

BULUNAN PEDDİLİ (FLIPPED LEARNING)

Selma DURAK ÜĞÜTEN¹
Özgül BALCI²

SUMMARY

With the advent of improvements in technology, there has been a change in the methods used to teach and learn a foreign language. Flipping a classroom is one of the recent methods which requires teachers' recording the lesson and students' watching the recordings before coming to the classroom in order to spend the class time with the activities. As teachers do not deliver the lecture in the class, more time can be allocated to active learning activities. To shed light on this topic, this study, which was carried out in literature review model, gives detailed information about the definition of flipped classroom, its advantages and disadvantages, how to implement it and studies conducted to determine its effectiveness in EFL (English as a Foreign language) classes.

Keywords: *flipped classroom, flipped learning, second/foreign language teaching*

TERS YÜZ ÖĞRENME

ÖZET

Teknolojideki yeni gelişmelerle birlikte, yabancı dil öğrenme ve öğretmede kullanılan metodlarda da bir değişim olmuştur. Ters yüz edilmiş sınıf, ders saatini aktivitelere ayırmak için öğretmenlerin dersi önceden videoya çekmelerini ve öğrencilerin de bu kayıtları derse gelmeden önce izlemelerini gerektiren yeni metodlardan biridir. Öğretmen dersi sınıfta anlatmadığı için, sınıf içerisinde aktif öğrenme etkinliklerine daha çok zaman ayrılabilir. Konuya ışık tutmak amacıyla, alanyazın taraması yapılarak gerçekleştirilmiş bu çalışma ters yüz sınıf modelinin tanımı, avantajları ve dezavantajları, nasıl uygulanacağı ve bu metodun yabancı dil sınıflarındaki etkisi konusunda yürütülmüş araştırmalarla ilgili detaylı bilgi vermektedir.

Anahtar Kelimeler: *ters yüz sınıf, ters yüz öğrenme, ikinci/yabancı dil öğretimi*

¹ Assist. Prof. Dr., Necmettin Erbakan University, Konya, Turkey, e-mail: edam2005@gmail.com

² Assist. Prof. Dr., Necmettin Erbakan University, Konya, Turkey, e-mail: obalci@konya.edu.tr

I. INTRODUCTION

There can be no doubt that in recent years, teaching and learning a second/foreign language has become a much debated educational issue all over the world. 1950s were dominated by traditional methods of rote learning and teaching of grammar; that is, focus on form was very popular. However, with the advent of new technology and new approaches, there has been a need for a new trend and change in the field of second/foreign language teaching and learning. The main focus has become the learners and providing them a relaxed, motivating and enjoyable learning atmosphere. As Şanal (2016a: p.2) stated:

there is a redoubled importance given to the learners in language teaching and learning as a consequence of the changing views in the field of second/foreign language learning (ESL/EFL). That is, they are no more passive in their learning process. Their needs, interests, learning styles, and other individual differences are being taken into account by their teachers in the learning-teaching environment.

Teachers are no longer information givers; instead, they share the responsibility of the learning procedure with the learners. That is, instead of being a direct information giver, teachers should make their learners to be in the teaching and learning procedure that requires adapting teachers' plans, course, syllabus, techniques and etc. according to the needs of the students. Learners should be the teachers' priority in this procedure (Şanal, 2016b; Durak Üğüten, 2015). So, teachers should keep pace with the recent developments in education. There is a fast increase and a change in the methods used in language teaching and learning and in the trends followed. As a result of these improvements in language learning-teaching process and technological advances both in daily life and school life, there has appeared a new term called "flipped classroom" which has been a very popular buzzword and has made big waves in language teaching and learning world in recent years. With the intent of following these improvements, language teachers have needed to adapt their teaching methods, materials and programs.

II. BASICS OF FLIPPED LEARNING

There are many researches about flipped learning, its advantages and disadvantages and its use. So, what is flipped learning? Arnold-Garza (2014: p. 1) described the flipped classroom as " a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities, may be useful for information literacy instruction". That means that there is much more use of technology for the

sake of teaching and learning. In this model, learners receive instruction at home and spend class time working with their teachers and peers. According to Bergmann and Sams (in Başal, 2015: p. 2), a flipped classroom can be described as a setting “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class”. As students are supposed to come to the classroom after they watch the videos at home or wherever they want, they spend the class time to discuss the points they do not understand with their teachers and with the other students. They do more activities which enable their understanding of the topic better.

Başal (2015:p. 1) indicated that in flipped learning or a flipped classroom,

students watch instructional videos outside the classroom and do assignments or engage in activities inside the classroom. Language teachers are one group of educators exploring the flipped classroom. In foreign language classes, such an approach may offer great benefits for both the teachers and students since classroom time can be applied to more interactive tasks.

Another definition of flipped learning comes from Bermann & Sams (in Nicolosi, 2012: p.13). The authors defined it as a method that “happens when the teacher’s lecture is delivered to students via video outside of the classroom. Then traditional class time is used for active problem solving and done-to-one or small group tutoring with the teacher”. As class time is spent for activities instead of lecturing, learners are more active in the class.

Studies on flipped classrooms were based on Bloom's revised taxonomy of cognitive domain which provides six levels of learning. Bloom explains these levels of learning as follows (in Zainuddin & Halili, 2016: p. 2):

- Remembering: in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned.
- Understanding: the students try to demonstrate their understanding, interpret the information and summarize what they have learned.
- Applying: the students practice what they have learned or apply knowledge to the actual situation.
- Analyzing: the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The students obtain new knowledge and ideas after implementing critical thinking or a debate in group activities. In this level of learning, the students also produce creative thinking.

- Evaluating: assessment or established peer-review knowledge, judge in relational terms; in this stage, students are evaluating the whole learning concepts and they could evaluate or make judgment on how far they successfully learned.
- Creating: the students are able to design, construct and produce something new from what they have learned.

The researchers explain that in order to implement flipped classrooms, understanding and remembering are the lowest stages which can be performed at home. However, creating, evaluating, analyzing and applying are focused on in the classroom. So, teachers spend class time with the activities which allows their learners to be more autonomous by being a part of this procedure. Zainuddin and Halili (2016: p.2) demonstrated the students' learning steps in this learning type according to Bloom's revised taxonomy.

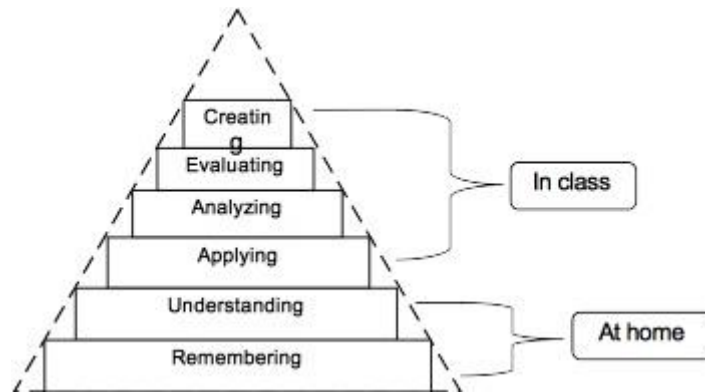


Figure I: Bloom's revised taxonomy in the flipped classroom

As it is understood from Figure I, with the help of flipped learning the students have a chance to spend more time on higher-level learning tasks in the classroom which requires interaction between friends like a group discussion. They watch the videos at home and come to the classroom prepared to share their knowledge with their teacher and their classmates. This allows learners to be more independent and active in the classroom.

III. FOUR PILLARS OF FLIPPED LEARNING

Flipped learning consists of four pillars: flexible environment, learning culture, intentional content and Professional educators.

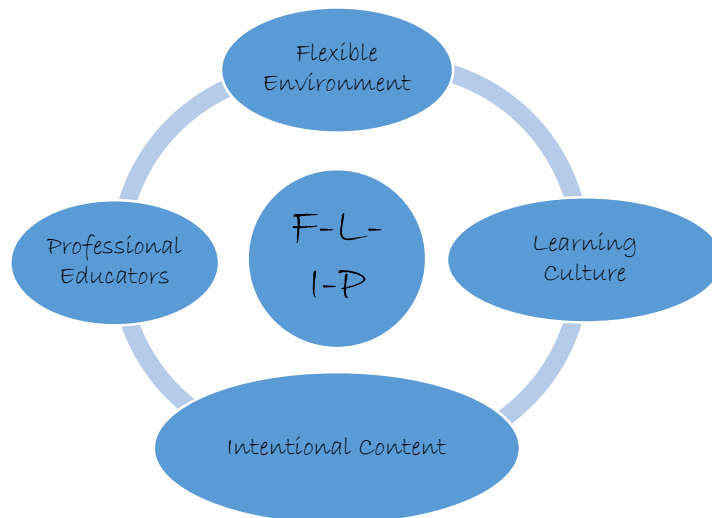


Figure II: The Four Pillars of Flipped Learning

A. Flexible Environment

Flexibility is an important point in flipped learning both for the teacher and the students. Teachers can record it whenever and wherever they want. For the students, the situation is the same. They have a chance to watch the videos without any time and place limitation. Students are free to choose the time of their own learning which can help them to be autonomous.

B. Learning Culture

In traditional language teaching and learning, teacher is standing in front of the classroom and main source of the information. The students are just sitting, listening to the teacher passively and their role is receiving the information without any contribution. However, in flipped classrooms, there is a shift from teacher-centered classrooms to learner-centered ones in which students are no more passive. Instead, they take active roles in their learning procedure and constructing knowledge.

C. Intentional Content

The content of the videos and extra materials can be decided by the teacher according to the needs and interests of the students. So, intentional content gives a direction to what the teacher is going to teach and send to the students to learn. Chang (2016: p.5) indicated that:

in my flipped classroom, a variety of materials are available for students in different formats: textbook, PowerPoint slides, video clips, practice tests, and discussion forum. Students

explore the basic concepts on their own before the class by reading the textbook and PowerPoint slides, and watching video clips. I design individual and group tasks for students to apply the concepts in real-life scenarios.

Despite the misunderstanding about the teacher's being passive in the classroom, the teacher is busy with deciding on the content, duration and the place of the recording.

D. Professional Educator

The role of the teachers in a flipped classroom is different from a traditional one. Instead of just being an information giver, teachers are the ones who organize the class and assignments. Professional educators are reflective and get in touch with each other to improve themselves, accept and tolerate criticism in classroom (Chang, 2016). Since the students are supposed to come to the classroom after watching the videos and ready to participate in the lesson, the teachers need to observe them and answer their questions when necessary.

IV. IMPLEMENTING FLIPPED CLASSROOM

In order to flip the classroom, the most important point is the availability of videos recorded by the teacher for the students to watch at home. Before recording it, there should be a preparation procedure for the teacher to decide on what to record, how to record, where to record and time of the recording. The idea of receiving the information before class time and having a chance to understand it deeply allows students to construct their own knowledge. From this point of view, flipped learning is connected to constructivism in which learners do not accept the given information without using their own experiences to comment on the information (Durak Üğüten, 2016).

The logic behind recording is just to minimize the time spent in the classroom to lecture the students. In this way, students come to the classroom ready to discuss the topic with their teacher and classmates, do pair and group work and spend the time with the activities performed in the classroom. An example of practical implementation model for flipped learning can be seen in the following figure (Başal, 2016: p. 10):

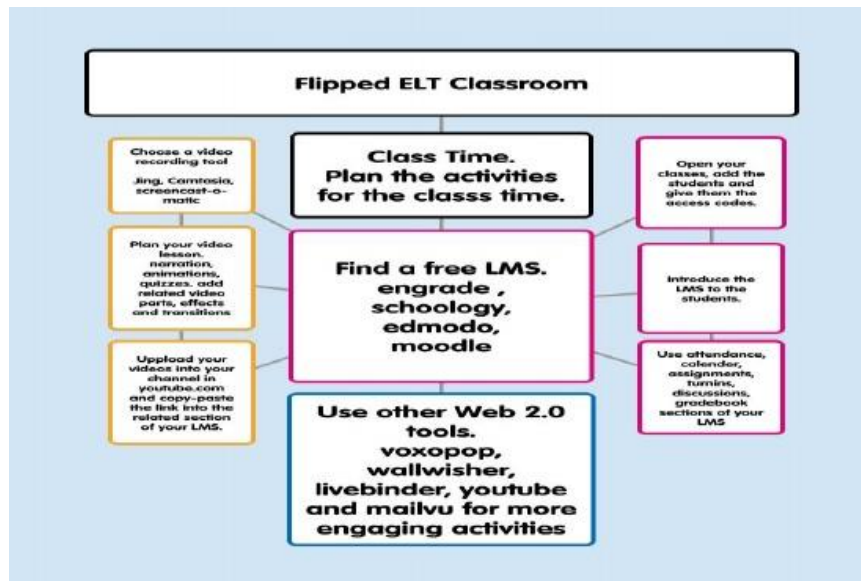


Figure III: A Practical Implementation Model for Flipped Learning

Başal (2016) summarized that videos are recorded before the class time and sent to the students through the internet. Teachers should add extra materials besides videos in order to prevent having monotonous and passive video watchers. He also added that some tools such as wallwisher, voxopop, jog the web, etc. which are called as Web 2.0 Tools should be used to support this learning model. Learning Management System (LMS) is a good way to have all these things under control.

V. RELATED STUDIES

In the literature, there have been many studies conducted to give detailed information about the benefits and drawbacks of the flipped classrooms. For instance, Başal (2015) carried out a study to identify the perceptions of 47 prospective English language teachers at a state university in Turkey on flipped classrooms and to introduce the implementation of a flipped classroom into an English language class. Findings of the study showed that pre-service English teachers had positive perceptions about flipping the classroom as an integral part of face-to-face courses.

Another study was conducted by Aydın and Demirer (2016) to give information about the tools used in any stage of the flipped classroom model and to introduce these tools in detail with the aim of filling the deficiencies. Also, the selected instruments were tried to be evaluated in terms of their compatibility with mobile technologies. Literature review method was used in

this study. Also, content analysis was used to analyze the data. This study also presented the tools that could be preferred in order to eliminate the limitations of the flipped classroom model. Some information was given about these tools and the stages of the model.

Kurt (2017) reported a study that focused on the implementation of the flipped approach in a higher education institution in Turkey which was in pretest-posttest quasi-experimental model. A classroom management course in a pre-service English teacher education program was flipped and its effectiveness was measured against a traditionally taught class. The participants were 62 preservice teachers (PTs) in two intact classes, the experimental and the control groups. As a result of the study, a higher level of self-efficacy beliefs and better learning outcomes for the experimental group, flipped classroom, were compared to the control group. The perceptions of PTs towards the flipped classroom were also positive.

Akaslan and Law (2016) conducted a study to propose a model for supporting electrical engineering with e-learning. Data was collected from representative teachers and students studying in higher education institutions in Turkey. The attitudes of the representative key stakeholders in the relevant higher education institutions towards e-learning were tried to be identified by questionnaires and interviews with teachers and students. The teachers' and students' answers were compared. As a result, a model with a multidimensional approach to e-learning was proposed which flipped electrical engineering. The first step was e-learning, second step was face-to-face learning setting on campus, and then the last step was again e-learning for evaluating their learning in the classroom. A case-control study was conducted to determine the effectiveness of this model. All the collected data showed that e-learning and blended learning were more effective than traditional learning.

Thaichay and Sitthitikul (2016) performed a study to investigate the effects of flipped classroom instruction on language accuracy and active learning environment. The participants were 26 Thai students in an upper-secondary demonstration school in the central area. The authors had three research questions: (1) Can the flipped classroom help to improve students' English language accuracy in the EFL classroom?; (2) Does the flipped classroom promote an active learning environment in teaching English grammar?; and (3) What are students' opinions of the Flipped Classroom? Six research instruments were used: a set of flipped classroom lesson plans, a pre-test, a post-test, a questionnaire, reflective journals, and focus group discussion. The findings of the study revealed a statistically significant difference in the participants' language accuracy, and their positive attitude toward flipped classroom instruction, particularly in the part of active learning.

Aşıksoy and Özdamlı (2016) tried to find out the effects of the flipped classroom approach adapted to Keller's ARCS (Attention, Relevance, Confidence and Satisfaction) on the students' achievement, motivation and self-sufficiency. The participants were 66 students (30 in the control, 36 in the experimental group) in their second year at the Computer and Instructional Technologies Teaching Department taking physics courses. Data was collected through the physics concept test, motivation questionnaire, physics self-sufficiency scale and semi-structured interviews. It was found that the students in the experimental group achieved more than the students in the control group. They became more motivated. As a result of the semi-structured interviews with the experimental group students, it was displayed that students had positive perceptions towards the flipped classroom approach.

Koç (2016) conducted a study to determine the influence of Flipped learning on attitudes of students towards technology in the 8th grade math lesson. Two eighth grade classes were selected as the experimental and control group in the study. Both qualitative and quantitative data tools were used to collect the data. As a result of the study, it was found that in the experimental group, the students were eager to have a job related with technology.

Alsowat (2016) had a study which investigated the effect of a suggested EFL Flipped Classroom Teaching Model (EFL-FCTM) on graduate students' English higher-order thinking skills (HOTS), engagement and satisfaction. The relationship between higher-order thinking skills, engagement and satisfaction was also examined. The participants were 67 graduate female students; an experimental group (N=33) and a control group (N=34), studying an English course at Taif University, KSA. The study had a mixed method design; that is, a pre-post HOTS test was carried out and two 5-Likert scale questionnaires had been designed and distributed; an engagement scale and a satisfaction scale. As a result of the study, there was significant difference between the pre and post administration of the engagement scale in favor of the post administration. Students satisfaction on the EFL-FCTM was high. There were also high significant relationships between HOTS and student engagement, HOTS and satisfaction and between student engagement and satisfaction.

VI. ADVANTAGES AND DISADVANTAGES OF FLIPPED LEARNING

Flipping a classroom is not an easy job which has many pros and cons. The most important advantage of flipping classrooms is its being flexible for both the teacher who records the lesson and the students who watches the lesson. There is no place and time limitation for the teachers to record; that is, whenever and wherever they want, they can record it. For the students, the

situation is the same; they are not forced into watching the recordings in a defined place or time. The students decide on their own about when and where to watch. If they do not understand they have a change to watch it again. As they take all the decisions, they become more autonomus.

Besides these advantages, there can be some disadvantages such as problems with technological devices, its being time consuming and lack of controlling the students etc. Among the problems about flipped learning that have been discussed so far, lack of necessary technology in some schools, especially low-income ones, is very common as not all the schools do not have equal chance to have the equipments necessary to have successful flipped classrooms. There is also no guarantee that students will watch the videos at home. How does the teacher control them? Another big problem is related to individual differences which have been a remarkable point in language learning as in the other fields of education (Balci, 2017: p. 1). As it is known, each student has different learning style and pace. While one is learning very fast, the other may need to watch many more times. This can be both an advantage and a disadvantage. Although it allows the students to work at their own pace, it gives the teachers extra work to prepare multiple tasks to overcome learning style differences.

VII. CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDIES

This study aims to analyze the trends and contents of flipped classroom based on related literature and studies conducted in the fields of education. Most of the studies revealed that flipping a classroom, which has grown in popularity, is not an easy but a useful technique to have autonomous learners and learner-centered classrooms since students are actively involved in knowledge construction and evaluation of their own learning. It has some pitfalls when compared to other methods. For instance, technology is more needed both in and outside of the classroom. There is much workload for the teachers as deciding on the content, place and duration of the recordings, choice of the in-class activities, and etc.

Many aspects of flipped learning have been examined. However, there is not much information about the performance of the students. So, in order to understand the usefulness of flipping a classroom, future research should be deal objectively with performance throughout a semester. Further, it is a question that should be answered that how the teachers can assess students' performance. Are they going to use traditional assessment techniques? There is a lack of information related to evaluation techniques. Current literature provides some limited insight into these topics.

Another limitation is related to the activities used to implement flipped learning model. As Aydın and Demirer pointed out there is a limitless source of activities (2016). In this respect, the selection of the tools and activities are of the utmost importance. Further research can be conducted related to the activities used in this model.

Despite its limitations, it can be said that flipped classroom may have many benefits both for ELT teachers and the students. As videos can be both of real life situations and of the teacher himself/herself, students can have a chance to listen to both native speakers and their teachers. Teachers are advantageous as there is ready-to-use rich content (Basal, 2015). Basal also talked about this model's being flexible which allows the teachers to modify it depending on the needs of the students and conditions.

To sum up depending on the literature, it can be inferred that there is positive perception towards the implementation of this model even though there are some disadvantages. It should be used wherever and whenever possible.

REFERENCES

- Akaslan, D. & Law, E.L. (2016). "A model for flipping electrical engineering with e-learning using a multidimensional approach". Retrieved on March 20, 2017 from <http://journals.tubitak.gov.tr/elektrik/issues/elk-16-24-5/elk-24-5-7-1411-144.pdf>
- Alsowat, H. (2016). "An EFL Flipped Classroom Teaching Model: Effects on English Language Higher-order Thinking Skills, Student Engagement and Satisfaction" Retrieved on April 12, 2017 from <http://files.eric.ed.gov/fulltext/EJ1095734.pdf>
- Arnold-Garza, S. (2014). "The Flipped Classroom Teaching Model and its use for Information Literacy Instruction". Retrieved on March 1, 2017 from <http://files.eric.ed.gov/fulltext/EJ1089137.pdf>
- Aşıksoy, G. & Özdamlı, F. (2016). "Flipped Classroom adapted to the ARCS Model of Motivation and applied to a Physics Course". Retrieved on March 20, 2017 from <http://www.iserjournals.com/journals/eurasia/articles/10.12973/eurasia.2016.1251a>
- Aydın, B. & Demirer, V. (2016) "Flipping the Drawbacks of Flipped Classroom: Effective Tools and Recommendations". Retrieved on March 18, 2017 from http://www.wjeis.org/FileUpload/ds217232/File/04.betul_aydin.pdf

- Balcı, Ö. (2017). "An Investigation of the Relationship between Language Learning Strategies and Learning Styles in Turkish Freshman Students". Retrieved on March 18, 2017 from <http://www.ccsenet.org/journal/index.php/elt/article/view/66819/36263>
- Başal, A. (2015). "The Implementation Of A Flipped Classroom In Foreign Language Teaching". Retrieved on March 1, 2017 from <http://tojde.anadolu.edu.tr/yonetim/icerik/makaleler/1215-published.pdf>
- Başal, A. (2012) "The use of flipped classroom in foreign language teaching," in Proceedings of the 3rd Black Sea ELT Conference Technology: A Bridge to Language Learning, November 15-17, 8-13.
- Chang, S. D. (2016). "The Marriage of Constructivism and Flipped Learning". Retrieved on March 2, 2017 from <http://files.eric.ed.gov/fulltext/ED565608.pdf>
- Durak Üğüten, S. (2015). Öğrenen Özerkliği Learner Autonomy. Dil Öğretimi, Pegem, Editor: BEKLEYEN, Nilüfer, Page number 504, ISBN: 6053182481, (Publish No: 2176284). Durak Üğüten, S. (2016). Yapılandırmacı öğrenme teorisi. In E. Yılmaz, M. Çalışkan & S. A. Sulak (Ed.), Eğitim Bilimlerinden Yansımalar, 105-113, Konya: Çizgi Kitabevi
- Koç, S. (2016). "The Influence of Flipped Learning on Attitudes of Students towards Technology in 8th Grade Math Lesson". Retrieved on March 20, 2017 from [http://www.ijhssi.org/papers/v5\(11\)/version-2/J05011026168.pdf](http://www.ijhssi.org/papers/v5(11)/version-2/J05011026168.pdf)
- Kurt, G. (2017). "Implementing the Flipped Classroom in Teacher Education: Evidence from Turkey". Retrieved on March 19, 2017 from http://www.ifets.info/journals/20_1/19.pdf
- Nicolosi, A. (2012). "Grammar lessons with the flipped classroom method," in Proceedings of the 3rd Black Sea ELT Conference Technology: A Bridge to Language Learning, November 15-17, 13-18.
- Şanal, F. (2016a). *Learner Autonomy Issue*. Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, Cilt 16 (3), 1026-1034.
- Şanal, F. (2016b). *Syllabus Design*. Journal of Turkish Language and Literature. Volume:2, Issue: 3, 187-192. Doi Number: 10.20322/lt.57312
- Thaichay, T. & Sitthitikul, P. (2016). "Effects of the Flipped Classroom Instruction on Language Accuracy and Learning Environment: A Case Study of Thai EFL Upper-Secondary School Students".

Retrieved on March 22, 2017 from

<http://www.tojet.net/articles/v14i1/14115.pdf>

Zainuddin, Z. & Halili, S. H. (2016). "Flipped Classroom Research and Trends from Different Fields of Study" Retrieved on March 19, 2017 from

<http://www.irrodl.org/index.php/irrodl/article/view/2274/3699>