

**TERS DÜZ SINIFIN ORTAOKUL 5. SINIF İNGİLİZCE DERSİNDE UYGULANMASI****Tuğba BADEMÇİ**

*İngilizce Öğretmeni, Mersin Tarsus Zühtü Günaştı Anadolu Lisesi, tugbabademci@hotmail.com*  
ORCID Numarası: 0000-0002-7221-5516

**Mehmet Burçin ÖZKAN**

*İngilizce Öğretmeni, Tepeköy İlkokulu, m.burcinozkan@gmail.com*  
ORCID Numarası: 0000-0002-2372-4269

Received: 16.11.2018

Accepted: 19.04.2019

**ÖZ**

Ülkemizde 5. Sınıflarda İngilizce hazırlık sınıfı uygulanmaya başlanmıştır. Hazırlık sınıfı sistemi ile öğrenciler haftada 14 saat İngilizce dersi almaya başlamışlardır. Bu çalışmanın amacı öğrencilerin 4 dil becerisini kullanmasını ve İngilizceyi daha iyi öğrenmesini sağlamaktır. Ters düz sınıf öğrencinin derse gelmeden önce derslerin öğrencilere çevrimiçi olarak sunulduğu bir yaklaşımdır. Bu yöntem öğrencileri eğitime daha aktif olarak katılmaya teşvik eder dahası öğrenmelerini ilgi alanlarına ve seviyelerine göre şekillendirmelerini sağlar. Ters düz sınıf İngilizce uygulamaları 5. Sınıf düzeyinde gerçekleştirilmiştir. Bu çalışmaya başlamadan önce Avrupa Dil Çerçevesine göre hazırlanan konuşma sınavı ön test olarak kullanılmıştır. Çalışma sırasında öğretmen, öğrencilere kendisi tarafından hazırlanan İngilizce ders videolarını dersten önce göndermiştir. Öğrenciler bu videoları zaman ve mekân kısıtlaması olmadan birkaç defa izlediler; böylece konuyu sınıfa gelmeden önce öğrenmişlerdir. Çalışmanın sonunda konuşma sınavı son test olarak tekrar uygulanmıştır. Konuşma testinin başarı oranı %67 den %87 e yükselmiştir. Ayrıca hem öğrencilere hem de velilere memnuniyet anketleri uygulanmıştır. Sonuçlar öğrencilerin ve velilerin %92 ve %94 oranında memnun olduklarını göstermiştir.

**Anahtar Kelimeler:** Ters düz sınıf uygulaması, ortaokul 5. sınıflar, İngilizce dil öğretimi.

## IMPLEMENTATION OF FLIPPED CLASSROOM IN ENGLISH CLASS OF 5TH GRADE IN SECONDARY SCHOOL

### ABSTRACT

English prep class system has been implemented in 5th grade of secondary school recently in Turkey. Thanks to this prep class system, students started to have 14 hours of English classes. The aims of the study are to make students learn foreign language and to make students have four skills of a foreign language. Flipped classroom is an approach in which the lessons are presented to students online before students come to the classroom. This method encourages students to join the education more actively, furthermore; allows them to shape their learnings according to their interests and levels. Flipped Classroom English activities were carried out in 5th grades in the secondary school. Before this study started, the speaking exam which was prepared according to European Language Frame was implemented as a pre-test. During the study, the teacher sent English language teaching videos which were prepared by herself to the students before English classes. Students watched these videos several times without the limit of time or place so they learnt the subject before coming to the class. At the end of the study, the speaking exam was carried out again as a post-test. The success ratio of speaking test increased from %66 to %87. Moreover, satisfaction questionnaires were carried out on both the parents and the students. The results showed that students and the parents were satisfied from the project with percent of 92 and percent of 94.

**Keywords:** Implementation of Flipped Classroom, 5<sup>th</sup> grades of Secondary School, English language teaching

**INTRODUCTION**

Students have 40 minutes to learn a subject in the education system. These 40 minutes are the same for all the students but the level and sufficiency of the students change one to another. So while some students can learn the subject immediately, others can learn the subject in a longer period. The Flipped classroom system presents a solution to this problem. Merrill (2015) identifies the flipped classroom as a model which reverses the activities which are supposed to be done in the classroom and the homework which is supposed to be done in the house upside down. In this system, students learn the subject via online materials before coming to the classroom. In the classroom, they do activities. Flipped classroom system is an approach which starts with the online materials presented to the students before coming to the classroom. In classroom times, students do student-oriented activities instead of traditional educative conferences. Flipped classroom system provides individualized learning opportunities which is one of the most important advantages of flipped classroom system. (Kara, 2016) Learners who take place in this system can do learning activities outside the school. Students can do problem-solving and creativity related activities which require high-level skills under the guidance of the teacher. (Aydın, Demirer, 2007) This method encourages students to join the education more actively, meanwhile; these methods allow them to shape their learning progress according to their interests and level. This system uses technology, learning by experiences and student-oriented learning all together. Modern technologic developments force education system and educative implementations to change. It can be said that traditional education approach might be insufficient by taking into consideration of technologic developments. In this method, students can listen to the videos as many times as they would need and they can ask what they don't understand and while doing activities, they can practice what they have learned through the videos. The system of flipped classroom increases the communication between the teacher and the students and helps with immediate feedback.

Lately, the importance of the flipped classroom system has increased. Therefore, more and more studies have been implemented in this field. Johnson (2013) examines how students perceive the flipped classroom and how the flipped classroom supports the success of the students. As a result of his study, he emphasised that the flipped classroom system let students learn accordance with their speed and teachers could do more activities which they could not do before because they did not have enough time as they had more time thanks to flipped classroom system. He concluded that the system of flipped classroom supported students and increased their level of success. Moreover; Evseeva and Solozhenko (2015) investigated the system of flipped classroom in English Language teaching. This study resulted that the system of flipped classroom increased motivation and interest of the students towards English language learning. What is more, this system promoted students to take responsibility of their learning, so the system had a possible effect on self-discipline of the students. Wu and etc. (2016) researched the differences between the students who studied English in flipped classroom system and the students who studied English in traditional methods. The results of the study showed the students who studied English in flipped classroom system were more successful with significant difference.

Another study which examines the flipped classroom system was implemented by Hsieh etc. (2016). It concluded that this system improved the speaking skills of the students and communications skills by including students into class discussions and group workings. Furthermore, Alsawat (2016) studied the effects of the flipped classroom system on skills of high thinking level, responsibility of the students and satisfactory effects, resulting in positive outcomes. Kim and et. Al (2017) researched about the effects of the system of flipped classroom on the cognitive process of the students who learnt second language, showing that there were positive effects on the cognitive process, thinking skills and detailing skills of high level information of the students who learnt second language. Another important study in which Han (2015) researched about self-autonomy of the students in language class in the system of flipped classroom concluded that the practice of flipped classroom had a positive effect on the education and self-autonomy of the students. Huang (2015) studied about the effects of flipped classroom system on English reading skills and using of information and communication technology. He concluded that the flipped classroom system was a strong learning strategy as it increased English reading skills and use of information and communication technology. Additionally, Hung (2015) examined the flipped classroom studies to make students attend the foreign language class actively and he concluded the positive impacts on active attendance of the students. Additively, Hung (2017) mentioned about the designing of English lesson as to the flipped classroom system. It was observed that this system increased the success of students and it helped students develop positive attitudes towards learning. Chilingaryan ve Zvereva (2017) dealt with the flipped classroom as a learning technology. They had several positive results such as more responsible attitudes, increased activeness towards attending lessons, more interactions. In addition, Lee and Wallace (2017) emphasized that students attend the lesson more actively as they shape their learning and they realized their learning.

The studies carried out in Turkey have shown that the interest in the system of the flipped classroom is increasing day by day. The subject of the study is implementation of the flipped classroom system on 5<sup>th</sup> grade students in English classes. Yıldız and at all. (2016) asked the advantages and disadvantages of the system of flipped classroom to candidate teachers. According to the ideas of the candidate teachers, while the advantages of the flipped classroom are being able to watch the educative videos again and again, being able to revise the subject, being enjoyable and being suitable for technology, the disadvantages are taking too much time and being unable to get immediate feedback. Furthermore, Sakar and Sağır (2017) researched about the studies carried out in Turkey until 2017. The results of the study were that it helped students to attend the lesson more actively and the system was more successful than traditional methods. Akgün and Atıcı (2016) studied on the effects of flipped classroom system on the academic success of the students resulting in flipped classroom system's increasing success of the students. The students expressed that this system increased their success and they could learn the subject better. Additionally, they could join the lesson more actively and they could remember the subject more easily. Boyraz (2014) evaluated the impact of the system of flipped classroom in English language teaching. This study shows that the system increased the motivation of the students. In addition, they preferred the flipped classroom system to traditional methods. Balıkçı (2015)

emphasized on the positive contribution of flipped classroom to the success of the students. Considering the comments of the students, it can be concluded that students could be ready for the lesson thanks to the educative videos, furthermore, they could watch these videos whenever and wherever they wanted. Aydın (2016) researched about the influences of the flipped classroom on the stress of homework. The study concluded that the system increased the fertility of learning process and interclass interaction. What's more, the system decreased the stress of homework. Sağlam (2016) also concluded that the system of flipped classroom had more positive effects on English grammar teaching than traditional methods, meanwhile; he stated that the system of flipped classroom was more effective in developing positive attitudes towards English lesson than traditional methods. Another study carried out by Mutlu (2018) researched about whether the system of flipped classroom had positive effects on teaching English grammar or not. As a result, it was concluded that the system of flipped classroom supported students to develop their grammar learning styles. Öztürk (2018) searched about the system of flipped classroom with regard to developing of self-regulatory of students in English class, as well. As a result of his study, the positive effects on self-regulatory of students in English class were revealed. On the other hand, Akçor investigates the ideas of English teacher candidate concluding that they had positive attitudes towards the system of flipped classroom and the lessons in flipped classroom method became more enjoyable and satisfactory than traditional methods. Basal (2015) indicates that the method of flipped classroom supported individualized learning, student-oriented teaching, increasing motivation of the student and creating different types of lesson materials.

### **Aims Of The Study**

The prep class system started in the secondary school in Turkey in 2017. With this system, 5th grade students have 14 hours English lessons weekly. One of the main aims of this system is to make students have 4 skills of English language. Actually, this is a rotation and but this rotation has been reflected into the classroom atmosphere according to the observation report. The reason behind this is that grammar-translation method developed the writing and reading skills of the students but the speaking and listening skills of them stayed insufficient. The pre-test identified that classical methods were not adequate to develop 4 English language skills (reading, writing, listening and speaking).

All students do not have the same background knowledge related to the subject and their leaning speeds are not the same. While some students learn fast, some students learn slowly and they need to revise the subject several times in order to comprehend fully. The students who learn slowly and they need to revise the subject several times do not have adequate materials.

The system of flipped classroom is an old method in the world but in Turkey, it is a new approach. In literature search, these techniques have been applied to several lessons but it is rare to use this technique in English language teaching in Turkey.

In this study, the effects of the application of the flipped classroom which is rare in Turkish education system have been examined.

***The aims of this study are;***

- To make students learn English subject before coming to the classroom,
- To supply adequate English materials for students to revise the subject,
- To teach students speaking and listening skills as well as writing and reading skills,
- To provide equal studying conditions for all students,
- To provide enough time for inter classroom activities,
- To encourage students to use what they learn in the lessons,
- To encourage students to use English language in a real life atmosphere.

**METHODS**

This study uses both qualitative and quantitative methods together. The qualitative methods are semi-structured interview and observation report. The quantitative methods are satisfactory questionnaires, pre-test and post-test.

**Target group**

This study was carried out on 5th grade students studying in a secondary school in Turkey. There were two prep classes in the study. They were totally 50 students. 25 of them are boys and 25 of them are girls. The socio-economic levels of the students were high. All of the students had internet connections and computer at home. The academic levels of the students are high as they needed to pass an exam to enter this school.

**Data collection tools**

Questionnaires, pre-test and post-test were used as data collection tools in this research. For face to face interview, semi-structured interview form which was prepared by the researchers was used. Moreover, researchers took notes on observation reports during the research. To observe the increasing of the success of the students in English, pre-test and post-test were applied.

***Pre-test and Post-test:*** To measure English level of the students, a speaking test was prepared by the researchers according to European Language Frame. Researchers prepared 50 questions. The researchers carried out this speaking test as a pre-test before the study and as a post-test after the study. The students

chose and answered 5 questions randomly. Evaluation was done according to the rubric prepared by the researchers in accordance with the European Language Frame. The averages of the results were calculated.

**Pre-interview and Post-interview:** In the beginning of the study, pre-interview was carried out to determine the problems. At the end of the study, post-interview was carried out to gather the ideas of the students about the study. All interviews are semi-structured interviews.

**Observation Report:** The researchers recorded all stages of the study with observation report.

**Satisfactory Questionnaires:** There were four questionnaires in the study. Two of them were for the students and two of them were for families. There were two kinds of questionnaires in the study. Two of them were carried out in the middle of the study as interval satisfactory questionnaires and two of them was carried out as satisfactory questionnaires. All questionnaires were published on google forms and shared online with the students and the families. All questionnaires have 5 questions.

### **Procedure And Data Analysis**

This study was carried out on 50 students who are 5th grade students in a pilot school in Turkey. The study included 2 classes. The students were 10-11 years old. The socio-economic levels of the students were high. When the study started, English levels of the students were A1. When the study finished, English levels of the students of the students were A1. This increased were determined with pre-speaking test and post-speaking test. This study took 6 months. The researchers recorded the problems of the classes with observation report. Considering these problems, they searched about the methods. One of the researchers took course about the theory of Flipped classroom from an online site. This study came to light by combining the theory of flipped classroom and English lessons. Before the study, a pre-speaking test was carried out. Students developed the schedule of the programme by doing brainstorming. The schedule of the study was harmony with curriculum of the lesson. The schedule was based on student-oriented lesson and doing by experiencing. Moreover, the programme was dependent on the readiness levels of the students.

The researchers used a WhatsApp group including Parents' numbers, a Facebook group and a YouTube channel as the communication networks. The researchers (at the same time teachers) were able to communicate with the students whenever they want. Before English lessons, the researchers sent the educative videos via three channels. The students watched these videos several times and learnt the target subjects. When they came to the schools, they just asked what they could not understand. The teacher revised the subject. They prepared enjoyable and effective activities as they had more time than traditional methods. The researchers had saved both labour and times.

The first subject of the study is a house. The researchers sent videos teaching about houses. Every student designed their dream houses and made a model of them.

They revised the subject using the house models and the researchers recorded this lesson and uploaded it on Youtube. On the second day, the researchers sent videos related to the preposition of places. They learnt the subject via videos. In the classroom, they prepared a dance show with the prepositions of place. When the students came to the class, they had already learnt the subject.

In the second week, the subject is directions and daily routines. The students watched videos related to the subjects. Every student recorded a video about his daily routines and sent to the teachers.

In the third week, the students watched videos related to the subject of "there is, there are". To revise the subject, teachers organised blind man's buff game. As a homework, students introduced their rooms and recorded videos about this subject. The other day, teachers taught adjectives, but it was like a guessing game, so the students tried to guess.

The subject of the fourth week was present continuous tense. As a preparation, the researchers sent 3 videos. The students watched the videos and when they came to the classroom, they were ready (to what?). They asked the points they did not understand. The homework was to prepare a restaurant dialogue. The students prepared a restaurant atmosphere and dressed up as waiters. They recorded these restaurant dialogue scenes.

The first subject of the second month was simple past tense. The researchers sent four videos related to the subject of "was-were". Students watched them at home. They revised them at school. Their homework consisted of teaching "I was born in...." grammar pattern to their parents and recording their voice. They sent the recordings to the researchers. This situation made parents happy. They asked whether they would learn English as well. They expressed their pleasure and satisfaction with the study. Furthermore, there was a video including a song. The students loved this song. They memorised this song and sang it several times. The next day, the researchers sent 5 videos related to the simple past tense. The students watched them and revised them. The researchers (the teachers) prepared 3 presentations about simple past tense but they did not present them themselves, on the other hand, they encouraged students to present them like teachers. The researchers were observers and guides. The next day, the researchers prepared a quiz show related to simple past tense to evaluate the knowledge level of the students. The students enjoyed it a lot. They wanted have the quiz show repeated again and again. The following day was the most enjoyable day as girls prepared cup games and boys prepared rap songs. These games were different as the interests of the students were different. Cup games: Girls partnered as couples. A girl of a couple wrote the first verb form of irregular verbs on the papers and the other girl of the same couple wrote the second form of the irregular verbs on the cups. The students tried to match them, so they learnt irregular verbs very quickly.

Rap song game: Boys partnered as couples. They wrote rap songs on the rap music and they sang those songs. Those songs were related to the irregular verbs so they memorised irregular verbs very quickly. They enjoyed these games a lot. The lesson transformed into a game not a boring, traditional lessons.



Another practice was to give students a project homework which was to prepare a presentation. Every student presented their own presentation in the classroom. The teachers recorded all of the presentations and shared them with the students. During these presentations, the researchers acted as guides and they just gave feedback. The speaking skills of the students were determined through these presentations.

For evaluation, post-speaking test was carried out to evaluate the speaking skills of the students. The satisfactory questionnaires including 5 questions were sent to families and students. Moreover; semi-structured interviews were carried out to gather their ideas about the study.

## FINDINGS

### The Results of interval satisfaction questionnaire

**Family:** Families were satisfied with the study with the percent of 94.

**Students:** Students were satisfied with the study with the percent of 94.

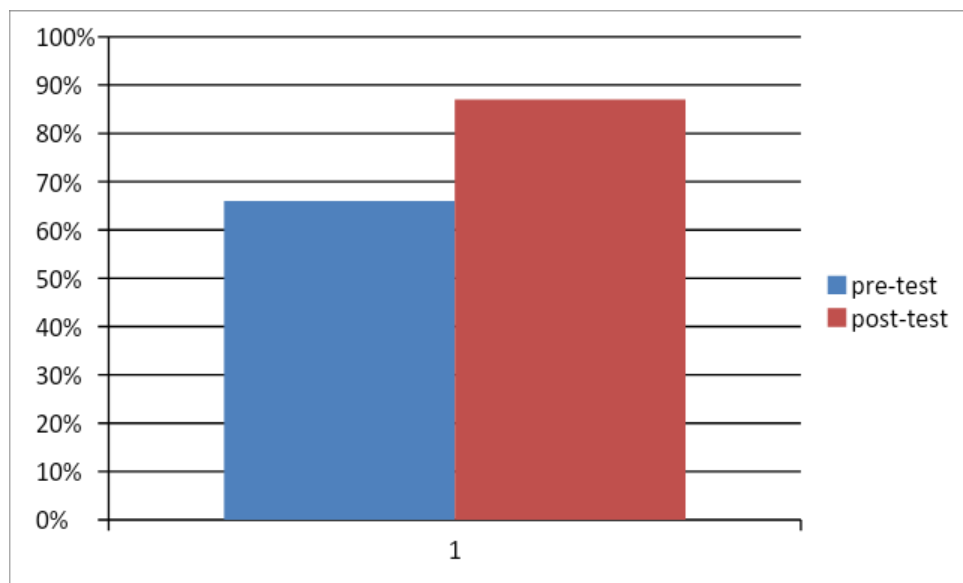
According to the results of interval satisfaction questionnaire, almost all families and students were satisfied with the study and they wanted the study to go on.

### The results of pre-speaking and post-speaking test:

**The results of pre-speaking:** % 66

**The results of post-speaking test:** % 87

**Table 1.** The Results Of Speaking Test



While the level of the students in pre-speaking exam was A1, the level of the students in post-speaking exam was A2. The speaking success increased with the level of %21. Moreover, the presentations the students prepared was recorded with camera and observation report and they were evaluated with the rubric the teacher prepared according to European Language Frame.

**Table 2.** The Results Of Satisfaction Questionnaire

| Family  | Student   |
|---|---|
| 1) Do you find useful for your student to watch educational video?            | 1) Is English lesson in this year different from the lessons in last years? |
| Yes %100  | Yes % 86 No % 14  |
| 2) Did English level of your students increase?                               | 2) Are the educational videos effective?                                    |
| Yes % 100   | Yes %89,5 No %10,5  |
| 3) Do you like English activities in the school?                              | 3) Are English activities in the school effective?                          |
| Yes %98 No %2   | Yes %89,5 No %10,5  |
| 4) Is English lesson in this year different from the lessons in last years?   | 4) Do you enjoy English lesson this year?                                   |
| Yes %98 No %2   | Yes %92,1 No %7,9   |
| 5) Is English lesson in this year more useful than the lessons in last years? | 5) Did your English level increase?   |
| Yes %100  | Yes %92,1 No %7,9   |

The results of the satisfaction questionnaire were like in the table. Most of the students and parents liked the activities in English lesson and they thought that the activities were effective; furthermore, the English level of the students increased.

#### Interview face to face

**Student 1:** I think these activities should go on and we enjoy a lot. We learn English better with these activities.

**Student 2:** Last year I did not enjoy the lesson but now I love English a lot. The activities are enjoyable.

**Student 3:** Activities are both educative and enjoyable.

**Student 4:** Activities are beautiful and enjoyable. These activities make me love English.

**Student 5:** I love English a lot. I love activities. I wish every lesson was like English lesson.

There are some examples of face to face interview below. All of the students said that they loved and adored the activities and they wanted the activities to continue.

## RESULT AND DISCUSSION

According to 21 percent difference between pre-speaking test and post-speaking test, it can be said that flipped classroom increased English speaking level of the students. Before the study, English speaking level of the students was A1 and after the study, English speaking level of the students was A2. This proved that the system of flipped classroom had a positive impact on English speaking level of the students.

According to the satisfactory questionnaires, both families and students were pleased with the study. They agreed that this system was different from traditional methods and this method was more effective and more enjoyable than traditional methods.

According to semi-structured interviews, the students were very happy to be part of the flipped classroom system. They enjoyed the activities a lot. They wished this system would be applied to all lessons.

According to the observation report the researchers recorded, with this study, students gained self-confidence in speaking English. The students were able to find enough space to practice English language like in a real life. The more space to use English language a student has, the more self - confidence in speaking English they have.

Similar to the studies of Lee and Wallace (2017), Han (2015), Hung (2017), Boyraz (2014) and Mutlu (2018), this study concluded that the system of flipped classroom increased the success of students in English lesson.

This study has similar conclusions with the studies of Hsieh 2016, Wu 2016 saying that this system increased the success of speaking skills. The results of questionnaires and face to face interview show that the students attended the lesson more willingly and more actively. These results show parallelism with the results of the studies of Lee and Wallace 2017, Alsawat 2016, Chilingaryan and Zvereva 2017, Hung 2017, Yıldız and at all. 2016, Sakar and Sağır 2017, Akgün and Atıcı 2016, Aydın 2016, Akçor 2018. At the same time, the observation report shows that when the students came to the class, they became ready for the lesson, the number of the activities which could be applied into class showed that this system gave time to the teacher for intraclass activities. These results are alike the results of the studies of Evseeva and Solozhenko (2015), Alsawat (2016), Akgün and Atıcı (2016), Boyraz (2014), Balıkçı (2015), Basal (2015).

There are some limitations regarding this study. These limitations are that the study was restricted to just one school and just 5th grades which are prep classes in secondary school. At the same time, the economic levels of

the students are so good that all of them have internet connections, computers, tablets and smart phones at home. That's why, if the study was carried out in another school, the results could be different. What's more, the academic level of the students is very high as they were chosen according to their exam results while entering the school. This study can have different results in an ordinary secondary school.

### SUGGESTIONS

We can offer some suggestions for further research about this subject. For example; another study can involve different level and different schools. Moreover; it can be applied for different lessons. Another suggestion is that the system can be carried out on the students whose socio-economic levels are low and access to educative technologies is limited.

### REFERENCES

- Akçor, G. (2018). Exploring The Perceptions of Pre-Service English Language Teachers of Flipped Classroom. Hacattepe University Institute of Education.
- Akgün, M., & Atıcı, B. (2017). Ters-düz Sınıfların Öğrencilerin Akademik Başarısı ve Görüşlerine Etkisi. *Kastamonu Education Journal*, 25(1).
- Alsowat, H. (2016). An EFL flipped classroom teaching model: Effects on English language higher-order thinking skills, student engagement and satisfaction. *Journal of Education and Practice*, 7(9), 108-121.
- Aydın, B. (2016). Ters yüz sınıf modelinin akademik başarı, ödev/görev stres düzeyi ve öğrenme transferi üzerindeki etkisi. *Yüksek Lisans Tezi. Süleyman Demirel University Institute of Education*.
- Aydın, B., & Demirer, V. (2017). Ters Yüz Sınıf Modeli Çerçevesinde Gerçekleştirilmiş Çalışmalara Bir Bakış: İçerik Analizi. *Eğitim Teknolojisi Kuram ve Uygulama*, 7(1).
- Balıkçı, H. C. (2015). Flipped classroom modeliyle hazırlanan derse ilişkin öğrenci görüşlerinin ve ders başarılarının değerlendirilmesi. *Yüksek Lisans Tezi. Afyon Kocatepe University Institute of Science*.
- Boyras, S. (2014). İngilizce Öğretiminde Tersine Eğitim Uygulamasının Değerlendirilmesi, Yüksek Lisans Tezi, Afyon Kocatepe University Institute of Social Sciences: Afyonkarahisar.
- Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, 16(4), 28-37.
- Bulut, C. (2018). Impact of Flipped Classroom Model on EFL Learners' Grammar Achievement: Not only Inversion, but also Integration. *Yüksek Lisans Tezi. Yeditepe University Institute of Education*.

- Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1-21.
- Chilingaryan, K., & Zvereva, E. (2017). Methodology of flipped classroom as a learning technology in foreign language teaching. *Procedia-Social and Behavioral Sciences*, 237(21), 1500-1504.
- Evseeva, A., & Solozhenko, A. (2015). Use of flipped classroom technology in language learning. *Procedia-Social and Behavioral Sciences*, 206, 205-209.
- Han, Y. J. (2015). Successfully flipping the ESL classroom for learner autonomy. *NYS TESOL Journal*, 2(1), 98-109.
- Huang, Y. N., & Hong, Z. R. (2016). The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension. *Educational Technology Research and Development*, 64(2), 175-193.
- Hung, H. T. (2015a). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96.
- Hung, H. T. (2017b). Design-based research: redesign of an English language course using a flipped classroom approach. *Tesol Quarterly*, 51(1), 180-192.
- Johnson, G. B. (2013). Student perceptions of the flipped classroom (Doctoral dissertation, University of British Columbia).
- Kara, C. O. (2016). Ters Yüz Sınıf. *TED*, 15(45).
- Kim, J. E., Park, H., Jang, M., & Nam, H. (2017). Exploring flipped classroom effects on second language learners' cognitive processing. *Foreign Language Annals*, 50(2), 260-284.
- Lee, G., & Wallace, A. (2018). Flipped learning in the English as a foreign language classroom: Outcomes and perceptions. *TESOL Quarterly*, 52(1), 62-84.
- Merrill, J. (2015). The flipped classroom: An examination of veteran teachers' practices when flipping their classrooms for the first time (Doctoral dissertation).
- Öztürk, M. (2018). Ters Yüz Sınıf Modelinde Öğrencilerin Öz-Düzenleyici Öğrenme Becerilerinin Gelişiminin İncelenmesi: Yabancı Dil Dersi Örneği. Doktora Tezi, Karadeniz Technical University Institute of Education.
- Sağlam, D. (2016). Ters yüz sınıf modelinin İngilizce dersinde öğrencilerin akademik başarılarına ve tutumlarına etkisi, (Yayımlanmamış Yüksek Lisans Tezi). Bülent Ecevit University, Zonguldak.
- Sakar, D., & Sağır, Ş. U. (2015). Eğitimde ters-yüz çevrilmiş sınıf uygulamaları.
- Wu, W. C. V., Hsieh, J. S. C., & Yang, J. C. (2017). Creating an online learning community in a flipped classroom to enhance EFL learners' oral proficiency. *Journal of Educational Technology & Society*, 20(2), 142-157.
- Yıldız, D. G., Kıyıcı, G., & Altıntaş, G. Ters-Yüz Edilmiş Sınıf Modelinin Öğretmen Adaylarının Erişimleri ve Görüşleri Açısından İncelenmesi. *Sakarya University Journal of Education*, 6(3), 186-200.