colleges (Craig, 2013).

To begin with, the complexity of writing generally results in low writing achievement and negative student perceptions or attitudes towards EFL writing. More specifically, Ekmekçi (2014) stated this hardship affects student writing performance to a great extent and might eventually lead to "boredom" as well as "a lack of interest, participation, and motivation in the classroom" (p.2).

In addition, Raimes (1983) mentioned students' complaints about the difficulty of finding correct grammar structures and vocabulary. According to her, even if their English proficiency is good enough, students generally face problems in "communicating" their ideas while writing (Raimes, 1983, p. 13). That is, generating and expressing new ideas appropriately could be a great challenge for writers. Byrne (1988) raised a similar issue and remarked finding new ideas becomes difficult when students are forced to write on a specific topic. If students are given a topic and told to write immediately, they cannot come up with anything as they feel "obliged to write" (Byrne, 1988, p. 5).

Also, writing is a process which requires a lot of time (Biria & Karimi, 2015; Zamel, 1982) and students are generally not given enough time due to time constraints of the program (Shukri, 2014). Besides, students might have "frustrating" or "unrewarding" learning experiences from their previous writing classes in their mother tongue, which they may bring to their foreign language writing classes with them (Byrne, 1988, p. 6). Those

learning experiences result in negative perceptions of the writing classes, make students afraid of writing, and demotivate students even if they want to write.

According to Byrne (1988), what also makes writing difficult for students of English as a Foreign Language is that writing is essentially regarded as an individual activity which requires you to write on your own (p.4). This, in turn, reduces the interaction among students. However, learning is a collaborative activity in which individuals learn through interaction with others as social constructivists like Vygotsky (1978) believe; and the lack of interaction obviously leads to a failure in writing (Byrne, 1988).

Lastly, as reported by Craig (2013) students in most English preparatory classes do not have enough time to advance their academic writing skills due to the emphasis on more functional English skills (p. 4). Even worse, departments expect the English preparatory classes to have taught those students the necessary academic writing skills; and enough time for the development of writing is not allotted by departments, either (Craig, 2013, p. 4), which results in low student writing achievement even when they graduate from college.

In summary, developing EFL writing skill is difficult as it is a challenging process requiring time, efforts and improvement of several subskills. Therefore, all of the above-mentioned challenges need to be eliminated if a higher quality of writing program is aimed.

1.3 Purpose of the Study

Flipped classroom, which is "a unique educational environment … quickly gaining in popularity among educators worldwide" (Obari & Lambacher, 2015, p. 434), might also become successful in improving English classes. It leads to a shift in the instructional design where "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Bergmann & Sams, 2012, p.13). In other words, students in the flipped classrooms learn the content through videos or any other materials out of the class and come to the class to do practice through individual or group activities.

On the one hand, flipped classrooms might worth trying for several reasons. First, flipped classrooms create more time for the development of higher-order skills by moving the step of learning the content to outside the class (Alsowat, 2016; Engin, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015; Johnson & Renner, 2012; Kvashnina & Martynko, 2016; Nawi et al., 2015; See & Conry, 2014; Talbert, 2012; Talley & Scherer, 2013). They might

also allow for more time for teachers to adopt more process-focused approaches. Second, in the literature, it is presented that flipped classrooms cause an increase in student engagement, motivation and satisfaction (Clark, 2013; Davies, Dean, & Ball, 2013; Earley, 2016; Enfield, 2013; Gaughan, 2014; Herreid & Schiller, 2013; McLaughlin & Rhoney, 2015; Strayer, 2012), lack of which pose great obstacles for learning to occur. Third, flipped classrooms lead to an increase in interaction (Brown, 2012; Clark, 2013; Johnson & Renner, 2012; Lage, Platt, & Treglia, 2000; Marrs & Novak, 2004; Murray, Koziniec, & McGill, 2015; Nawi et al., 2015; N. Schullery, Reck, & S. Schullery, 2011; Roach, 2014; Ronchetti, 2010; Yemma, 2015) because of its social-constructivist roots (Alsowat, 2016; Basal, 2015; Bishop and Verleger, 2013; Butzler, 2014; Clark, 2013; Collins, 2015; Davies, Dean, and Ball, 2013; Davis, 2013; Jaster, 2013; Long, Logan, and Waugh, 2016; Merrill, 2015; Nawi et al., 2015; Oyola, 2016; Speller, 2015; Tétreault, 2013; Yemma, 2015). By reinforcing interaction, flipping a class transforms the traditional classroom into a more active learning environment for students (Prince, 2004) which means teachers stop acting as the "sages on the stage" but rather become the "guides on the side" (King, 1993, p.30). According to King, in traditional classrooms, teachers transmit the knowledge to students and students absorb that knowledge only to use in the exams later, but often fail to elaborate on it (1993, p. 30). He thinks traditional classrooms prove to be ineffective with twenty-first-century students who are supposed to construct knowledge by themselves. Therefore, by flipping the instruction and making the curriculum more process-oriented, the current study might prove to be effective as it places students to the center in which they actively participate in class activities while making meaning out of them for themselves.

Along with the positive results, there are, however, some negative perceptions over flipped classrooms cited in the literature. For instance, videos were thought to be boring or too long by some students (Mull, 2012), instruction through videos was criticized for the lack of interaction between the teacher and students (Milman, 2012; Ronchetti, 2010), and also students might resist to flipped classroom as it is something new (Rotellar & Cain, 2016). As there are different opinions over flipped classrooms around the world, what students in Turkey would think of flipped classrooms is an important issue to be researched.

In addition, it is still not clear whether flipped classrooms affect students' skills development. Although there are some studies which found an increase in student achievement after the implementation of the flipped classrooms (Bates & Galloway, 2012; Missildine, Fountain, Summers, & Gosselin, 2013; Nawi et al., 2015; Talley & Scherer,

2013), there are also some other studies in which flipped classrooms did not cause a significant change in student achievement as a result of the implementation of this new method (Braun, Ritter, & Vasko, 2014; Butzler, 2014; Clark, 2013; Findlay-Thompson & Mombourquette, 2014; MacDonald, 2015; Saunders, 2014; Willis, 2014). Therefore, more studies need to be conducted to understand the impact of flipped classrooms on student achievement.

In the light of the discussions in the literature, two research questions guided this action study are:

> R.Q.1: What are students' perceptions of flipped writing classroom in a private university English preparatory class?
> R.Q.2: How does flipped classroom affect EFL students' writing skills development in a private university preparatory class?

In line with these two research questions, this action study is designed. And its main purpose is to investigate whether flipped classroom with a mixture of product and process approaches to writing could be an effective way to overcome the difficulties faced in EFL writing instruction. Those difficulties are actually common problems in EFL education. That is why this study, in a broader sense, intends to improve not only writing instruction in English but also English language education in general.

1.4 Significance of the Study

This study is significant in several aspects. First of all, it is designed as an action study through which it is expected to find effective solutions (Stringer, 2007) to the previously mentioned problems that students face in the class. Therefore, it can be said that this study is important in providing effective solutions enhancing students' English learning experiences and their skills development. Besides, action study is a kind of research that seeks the improvement of the lives of those all involved (Stringer, 2007, p.3). Thus, findings of the current study are expected not only to enable me (the teacher-researcher) improve my teaching practices but also to have implications for the instructors in the institution where the study took place. Accordingly, the study would have a significant impact on program development because program developers in this particular institution can benefit from

participants' perceptions and suggestions over flipped writing classroom and improve the quality of their curriculum.

Also, after the comprehensive review of the literature in Turkey, it can be said there is a huge gap in the research on flipped class, a newly emerging instructional model. There are very few studies (Boyraz, 2014; Ceylaner, 2016; Çalışkan, 2016; Ekmekçi, 2014; Gök, 2016; Köroğlu, 2015; Sağlam, 2016; Umutlu, 2016) performed on flipped classroom investigating it in foreign language education contexts in Turkey, therefore, results of this action study are thought to make contributions to a knowledge base regarding teaching and learning in flipped class environments. In addition, from the results of the study educators in the field might develop several insights into EFL writing instruction in general and make use of the sides which are relevant to their classes. According to Reid (2001) "the specialization of English L2 writing is a relatively new area of inquiry" (p. 32), and has been neglected by researchers and educators for years. Therefore, new methods and techniques need to be discovered in order to develop EFL learners' writing skills. This study is expected to have some valuable implications over EFL practices by offering new possible ways to increase the effectiveness of those practices.

1.5 Definition of the Terms

The terms defined in this section will refer to the following meanings throughout the study:

Flipped classroom: It is a learning environment where the instructional design is reversed. In other words, students learn the content outside the class through teacher-made videos and do homework related to the content explained in videos. Then, students come to class to practice through activities.

Traditional/Non-flipped classroom: It is a learning environment where students learn the content in the class through teacher instruction and practicing with writing tasks. Due to the lack of time, completing a full paragraph writing may not be possible, so it is generally set as homework. In this study, the terms traditional classroom and non-flipped class have the same meaning and are used interchangeably.

English as a Foreign Language (EFL): Learning English as a Foreign Language (EFL) means studying English at schools and institutions in one's own country where his/her mother tongue is not English (Harmer, 2007a, p. 39).

Four pillars of flipped classrooms: These are four components of the flipped classrooms without which flipped instructional design would prove to be unsuccessful: flexible environment, learning culture, intentional content and a professional educator (FLN, 2014).

CHAPTER 2

LITERATURE REVIEW

This study investigates college students' perceptions of flipped classroom in EFL writing classes and the effect of flipped classroom on their writing skills development. This chapter tries to provide a rationale for the use of flipped classroom in EFL contexts while developing writing skills. It is divided into two sections. The first section is about developing writing skills in EFL classes but first starts with a general description of what writing is and what two main approaches to teaching writing are. The second section introduces flipped classrooms in general, and then gives in-depth information on four pillars of flipped classroom and its historical evolution. Later in this section, reasons for flipping a class are reviewed and criticism over flipped classrooms are listed together with some suggestions to improve them.

2.1 EFL Writing

As the starting point of this action study is to find a more efficient and effective way for writing skills development, the following part of this chapter aims to provide detailed information on writing skills development in EFL contexts.

2.1.1 What is Writing?

Writing is clearly much more than the production of graphic symbols just as speech is more than the production of sound.

Byrne, 1988, p.1

Those symbols in writing form words, then words form sentences, and then sentences are arranged to form a text. In addition to being used to communicate, writing is a process of self-discovery during which one tries to find a meaning in his life (Murray, 1973, p. 1235). It is used more to discover than to report. Besides, writing is thinking because by manipulating

those symbols we are able to "see what we have said, reconsider it, refocus it, reconsider it-think" (Murray, 1973, p. 1235). Writing might also be seen as an art which is a "making, creating, building" experience (Murray, 1973, p. 1235).

As it serves to a variety of purposes, writing can take many forms ranging from a shopping list to academic texts, from song lyrics to e-mails, from letters to recipes, etc. According to Harmer (2007a), not only the purpose and type of writing affect writing process, but the content (subject matter) and the medium it is written in (pen and paper, computer word files, live chat, etc.) are also influential factors in writing process generally in the planning part (p. 4).

After mentioning those factors that may affect writing, Harmer (2007a) suggests four main elements /stages of writing: *planning*, *drafting*, *editing (reflecting and revising)*, and *the final version*. In the *planning* part, writers decide what they are going to say considering the purpose, the audience, and the type of writing. Some may take detailed notes while others write notes with only a few jotted words. Although some prefer to write them down, for some planning in their heads is enough. When it comes to *drafting*, the first version of a text is created and waits for *editing*. In the *editing* part, changes are made by first looking at the overall structure, then concentrating on details; by adding, moving, or removing some parts; by checking for grammatical and mechanical accuracy, ambiguous or wrong words, and coherence and unity in content; or by getting help from other readers. In the last part, writers produce their *final version* of the writing and present it to the audience. Harmer underlines that these stages are not connected to each other in a linear fashion, but the process is rather recursive which means writers may re-plan, re-draft, or re-edit if they need (2007a). Once they think it is the final version, they may publish it. In addition, the first three stages of writing sometimes take no time at all as writers plan, (re)draft, or (re)edit while writing the final product.

Brown states "written products are often the result of thinking, drafting, and revising procedures that required socialized skills, skills that not every speaker develops naturally" (2001, p. 335). He emphasizes the difference between writing and speaking implying while speaking skill develops naturally, writing is something that must be taught otherwise cannot be known. Although there are several approaches to teaching writing, only two of them are relevant to this study and will be discussed next.

2.1.2 Product and Process Approaches to Writing

> Twenty-five years ago, writing instruction was characterized by an approach that focused on linguistic and rhetorical form. Since then, we have gone into the woods in search of new approaches, focusing in turn on the writer and the writer's processes, on academic content, and on the reader's expectations.
>
> Raimes, 1991, p. 407

In literature, debates over the effectiveness of product and process approaches to both L1 and L2 are being done (Harmer, 2007b; Horváth, 2001; Raimes, 1991; Zamel, 1982). However, the big problem is seeing the process and product approaches as "either/or rather than both/and entities" (Raimes, 1991, p. 415). Teachers of L2 writing do not have to choose one but might integrate two into their teaching through giving importance to both the product and process (Brown, 2001).

Process approach to writing appeared in the late 1960s and the early 1970s as a reaction to the product approach in which students were made to do "model writing" which were evaluated in terms of "content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation" (Brown, 2001, p. 335). In the product approach, what was expected from student writers were to write texts which " (a) meet certain standards of prescribed English rhetorical style (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional" (Brown, 2001, p. 335). The products were graded by the teacher without giving feedback or an opportunity to revise (Matsuda, 2003, p. 67). Deqi (2005) describes an EFL writing class of the past as being essentially, if not entirely, a language or a grammar class; and textbooks for EFL writers as resources filled with guided writing activities focusing on language structures instead of engaging learners in construction of knowledge or composing itself (p. 67 and 68). With the emergence of process approach to writing, students were supposed to create a text, but this time not only the product but also the process - "what L2 writers actually do as they write" - gained importance (Raimes, 1991, p. 409). Borrowing techniques from English writing class, EFL teachers in the early 1980s began to adopt the process approach and textbooks were prepared to present EFL learners the "real writing experience" (Deqi, 2005, p. 68).

In the process approach to writing, students are expected to be aware of their writing process going through the stages of writing. In a writing class taught with process approach,

students are encouraged to discover their own voice; to choose their own topic; to have something important to say; to get teacher and peer feedback; and to make revisions (Matsuda, 2003, p. 67). As they write, they think about their readers, but those are "known readers inside the language classroom" because peers and teachers respond to the ideas in their writing (Raimes, 1991, p. 412). According to Shih (1986), revisions are in the center of writing classes taught with the process approach and teachers intervene in the writing process rather than reacting only to the final product (pg. 623). After getting feedback from the teacher or peers, students either make revisions on the draft or create anew. That is, the stages of writing are "transactional and overlapping" (Zamel, 1982, p. 201). However, one of the disadvantages of process approach is that it takes time (Harmer, 2007b, p. 326). Students need time to do some language study; to brainstorm or research ideas; to discuss and choose those that will be used; to write drafts, edit, review; to re-draft or re-edit if needed, which cannot be done in a few minutes. In addition, interacting with teacher or peers for feedback requires a considerable amount of time, but revision "with little guidance and commitment" would make "little sense for the writer - or the reader" (Raimes, 1987, p. 461). Spending so much time in the process is problematic most of the time because most of the teachers have to follow rigid curricula or their students might not appreciate the value of it and would rather finish writing straight away. Therefore, it is suggested to explain the aim of the process approach to students well and to encourage them by training in using correction symbols, doing checklists, or involving in collaborative writing (Harmer, 2007a, p. 10). They should be taught to follow these stages even in the exam (Harmer, 2007b, p. 327).

2.1.3 Writing in English as a Foreign Language (EFL) Classes

First of all, it is necessary to explain what it means to learn English as a foreign language. In the context of this study, EFL learners are those whose mother tongue is not English and "who are studying general English at schools and institutions in their own country" (Harmer, 2007a, p. 39). Although they know how to write in their mother tongue, it should not be assumed "the ability to write in mother tongue can be transferred to the foreign language" (Byrne, 1988, p. 5). In addition, knowing how to write in mother tongue does not necessarily mean they are proficient in their mother tongue and they can write effectively. Actually, most of them are "*basic writers* in that they are likely to have received little practice and little instruction in writing in any language" (Raimes, 1987, p. 441). Therefore,

they may lack some necessary organizational skills for writing and they will not be able to write effectively in a second language, either.

In addition to its being one of the four skills of English language, there are several reasons to teach writing in EFL context: a) It serves for different learning styles and needs. b) It satisfies a psychological need by giving some evidence of progress to learners though it cannot be a real sign of their acquirement. c) It creates a more effective learning environment through integrating skills and thus providing an opportunity for exposure to the target language through more than one medium. d) It provides variety for both in-class and out-of-class activities. e) It is generally needed for both formal and informal testing (Byrne, 1988, p. 6 and 7). Byrne (1988) adds writing texts might be used as contexts for learning at high levels of language proficiency. Also, writing may even become a goal depending on the general structure of the educational program.

After deciding on the necessity of writing, need for an effective design and implementation of writing raises. Ferris and Hedgcock (2005) in their book titled as *Teaching ESL Composition: Purpose, Process and Practice* write about the principles of syllabus design and lesson planning as follows (p. 106):

- A clear understanding of learners' backgrounds, needs, expectations, styles, and strategies, as well as institutional requirements (as identified in systematic and ongoing needs analysis) is crucial to the formulation of achievable course goals and instructional objectives.

- The most effective syllabi, course outlines, and lesson plans are those that accommodate multiple, recursive writing processes by allowing adequate time for reading and exploring genres, composing and revising drafts, giving and using feedback, and exploring new content.

- Maintaining a clear sense of instructional objectives in constructing daily lesson plans enables the teacher to affect coherent instruction by connecting tasks within lessons and by linking each lesson to past and future lessons.

- Flexibility is essential in all aspects of instructional planning.

It is impossible to undermine the importance of writing as a skill, but learning it is difficult and challenging for most learners. Therefore, teachers of EFL writing must help

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their students in the writing process by teaching these micro-skills for writing suggested by Brown (2001, p. 343) in Table 2.1:

Table 2.1
Micro-skills for writing

1.	Produce graphemes and orthographic patterns of English.
2.	Produce writing at an efficient rate of speed to suit the purpose.
3.	Produce an acceptable core of words and use appropriate word order patterns.
4.	Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
5.	Express a particular meaning in different grammatical forms.
6.	Use cohesive devices in written discourse.
7.	Use the rhetorical forms and conventions of written discourse.
8.	Appropriately accomplish the communicative functions of written texts according to form and purpose.
9.	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10.	Distinguish between literal and implied meanings when writing.
11.	Correctly convey culturally specific references in the context of the written text.
12.	Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

When designing an EFL writing instruction, it is crucial to use a variety of techniques in order to appeal to different learner styles and needs. And some of these techniques are mentioned by Brown (2001) for those teachers who adopt a more process-oriented approach (p. 348):

Before Writing:

- Brainstorming
- Listing
- Discussing a Topic or Question
- Reading extensively/Skimming/Scanning a Passage
- Conducting Some Outside Research

- Instructor-initiated Questions and Probes, etc.

While and After Writing:

- Optimal Monitoring of One's Writing (without premature editing and diverted attention to wording, grammar, etc.)
- Peer-reviewing for Content (accepting/using classmates' comments)
- Using the Instructor's Feedback
- Editing for Grammatical Errors
- Proofreading

While designing an EFL curriculum it should not be forgotten that although skilled writers are able to use well-developed methods in their writings, less skilled ones need to be taught some pre-writing strategies or invention techniques (Zamel, 1982, p. 203). Furthermore, Raimes (1987) suggests an ESL writing curriculum should take into account that some students may have already internalized writing strategies, "not all of which may be facilitative, which may need to be developed, refined, or changed" and therefore may need to be exposed to more instruction and practice with strategies (p. 460).

2.1.4 Teaching Paragraph Writing in EFL Classes

According to Hyland (2004), the focus is generally on the text functions when one teaches how to write paragraphs and prepare students for academic writing at the college or university (p. 6). The aim is to guide students in composing effective paragraphs with well-written topic sentences, supporting sentences, and concluding sentences. Along with structural entities, students are also taught some organizational patterns such as narration, description, and exposition. Typically, each task starts with sentence-level activities as reordering sentences to form a paragraph, correcting mistakes in a given text, selecting the appropriate sentence to fill the gap in a paragraph. Later, teachers check student understanding on a model text and provide scaffolding activities for writing to improve their language skills (e.g., grammar, vocabulary, and spelling). These activities might include mechanical exercises, developing an outline, clustering, free writing, reading etc.

However, Hyland mentions a criticism over this product-oriented approach with these words: "Writing, however, is more than a matter of arranging elements in the best order, and writing instruction is more than assisting learners to remember and execute these patterns" (2004, p. 7). It may be concluded that the focus of writing should not be on merely text

functions, but also on the writer and writing process. Zamel suggests that teachers should help students realize "decisions about form and organization only make sense with reference to the particular ideas being expressed" (1983, p. 181). According to him, students should be taught to explore ideas and to decide the best way to communicate those ideas and they should be given enough time to have their "intention and expression become one" in their final draft (1982, p. 205). They should also be reminded to approach writing as a problem-solving process where they have to use some strategies or micro-skills to solve problems in their writings.

Besides, teachers in EFL writing classes should not be just demonstrators or resources, but also they should be motivators, feedback providers/responders, and/or evaluators from time to time. Below are the roles of the EFL writing teachers explained in detailed:

Demonstrator: One of the most important roles of an EFL writing teacher is to demonstrate the essential writing conventions and genre functions specific to the type of the writing tasks (Harmer, 2007a, p. 41). However, it is crucial to note that this demonstration does not mean to teach them explicitly, but to make students aware of them.

Motivator: Student motivation is not essential for writing if they are motivated to write (Murray, 1973, p. 1236). That is, teachers have the responsibility to motivate their students in order to make them successful writers. This can be accomplished through creating the appropriate environment for the generation of ideas in the pre-writing stage, convincing them for the usefulness of the assigned tasks, encouraging them to do their best, etc. (Harmer, 2007b, p. 330).

Resource: Writing teacher as a resource must be ready to provide learners with information, language, advice, or suggestions where and when necessary (Harmer, 2007b, p. 330). This requires a great deal of time and commitment, especially during extended writing tasks.

Feedback Provider/Responder: Although approaches to writing instruction have changed throughout the years, the never-changing emphasis has been on the feedback which is seen as the "critical, nonnegotiable aspect of writing instruction" by both teachers and students (Ferris & Hedgcock, 2005, p. 185). In most EFL/ESL contexts, whether to give feedback or not is not currently being discussed but the issue is more to do with "how" (Erel & Bulut, 2007, p. 399). According to Horváth, "the amount and type of feedback, the timing, the

mode, the provider, and the subsequent application of it continues to pose research design and pedagogical problems" (2001, p. 27). Following some principles suggested by Ferris and Hedgcock (2005) when responding to student writing might eliminate those problems as much as possible (p. 190-192):

1. The teacher is not the only respondent.
2. Written commentary is not the only option.
3. Teachers need not respond to every single problem on every single student draft.
4. Feedback should focus on the issues presented by an individual student and his or her paper, not on rigid prescriptions.
5. Teachers should take care to avoid "appropriating," or taking over, a student's text. Final decisions about content or revisions should be left in the control of the writer.
6. Teachers should provide both encouragement and constructive criticism through their feedback.
7. Teachers should treat their students as individuals, considering their written feedback as part an ongoing conversation between themselves and each student writer.

Related to the first principle mentioned above, peer response is being discussed in the literature (Ferris & Hedgcock, 2005; Hyland, 2004; Ren & Hu, 2012). Chen (2016) asserts that there is an increasing support for peer response in EFL/ESL contexts in the past 20 years from four theoretical frameworks: process-oriented writing approach, Vygotsky's sociocognitive theory of learning, collaborative learning theory, and interactionist theory of L2 acquisition (p. 366). Supporters of peer response mention some of the advantages of it which could not be disregarded. It encourages the learners to work collaboratively; helps them in the challenging work of editing and revising (Harmer, 2007a, p. 115); is much more available and immediate than that of teacher's (Hung & Young, 2015, p. 251); decreased the writing anxiety (Yastıbaş & Yastıbaş, 2015); and increased the student writing achievement and involvement (Miftah, 2016). On the other hand, opponents of the peer response state that it does not work when students do not value their peers' opinions; when they do not want to work with their peers or they cannot work well with others (Harmer, 2007a, p. 117); when it is less reliable and valid than that of teacher's (Hung & Young, 2015, p. 251); and when it allows for only surface corrections in the language used (Ren & Hu, 2012, p. 4). To make peer response activities work, it is suggested to be made the integral part of course instead of regarding it as an isolated part of the pedagogical practice; to be modeled or supported with teacher input; to build peer response skills throughout the course, not only in one activity; to carefully structure the peer response tasks and to vary them considering individual students' needs; to hold students accountable for giving feedback and thinking critically on the feedback they have received from their peers; and to plan the logistics concerning the size

and the form of the peer response groups, the mode of delivery, etc. (Ferris & Hedgcock, 2005).

Evaluator: The issue should not be assessing what is being taught, but teachers should evaluate the written works of students in order to tell both students and themselves how well they have done (Harmer, 2007a, p. 42). This should be done through the articulation or implication of "clear, specific, unambiguous criteria" of evaluation (Reid & Kroll, 1995, p. 22). According to Hamp-Lyons (2001), the first three generations in writing were direct testing, multiple-choice testing, and portfolio-based assessment (p. 117). However, this does not mean they are not currently being used. All those three types and the fourth one which is likely to be technological, humanistic, political, and ethical are possible types of assessment for educators of today. The common problem with all types of writing assessment is its being "a wholly human endeavor," therefore, assessing process needs to be designed carefully considering the task, the writer, the scoring procedure, and the reader (Hamp-Lyons, 1990, p. 82). Test development and its validation, test taking, and test rating are critical issues to pay attention in the evaluation process.

2.2 Flipped Classrooms

There is a growing instructional trend in developing language classrooms in a flipped environment. Therefore in this section I will try to define what a flipped classroom is; explain how the idea of flipping a class started and changed throughout the time; and lastly talk about the reasons why/why not educators flip their classes together with some suggestions for those who might want to flip their classes based on the literature.

2.2.1 What is Flipped Classroom?

Flipped classroom, in a very broad sense, can be described as a concept in which students learn the course content out of the class and spend in-class time with their teacher and peers doing practices. In other words, it is an educational setting where "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Bergmann & Sams, 2012, p. 13). The main aim in

flipping a class is to make students learn basic knowledge outside the classroom and then come to class to deepen that knowledge (Love, Hodge, Grandgenett, & Swift, 2014, p. 318) or to apply. Outside classroom activities may vary from "watching videos" to "visiting course-related websites, listening to audios, reading related references etc." and inside classroom environment enhances "pair work, group work, hands-on activities and high-level thinking activities" (Alsowat, 2016, p. 109).

In literature, there are different terms used for flipped classroom. Lage, Platt, and Treglia were among the very first researchers who wanted to create a learning environment to appeal to a variety of learner types "without inordinately increasing contact time or sacrificing course coverage" and they called that new learning environment as an "inverted classroom" in which students from the five sections of a microeconomics class were assigned multimedia lectures to study at home and to come to class for discussions and experiments or labs (2000, p. 31). Similar idea to flipped classroom was referred by Novak, Patterson, Gavrin, and Christian in 1999 in their book *Just-In-Time Teaching: Blended Active Learning With Web Technology* as "just-in-time teaching" (as cited in Marrs & Novak, 2004, p. 49) where students use materials posted on the Web to prepare for class and they do warm-up assignments whose results are used by faculty members to design an interactive classroom environment (Marrs & Novak, 2004, p. 49). Another term referring to the flipped classroom was "inverted learning" used by Davis (2013) who defines it as an instructional model organizing the design and delivery of instruction in a way that students learn before coming to class and the instructor can spend class time with application activities (p. 241).

Lastly, Flipped Learning Network, comprising experienced flipped educators, suggested a new term "flipped learning" and described it 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 the students as they apply concepts and engage creatively in the subject matter" (2014). However, it is important to note that Flipped Learning Network makes a distinction between these two terms - flipped classroom and flipped learning - stating "flipping a class can, but does not necessarily, lead to flipped learning" (2014). That is, flipping a class means more than the shift in course design and teachers adopting flipped learning approach must consider four pillars of F-L-I-P (FLN, 2014) which would be described in the next subsection.

2.2.2 Four Pillars of Flipped Classrooms

There are four pillars of flipped classrooms proposed by Flipped Learning Network - FLN (2014). First is a *flexible environment* which provides students different ways to learn the content and demonstrate mastery. In addition, enough space and time frames are assigned for interaction with others and for their reflection on what they have learned. In the flexible environment of flip, teachers also make adjustments in the learning environment after observing and monitoring students. The second pillar is *learning culture* which is learner-centered and created through meaningful, scaffolded and accessible learning activities provided by the teacher. The third one is *intentional content* which is prepared to develop students' conceptual understanding and procedural fluency. It is also differentiated and made relevant and accessible to all students. The fourth and the last one is a *professional educator* who is expected to give immediate and appropriate feedback, conduct both formative and summative assessments, and connect with other educators to improve instruction. Without these above-mentioned pillars, flipping a class fails to be successful.

2.2.3 A Brief History of Flipped Classrooms

Despite its being popularized with the publication of Bergmann and Sams's book *Flip Your Classroom: Reach Every Student in Every Class Everyday* (2012), flipped classroom approach has evolved from the works of various educators, theoreticians, and researchers such as Baker (2000 and 2011), Khan (2012), Lage, Platt, and Traglia (2000), Mazur (1996 and 2009), and Strayer (2007).

History of flipped classroom could be traced back to the late 1990s when Lage, Platt, and Traglia inverted their microeconomics classes in Miami University and found that the course format "allows the instructor to present options that appeal to most learning styles while still maintaining control over course coverage and content" (2000, p. 41). Around the same time with them, J. Wesley Baker decided to send his slides to students, in his multimedia program screen design class, to read before the class instead of wasting time in class to just copy them down. He complained "the information on the slides is going from the screen to your notes without passing through either of our brains" (2011) and designed his first "The Classroom Flip" where he used technology to move the transmission of knowledge outside of classroom and in-class they had time to follow these four steps

"clarify, expand, apply, and practice" while he was there to see what they were experiencing, why they were struggling, or what questions they had (2000).

Another important figure in the history of flipped classroom approach was Harvard professor Eric Mazur who had published a book in 1996 introducing a new teaching strategy called "peer instruction" to eliminate the problem in traditional presentation of knowledge "nearly always delivered as a monologue in front of a passive audience" (p. 9). With peer instruction method, students were expected to read materials at home; and answer questions first through clickers and then in-class discussions together with their peers. According to Mazur, this method gave students time to assimilate and think (1996) because it engaged students actively in the learning process and provided frequent and continuous feedback to both students and instructors regarding the level of understanding of the subject (2009).

Later, in 2004, Salman Khan started posting his math's lessons online, in his words, to experiment with some ideas which are "new incarnations of well-proven principles" (2012, p. 5). Five years later, he decided to establish an academy - named Khan Academy - where he aimed to "provide a free, world-class education for anyone, anywhere" (2012, p. 5). When it came to the year 2012, more than six million students every month watched the lessons online and this number grew by 400 percent every year (2012, p. 8).

Later, in 2007, in his dissertation "The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system" Strayer wrote about his experiences of comparing one inverted introductory statistics class with the traditional class. He found that students in the flipped classroom were less satisfied as the structure of the classroom lead to feelings of unsettledness, which suggests students need some time to adjust to flipped classrooms (2007, p. 181).

Lastly, as mentioned above, flipped classroom approach has gained popularity with and is usually attributed to two chemistry teachers from Colorado, Bergmann and Sams. In their book, they tell their story of how flipped classroom was born with one question: "What if we prerecorded *all* of our lectures, students viewed the video as 'homework,' and then we used the entire class period to help students with the concepts they do not understand?" (2012, p. 5). To see whether it would work, they prerecorded their all chemistry and Advanced Placement (AP) chemistry lectures and sent them to their students during the 2007-08 school year. They admit the fact that they were not the first educators to use screencast videos as an instructional tool, but were "early adopters and outspoken proponents of the tool" without which the flipped class would not have been possible (p. 6). Students watched those videos as homework and in the class, Bergmann and Sams could

spare more time for both the labs and the problem work time. After the implementation of flipped classroom for one year, they stated their contentment with how their students were learning.

2.2.4 Research on Preferences for Flipping Classrooms

Research on preference for flipping classrooms can be put into four main categories: developing higher order thinking skills; increasing achievement; increasing both teacher-student interaction and student-student interaction; and lastly increasing student engagement, motivation, and satisfaction.

The first and most important reason why researchers (Alsowat, 2016; Engin, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015; Johnson & Renner, 2012; Kvashnina & Martynko, 2016; Nawi et al., 2015; See & Conry, 2014; Talbert, 2012; Talley & Scherer, 2013) adopt flipped classroom is to have students apply higher-order thinking skills suggested in Bloom's Taxonomy. Bloom's taxonomy is a framework for classifying educational objectives into the categories getting higher from simple to complex and from concrete to abstract (Krathwohl, 2002, p. 212). In the revised version of Bloom's taxonomy, lower-order thinking skills are remembering, understanding and applying while higher-order skills are analyzing, evaluating, and creating. Those who have decided to flip their classroom, as cited above, all complain that in traditional classrooms learning does not go beyond the lower-order thinking skills. As a result of their studies, it was found that flipped classroom approach is effective in increasing students' higher-order thinking skills. According to them, the reason for that is in flipped classes students *remember*, *understand*, and *apply* the content at home through videos, readings or audios etc., and they have time to *analyze*, *evaluate*, and *create* a content in class through activities done together with peers and the teacher.

Aiming to make students achieve higher-order skills is related to the second preference for flipping a class: increasing achievement. Looking through the literature, it could be seen that results regarding the impact of flipped classroom on students' academic performances are varied. In some studies (Bates & Galloway, 2012; Boyraz, 2014; Çakır, 2017; Çalışkan, 2016; Ekmekçi, 2014; Missildine, Fountain, Summers, & Gosselin, 2013; Nawi et al., 2015; Sağlam, 2016; Talley & Scherer, 2013), students in the flipped classroom had statistically higher exam grades than those in the traditional classroom. For instance; Missildine et al. did a research with nursing students. Examination scores were higher for the flipped classroom of lecture capture with innovative classroom activities despite the fact that

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students in this group were less satisfied with the flipped classroom method (2013). Another study was done by Talley and Scherer (2013) together with their undergraduate psychology students at a mid-Atlantic historically Black college and university. Comparing the final course grades of the flipped classroom to the traditional class from previous semesters, their study revealed that flipping a class along with learning techniques - self-explanation and practice testing - increased the final course grades. However, in literature there are also some studies (Braun, Ritter, & Vasko, 2014; Butzler, 2014; Clark, 2013; Findlay-Thompson & Mombourquette, 2014; MacDonald, 2015; Saunders, 2014; Willis, 2014; Yavuz, 2016) in which researchers reported nonsignificant or no change in students' exam performances. For example; Clark (2013) flipped a secondary mathematics classroom in order to improve student academic performance but no significant changes were found between the flipped and traditional classrooms. Another study was done by Saunders in 2014 to examine the effect of the flipped classroom in high school mathematics. Results of the study showed that the flipped classroom did not prove to be successful in increasing student academic performance. More surprisingly, there are even some studies finding an increase in student performance from the flipped classroom when measured once, but no change in another measurement. For example; Love, Hodge, Grandgenett, and Swift (2014) in their study conducted with two sections of an applied linear algebra course found that students in the flipped classroom had a more significant increase between the sequential exams compared to the students in the traditional lecture section, while performing similarly in the final exam. Similar results were found in Marlowe's research (2012) where he reported that exam grades in Environmental Systems and Societies (ESS) course did not show significant improvement although semester grades did. All those studies mentioned above explored the effect of flipped classroom on achievement through quantitative methods. In addition, there were some qualitative studies investigating the effect of flipped classroom on academic performance through students' or teachers' perceptions. For example, Findlay-Thompson and Mombourguette (2014) interviewed seven students from the flipped class and some students said they think they earn better grades after attending this flipped classroom although the statistical analysis of exam grades does not support students' views of their own learning. Another study was done by Foertsch, Moses, Strikwerda, and Litzkow (2002) results of which revealed that 59% of students believed that moving the lectures outside of classroom through eTEACH had a positive effect on their learning; 25% of them felt it did not make a difference, and only 16% said it had a negative effect. As it can be seen, the current literature on flipped classroom presents mixed results regarding its impact on students' skills development. Therefore, further research is needed to be conducted to better

understand whether flipped classroom could be an effective way of increasing student achievement or skills development.

Third reason for flipping a classroom is increasing interaction not only between teacher and students but also among students (Brown, 2012; Clark, 2013; Johnson & Renner, 2012; Lage, Platt, & Treglia, 2000; Marrs & Novak, 2004; Murray, Koziniec, & McGill, 2015; Nawi et al., 2015; N. Schullery, Reck, & S. Schullery, 2011; Roach, 2014; Ronchetti, 2010; Yemma, 2015) because it has social-constructivist roots and it leads to a more active learning requiring engagement of students in the learning process (Prince, 2004, p. 1). Ronchetti (2010) did an experiment with pre-recorded lectures of an introductory programming course that students were supposed to view and understanding before the class. The purpose of this experiment was to make in-class time and teaching more interactive through open discussions, collective exercises, clarifications and question answering. Survey results showed that pre-recorded videos allowed for more interaction among students and teacher and doubled the time students spend with the teacher (p. 47). In their research article Lage, Platt, and Treglia (2000) reported two instructors' positive perceptions of the flipped classroom as there was more time for one-on-one interaction with students in the classroom without sacrificing the course coverage. Both instructors were satisfied with the approach stating that students generally liked the idea of working together and seemed to learn from other students. They also added students were not afraid of asking questions in class, most probably due to the increased opportunity for one-on-one interaction with the instructor. Besides, they found teaching more stimulating saying: "every day was different and required active involvement with the students" (p. 37). Besides, Nawi et al. (2015) concluded that interaction created in the flipped classroom allowed the teacher to better identify students' capabilities and the levels of understanding, and to help them in the areas they are struggling. They also wrote that the students in their flipped classroom believed the student-teacher interactions gave them the opportunity of asking questions to their teacher one-on-one. According to the study done by Yemma (2015) "twenty-first century skills such as collaboration and cooperation were fostered through the flipped classroom models interaction levels" (p. 180). Gannod, Burge, and Helmick (2007) listed three reasons to flip a classroom and all three are related to increased opportunities for interaction. The first is that lessons could be focused on the interaction with students. The second is flipped classroom can be filled with hands-on activities which increase student and teacher engagement. The last one is the opportunity to build interactions between students and guest speakers through podcasting.

Fourth and the last main preference for flipping a class is cited as an increase in student engagement, motivation and satisfaction (Clark, 2013; Davies, Dean, & Ball, 2013; Earley, 2016; Enfield, 2013; Gaughan, 2014; Herreid & Schiller, 2013; McLaughlin & Rhoney, 2015; Strayer, 2012). For example, Earley (2016) flipped his graduate qualitative research methods class so as to have more time with his students and more time for his students to engage in *doing* qualitative research instead of hearing it. Strayer (2012) reported that students in the flipped class were more willing to work together; to engage in class activities; and to explain concepts to their peers than the students in the traditional classroom. In their study, McLuaghlin and Rhoney (2015) measured engagement with the e-learning tool through the pages loaded and the number of days accessed and found that engagement is positively related to academic performance. Davies, Dean, and Ball (2013) also found technology enhanced flipped classroom was both effective and scalable facilitating learning than the simulation-based training; and students thought it is more motivating and satisfying as it provided more opportunities for greater differentiation of instruction.

In addition to these four main preferences for flipped classrooms mentioned above, there are also some others cited frequently in literature. One of them is flipped classroom may better serve for a wide range of learning styles. For example, Lage Platt, and Treglia (2000) decided to flip their classroom to appeal to various learning styles; provided their students with such multiple ways to study and practice the content as watching the videotapes, listening to the PowerPoint with sound presentations, reading a textbook, worksheets and reviews, old exams, quizzes, or a chat room; and let their students choose the tool that worked best for them. Another is improving self-efficacy in student ability to learn independently (Baker, 2000; Enfield, 2013) through videos at home, differentiated instruction, increased interaction in flipped classrooms, or in short four pillars of flipped learning.

Besides, Fulton (2012) in her article wrote ten reasons - some of which were similar to those mentioned above - why a southern Minnesota school district flipped its math classrooms:

1. Students move at their own pace.
2. Doing "homework" in class gives teachers better insight into student difficulties and learning styles.
3. Teachers can customize and update the curriculum, and provide it to students 24/7.
4. Students have access to multiple teachers' expertise

5. Teachers flip professional development by watching each other's videos and learning from each other.

6. Classroom time can be used more effectively and creatively.

7. Parents have a window into the coursework.

8. Student achievement is increasing, so is interest and engagement in higher-level math.

9. Learning theory supports the new approaches.

10. The use of technology is flexible and appropriate for 21st century learning.

Lastly, Bergmann and Sams to whom flipped classroom is mostly attributed listed some reasons different from those mentioned above why one should flip his/her classroom (2012). They stated flipping helps students to move at their own pace through pausing and rewinding their teacher; and it helps those who miss the class, who are busy, who are struggling, and who want to excel regardless of their abilities. According to them, flipped classroom is effective as it speaks the language of today's students engaging them in their learning. They also wrote some other reasons which affect teachers such as increasing their interaction with students; giving a chance to get them know better; making their classroom transparent with an access to their teaching through the internet; and changing the way for classroom management as flipping diminishes the number of bored, distracted, and unmotivated students.

2.2.5 Criticisms and Suggestions for Flipped Classrooms

Despite numerous reasons for a preference over flipped classrooms, there also some criticisms cited in literature such as teachers' fear of losing their authority, problems with the videos (e.g. too long or boring, lack of interaction, unable to ask questions to the teacher, students' coming to class without watching), lack of technological devices, lack of teacher training, student resistance to something new, etc.

To start with, according to Mull (2012) first criticism done by teachers is that in flipped classrooms they think their role becomes less important as students take the control of their own learning. However, teachers actually have more responsibilities like learning how to manage technology, making sure that students do out-of-class activities, and producing rich resources for their students. Rotellar & Cain (2016) recommends those teachers should be encouraged to "offer something that students cannot get by reading a book or watching a video" (p. 6). They emphasize the fact that those who see themselves as

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"great teachers" before will continue to be as good or perhaps even better teachers regardless of the teaching environment (p. 6).

Second, students would not want to watch videos finding them boring or long (Mull, 2012). In order to eliminate this problem, teachers should keep their videos short (five to ten minutes) and they should use different methods of instruction. In addition, the out-of-class part of the flipped classroom is criticized lacking student-teacher interaction in video lectures (Milman, 2012; Ronchetti, 2010). In a study done by Gilboy, Heinerichs, and Pazzaglia (2015), students complained about not having the professor available when they wanted to ask questions while studying at home (p. 112) so an online discussion board where the teacher could answer questions is suggested. Mull had another suggestion: forming "a cycle of inquiry" where students ask questions or discuss the parts they could not understand (2012).

In addition, students might not have the necessary technological devices, therefore, before flipping the classroom teachers should make sure that all students access to the content one way or another (Roach, 2014; Mull, 2012). Depending on the resources teachers have, this might be done through preparing DVDs for students who do not have the Internet, or schools open their computer labs for self-study, etc.

Also, as mentioned in Braun, Ritter, and Vasko's study, if you do not have time to watch videos at home time spent in class is useless (2014, p. 5). And according to Mull, one of the concerns over flipped classroom is teachers cannot know whether students complete the out-of-class assignments. However, this risk is always present for homework part in traditional classrooms (2012). In order to diminish this risk, teachers in flipped classrooms should have control over their students by asking every student to submit quizzes, reflections, questions, etc.

Another criticism over flipped classrooms is teachers might not have the time or lack training to teach in this kind of classroom, which is "time-consuming and requires a commitment on the part of the teacher" (Findlay-Thompson & Mombourquette, 2014, p. 66). Mull (2012) suggests teachers should start small, flipping one course once or twice a week. They might cooperate with other teacher adopting a team approach and getting involved in ways with which they feel comfortable. Flipping a class requires more time and energy investment on the side of the teacher, but this will be only in the development phase and will theoretically return to 'normal levels' the following years (Rotellar & Cain, 2016, p. 6).

In addition to those mentioned above, Ronchetti (2010) stated criticism over flipped classrooms that they cannot be applied universally. For example, it would not be applicable to courses that change from one year to the next maybe because they use evolving

technologies or research topics needed to be updated (p. 48). Besides, students in the study conducted by Braun, Ritter, and Vasko (2014) said that the inverted classroom should not be used exclusively as it is not suited for all topics or all courses (p. 4). It is suggested that before adopting the flipped classroom, one should make sure that curriculum goals would be achieved through applying that kind of instructional design (Rotellar & Cain, 2016, p. 6).

Another concern regarding flipped classroom is student resistance to a new approach. Most studies report that educators and students appreciate the change with flipped classroom, but generally only after it has occurred. Before flipping starts, "Several years of ingrained habits and beliefs must be overcome," and both educators and students need to be convinced that this change will be advantageous for both sides (Rotellar & Cain, 2016, p. 5).

Given all the benefits and drawbacks of flipped classroom, it appears that there is still a need to do more research. And, considering the nature of this study it is necessary to do a research on flipped classroom's efficacy and effectiveness, particularly in EFL writing classes. Therefore, it is important to have a look at the literature in EFL contexts.

2.3 Summary of Literature

This chapter reviewed the relevant literature on EFL writing and flipped classrooms through discussing their importance in the field of education. It also included examples from the studies done both in Turkey and around the world.

First, this chapter provided an overview of how writing skills are developed in EFL classes and touched upon the big problem of seeing the process and product approaches to writing as "either/or rather than both/and entities" (Raimes, 1991, p. 415). Therefore, along with its main purpose, this action study is designed so as to integrate the product and process approaches in the EFL writing curriculum for preparatory school of the university.

Literature has also revealed a growing instructional trend - flipped classrooms - for skills development in education. Research on preference for flipping classrooms showed teachers flip their classes for different reasons such as to develop students' higher-order thinking skills; to increase achievement; to increase both teacher-student interaction and student-student interaction; and lastly to increase student engagement, motivation, and satisfaction. However, results vary and it is still not clear whether flipping an EFL class is an effective way for the development of writing skills. Therefore, this action study aims to fill

the gap in the literature. This study is designed to investigate what students' perceptions are over flipped classrooms and how this newly-adopted instructional trend might affect writing skills development.

In the light of the literature reviewed, flipped writing classes for this action study are formed considering the four pillars of flipped classrooms - flexible environment, learning culture, intentional content and professional educator - with which flipping a class proves to be successful (Flipped Learning Network, 2014). In addition, the cited criticisms and suggestions provided valuable insights for the flipped classes in this study such as teachers' fear of losing their authority, problems with the videos - e.g. too long or boring, lack of interaction, unable to ask questions to the teacher, students' coming to class without watching – (Mull, 2012), lack of technological devices (Roach, 2014; Mull, 2012), lack of teacher training (Mull, 2012), student resistance to something new (Rotellar & Cain, 2016).

In short, this action study aims to fill the gap in the literature by examining the role of flipped classrooms on college students' skills development in EFL writing classes. It is hoped that results of this action study will contribute to the field of language education both in theory and practice. Next chapter provides detailed information on how this action is designed and conducted.

CHAPTER 3

METHOD

This chapter first presents the design of the study; participants and role of the researcher. Next, it provides detailed information on instruments used in the data collection process. Then, implementation of the flipped and non-flipped classes are described together with the procedures for data collection and analysis. Lastly, the method of the study is discussed under the headings of the trustworthiness and limitations of the study.

3.1 Overall Research Design of the Study

This study is designed as an action study in which mixed-methods data collection tools were employed to investigate how college students' writing skills could be developed in flipped classrooms and how those students would perceive the flipped EFL writing classes. The purpose of the study is to improve teaching and learning in EFL classes.

It is formed as an action study, a systematic research with an aim to find effective solutions to people' problems they face in their everyday lives (Stringer, 2007, p. 1). Therefore, it seeks to investigate whether flipping a class could be an effective way to solve the problems students face in EFL writing classes. Action study is chosen as it is a type of research which is widely used in education by teachers or institutions who hope to improve their performance (Hien, 2009). That is, main goals of this action study are professional development and school improvement through making necessary changes in the curriculum. In addition, action study is thought to be advantageous because one does not need to wait until the end to make changes in an action research. As Hien (2009) states, action study has a cyclic process which enables teachers to learn about their teaching; to make changes and put them into action; and then to learn what happens, thus going through the cycle again (p.105). The action research model suggested by Kemmis and McTaggart (as cited in Kemmis, McTaggart & Nixon, 2014) is thought to be appropriate for the design of this action study. In the model, the study involves "a spiral of reflective cycles" and moves along the steps of planning, acting, and reflecting to re-planning, re-acting and re-reflecting. Therefore, the design of this action study is divided into three phases: pre-implementation phase,

implementation phase, and post-implementation phase. The figure 3.1 shows the model for the design of the study:
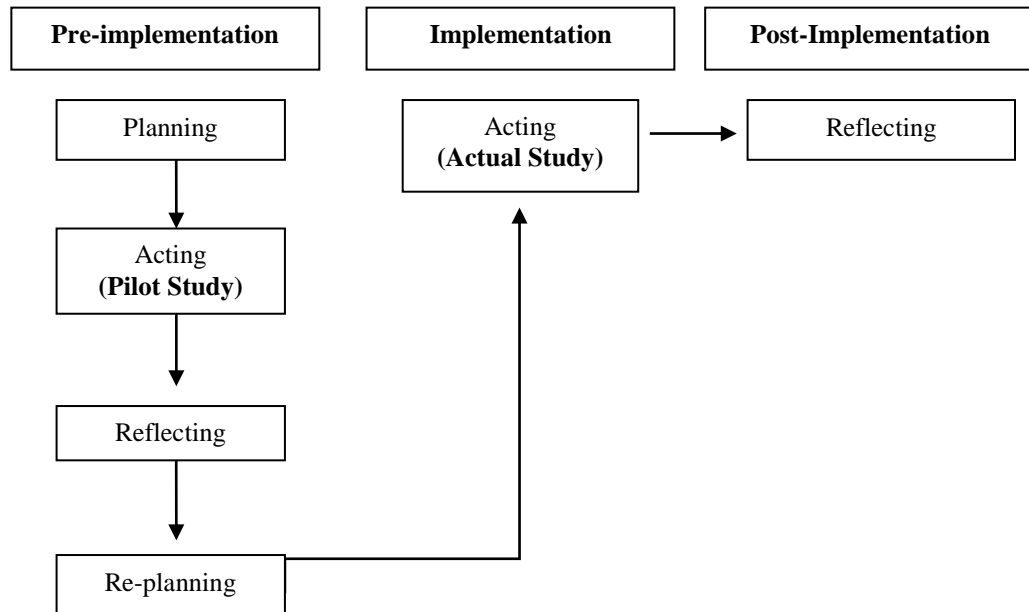
Figure 3.1 A brief model of the design of the study

Pre-implementation phase contained "planning a change" through informal needs assessment and adaptation of classroom activities; "acting and observing the process and consequences of the change" for the pilot study ($n=9$) conducted for 3 weeks during summer school; and "reflecting on these processes and consequences" (Kemmis, McTaggart & Nixon, 2014, p. 18). Pre-implementation phase also had a "re-planning" step where the actual study was re-designed in the light of the pilot study, data collection tools for the actual study were developed, and a writing quiz was applied as a pre-test both to the flipped class ($n=24$) and non-flipped class ($n=24$). Then, implementation phase was a re-acting step including twenty-four students as the action group, one teacher-researcher ($N=1$), four teachers as classroom observers ($N=4$) and two teachers as raters ($N=2$) participated in the study. As the teacher-researcher of this study, I implemented the flipped writing class for seven weeks and did the formative evaluation of the flipped classes through researcher reflection journal ($N=1$), classroom observations ($N=4$) and student feedback documents ($n=24$). Data collected for the formative evaluation of the flipped classes were subjected to content analysis. And post-implementation phase included a re-reflecting step in which results of the actual study were evaluated and reported. In this phase, a student survey ($n=24$) and student focus group interviews ($n=10$) were conducted to investigate what

students' experiences in flipped classrooms were and what they thought of developing their writing skills in those classes. For the data from the student survey and focus group interviews, descriptive statistics was calculated and also a content analysis was performed. In the post-implementation phase, the same writing quiz was applied as a post-test both to the flipped class ($n=24$) and non-flipped class ($n=24$) in order to understand how students develop their writing skills in flipped classes. For the data collected from the writing quiz, t-tests were conducted.

In the current action study, I utilized mixed-methods data collection tools through which both quantitative and qualitative are collected. The mixed-methods is adopted to obtain a better and more holistic understanding of research problems than does the use of either of them alone (Fraenkel, Wallen, & Hyun, 2011, p. 557). In other words, mixed-methods are preferred to utilize the strengths of both quantitative and qualitative research which complete or contradict each other by focusing on different aspects of the phenomena under investigation. Besides, problems regarding EFL writing classes addressed by this study are complex ones as in most social and human sciences. Using only quantitative or qualitative method would not be sufficient to address this complexity (Creswell, 2009, p. 203). In this action study, qualitative methods are given higher priority; and quantitative methods are used to validate and extend the results collected through qualitative methods (Fraenkel, Wallen & Hyun, 2011, p.560).

Research questions of the study are:

R.Q.1: What are students' perceptions of flipped writing classroom in a private university English preparatory class?

R.Q.2: How does flipped classroom affect EFL students' writing skills development in a private university preparatory class?

Pre-Implementation Phase

An informal needs assessment was conducted through everyday interactions with students and weekly meetings of teachers. Therefore, flipped lesson plans were prepared to allow more time for practice and production rather than presentation. For the lesson plans, I shot videos through which I presented the writing content to the students. Also, I adapted the classroom activities. Then the flipped writing class was piloted with a small group of intermediate level EFL students at the same institution ($n=9$) for three weeks during 2015-

2016 summer school. Both formal and informal feedback was collected during the pilot study, and changes were done accordingly. More information on the pilot study could be found in the next part.

In addition to the pilot study, three data collection instruments (a writing quiz, a student survey, and a focus group interview protocol) were developed during the pre-implementation phase. The literature was reviewed and expert opinions were taken several times until data collection instruments were brought to their last versions though piloting was unfortunately not possible due to time constraints. Before the implementation took place, students in both flipped (*n*=24) and non-flipped class (*n*=24) were given a writing quiz as a pre-test to measure their writing skills development. All steps in the pre-implementation phase lasted for about seven months.

Implementation Phase

Following the pretest, students in the flipped classroom were introduced to the flipped classroom. Then, the teacher-researcher started to conduct the flipped writing classroom in one EFL class (*n*=24) for a total implementation period of seven weeks for two class hours. At the same time, non-flipped class continued to learn in traditional classes.

During the implementation, formative evaluation of the flipped classes was seen necessary to understand what was going well or what needed to be changed while it was still being implemented. For this purpose, I as the teacher-researcher asked other instructors to observe my classes; kept a journal and asked students to evaluate the things they have done up to that time.

Post-Implementation Phase

The seven-week-implementation ended with the same writing quiz which students in both flipped (*n*=24) and non-flipped (*n*=24) students were given to measure their writing skills development again. The aim was to see whether there was a significant difference in their writing performance before and after the implementation.

Figure 3.2 below presents the overall design of this action study:

Pre-Implementation	Implementation	Post-Implementation
↓	↓	↓
Informal Needs Assessment: *Everyday interactions with students* *Weekly meetings with teachers*	7-week implementation of the flipped writing classes with product and process approaches	Post-test: Writing quiz (*n=48*)
Adaptation of flipped activities + Shooting videos	Formative evaluation of flipped writing classes: *Researcher Reflection Journal* (for seven weeks) *Observation Schedule* (*N=4*) *Student Feedback Documents* (*n=24*)	Student Survey (*n=24*)
Piloting of flipped class activities and videos + Pilot study evaluation questions		Student Focus Group Interviews (*n=10*)
Revising flipped class activities with teachers		
Developing data collection instruments: writing quiz, student survey and focus group interview protocol		
Pre-test: Writing Quiz (*n=48*)		

Figure 3.2 Overall design of the action study

In the post-implementation phase, all of the students in the flipped classroom (*n=24*) were also asked to fill in a student survey with both close-ended and open-ended questions. The purpose was to investigate their perceptions of flipped writing classes. To serve the same purpose, some of the students in the flipped class attended focus group interviews (*n=10*). A total of two focus group interview sessions were held: the first one was formed out of students who showed higher and medium level of English proficiency, and the second one involved students with medium and lower level of English proficiency. Participants of the focus group interviews were asked open-ended questions to reflect on their overall flipped writing class experience. Their answers were recorded and transcribed. Results from

the student survey and focus group interviews were analyzed considering the two research questions.

All phases of this action study lasted for a total of eighteen months which started in May 2016 and ended in May 2017. Please, see Appendix A which shows the detailed timetable of the study. In the first six months (pre-implementation phase), literature review and needs assessment were done. In addition, I adapted the class activities and shot videos which were also piloted during the summer. Then, I developed the data collection tools for the research. In December 2016, implementation of the flipped classes started. It ended in January 2017 with the application writing quiz, student survey and focus group interviews. Then, the data collected was analyzed and the results were reported for five months.

School Context

This action study was conducted in the School of Foreign Languages of one private university, in Turkey which provides language education to approximately a thousand students in English, German, and French. The majority of them are English learners to whom the School of Foreign Languages offers instruction in academic and occupational English as a compulsory part of the curriculum. The academic year in this institution generally starts in September and ends in June. It consists of two semesters, fall and spring semesters, with a semester break which is usually in January or February.

At the beginning of each semester, students take a proficiency exam which is prepared in line with the descriptions of Common European Framework of References for Languages (CEF) and administered by the university itself. Students who get at least sixty points in the exam go directly to their department. Those who cannot pass the exam are placed into classes according to their English language level. The school offers courses for two levels: A level (from beginner to elementary) and B level (from pre-intermediate to intermediate). The language programs for these two groups are different with regards to the materials and in-term exams. However, during the semester students in both groups take twenty-three hours of English in each week and their course syllabuses integrate all four skills of English with a balanced emphasis on each. Both groups are also required to attend 80% of classes, mainly follow their course books, and do some extra teacher-prepared activities. They do not have to prepare any presentations, writing or speaking portfolios, or any kind of projects, which means students are not graded formatively during the semester. They are only required to take in-term exams and score sixty out of a hundred points from them in order to enter

English Proficiency Exam held at the end of the semester. Therefore, transitions between levels are possible at the end of the semester.

In this institution, each language instructor works with partners, that is, two teachers teach one class. Each of them teaches for a different number of hours in a day ranging from two hours to five hours. But most of the instructors teach for around twenty hours in a week. On Mondays, Tuesdays, and Thursdays the school time is divided into two sessions (morning and afternoon). The morning session is consisted of three class hours starting from ten to one o'clock while afternoon session lasts for two class hours from 14.00 to 16.00. On the other hand, on Wednesdays and Fridays, there is only one session which starts at nine o'clock in the morning and finishes at one o'clock in the afternoon.

3.2 The Pilot Study

Everyday interactions with EFL students in a preparatory school of the private university and weekly meetings of teachers formed the basis for an informal needs assessment. While teaching in the same institution for three years, I as the teacher had an opportunity to ask students about their opinions on the EFL program regarding its content, delivery, timing, etc. and challenges students faced while learning English. In addition, it was in the weekly meetings that I listened to the teachers who shared and discussed their classroom experiences about EFL writing.

In the light of the feedback taken from teachers and students, it was seen necessary:

1. To integrate a process-oriented approach into the existing product-oriented curriculum.
2. To spend more time for practice and production rather than presentation.

To make those changes, a comprehensive literature review was done. Then, I, the teacher-researcher chose some EFL writing sourcebooks which were appropriate both for the goals of the flipped class mentioned above; and for students' needs, interests and expectations. In the adaptation or the development of course materials, the content and objectives of the traditional writing classes were taken into account. In this process the existing writing curriculum, which had had product-oriented activities (e.g. fill in the blanks, find or (re)write topic/body/concluding sentence(s), choose the best topic or concluding sentence), was adapted by adding process-oriented activities (e.g. brainstorming, mind

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mapping, order the sentences, one topic another supporting, self-editing, and peer editing).
Figure 3.3 Steps towards the new flipped in-class writing activities:
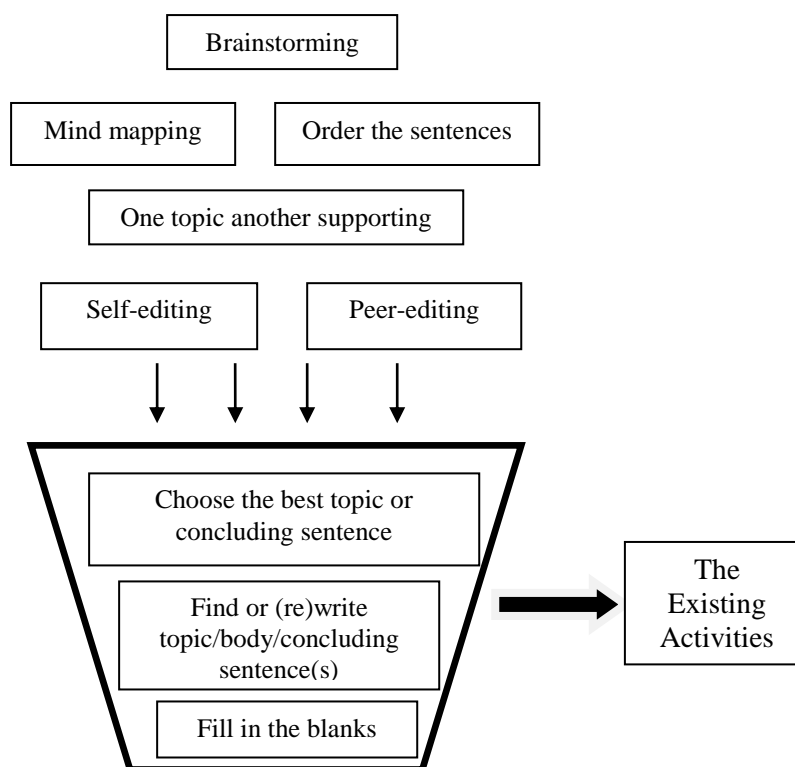
Figure 3.3 Steps towards the new flipped in-class writing activities

In addition to the adaptation and development of new activities, videos were shot in which I presented the writing content to the students. The videos were recorded with a software program called Screencast-O-Matic, which was chosen as it was of high quality and user-friendly.

The pilot study of the flipped classes was conducted with a small group of intermediate level EFL students (n=9) at the same institution for three weeks during 2015-2016 summer school. All types of the flipped activities were piloted and informal feedback on the piloted classroom activities were taken from students. Results of the informal feedback revealed that flipped activities which were piloted worked well. Therefore, nothing was changed. Besides, formal feedback was collected for one of the videos. The aim was to make videos better for the further implementation of the flipped classrooms. Students were posed nine close-ended questions and Table 3.1 below shows the quantitative results of the pilot study:

Table 3.1
Pilot study video evaluation questions

Questions	Student Answers		
	Yes (*f*)	No (*f*)	*N*
1. Is video long?	1	8	9
2. Is video boring?	1	8	9
3. Is seeing the teacher in the video useful/good?	7	-	7
4. Do you think teacher should speak faster?	-	9	9
5. Do you think teacher should speak more slowly?	3	6	9
6. Can the words in the slides be read easily?	9	-	9
7. Is the language used in the video comprehensible?	4	3	7
8. Are the visuals in the video interesting/catchy?	7	1	8
9. Did you watch the video at home? If not, why?	4	5	9

As also can be seen from Table 3.1 above most of the students (*f*=6) could not watch the video, so they were asked to watch the video in the class to give feedback. After watching the video, they answered Pilot Study Video Evaluation Questions given in the table above. From the results, it was seen that video length (10 minutes) was good (*f*=8); video content was not boring (*f*=8); it was good/useful to see the teacher in the video (*f*=7). In addition, all of the students (*f*=9) stated teacher should not speak faster, but three of them said that teacher should speak even more slowly. Therefore, I decided to shoot videos again speaking a bit more slowly. The results also revealed that slides were eligible (*f*=9). Besides, visuals were thought to be interesting/catchy (*f*=7) by almost all of the students, but the number of visuals and examples was planned to be increased, as suggested by one of the students. Lastly and most importantly, it was understood that it is vital to train students on how to access the video link because four of them could not watch the video as they could not open it. Also, one student reported that (s)he could not watch the video as (s)he did not have the Internet at that moment. Thus, it was understood that it is important to remind students they could get videos on flash discs or CDs.

3.3 Participants

During 2016-2017 Academic Year Fall Semester, intermediate level EFL students (*n*=24) studying in an intensive, compulsory English language program in English Language Preparatory Department of private university participated in this study.

a. The action group

The action group who attended flipped lessons consisted of twenty-four students (*n=24*). They were reported by pseudonyms such as S4F or S24M (*S* stands for *Student*; the number in the middle is a sequence number assigned to them arbitrarily; *F* is an abbreviation of *Female* and *M* of *Male*). As for the sampling procedure, random selection of subjects was unfortunately not eligible. Therefore; convenience sampling strategy was applied which means the study was conducted with "individuals who (conveniently) are available for study" (Fraenkel, Wallen, & Hyun, 2011, p. 99). However, it is important to provide detailed information on the background of the student participants to increase the transferability of this study. There were fourteen female students (*n=14*) and ten male students (*n=10*) in the flipped classroom. Also, the age range in the action group was from 18 to 23.

Students in the action group graduated from three different types of high school: some students from private high school (*n=14*), some students from public high school (*n=3*), and some students from Anatolian high school (*n=7*). None of the students graduated from vocational and technical high school or other types of high school. And, students in the flipped classroom were studying in English preparatory class during the study but they were enrolled in different departments as a major. There were 12 different majors in the flipped classroom. As can be seen from Table 3.2 below, five students were enrolled in Law, three in Psychology, three in Dentistry, two in English Language Teaching, two in Mechanical Engineering, two in Political Science and International Relations - English, two in Business Administration - English, one in Business Administration - Turkish, one in Guidance and Psychological Counseling, one in American Culture and Literature, one in Biomedical Engineering, and one in Computer Engineering.

Table 3.2
Majors of the students in the flipped class

Majors	Number of Students
Computer Engineering	1
Biomedical Engineering	1
American Culture and Literature	1
Guidance and Psychological Counseling	1
Business Administration(Turkish)	1

Table 3.2 Majors of the students in the flipped class (*Continued*)	
Majors	Number of Students
Business Administration(English)	2
Political Science and International Relations(English)	2
Mechanical Engineering	2
English Language Teaching	2
Dentistry	3
Psychology	3
Law	5

Regarding the background information of the students from the flipped classroom, the last thing which is important to stress upon is none of the flipped classroom participants have attended flipped writing course for English preparatory classes before. That is, flipped classroom model was totally new to them when the study started.

b. The focus interview group

Some of the students (*n*=10) in the flipped classroom also attended focus groups interviews. A purposive sample was needed specifically for focus group interviews as academic performance of the students during the study could be a determining factor in how they perceive the new instructional model - flipped classroom. Therefore, two focus groups were formed according to their academic performance determined through the graded writing tasks (see Appendix T): the first group with five students who were among the most successful and moderately successful students of the class and the second group with five students chosen among moderately successful and the least successful students of the class. In order to keep the confidentiality, pseudonyms were used during the interviews, which are Seda, Elif, Dilek, Cüneyt, Ali, Zeynep, Şule, Aylin, Ozan and Batu.

c. The control group

One more class (*n*=24) was set as the control group of this action study. There were twelve female students and twelve male students in the non-flipped classroom and the age

range was from 18 to 23. They continued participating in the non-flipped lessons. For this action study, they were only asked to take a writing quiz both as a pre-test and post-test. Data from the writing quiz were used to investigate how flipped classroom affected EFL college students' writing skills development when compared to the non-flipped classroom.

3.4 Role of the Researcher

The researcher of this study (me) is one of the instructors who has been teaching English in preparatory classes at this particular university for three years. While pursuing my master degree, I had been to Germany as an Erasmus student and there first heard of the flipped classrooms. After doing detailed research on flipped classrooms, I started to think that flipped classrooms could be appropriate for EFL writing courses offered in college preparatory classes. First of all, it was assumed that flipped classrooms might open more space for language practice and production in the class because topics are presented to the students out of the classroom through videos. In this way, I thought it would be possible to adopt a more process-oriented approach which requires a great deal of time for planning, revising and editing activities (Harmer, 2007b, p. 326). In addition, one of the biggest problems in writing classes was that classroom activities for production stage were mostly set as homework due to the rigid curriculum teachers had to follow. I presumed flipped classrooms would allow students to write in the class and they would not struggle with the hardest part of writing – production- at home alone. I thought writing in the class with the help of teacher and peers would be easier for students.

The teacher-researcher of this action study played a prominent role throughout the research. According to Nunan (1992), "the teacher-researcher movement is alive and well and gathering strength" (p. XII). I was the one who conducted the research and also the one who implemented the flipped classes with the students. That is, I had two roles: teacher and researcher.

As the teacher of the students, I was always with them during their learning processes; arranged the learning environment; developed materials and activities; did both in-class and out-of-class exercises with them; provided constant feedback; and assessed learning. In addition, I always tried to motivate and encourage them whenever they felt like they could not succeed. Students were aware of my great support and help not only inside but also outside the classroom.

As the researcher, I was sometimes " a detached observer" while at other times I was fully involved - or as Fraenkel, Wallen and Hyun call "immersed" - in events/things during the research (2011, p.11). This fact put me under an obligation of reflecting progressively about my values, theory, and practice; and my role as a researcher forced me to transform them if necessary.

3.5 Data Collection Instruments

In order to answer the research questions of this study, a variety of quantitative and qualitative data collection instruments were used including a student survey, student focus group interview protocol and a writing quiz for summative evaluation; observation schedule, student feedback documents and researcher reflection journal for formative evaluation; and pilot study video evaluation questions for the pilot study.

3.5.1. Student survey

The purpose of the survey was to examine, in-depth, students' perceptions of developing writing skills in a flipped writing classroom at this particular institution. Considering this, the survey consisted of three major parts. Before developing a student survey, initial literature review (Alsowat, 2016; Clark, 2013; Johnson, 2013) was conducted about student surveys especially about the flipped classroom. It was done to guarantee that this data collection instrument addressed to most appropriate issues regarding flipped classrooms for validity. Based on the literature review, a Flipped Classroom Survey for Students (see Appendix B) was developed by me (the researcher); and an expert in the field of education who has a PhD degree and also teaching experience as an EFL instructor checked the survey to ensure its face and content validity making sure that the items written were in line with the theories and research on flipped classroom and writing skills development.

The first part of the survey collected background information the sex, age, and department of the students; type of high school they graduated from; and whether they attended flipped writing course for English preparatory classes before. The teacher-researcher collected background information on flipped classroom participants considering the transferability issue of this action study.

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In the second part of the survey, survey participants were expected to answer six open-ended questions and write about their experiences in flipped writing class in general; about their evaluation of the quality of both videos and in-class activities in detail; about the things they liked or did not like; about the things they would like to change in their flipped class; and lastly about their preference over traditional classes, flipped classes, or both in their future classes. The second part of the survey ended with a close-ended question with a Likert-type scale with five points ("completely agree", mostly agree", "moderately agree", "slightly agree" and "disagree") which asked how much they agree with this statement: "I think flipped classroom is useful in developing my writing skills". With this question in the second part of the survey, I wanted to learn student participants' own perceptions of their writing skills development and performance in flipped classes.

The third part of the survey asked information about the study time for online videos as I wondered about the space and time students got engaged in flipped home tasks. They were expected to answer two close-ended questions. The first question was: When did you watch the videos? And the second question was: Where did you watch the videos? There were several items for the different times (e.g. before the exam and when they missed the class) and places (e.g. at home and on the bus) they might watch the videos (see Appendix B). Students were supposed to rate each item in both questions from a Likert-type scale with five points ("never", "rarely", "sometimes", "often" and "always"). In addition, students were asked to specify any other time or place than provided in the survey. I wanted to learn more places or times when students watched the videos if there were any.

The survey ended with one last open-ended question asking for any other comments or suggestions regarding skills development through flipped classrooms. And responses to the student survey aimed to provide invaluable data on understanding how students benefited from the flipped classroom and how writing classes using this method could be improved.

3.5.2 Student focus group interview protocol

Focus group interviews were held to collect more in-depth information regarding students' perceptions of the flipped classroom in writing classroom as they allow interviewer ask interviewees for further elaboration on their ideas. Besides, it was intended to get some evidence of validity by comparing the student survey results with interview responses to the same content. two focus group interviews were held with 5 students in each ($n=10$). Student participants of the focus group interviews were chosen according to their academic

performance levels. Each participant was put into a specific group by making sure that their academic performance level would be similar to the others in their group. In this way, participants were expected to feel more comfortable in expressing their opinions because general academic performance might be a controlling variable over students' perceptions of flipped classes.

For student focus group interviews, I prepared an interview protocol which is "a set of questions to be answered by the subjects of the study" (Fraenkel, Wallen, & Hyun, 2011, p. 119 and 120). The student focus group interview protocol (See Appendix C) was prepared in line with the Student Survey mentioned above, but student focus group interview protocol was semi-structured in which the interviewer has a general opinion of the direction that the interview will go and has some guiding questions which will not necessarily be used depending on the course of the interview. Semi-structured interviews were preferred because according to Nunan (1992) "this form of interview gives one privileged access to other people's lives" (p. 150). As the reason for conducting interviews was to collect in-depth data on students' perceptions of the flipped classroom in writing classroom, the semi-structured form was appropriate.

Student focus group interviews started with some warm-up questions like "Have you ever attended a flipped class before?" continued with exploration questions regarding students' perceptions over learning through videos, writing paragraphs in the class together with their teacher and peers, content and delivery of the flipped classrooms, learning process and skills development, things they liked or they would like to change about flipped classrooms. The protocol ended with exit questions such as "What would you like to do differently in your flipped writing classroom?" and "Could you give any suggestions for future flipped classes?" Besides below are some of the follow-up questions that were not in the interview protocol but came out of during the interviews:

- How do you evaluate your flipped classrooms? What will you keep? What will you change?
- What are your opinions on language level in the videos/watching videos shot by some other teacher than yours?
- Would you use flipped classroom in your future career? Why/Why not?
- How would you feel if your classmate gave you peer feedback?
- What kind of activities would you suggest to be used in flipped classrooms?

As it can be seen from the follow-up questions, one of the advantages of conducting semi-structured interviews was the flexibility it provided for the interviewer. Another advantage

was that it allowed for clarification or explanation of the questions to the interviewees when needed.

3.5.3 Researcher reflection journal

I kept a researcher reflection journal recording my experiences, observations, and conversations with the students. It included detailed information on the instruction such as date of the classes; number of students who watched or did not watch the videos; how many points students got from their video-related tasks and in-class writing tasks; materials, activities, language or language skills used; what aspects of the lesson I was most happy about and I was not happy about. Data collected through researcher reflection journal were used to modify subsequent lessons and more importantly "as a supplement to other tools" (Nunan, 1992, p. 132). It aimed to provide valuable insights into the flipped writing classrooms by gathering evidence that could be used to help answer the critical questions raised within the study about the nature and results of the flipped classroom (Kemmis, McTaggart, & Nixon, 2014, p. 106). In addition to being "a verifiable *audit-trail* of the research process", this researcher reflection journal aimed to help the researcher discover through "developing cognitive skills and critical thinking" (Jasper, 2005, p. 250 and 251). Therefore, this self-reflection had a critical effect on the implementation of the newly designed writing classes because it helped me to be aware of what functioned bad or well and to intervene before the implementation finished. A sample page from researcher reflection journal could be seen in Appendix G.

3.5.4 Observation schedule

To see the behaviors and activities of the participants in the flipped class, "qualitative observations" were scheduled and held (Creswell, 2009, p. 181). The qualitative observers of this study were non-participant observers, which means they did not participate in the activities but rather watched (Fraenkel, Wallen, & Hyun, 2011, p. 446). There were four observers who were English instructors at this particular university each of whom observed one lesson for one class hour. They took field notes and recorded the "important elements of the lifeworld of the participants" (Stringer, 2007, p. 76) at the research site through the Observational Protocol (see Appendix E). The Flipped Classroom Observation

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Questions were given to the observers beforehand so that they would take their notes under the guidance of these questions (see Appendix E). The open-ended guiding questions asked the observers to comment on the warm-up stage of the lesson (introductory questions and feedback on video-related tasks), classroom activities, the instructor, students. The last question was about the changes the observer-teachers would make if they were to teach the same lesson. After observation, each teacher looked through their field notes and answered flipped classroom observation questions. Then, they met with me to go over the field notes and observation questions. This provided an opportunity for me, as Stringer (2007) stated, to check the credibility of my own observations.

3.5.5 Student feedback documents

To learn students' opinions on "a curricular innovation" (Long, 1984, p. 417) - in the context of this study it is the implementation of the flipped class - was of great importance. As possible changes brought by the flipped class were under investigation in this action study, four questions in total were posed to participants of the flipped class regarding the newly implemented instructional materials in the fourth week. In each question, they were asked to evaluate respectively: the video, feedback given for video-related assignments, in-class activities, and peer feedback and evaluation activity. Formative evaluation of the flipped classes from students' perspectives was seen necessary to "assist in its development and improvement" (Cranton & Legge, 1978, p. 464); and was thought to provide an opportunity for making changes while it was still in progress. A sample page from student feedback documents could be seen in Appendix F.

3.5.6 Writing quiz

To understand how flipped classroom affect students' writing skills development in EFL classes, a writing quiz (see Appendix D) was developed. In this writing quiz, students ($n=48$) were asked to write a paragraph of about 120-140 words on "Advantages of Learning English in an English-Speaking Country". It was applied to both flipped ($n=24$) and non-flipped ($n=24$) classes before and after the study with an aim to compare two groups in terms of their skills development and to decide whether flipped classroom improved their writing skills. It is important to stress upon the fact that the same writing quiz was applied

each time in order to prevent the risk of corruption in data that topic selection might cause. However, there was a risk of testing effect as students might remember the question from the pre-test and do well in the post-test. However, this would not cause a problem for the results of this study as students were not informed that the same exam would be used again and as writing is a productive skill it would not create any difference even if they realize that it is the same question.

3.5.7 Pilot study video evaluation questions

During the pilot study, students were asked to give formal feedback on one of the flipped classroom videos. The aim was to investigate students' opinions on the teacher-made video. Students answered nine pilot study video evaluation questions which were close-ended questions: 1. Is video very long? 2. Is video boring? 3. Is seeing the teacher in the video useful/good? 4. Do you think the teacher should speak faster? 5. Do you think the teacher should speak more slowly? 6. Can the words in the slides be read easily? 7. Is the language used in the video comprehensible? 8. Are the visuals in the video interesting/catchy? 9. Did you watch the video at home? If not, why? Data collected were used to evaluate the effectiveness and efficiency of the video and to make subsequent videos better.

3.6. Procedures

3.6.1 Procedures for Non-flipped and Flipped Writing Classes

a. Non-flipped writing classes

The control group set for this action study continued their usual writing classes in which they went through an instruction with teacher explanations of the content first and followed by in-class activities. Most of the time they began to write a paragraph in the class, but they had to finish writing at home as two hours of writing instruction was not adequate.

The content in their course syllabus that they were supposed to cover in 7 weeks was as follows:

Table 3.3
Writing course syllabus

Week 1	A paragraph in general
Week 2	Paragraph parts: Topic sentence, Supporting sentences, Concluding sentence
Week 3	Opinion paragraph
Week 4	Cause paragraph
Week 5	Effect paragraph
Week 6	Advantage paragraph
Week 7	Disadvantage paragraph

These non-flipped classes aimed to improve students' writing skills regarding content, organization, language use, and mechanical accuracy. They did the same activities as the flipped classes did, but some of them had to be set as homework due to the time limit.

b. Flipped writing classes

The action group set for this study attended flipped writing classes in which they followed the same writing course syllabus with the non-flipped class shown above in Table 3.3. However, there were differences. The first difference between non-flipped and flipped classes was the design of the instruction. The flipped class included a pre-teaching of the content to the students through teacher-made videos outside the class (see Appendix H) and students came to class to practice what they had learnt. Table 3.4 below illustrates the flipped instructional design of the writing class together with that of the non-flipped writing class:

Table 3.4
Instructional designs for the flipped and non-flipped classes

	Non-Flipped Writing Class	Flipped Writing Class
First hour in the class	Warm-up activity: 5 min.	Discussion on assignments through PowerPoint presentation + Question and answer time on video + Teacher feedback: 10 min.
	Teacher explanation of the content: 45 min.	In-class activities for practice: 30 min.
		Writing the paragraph: 10 min.

Table 3.4 Instructional designs for the flipped and non-flipped classes (*Continued*)

	Non-Flipped Writing Class	**Flipped Writing Class**
Second hour in the class	In-class activities for practice: 30 min.	Continued writing the paragraph: 20 min.
	Writing the paragraph: 20 min. (not enough to finish writing)	Revising their writing through a self-edit checklist and reviewing their peer's writing: 30 min.
Out of class	Finishing the paragraph: 30 min. Revising their writing through a self-edit checklist and peer editing form: 20 min.	Watching videos and doing the pre-class assignments: 15 min.

This flipped writing class was designed not only with a shift in the design of instruction but also considering the four pillars of a flipped classroom - flexible environment, learning culture, intentional content and professional educator - discussed in depth in the literature review part of this study. Besides, it is crucial to note that the listed advantages, disadvantages and suggestions of the flipped classroom in the literature were taken into account while developing, implementing, and evaluating this flipped classroom for EFL students in preparatory classes at this university.

As the flipped class required students to watch videos outside the class, it was ensured that all students had the Internet and the necessary technological devices to watch the videos. After providing students with the instructions to access the video resources, the teacher asked them to go to Edmodo (an online course management system), find the link for the videos, and watch those videos outside the class.

In this flipped class, students were expected to learn the content from the videos and complete the pre-class assignments while or after watching the videos. A sample of these pre-class assignments could be seen in Appendix I. Pre-class assignments served as a mechanism to check whether students watched the video and how much of the content they were able to accomplish on their own. Video-related tasks were designed to provide exposure to the content before the class as well as to foster self-regulation. They were assigned to be handed in one day before the class and they were graded by the teacher to encourage students to complete the assignments. They also give an opportunity to the students to follow their own development.

In-class time was first devoted to returning graded assignments back to students. The teacher-researcher reflected PowerPoint presentations on the common mistakes students had

made in their assignments and provided feedback (see Appendix J). Students together with their teacher discussed correct answers and had a chance to ask the parts that they were not able to grasp during their self-study at home. This discussion part on assignments was planned to act as a bridge between out-of-class and in-class learning expected to be combined in this blended learning environment.

After the discussion, students moved onto in-class activities including pre-writing activities (brainstorming and mind mapping); while-writing activities (fill in the blanks, choose appropriate topic/body/concluding sentence/s, rewrite the sentences, order the sentences, and cross out the irrelevant sentence); and post-writing activities (self-editing, and peer feedback and evaluation). Through these activities students would improve their writing skills regarding content, organization, language use, and mechanical accuracy; generate and organize ideas for writing; edit their own writing through the self-edit checklist (see Appendix K); review their peers' writing with the peer editing worksheet (see Appendix L). All activities done in flipped classes could be seen in Appendix M.

Unlike the students in non-flipped classes who were assigned to finish their writing at home, students in the flipped class finished writing their paragraph in the class and submitted to the teacher for feedback. Obviously, students in the flipped classroom had enough time to finish their paragraphs in the class because the flipped instructional design of the class allowed for more practice time in the class through moving the explanation and study of the content out of the class. Please see Appendix N for an example of flipped lesson plans.

It is also important to note that material development and adaptation processes in this action study were inspired and guided through the goal of combining product and process approaches to writing. For example, brainstorming activity was designed not only to help students who had trouble in generating ideas to put in their writing but also to create a room for an opportunity to hear different ideas and/or points of views on the topic. The self-editing part where students were expected to develop their revising skills, as well as their writing performance, was chosen to put emphasis on the fact that writing is a process. In addition, peer-editing activities were put into flipped classes where the teacher is not the only source of feedback and where students are expected to develop their critical thinking, communication, collaboration, and cooperation skills. The whole flipped writing class program is presented in the table below:

Table 3.5

Flipped writing class program

Weeks	Content	Objectives
Week 1	What is a Paragraph?	• to get familiar with the basic structure of a paragraph and the main idea of a paragraph
Week 2	Paragraph Parts (Hamburger)	• to learn what is a topic sentence, supporting sentences, and a concluding sentence • to learn how to organize ideas in a mind map
Week 3	Opinion Paragraph (OREO)	• to write an opinion paragraph by stating your views or beliefs about a topic and support these opinions with specific reasons and examples • to use opinion paragraph related linkers and transitions • to learn how to write a concluding sentence with a restatement or a summary • to develop self-editing skills
Week 4	Cause Paragraph	• to write a cause paragraph by explaining the reasons why something happens and support them with specific reasons and examples • to use cause paragraph related linkers and transitions
Week 4	Cause Paragraph	• to learn how to write a concluding sentence with a suggestion, a prediction, or an opinion • to develop self-editing skills
Week 5	Effect Paragraph	• to write an effect paragraph by explaining the results of an event, situation, or decision and support them with specific reasons and examples • to use cause paragraph related linkers and transitions • to develop topic-related vocabulary (effects of smoking) • to develop self-editing and peer editing skills
Week 6	Advantage Paragraph	• to write an advantage paragraph by explaining the positive sides of an event, situation, or decision and support them with specific reasons and examples • to use advantage paragraph related linkers and transitions • to develop topic-related vocabulary (advantages of technology) • to develop self-editing and peer editing skills
Week 7	Disadvantage Paragraph	• to write a disadvantage paragraph by explaining the negative sides of an event, situation, or decision and support them with specific reasons and examples • to use disadvantage paragraph related linkers and transitions • to develop topic-related vocabulary (disadvantages of being a celebrity) • to develop self-editing and peer editing skills

3.6.2 Procedures for Data Collection

This section aims to provide information on why, how and when data were collected using the data collection tools explained in Data Collection Instruments section of this chapter. Table 3.6 below shows the data collection processes for pre-implementation, implementation and post-implementation stages of this action study:

Table 3.6
Data collection processes

Stages	Weeks	Data Collection Instruments	Reason(s) for Data Collection
Pre-implementation	-	Pilot Study Video Evaluation Questions	• to investigate students' opinions on the teacher-made video
	-	Writing Quiz (pre-test)	• to check students' writing performance before the implementation • to investigate how flipped classroom affects students' writing skills development in EFL classes
Implementation	1, 2,and 4	Classroom Observation Schedule *(Observational Protocol+Flipped Class Observation Questions)*	• to learn instructors' perceptions of the students, the instructor, class activities, and warm-up stage of the flipped lessons • to evaluate the effectiveness of the flipped classes from the observers' points of view formatively and make changes if necessary
	4	Student Feedback Documents	• to learn students' perceptions of the video, feedback given for video-related assignments, in-class activities, and peer feedback and evaluation activity • to evaluate the effectiveness of the flipped classes from the students' points of view formatively and make changes if necessary
	1, 2, 3, 4, 5, 6, and 7	Researcher Reflection Journal	• to learn the teacher-researcher perceptions of the flipped lessons • to evaluate the effectiveness of the flipped classes from the teacher-researcher's point of view formatively and make changes if necessary

Table 3.6 Data Collection Processes (*Continued*)			
Stages	**Weeks**	**Data Collection Instruments**	**Reason(s) for Data Collection**
Post-implementation	7	Writing Quiz (post-test)	• to check students' writing performance after the implementation • to investigate how flipped classroom affects students' writing skills development in EFL classes
	7	Student Survey	• to investigate students' perceptions of writing skills development in EFL flipped classrooms
	7	Student Focus Group Interviews	• to investigate students' perceptions of writing skills development in EFL flipped classrooms

During the pre-implementation stage in which the flipped classes were piloted, mostly informal feedback on classroom activities from students in the class and from instructors in the weekly meetings was taken. Formal feedback was asked from students once when they evaluated the teacher-made video for out-of-class study time.

Just before the implementation started, brief information was provided to the students about flipped classrooms (their goals, content, materials, and assessment together with the necessary instructions to access the videos on Edmodo) through a PowerPoint presentation (see Appendix O) and got necessary permissions to participate in the study through having consent forms signed (see Appendix P). Then, writing quiz was applied to both classes as a pre-test. The aim of the writing quiz was to check students' writing performance before the implementation. I was in my class (flipped class), and the non-flipped class was with their teacher in their own classroom. The quiz lasted 30 minutes and students submitted their paragraph to be graded.

During the implementation, four classroom observations in total were held: one in the first week, one in the third week, and two in the fourth week - each of which lasted for 50 minutes. The purpose of the classroom observations was to learn instructors' perceptions of the students, the instructor, class activities, and warm-up stage of the flipped lessons; and to evaluate the effectiveness of the flipped classes from the observers' points of view formatively and make changes if necessary. Each observation was held in three parts. In the first part, a short meeting was held with each observer prior to the observation so as to negotiate the place, time, and goals of the observation; and to explain data collection procedures for it. Each observer was given Observational Protocol which they would fill in

while observing the lesson and Flipped Class Observation Questions to reflect on the lesson they observed (see Appendix E). The second part was the day of the observation when I entered the class together with the observer and introduced the observer to the class. Students were made aware of the presence of the observer but during the observation, they forgot and acted naturally. The third and last part was after the observation when I met each observer again to go over the field notes written down by the observer and answers (s)he provided for observation questions. Figure 3.4 below presents the summary of the procedures followed in each observation:

PART 1: Short meeting before the observation	→	PART 2: Classroom Observation	→	PART 3: Discussion of field notes + answers for observation questions
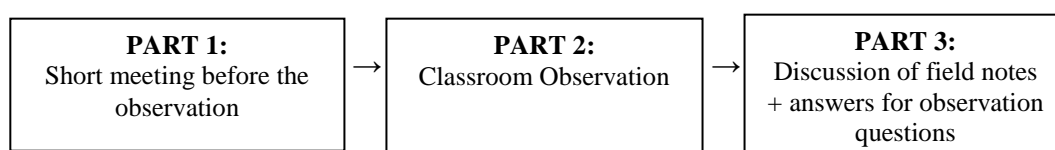
Figure 3.4 Procedures for observation schedule

From the first week to the fourth week, student participants of this action study were reminded to make comments regarding what they liked or disliked in the videos and what suggestions they had for the improvement of videos. However; as the teacher-researcher could not get a reasonable amount of feedback from students online, it was decided to be done in a written format. Also, another aim was to have more detailed feedback not only about videos but also about the in-class activities. Therefore, in the fourth week of the flipped class, students were asked to answer questions mentioned in detail in the Student Feedback Documents subsection in this chapter. The aim was to learn students' perceptions of the video, feedback given for video-related assignments, in-class activities, and peer feedback and evaluation activity; and to evaluate the effectiveness of the flipped classes from the students' points of view formatively and make changes if necessary. It was gathered in the fourth week for two reasons. First, it was the halfway throughout the study so students had started to construct their own opinions on the flipped classroom based on their experiences. Second, it was from the fourth week on that the newest and most challenging component of this flipped class for students - peer feedback and evaluation - was used and needed to be evaluated concerning its effectiveness. Data collection process lasted for about 30 minutes in their usual class-time under my guidance.

Throughout the implementation stage, I regularly documented the things/events occurred during the lessons in my journal after each class. The aim of this journal was to investigate what was going well or bad in the flipped writing classes and to change things before it was too late. The researcher reflection journal was kept on the computer for

practical reasons such as having it always nearby in case something important comes into my mind; feasibility of editing and analyzing; and reliable storage conditions. It was written in the first person and is, therefore, "essentially subjective" (Jasper, 2005, p. 250). However, it was not a mere recording of what happened in the class but a reflection done by interpreting the things/events based on the evidence collected through experiences, observations, and conversations with the participants.

In the post-implementation stage, students were asked to do the same writing quiz they did at the beginning. The same procedures for the pre-test explained above were followed for the post-test, too. Purpose of the writing quiz was to investigate how flipped classroom affects students' writing skills development in EFL classes. After the writing quiz, students in the flipped class (*n=24*) were asked to fill in a student survey explained in the Data Collection Instruments section of this action study. The aim of the survey was to investigate students' perceptions of writing skills development in EFL flipped classrooms. The students were in their own classroom with me reminding them to respond to all items in the survey carefully and honestly. Allotted time to complete the surveys was one hour and when the time finished all participants handed in their completed surveys.

Following the student survey, ten students from the flipped class were asked to participate focus group interviews and they voluntarily agreed to (*n=10*). The purpose of the focus group interviews was to investigate students' perceptions of writing skills development in EFL flipped classrooms. Participants of the focus group interviews were divided into two groups: the first group with five most successful and moderately successful students and the second group with five moderately successful and least successful students. Interview place was the same for both groups - a classroom at the institution where research participants study. Interview time was announced to the first group as 2 p.m. and to the second group as 3 p.m. All participants were on time for the interviews. Before they arrived, I, as an interviewer, had arranged the seats in C-Shape with a table and two recorders in the middle. I also put a sign warning others not to disturb while focus group interviews were in progress. In addition, some posters were put on the walls reminding participants the flipped classroom. Water bottles for each participant and also OREO biscuits which were used to teach opinion paragraph were placed into the classroom before the participants arrived. When interviewees came in, they were all given a warm welcome and thanked for agreeing to be a part of the focus group. They were also said how much their willingness to participate in the focus group interview was appreciated. Before starting with the interview questions, I went through some guidelines that would be followed during the interview. They were said to respond to each question sincerely and share their ideas openly no matter

they agree or disagree. They were reminded that there were no right or wrong answers and that everyone's experiences and opinions were important for the study. They might take turns to answer, but I (the researcher) might also call on them if they had not contributed yet. They were reminded to use their nicknames for ethical reasons and got their permission to tape-record the interview. After mentioning all guidelines, I started to ask questions in the interview protocol (see Appendix C). When the first interview ended, I thanked all participants for their great effort. All procedures were followed for the second focus group interview, too.

3.6.3 Procedures for Data Analysis

This part, first, reports the results of qualitative analysis based on inductive content analysis and next the quantitative analysis results.

a. Qualitative data analysis

The qualitative data in this action study were collected through a student survey, student focus group interviews, observation schedule, student feedback documents and researcher reflection journal. While doing a qualitative analysis, I followed "three concurrent flows of activity" suggested by Miles and Huberman (1994, p.10): data reduction, data displays, and conclusion drawing/verification.

Before *data reduction* started, the focus group interview was first transcribed. I did it on my own rather than hiring someone because I wanted to gain insights and clues for the findings of the study (Merriam, 2009, p.174). Then, I read through all student surveys and focus group transcripts to conduct *data reduction* through "selecting, focusing, simplifying, abstracting, and transforming" (Miles & Huberman, 1994, p. 10). In the data reduction step, content analysis technique was used which leads to the identification of "core consistencies" and to the constructions of meanings (Patton, 2002, p. 453). To conduct content analysis I read the text and took notes in the margins about the parts which seemed relevant and important (Samples for qualitative analysis could be seen in Appendix R). This process of assigning codes is called "open coding" where the researcher should be as "expansive" as possible because it is the beginning of "category construction" (Merriam, 2009, p. 178). According to Patton (2002), this process is a "logical" one in which potential categories are

created, and one of each is crossed with another (p. 469). That is, I worked back and forth between the data and my codes to put them into constructed categories and/or subcategories which included first feelings and thoughts, flipped classroom experience in general, likes and dislikes about the in-class or out-of-class activities, future class preferences, and suggestions for future flipped classes. Two tables, one for student surveys and one for focus group interviews, were prepared. According to Milan and Huberman, *data displays* are important because they allow for *conclusion drawing/verification* (1994, p.25).

The tables given below (Table 3.7 and Table 3.8) presented the summary of the qualitative data analysis process, but data analysis is more than the description of the data (Merriam, 2009). Patton (2002, p.465) calls the next step as "interpretative phase", and Miles and Huberman (1994) call it as *drawing conclusion/verification* where inferences, comparisons, conclusions are drawn out of the data. Findings and inferences which are made out of the information collected through focus group interviews and surveys are presented together in next chapter as it can easily be recognized from Table 3.7 and Table 3.8 that the categories, subcategories, and codes emerged from student survey data have a lot in common with those from focus groups interviews.

Table 3.7
Categories and subcategories for student survey

Categories	Subcategories
Flipped classroom experience in general	-
Likes	Out-of-class activities
	In-class activities
Dislikes	Out-of-class activities
	In-class activities
Future class preferences	-
	Future English teachers
Suggestions for future classes	-

Emergent categories and subcategories which came out from focus group interviews are as follows:

Table 3.8
Categories and subcategories for focus group interviews

Categories	Subcategories
First feelings and thoughts	Positive first feelings and thoughts
	Neutral
	Negative first feelings and thoughts
Flipped classroom experience in general	-
Likes	Out-of-class activities
	In-class activities
Dislikes	Out-of-class activities
	In-class activities
Future class preferences	-
	Future English teachers
Suggestions for future classes	-

The same procedures were also followed for the researcher reflection journal, classroom observation notes, and student feedback documents. The data collected through the researcher reflection journal, classroom observations and student feedback documents in-depth was analyzed immediately in order to check whether the program ran smoothly and effectively as it seemed to be. Qualitative analysis was done through driving codes out of the most commonly repeated ideas and outlining major emerging themes regarding the relationship between the codes (Yıldırım & Şimşek, 2016). Besides, the guiding questions in the Observational Protocol were used in data analysis process of observation documents and also the guiding questions in the student feedback documents were used in data analysis process of student feedback documents. Results from the researcher reflection journal, classroom observation schedule and student feedback documents were discussed and presented separately as they were utilized for formative evaluation purposes of the flipped classrooms.

Finally, in the reporting of the results of the qualitative data analysis some direct quotations were used which are defined by Patton (2002, p. 21) as "a basic source of data in qualitative inquiry, revealing respondents' depth of emotion, the ways they have organized their world, their thoughts about what is happening, their experiences, and their basic perceptions." Those direct quotations were thought to reflect the participants' perceptions or

sayings over flipped classroom better. Besides, direct quotations were utilized to support and explain inductive content analysis.

b. Quantitative data analysis

The quantitative data in this action study were collected through a writing quiz, a student survey, and pilot study video evaluation questions.

To start with, a writing quiz was applied to flipped and non-flipped classes both before and after the implementation. The writing quiz was scored out of ten measuring the adequacy of four dimensions: content, organization, language use, and mechanical accuracy. Two instructors from the institution where this study was conducted were given copies of the student writing quizzes to score. Table 3.9 gives information about the raters:

Table 3.9
Background information on teacher participants

	Gender	Age	Master Degree	Teaching Experience (in years)
Rater 1	Female	26	No	3
Rater 2	Female	26	Yes	3

They were chosen among those teachers who were willing to grade the quiz and they were reported as "Rater 1" and "Rater 2" throughout the study. They rated and returned the scored papers back in one week. Please, see Appendix W for the scores given by the raters and sample pages of the graded quizzes. As the scores from the writing quiz provided ratio data, Pearson Product-Moment Coefficient was thought to be appropriate and also it is "the one most frequently used" (Fraenkel, Wallen, & Hyun, 2011, p. 208). I, as the researcher, checked and ensured the inter-rater reliability of the scores given by two raters by looking at Pearson Product-Moment Coefficients which were *r=.97* for pretest and *r=.98* for the post-test (see next chapter for detailed information).

It can be clearly seen in Table 3.10 below that both the coefficient for the pre-test (*r=.97*) and the coefficient for the post test (*r=.98*) were higher than .81. That is, scores given by Rater 1 and Rater 2 in both pre and post-tests had "a very sizable relationship," which meant they were highly correlated and so very reliable (Fraenkel, Wallen & Hyun, 2011, p. 253).

Table 3.10
Pearson Product-Moment coefficients

		Rater 1	Rater 2
Pre-test	Rater 1	1	,969
	Rater 2	,969	1
Post-test	Rater 1	1	,980
	Rater 2	980	1

After checking the inter-rater reliability, the scores given by two raters were calculated by averaging them and entered them in *Excel* to be transferred to the SPSS 20.0 (Statistics Package for Social Sciences) data analysis program.

Figure 3.5 presents the summary of the data analysis process for the writing quiz:
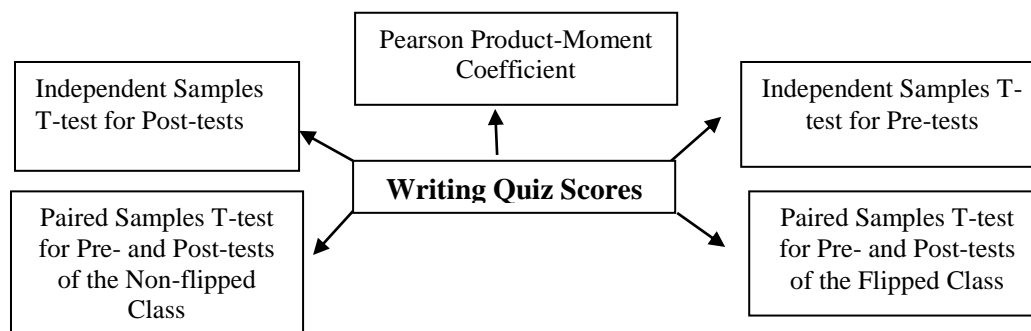
Figure 3.5 Data analysis for writing quiz

As also can be seen above, independent samples t-test in which the mean scores of two different groups were compared was conducted to determine the significance level of pre-tests between the flipped class and the non-flipped class (Fraenkel, Wallen, & Hyun, 2011, p. 234). It was done to check whether two groups were the same in terms of writing performance prior to the implementation. Then, paired samples t-test which compares the mean scores of the same group before and after a treatment was conducted (Fraenkel, Wallen, & Hyun, 2011, p. 236) because it was necessary to determine if any significant difference was observed. One for the flipped class and another for the non-flipped class was done separately to check the possible change in the performance scores within the same group. Lastly, another independent samples t-test was done with the post-test results of the flipped class and the non-flipped class, which would show whether there is/is not a significant difference between the performance scores of the two groups when compared

with each other. It is important to note that the significance level for t-tests was set as the .05. Results for the statistical tests will be presented in next chapter.

Secondly, student surveys done on flipped classrooms provided quantitative data for this action study. Quantitative analysis was done for the close-ended question in the student survey where students were asked about their opinion on to what extent they agree with the statement: "I think flipped classroom is useful in developing my writing skills". Students chose one of the five options from Likert-type scale: "Completely Agree", "Mostly Agree", "Moderately Agree", "Slightly Agree" and "Disagree". Data collected were tallied and entered into SPSS. As it is a positively stated item (Ary, Jacobs & Sorensen, 2010, p.210), *completely agree* was scored 5, mostly *agree* was scored 4, *moderately agree* was scored 3, *slightly agree* was scored 2, and *disagree* was scored 1. To get the quantitative results for this question, descriptive statistics (frequencies) were tabulated. The same data analysis procedures were followed for other two close-ended questions in the student survey: a. When did you watch the videos? b. Where did you watch the videos?

Lastly, data collected through pilot study video evaluation questions were subjected to quantitative analysis in which students' answers to yes-no questions were tallied and frequencies were calculated.

3.7 Trustworthiness

According to Stringer, an action research should be "trustworthy" which simply means it is not biased and not simplistic (2007, p. 57). Lincoln and Guba (1985) assert trustworthiness of a research is its power of persuading the reader and also yourself that it is "worth of paying attention to" (p. 290). Rigor in traditional experimental research is about establishing the validity and reliability of the research, but action study, being fundamentally qualitative, utilizes a different set of criteria (Stringer, 2007, p.57) to ensure trustworthiness of the research: credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity) (Lincoln & Guba, 1985 and 1988).

The *credibility* of the study depends on how credible results it has achieved. This can be done in several ways including prolonged engagement, persistent observation, triangulation, referential adequacy materials, and peer debriefing. The first way, "prolonged engagement"*,* is spending adequate time in the research site to see and check the things going around in their contexts. This was quite achievable for me as I was working at the

institution where the study was conducted. During the whole semester (for almost 5 months), I was in the flipped classroom for 18 hours a week and also available during my office hours. This enabled me to be with and question the participants continuously; and reflect on the practices of the research anytime, which in turn provided me with credible data. The second way to increase credibility "persistent observation" is completely related to the prolonged engagement as Lincoln and Guba (1985) stated "if prolonged engagement provides scope, persistent observation provides depth" (p. 304). The third way is "triangulation" which involves data collection from different sources and/or through different methods (Lincoln & Guba, 1985). There were three data sources in this study: me as the teacher-researcher, students both in the flipped and non-flipped classes, and also instructors who observed flipped classes and provided feedback. Besides, different methods were utilized through several data colletion tools: quiz scores, student surveys, student focus group interview transcripts, the researcher reflection journal, observation notes and forms, and student feedback documents. Though formal member-checking of the qualitative results was not possible, using several data collection instruments was expected to increase the credibility of this action study. Also, the quantitative data collected through the writing quiz were scored by two raters and the interrater reliability was found to be r=.97 for the pre-test and r=.98 for the post-test, which means scores were highly reliable. Additionally, all data collected including audio-recordings of the interviews, observation forms filled by observers, graded exam papers, student feedback documents, online comments for the videos, etc. were archived properly to be used as "referential adequacy" materials any time needed. Another technique used to increase credibility was "peer debriefing". During the implementation, four non-participant observers visited my flipped classes. Table 3.11 presents background information:

Table 3.11
Background information of non-participant observers

	Gender	Age	Master Degree	Teaching Experience (in years)
Observer 1	Female	22	No	1
Observer 2	Female	26	No	3
Observer 3	Female	31	Yes	8
Observer 4	Female	61	Yes	39

The first observer was the person who was assigned to observe my class for that semester by teacher trainers as a part of the compulsory teacher training program of the School of Foreign Languages in the university. The second observer who was also one of the raters wanted to take part in the observation voluntarily. The third and fourth class observers were

teacher trainers at the university who have arranged teacher training workshops, newly-recruited teacher orientation sessions, classroom observations and meetings at the university for many years. I came together with each of the observer one by one and discussed important elements of the flipped class model and how it was implemented in this particular institution. This provided a chance to realize the effectiveness of my practices and areas to be improved. In summary, the credibility of this study was ensured through these five ways: prolonged engagement, persistent observation, triangulation, referential adequacy materials, and peer debriefing.

Lincoln and Guba (1988) states that *transferability* of the study enables readers to make inferences which are applicable to their own situation(s) (p.18). It depends on the similarities shared "between sending and receiving contexts" (Lincoln & Guba, 1985, p. 297). One way suggested to increase the transferability of the study is to give detailed descriptive information. And in this study, all stages followed throughout the study are explained in depth together with relevant participant characteristics, the role of the researcher, the school context, all procedures followed in flipped and non-flipped classes, and also methods and techniques used for data collection and analysis. By this way, it is thought that findings of this study could be enlarged to and used in different settings by "potential appliers" after making necessary judgments of their own (Lincoln & Guba, 1985, p. 316).

Dependability is very much related to *credibility* and is concerned with the quality of trust on the results of the study conducted. To build this trust, data collection tools were intended to be reliable and valid. For example, content validity of the writing quiz was ensure by developing the quiz in accordance with the goals and assessment criteria of the program. Also, one expert who was one of the associate professors in Middle East Technical University and two instructors from the university where this action study was conducted were consulted to ensure the reliability and face validity of it. Also, the literature review was done and expert opinions were gathered during the development of student survey and focus group interview questions. Great efforts were made to prepare short, simple, and clear questions which were neither leading nor dichotomous (Fraenkel, Wallen, & Hyun, 2011). Necessary changes were done in the light of the feedback obtained. In addition, implementation of the tools was done in a meticulous way. For instance, I tried to "be natural" as much as possible and "develop appropriate rapport with participants" during the interviews (Fraenkel, Wallen, & Hyun, 2011, p. 454). Also, the timing for the data collection processes was arranged intentionally for the very last days of the semester so that

participants would not feel the pressure of the presence of the data collector who was also their teacher. Furthermore, several precautions were also taken to ensure the dependability of this action research after the data were collected: choosing appropriate methods to analyze; and most importantly triangulating the results obtained through the writing quiz, student survey, focus group interviews, observations, student feedback documents, and researcher reflection journal. In addition, writing quizzes were graded by two scorers and checking for inter-rater reliability. All in all, dependability issue was paid great attention in this study.

Confirmability is suggested by Lincoln and Guba (1985) as an equivalent in more conventional paradigm for objectivity which means getting rid of personal biases. To increase the confirmability of the study, all procedures followed in data analysis were explained in detail in the Procedures for Data Analysis section of this chapter. In addition, all of the codes for each category in the analysis of student surveys and focus group interviews are presented in Chapter 4. Second way put forth by Lincoln and Guba (1985) to increase confirmability is triangulation. Data in this action study are collected from different data sources such as the teacher-researcher, students, and instructors. Besides, data collected by one method are confirmed by another method used. For instance, students expressed their perceptions in a student survey were also asked to participate in focus group interviews so that data collected by one instrument could be triangulated with another. Also, feedback received from students as formative evaluation of the classes was checked with the data collected from instructors who observed flipped classes or confirmed from the reflexive journal the teacher-researcher kept. In addition, students were asked in the student survey about their perceptions of skills development in EFL flipped classes. The results from the student survey were also confirmed with the results of the writing quiz.

Moreover, to increase the trusthworthiness of the study pictures from in-class activities were used in the report of the results of the study. Besides, sample pages from the documents which were subjected to qualitative and quantitative analysis were added as appendices of this thesis.

Another issue related to the trustworthiness of the study is to assure that study is conducted in an ethical way. For ethical considerations, the approval was taken before the study began from the Applied Ethics Research Center in Middle East Technical University where this thesis would be submitted (see Appendix S). It was to ensure that the study would not cause any kind of harm to study participants as a result of their participation in the

research (Stringer, 2007, p. 54). Also, necessary permissions were also taken from the university where this action study would be conducted.

In addition, students in the flipped classroom were asked to fill in two consent forms if they would participate in the study voluntarily (See Appendix P). The first consent form acquainted students with the purpose and scope of the study; the researcher; all the procedures that would be followed; and rights and responsibilities of the participants including attending both in-class and out-of-class instruction, doing two writing quizzes and filling in a student survey. The second consent form was for the focus group interview giving information on the study briefly, but on the interview in detail. Although only ten students would participate in the focus group interviews at the end of the semester ($n=10$), all students in the flipped class were asked to sign the second consent form at the beginning of the semester ($n=24$). That was because I, as the researcher, wanted to announce those ten people who would be chosen for the focus group interview only after the implementation ended in order not to reduce the interest of the rest of the students for the study. For ethical concerns of this research, it is crucial to highlight that both forms consisted of information guaranteeing no risk for the participants.

Not only in the consent forms but during the whole study participants were also reminded that participation was voluntary and they could withdraw from the study whenever they wanted to. They were not provided with any sort of incentives for attending the study. They were also told the anonymity of their identity and confidentiality of the data they provided for analysis would be ensured both during and after the study. For example, student surveys were submitted in closed envelopes and there were not any names on. Also, before the focus group interviews, all participants were given nicknames and addressed each other with their nicknames when the interview was being tape-recorded. Lastly, all research records were stored securely and only the researcher had access to the records.

3.8 Limitations of the Study

This action study has some limitations. The first limitation is that there was only one teacher (the researcher) who taught the flipped classroom. Another study could be implemented by multiple practitioners in the school. In this way, it would be possible to

shoot more professional videos by forming teacher teams. It was not necessary to make professional videos for this study as it was done for the improvement of in-class practices. However, videos are needed to be professionalized if they would be used in all of the classes in the institution.

Besides, researcher bias could also be thought as a limitation because the researcher was also the instructor. However, in order to minimize the researcher bias, I tried to act as "the reflective practitioner" of an action study who took experiences and perceptions of the clients - in this they were students and instructors- into account (Schön, 1984). For this aim, data was collected through using multiple methods including the researcher reflection journal; and I tried to analyze them in the most scientific and transparent way. Several other instructors were asked to observe my classes and give feedback on my practices. Therefore, this action study is important in understanding college students' perceptions over developing their writing skills in EFL classes and the impact of flipping a class on EFL learners' writing skills development.

CHAPTER 4

RESULTS

The purpose of this study is to explore flipping in an EFL writing class. More specifically, it investigates to what degree students in the flipped class developed their writing skills compared to those in the non-flipped class; and how students describe their experiences in the flipped class. This chapter presents the results of the study that were obtained through several data collection tools: a student survey, a focus group interview protocol, a researcher reflection journal, student feedback documents, an observation schedule, and a writing quiz. Both qualitative and quantitative results are provided under the relevant headings. And at the end of this chapter, a summary of the results is given.

4.1 Student Survey Results

A student survey, which aimed to reveal college students' perceptions over writing skills development in flipped classes, was utilized as a means for the summative evaluation of this action study. Data collected through the student surveys were subjected to content analysis in which categories and codes emerged and they are presented in tables under the relevant subtitles. While reporting the results, the anonymity of participants was tried to be kept for ethical considerations. Therefore, pseudonyms for the survey participants are used such as S1F (Student-1-Female) or S10M (Student-10-Male).

4.1.1 Flipped Classroom Experience in General

In the student survey, students were asked: *How would you evaluate/describe your flipped classroom experience in general?* Codes emerged from the qualitative analysis of the student surveys are given in Table 4.1:

Table 4.1
Flipped classroom experience in general

Codes	*f*
effective	24
fun	24
better	24
writing becomes easier	24
get help from others	24
time saver	7
opportunity for more practice	17
increase in students' writing skills development	15
permanent learning	13

All of the survey participants responded they found the new method more effective and fun than traditional class. They think flipped class is better than traditional class because learning in flipped class becomes easier when you write paragraphs in the class together with your teacher and classmates. They believe one can get help from others more in the flipped classroom than traditional class. For example, S5F thinks writing your own paragraph is difficult. However, when you do it with your friends and your teacher, it is better and makes more sense to use class time like that.

Besides, some of the students stated that flipped classroom is time saver making them learn the content in 8-10 minutes through videos, thus allowing them practice more in the class. S17M explained why he thinks flipped classroom is effective and stressed upon the importance of practice with these words: While learning how to write paragraphs in English, practice is more important than learning the content. Learning the content in the class would be good, but practicing in the flipped class is much more effective than traditional class.

In addition, most of the students asserted a noticeable increase in their writing performance as a result of attending flipped classroom. S23M responded: "While I used to get 6-7 points out of 10 points for my writing in traditional class, now in flipped class I always get 9-10 points." S21M even claimed to be writing relatively good now stressing the fact that he could not write anything before. There were others who mentioned the development in their writing skills:

I could not learn much when we had writing classes in a traditional way. In flipped class, we were able to study the content more in depth and more carefully. (S20M)

I used to find writing classes difficult before, but now I feel very comfortable in writing paragraphs with 120 words. (S7F)

For me, the flipped class experience turned out to be a really successful one though I thought the idea was useless and nonsense at first. I think flipped classroom was useful and made a big contribution to my writing skills development. (S24M)

Related to the topic of the development of students' writing skills, some of the survey respondents mentioned that flipping a class leads to permanent learning. For example, S15M thinks the opportunity to practice and revise in the flipped class together with activities, visuals and examples made the content difficult to forget.

All in all, most of the students who attended flipped writing classes think flipping a class is an effective way to develop their writing skills because it saves classroom time by introducing the content out-of-the class; it creates more space for practice with the teacher and peers; it leads to an increase in their writing performance; and it helps develop permanent learning.

4.1.2 Students' Positive Perceptions of Flipped Activities Used Outside the Class

In the student survey, students were asked: *What did they like about out-of-class activities in their flipped classroom?* Data collected could be put into two subcategories: videos (content, techniques, examples, visuals, sound, language level, and others) and video-related tasks. Codes for the category of students' positive perceptions of flipped classroom activities used outside the class are presented in Table 4.2 below:

Table 4.2
Positive perceptions of flipped activities used outside the class

Codes for the Videos	*f*
content: educational, short but enough to understand the topic	22
techniques: impressive, engaging, interesting	24
examples: very good and catchy	23
examples: permanent learning	13
visuals: quite good, enough, fun, easy to remember	22
sound: good, enough	14
language level: appropriate, comprehensible	21
video length	6
to be able to watch again	24
Codes for the Video-Related Tasks	*f*
short but enough	17
lead to more practice	18
very useful	18
prepared us for in-class activities	15

Videos

After the analysis of the student surveys, it was revealed that students had very positive perceptions of the videos used in the flipped classroom. Most of the students (*f*=22) said that content of the videos was "educational" and "short, but enough to understand the topic".

As for the techniques used by the teacher in videos such as presentation through PowerPoint, questioning, use of visuals and metaphors, examples given from teacher's own life, and the teacher being seen in the video; all of the students who completed the survey (*f*=24) stated that techniques used were "really good", "impressive", "engaging" and "interesting". They think teaching techniques were varied and helped to keep students interested in the videos.

About the examples given in the videos, almost all of the students (*f*=23) who filled in the student survey stated that examples were "catchy" and some stated exaples "made learning more permanent such as OREO and hamburger" (f=13). They emphasized the fact that they still remembered all of the examples, which made them remember the content easily. Only one student (S4F) suggested increasing the number of examples and another one (S13F) responded she would prefer more interesting examples.

All students except two (*f*=22) think visuals used in videos were quite good and enough. For example, S15F asserted: "Visuals were enough and helped me to remember the content". S13F wrote: "Some visuals were quite fun. Their number could even be more".

Fourteen students out of twenty-four who completed the survey stated that sound quality and level in the videos were good and enough. They added that they did not have any difficulty in hearing what the teacher explained. In addition, about the language level of the videos, almost all of the students (*f*=21) asserted it was "intermediate", "appropriate for their level" and "comprehensible".

In addition to the content, techniques, examples, visuals, sound, and language level of the videos mentioned above, students touched upon two more points about the videos: video length and an opportunity to watch the videos again.

Six students out of twenty-four who completed the survey raised the issue of the length of the videos. Three of them (S1F, S5F and S7F) stated that video length was quite good. For example, S5F responded: "Video length was quite good. If it were longer, I could get bored. If it were shorter, it could not be enough to cover the topic".

Regarding the opportunity to watch videos as many times as they can, all of the students (*f*=24) stated that they liked being able to watch the videos again and again In the

student surveys, five students (S2F, S3F, S7F, S9F, and S24M) responded they liked the possibility of watching videos many times and at any times and four students (S4F, S6F, S10F, and S21M) mentioned they liked the opportunity to watch videos again when they cannot understand the content. Besides, S18M asserted that he liked the possibility of watching videos again to remember the content when he forgot. S19M agreed with S18M and also added that he could watch the videos again when he missed the class.

Video-Related Tasks

About the tasks given to do after watching the videos, the first thing to mention is almost all of the students submitted the tasks before they come to the flipped class. Names of the students who did those tasks and grades they got for the tasks could be seen in Appendix T.

In the survey, most of the students (f=18) said they liked the video-related tasks. Some of them stated that tasks were "enough to understand the topic", "very useful", "helped them practice the things they learnt in the videos" and "prepared them for in-class activities". For example, S10F explained how she got prepared for the next class with these words: "The homework helped me do practice, prepared me for the next lessons, and I learned the content completely before going to the class". S23M mentioned the usefulness of the feedback given for video-related tasks stating that he liked the way their mistakes in the homework were shown through PowerPoint presentation in the class. He also expressed very positive opinions towards the discussion parts of the mistakes and the fact that they corrected those mistakes all together.

4.1.3 Students' Negative Perceptions of Flipped Activities Used Outside the Class

In the student survey, students were asked: *What did not they like about out-of-class activities in their flipped classroom?* After the analysis of all of the student surveys, it was noticed that there were only a few negative opinions towards the out-of-class activities (videos and video-related tasks).

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Videos

Two (S2F and S8F) out of twenty-four students found the content of the videos a little short and suggested adding more examples. And one student also stated that sample paragraphs given in the videos were a little bit long, so they should be shortened. Out of twenty-four students, S1F and S7F expressed negative opinions towards visuals complaining that the number of the visuals was not enough (*f*=2).

The thing students most complained about was the sound quality and language level of the videos. Almost half of the students (*f*=10) said they did not like the sound. Some of them (S14F and S18M) complained sound quality was not so good while others (S3F, S9F and S15M) mentioned sound level was a little bit low. Two of them (S12F and S15M) criticized the sound in the video stating that it was like coming from depths. And, other three students (S13F, S16M, and S23M) out of those ten also complained there were sometimes echoes in the sound. Table 4.3 below shows the codes:

Table 4.3
Negative perceptions of flipped activities used outside the class

Codes for the videos	f
content: a little short	2
sample paragraphs: a little bit long for the video	1
not enough visuals	2
sound: bad / low / echoes	10
language level: high/low	3
video length: short/long	4
Codes for the video-related tasks	f
not related to the videos	1
not useful	2
need help to understand	1

Three students complained about the level of the language used in the videos. S10F stated the language used was comprehensible but rarely too fast. Another student (S12F) found the language difficult and suggested teacher could speak more slowly whereas another student (S22M) suggested it could be more sophisticated, but still comprehensible.

Although low in number, there were some negative opinions on the video length. Two students (S10F and S11F) found videos a little bit short. Also, S10F suggested videos could be a little (a few minutes) longer. Another student (S13F) stated: "I wish long videos had been more fun or some videos had been shorter. I was afraid when I saw a video 8-minute-long on YouTube".

Video-Related Tasks

Among those who filled in the survey, just a few students (*f*=4) expressed negative opinions about video-related tasks. One student (S4F) complained that some tasks set as homework were not related to the videos. Another student (S3F) expressed her criticism over those tasks by stating that they did not make the content in the videos clearer for her. She expressed her feeling of obligation to get help from her friends because she had difficulty in understanding the tasks. Also, two students (S17M and S8F) disliked some of the tasks because they believed the tasks were not useful.

4.1.4 Students' Positive Perceptions of Flipped Activities Used in the Class

In the student survey, students were asked: *What did they like about in-class activities in their flipped classroom?* Codes for the theme of students' perceptions of flipped classroom activities used in the class are presented in Table 4.4 below:

Table 4.4
Positive perceptions of flipped activities used in the class

Codes	*f*
meaningful and useful tasks	24
fun	24
prepared for the exam	6
group work	13
individual work	20
peer teaching	19
peer feedback	13

Data collected could be put into five subcategories: general writing tasks, group work, individual work, peer teaching, and peer feedback and evaluation.

General Writing Tasks

All of the students (*f*=24) who completed the survey liked the general writing tasks they did in the flipped classroom. They used such words to describe these tasks as "useful", "enough", "meaningful", "very good", "fun" and "educational". Six of them (S3F, S10F, S15M, S16M, S18M and S21M) stressed upon the fact that those writing tasks developed

their writing skills and prepared them for the exam. Three of them (S1F, S6F and S20M) mentioned writing tasks helped them do more practice on the topic they were trying to learn.

Group Work

Thirteen students liked group work and found working in groups "good", "effective" and "useful". Five students out of those thirteen students explained why they liked group work by saying they could exchange ideas with those in the group while writing (S3F, S4F, S5F, S11F and S20M). They also added that they had opportunity to hear different points of view when they work in group, which in turn made learning experience easier and more fun.

Individual Work

The majority of the students (f=20) expressed their preferences towards working individually in the class and no one said they did not like individual work. Most of them described individual work as "useful", "effective" and "an activity that helped them develop their writing skills". Besides, ten students compared individual work to group work and stated that they would prefer individual work over group work. They asserted that individual work is "better", "more effective" and "more useful".

Peer Teaching

Most of the students (f=19) stated they liked peer teaching. They used such words to describe their peer teaching experience as "useful", "effective" and "good". Ten out those nineteen students wrote that the reason why they liked peer teaching was they were not only able to get help from their peers, but also they were able to help their peers. S16M used these exact words to describe his peer teaching experience: "There were things I learned and also I taught". S23M also stated: "Our peers helped us when teacher was not present and they acted as an extra source".

Peer Feedback and Evaluation

Over half of the students (*f*=13) asserted that they liked peer feedback and evaluation because they believed it was useful. Some of them (S9F, S12F, S15M and S24M) stated it was good to see their peers' opinions on their writings. Some of them (S1F, S6F, S10F, S4F and S21M) were in the opinion that evaluating their peers' work helped them improve their own writing skills as they became more aware of the mistakes and as they learnt how to correct them. One student compared peer feedback and evaluation to other classroom activities and stated: "This was the most effective one. We evaluated our peers' papers and they evaluated ours. It was good to get feedback from someone who is not a teacher". Another student touch upon a different aspect stating: "I think, discussing things with our peers after the feedback made learning more permanent".

4.1.5 Students' Negative Perceptions of Flipped Activities Used in the Class

In the student survey, students were asked: *What did not they like about in-class activities in their flipped classroom?* The codes emerged for the category of students' negative perceptions of flipped classroom activities used in the class are presented in Table 4.5 below:

Table 4.5
Negative perceptions of flipped activities used in the class

Codes	*f*
challenging	1
time limit	1
group work	11
peer teaching	3
peer feedback	8

Results showed that there were few negative opinions of the in-class activities in flipped classroom. There were two negative opinions towards general writing tasks. The first was done by S9F who said that she found the writing tasks sometimes challenging accepting the fact that they were educational. The second was by S8F who complained about the time allotted for activities. She stated that she wished to do the general writing tasks more slowly.

Besides, there were S6F, S11F and S12F who did not like peer teaching. S11F thought peer teaching was unnecessary and added that teacher instruction was enough. Agreeing with

S11F, S12F also stated that peer teaching was unnecessary and that she could not trust her peer's knowledge.

Moreover, eight students believed peer feedback was unnecessary. Two of them (S11F and S22M) thought it was unnecessary because teacher should evaluate their papers and give feedback; because teacher would already evaluate their papers (S5F); because it was better to evaluate papers together with the teacher (S13F); and lastly because their peers' English level was similar to their own level (S3F, S7F and S14F).

The thing students complained most was group work. Almost half of them (f=14) did not like group work. Two of them (S8F and S12F) complained some students did not contribute enough to the tasks when they were done in groups. Besides, S15M asserted: "Group work was something different and something I was not used to… I did not quite like it because there was a chaos in the class when we did group work". S6F agreed with S15M and stated there was too much and uncontrolled chatting in the group. He complained that it was not possible to concentrate when there was too much noise in the class.

To sum up, Table 4.6 shows a summary of the frequencies for positive and negative perceptions on the out-of-class and in-class activities done in the flipped classroom:

Table 4.6
Positive and negative perceptions from student surveys

		Positive perceptions (*f*)	Negative perceptions (*f*)
Videos	Content	22	-
	Techniques	24	-
	Examples	23	-
	Visuals	22	2
	Sound	14	10
	Language Level	21	1
	Others: Video length	3	3
Video-related tasks		18	4
General Writing Tasks		24	-
Group Work		13	14
Individual Work		20	-
Peer Teaching		19	3
Peer Feedback and Evaluation		13	8

Looking at Table 4.6, it can be concluded that almost all of the students liked the flipped classroom except for some who did not like the sound quality of the videos and group work. There were also some who expressed their dislikes for visuals in the videos, language level of the videos, length of the videos, video-related tasks, and peer teaching. However, their number was very low.

4.1.6 Future Classes (Flipped, Non-flipped, or Both)

In the student survey, students were asked: *For your future English classes if you had a chance, which one would you prefer: Flipped, Non-Flipped, or Both?* Most importantly, they were also told to explain the reasons for their choice.

The majority of the students (f=18) who attended flipped classroom asserted they would prefer flipped classroom for their English classes in the future if they were given a chance to choose. They wrote several different reasons for their preference. Four of them (S6F, S7F, S12F and S19M) especially stressed upon the time issue stating learning the content in the non-flipped class took minimum 30 minutes of class time whereas in the flipped class they learned the content in 7-10 minutes through videos. S12F complained about non-flipped classes: "In non-flipped class, we used to lose a lot of time in trying to learn the content only". However; as S19M emphasized, learning the content at home in flipped classes opened up a space for more activities and practice in the class through which they could learn the content better. Three out of eighteen students who preferred flipped class (S4F, S21M and S24M) liked to learn through videos as it was possible to stop the video and watch it again if they did not understand something. Some of them (S4F, S11F, S21M and S24M) also mentioned another advantage of flipped class, which was the opportunity to ask questions to the teacher or friends while writing in the class. In addition to those mentioned above, there were other students who explained the reason why they prefer flipped class for their future classes with these words:

> I would prefer flipped classroom because it is more effective when you learn the basics at home and learn more complex structures in the class which could easily be forgotten if not practiced. (S13F)

> I would prefer flipped classroom because we learn the content at home, which is a very comfortable learning environment. Lessons are also fun when they are flipped. (S24M)

I would definitely choose flipped classroom. I think flipped classroom is more effective. We get prepared before we go to the class. The only thing we are supposed to do in the class is practice. In this way, I enjoy writing classes. And when you enjoy the classes, your skills develop faster. (S10F)

Before I was introduced to the flipped class, I learned in non-flipped classes and it was not useful for me. Actually, after learning in the flipped class, my English improved. (S23M)

I would prefer flipped classroom. It is not only an appropriate model for our age, but also it makes the content more comprehensible. (S18M)

Below are the codes and frequencies for students' preferences over their future English classes:

Table 4.7
Preferences over their future English classes

Codes	f
Flipped	18
Non-flipped	2
Both	4

As it can be seen in Table 4.7, only four students out of twenty-four stated they would prefer both, which is the combination of flipped class and non-flipped class. Below are the direct quotations of their opinions:

I would prefer both of them. Flipped class teaches through practice. Non flipped class teaches in a traditional way. (S17M)

I would prefer both of them because both have advantages. In one of them we do not need to revise. In the other, we can do homework to revise. (S15M)

Both of them can be merged into one implementation because we can increase the possibility of learning if different teaching styles are applied. (S16M)

I would not prefer flipped class much because it puts too much responsibility on students' shoulders (e.g. watch videos, learn the content at home, do homework, work in groups in the class, and write a paragraph on your own). Flipped class requires students do everything.

Therefore, I would want some methods used in flipped class are integrated into the non-flipped class. (S3F)

Only two out of twenty-four students asserted that they would prefer to continue to be taught in non-flipped class. S1F stated she would actually prefer non-flipped class because the instructional design in which you learned the content in the class and wrote the paragraph at home after having a rest was more suitable for her. S2F explained the reason why she preferred non-flipped class with these words: "I prefer non-flipped class because it is the one I am used to and have been exposed to since I was six years old. But videos and examples in the flipped class were very useful".

4.1.7 Suggestions for Future Flipped Classes

Students who completed the survey were asked to provide suggestions or advice for flipped classes that would be implemented in the future. Codes emerged as a result of the qualitative data analysis were:

Table 4.8
Suggestions for future classes

Codes	*f*
continue to be implemented as it is	9
a recording device	1
online video-related tasks	4
less group work	5
further implementation for other skills and schools	7

As also can be seen in Table 4.8, most of the students (S5F, S7F, S10F, S11F, S19M, S21M, S22M, S23M and S24M) stated in the survey that there was not anything they would like to change or replace in the flipped classroom. They suggested that flipped writing class should continue to be implemented as it was. There were very few students who came up with suggestions. One of them wrote a recording device rather than the one in the computer could be used while shooting the videos so as to increase the sound quality of them. Moreover, there were four students (S6F, S15M, S18M, and S20M) who suggested that increasing the number of online video-related tasks could be increased.

In addition, some of the students (*f*=10) did not like working in groups. Some of them (S1F, S2F, S6F, S14F and S17M) asserted that there should not be any group work activities

in the class whereas some others (S4F, S9F, S10F, S13F and S16M) stated that the number of group work activities should be lessened.

There were also other students (*f*=7) who recommended that flipped classroom should be implemented for other skills and/or in other institutions. On the other hand, there were two students (S5F and S14F) who advised not using flipped classroom model for grammar and one student (S14F) for vocabulary.

All in all, looking at the qualitative results of the student survey, it can clearly be seen that students who attended flipped classroom held very positive opinions towards it. Most of them would choose to be the part of a flipped class in the future if they were given a chance. It can also be understood that students were content with almost all of the components of the flipped writing classes, and they have some suggestions only to make it better. To have more in-depth results over students' perceptions and to triangulate the results of the student surveys, more qualitative data was collected through student focus group interviews. Results of these interviews are presented in the next section.

4.1.8 Students' Perceptions of the Development of the Writing Skills through Flipped Classroom

In the student survey, twenty-four students who attended flipped classroom were asked how much they agree with this statement: *I think flipped classroom is useful in developing my writing skills*. They were expected to answer this close-ended question by choosing from a five level Likert type scale (completely agree, mostly agree, moderately agree, slightly agree, and disagree). The results were overwhelmingly positive (*M*=4.38, *SD*=.92) as can be seen in Table 4.9 below which presents the frequencies for Likert item:

Table 4.9
Frequencies for Likert item in the survey

Item		*f*
	Disagree	0
	Slightly Agree	1
I think flipped classroom is useful in developing my writing skills.	Moderately Agree	4
	Mostly Agree	4
	Completely Agree	15
	Total	24

Fifteen students out of twenty-four students *completely agreed* with the statement that flipped classroom helped them develop their writing skills. Four of the students who completed the survey *mostly agreed* with the statement. And four other students said they *moderately agreed* with the statement. Only one student responded that she *slightly agreed* with the sentence. *No one* out of twenty-four students reported that they *disagreed*.

It can be concluded that all students who attended flipped class think flipped classroom in one way or another improved their English writing skills. It is also consistent with the quantitative results of the writing quiz in which flipping a class was found to be a better way of improving student writing performance when compared to non-flipping.

4.1.9 Flipped Learning Environment through Videos

In the student survey, students (n=24) were asked when and where they watched the videos sent by the teacher in order to understand whether flipped classroom allowed for personalized learning.

When Students Watched the Videos

In the survey, students were given six different possible times regarding when they watched the videos: a. after it was set as homework b. one day before lessons c. a few hours/minutes before lessons d. for review before exams e. during lessons f. when (s)he missed class. In addition, there was one last item stating "Other, please specify" in order to give students an opportunity to express their personal preference for the time they watched the videos. Students were made to choose the frequency for each item from a five level Likert type scale (never, rarely, sometimes, often, and always). Table 4.10 below represents the frequencies:

Table 4.10
When students watched videos

	Never	Rarely	Sometimes	Often	Always	*Mean*	*N*
a. After it was set as homework	3	5	6	6	4	3.08	24
b. One day before lessons	3	3	8	8	2	3.13	24
c. A few hours/minutes before lessons	13	4	4	2	1	1.92	24
d. For review before exams	6	6	6	4	2	2.58	24
e. During lessons	15	6	2	1	-	1.54	24
f. When (s)he missed class	13	3	4	2	2	2.04	24
g. Other, please specify: When I do not want to.	1	-	-	-	-	1	1

As it can be seen from Table 4.10 above, it is hard to draw conclusions from the results of this part of the survey. There seems to be a balance between the number of those who *always* or *often* prefer to watch videos just after they were set as homework and the number of those who *never* or *rarely* prefer to watch videos just after they were given as homework. It might be due to the fact that majority of the students (*f*=10) *always* or *often* prefer to watch them one day before lessons. It is good that majority of the students (*f*=21) *never* or *rarely* watch videos during lessons, which means most of the participants of this flipped classroom come to class prepared watching the videos and learning the content beforehand. The small number of students who came to class without watching videos could also be seen in Appendix T. However, it is interesting that half of the students (*f*=12) *never* or *rarely* watch videos to revise before the exams. Only six of the students in this flipped class *always* or *often* watch videos to study for exams. It is also surprising that more than half of the class (*f*=13) said they never watched videos when they missed the class. But this might be due to the fact that most of the students in this flipped class had never missed the classes (See Appendix T). Last thing to mention is only one student (S7F) specified one other time to watch videos which was "when I do not want to watch videos and do the video-related tasks". However, she chose "never" from the Likert type scale, which means she did not actually come up with a different time to watch videos.

Where Students Watched the Videos

Survey respondents were provided six different possible learning environments and asked where they watched the videos: a. at home b. in the dorm c. in a cafe d. on transport with headphones e. in a quiet environment f. in a noisy environment. In addition, there was one last item stating "Other, please specify" in order to give students an opportunity to state a particular place where they watched the videos. For each item, students were asked to choose among five frequencies from a Likert type scale (never, rarely, sometimes, often, and always). The following table indicates frequencies of students' responses:

Table 4.11
Where students watched videos

	Never	Rarely	Sometimes	Often	Always	*Mean*	*N*
a. At home	3	2	1	5	13	4.00	24
b. In the dorm	19	-	-	1	4	1.79	24
c. In a cafe	21	2	1	-	-	1.17	24
d. On transport with headphones	20	3	-	1	-	1.25	24
e. In a quiet environment	4	1	3	3	13	3.83	24
f. In a noisy environment	15	5	4	-	-	1.54	24
g. Other, please specify: Shopping mall	1	-	-	-	-	1.00	1

As it can be seen from Table 4.11, 19 students stated they *always*, *often*, or *sometimes* watched videos at home, which is equal to the number of students who *never* watched videos in the dorm. This might be interpreted as nineteen students out of twenty-four live at home while five of them live in a dorm. Besides, looking at the table it can easily be noticed that frequencies for the number of students who *never* watched videos in a cafe (*f*=21) or on transport with headphones (*f*=20) are quite high, which means almost all of the participants of this flipped class preferred to watch videos in a place where they live. This could also be proved by the fact that none of the students stated any other place where they watched videos. There was only one student (S7F) who chose "never" from the Likert type scale writing "shopping mall" as an answer, which means she did not actually suggest a different place to watch videos. Last point to mention is majority of the students in this flipped class (*f*=16) *always* or *often* watched videos in a quiet environment whereas none of the students (*f*=0) stated they *always* or *often* watched videos in a noisy environment. Besides, the

majority of the students (*f*=19) reported they *never* or *rarely* preferred noisy places to watch videos. That is, most of the students in this flipped classroom preferred quiet environments to learn the content through videos set as homework by their teacher.

4.2 Student Focus Group Interview Results

Qualitative data for the summative evaluation of this study were also collected through a student focus group interview protocol (*n*=10) which aimed to investigate college students' perceptions over writing skills development in flipped classes. Data collected through student focus group interviews were subjected to content analysis in which different categories and codes emerged. Those categories and codes are presented in the relevant subtitles below. Also, while reporting the results, the anonymity of participants are kept for ethical considerations. Therefore, pseudonyms of the focus group interviewees (e.g. Seda, Cüneyt, and Ozan) are used.

4.2.1 Initial Feelings and Thoughts

As a warm-up question in the focus group interview, students were asked: *How did you react when you first heard of flipped class? What were your first thoughts?* Answers given for flipped classrooms revealed both positive and negative reactions towards flipped classroom before its implementation. Table 4.12 below shows the codes:

Table 4.12
Initial feelings and thoughts

	Codes	*f*
Positive	happy	2
Neutral	-	1
Negative	afraid	1
	difficult	4
	impossible to implement	1

On the one hand, six students out of ten did not like the idea of developing writing skills in a flipped class. For example, Seda asserted that she made fun of the new method and thought it was impossible to implement flipped class because they had been taught with traditional methods for years. Ozan stated that he was surprised as it was the first time he

had ever heard such a method. Two other participants confessed that their first intention was coming to the class without watching the videos. Some others expressed their fear of not being able to understand the videos if they are difficult.

On the other hand, three students out of ten thought the method could be effective. Some of the interviewees ($f=2$) felt happy as thinking flipped classrooms would lead to student autonomy. And lastly one out of ten students were neutral towards flipped class. Table 4.13 presents the frequencies of first reactions of the students towards flipped class:

Table 4.13
First reactions over flipped class

		f
First reactions over flipped class	Dislike	6
	Like	3
	Neutral	1

From the results showed in Table 4.13, it can be concluded that most of the students might dislike the idea of flipping a class when they first hear about it while some others might react to it positively. To interpret the results for this category, it is necessary to investigate whether there has been any change in students' perceptions of the flipped class after attending it, which will be discussed in the rest of this chapter.

4.2.2 Flipped Classroom Experience in General

In the focus group interviews, students were asked: *How would you evaluate/describe your flipped classroom experience in general?* Codes emerged from the qualitative analysis of the data is presented in Table 4.14 below:

Table 4.14
Flipped classroom experience in general

Codes	*f*
effective	10
fun	10
better	8
get help from others	8
time saver	3
increase in writing performance	6
increase in students' skills self-confidence	2

All of the focus group interviewees (*f*=10) stated they found the new method more effective and fun than traditional class. Most of them (*f*=8) believe flipped class is better than traditional class because learning in flipped class becomes easier. In flipped class, you write paragraphs in the class together with your teacher and classmates, so you can get help from them. For instance, Cüneyt responded: "When I cannot write anything, somebody from the class says something. This helps me to come up with a new idea".

In addition, some of the interviewees (*f*=3) stated that flipped classroom is time saver making them learn the content in 8-10 minutes through videos, thus allowing them practice more in the class. Şule mentioned how flipping a class creates more time for classroom practice stating "Learning the content in the class takes 40-50 minutes, but if you learn the content through videos at home, it saves a lot of time." She believes practicing the content is the most difficult part of learning and she was glad that they were able to practice their writing skills with the teacher and their classmates in flipped classes.

Also, most of the students (*f*=6) reported an increase in their writing performance after attending flipped classroom. For example, Ali stated how his grades increased day by day from 5 points to 10 points. Others also talked about how they became more successful in writing by doing out-of-class and in-class activities.

In addition, two focus group interviewees stressed upon the change in their self-confidence level as a result of the development in their writing skills. For instance, Dilek narrated how she turned to be a more self-confident writer in the flipped class with these sentences: "As I enjoyed watching videos with headphones and as I was able to understand the content from the videos, I liked flipped classroom. The time required to come up with new ideas even decreased. Before, I could not think of and write. But later I became more self-confident in writing". By making comparisons between non-flipped and flipped classes, Seda also reported that before attending flipped writing classes she could not even think of a writing topic, but she started to be more creative while writing in the flipped classes.

4.2.3 Students' Positive Perceptions of Flipped Activities Used Outside the Class

In the focus group interviews, students were asked: *What did they like about the out-of-class activities in their flipped classroom?* Data collected could be put into two subcategories: videos (content, techniques, examples, visuals, sound, language level, and others) and video-related tasks. Codes for the category of students' perceptions of flipped classroom activities used outside the class are presented in Table 4.15 below:

Table 4.15
Positive perceptions of flipped activities used outside the class

Codes for the Videos	*f*
content: enough, clear, easy to remember	10
teacher in the video	5
good examples and metaphors	10
permanent learning	10
perfect visuals, easy to remember	8
language level: appropriate	3
video length: appropriate	8
to be able to watch again	5
Codes for the Video-Related Tasks	*f*
positive opinions	10
difficulty level: appropriate	6
online	1
good feedback for video-related tasks	3
graded	1

Videos

All of the students (*f*=10) who attended focus group interviews stated content of the videos were enough, clear, and easy to remember. They did not express any negative opinions on the content of the videos. In addition, students did not express any negative opinions as to the techniques used by the teacher in the video.

Interestingly, both focus groups raised the issue of teacher-made videos and discussed whether it was good to see the teacher in the video or not. In the first group, three students (Ozan, Batu, and Zeynep) thought there was no need for teacher-made videos as they could also learn from other teachers' videos. They were in the opinion that it might be good to see different teaching styles. On the other hand, two students out of five (Şule and Aylin) believed each teacher should shoot their own videos for their own classes although the content of the videos could be prepared by different teachers.

In the second focus group interview, teacher-made videos were also discussed. Ali stated he liked to see the image of the teacher on the right corner of the screen because he could understand the important parts in the content through the teacher's mimics and gestures. Seda was in the same opinion with Ali and responded that seeing the teacher in the video was really good as it created a classroom environment in which one wants to watch the video seeing the teacher's mimics and gestures. Dilek also expressed her positive opinion of seeing the teacher in the videos with these words: "When I started to find concentrating difficult, you made a joke and attracted my attention. Maybe this would not be the case if another teacher shot the video". Cüneyt stressed upon the fact that they were used to their

teacher's teaching style and that helped them to learn easier. He continued saying: "However, we would need time to get used to…2-3 videos...if other teachers shot the videos". Lastly, Elif agreed with all the other interviewees stating that seeing their own teacher in the video made learning easier for them. In summary, all of the five students in the second focus group think teacher-made videos are better. However, one of them asserted that videos could be shot by some other teachers as students would get used to those teachers after 1-2 videos.

Regarding the examples given in the videos, all focus groups interviewees (*f*=10) reported examples were good. One student, Seda, even said exactly this: "I still remember OREO, hamburger…I liked these examples very much. Because, it has been almost two months. If I have not forgotten yet, that means they were really good and unforgettable examples and metaphors". Another participant, Aylin also emphasized that the thing she liked most about the videos was examples and metaphors like OREO and hamburger which she thinks made classes more fun; and helped them learn the content step by step. She also added there were very good and interesting examples, sometimes jokes which helped to keep her interest in the videos more.

As to the visuals used in the videos, some of the participants of the focus group interviews expressed positive opinions. For example, Elif thinks visual memory helped them remember the content in the videos. Cüneyt mentioned: "Visuals were just perfect. Like I said before, we still remember them".

Also, language level of the videos were discussed in the second focus group interview. Three students out of five (Şule, Zeynep, and Aylin) think the language level was good. Şule emphasized the fact that language level of the videos was appropriate for everyone in the class stating that some of her classmates' English is closer to lower intermediate whereas some others' English is closer to higher intermediate even if they are all in the intermediate class. Besides, Zeynep and Aylin agreed with each other that it was good teacher speak slowly and clearly. On the other hand, two students out of five (Ahmet and Ozan) found the language level of the videos a little bit low. They did not complain about it but they suggested that language could be made more sophisticated.

In addition to the content, techniques, examples, visuals, sound, and language level of the videos mentioned above, students touched upon two more points about the videos: video length and an opportunity to watch the videos again.

Students who attended focus group interviews expressed differing ideas on the video length. Şule responded: "I actually think length of the videos was quite good. When it lasted over 10 minutes, I started to get bored and it finished when we could understand the content.

I mean, 8-9 minutes videos very really appropriate". On the other hand, Aylin and Batu said some of the videos were a little long.

During the focus group interviews, Zeynep stated that it was useful to have a chance to watch videos again. She also added that when she missed the class she was able to watch videos and learn the content. Seda emphasized the fact that watching videos again and again made her learn better and she believed that her writing skills developed more. Cüneyt asserted that the best thing for him in the flipped class was to be able to watch the videos even five times when he could not understand the content. He also reminded that he could have asked the teacher maximum twice if he were in non-flipped class. Elif stated flipped classroom with videos was great because she watched videos again before the exams for review. And, Dilek watched the videos again because she wanted to make comparisons between how much of the content she understood for the first time and how much she understood after some time when she watched it for the second time.

Video-Related Tasks

Participants of the focus group interviews shared the same positive opinions on video-related tasks done at home. None of them made any negative comment about the tasks given. For example, Aylin mentioned she was very content to do homework as it helped her to practice the content she learnt in the videos. Cüneyt stated he liked the last online video-related task most. He thinks it was short, but educational. He also added he liked the examples in the homework like "… you are here at home, baby" which he believed were really good. Elif stated she did not face any problem while doing the homework. She added that she found the homework useful in developing their writing skills as they practiced with the homework after watching the videos. She could not find anything in the homework she did not like. Seda raised a different topic regarding the homework stating that she liked to see the video-related task in the video and suggested the teacher should continue to put the task at the end of the videos. She also added it was good to rewind the video to find answers for those tasks. In addition to liking the videos, students found the difficulty level of the tasks appropriate to their English level. Five students from the first focus group answered "no" when they were asked whether they had any problem in understanding the tasks. Also, Cüneyt from the second focus group reported that only the first video-related task was problematic for him because adapting to the new instructional design took time. He did not have any difficulty in the following ones.

Focus group interviewees not only liked the video-related tasks but they also expressed quite positive opinions on the feedback given to the tasks. One student from the first group (Şule) and three students from the second group (Ali, Dilek and Elif) said they liked the feedback. They believed it was really good to see on the board the common mistakes made by them and their classmates; and also to be able to have their mistakes corrected and discussed in the class. Elif also agreed that feedback given in the class through PowerPoint slides was good and added that "seeing the general mistakes my friends made improved my writing skills a lot". Dilek from the second group also agreed with Ali and Elif with these words: "I liked the feedback in which we all together corrected the common mistakes in the class". She added that the feedback given by the teacher through grading their homework papers was also quite useful as she thinks graded assignments made learning more permanent.

4.2.4 Students' Negative Perceptions of Flipped Activities Used outside the Class

Focus group interviewees did not express negative opinions over video-related tasks, but, six students out of ten mentioned the sound of the videos among many other things. One of them (Cüneyt) remarked: "Sound quality was not that good. I mean, there was a little sizzling in the sound. It was not preventing me from hearing, but was a little disturbing". Seda and Elif were in the same opinion with Cüneyt and thought there were echoes in the sound. On the other hand, Zeynep, Ali and Dilek responded the sound was okay. Table 4.16 presents the codes:

Table 4.16
Negative perceptions of flipped activities used outside the class

Codes for the Videos	f
bad sound	3
Codes for the Video-Related Tasks	f
-	0

4.2.5 Students' Positive Perceptions of Flipped Activities Used in the Class

In the focus group interviews, students were asked: *What did they like about in-class activities in their flipped classroom?* Data collected could be put into three subcategories: general writing tasks, individual work and group work, and peer feedback and evaluation.

Codes for the category of students' positive perceptions of flipped classroom activities used in the class are presented in Table 4.17 below:

Table 4.17
Positive perceptions of flipped activities used in the class

Codes	*f*
brainstorming	5
order the sentences	5
one topic another supporting	3
group work	1
peer feedback	4

General writing tasks

Focus group interview transcripts provided more detailed information on students' perceptions over the general writing tasks done in the flipped classroom. There were three activity types mostly mentioned by the interviewees: "brainstorming", "order the sentences" and "one topic another supporting".

First, the participants of the interviews stated that the type of classroom activity they liked most was *brainstorming* (see Figure 4.1 below). Ali responded "yes" when he was asked whether brainstorming prepared them for writing a paragraph. Dilek and Ozan really liked brainstorming because writing a paragraph became easier after they got inspired from their classmates' ideas. Seda and Dilek added: "It was like playing a game. It was not only fun, but also it made learning more permanent". Zeynep also asserted she found brainstorming really useful because there was an opportunity to discuss ideas for topic/supporting/concluding sentences and to discuss relevant/irrelevant ideas.
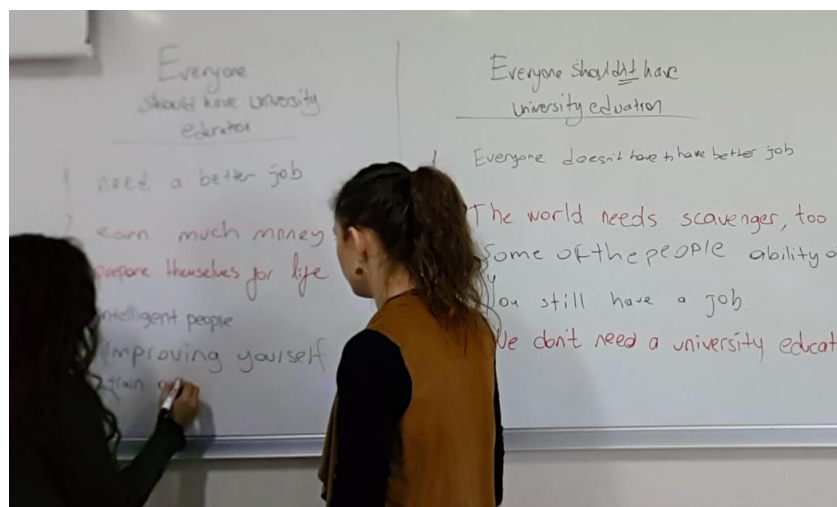
Picture 4.1 Brainstorming activity

Second, the interviewees talked upon *order the sentences* activity (see Appendix U). Ali narrated about his experiences with this type of activity stating this kind of activity helped us to learn sentence types in a paragraph like the topic sentence, body sentences and the concluding sentence. Seda and Elif confessed they first found this type of activity difficult. Seda stated she could not do "order the sentences" activity at the beginning of the flipped class, but she got used to it. She now believed one could learn better with this kind of activities. Elif also talked about her own experience with *order the sentences* activity: "First, I tried to order the sentences according to their meaning, which did not work because I made mistakes as I ordered them with my own ideas. Then, the more we did this kind of activities, the easier it became to both order the sentences and to do all writing tasks in general". Two more interviewees, Dilek and Samet, asserted they liked *order the sentences* activity. Additionally, Samet explained the reason why he liked with these words: "It was fun because it was like doing a puzzle".

Third, interviewees discussed over *one topic another supporting* activity (see Appendix V). Ali described how they were supposed to do this kind of activity. He said he wrote one topic sentence and his classmate sitting next to him wrote one of the supporting sentences appropriate to the topic sentence he wrote. He added that in order to make a whole paragraph, they should not write any irrelevant sentences, which means they need to think carefully. According to him, this kind of activity improved their critical thinking skills and also they were able to benefit from different ideas of their classmates. Zeynep and Şule agreed with Ali and asserted that they both liked *one topic another supporting* activity.

Individual and Group Work

Individual work and group work was not discussed much in the focus group interviews. Most of the students just stated that they would prefer individual work to group work. Only Batu reported he liked being in groups and working in groups saying: "I enjoyed group work because I could help my classmates".

Peer Feedback and Evaluation

Some of the students (Dilek, Ali, Zeynep and Cüneyt) who attended focus group interviews expressed positive opinions on peer feedback and evaluation while some of them (Elif, Seda, Şule, Aylin and Ozan) did not quite like it. Those who liked it stated that peer

feedback and evaluation was useful. For example, Dilek and Ali believed that peer feedback improved their writing skills; and that correcting their peers' writings was good as they became more aware of their own mistakes while they were writing. Zeynep reported getting feedback from peers was not useful, but giving feedback to her peers was really beneficial as it developed her writing skills. Cüneyt was also one of those who liked peer feedback and evaluation because he could ask more questions to his peers who had more time for the feedback than their teacher did. He warned that peer feedback and evaluation was good if taken seriously and done seriously. However, he also confessed that he and his peers sometimes filled in the feedback form quickly so that they would be done for that day.

4.2.6 Students' Negative Perceptions of Flipped Activities Used in the Class

As also can be seen in Table 4.18 below, some of the focus group participants expressed negative opinions over some of the in-class activities. For example, Batu stated that it was not necessary to do *one topic another supporting* activity as a group activity. Batu suggested each student wrote a full paragraph and another student wrote another paragraph as an answer to his/her peer's writing. Besides, Dilek and Elif thought *one topic another supporting* activity was challenging. Dilek complained she had difficulty in this activity because she felt more comfortable in individual work. Elif agreed with Dilek on the fact that it was a difficult activity; and she confessed that she believed she could not do this activity and would need to get help from the teacher.

Table 4.18
Negative perceptions of flipped activities used in the class

Codes	f
one topic another supporting	3
group work	4
peer feedback	5

Some others (*f*=4) complained about group work. For example, Zeynep admitted the fact that she liked individual work more than group work, because people in her groups chatted a lot. She responded "yes" when she was asked whether group work should be removed from the flipped writing classes. Ozan and Aylin responded "no" to the same question, but they suggested some changes. Ozan claimed some group work activities should be kept in the flipped classes, and Aylin suggested that competitions between groups might be added into the flipped classes so that it would be more fun. The issue of group work was

not discussed in the second focus group, but only one student (Seda) mentioned it once saying: "Not everyone was interested in the task in group work".

Regarding peer feedback and evaluation activity, Elif complained that sparing time for peer feedback at the very end of the writing lesson was not a good idea because everyone in the class tried to write something and hand it in so as to have a break. According to her, they did not pay much attention to what they wrote. In addition, Seda, Şule and Ozan asserted peer feedback was not a good class activity not only because their English level was similar but also because the things they know might not be true. Aylin and Ozan also did not believe peer feedback was quite necessary adding that they would prefer to get feedback from the teacher in one-to-one sessions.

4.2.7 Future Classes (Flipped, Non-flipped, or Both)

Interviewees in focus groups discussed about their preferences over flipped, non-flipped, or the mixture of both flipped and non-flipped classes. They expressed their preferences for their future classes, which mostly consisted of preferences over flipped classes.

Looking at the Table 4.19, it can clearly be seen that all five students in the first focus group preferred flipped classroom in the future. For example, Dilek stated she would prefer to be in flipped classes in the future because she believed she was more motivated to learn in the flipped class than she was in non-flipped class. Elif also reported she would prefer flipped classroom because it developed their English skills better and allowed to learn individually. Most importantly, all of the five students suggested that flipped classroom model should be implemented to teach not only writing skills but other skills (reading, listening and speaking) as well. One student (Ali) even suggested flipped classroom for subject teachings in the departments of the universities with these words: "I have been learning English for eight years, but I have learnt more in this flipped class now than I had learnt in those eight years before. Therefore; I would choose to be in the flipped class in my department, too".

Table 4.19
Preferences over future classes

	Student Name	Flipped	Non-flipped	Both
First Focus Group	Dilek	all skills in English	-	-
	Elif	all skills in English	-	-
	Cüneyt	all skills in English	-	-
	Seda	all skills in English	-	-
	Ali	English and all subjects	-	-
Second Focus Group	Aylin	English and science subjects	non-science subjects	-
	Şule	only writing in English	grammar in English	-
	Zeynep	all skills in English	-	-
	Batu	all skills in English	-	-
	Ozan	**-**	-	English

When looked at the second group in Table 4.19 above, it can be seen that Aylin preferred flipped class for all skills of English and also for science subjects in her department because she thought she learned better in flipped classes whereas she chose non-flipped class for non-science subjects in her department. Şule thought flipped classroom was effective for writing skill, but might not be effective for grammar because she would like to ask her questions immediately. Zeynep and Batu would prefer flipped class for all skills in English as it had many advantages whereas Ozan wanted to be in a class where both flipped and non-flipped classroom techniques were used as they would appeal to different learning styles.

Future Classes (Flipped, Non-flipped, or Both) of the Future English teachers

In the focus group interviews, there were two students who want to be an English teacher in the future. They were asked whether they would implement flipped classroom model into their teaching. Batu said if he were allowed to do, he would only use flipped classroom model. Zeynep also stated she would definitely applied flipped classroom model to her future classes because this model made everything easier and saved a lot of time from the class-time for practice.

4.2.8 Suggestions for Future Flipped Classes

Students who attended focus group interviews (f=10) were asked to provide suggestions or advice for flipped classes that would be implemented in the future. However, there were not many suggestions got from focus group interviewees. After the qualitative analysis of the transcriptions, some codes emerged from the interviews which could be seen in Table 4.20 below:

Table 4.20
Suggestions for future classes

Codes	f
technology-related	5
decrease in the number of students	5

Zeynep reminded although they did not have such kind of problems, the possibility of students without computers and access to the Internet should be taken into account while designing new flipped classes. Regarding this technological issue, Şule suggested videos could be given in flash-discs or CDs to the students who do not have the internet and Aylin recommended PCs could be given to students by the department in private universities. Ozan stated the environment where videos were shot could be changed to a class in order to make videos seem more professional. And Dilek proposed different software programs could be used to shoot different videos and so to lessen the chance of students' getting bored. In addition, Batu offered to prepare videos which could be used for all classes in the institution. He believed it was better teachers work together, prepare videos and make videos better as much as possible. This would not only make things easier for teachers (Batu), but also lead to standardization in the content delivered in that institution (Şule and Aylin). In the second focus group, all interviewees (Ali, Cüneyt, Dilek, Elif and Seda) advised reducing the number of students in classes if it is to be flipped. Seda and Ali stressed upon that they were supposed to do a lot of group work in flipped classes, so it would be easier to control the groups if they were smaller.

All in all, data from obtained from student surveys and focus group interviews were triangulated. Table 4.21 below shows triangulated categories and codes for student surveys and focus group interviews:

Table 4.21

Triangulated categories and codes for focus group interviews and surveys

Categories	Codes
Flipped classroom experience in general	effective fun better writing becomes easier opportunity for more practice and get help from others increase in students' skills development time saver
Positive perceptions of flipped classroom activities used outside the class	*Videos:* good examples and metaphors, permanent learning good visuals good sound language level video length to be able to watch again *Video-related tasks::* positive opinions
Positive perceptions of flipped classroom activities used in the class	good examples one topic another supporting brainstorming getting help from others group work peer feedback
Negative perceptions of flipped classroom activities used outside the class	*Videos:* bad sound low/high language level *Video-related tasks:* -
Negative perceptions of flipped classroom activities used in the class	one topic another supporting group work peer feedback
Future class preferences	flipped, non-flipped, both
Suggestions for future classes	technology

4.3 Researcher Reflection Journal Results

As part of the formative evaluation of this action study, I kept a journal for seven weeks while implementing the flipped writing class. Please, see Appendix G for a sample

page from the journal. In the journal, I noted down what happened during the classes and what comments students made on classroom activities. After each lesson, I reflected on my notes. Also, I recorded how many students watched videos, did their homework, submitted their paragraphs at the end of the lessons, and how many points they got for the assignments (see Appendix T). Results of the data analysis were mostly in line with the above-mentioned results of classroom observations done by other instructors and feedback got from students as part of the formative evaluation of the study.

In the very first week of the journal, it was mentioned how excited students got and how they reacted positively towards flipped classroom after watching the first video. Two students were recorded with their positive comments they made. One said she had watched the video with her family and they all liked it. Another stated she had watched the video with her sister and her sister had thought education must be like this in every school adding that the software used for the videos was a really good one.

In the following weeks, I began to realize changes in my lessons. Students came to class prepared for lessons and answered all questions about the videos. I wrote: "Especially, the thing that really made me happy as a teacher was their success in listing without any hesitation all parts of the hamburger referring to the parts of a paragraph which they learnt in the video." Besides, students were reported to be more engaged in classroom activities; and more motivated while they were writing. I noted down:

> Emre, one of the weakest students in my class, seemed interested in writing his paragraph. He asked me and his peers for an advice for his topic sentence. What was more surprising for me was Servet, who is also one of the least motivated students, helped Emre with his writing.

Also, it can be seen from the words above that students were able to get help from others while they wrote their paragraphs. I reported that my class was more collaborative and interactive than before. Students worked in their groups asking questions to each other and getting help from their peers. I wrote: "They got help from each other and asked me questions only if they cannot decide on with their peers. That was a big relief for me as I did not have to deal with simple questions". I also stated I had had a chance to talk to all students, even the quietest ones. I observed that each tried to contribute more in order not to let their group members down. However, in the sixth week I noted down that I had to warn some groups so that everyone would contribute equally.

In the journal, I also wrote how much the students' writing scores increased. During the fourth week, I reported to be happy when most of the students had gotten six points out

of ten and also when I realized that students were able to use transition signals correctly and effectively. Also, in the sixth week, I mentioned about two weakest students of the class and how they were able to hand me in a full paragraph for the first time in the semester. Lastly, in the seventh week I reported that most of the students got their highest point of the semester.

Moreover, it was written that students had problems with self-edit checklist and peer editing worksheet at first. One of the problems was students could not understand how to use those forms as it was the first time they saw such things. I wrote: "If I were to teach these two lessons again, I would train my students more in how to use the forms by giving examples." Second problem was that some of the students thought filling in those forms was unnecssary and they were not eager to do it. In addition, one student did not want to do peer editing and evaluation as he thought his friend wrote a paper without any mistakes. But, I said to the student that he would have read a good piece of writing even if he cannot find anything to be changed. Then, he was convinced and was later seen taking notes for himself. After that lesson, I wrote in my journal that I had done a big mistake by adding those two activities (self-editing and peer feedback) into the syllabus. However, I also wrote that I decided to keep on doing them after I had read the forms and seen how useful feedback students were able to give each other. For example, one student was able to find the problematic usage of "the" in her peer's writing and correct it.

Picture 4.2 Peer feedback example in Turkish and English

Another student suggested his peer to study prepositions more. One other student suggested her peer could give more specific examples. On the other hand, some students

unfortunately provided wrong feedback, which made me think about checking all peer editing forms at home. Students got better and better in peer evaluation in time. In the last week, I wrote: "This time as they knew how to evaluate and give feedback, they did not ask me a lot of questions. I was able to monitor them continuously and this time I was sure of the progress they made."

4.4 Non-Participant Teacher Observation Results

Four instructors from the same institution visited the flipped classroom to observe and take field notes on the flow of the lessons; and then attended a post-meeting with the researcher (me) to evaluate lessons by discussing their notes and answers to the flipped classroom observation questions.

Analysis of the field notes and the qualitative data collected through observation questions showed that all lessons were carried out as they had been designed. Observers remarked that the teacher had started each lesson by checking whether students watched the videos before coming to the class; asking questions about the videos to activate their prior knowledge; and giving feedback on video-related tasks to show students how well they did. They believed adequate time was devoted to each activity and time was mostly allocated for production.

According to the observers, each activity reached its aim as students were able to connect theory to practice. Most of the students were reported to come to the class prepared; attentive during the tasks; motivated to learn; exchanged and discussed ideas with their peers; got help from their peers and the teacher; corrected their peers' mistakes and provided feedback to them.

Observers also mentioned the teacher was interested in lesson; made use of a variety of teaching techniques such as individual, pair and group work; was the facilitator who only guided students when they needed rather than spoon-fed them; monitored students continuously; answer students' questions; provided constant feedback; and encouraged students to be interested in tasks and work together.

All in all, all of the observers (*N=4*) thought flipped nature of the classroom solved the common problems faced in the writing class by creating a positive and effective learning atmosphere in the class. However, results also revealed two areas that needed improvement. One was about supplementary vocabulary activities related to the topic, so I prepared extra vocabulary tasks. Another was about a change in the second part of the peer editing form

where some example sentences were suggested to be added so that students would be able to evaluate their peers' writing more effectively. It was thought the form with sample sentences could demotivate students with too much information on it, and it was decided to train students more by giving examples on the board in the following week.

4.5 Student Feedback Document Results

As part of the formative evaluation, students in the flipped class were asked to evaluate the video, feedback given for video-related assignments, in-class activities, and peer feedback and evaluation activity. After the analysis of student feedback documents, it was seen that results were mostly in line with those of the researcher reflection journal and the classroom observations.

It was revealed that students liked the video because they thought it was educational and made learning permanent with good and catchy examples, visuals, and caricatures in it. They also liked video length and language level used in the video. One student expressed his opinions with these words: "Video was really good. Our teacher spoke fluently and she had the full knowledge of the subject. I did not get bored even for a second while watching the video and I learnt a lot". On the other hand, some of the students complained about the sound level of the video. Therefore, the teacher-researcher made the recording voice higher for the following videos.

Results regarding the feedback given to the video-related tasks were positive, therefore, nothing was changed. All students reported that feedback given for video-related tasks was really useful in developing their writing skills as it enabled them not to repeat their own mistakes in their own paragraphs. Through the feedback given on the video-related tasks, they were able to see the common writing mistakes made by others. What they found most beneficial about the feedback on video-related tasks was the good atmosphere it created through discussions. One of them wrote: "it was really useful to discuss our mistakes because this lead to permanen learning". Also, another student commented on the way the feedback was given stating: "I think it was good to see our mistakes on the slides. It was also good that they were the original sentences that I and my friends wrote in the tasks". What was confusing for me about the feedback part in the student feedback documents was that some students found it a little bit long whereas some others suggested keeping them even longer. Therefore, it was decided to keep them as they were.

Results for the classroom activities showed that students held positive perceptions over classroom activities such as vocabulary exercises (fill in the blanks, find the opposite words, complete the missing part in a phrase, and find the jumbled words), brainstorming, and writing a full paragraph on a template with a mind map. Students stressed upon the fact that those exercises were sueful and made them love the writing classes more than before. Students also reported playing vocabulary games made learning fun and effective. For example, one student stated: "Playing games contributed a lot into our learning. It also lead to permanent learning. If we hadn't done play vocabulary games our writing performance would not have increased that much". Another student reported: "Vocabulary games and exercises were good for writing a paragraph as they prepared us for the paragraph. I learned new words and used them in my paragraphs". Two students suggested doing more vocabulary exercises, so it was decided to add more vocabulary activities into the flipped writing class. Other students also said that brainstorming and using a mind map before writing a paragraph made writing easier. Although some students thought activities done before writing a full paragraph was a waste of time, most of the students found them useful in developing their writing skills.

Results for the peer feedback and evaluation activity revealed that some students found it useful. They believed that developed their own writing skills while evaluating their peers' papers. One student described his experience with these words: "The feedback I got from my peer helped me hear about new and different opinions on my writing. Also, it contributed a lot into my writing skills development". Another student stated: "Getting feedback both from my peers and the teacher helped me improve my writing more".

On the other hand, some others thought it was a waste of time as they could not learn anything from their peers. Those who saw peer feedback and evaluation unnecessary also stated that teacher feedback would be enough. In student feedback documents, unfortunately, there were not any comments on the problems students faced in their flipped class and students did not suggest anything for the further implementation of flipped classes. So, peer feedback and evaluation activity was decided to be kept in the flipped classes to provide time for students to get used to this new type of activity and to realize its effectiveness.

4.6 Pre-Test and Post-Test Results

One of the research questions of this action study was: *How does flipped classroom affect EFL students' writing skills development in a private university preparatory class?*

For this aim, it was necessary to investigate whether there was a significant difference in EFL writing scores between those who attended flipped class and those who attended non-flipped class. It included an application of a writing quiz to both flipped and non-flipped classes as a pre and posttest. Therefore, it was administered with each class twice: once before the study started and once again at the end of the study.

Independent samples t-test for pre-test results of both groups was conducted in SPSS 20 software to make sure that two classes were equal in terms of writing proficiency before the implementation. This was important because if they were not equal, it would not be possible to compare the groups after the implementation. Results of the statistical analysis are in the table:

Table 4.22
Independent-samples t-test for pre-test results

	N	Mean	SD	t	df	p
Flipped Class	24	3.58	1.76			
				-.62	46	.541*
Non-flipped Class	24	3.90	1.75			

*p>.05

Results which could be seen in the table above revealed that there was not a significant difference in pre-test scores between students who were in the flipped class (M=3.58, SD=1.76) and students who were in the non-flipped class (M=3.90, SD=1.75); t (46) = -.62, p<.05. That is, as two classes were similar before the implementation it would be possible to compare them after the implementation. It became possible to check how flipping a class affected students' writing skills development compared to those who were not in the flipped class.

Independent-samples t-test with the post-test scores of the students was also conducted and results showed that there was a statistically significant difference in the post-test writing scores between those who attended the flipped class (M=6.88, SD=2.09) and those who did not attend the flipped class (M=4.90, SD=1.55); t(46)=3.73, p<.05, r^2 = .23. Table 4.23 below presents the post-test results of the flipped and non-flipped classes:

Table 4.23
Independent-samples t-test for post-test results

	N	Mean	SD	t	df	p
Flipped Class	24	6.88	2.09			
				3.73	46	.001*
Non-flipped Class	24	4.90	1.55			

*p<.05

As it can be seen in the table, the mean score for the post-test results of the flipped class (M=6.88) was higher than the mean score for the post-test results of the non-flipped class (M=4.90); and according to Cohen (1988) the effect size of this mean difference (r^2 = .23) is large. Therefore, it can be stated that students in the flipped class did better in the post test than the students in the non-flipped class. That is, flipping a class appears to be an effective way of increasing student writing skills development. However, paired-samples t-tests needed to be carried out in order to prove that flipping a class is a better method than the traditional class.

Two paired-samples t-tests was done with an aim to determine student writing performance within their groups. Table 4.24 below shows the summary of these two statistical tests:

Table 4.24
Comparison of pre- and post-tests of the flipped and non-flipped classes within group

		N	Mean	SD	t	df	p
	Pre-test	24	3.58	1.76			
Flipped Class					-9.02	23	.000*
	Post-test	24	6.88	2.09			
	Pre-test	24	3.90	1.75			
Non-flipped Class					-2.91	23	.008*
	Post-test	24	4.90	1.55			

*p<.05

As Table 4.24 makes it clear, first paired-samples t-test revealed that scores of the flipped class were significantly higher for the post-test (M=6.88, SD=2.09) than for the pre-test (M=3.58, SD=1.76); t (23) =-9.02, p<.05, r^2 = .78). In addition, second paired-samples t-test showed that scores of the non-flipped class were significantly higher for the post-test (M=4.90, SD=1.55) than for the pre-test (M=3.90, SD=1.75); t (23) =-2.91, p<.05, r^2 = .27).

According to Cohen (1988) both effect sizes are large, which means both flipped class and non-flipped class improved writing skills throughout the study. However, it is clearly seen that the effect size for the flipped class ($r^2 = .78$) is relatively higher than the one for the non-flipped class ($r^2 = .27$). That is, flipped class showed greater improvement than non-flipped class and it proves flipping a class is a better way of improving students' writing skills development compared to non-flipping.

4.7 Summary of the Results

Qualitative results of this action study revealed mostly positive perceptions towards flipped classroom and developing EFLwriting skills in colleges. Although most of the students disliked the idea of flipping a class when they first hear about it, their perceptions changed after attending the flipped class. At the end of the study when asked about their flipped classroom experience in general, all of the students stated that they found the new method more effective, useful and fun than the non-flipped class. All of the students were in the opinion that flipped classroom made writing easier because they could get help from their teacher and classmates while writing paragraphs in the class. Some believed flipped classroom was time saver as they were able to learn the content in 8-10 minutes through videos, thus it allowed them practice more in the class. Some asserted a noticeable increase in their writing skills development and their self-confidence to write as a result of attending flipped classroom. Most of them also mentioned that the opportunity to practice and revise in the flipped class together with activities, visuals and examples made the content difficult to forget and led to permanent learning.

When asked about the things they liked and disliked in the flipped classroom, almost all of the students stated they liked these components of the flipped classroom: content of the videos, techniques used by the teacher in teaching, examples given and visuals provided in the videos, English language level used in the videos, video-related tasks given to do after watching videos, general writing tasks such as "brainstorming" and "order the sentences", individual work, and peer teaching. They described both out-of-class and in-class activities as "useful", "very good", "effective", "appropriate to their level" and "fun". However, there were three components of the flipped classroom that was not quite liked by some students. First was the sound quality of the videos as they found it to be low, deep and with echoes. Second was group work done during in-class activities. Some students did not like it for several reasons such as not everyone contributed enough to the tasks; there was chaos in the group; there was too much and uncontrolled chatting among group members; and it was

difficult to concentrate on the tasks done in groups. Third was peer feedback and evaluation which was seen as unnecessary because they believed their peers' English level was similar to their own level; and they thought teacher should evaluate their papers and give feedback.

Qualitative results regarding students' preferences over their future English classes revealed that almost all of the students would like to attend flipped classes. Most of them stressed upon the fact that they prefer the flipped classroom not only for writing skill but also for other skills in English such as listening, reading, and speaking. Some of the students suggested flipped classroom could even be implemented for other subjects in their departments. Most interestingly, students who want to be an English teacher in the future said they would definitely applied flipped classroom model to their future classes if they were given a chance. When asked whether they have any suggestions for further implementation of this flipped class, almost all of the students stated it should continue to be implemented as it is. There were very few students who came up with suggestions which were a new recording device to increase sound quality of the videos; shooting videos to be used in the institution; providing videos in flash-discs or CDs to students who cannot access to the Internet; giving PCs to students by their department in private universities; increasing the number of onlinevideo-related tasks; and decreasing the number of group work activities and the number of students in the class.

Quantitative results for the times and places students watched videos showed flipped classroom allowed for personalized learning. Although most of the students stated that they watched videos just after they were set as homework or one day before lessons, there were also a small number of students who stated different preferences over watching videos such as when they did not have time at home but watched videos a few minutes/hours before lessons; when they wanted to revise before exams; or when they missed the class. About the places where they watched videos it was seen that students mostly preferred to watch videos either at their home or in their dormitory which are quiet learning environments. On the other hand, there was a small group of students who watched videos in noisy environments such as in cafes or on transports with headphones.

In addition, results from the quantitative analyses of the writing quiz revealed flipping a class caused an increase in students' writing skills development. Besides, when students' perceptions of their own writing performance were asked in the student survey they responded that flipping a class is useful in developing their English writing skills. That is, students who attended flipped class believe flipping a class developed their English writing skills better than the non-flipped class.

All in all, the findings of this action study revealed that flipped classroom model is an effective way of improving students' English writing skills. Also, students who attended flipped classroom have very positive opinions on the implementation of flipped classroom and suggest its further application.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

English education in Turkey seems not to be achieving its goals although many people desire to learn English. It is essential to find new ways of teaching English, especially teaching EFL writing which is more challenging for students than other skills of English and which with the current methods generally results in low writing performance as well as learners' negative perceptions and/or attitudes towards EFL writing. Keeping these in mind, this study was designed to improve EFL writing classes through the implementation of a new instructional design called "the Flipped Classroom". To this, end, the research questions were set as:

R.Q.1: What are students' perceptions of flipped writing classroom in one private university preparatory class?

R.Q.2: How does flipped classroom affect EFL students' writing skills development in a private university preparatory class?

The flipped classroom designed for this study was conducted for seven weeks at one private university in Turkey. Participants included students from one English preparatory class ($n=24$), one English instructor ($N=1$) as the teacher researcher and five instructors as raters and/or observers ($N=5$). Action research was chosen as a research design and the study was piloted for three weeks. In the pilot study, formal feedback by Pilot Study Video Evaluation Questions and informal feedback through everyday conversations with students were taken. Summative evaluation data were collected through a student survey, student focus group interviews and a writing quiz. During the implementation of the actual study, the flipped class was formatively evaluated and data for the formative evaluation of the study were collected through observation schedule, student feedback documents and researcher reflection journal. After the implementation of the study, summative evaluation was done through a student survey, focus group interviews, and a writing quiz. After the analysis of the qualitative and quantitative data, results revealed that flipped classroom is an effective way of developing students' EFL writing skills. It was also found that students who attended flipped classes have positive perceptions of flipped classroom learning experience.

In the light of the results found in this action study, this chapter discusses the results by drawing conclusions from them. This chapter concludes with the implications this action study might have for further practice and research.

5.1 Discussion and Conclusions

5.1.1 College Students' Perceptions of Flipped EFL Writing Classes

In this study, one of the main aims was to investigate EFL college students' perceptions of flipped writing classes. To begin with, it was seen in the light of the data collected that most of the students did not have positive opinions towards flipped classrooms when they first heard of it. Some did not like the idea of flipping because they had been taught in traditional classrooms for years as also found in Willis (2014)'s study. Also, some others showed resistance because they thought learning the content from the videos would be more difficult. However, students expressed far more positive opinions after attending flipped classrooms. This is also in line with Butt's study (2014) where he measured 25% increase in the number of students who started to think the flipped classroom was beneficial to their learning experience.

Results of this action study showed almost all of the student participants liked the flipped instructional design of the writing classes. The most-cited reason was: Learning the content through videos at home and practicing it by doing the video-related tasks created space for more practice in the class. Like the students in Johnson (2013)'s study who stated flipped classes included more activities for practice, student participants of this action study also believed the more they practiced, the further they developed competency in writing. As in many other studies cited in the literature (Alsowat, 2016; Engin, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015; Johnson & Renner, 2012; Kvashnina & Martynko, 2016; Nawi et al., 2015; See & Conry, 2014; Talbert, 2012; Talley & Scherer, 2013), this might be due to the fact that in flipped classes students practice lower order skills (e.g. remembering, understanding, and applying) at home through videos and video-related tasks; and higher order skills (e.g. analyzing, evaluating and creating) in the class through activities done together with peers and the teacher such as self-editing, revising, peer feedback and evaluation. That is, flipped instructional design allows students more time to develop and

practice their higher order skills (analyzing, evaluating and creating) together with the teacher and their peers in the class.

Results regarding out-of-class activities (videos and video-related tasks) were also positive. Students liked learning from videos and benefited from being able to pause, rewind and replay lessons whenever they needed, which was also true for student participants of many other studies in the literature (Budge, 2015; Johnson, 2013; Roach, 2014). The majority of the students mentioned that flipped classroom saves a lot of time because learning the content through videos takes 8-10 minutes whereas in the traditional class it is usually 40-50 minutes. However, the results of this action study revealed that learning through videos at home would be effective so long as the content of the videos is short, but enough to understand the topic; different teaching techniques are used (e.g. presentation through PowerPoint, questioning, use of visuals and metaphors, giving examples from teacher's own life, and seeing the teacher in the video) to appeal to different learning styles; visuals, metaphors and examples in the videos are interesting enough to attract students' attention and keep them engaged into learning; sound quality is good enough not to hamper learning; language level used in the videos is appropriate to students' language proficiency; and videos do not last longer than 10 minutes so that students will not get bored.

Another aspect to be discussed about out-of class activities in the light of the results this action study is video-related tasks which are given in so as to make students practice what they have learnt from the videos. Results showed that students regarded those video-related tasks as effective in their writing skills' development because the tasks prepared students well for in-class activities. Difficulty level, purpose of the tasks and feedback were three important issues raised by the student participants of this study. From the results, it was understood that it is important to prepare assignments appropriate to students' language level. It was also seen that it is necessary to explain students what they are supposed to do in the tasks and why they are doing. Grading the assignments might be an effective way to show students how much they were able to achieve when they learn on their own, which was obviously quite liked by the student participants of this study. Besides; students expressed very positive opinions towards teacher feedback given to the video-related tasks and class discussions on the common mistakes made in their assignments.

Results regarding in-class activities revealed that tasks done in the class were relevant and appropriate to students' needs, interests and expectations. Through this action study, it was also shown flipped classroom was more fun compared to the traditional class, which is in line with other studies (Clark, 2013; Çalışkan, 2016; Obari & Lambacher, 2015; Sierra, 2015; Yavuz, 2016) where students found flipped classroom more enjoyable than non-

flipped classes. This is probably due to the change in students' role from passive listeners of a forty or fifty-minute-lasting lectures to active learners who construct knowledge by themselves "as they attempt to make sense of their experiences" (Driscoll, 2000, p.387). All of the research participants reported they liked the idea of learning the content through 8-10 minute videos and coming to class for practice. Teacher was the one who planned and designed all components of the instruction but acted as "the guide on the side" throughout the learning and teaching processes (King, 1993, p.30). Students did not get bored and involved in tasks in an active learning environment, which was similar to Hung's flipped class (2015). This was created through the *learning culture* which is one of the four pillars of flipped classrooms and which is "learner-centered" filled with "meaningful, scaffolded and accessible learning activities" done under the guidance of the teacher (Flipped Learning Network, 2014).

Besides, students in this action study and some other studies cited in the literature (Clark, 2013; Price, 2013; Triantafyllou, Timcenko & Kofoed, 2015) reported how beneficial it was to be able to get help from the teacher and their peers while developing their skills in flipped classes. It was really useful for the students because they needed more help in practicing stage than in learning stage. A relationship between this perception and Vygotsky's ideas could be built. Vygotsky stressed upon the fact that knowledge is created through socialization - individual's interaction with others in a socio-cultural context (1978); and that in the Zone of Proximal Development (ZPD) students can reach the highest potential level of them if they interact with and are supported by others. Students in this study reported they had learned a lot and taught a lot in group work, peer teaching, and peer feedback and evaluation activities done in the flipped classroom. They also stated they were able to hear different opinions in this flipped class, which is obviously the result of the increased interactions in flipped classes (Brown, 2012; Clark, 2013; Johnson & Renner, 2012; Lage, Platt, & Treglia, 2000; Marrs & Novak, 2004; Murray, Koziniec, & McGill, 2015; Nawi et al., 2015; Schullery, Reck, & Schullery, 2011; Roach, 2014; Ronchetti, 2010; Yemma, 2015). However, this study also revealed students wanted a balance between individual and group work because they complained about the high number of group work activities done in this flipped class. It is also good not to do a lot of group work activities in a row as group work is "likely to be noisy" (Harmer, 2007b, p. 166), which was one of the things students complained about most in this study.

In addition, some of the students asserted that peer teaching and peer feedback and evaluation activities were useful in developing their writing skills as in several other studies (Althauser & Darnall, 2001; Hu, 2005; Liu & Chai, 2006; Phuwichit, 2016). They reported

that they learned a lot not only from the instruction and feedback they got but also from seeing others' papers and evaluating them, which is in line with Althauser and Darnall's study (2001). On the other hand, some of the students stated that peer teaching and peer feedback and evaluation activities were unnecessary as in some other studies where peer feedback and instruction were not valued as much as teacher feedback and instruction (Miao, Badger, & Zhen, 2006; Saito, 1994; Zhang, 1995). There might be several reasons why peer teaching and feedback were underestimated by students, but students in this study asserted two: first was they were at similar level of English with their peers and second was they were not confident in what they know as the things they know might be wrong. However, teachers of flipped classrooms should introduce peer feedback and evaluation to their students as a way to make them involve in learning process more actively, "rather than substituting a teacher's task" (Vasu, Ling, & Nimehchisalem, 2016, p.159). It should be made clear that peer feedback is as valuable as teacher feedback because peer feedback is useful in developing writing skills as well as the interaction with peers provides students with more opportunities to get help from their peers.

Actually, the above mentioned negative results about group work, peer teaching, and peer feedback and evaluation activities are somewhat in line with Strayer (2007)'s observation that students felt an "unsettledness" with a wide range of new activities in flipped classrooms. However, as Budge (2015) stated "cooperative learning and peer instruction are both proven practices that benefit students" if students get used to them (p.51). Besides; following the previously-mentioned results that flipped classes led to more interaction, collaboration and active learning, these findings suggest that flipped classes are helpful in engaging students into learning (Earley, 2016; Johnson, 2013; McLaughlin & Rhoney, 2015).

Another thing to be discussed about the results of this study is personalized learning which is described by the United States Department of Education (USDOE) as a learning environment in which students are given individualized learning opportunities to master the academic content. According to USDOE, personalization could be about "time, place, and pace" all of which were provided to the students in the flipped class of this action study. Qualitative results of the student survey showed that students reported moving at their own pace by having the possibility of rewinding videos or watching videos again when they missed something or they could not understand something. In addition, they stated they had an opportunity to watch videos whenever and wherever they wanted. They were provided with video links one week before lessons and had access to them for the whole semester. Also, quantitative results of the student survey revealed students watched the videos at

different times such as just after videos were given as homework, one day before lessons, a few hours/minutes before lessons, when they missed class, or when they wanted to study for exams. It was also seen that they learned the content through videos outside the class in quiet environments such as home or dormitory, which was only possible with the flipped nature of instruction. Although the number is small, some students have also stated they watched videos in a cafe or on transport, which means flipped class enabled students to get out of the walls of the traditional classes and learn through technology anywhere. In short, unlike non-flipped classes students in this flipped class were given a chance to learn things at their own pace at any place and at any time they want. This is so called a "flexible learning environment" (Flipped Learning Network, 2014) which is one of the four pillars flipped classes aim to accomplish (For more information, please see Chapter 2).

This action study also showed students' preferences over flipped classroom for their future English classes unlike some of the Math's students in Johnson's study (2013) who claimed flipped classes would not be appropriate for English classes. The majority of the students in this action study stated that they wanted to attend more flipped classes for several reasons which were discussed earlier in this section (e.g. the opportunity for more practice, and for getting help from the teacher and their peers while developing higher-order skills; being more engaged into tasks in an active learning environment; having more fun; and personalized learning). Also, most of the students stressed upon a very important reason for their preference over flipped class stating flipped classroom helped them improve their English writing skills more efficiently and effectively, which will be discussed in-depth under the following subsection. Results of the focus group interviews brought up discussions on preferences over flipped classroom for other skills of English such as speaking, reading and listening. Almost of them found flipped classroom appropriate for other skills of English, too. However, one student expressed her concern over attending flipped classes to learn English grammar. Unfortunately, there are very few studies conducted on flipped classrooms for EFL learners and most of them investigated flipped classrooms over students' overall English performance (Alsowat, 2016; Çalışkan, 2016; Hung, 2015; Kvashnina & Martynko, 2016; Obari & Lambacher, 2015). Therefore, although this action study showed flipped classrooms were effective in writing skills development, more research is needed to be conducted whether flipping speaking, listening, reading, or grammar lessons would be effective. In addition, two students expanded the discussion to their preferences over flipped classroom for the subjects in their departments. One of them stated he would prefer flipped classes for all subjects in his department (medicine) whereas another asserted she would

prefer non-flipped classes for non-science subjects in her department (psychology). However, this discussion is beyond the scope of this action study.

Lastly, results of this action study revealed some suggestions for future flipped classes. Most of the suggestions were related to technology though they emphasized that they did not have some of those problems. They suggested a new recording device to increase the sound quality in the videos; different software programs to shoot different videos so as to lessen the chance of students' getting bored; videos given in flash-discs or CDs in case the Internet connection fails; and PCs given to students by the department in private universities. A good point was made by the student focus group interviewees who advised reducing the number of students in classes if it is to be flipped because they were supposed to do a lot of group work in flipped classes. It is beyond discussion that it will be easier to control the groups if they are smaller (Harmer, 2007b). Last but not least, one student raised up a very significant issue suggesting videos which could be used for all classes in the institution. This would not only make things easier for teachers but also lead to standardization in the content delivery.

5.1.2 EFL Writing Skills Development in Flipped Classes

In this study, one of the main aims was to investigate how flipped classes affect college students' EFL writing skills development. Both qualitative and quantitative results were analyzed to understand how students develop English writing skills in flipped classrooms.

After the statistical analyses of the writing quiz results, it was found that there was a noticeable increase in student writing performance when students attended the flipped class. That is, flipping a class is an effective way of developing English writing skills. In this respect, the findings of the study are in line with the previous studies carried out on the flipped classroom in EFL contexts (Ekmekçi, 2014; Hung, 2015; Kvashnina & Martynko, 2016; Obari & Lambacher, 2015) and also in several other school subjects (Bates & Galloway, 2012; Missildine, Fountain, Summers, & Gosselin, 2013; Nawi et al., 2015; Talley & Scherer, 2013) in which flipped classroom was found effective in triggering learning and increasing academic performance.

In addition, students' perceptions regarding their skills development in flipped classes were asked in the student survey. Results were consistent with the quantitative results of the writing quiz in which flipping a class was found to be a better way of improving student

writing performance when compared to non-flipping. 23 of the survey participants, which makes 79.2% of the respondents, found flipped classroom somewhat useful in developing their writing skills, which is quite close to the percentage of the students (83.3) who stated they learned a lot in Budge's study (2015).

From the qualitative data, it was also seen that students mentioned how their grades for assignments got higher as a result of attending flipped classroom. They talked about how they used to find writing classes difficult before and how they felt very comfortable in writing paragraphs after attending flipped classes. As one of them (S20M) stated this might be due to the fact that they were able to study the content more in depth by practicing in flipped classes. As it was discussed earlier in this section, flipped instructional design was the thing that made more practice possible. Results related to the topic of the development of students' writing skills, some of the survey respondents mentioned that flipping a class leads to permanent learning through more practice and revising; and through activities, visuals, metaphors and examples which were difficult to forget. In addition, qualitative results from focus group interviews revealed how students became more self-confident in writing due to the development in their writing skills.

To conclude, this study showed it is possible to improve the quality of writing instruction and college students' writing skills development by combining product and process approaches. The study revealed how useful students found pre-writing activities (e.g. brainstorming and group work). Through this study, it was seen that students in flipped classes were able to share ideas with their peers before they started to write. Also, they were able to get help from their peers when they were stuck and could not write more. Participants of the study also stated "order the sentences" activities helped them learn the organization of their ideas in a paragraph although some of them found this kind of activities challenging first. More importantly students in the flipped class had opportunities to revise and edit their drafts in the class before submitting the final products, which actually required a lot of time and was not always feasible in non-flipped classes. In short, the results of the study are in line with Brown's ideas that students should be taught not only to focus on producing a final product but also on the process - to "generate ideas", "organize them coherently", "revise", and "edit" (2001, p.335). And, flipped nature of the instructional design enabled the teacher to integrate process approach to the curriculum.

5.2 Implications for Practice

The results of this action study showed that students who attended flipped classroom held positive opinions towards the flipped writing classes and that flipped classroom was effective in developing student writing skills in EFL classes. This study has some implications for practice.

In the light of the results, it can be suggested that flipped classrooms are incorporated into future EFL curriculum in this particular university to improve preparatory school writing instruction. Curriculum developers in the School of Foreign Languages of the university could consider integrating this flipped classroom into the preparatory class language curriculum to develop students' writing skills, and in a broader sense to enhance the effectiveness of their English language education. The implementation of flipped classroom might be a good decision curriculum developers would make because it may both help teachers enrich their practices and students solve the problems they face while learning English.

Secondly, this study showed that before flipping starts, "several years of ingrained habits and beliefs must be overcome" as Rotellar and Cain (2016) also stated (p.5). Not only students but also teachers need to be convinced that this change will be advantageous for both sides. Therefore, both students and teachers should be trained on flipped classroom because it is a highly new way of instruction. In addition; as the results of this study showed there might always be some resistance to something new, therefore, students and teachers should be well-informed on the nature of the flipped class and its goals.

From the results of this action study, it can be inferred students and teachers in the future flipped classes must know flipped classroom is not just about videos being watched outside the classroom, but it is more than that. As the results of this study revealed, video-related tasks are necessary to practice the content in the videos and class time is enriched with meaningful and appropriate learning tasks for an effective flipped classroom.

Suggestions from the student participants showed that sound in the video must be of good quality and sound level should be high enough for students to hear everything clearly. Also, a great attention should be paid to the level of the language used in videos which must be "appropriate" for students' level of English. An entry in the researcher reflection journal also revealed that one of the most successful students once suggested language level could be higher in the videos and subtitles might be added. Therefore, in the further implementations of the flipped classroom, making the language level used in the videos higher and adding subtitles to them might be considered.

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Results also showed that teachers should also make sure that video-related tasks they give to the students prepare students for in-class activities. That is because students in flipped classes need to build connections between the videos, video-related tasks and in-class activities in order to construct new knowledge and skills. Besides, students of this action study found the teacher feedback for the video-related tasks useful in developing their writing skills, and this could also be turned into an interactive activity in which students discuss the common mistakes in their writings.

As to the flipped practices, this study showed flipped classroom brought new challenges for teachers while the class time was freed up (Enfield, 2013). Curriculum developers and teachers who want to flip classes should plan both out-of-class (videos and video-related tasks) and in-class activities - "intentional content" - in detail and they must try to make the content "differentiated", "relevant" and "accessible to all students" (Flipped Learning Network, 2014). It is highly recommended that a committee of teachers, curriculum developers, experts, and students work together before developing new learning activities. In addition, it is also important that students would not get bored during the implementation of the flipped classes which could be done through several techniques such as keeping videos maximum 8-10 minutes; using interesting visuals, metaphors and examples; and making the teacher visible in the videos.

Besides, in the incorporation of flipped EFL classes, teachers should not act as *the sages on the stage* but be both *the guides on the side* leading students towards the goals (King, 1993) and *the professional educators* giving feedback, conducting formative and summative assessments, and talking to other educators to make instruction better (Flipped Learning Network, 2014).

Lastly, through a single practitioner this action study provided an initiative and further practices could be done for school improvement including more practitioners or they could be done as cohort studies.

5.3 Implications for Further Research

The results of this study have some implications for further research considering college students' perceptions over developing English writing skills and the effects of flipped classroom on their skills development. First of all, this study showed that action study is a good way of reaching new solutions for the improvement of school practices by developing students' English skills and getting positive feedback from students. This action

study might provide an opportunity for curriculum developers and teachers to adapt the current EFL curriculum for future practices through gathering information on the curriculum and gaining insights on the effectiveness of the curriculum. Thus, other schools might also consider carrying out an action study to solve their specific problems in their own educational contexts. However, for further research, number of the participants could be increased so that it could be seen whether flipped classroom would also be effective with people who possess different needs, interests, and expectations.

Second, the present study was conducted as an action research by an internal researcher (me) who was an English language instructor investigating the impact of a flipped EFL writing class on college students' perceptions and their skills development at the school where the researcher was teaching English. To provide a different perceptive and valuable insights for the improvement of school practices, an external researcher could be involved into the study.

Next, given the results that students who are trained to be English teachers in the future had also expressed positive opinions towards their flipped experience and its further implementation, a further research could investigate into future English teachers' perceptions, attitudes, or self-efficacy levels for flipped classrooms. The implications of such a study may provide further insights into the implementation of flipped classroom from the perspectives of future teachers.

Furthermore, this study was done with teacher-created videos but shooting videos required a lot of time and energy. Therefore, a further research could be conducted with videos created for an institutional use by a group of teachers in order to increase the efficiency of the flipped classroom. Such a study could not only save time and energy for teachers but also create a professional working environment with increased cooperation and collaboration among teachers. In addition, a study with videos created for institutional use could yield insights into standardization of the content delivery throughout all of the classes in the school. Also, textbook writers could integrate flipped classes, in which video-related resources could already be embedded.

To conclude, it is hoped that the above-mentioned implications of this action study will provide deeper insight into future research and issues about the implementation of flipped classrooms in language education.

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APPENDICES

APPENDIX A: Timetable of the Study

Timetable of the study

Months		5	6	7	8	9	10	11	12	1	2	3	4	5
Pre-Implementation	Literature review	x	x	x										
	Informal needs analysis	x	x	x										
	Adaptation of flipped class activities		x	x	x									
	Pilot study				x									
	Development of data collection instruments				x	x	x	x						
Implementation	Pre-test: writing quiz								x					
	Implementation of the flipped writing class								x	x				
Post-Implementation	Student Survey Focus Group Interviews Post-test: writing quiz									x				
	Analysis and reporting of the results									x	x	x	x	x

APPENDIX B: Student Survey

Flipped Classroom Survey for Students

The purpose of this survey is to examine students' perceptions of developing writing skills in a flipped writing classroom at one private university in Turkey. Your responses will provide us with invaluable data on understanding how you benefited from the flipped classroom and how we can improve writing classes using this method. Therefore, it is important that you respond to all items carefully and honestly. Please, note that answers to this survey are anonymous and confidential, and participation is voluntary. Thank you for your contributions and time!

<div align="center">

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</div>

Part I: Background Information

a. Sex: Male ☐ Female ☐

b. Age:

c. Department:

d. High school you graduated from: (Select one)

☐ Private/Foundation

☐ General Public

☐ Anatolian

☐ Vocational and Technical

☐ Other, please, specify:

e. Have you attended flipped writing course for English preparatory classes before?: Yes ☐ No ☐

Part II: Survey Questions

1. How would you describe your flipped classroom experience in general? Please, explain it in details?

……

……

……

……

……

2. How do you evaluate the quality of videos in terms of the following dimensions? Please, provide details for the following.

a. Content:

   …………………………………………………………………………………………………..

b. Teaching methods and techniques:

   …………………………………………………………………………………………………

c. Examples:

   ………………………………………………………………………………………………….

d. Visuals and sounds:

   …………………………………………………………………………………………………..

e. Language level:

   …………………………………………………………………………………………………..

f. End-of-video tasks or assignments:

   …………………………………………………………………………………………………..

g. Other: (please specify)

   …………………………………………………………………………………………………..

3. What did NOT you like about the videos and suggest to change? Write all that comes to your mind and explain the reasons for each.

……

……

……

……

4. How do you evaluate the quality of the in-class activities? Please provide details for the following:

    a.   General writing tasks:

…………………………………………………………………………………………………..

    b.   Group work:

…………………………………………………………………………………………………..

    c.   Individual work:

…………………………………………………………………………………………………..

    d.   Peer teaching:

…………………………………………………………………………………………………..

    e.   Peer feedback and evaluation:

…………………………………………………………………………………………………..

    f.   Other: (please specify)

…………………………………………………………………………………………………..

5. What did NOT you like about the in-class activities and which kind of activities would you suggest to change? Please, provide details.

……

……

……

……

6. When you think of your flipped classroom experience in general, what would you like to change? Please, explain in detail by providing examples.

a.   Out-of-class activities (videos and video-related tasks):

……

……

……

b.   In-class activities:

……

……

……

c.   Other things: (please specify)

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

7. For your future English classes if you had a chance, which one would you prefer: Traditional, Flipped, or Both? Explain the reasons for your choice.

> Traditional Classroom: (learning how to write paragraphs at school, then writing paragraphs at home as homework)
>
> Flipped Classroom: (watching videos of how to write paragraphs at home for homework, then doing activities and writing in class with the teacher and classmates)

………

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………

………

8. In your opinion, how useful is flipped classroom in developing your writing skills? Please choose one of the options that is true for you.

	Completely Agree	Mostly Agree	Moderately Agree	Slightly Agree	Disagree
I think flipped classroom is useful in developing my writing skills.	☐	☐	☐	☐	☐

PART III: Study Time for Videos

1. When did you watch the videos? (Choose the frequency for ALL options.)*

	Never	Rarely	Sometimes	Often	Always
a. just after they were assigned as homework	☐	☐	☐	☐	☐
b. one day before the lesson	☐	☐	☐	☐	☐
c. a few hours/minutes before the lesson	☐	☐	☐	☐	☐
d. before the exam as a review	☐	☐	☐	☐	☐
e. during class work time	☐	☐	☐	☐	☐
f. when class was missed (sick, absent, etc.)	☐	☐	☐	☐	☐
g. other, please specify:	☐	☐	☐	☐	☐

2. Where did you watch the videos? (Choose the frequency for ALL options.)*

	Never	Rarely	Sometimes	Often	Always
a. at home	☐	☐	☐	☐	☐
b. in a dormitory	☐	☐	☐	☐	☐
c. in a cafe	☐	☐	☐	☐	☐
d. with headphones while on a transport (bus, car, train, etc.)	☐	☐	☐	☐	☐
e. in a quiet environment	☐	☐	☐	☐	☐
f. in a noisy environment	☐	☐	☐	☐	☐
g. other, please specify:	☐	☐	☐	☐	☐

PART IV: Comments and Suggestions

1. I would appreciate if you write any other comments or suggestions regarding skills development through flipped classrooms.

………
………
………
………

End of survey.

Thank you for your contributions.

Bu anket ---------- Üniversitesi hazırlık sınıfındaki öğrencilerin ters yüz edilmiş sınıfta (flipped classroom) geliştirdikleri yazma becerileriyle ilgili algılarını incelemek amacıyla hazırlanmıştır. Anketteki tüm sorulara dürüst ve dikkatli bir şekilde cevap vermeniz büyük önem taşımaktadır. Katılımın gönüllük esasına dayalı olduğunu hatırlatır vereceğiniz cevapların kesinlikle gizli tutulacağını ve sadece bilimsel amaçlarla kullanılacağını belirtmek isterim. Zaman ayırdığınız ve katkıda bulunduğunuz için şimdiden teşekkür ederim.

Gözde Tuna

Okutman

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--------- Üniversitesi

İngilizce Hazırlık Bölümü

1. Kısım: Kişisel Bilgiler

a. Cinsiyetiniz: Erkek ☐ Kadın ☐

b. Yaşınız: ………..

c. Bölümünüz: …………………………………………………….

d. Mezun olduğunuz lise: (Bir tane seçiniz)

☐ Özel/Vakıf

☐ Genel Lise

☐ Anadolu Lisesi

☐ Mesleki ve Teknik Lise

☐ Diğer, lütfen belirtiniz:

e. Daha önce hiç İngilizce hazırlık sınıfları için açılan ters-yüz edilmiş (flipped) yazma dersi aldınız mı?)

Yes ☐ No ☐

2. Kısım: Anket Soruları

1. Yazma (writing) derslerini ters-yüz edilmiş (flipped) sınıflarda öğrenmeyi nasıl bulduğunuzu/değerlendirdiğinizi ayrıntılı bir şekilde açıklayınız.

……
……
……
……
………………………………………………………………………………………………

2. Yazma (writing) dersiniz için öğretmenin gönderdiği videoları dikkate alarak aşağıdaki maddeleri değerlendiriniz?

a. Videonun içeriği:

……………………………………………………………………………………………….

b. Videodaki konu anlatımında kullanılan yöntem ve teknikler:

……………………………………………………………………………………………….

c. Sunulan Örnekler:

………………………………………………………………………………………………

d. Görseller ve ses düzeni:

………………………………………………………………………………………………..

e. Video sunumundaki İngilizce dil seviyesi:

………………………………………………………………………………………………..

f. Video izlendikten sonra yapılması için verilen görev veya ödevler:

………………………………………………………………………………………………..

g. Diğer unsurlar, lütfen belirtiniz:

………………………………………………………………………………………………..

3. Videolarda beğenmediğiniz (olumsuz) ve değiştirilmesini istediğiniz unsurlar nelerdir? Lütfen aklınıza gelen her durumu nedenleriyle birlikte açıkça yazınız.

……
……
……
……

4. Sınıfiçi yazma etkinliklerini nasıl değerlendiriyorsunuz? Lütfen aşağıdaki tüm maddeleri ayrıntılı açıklayınız:

a. Yazma alıştırmaları (General writing tasks):

…………………………………………………………………………………………..

b. Grup çalışması (Group work):

…………………………………………………………………………………………..

c. Bireysel çalışma (Individual work):

…………………………………………………………………………………………..

d. Akran öğretimi (Peer teaching):

…………………………………………………………………………………………..

e. Akran geri bildirimi ve değerlendirmesi (Peer feedback and evaluation):

…………………………………………………………………………………………..

f. Diğer unsurlar, lütfen belirtiniz:

…………………………………………………………………………………………..

5. Ters-yüz edilmiş yazma sınıfında (flipped writing classroom) sınıf içinde yaptığınız etkinliklerde neleri ve hangi etkinlik çeşitlerini olumsuz bulduğunuzu lütfen ayrıntılarıyla yazınız.

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6. Ters-yüz edilmiş yazma (flipped writing) dersinizi genel olarak düşündüğünüzde olumsuz bulduğunuz ve değiştirmek istediğiniz durumları lütfen örnek vererek ayrıntılarıyla açıklayınız.

a.   Sınıf dışı etkinlikler:

………………………………………………………………………………………………

………………………………………………………………………………………………

b.   Sınıf içi etkinlikler:

………………………………………………………………………………………………

………………………………………………………………………………………………

c.   Diğer unsurlar, lütfen belirtiniz:

………………………………………………………………………………………………

………………………………………………………………………………………………

7. Gelecek dönemlerde alacağınız İngilizce derslerinizde seçme şansınız olsaydı, hangi modeli tercih ederdiniz: geleneksel sınıfı mı, ters-yüz edilmiş sınıfı mı, yoksa her ikisini de mi? Lütfen nedenleriyle açıklayınız.

> *Geleneksel Sınıf (Traditional Classroom):* paragrafın nasıl yazılacağını okulda öğrenip, paragrafı evde ödev gibi yazma
>
> *Ters-yüz Edilmiş Sınıf (Flipped Classroom):* paragrafın nasıl yazılacağını evde öğretmenin gönderdiği videolar aracılığıyla öğrenip, sınıfta öğretmen ve sınıf arkadaşlarıyla birlikte yazma aktiviteleri yapma ve paragraf yazma

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………………………………………………………………………………………………………
………………………………………………………………………………………………………

8. Yazma becerilerini geliştirmek için derslerin ters-yüz model kullanılarak işlenmesinin ne derecede yararlı olduğunu düşünüyorsunuz. Lütfen, aşağıdakilerden uygun olan bir tanesini seçiniz.

	Kesinlikle katılıyorum	Katılıyorum	Orta derecede katılıyorum	Az katılıyorum	Katılmıyorum
Yazma becerilerini geliştirmek için derslerin ters-yüz model kullanılarak işlenmesini yararlı buluyorum.	☐	☐	☐	☐	☐

3. Kısım: Öğretmenin Gönderdiği Videolarla Ders Çalışma

1. Videoları ne zaman izlediniz? Lütfen, aşağıdaki TÜM seçenekler için izleme sıklığınızı seçiniz.

	Hiç	Nadiren	Bazen	Sık sık	Her zaman
a. Ödev olarak verildikten hemen sonra	☐	☐	☐	☐	☐
b. Dersten bir gün önce	☐	☐	☐	☐	☐
c. Dersten bir kaç saat/dakika önce	☐	☐	☐	☐	☐
	Hiç	Nadiren	Bazen	Sık sık	Her zaman

	Hiç	Nadiren	Bazen	Sık sık	Her zaman
d. Tekrar etmek için sınavdan önce	☐	☐	☐	☐	☐
e. Sınıfta ders işlenirken	☐	☐	☐	☐	☐
f. Dersi kaçırdığımda - hasta olduğumdan, gelmediğimden vb. ötürü	☐	☐	☐	☐	☐
g. Diğer, lütfen belirtiniz:…………	☐	☐	☐	☐	☐

2. Videoları nerede izlediniz? Lütfen, aşağıdaki TÜM seçenekler için izleme sıklığınızı seçiniz.

	Hiç	Nadiren	Bazen	Sık sık	Her zaman
a. Ev ortamında	☐	☐	☐	☐	☐
b. Yurt ortamında	☐	☐	☐	☐	☐
c. Kafede	☐	☐	☐	☐	☐
d. Otobüs, araba, tren gibi bir araçta kulaklık ile	☐	☐	☐	☐	☐
e. Sessiz bir ortamda	☐	☐	☐	☐	☐
f. Gürültülü bir ortamda	☐	☐	☐	☐	☐
g. Diğer, lütfen belirtiniz:…………	☐	☐	☐	☐	☐

4. Kısım: Sizin Yorum ve Önerileriniz

1. Ters-yüz sınıfları ilgili yukarıda söz edilen durumların dışında paylaşmak istediğiniz yorum veya önerilerinizi lütfen yazınız.

……
……
……

Katkılarınız için teşekkür ederim.

APPENDIX C: Student Focus Group Interview Protocol

STUDENT FOCUS GROUP INTERVIEW QUESTIONS

Date:

Duration:

Members: Males:……   Females:……

Location:

FOCUS GROUP INTRODUCTION

Welcome, thank you for agreeing to be part of the focus group. I appreciate your willingness to participate in this focus group interview.

GUIDELINES

- I will pose some questions and I would like you to sincerely respond to each questions. You may take turns to answer, but I may also call on you if you have not contributed yet.

- I want to remind you that there are no right or wrong answers. Everyone's experiences and opinions are important for this study. Share your ideas openly and sincerely no matter if you agree or disagree. I want to hear as many different opinions as possible as this will have an impact on future writing classes.

- If you all agree, I would like to tape record the group because I want to capture everything you say. Nobody else will have access to this audio-recording.

- You will all remain anonymous, therefore make sure that you do not address each other with your personal names.

FOCUS GROUP WARM-UP QUESTIONS

1. Before I get started, I'd like to ask if:

2. Have you ever attended a flipped class before?

3. How did you react when you first heard of flipped class? What were your first thoughts?

FOCUS GROUP EXPLORATION QUESTIONS

4. How would you describe your flipped classroom experience in general?

5. What did you like about Flipped Writing Class?

- About learning with the videos?

  Probes: When did you watch videos? How many times did you watch the videos? How helpful were videos for you in learning the content? Or, would you prefer learning in the class? What was your role while watching videos?

- About writing paragraphs in class together with your classmates and teacher?

Probes: How useful or meaningful were tasks in the class? How was your interaction with your classmates and teacher affected? How enjoyable was writing in the class compared to writing at home? How useful was to get feedback from your classmates and teacher? How did your role in flipped class change compared to traditional writing class?

6. What did NOT you like about Flipped Writing Class?

7. Were there any problems you faced during Flipped Writing Class? What were they?

8. First major issues: learning process

9. Next minor issues: ex. technological issues

Probe 1: Technological problems? (Watching/downloading the video, internet connection etc.)

Probe 2: Challenges you have while you were getting prepared for the class at home? (Time, difficulty in understanding videos or tasks etc.)

Probe 3: any problems during the activities done in the classroom?

10. For your future English classes if you had a chance, which one would you prefer: a. traditional class (learning how to write paragraphs at school, then writing paragraphs at home as homework) b. flipped class (watching videos of how to write paragraphs at home for homework, then doing activities and writing in class with the teacher and classmates)? Or both of them? Explain why?

FOCUS GROUP EXIT QUESTIONS

11. What would you like to do differently in your flipped writing classroom? Please provide details.

12. Alternative question: Could you give any suggestions for future flipped classes?

FOCUS GROUP CLOSURE

That is the end of the focus group interview. I want to thank you all and say how much I appreciate your contributions.

<div align="center">**Odak Grup Görüşmesi Soruları**</div>

Tarih:

Başlangıç: ………………… **Bitiş:** …………………

Katılımcılar: *Erkekler: ……   Kadınlar:……*

Roller/İsimlikler:

Yer:

<div align="center">**Odak Grup Görüşmesi – Açılış**</div>

Hoş geldiniz. Öncelikle bu odak grup görüşmesinin bir parçası olmayı kabul ettiğiniz için teşekkür ederim. Bu görüşmeye katılmadaki istekliliğinizi de takdir ettiğimi belirtmek isterim.

<div align="center">**Görüşmenin Esasları**</div>

- Görüşmeye başlamadan önce görüşme esansında kullanacağım iki terimden bahsetmek isterim. *Geleneksel sınıf* paragrafın nasıl yazılacağını okulda öğrenip, sonra paragrafı evde yazma demektir. *Ters-yüz sınıf* ise paragrafın nasıl yazılacağını evde öğretmenin gönderdiği videolar aracılığıyla öğrenip, sınıfta öğretmen ve sınıf arkadaşlarıyla birlikte yazma aktiviteleri yapma ve paragraf yazma demektir.

- Size birkaç soru yönlendireceğim ve her soruya içtenlikle cevap vermenizi rica ediyorum. Soruları sırayla cevaplandırabilirsiniz, ama görüşünüzü belirtmediğiniz takdirde size çağrıda bulunabilirim.

- Doğru yada yanlış cevabın olmadığını size hatırlatmak isterim. Bu çalışma için herkesin deneyimleri ve fikirleri önemlidir. Katılsanız da katılmasanız da fikirlerinizi açık ve içten bir şekilde belirtiniz.

- Bu görüşme sonucunda toplanan veriler, sizin dönem içinde yazma becerinizin geliştirilmesinde ters-yüz sınıf modelinin ne kadar faydalı olduğunun anlaşılması ve daha sonra açılacak olan yazma derslerinin geliştirilmesi amacıyla kullanılacağı için mümkün olduğunca farklı fikirleri duymak isterim.

- Eğer herkes kabul ediyorsa, söylediğiniz hiçbir şeyi kaçırmamak için görüşmenin ses kaydını almak isterim. Benden başka kimse bu ses kaydına erişemeyecektir.

- Kimliğiniz gizli tutulacak, bu yüzden görüşme süresince birbirinize gerçek isimlerinizle değil de size verdiğim kartlarda yazan takma isimlerle hitap ediniz.

<div align="center">**Odak Grup Isınma Soruları**</div>

Başlamadan önce şunu sormak isterim:

1. Daha önce hiç ters-yüz edilmiş sınıfta (flipped classroom) eğitim aldınız mı?

2. Ters-yüz sınıfı (flipped classroom) ilk duyduğunuzda tepkiniz ne oldu? İlk düşünceleriniz nelerdi?

<div align="center">**Odak Grup Araştırma Soruları**</div>

<div align="center">143</div>

3. Genel olarak ters-yüz edilmiş sınıftaki (Flipped classroom) deneyiminizi nasıl tarif edersiniz?

    a. Olumlu/olumsuz açıklayınız. b. Keyifli c. Eğitici …

4. Ters-yüz edilmiş yazma dersini nasıl değerlendiriyorsunuz?

    4.1. Ters-yüz edilmiş sınıflarda beğendiğiniz yönler nelerdi? Açıklayınız.

    4.2. Videolar hakkında görüşleriniz nelerdir?

    Alternatif soru: Nitelikleri/öğreticiliği konusunda düşünceleriniz nelerdir?

    Probes: Hangi zamanlarda izlerdiniz? Her bir videoyu kaç kez izlediniz? Konuyu videodan öğrenmek sizin için ne kadar yararlı oldu? Sınıfta konuyu dinlemek ile evde/kendi ortamınızda dinlemek arasında karşılaştırma yaptığınızda nasıl öğrenmeyi tercih edersiniz? Lütfen nedenini açıklayınız.

    4.3. Sınıf içi deneyimlerinizi değerlendirir misiniz? Öğretmeniniz ve arkadaşlarınızla birlikte sınıfta paragraf yazma hakkındaki görüşlerinizi açıklar mısınız?

        Alternatif soru: Sizce sınıftaki alıştırmalar ne kadar faydalı ya da ne kadar anlamlıydı? Yazma alıştırması yaparken sınıf arkadaşlarınla ya da öğretmeninle çalışmak nasıldı? Klasik yazma dersindeki ödev olarak evde yazmayla karşılaştırıldığında sınıfta paragraf yazmak ne kadar öğreticiydi/etkiliydi?

    Probes: Öğretmeninden ve sınıf arkadaşlarından geri bildirim almak ne kadar faydalı oldu?

    4.4. Ters-yüz edilmiş yazma dersinin beğenmediğiniz/sevmediğiniz yönleri nelerdi? Açıklayınız?

5. Ters-yüz edilmiş yazma dersinde problemlerle karşılaştınız mı? Açıklayınız.

    5.1. Önce temel sorunlar: öğrenme süreci, derste yazı yazma, akranlarla çalışma, vb.

    Probe 1: Teknolojik problemler? Videoyu izlerken ya da indirirken, internet bağlantısı, vb.

    Probe 2: Evde ders için hazırlanırken karşılaştığın zorluklar? Zaman, videoyu ya da ödevleri anlamada zorlanma, vb.

    Probe 3: Sınıfta yapılan alıştırmalar esnasında karşılaşılan herhangi bir problem?

6. Gelecek dönemlerde alacağınız İngilizce derslerinizde seçme şansınız olsaydı, hangisini tercih ederdiniz: geleneksel sınıfı mı, ters-yüz edilmiş sınıfı mı, yoksa her ikisini de mi? Lütfen nedenleriyle birlikte açıklayınız.

- *Geleneksel sınıf (Traditional Classroom): paragrafın nasıl yazılacağını okulda öğrenip, sonra paragrafı evde yazma.*

- *Ters-yüz sınıf (Flipped Classroom): paragrafın nasıl yazılacağını evde öğretmenin gönderdiği videolar aracılığıyla öğrenip, sınıfta öğretmen ve sınıf arkadaşlarıyla birlikte yazma aktiviteleri yapma ve paragraf yazma.*

Odak Grup Kapanış Soruları

7. Ters-yüz edilmiş yazma dersini değiştirme imkanınız olsa neyi farklı olarak yapmak isterdiniz? Lütfen, ayrıntılı açıklayınız.

Alternatif soru: Daha sonra açılacak olan ters-yüz sınıflar için hangi önerilerde bulunursunuz?

8. Önceden söz etmediğmiz fakat önemli olduğunu düşündüğünüz durumlar varsa bundan söz etmeniz araştırma için yararlı olacaktır.

Teşekkür

Bu görüşme bu araştırma için çok yararlı oldu. Verdiğiniz bilgiler ve samimi görüşleriniz için hepinize katkılarınızdan dolayı teşekkür etmek istiyorum.

BASKENT UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
ENGLISH LANGUAGE PREPARATORY DEPARTMENT
2016 - 2017 ACADEMIC YEAR / FALL SEMESTER

WRITING QUIZ

Name & Surname:

Class:

Write a paragraph on "Advantages of learning English in an English-speaking country". Please, write about 120-140 words.

…………………………………..
………
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…………………………………………………………………………………………………
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……………………………………………………………………………………................

APPENDIX E: Observation Schedule

Observational Protocol

OBSERVER: ---------------------   **TEACHER:** -----------------------

TIME: ---------------------------

CLASS CODE: -------------------   **CLASS SIZE:** ---------------------   **ROOM:** --------------

MAIN AIMS: --

STAGE OF LESSON	TIME	COMMENTS

Flipped Classroom Observation Questions

Questions	Comments
1. **How would you describe the warm-up stage of the lesson?** Please comment on the introductory questions and feedback given for the video-related tasks.	
2. **How would you describe all classroom activities?** • What were the objectives for each activity? Did activities meet the objectives? How? • Were they appropriate for the level? • Did they lead to practice or production? • Did they engage higher-order skills (e.g evaluating, creating)	
3. **How would you describe the instructor?** • Her interest in teaching • Her confidence in teaching • Her body language • Her role • Her interaction with the students • Use of class time • Use of teaching techniques • Her questioning style • Her feedback	
4. **How would you describe the students?** • Their readiness for the lesson • Their motivation to learn • Their interest and engagement in activities • Their interaction with the teacher • Their interaction with their peers • Comments they make • Questions they ask • Feedback they get/give	
5. **If I were to teach this lesson, I would make the following changes: ………**	

APPENDIX F: A Sample Page from Student Feedback Documents

① Video nasıldı? _Video_

(visuals)   (permanent learning)

Videonun yeteri kadar görsel içermesi daha çok aklımda kalmasını sağlıyor. Aynı zamanda topic sentence'dan başlayıp öğrendiğimiz her şeyi ekledikten sonra yeni öğrendiğimiz kısmı da ekleyip ve bunları bir bütün olarak görmek çok güzel oluyor tekrar tekrar görünce daha iyi anlıyorum. Sadece bazen hızlı konuşunca anlayamayabiliyorum ama orayı tekrar izleyerek toparlamaya çalışıyorum

(sometimes too fast)   (watching videos again)

② Homework Feedback

(correcting mistakes)

(very, very useful) Çok çok yararlı olduğunu düşünüyorum özellikle bizim doğru ve yanlış yaptığımız cümleleri sizin bize gösterip anlatmanız kafamda daha da oturmasını sağladı. Sadece kağıda bakmış olsaydık unuturduk diye düşünüyorum.

(makes learning better)

(graded papers + homework feedback = permanent learning)

③ Alıştırmalar _In-class activities_
Vocabulary exercises : good and was useful
Kelime bilgim kötü olduğundan dolayı bunun adına yaptığımız hareketlilik benim için çok gerekli diye düşünüyorum hatta artabilir.

(the number of vocab activities could be increased)

④ Arkadaş Değerlendirmesi _Peer feedback and Evaluation_
Öğretmenden önce arkadaşımızdan aldığımız değerlendirme bence çok gerekli değil aslında bizim hata bulmamız bi anlamda iyi ama zaman kaybı mı diye düşünüyorum.

(not really necessary)
(it is good to find the mistakes our peers made but I think peer feedback might be a waste of time)

APPENDIX G: A Sample Page from Researcher Reflection Journal

minute looked through their performance. I gave them feedback verbally talking about good things and also the parts that needed to be improved. I also wrote two sentences on the board as good models that could be used in their future writings. They had a chance to ask their questions about the video and their homework. I felt that they were prepared for the lesson more than before. They remembered the metaphor OREO, what the letters stand for and its relationship to opinion paragraph. We went over the material covered in the video in a few seconds and then it was good to have time to practice the first week's material (paragraph parts) more. I prepared a worksheet in which there are sentences that would be matched with paragraph parts. I thought it would be a good idea to revise this and also make students see another model for an opinion paragraph before we moved into write ours. After checking and discussing the answers with the whole class, I introduced this week's paragraph topic and wrote it on the board by dividing it into two: on the one side "Everyone should have university education" and on the other side "Everyone should't have university education" was written. We did a brainstorming activity. sts came to the board and wrote causes for both sides. And then, we went through all the causes one by one deciding whether they could be used and if they would be used, how (as a body sentence or example detail, and also in which order). This lasted longer than it should, so std were bored.

Then, I gave each student a worksheet with OREO outline. Sts were happy to see oreos on the paper and ready to put ideas on the board into their paragraph. They worked individually and constructed their paragraphs asking me to check it from time to time. When they finished writing, I gave them a self-checklist to fill in before handing in their paragraphs. I realized that most of them had some problems with understanding the checklist, so I tried to help them. However, If I were to teach this lesson again, I would first go over the checklist with the whole class reflecting it with OHP and giving examples and then I would give the checklists to them. "

12 Dec. Monday: We had to do our writing lesson on Monday this time because there wouldn't be any class on Wednesday and the following two days. I and one of the teacher trainers in our institution, Gizem İyigün, we went to my class which was arranged before so that 5 students would sit in groups facing each other. The thing that made me very happy this time was to hear that every student had watched the video before coming to class. After reminding the objective of the lesson, we looked at their checked homework and gave them feedback in detail. I think students became more motivated to see their homework graded. They asked each other about their grades and try to understand why they did those mistakes. It took our time a little bit more than I expected as students couldn't understand the vocabulary part. I was content to have prepared extra activity for them to practice those words in class. Sts were expected to put sentences in order so that they would form a

APPENDIX H: Sample Pages from Teacher-made Videos

Name&Surname: ---------------------------

Objective: In this assignment you are expected to watch effect paragraph video and write one cause of overpopulation from the ones mentioned in the video. Then, you are asked to write two more causes of overpopulation which will be your own ideas. Lastly, please read the text in Part B of this assignment and answer the following questions. The objective of this assignment is to practice the effect paragraph topic that you have learnt in the related-video.

<div align="center">Effect Paragraph Task</div>

A. Look at the first cause of overpopulation mentioned in the video. Write it down to number 1. And, then think about TWO more causes of overpopulation and write them, too.

Causes of Overpopulation

● …………………………………… (from the video)
● …………………………………… (your own idea)
● …………………………………… (your own idea)

B. A Positive Mind

Exercising has several mental effects. **First,** you will feel less stress. For example, you forget about your problems while you are exercising and this reduces stress. Second, ………………………….…… ……………………………………………. Exercising releases endorphins - chemicals that make you feel good - into your body. Third, you will sleep better. Exercising helps you relax, so you can fall asleep more quickly and stay asleep longer. Therefore, you feel better throughout the next day. Finally, you will feel better about yourself. This will give you more confidence to handle your daily life and even enjoy it. In conclusion, reducing stress, feeling good, sleeping better and having more confidence are the positive results of exercising.

1. Do all the results relate to the idea stated in the topic sentence?

……………………………………………………………………………………………………

2. Change the linker "First" above in the paragraph with the linker "First effect of".

……………………………………………………………………………………………………

3. Go to video, and write the Second Body Sentence of this paragraph.

……………………………………………………………………………………………………

4. Underline the concluding sentence and try to write it again by giving all the details in summary.

…………………………………………………………………………………………………….

APPENDIX J: An Example of Feedback Slides for Video-related Tasks

Effect Paragraph

Homework Feedback

Part A.
Causes of Overpopulation
1. High Birth rate ✔
2. Decreased Death Rate ✔
3. Medical Development ✔
4. Development in nutritional conditions ✔
5. Health promotion ✔
6. Advancements in technology ✔
7. Uncontrolled birth ✔
8. Decrease in child mortality ✔
9. Emigration ✔

Part A.

Causes of Overpopulation

1.Water resources decrease

EFFECTS

2. unemployment

Part B.

A Positive Mind

2. **First effect of** + noun/gerund + **is**

First effect of exercising **is** you will feel less stress.

First effect of doing exercise **is** you will feel less stress.

First effect of having a positive mind **is** you will feel

less stress.

Part B.

A Positive Mind
First Body Sentence   Second
4. In summary, **feeling** less stress, **feeling** better

about everything, **sleeping** better, **feeling** better
Third   Fourth
about yourself (feeling confident) are positive results

of exercising. ✔

Body sentences with gerunds (V+ ing)

Part B.

A Positive Mind

4. To sum up, reducing stress, feeling good, sleeping

better and having more confidence **affect our mind**
(v)
positively. ✔

APPENDIX K: Self-edit Checklist

Self-editing Checklist

☐   My paragraph has a creative title.

☐   My first sentence has a clear topic and a message.

☐   I have at least two supporting sentences.

☐   I have written examples, details, or explanations for the supporting sentences.

☐   All sentences are directly related to the topic.

☐   All sentences are in order.

☐   I have used transition words correctly.

☐   I have a concluding sentence that covers up all the ideas in my paragraph.

APPENDIX L: Peer Editing Worksheet

Peer editor's name:

Whose writing is it? :

PEER EDITING

PART 1: Look at the paragraph your classmate wrote and check the following:

1. Grammar Mistakes

- Subject-Verb Agreement   _____

- Tenses _____

- Singular/Plural Nouns _____

2. Spelling Mistakes _____   (Ex: ~~foregin~~ = foreign)

3. Capitalization _____

4. Punctuation Mistakes _____

_____

PART 2: Write your comments and suggestions below.

1. I liked the way _____ .

2. If I were you _____

_____.

3. I think your topic sentence is _____.

If I were you I would change your topic sentence like this: _____

_____.

4. I think your concluding sentence is _____.

If I were you, I would change your concluding sentence like this: _____

_____.

APPENDIX M: Activities for Flipped Classes

Activities for flipped classes

	Name of the activity	Aims of the activity	Materials used for the activity
Out of class activities	Videos	• to present the topic to the students	Videos with slides
	Video-related Tasks	• to check whether students have watched the video and how much of the video content they can understand • to practice the content in the videos	Pre-class assignments
Pre-writing activities	Feedback for Video-related Tasks	• to show students their grades for the video-related tasks • to show and discuss common mistakes made in pre-class assignments • to be able to ask questions to the teacher about the things students could not understand • to make a transition between out-of-class and in-class activities	• Graded pre-class assignments • PowerPoint presentations
	Brainstorming	• to generate ideas for writing • to hear different ideas and/or points of views on the writing topic	• Whiteboard • Boardmarkers
	Mind Mapping	• to organize ideas for writing	Paragraph writing template or a piece of paper
While-writing activities	Individual Work (a.*fill in the blanks*, b. *choose appropriate topic/body/concluding sentence(s)*, c.*rewrite the sentences*, d.*order the sentences*, e.*cross out the irrelevant sentence*)	• to improve students' writing skills regarding content, organization, language use, and mechanical accuracy	Worksheets
	Group Work (a.one topic another supporting, b.vocabulary games, c.discussions)	• to improve students' writing skills regarding content, organization, language use, and mechanical accuracy • to develop students' critical thinking, communication, collaboration, and cooperation skills	Worksheets
Post-writing activities	Self-Editing	• to edit their own writing before submitting it as a final product	Self-editing checklist
	Peer Feedback and Evaluation	• to review peers' writing • to develop students' critical thinking, communication, collaboration, and cooperation skills	Peer editing worksheet

Flipped Lesson Plan (Effect Paragraph)

Course: English

Instructor: Gözde Tuna

Number of Students: 24

English Level of Students: B1 (Pre-intermediate)

Duration: 100 minutes (Two class hours)

Topic of the Lesson: Effects of Smoking

Goals of the Lesson

- to improve students' writing skills
- to develop students' higher-order skills (analyzing, evaluating, and creating)
- to learn how to write a topic sentence, body sentences, and a concluding sentence for an effect paragraph
- to find the differences between cause and effect paragraphs
- to practice effect paragraph-related phrases, transitions, and linkers

Objectives of the Lesson

By the end of the lesson, students will be able to:

- answer five open-ended questions in the video-related task after watching a video
- fill in the blanks with 13 target words which are effect paragraph related ones
- brainstorm ideas on a mind map before writing
- write an effect paragraph of about 100 words with a good organization of ideas; a good command of grammar and lexis; correct spelling, punctuation and capitalization
- h. give feedback to each other on their writings using peer editing form

Materials

Video: Students will watch this video which is shot and sent by the teacher to Edmodo.

Video-related task: After watching the video, students will do the videorelated task answering one video-related question and four open-ended questions about a paragraph on the effects of exercising. The purpose of this activity is to practice the content presented in the video.

Feedback slides for video-related task: Teacher will show the common mistakes students did in their homework. Students will discuss about the correct forms of those mistakes.

Cause and effect essay worksheet: Students will read a cause and effect essay about smoking. In this essay, the part which presents the effects of smoking has some blanks that students are supposed to fill with 13 target words, phrases, transitions, and linkers.

Vocabulary slides: Students will find the opposites of the words. Also, they will find the words which are jumbled.

Effect paragraph writing template with a mind map: Students will brainstorm ideas, write their ideas on a mind map, and then write a full paragraph.

Peer-editing worksheet: Students will first evaluate their peers' writings checking grammar, spelling, capitalization, and punctuation mistakes. Then, they will write comments and suggestions for the topic sentences, body sentences, and concluding sentences.

Methodology

Allocated Time	Interaction patterns	Stage	Procedure	Rationale
1 min.	T - S	Warm-up	T checks the attendance and asks how many students watched/did not watch the video T tells those students who did not watch the video that they watch the video in the class	to check students' preparedness for the lesson
2 mins.	T - S S - T	Warm-up	T asks whether students have any questions related to the video or video-related tasks	to make sure that students were able to understand most of the video content
2 mins.	T - S S - T	Warm-up	T goes over the important parts in the video content (e.g. why? = cause, what? = effect)	
10 mins.	S - S	Pre-writing	T gives students their graded homework papers and provides feedback through PowerPoint slides	
10 mins.	T - S S - T	Pre-writing	T gives the cause and effect essay worksheet to the students Students brainstorm causes of smoking and then do the vocabulary exercise in the worksheet	to make students aware of the differences between cause and effect paragraphs to practice effect paragraph vocabulary
5 mins.	T - S S - T	Pre-writing	Students practice more words through games in PowerPoint slides	to have fun while learning new words

25 mins.	Individual work	While-writing	Students write their own effect paragraph on a template which includes a mind map	to help students organize their ideas better through a mind map to make students write a full paragraph
25 mins.	Individual work	After-writing	Students finish their writing, exchange it with peer's writing, and evaluate each other's paragraph on a peer-editing worksheet	to provide students an opportunity to read a different paragraph than their own paragraph to develop students' higher-order skills (analyzing, evaluating, and creating)
10 mins.	S - S	After-writing	Students come together with their peer editors and share their feedback with each other	to make students learn about their peers' opinions on their writing to develop students' editing skills to provide students an opportunity to get help from their peers to increase student-student interaction
10 mins.	Individual work	After-writing	Students revise their paragraphs in the light of their peers' feedback and hand in the last version of their paragraph to the teacher	to develop students' revising skills

Contingency Plan

Each student writes one sentence from their paragraph. Then they exchange their sentence with the person sitting next to them; and they try to correct the mistakes in the sentence.

Assessment

Students will be assessed twice. The first will be done through graded homework papers. The second will be their in-class writing which will be done by both peers and the teacher. Teacher reads the writings and gives feedback next week underlining the common mistakes. She gives students' writings back with a grade out of 10 points. While grading students' papers, she uses a scale in which there are four categories - content and organization (2 points), language use (3 points), lexical range (4 points), and mechanical accuracy (1 point). Lexical use has the highest points as one of the main objectives of the lesson is to learn new words.

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APPENDIX O: Introduction to Flipped Classes

WHY do we flip our writing class?

Class time is spent on practice, applied activities and higher order thinking tasks

Students receive support from teachers and peers as needed

WHY do we flip our writing class?
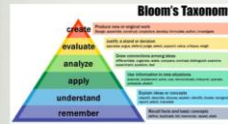
It is gaining popularity among educators worldwide

Students can reach the material whenever and wherever they want

It creates a more active learning classroom and learner-centered

WHY do we flip our writing class?

Sts can learn at their own pace (e.g. pause, rewind and rewatch the video as many times as they want).

Students can learn in their own way (e.g. taking notes, looking up for the unknown word, etc.)

Disadvantages

1. Students need the Internet and a technological device to access videos.
2. Students wouldn't want to watch videos finding them boring or long.
3. If students don't have time to watch videos at home, time spent in class will useless.

THE END

APPENDIX P: Consent Forms

Araştırmaya Gönüllü Katılım Formu
(Odak Grup Görüşmesi hariç Tüm Çalışma)

Bu araştırma, ---------- Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Bölümü öğretim elemanlarından Gözde Tuna tarafından yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır. Bu çalışmanın amacı öğrencilerin ingilizce'nin yabancı dil olarak öğretildiği ters yüz edilmiş yazma sınıfı ile ilgili algılarını ve bu sınıfın onların başarılarına etkisini incelemektir. Ters Yüz sınıf öğrencilerin sınıf dışında dersi video aracılığıyla öğrenip sınıf içi zamanı ise bireysel ya da gruplar şeklinde çeşitli etkinlikler yaparak değerlendirdiği bir sistem olarak tanımlabilir. Evde okul çalışması, okulda ev çalışması da denebilir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Toplam 7 hafta sürecek bu araştırmaya katılmayı kabul ederseniz, sizden şunlar beklenecektir:

1. Edmodo aracılığıyla size gönderilen videoları evde izleyip yine aynı platformda değerlendirmesini yapmak ve gerekli alıştırmaları yaptıktan sonra sınıfa hazırlıklı gelmek.

2. Sınıfiçi aktivitelere katılmak ve dersin sonunda yazma ödevinizi araştırmacıya teslim etmek.

3. Araştırmanın başında ve sonunda olmak üzere her biri 20 dakika sürecek açık uçlu iki yazılı sınava girmek ve yaklaşık 120-140 kelimelik paragraflar yazmak.

4. Araştırma sonunda yaklaşık 30 dakikanızı alacak teryüz sınıf ile ilgili deneyimlerinizi paylaşacağınız bir anket doldurmak.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Saha bilgileriniz tamamıyla gizli tutulup sadece araştırmaya ait veriler araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Ayrıca yazma derslerinin içerikleri ve işleyişi sizden edindiğimiz bilgilerle zenginleştirilecektir. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile kesinlikle eşleştirilmeyecektir. Çalışma genel olarak kişisel rahatsızlık verecek sorular yada uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çıkmakta serbestsiniz. Böyle bir durumda araştırmacıya haber vermeniz yeterli olacaktır. Çalışma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için ------------ Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Bölümü öğretim elemanlarından Gözde Tuna (E-posta: -------------- Telefon: -----------) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   **Tarih**   **İmza**

                        ----/----/-----

Araştırmaya Gönülü Katılım Formu

(Odak Grup Görüşmesi)

Bu araştırma, ----------- Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Bölümü öğretim elemanlarından Gözde Tuna tarafından yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Bu çalışmanın amacı öğrencilerin İngilizce'nin yabancı dil olarak öğretildiği ters yüz edilmiş yazma sınıfı ile ilgili algılarını ve bu sınıfın onların başarılarına etkisini incelemektir. Ters Yüz sınıf öğrencilerin sınıf dışında dersi video aracılığıyla öğrenip sınıf içi zamanı ise bireysel ya da gruplar şeklinde çeşitli etkinlikler yaparak değerlendirdiği bir sistem olarak tanımlabilir. Evde okul çalışması, okulda ev çalışması da denebilir.

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, sınıftan 4 kişiyle birlikte 30 dakikalık bir odak grup görüşmesine katılmanızdır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Katılacağınız bu odak grup görüşmesinde teryüz sınıf deneyimleriniz hakkında fikirlerinizi nedenleri ile birlikte açık ve doğru bir şekilde belirtmeniz, ve diğer grup üyeriyle örtüşen ve örtüşmeyen noktaları tartışmanız beklenecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Görüşmede sağladığınız veriler gönüllü katılım formlarında verdiğiniz kimlik bilgileriniz ile kesinlikle eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma genel olarak kişisel rahatsızlık verecek sorular yada uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çıkmakta serbestsiniz. Böyle bir durumda araştırmacıya haber vermeniz yeterli olacaktır. Çalışma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için ---------- Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Bölümü öğretim elemanlarından Gözde Tuna (E-posta: ---------------Telefon:---------) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   **Tarih**   **İmza**

                        ----/----/-----

S7F▌

Ters-Yüz Edilmiş Sınıf (Flipped Classroom) Anketi

Bu anket Başkent Üniversitesi hazırlık sınıfındaki öğrencilerin ters yüz edilmiş sınıfta (flipped classroom) geliştirdikleri yazma becerileriyle ilgili algılarını incelemek amacıyla hazırlanmıştır. Anketteki tüm sorulara dürüst ve dikkatli bir şekilde cevap vermeniz büyük önem taşımaktadır. Katılımın gönüllük esasına dayalı olduğunu hatırlatır vereceğiniz cevapların kesinlikle gizli tutulacağını ve sadece bilimsel amaçlarla kullanılacağını belirtmek isterim. Zaman ayırdığınız ve katkıda bulunduğunuz için şimdiden teşekkür ederim.

Gözde Tuna

Okutman

1. Kısım: Kişisel Bilgiler

a. Cinsiyetiniz: Erkek ☐ Kadın ☑

b. Yaşınız: .19.......

c. Bölümünüz: .Hukuk...

d. Mezun olduğunuz lise: (Bir tane seçiniz)

☐ Özel/Vakıf

☐ Genel Lise

☑ Anadolu Lisesi

☐ Mesleki ve Teknik Lise

☐ Diğer, lütfen belirtiniz:

e. Daha önce hiç İngilizce hazırlık sınıfları için açılan ters-yüz edilmiş (flipped) yazma dersi aldınız mı?)

Yes ☐ No ☑

(permanent learning) # *(Son soruya bak!)*

2. Kısım: Anket Soruları *First reactions / (difficult)*

1. Yazma (writing) derslerini ters-yüz edilmiş (flipped) sınıflarda öğrenmeyi nasıl bulduğunuzu/
değerlendirdiğinizi ayrıntılı bir şekilde açıklayınız.

(later) *improved my writing skills with more examples*

..kalıcı..bir..öğrenim..şekli..olduğu..kanısına..vardım.İlk..başlarda..daha..zor..gelmişti.
..ama..örneklerin..sayısı..arttıkca..geliştiğini..fark..ettim...Şu..an..çok..rahat..
..120..kelimelik..paragraflar..yazabiliyorum...

(very comfortable in writing paragraphs with 120 words)

2. Yazma (writing) dersiniz için öğretmenin gönderdiği videoları dikkate alarak aşağıdaki maddeleri
değerlendiriniz?

a. Videonun içeriği: *(good and enough to understand the topic)*
..Videonun..içeriği..yazacağımız..paragraf..için..iyiydi..yeterliydi...

b. Videodaki konu anlatımında kullanılan yöntem ve teknikler: *use of (visuals like photos)*
..görselliğe..önem..vererek..şekildeydi..fotoğraflar...Ses..tonu..akıcı..ve..anlaşılırdı.

c. Sunulan Örnekler:
..Akılda..kalıcı.. *(permanent)*

d. Görseller ve ses düzeni: *(visuals weren't enough)*
..Görseller..azdı..ses..düzeni..iyiydi.. *(sound was good)*

e. Video sunumundaki İngilizce dil seviyesi:
..orta..seviye.. *(Intermediate)* *(fluent) and (comprehensible)*

f. Video izlendikten sonra yapılması için verilen görev veya ödevler:
..pekiştirmeye..yönelikti.. *(helped us do more practice)*

g. Diğer unsurlar, lütfen belirtiniz: *(Video length was good) (HW weren't boring)*
..Videoların..süresi..ve..sonrasında..verilen..ödevler..sıkıcı..değildi...

3. Videolarda beğenmediğiniz (olumsuz) ve değiştirilmesini istediğiniz unsurlar nelerdir? Lütfen
aklınıza gelen her durumu nedenleriyle birlikte açıkça yazınız.

..Biraz..daha..eğlenceli..örnekler..olabilirdi..bence..ve..konuyu..sırasında..
..kullanılan..öğrencinin..az..bileceği..düşünülen..bazı..kelimeler..
..key..words..şeklinde..videoda..söylenebilirdi...

(visuals could be more interesting)
+
(Some unknown words could be given in the video as a footnote)
difficult

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4. Sınıfiçi yazma etkinliklerini nasıl değerlendiriyorsunuz? Lütfen aşağıdaki tüm maddeleri ayrıntılı açıklayınız:

a. Yazma alıştırmaları (General writing tasks): _(related to the videos)_

...öğrendiğimiz videolara göre olabaliydi...

b. Grup çalışması (Group work): _(Activity (one topic other supporting) was effective)_

...Grup çalışmalarında ilk cümleyi benim diğerini bakaranın yazdım. Etkili buldum

c. Bireysel çalışma (Individual work):

...öğrendiklerimi pekiştirdi... _helped me develop_

d. Akran öğretimi (Peer teaching): _liked (learning from my friend was useful)_

...akran öğretimini sevdim. arkadaşımdan fikir almak faydalıydı

e. Akran geri bildirimi ve değerlendirmesi (Peer feedback and evaluation): _waste of time bec._

...Gereksiz zaman kaybıydı çünkü yazılık aynı seviyedeyiz. _we were at almost the same level with other_

f. Diğer unsurlar, lütfen belirtiniz: _Teacher feedback was good → liked_

...ilerleme kaydetmem açısından öğretmen değerlendirmesini sevdim. akran gerç _it developed my skills_

5. Ters-yüz edilmiş yazma sınıfında (flipped writing classroom) sınıf içinde yaptığınız etkinliklerde neleri ve hangi etkinlik çeşitlerini olumsuz bulduğunuzu lütfen ayrıntılarıyla yazınız.

akran öğretiminin feedback kısmını olumsuz buldum. öğretmenin yapça daha ç

kısa kırmaları tahtada birleştirdiklerimizi sevmedim.

6. Ters-yüz edilmiş yazma (flipped writing) dersinizi genel olarak düşündüğünüzde olumsuz bulduğunuz ve değiştirmek istediğiniz durumları lütfen örnek vererek ayrıntılarıyla açıklayınız.

a. Sınıf dışı etkinlikler:

...sınıf dışı etkinlikler güzeldi olumsuz bulduğum yoktu ✓...

b. Sınıf içi etkinlikler:

...sınıf içi etkinlikler yeterliydi olumsuz bulmadım...

akran öğretimi hakkında _(peer feedback and evaluation)_ ✓

c. Diğer unsurlar, lütfen belirtiniz:

7. Gelecek dönemlerde alacağınız İngilizce derslerinizde seçme şansınız olsaydı, hangi modeli tercih ederdiniz: geleneksel sınıfı mı, ters-yüz edilmiş sınıfı mı, yoksa her ikisini de mi? Lütfen nedenleriyle açıklayınız. *flipped*

> Açıklama: *Geleneksel Sınıf (Traditional Classroom):* paragrafın nasıl yazılacağını okulda öğrenip, paragrafı evde ödev gibi yazma
>
> *Ters-yüz Edilmiş Sınıf (Flipped Classroom):* paragrafın nasıl yazılacağını evde öğretmenin gönderdiği videolar aracılığıyla öğrenip, sınıfta öğretmen ve sınıf arkadaşlarıyla birlikte yazma aktiviteleri yapma ve paragraf yazma

Ters-yüzü tercih ederim çünkü yaklaşık izledişim 7.dk'lık videolardan sonra hemen yazabilecek kıvama geldim çünkü normal sınıfta bu süre en az 30.dk.yı alır. hem videoda tekrar tekrar izleme de olabiliyor

- After watching 7min-videos, I was able to write a paragraph. ✓ and I could watch the videos again and again

✓ But in traditional class, learning the content requires min. 30 mins of teaching.

8. Yazma becerilerini geliştirmek için derslerin ters-yüz model kullanılarak işlenmesinin ne derecede yararlı olduğunu düşünüyorsunuz. Lütfen, aşağıdakilerden uygun olan bir tanesini seçiniz.

	Kesinlikle katılıyorum	Katılıyorum	Orta derecede katılıyorum	Az katılıyorum	Katılmıyorum
Yazma becerilerini geliştirmek için derslerin ters-yüz model kullanılarak işlenmesini yararlı buluyorum.	☑	☐	☐	☐	☐

3. Kısım: Öğretmenin Gönderdiği Videolarla Ders Çalışma

1. Videoları ne zaman izlediniz? Lütfen, aşağıdaki TÜM seçenekler için izleme sıklığınızı seçiniz.

	Hiç	Nadiren	Bazen	Sık sık	Her zaman
a. Ödev olarak verildikten hemen sonra	☐	☑	☐	☐	☐
b. Dersten bir gün önce	☐	☐	☐	☑	☐
c. Dersten bir kaç saat/dakika önce	☑	☐	☐	☐	☐

	Hiç	Nadiren	Bazen	Sık sık	Her zaman
d. Tekrar etmek için sınavdan önce	☐	☐	☐	☑	☐
e. Sınıfta ders işlenirken	☑	☐	☐	☐	☐
f. Dersi kaçırdığımda - hasta olduğumdan, gelmediğimden vb. ötürü	☐	☑	☐	☐	☐
g. Diğer, lütfen belirtiniz: keyfi olarak isfemedğimd e	☑	☐	☐	☐	☐

2. Videoları nerede izlediniz? Lütfen, aşağıdaki TÜM seçenekler için izleme sıklığınızı seçiniz.

	Hiç	Nadiren	Bazen	Sık sık	Her zaman
a. Ev ortamında	☑	☐	☐	☐	☐
b. Yurt ortamında	☐	☐	☐	☐	☑
c. Kafede	☑	☐	☐	☐	☐
d. Otobüs, araba, tren gibi bir araçta kulaklık ile	☑	☐	☐	☐	☐
e. Sessiz bir ortamda	☐	☐	☐	☐	☑
f. Gürültülü bir ortamda	☑	☐	☐	☐	☐
g. Diğer, lütfen belirtiniz: Avm de	☑	☐	☐	☐	☐

4. Kısım: Sizin Yorum ve Önerileriniz

1. Ters-yüz sınıfları ilgili yukarıda söz edilen durumların dışında paylaşmak istediğiniz yorum veya önerilerinizi lütfen yazınız.

Ters-yüz sınıfını akran öğretimi geri bildirimi dışında sevdim. izledim videolardan sonra yazabildiğim için rahat buldum

// I liked n flipped class (except peer feedback) It was good to be able to write a pvcgrgph after watching video. //

Katkılarınız için teşekkür ederim.

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(handwritten note: watching video again)

azından şuanda evde izlediğimde anlamadığım noktaları geri sarıp tekrar izlemek bana daha çok yardımcı oldu. ben de artık hızlandığımı düşünüyorum ki notlarımda yükseldi. *(handwritten: writing achievement)*

(handwritten: self confidence)

seda - arkadaşlarımında dediği gibi öncelikle kendime özgüvenim geldi. writing de konu bile bulamazken bir anda çok yaratıcı olmaya başladım. ayrıca video da anlamadığın şeyi tekrar tekrar izlemek insana daha çok öğrettiriyor. writingin daha çok gelişiyor yani. *(handwritten: watching video again)*

G - daha keyifli miydi?

(handwritten: fun)

seda - kesinlikle.

G - Şimdi ters-yüz edilmiş sınıflarda öncelikle beğendiğiniz yönleri konuşucaz.

1.04.59.4

(handwritten: good examples)

Seda - beğendiğim yönleri şöyle hala aklımda oreo hamburger... bu örnekleri ben çok beğendim. çünkü bir ay oldu neredeyse hala aklımdaysa bence çok güzel kalıcı örneklerdi.

G- örnekleri beğendik. okey. ali?

(handwritten: Homework feedback, Slides)

Ali - sınıfta ilk yaptığımız feedback herkesin ortak yaptığı hataları tahta üzerinde gösterilerek çözülmesi çok güzeldi. ödevlerdeki yani. işte yanlışlarınızı yapmadığınız zaman notunuz da yükseliyor. bir de writing de sınavda süresini ayarlayamıyor birçok öğrenci. ne kadar iyi ayarlarsan o kadar avantaj senin için. hem hızlanmamızı sağladı. *(handwritten: achievement)*

G - zaman kazandırdığını mı düşünüyorsun?

Ali - evet evet.

(handwritten: Homework feedback)

Dilek - hem izliyoruz ödev yapıyoruz ya sonra gelip yanlışları gösteriyorsunuz ya o bana çok yardımcı oldu. sonra siz kağıt verdiğinizde ödevlerimizi kontrol edip. daha iyi yazabiliyorum. daha çok aklımıza geliyor.

(handwritten: homework worksheets being checked)

APPENDIX S: Permission from the Applied Ethics Research Center in Middle East Technical University

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr
Sayı: 28620816/458

05 ARALIK 2016

Konu: Değerlendirme Sonucu

Gönderilen: Doç.Dr. Hanife AKAR

Eğitim Fakültesi

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Hanife AKAR;

Danışmanlığını yaptığınız yüksek lisans öğrencisi Gözde TUNA' nın "Üniversite öğrencilerinin İngilizce'nin yabancı dil olarak öğretildiği ters yüz edilmiş yazma sınıfı ile ilgili algılarının ve bu sınıfın onların başarılarına etkisinin incelenmesi" başlıklı araştırması İnsan Araştırmaları Kurulu tarafından uygun görülerek gerekli onay **2016-EGT-161** protokol numarası ile **02.12.2016-20.03.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Mehmet UTKU

İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR

İAEK Üyesi

Yrd. Doç. Dr. Pınar KAYGAN

İAEK Üyesi

Prof. Dr. Ayhan SOL

İAEK Üyesi

Doç. Dr. Yaşar KONDAKÇI

İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK

İAEK Üyesi

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APPENDIX T: Assignments

	1	2	3 hw/ cause	4 cause	5 hw/ effect	6 effect	7 hw/ adv	8 adv.	9 hw/ disadv	10 disadv
ID										
1	+	2.5	7	9	5	absent	6	10	3	9.5
2	+	2/3	6/10	6/10	6/7	7/10	6	8/10	4/4	8/10
3	not watch	2	2	6	6	5	5	7	4	8
4	+	2	4	7	5	8	7	9	3	9.5
5	not watch	not watch	5	absent	6	-	not watch	9	-	7
6	+	2.5	4	8	5	7	6	9	4	9.5
7	+	2.5	5	9	not watch	9.5	4	9	4	9.5
8	not watch	2	6	absent	not watch	6	not watch	7.5	not watch	7
9	+	2	4	9	7	8	3	9	-	7
10	+	2	5	8	7	7	5	9	4	9
11	+	2.5	6	7	6	7	1	8	4	absent
12	+	2	0	6	5	9.5	not watch	8.5	4	9.5
13	+	2	0	7	0	absent	not watch	10	-	-
14	+	2.5	7	9	5	9	4	8	4	9.5
15	+	0	0	6.5	2	8	4	9	not watch	9
16	+	2.5	7	7	7	9	7	10	4	9
17	+	not watch	4	absent	not watch	9.5	not watch	9	not watch	8
18	+	0.5	6	8	7	9.5	7	10	absent	9.5
19	absent	2.5	5	7	3	7	2	7	4	6
20	absent	not watch	5	7	4	-	not watch	-	absent	7
21	+	2.5	8	9.5	6	9	7	10	not watch	9.5

	1	2	3 hw/ cause	4 cause	5 hw/ effect	6 effect	7 hw/ adv	8 adv.	9 hw/ disadv	10 disadv
ID										
22	+	3	7	8	6	9	4	10	not watch	9.5
23	+	not watch	6	7	7	7	3	9.5	4	9.5
24	+	2.5	4	8	7	7	5	10	4	9

APPENDIX U: An Example of "Order the Sentences" Activity

Advantages and Disadvantages of Boats

These are mixed sentences of TWO separate paragraphs. Put each sentence below in to the correct place in the chart to form the paragraphs. The topic sentences are "b" and "j".

a) In addition, boat trips are often cheaper than other forms of travel.

b) The boat is a rather old fashioned way of traveling, but it has certain advantages.

c) In conclusion, traveling by boat isn't a very enjoyable experience.

d) Finally, boats are a safe alternative to cars and planes.

e) Secondly, boat trips can be very unpleasant when the weather is bad or the sea is rough.

f) Firstly, it takes much longer than other forms of travel.

g) For example, there are fewer accidents at sea than in the air or on the roads.

h) First of all, boats are usually more comfortable than planes or cars.

i) Instead of sitting in your seat for the whole journey, you can go for a walk on the deck, even go for shopping.

j) Traveling by boat has its disadvantages.

k) For example, a boat ticket usually costs less than a plane ticket.

l) Thirdly, boat trips may be very tiring especially for old people.

PARAGRAPH 1 Advantages		PARAGRAPH 2 Disadvantages	
Topic sentence :	B ✓	Topic sentence :	J
Supporting idea 1 :	h ✓	Supporting idea 1 :	f ✓
Minor detail 1 :	i ✓	Supporting idea 2 :	e ✓
Supporting idea 2 :	a ✓	Supporting idea 3 :	l ✓
Minor detail 2 :	k ✓	Conclusion :	c ✓
Supporting idea 3 :	d ✓		
Minor Detail 3 :	g ✓		

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APPENDIX V: An Example of "One Topic Another Supporting" Activity

Name _____

Date 30.11.2010 _____

The Hamburger Paragraph

TOPIC SENTENCE
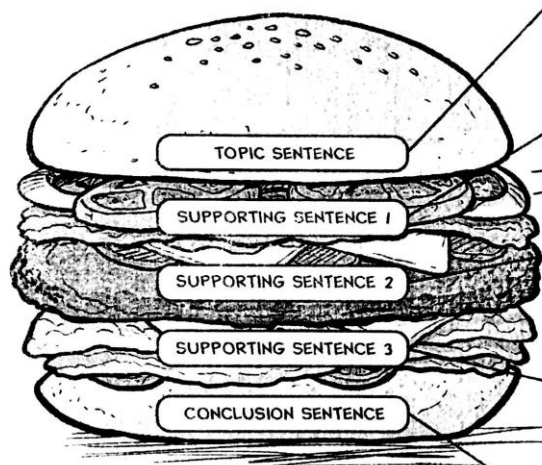
When you know ways of being successful at school, definitely you be successful. ✓

SUPPORTING SENTENCE 1

For example You should check about doing class. and do homework at home ✓

SUPPORTING SENTENCE 2

You ought to study regularly when you go home, you should study what you learn at school. ✗

SUPPORTING SENTENCE 3

Lastly, one should write down the important parts and revise them regularly. ✓

CONCLUSION SENTENCE

In conclusion, If you don't know these ways and you don't do them, you won't be successful ✓

APPENDIX W: Writing Quiz Scores given by Two Raters

and

Samples of Graded Quizzes

Flipped Class

	PRE-TEST			POST-TEST		
ID	Rater 1	Rater 2	Agreed total	Rater 1	Rater 2	Agreed total
1	5	5	**5**	6	6.5	**6.5**
2	3	3	**3**	7	7	**7**
3	2.5	2.5	**2.5**	6.5	6.5	**6.5**
4	1	1.5	**1.5**	4.5	5	**5**
5	0.5	0.5	**0.5**	2.5	3	**3**
6	4.5	4.5	**4.5**	8.5	8.5	**8.5**
7	4	3	**3.5**	8.5	8.5	**8.5**
8	1	1.5	**1.5**	4	4.5	**4.5**
9	2	2.5	**2.5**	2.5	2.5	**2.5**
10	3	3	**3**	7	6.5	**7**
11	2	1.5	**2**	8	7.5	**8**
12	5	5	**5**	8	8	**8**
13	3.5	3	**3.5**	2.5	2.5	**2.5**
14	3.5	3	**3.5**	8.5	8.5	**8.5**
15	2	2	**2**	6	6	**6**
16	2.5	3	**3**	8	8.5	**8.5**
17	5.5	5.5	**5.5**	9	9	**9**
18	6	6	**6**	8	8.5	**8.5**
19	3.5	4	**4**	5	5.5	**5.5**
20	2.5	2.5	**2.5**	6.5	7	**7**
21	8.5	8	**8.5**	8.5	8.5	**8.5**
22	4.5	4.5	**4.5**	9	9	**9**
23	3	3	**3**	7.5	7	**7.5**
24	5.5	5.5	**5.5**	9.5	9.5	**9.5**

Non-flipped Class

ID	PRE-TEST			POST-TEST		
	Rater 1	Rater 2	Agreed total	Rater 1	Rater 2	Agreed total
25	5	4	**4.5**	6.5	6.5	**6.5**
26	5	5	**5**	3	2.5	**3**
27	2.5	2	**2.5**	4.5	4.5	**4.5**
28	5	4.5	**5**	5	5	**5**
29	2.5	2	**2.5**	3.5	3	**3.5**
30	5	5	**5**	7.5	7.5	**7.5**
31	5	4.5	**5**	5.5	5.5	**5.5**
32	1.5	1.5	**1.5**	3.5	3.5	**3.5**
33	5.5	5.5	**5.5**	5.5	5	**5.5**
34	2	2	**2**	5.5	5	**5.5**
35	6.5	6	**6.5**	4.5	4	**4.5**
36	1.5	2.5	**2**	2.5	2	**2.5**
37	4	4	**4**	4.5	5	**5**
38	2	1.5	**2**	3	2.5	**3**
39	0.5	0.5	**0.5**	2.5	2	**2.5**
40	3	4.5	**4**	7.5	7	**7.5**
41	4.5	4.5	**4.5**	4	4.5	**4.5**
42	5	5	**5**	8	7.5	**8**
43	7.5	7.5	**7.5**	5	6	**5.5**
44	4	4.5	**4.5**	4	3	**3.5**
45	2.5	3	**3**	4	4.5	**4.5**
46	6	6	**6**	5	5.5	**5.5**
47	2	2	**2**	4	3.5	**4**
48	3.5	3.5	**3.5**	5.5	6	**6**

SCHOOL OF FOREIGN LANGUAGES

ENGLISH LANGUAGE PREPARATORY DEPARTMENT

2016 - 2017 ACADEMIC YEAR / FALL SEMESTER

WRITING QUIZ

Name & Surname ~~███████████~~ (25)

Class: β-211

Write a **paragraph** on "Advantages of learning English in an English-speaking country".

Please, do NOT forget to write about 120-140 words.

THE BEST WAY TO LEARN ENGLISH

I think there are many advantages. For example, if you don't know English very well and you live in an English-speaking country, you can learn new words which you don't know before. The people who learn English may not speak at the begging because they probably won't trust themselves. But when they have to talk to somebody, they will see that it isn't hard to speak in English. Also they can learn diffrent cultures, meet new people and provide themselfes. There is one disadvantage and it is missing family and friends. But it aint a big problem.

Student (25) Post-test

WRITING QUIZ

Name & Surname: ~~████████~~ (25)

Class: B 09

Write a paragraph on "Advantages of learning English in an English-speaking country".

Please, write about 120-140 words.

Main Advantages of English-speaking Country

There are 3 main advantages of learning English in an English-speaking country. First advantage is that you can learn English better in a different country. Because if you are in an English-speaking country you have to speak in English no matter how. Otherwise, you can't communicate with the other people who can only speak in English. Second, if you go to another country (for) learning English, you will have better learning skills compared to if you stay in your country. For example, if you go, you will know how they speak in their daily life. The last advantage of learning English in an English-speaking country is having chances to learn different cultures from where you go to learn English.

To sum up, there are so many advantages (to) learn English in an English speaking country.

144 words

180

SCHOOL OF FOREIGN LANGUAGES

ENGLISH LANGUAGE PREPARATORY DEPARTMENT

2016 - 2017 ACADEMIC YEAR / FALL SEMESTER

WRITING QUIZ

Name & Surname: ~~Student~~ (24)

Class: B09

S–
S–
C–

?

Write a **paragraph** on "Advantages of learning English in an English-speaking country".

Please, do NOT forget to write about 120-140 words.

partly irrelevant

_____ADVANTAGES_____

First of all **P** If you can speak English you have one plus thing for yourself. Imagine that you **T** abroad but you don't know English. How can you live, travel these? You can't buy water. Knowing English will open so very doors to you. You easily find a Job, find a friend etc... ~~this~~ summer I worked in my **P** cousins ~~company~~ and we ~~are~~ **T** 12 or 13 people there and ~~I~~ was the only person I **G** know English so I take **ww/T** double money for the translates **G** I have made. It's the **G** big advantage for me and for everyone who knows English like me. If you don't know I think you need to start learning because If you don't know this means you don't live 4. are nothing **129**

Student (24) Post-test

WRITING QUIZ

(24)

Name & Surname: ████████████

Class: B09

T S E E S E S E S E C

Write **a paragraph** on "Advantages of learning English in an English-speaking country".

Please, write about 120-140 words.

Advantages Of learning English

Learning English in a [G] English-speaking country has three main advantages. First of all, you will learn that [Pl.] countries [P] pronunciation [Sp.]. For example, England you can see their English much difficult and different. Second advantage is you can easily practise and upgrade your English because you live there and you had [T] to speak English. Third advantage is you will learn that [Pl.] countries [P] social language. For example you can go two different streets in the same city you will hear very different speaking types.

In conclusion, learning English in a [G] English-speaking country has important advantages and its [P] a great experience [Sp.] for you. 105 words

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ÜNİVERSİTE ÖĞRENCİLERİNİN İNGİLİZCE YABANCI DİL BECERİLERİNİN TERS YÜZ SINIF ORTAMLARINDA GELİŞTİRİLMESİ ÜZERİNE BİR EYLEM ARAŞTIRMASI

İngilizce bilmenin dünyanın her yerinde ve hayatın her alanında artan önemi neticesinde günümüzde birçok kişi İngilizce öğrenmek istemektedir. İngilizceyi tam anlamıyla öğrenebilmek yazma becerilerini geliştirmeyi de gerektirmektedir. Ancak İngilizce yazma becerilerinin gelişimi, öncelikle farklı birçok alt-becerinin geliştirilmesini, dolayısıyla fazlasıyla zaman ve çaba gerektirdiğinden zorlu bir süreçtir (Biria & Karimi, 2015; Brown, 2001; Bryne, 1988; Harmer, 2007b; Hedge, 2005). Bu zorlu sürecin kolaylaştırılarak öğrencilerin yazma performansının artırılması, yazma becerisine ayrılan zamanın ve çabanın etkili hale getirilmesi, ayrıca öğrencilerin yazma derslerine karşı olumsuz algılarının azaltılması büyük önem arz etmektedir. Bu sebeple bu çalışmanın temel amacı, yazmada hem ürün odaklı hem de süreç odaklı yaklaşımların kullanıldığı bir ters-yüz sınıf uygulamasının, İngilizce yazma becerilerinin geliştirilmesinde etkili bir yol olma ihtimalini araştırmaktır.

Ters-yüz sınıf ortamları günümüzde dünyanın hemen hemen her yerindeki eğiticimler arasında hızla yaygınlaşmaktadır. Bu eğitim ortamında, geleneksel olarak sınıfta yapılan etkinlikler evde; evde ödev olarak yapılanlar ise sınıfta yapılmaktadır (Bergmann ve Sams, 2012). Bu araştırmada da öğretmen-araştırmacı olarak yedi hafta süren bir ters-yüz yazma dersi tasarladım ve Türkiye'de bir vakıf üniversitesinin 24 İngilizce hazırlık sınıfı öğrencisi ile bu çalışmayı yürüttüm. Evde konuyu öğrenebilmeleri için öğrencilere kendi çektiğim videoları ve videodaki hedef konuyla ilgili yine kendi hazırladığım materyalleri gönderdim. Öğrencilere bu sınıf dışı etkinlikleri okula gelmeden önce yapmalarını söyledim. Okula geldiklerinde ise öğrencilerden evde öğrendiklerini pekiştirmek için öğretmen rehberliğinde çeşitli yazma etkinliklerine katılmaları ve dersin sonunda da bir paragraf yazarak öğretmenlerine teslim etmeleri beklendi.

İngilizce öğretiminin verimliliğini ve etkinliğini arttırmak için yeni yolların keşfedilmesine ihtiyaç olduğu göz önünde bulundurulursa bu araştırmanın ilk ve öncelikli hedefi ters-yüz sınıf yöntemini Türkiye'de İngilizce eğitimine uyarlayarak eğitim uygulamalarına değerli katkılar sunmaktır.

Bu bağlamda bu eylem çalışmasında aşağıdaki sorulara yanıt arandı:

1. Üniversitelerin İngilizce hazırlık sınıflarında öğretim gören öğrencilerin ters-yüz edilmiş yazma derslerinde İngilizce yazma becerilerinin geliştirilmesi ile ilgili görüşleri nelerdir?

2. Ters-yüz edilmiş sınıfların, üniversitelerin İngilizce hazırlık sınıflarında öğretim gören öğrencilerin İngilizce yazma becerilerinin geliştirilmesine nasıl bir etkisi vardır?

Yukarıdaki iki sorunun rehberliğinde yürütülen bu eylem araştırmasında karma yöntem kullanılmış olup çeşitli veri toplama araçları ile hem nitel hem de nicel veriler toplandı. Araştırma süreci genel olarak üç kısma ayrıldı: Ters yüz sınıf uygulama öncesi süreç, ters yüz sınıf uygulama süreci ve ters yüz sınıf uygulaması sonrası süreç.

Ters yüz sınıfları uygulamaya başlanmadan önce, haftalık öğretmen toplantılarının ve sınıfta öğrencilerle yapılan günlük görüşmelerin sonucunda, hali hazırda kullanılan yazma müfredatında iki önemli değişiklik yapılmasına karar verildi. Bunlardan ilki ürün-odaklı olan yazma müfredatını daha çok süreç-odaklı müfredata dönüştürmekti. İkincisi ise sınıf içi zamanı, konunun anlatılmasından çok pratiğinin yapılmasına ve uygulanmasına ayırmaktı. Geniş bir edebiyat taramasının sonrasında ders materyallerini tekrardan düzenledim ve öğrencilere gönderilmek üzere videolar çektim. Yaz okulunda yapılan 3 haftalık deney çalışmasının sonucunda öğrencilerin hazırlanan ders materyalleri ve videoları çok iyi buldukları ortaya çıktı. Ancak bu deney çalışması öğretmenin videolardaki konuşma hızını biraz düşürmesini, videolardaki görsellerin ve örneklerin biraz arttırılmasını, video linkine nasıl ulaşabilecekleri hususunda öğrencilerin daha iyi bilgilendirilmesini ve kısa bir süreliğine de olsa interneti olmayacak öğrencilerin videoları öğretmenlerinden alabileceklerini hatırlatmak gerektiğini de açığa çıkardı.

Deney çalışmasının sonucunda yapılması kararlaştırılan değişikler yine benim tarafımdan hemen gerçekleştirildi. Daha sonra asıl araştırmada kullanılacak veri toplama araçları (ters yüz sınıf öğrenci anketi, odak grup görüşme soruları ve yazma sınavı) hazırlandı. Yazma sınavının hem ters yüz sınıfa hem de kontrol grup olarak belirlenen öğrencilere ön-test olarak uygulanması yapıldıktan sonra ters yüz yazma sınıfının asıl uygulaması başlatıldı.

Öğrencilere ters yüz sınıflarla ilgili detaylı bilgi verildikten ve araştırmaya gönüllü olarak katılmak isteyen öğrencilerden katılım formunu imzalamaları rica edildikten sonra 7 haftalık uygulama süreci başladı. Ters yüz yazma sınıfım 1. 2. ve 4. haftalarda dört öğretmen tarafından gözlemlendi. Öğretmen gözlemcilerden alınan geri bildirimler derslerin planlandığını gibi işlendiğini doğruladı. Ayrıca yapılan etkinliklerin amacına ulaştığını ve

sınıfta pozitif ve etkili bir öğrenme ortamının olduğunu da gösterdi. Bunlara ek olarak, öğrencilerin konuyu kavramış olarak okula geldiklerini ve sınıfta da uygulamasını yaptıklarını, öğrencilerin hem öğrenip hem de eğlendiğini, akranları ile etkileşim içinde olup fikir alışverişi yaptıklarını ve tartışmalara katıldıklarını, akranlarından yardım aldıklarını, anlamadıkları şeyleri onlara sorabildiklerini ve akranlarının paragraflarına geri bildirimlerde bulunduklarını da gösterdi. Öğretmen görüşleri sonucunda öğrencilerin kelime dağarcıklarının geliştirilmesi adına sınıfta yapılan kelime alıştırmalarının sayısının arttırılması gerektiğine ve öğrencilerin akran geri bildirim formunu daha verimli kullanmaları hususunda biraz daha eğitilmelerine karar verildi.

Gözlemci öğretmen görüşlerine ek olarak ters yüz yazma sınıfı halen uygulanıyorken, 4. haftasında, öğrencilerin görüşlerine de öğrenci geri bildirim kâğıtları aracılığı ile başvuruldu. Bu öğrenci geri bildirim kâğıtlarında öğrencilerden videoyu, videoyla ilgili verilen alıştırmayı, sınıfta yapılan yazma aktivitelerini ve akran geri bildirimini değerlendirmeleri istendi. Nitel veri çözümlenmesi sonucunda öğrencilerin videoyu çok beğendikleri, çok eğitici olduğunu düşündükleri ve videoda verilen örneklerin ve kullanılan görsellerin öğrenmeyi kalıcı hale getirdiği tespit edildi. Öğrenciler sadece videoyu değil videoyla alakalı verilen ev ödevini de yazma becerilerini geliştirmede çok yeterli ve faydalı bulduklarını belirttiler. Ayrıca bu ödevlerin öğretmen tarafından değerlendirilmesinin başarıyı arttırmada önemli bir etken olduğunu ve ödevlerde yapılan hataların sınıfta da tartışılmasının öğrenmeyi kalıcı hale getirdiğini vurguladılar. Sınıf içi yazma aktiviteleri (beyin fırtınası, kavram haritası, kelime alıştırmaları, vb.) de öğrenciler tarafından sevildi ve faydalı bulundu. Özellikle beyin fırtınası yapmanın ve kavram haritası kullanmanın sonrasında paragraf yazmayı daha kolay hale getirdiğini vurguladılar. Çok az sayıda öğrenci kelime alıştırmalarının zaman kaybettirdiğini ve doğrudan paragraf yazmaya başlamalarının daha iyi olacağını belirtmesine rağmen birçok öğrenci kelime alıştırmalarının çok faydalı olduğunu ve sayılarının arttırılması gerektiğini söyledi. Bunun üzerine gözlemci öğretmen görüşleri de dikkate alınarak daha fazla kelime alıştırması yapılmasına karar verildi. Öğrenci geri bildirim kâğıtlarında, son olarak, öğrenciler akran geri bildirimiyle ilgili hem olumlu hem de olumsuz görüşler öne sürdüler. Bazı öğrenciler akran geri bildirimini yazma becerilerini geliştirdiği için faydalı bulurken, bazı öğrenciler akran geri bildiriminde bulunmanın zaman kaybı olduğunu çünkü öğretmen geri bildiriminin tek başına yeterli olacağını söylediler. Akran geri bildirimiyle ilgili bu gibi olumsuz görüşler olmasına rağmen müfredattan çıkarmamaya karar verdim çünkü öğrenciler bu tarz bir etkinliği ilk defa yapmışlardı ve alışınca belki de fikirlerinin değişebileceğini düşündüm.

Ters yüz sınıftaki öğrencilerin ve gözlemci öğretmenlerin yanı sıra kendim de ters yüz sınıfın uygulama sürecini tüm önemli detayları ile birlikte yedi hafta boyunca araştırmacı günlüğümde değerlendirdim. Veri çözümlemesi sonucunda ters yüz sınıf uygulamasıyla ilgili benim (araştırmacı-öğretmen), öğrencilerin ve gözlemci öğretmenlerin hemen hemen aynı görüşleri paylaştığı ortaya çıktı. Günlüğümde öğrencilerin ilk videoyu izledikten sonra yaptıkları olumlu yorumlardan, derse daha hazır ve motive olmuş bir şekilde gelmiş olmalarından ve videoda anlatılan konuyla ilgili sorularımı doğru bir şekilde cevaplamalarından bahsetmiştim. Bunlara ek olarak sınıfta derse daha ilgili olmalarından (Earley, 2016; Johnson, 2013; McLaughlin & Rhoney, 2015) ve birbirlerinden yardım alarak paragraflarını daha iyi bir şekilde yazdıklarını belirtmişim. Ayrıca yazma becerilerinin geliştiğini ve başarı notlarının gitgide arttığını da yazmışım. Ancak ters yüz sınıf ortamı ile ilgili bazı olumsuz şeylere de değinmişim. İlki grup aktivitelerinde bazen bazı öğrencilerin diğerleri kadar katkıda bulunmayıp yalnızca benim uyarılarımı dikkate alıp diğerleriyle çalışmaya başlamaları. İkincisi ise bazı öğrencilerin akran geri bildirimini gereksiz gördüğü için yapmak istememesi. Buna çözüm olarak da öğrencilere hiçbir geri bildirimde bulanamasalar da bu etkinliğin sonunda bir başkası tarafından yazılmış örnek bir paragraf okumuş olacaklarını söylemişim. Sonrasında birbirlerine verdikleri geri bildirimleri incelediğimde aslında çok faydalı geri bildirimlerde bulunanların olduğunu not etmişim. Ayrıca son haftaya geldiğimizde öğrencilerin de bu aktiviteye alıştıklarını ve bu aktiviteyi yaparken artık mutlu olduklarını belirtmişim.

Ters yüz yazma dersinin uygulamasının tamamı bittikten sonra da öğrencilerin bu derse yönelik görüşleri anket aracılığıyla ve öğrencilerle yapılan odak grup görüşmeleri alındı. Öğrencilerin yazma becerisi gelişimleri de ters yüz sınıf uygulamasının hem öncesinde hem de sonrasında bir yazma sınavı yapılarak ölçüldü. Uygulama bittikten sonra nitel ve nicel verilerin çözümlenmesi, öğrencilerin hemen hemen hepsinin ters yüz sınıflarda yazma becerilerinin gelişimine dair olumlu bir görüşe sahip olduklarını ortaya çıkardı.

Öğrencilerin birçoğu ters yüz sınıfı ilk duyduklarında geleneksel sınıfa alışık oldukları için ters yüz edilmiş sınıf fikrini sevmemiş olduklarını ve korktuklarını belirttiler. Fakat ters yüz sınıf uygulaması sonrasında fikirlerinin değiştiği ve tüm öğrencilerin ters yüz sınıfı geleneksel sınıfa kıyasla daha etkili, faydalı ve eğlenceli bulduğu görüldü. Hepsi, ters yüz edilmiş sınıflarda paragraf yazmanın daha kolay olduğunu çünkü sınıfta paragraf yazarken arkadaşlarından ve öğretmeninden yardım alabildiğini belirtti. Literatürde de ters yüz sınıflarla ilgili yapılan birçok araştırmada ters yüz sınıflarda öğrenciler ve öğretmen arasındaki etkileşimlerin arttığı bulgusuna rastlanmıştır (Brown, 2012; Clark, 2013; Johnson

& Renner, 2012; Lage, Platt, & Treglia, 2000; Marrs & Novak, 2004; Murray, Koziniec, & McGill, 2015; Nawi et al., 2015; N. Schullery, Reck, & S. Schullery, 2011; Roach, 2014; Ronchetti, 2010; Yemma, 2015). Vygotsky (1978)'in de dediği gibi öğrenciler başkaları ile etkileşim içerisinde bulunduklarında onlardan destek alarak tek başına başarabileceklerinden çok daha fazlasını başardılar.

Bununla beraber öğrencilerin büyük bir çoğunluğu ters yüz sınıfı geleneksel sınıfa kıyasla daha çok sevdiğini çünkü geleneksel sınıfta öğretmenin 40 dakikada işleyebildiği konuyu, ters yüz edilmiş sınıftaki videolardan 8-10 dakikada öğrenebildiklerini ifade ettiler. Dolayısıyla ters yüz sınıfta alıştırma yapmak ve öğrendiklerini uygulamak için daha çok vakit kaldığını da eklediler. Alıştırma yaptıkça da yazma becerilerinin geliştiğini, kendilerine olan güvenlerinin git gide arttığını ve ters yüz edilmiş sınıf sayesinde kalıcı öğrenmenin gerçekleştiğini vurguladılar. Bence, bunun en önemli nedeni, ters yüz sınıf yönteminin, öğrencilerin evde daha basit olan "hatırlama, kavrama ve uygulama" becerilerini kazanmasına, okulda ise daha karmaşık olan "analiz etme, değerlendirme ve yaratma" becerilerini yardım alarak edinmesine olanak sağlamasıdır (Alsowat, 2016; Engin, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015; Johnson & Renner, 2012; Kvashnina & Martynko, 2016; Nawi et al., 2015; See & Conry, 2014; Talbert, 2012; Talley & Scherer, 2013).

Bu araştırma kapsamında hem ankette hem de odak grup görüşmeleri esnasında öğrencilere ters yüz edilmiş sınıfta neleri beğenip neleri beğenmedikleri soruldu. Öğrencilerin hemen hemen hepsi videoların içeriğini, videolarda kullanılan görselleri, verilen örnekleri, kullanılan öğretim tekniklerini, videoda kullanılan İngilizce dil seviyesini sevdiklerini söyledi. Ayrıca Budge (2015), Johnson (2013) ve Roach (2014) gibi araştırmacıların çalışmalarına katılan öğrenciler gibi bu çalışmaya katılan öğrenciler de videoları durdurmanın, geri sarmanın ve tekrardan izleme olanağının olmasının geleneksel sınıfla karşılaştırıldığında çok büyük bir avantaj olduğunu vurguladılar. Az sayıda da olsa birkaç öğrenci de videoları sınava çalışmak için tekrardan izlediğini ya da derse gelemediğinde de konuyu öğrenebildiğini belirtti. Öğrencilerin hemen hemen hepsi videoları istedikleri zaman ve istedikleri yerde izleyebiliyor olmalarının da ters yüz sınıfları sevmelerindeki en büyük etkenlerden biri olduğunu tekrarladılar. Bununla birlikte bütün öğrenciler kendilerini derse hazırladığı için videoyu izledikten sonra yapılması için verilen ödevleri faydalı bulduklarına değindi. Buna ek olarak bu ödevlerin değerlendirilmesinin ve yapılan hataların sınıfta tartışılmasının öğrenmeyi arttırdığını bildirdiler. Fakat videoyla ilgili verilen ödevlerin zorluk derecesinin yabancı dil seviyelerine uygun olarak belirlenmesi

ve bu ödevlerin hedeflerinin kesin ve açık olarak belirlenmiş olması gerektiğini de vurguladılar.

Bu çalışma sonucunda elde edilen bulgular, gelecekte uygulanacak olan ters yüz sınıflarda videoyla öğrenmenin etkili olabilmesi için dikkat edilmesi gereken birkaç hususa da değindi. Videoyla kalıcı ve etkili bir öğrenmenin gerçekleşebilmesi için video içeriğinin kapsamlı ancak öğrencileri sıkmamak adına çok uzun olmaması ve videoda farklı öğrenme stillerine hitap edecek şekilde farklı öğretim tekniklerinin kullanılması (PowerPoint sunusu, soru-cevap, görsel kullanımı, öğretmenin kendi hayatından örnekler verilmesi, öğretmenin videoda görünmesi, vb.) gerektiği anlaşıldı. Ayrıca videoda verilen örneklerin ya da yapılan benzetmelerin öğrencilerin ilgisini çekmesi, videonun ses kalitesinin iyi olması ve videoda kullanılan yabancı dil seviyesinin öğrencilerin yabancı dil seviyesine uygun olması gerektiği de öğrenildi.

Bu çalışma kapsamında öğrenciler hem sınıfta hem de sınıf dışında yapılan etkinlikleri "faydalı", "etkili", "öğrenmeyi arttıran ve kalıcı hale getiren", "seviyelerine uygun" ve "eğlenceli" olarak nitelendirdi. Beyin fırtınası, kavram haritası, cümle sıralama, paragrafa uygun giriş cümlesi ya da sonuç cümlesi yazma, vb. yazma alıştırmalarında hiçbir değişiklik yapmak istemediklerini ve çok sevdiklerini söylediler. Dolayısıyla bu çalışmanın sonuçları, sınıf içi etkinliklerin öğrencilerin ilgi, ihtiyaç ve beklentilerine uygun olarak hazırlanmış olduğunu gösterdi.

Çalışmanın sonucunda öğrenciler ters yüz sınıfı çok beğenseler de, bazılarının beğenmediği ve değiştirilmesini istediği üç şey de ortaya çıktı. Bunlardan ilki videoların ses kalitesidir. Videolardaki sesin kalitesinin konuyu anlamalarını engellememiş olmasını vurguladılarsa da videoların biraz daha yüksek sesle ve cızırtısız olarak çekilmesinin daha iyi olabileceğini söylediler. Değiştirilmesini istedikleri ikinci şey grup çalışmalarının sayısının azaltılarak daha çok bireysel çalışma yapılması yönündedir. Bazı öğrenciler grup çalışması esnasında çok ses olmasından ve etkinliğe odaklanmanın zor olmasından, bazıları ise diğer grup üyelerinin ekinliği yaparken yeterince çaba sarf etmemelerinden şikâyet etti. Öğrencilerin beğenmediği son şey ise akran geri bildirimiydi. Bir çoğunluğu akran geri bildirimini yazma becerilerini geliştirmede çok faydalı bulduğunu söylemesine rağmen, öğrencilerin bir kısmı da akran geri bildiriminin gereksiz olduğunu çünkü akranlarıyla İngilizce seviyelerinin hemen hemen aynı olduğunu öne sürdüler. Akran geri bildirimini sevmeyen öğrencilerin bazıları da öğretmen geri bildiriminin yeterli olduğunu belirtti çünkü onlar Miao, Badger ve Zhen (2006), Saito (1994) ve Zhang (1995)'in de dediği gibi akran geri bildirimini öğretmen geri bildirimi kadar değerli görmüyorlardı. Dolayısıyla bu

sınıflarda yazma becerilerinin geliştirilmesinde akran geri bildirimlerinin önemli olduğu vurgulanmalı ve akran geri bildirimlerinin öğretmen geri bildirimlerinin yerine geçmediğini ancak onları yazma sürecine daha aktif olarak katılımlarını sağlamanın bir yolu olduğu hatırlatılmalıdır (Vasu, Ling ve Nimehchisalem, 2016).

Bu çalışmada öğrencilere seçme şansları olsaydı gelecekte alacakları İngilizce derslerinde geleneksel sınıfı, ters yüz sınıfı, yoksa her ikisini de mi tercih edecekleri soruldu. Hem anket hem de odak grup görüşmelerinden elde edilen veriler neredeyse bütün öğrencilerin ters yüz sınıfı seçtiğini gösterdi. Hatta ters yüz sınıfın sadece yazma derslerinde değil dinleme, konuşma ve okuma becerilerinin geliştirilmesinde de kullanılması gerektiğini vurguladılar. Bununla birlikte bazı öğrenciler ters yüz sınıfların üniversite de yabancı dil öğretimi dışındaki alan derslerinde de kullanılabileceğini öne sürdü. Bence bu araştırmanın gelecekteki ters yüz sınıf uygulamaları ile ilgili açığa çıkardığı en ilginç bulgu bu çalışmaya katılan ve ileride İngilizce öğretmeni olmayı düşünen 3 öğrencinin de öğretmen olduklarında kendi sınıflarında ters yüz sınıf yöntemini kesinlikle kullanacaklarını söylemiş olmasıdır. Ancak bununla ilgili kesin bir şey söyleyebilmek için daha fazla veri toplanması gerekmektedir.

Bu çalışmaya katılan öğrencilere ters yüz sınıfların geliştirilmesi ve ileriki yıllarda uygulanması için ne gibi önerilerde bulunabilecekleri sorulduğunda hemen hemen bütün öğrenciler şu anda olduğu gibi uygulanmaya devam edilebileceği görüşündedir. Sadece birkaç öneri de bulunuldu. Bir öğrenci, videoları çekerken bir kayıt cihazı kullanılabileceğini, bir diğer öğrenci ise videoların bir sınıf için değil diğer sınıflarda da kullanılmak üzere daha profesyonelleştirilerek çekilebileceğini belirtti. Bir başka öğrenci birçok grup çalışması yapıldığı için ters yüz sınıfların daha az öğrencinin olduğu sınıflarda daha da etkili olabileceğini söyledi. Bu nedenle eğer sınıflar ters yüz edilecekse ya grup aktivitelerinin ya da öğrenci sayısının azaltılmasını önerdi. Son olarak başka bir öğrenci de videoların öğrencilere harici belleklerde verilmesinin işleri daha da kolaylaştıracağına ve hatta okul tarafından öğrencilere bilgisayar verilmesinin ters yüz sınıf uygulamalarını geliştirmek adına iyi olacağına değindi.

Ankette öğrencilere "bence ters yüz sınıf yazma becerilerinin geliştirilmesinde oldukça etkilidir" ibaresine ne kadar katılıp ne kadar katılmadıkları soruldu. 23 öğrenci tamamen ya da fazlasıyla katıldığını belirtirken sadece 1 öğrenci çok az katıldığını söyledi. Ters yüz sınıfın yazma becerilerini geliştirmediğine inanan bir öğrenci dahi olmadı. Odak grup görüşmeleri esnasında da birçok öğrenci yazma becerilerinin ters-yüz sınıfta geleneksel sınıfa orana daha çok geliştiğini söyledi. Örneğin, Ali günden güne yazma performansının

arttığını ve önceden 10 puan üzerinden 5 alırken artık 10 aldığını vurguladı. Ayrıca yazma sınavının hem geleneksel sınıfa hem de ters yüz edilmiş sınıfa uygulanmış olan ön-test ve son-test sonuçları da ters-yüz sınıf öğrencilerinin yazma başarılarında geleneksel sınıfın öğrencilerine kıyasla daha yüksek bir başarı elde ettiğini kanıtladı. Özetle, bu eylem çalışmasının hem nitel hem nicel verilerinin çözümlenmesinden elde edilen bulgular ters yüz sınıf uygulamasının İngilizce eğitiminde yazma becerisinin geliştirilmesinde etkili bir yol olduğunu gösterdi.

Özetle, bu eylem araştırması sınıfı ters yüz ederek ve yazmaya yönelik ürün-odaklı ve süreç-odaklı yaklaşımları birleştirerek üniversite öğrencilerinin yazma dersiyle ilgili olumsuz algılarının azaltılıp olumlu algılarının arttırılabileceğini gösterdi. Bununla birlikte ters yüz sınıflarda öğrencilerin yabancı dilde yazma becerilerinin geliştirilerek yazma performanslarının ve başarılarının da arttırılabileceğini kanıtladı.

Görüldüğü üzere bu eylem çalışması hem teoride hem de pratikte çok önemli sonuçlar barındırmaktadır. Öncelikle ters yüz sınıf uygulamasının sadece yazma becerilerinin değil genel olarak yabancı dil eğitiminin geliştirilmesine büyük katkılarda bulunacağını açıkça göstermiştir. Program geliştiriciler, ters yüz sınıf uygulamasını kullanmaya karar vererek hem öğretmenlerin öğretme yöntem ve metotlarını zenginleştirmelerine hem de öğrencilerin İngilizce öğrenirken karşılaştıkları bir takım problemlerden kurtulmalarına yardımcı olabilirler. Ancak program geliştiriciler ters yüz sınıf uygulamasına başlamadan önce dikkatli davranmalıdır. Bu büyük değişim için öğretmenleri hizmet içi eğitimlerle eğitmeli ve öğrencileri de bilgilendirmelidir. Kısacası her iki tarafı da yıllardır alışık oldukları şeyleri bırakmaları ve ters yüz sınıf uygulamasının avantajları hususunda ikna edebilmelidir.

Çalışmanın sonuçları şunu da göstermiştir ki ters yüz sınıf sadece video izlemekle sınırlı değildir. Öğrenciler videoyla ilgili alıştırmalar yaparak sınıfa konuyu öğrenmiş olarak gelmeli ve sınıf içi zaman çeşitli, etkili ve anlamlı aktiviteler yapılarak değerlendirilmelidir. Dolayısıyla öğretmenler ve program geliştiriciler bir araya gelerek hem sınıf dışında hem de sınıf içinde kullanılacak etkinlikleri ve materyalleri özenli bir şekilde hazırlamalıdır. Uygulamaya başlamadan önce de uzman ve öğrenci görüşlerine başvurulmalıdır.

Bu çalışmanın sonuçlarına bakarak ters yüz sınıf uygulamalarının hem kurumsal hem de ülke çapında yaygınlaştırılması önerilebilir. Ayrıca farklı İngilizce seviyelerinde, farklı yaş gruplarında ve hatta farklı derslerde uygulanması ve karşılaştırılmalar yapılması bu

çalışmanın ortaya çıkardığı bulguların geliştirilmesi açısından önemli görülmektedir. Dahası bu eylem araştırmasına farklı bir bakış açısı kazandırmak adına dışarıdan gelen bir araştırmacı tarafından da bir başka çalışma yürütülebilir.

Çalışmanın sonuçları arasında gelecekte İngilizce öğretmeni olmayı planlayan öğrencilerin de ters yüz sınıf uygulamasıyla ilgili çok olumlu görüşlere sahip oldukları ve ileride kesinlikle ters yüz sınıfı kendi sınıflarında uygulamak istediklerini belirttikleri görülmektedir. Ancak bu önemli bulgunun bir başka araştırma kapsamında gelecekte İngilizce öğretmeni olmayı düşünen kişilere odaklanılarak araştırılması gerekmektedir.

Bu ters yüz sınıf uygulamasında öğretmenin kendisi tarafından kendi sınıfı için çektiği videolar kullanıldı. Bu, öğretmenin çok fazla enerji ve zaman harcamasına neden oldu. Ancak bir grup öğretmenin bir araya gelerek tüm okulda kullanılması için videolar çekmesi zaman ve enerjiden tasarruf edilmesini, öğretmenler arasındaki işbirliğini ve yardımlaşmanın artırılarak profesyonel bir çalışma ortamının yaratılmasını ve kurum içerisinde müfredat içeriğinin standartlaşmasını sağlayabilir. Bu nedenle bir grup öğretmen tarafından daha profesyonel olarak çekilen ve tüm sınıflarda kullanılan videoların öğrencilerin algısı üzerinde ne gibi bir etkisi olacağı araştırılabilir.

Sonuç olarak yabancı dil öğretimi alanında çok değerli bulgulara sahip olan bu eylem araştırması göstermiştir ki yazmada hem ürün-odaklı hem de süreç-odaklı yaklaşımların kullanıldığı bir ters yüz sınıf uygulaması, İngilizce yazma becerilerinin geliştirilmesinde etkili bir yoldur. Ters yüz sınıf uygulaması, öğrencilerin yazma performansının artırılmasının, yazma becerisine ayrılan zaman ve çabanın etkili hale getirilmesinin ve öğrencilerin yazma derslerine karşı olumsuz algılarının azaltılmasının mümkün olduğunu açığa çıkardı. Bu sebeplerle bu eylem araştırmasının ters yüz sınıf yöntemini Türkiye'de İngilizce eğitimine uyarlayarak eğitim uygulamalarına değerli katkılarda bulunduğu düşünülmektedir. Bu çalışmanın sonuçları ışığında Türkiye'deki yabancı dil eğitim politikalarının geliştirilebileceği ve yabancı dil eğitim kalitesinin artırılacağına inanılmaktadır.

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