

**REPUBLIC OF TURKEY
ISTANBUL MEDENIYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION**

**PERCEIVED USEFULNESS OF FLIPPED LEARNING IN THE
EFL CONTEXT IN HIGHER EDUCATION: TEACHERS' AND
LEARNERS' PERSPECTIVES**

MASTER'S THESIS

GÜL PINAR ERCAN

DECEMBER, 2021

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Supervisor

PROF. DR. SELAMİ AYDIN

DECEMBER, 2021

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.

G. Pınar Ercan

Danışmanlığını yaptığım işbu tezin tamamen öğrencinin çalışması olduğunu, akademik ve etik kuralları gözeterek çalıştığını taahhüt ederim.

Prof. Dr. Selami Aydın

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The ongoing search for a more efficient alternative to the traditional approach has been going on in all fields of teaching including ELT for ages. Among all the other methods adopted by English instructors, flipped learning seems to be drawing more attention every day. The upward trend in the number of relevant research conducted in the last two decades also reinforces this impression. To be able to comprehend the dynamics that lead school administrations and instructors to prefer the method, understanding teachers' perception of how useful the model is is of utmost importance, and to see if students project a similar portrait or not is also significant to compensate for the shortcomings of the method for better prospects. Originating from these questions in mind, the study makes contributions to the limited literature by providing comparative feedback of learner and instructor perceptions, correlations among perceived usefulness items in questionnaires, and the relationships between the perceived usefulness of flipped model and demographics of the participants.

Although this has been quite a long journey, I have never felt alone in any stage of the research. That is why, I owe a big thank you to my thesis supervisor Prof. Dr. Selami Aydın, who made it possible with his moral support, constructive and immediate feedback, positive attitude, and vast research/teaching expertise.

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ÖZET

YÜKSEKÖĞRENİMDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE TERS-YÜZ ÖĞRENME MODELİNİN ÖĞRETMEN VE ÖĞRENCİ TARAFINDAN ALGILANAN KULLANIŞLIĞI

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Bir yabancı dil dersinin teorik kısmının evde video materyalleri ile öğrenilmesini amaçlayarak sınıf içindeki zamanın üst düzey öğrenme becerilerinin kazanılması için harcanmasını hedefleyen ters-yüz öğrenmenin, 21. yüzyıl becerilerini kazandırmaya fırsat tanıdığı için İngilizce öğretimindeki kullanımına olan ilgi son yıllarda artmıştır. Ancak ülkemizde yapılan çalışmaların sayısı hala oldukça azdır. Bununla birlikte, yapılan çalışmalar çoğunlukla yöntemin öğrencinin beceri tabanlı başarısına odaklanırken, mevcut çalışmalar, öğrencinin bu yöntemi ne kadar kullanışlı bulduğunu hem öğrencinin hem de öğretmenin bakış açısından değerlendirerek, karşılaştırıp ne kadar örtüşüklerini incelememiştir. Bu açıdan çalışmanın alanyazına katkı sağlayacağı düşünülmektedir. Çalışma nicel araştırma desenli olup, çalışmaya katılan 171 öğrencinin, ters-yüz öğrenme modelinin ne kadar etkili olduğunu düşündükleri, 17 maddeli anketle ölçülüp; aynı anket, öğrencilerin algısına dair beklentilerini ölçmek adına 51 öğretmene de uygulanmıştır. Uygulanan ankette katılımcıların arka planı ile ilgili bir kısım olup, bu kişisel faktörlerle algılanan kullanışlılık arasında bir ilişki olup olmadığı da incelenmiştir. Verilere göre, öğrenciler ters-yüz öğrenmenin kendini yönetebilme ve çalışma kolaylığı sağladığını kabul etseler de metodun, daha yüksek motivasyon, odaklanma ve daha iyi anlama sağladığını düşünmedikleri ortaya çıkmıştır. Öte yandan sonuçlar, öğretmenlerin ters-yüz öğrenme konusunda öğrencilere göre çok daha istekli olduğunu göstermektedir. Ayrıca öğrencilerin çalışma becerileri ve hızları konusundaki algıları ile öğretmenlerin, öğrenci motivasyonu, odaklanması ve uygulama becerileri dahil yedi farklı maddeye ilişkin algıları arasında korelasyon olduğu görülmektedir.

Demografik faktörler söz konusu olduğunda, öğrenci algılarının yaşa ve İngilizce seviyesine göre değiştiği gözlenirken; cinsiyetin bu konuda etkili olmadığı sonucuna ulaşılmıştır. Öğretmenlerin algılarını etkileyen faktörlerin ise yaş ve ders verdikleri kur olduğu gözlemlenirken; cinsiyet, eğitim seviyesi, tecrübe ve haftalık ders yükünün algıları üzerinde bir etkisi olmadığı görülmüştür.

Anahtar Kelimeler: Yabancı dil olarak İngilizce; ters-yüz öğrenme; algı; kullanışlılık

ABSTRACT

PERCEIVED USEFULNESS OF FLIPPED LEARNING IN THE EFL CONTEXT IN HIGHER EDUCATION: TEACHERS' AND LEARNERS' PERSPECTIVES

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Flipped learning, which aims to teach the theoretical part of a language outside the class via video materials to allocate the class-time for the acquisition of both higher-order skills and 21st-century skills, has attracted the attention in ELT in the past two decades, whereas the number of studies conducted in Turkey is relatively low. In addition, the existing ones mostly focus on students' skill-based achievement, neglecting the investigation of how useful or effective students find the method from both learners' and teachers' perspectives to see if they overlap. From this perspective, it is expected that the study will contribute to the literature. Being descriptive and quantitative, the study measured 171 students' perceived usefulness using a 17-item questionnaire implemented to 51 instructors as well to see their expectations of students' perceptions. The questionnaire also had a background information part of examining if there is a relationship between those variables and the perceived usefulness of flipped learning. Once analyzed, the data showed that although learners mostly confirm that flipped learning offers autonomy, practicality, and convenience, they were unwilling to agree that it provides better understanding, concentration, or motivation. On the other hand, teachers were much more optimistic about flipped learning than students. Some correlations were found among student perceptions of study pace/skills and teacher perceptions of several items such as students' practical skills, motivation, and readiness. As for demographic factors, learners' perceptions appear to differ based on age and English proficiency level, whereas gender does not seem to impact the results. When it comes to teacher results, while gender, education level, teaching experience, and weekly course load

are seemingly irrelevant to teacher perceptions, age and level they taught at the time appear to have an impact on them.

Key Words: English as a foreign language; flipped learning; perception; usefulness

To Muzaffer, Döndü, Hakan and Volkan Ercan

Who have always supported and believed in me under any circumstances.

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
TEFL	: Teaching English as a Foreign Language
ELT	: English Language Teaching
CALL	: Computer-Assisted Language Learning
ZPD	: Zone of Proximal Development
TAM	: Technology Acceptance Model
CAI	: Computer-Aided Instruction
CAL	: Computer-Aided Learning
CALI	: Computer-Aided Language Instruction
ICT	: Information and Communication Technology
F2F	: Face-to-Face
SLA	: Second Language Acquisition
FLN	: Flipped Learning Network
ESL	: English as a Second Language
LMS	: Learning Management Systems
4Cs	: Critical Thinking, Creative Thinking, Collaboration, and Communication

1. INTRODUCTION

This section comprises the background of the study, statement of the problem, purpose, and significance of the research, research question and limitations. First, the importance and potentials of flipped learning and the significance of the students' and instructors' perceptions of the use of flipped learning in learning English as a foreign language (EFL) in higher education are summarized. Then, problems regarding integrating and implementing the flipped model faced by learners and instructors while teaching and learning EFL are mentioned. After the purpose of the study is introduced, the significance of the study will be indicated. Next, research questions and limitations of the study are elaborated.

1.1. Background of the Study

As technology develops and becomes an integral part of life, traditional teaching methods fall short of meeting changing learner needs and demands. In this regard, recently, educational institutions have sought ways to employ more innovative and technology-integrated learning approaches. Incorporating technology into learning could enable learners to develop the required 21st-century skills such as media literacy, critical thinking, problem-solving, and communication, thereby creating an educational reform by improving the education system (Overmyer, 2014). As a result, technology is widely welcomed and adopted nowadays to develop the education system at all levels, which means that if utilized effectively alongside professional learning, it can increase and improve collaboration in foreign language teaching (Solano et al., 2017). Pourhosein Gilakjani and Sabouri (2014) state that learners can actively control their learning process via technology and reach information even more than teachers can provide. To keep up with the age we live in,

there are multiple educational methods that adopt the use of technology to facilitate teaching and learning English.

One method to achieve the abovementioned goal is to use *flipped learning* where the order followed in the traditional model is inverted. In the traditional approach, teaching a particular subject takes up most of the class time, so productive activities are assigned home. However, in the flipped model, teachers prepare some videos about the subjects and share them with students beforehand to enable them to watch the videos before coming to the classes, allocating the course time for more productive activities (Bergmann & Sams, 2012). What was initially referred to as "flipped classroom", in time, turned into the "flipped learning model" by focusing more on the aspect of the learning process experienced by the students to master the subject matter rather than teachers' implementation of the method (Thoms, 2013). While emphasizing production, instructors and learners collaborate to compensate for the weak areas of learners and gradually master the topic (Harris et al., 2016). Similarly, Bishop and Verleger (2013) attract attention to the nature of flipped method as a student-centered learning method made up of two parts: interactive learning activities during the lesson and the other being individual teaching based on the computer outside the class time. Furthermore, currently implemented in the elementary, secondary, and higher education levels (Bormann, 2014), flipped learning provides flexible instructional time and a dynamic and interactive learning environment (Amiryousefi, 2017; Chen Hsieh et al., 2017). Some activities such as problem-solving, discussion, and brainstorming are performed during class time, and guiding is the teacher's role in this process (Bergmann & Sams, 2012). Given that language learning requires interactive activities and a lot of production, flipped learning could play a facilitative role in the English as a foreign language context.

To gain a deeper understanding of the strengths and weaknesses of the flipped learning method in learning English, investigating learners' perceptions regarding the usefulness of the method is invaluable. It is also crucial to understand teachers' expectations of their students while exploring flipped learning because teachers' perceptions can determine their practices and, as a result, the students' learning processes (Borg & AlBusaidi, 2012). Furthermore, while studying perceptions helps teachers to gain awareness of their assumptions and practices during the

implementation of the flipped learning approach, it can also help students to gain metacognition about the concept of autonomy and its importance in language learning, which in return, may assist fostering flipped learning more efficiently in the EFL context. It is important to study learner perception of the effectiveness of flipped learning from both students' and teachers' perspectives to examine the possible matches or mismatches. The parts that are believed to be less useful and the inconsistencies between teacher and student perceptions need to be considered to detect any possible problematic factor causing either party of the class to expect different consequences and render the method less effective. To choose the most appropriate and efficient way to improve flipped learning in EFL, feedback from its users, which receives a respectable amount of interest and attention from the researchers, should not be ignored. Although several studies have been conducted about flipped learning in different countries and contexts, the number of studies is still too limited in the EFL context. To conclude, the studies conducted across the globe and Turkey are few to deduce if the teachers' expectations for students are parallel with students' perceived usefulness of flipped learning method in the EFL learning context.

1.2.Statement of the Problem

Selecting the best method to teach EFL and implementing it efficiently has been a challenge which educators have faced for several decades. To attain the goal of helping learners communicate effectively and fluently in English, a wide variety of approaches, methods, procedures, and techniques have been developed for years. As today's target learners are digital natives, old methods remain inadequate to address their learning and expectations. Previously, due to traditional approaches, while the emphasis was on structures and accuracy, with the rise of technology use in language education, the focus has currently shifted from teaching and instruction to learning and putting theory into practice, developing productive skills, and collaborative learning. As a result of these changes, teachers' role has shifted from being an information-provider to being a guide and an observer. As learners' needs have

gained more importance than ever, student-centered methods such as flipped learning have gained more popularity in the EFL field.

In essence, the traditional education system falls short to supply the demands of an efficient EFL education because it not only focuses more on theoretical knowledge rather than skill-based education and puts students in a passive position where they only receive knowledge from a higher authority without questioning, but also disregards the fact that classrooms are interactive platforms. To raise well-rounded learners as members of a qualified workforce with more different qualifications compared to those of previous generations, the current educational technologies should be employed effectively (Orhan et al., 2014). This paradigm shift is only possible by putting more emphasis on skill-based education through incorporating 21st-century skills, such as real-world problem-solving, collaboration, knowledge construction, communication skills, and digital literacy into English classes, and now thanks to the digital revolution, learning is not restricted to a physical room where a teacher is present. Thus, sooner or later, it is inevitable for educators to turn the traditional education system into a more novel and flexible version which allows students to choose at least when and where to learn or how much time they need to allocate to master the topic as much as possible in a self-directed way considering it is not realistic to expect every student to learn at the same pace and in the same way as peers. The flipped learning model provides more technology into the students' learning environment and supports self-directedness with the theory learning part. In this method, by moving the instruction time out of the class, class time is allocated for more active and collaborative learning, and a remedial session is provided with the help of the teacher (Webb & Doman, 2016). Accordingly, perceptions require a thorough examination to play a significant role in evaluating the efficacy of the flipped learning model, especially how effective the learning process is. In an attempt to comprehend students' attitudes and impressions regarding flipped learning and detect the problematic parts, learners' perceptions should be considered to render the model more effective. In addition, based on Davis's (1989) argument that the higher the perceived usefulness in a system is, the more a user believes a positive use-performance relationship, it is important to measure the users' perceptions to

calculate how effectively the model operates in their opinion. As the other user-party in flipped learning, studying teachers' perspectives also helps raise awareness of teachers' expectations of students and how close or distant they stand from students' perspectives. Therefore, measuring and comparing the teachers' and learners' perceptions while assessing the usefulness of flipped learning is worthwhile for promoting student-centeredness, learner autonomy, and enhancing efficacy.

1.2.1. Problems in the Roles That Traditional Education System Assigns

It is a very well-known fact that, in Turkey, a vast majority of students suffer from not being able to speak English even though they start learning EFL at fourth grade and take an average of 1400 hours of English (Paker, 2012). One of the primary reasons for that is the insistence on using the same old methodology used for ages ignoring the changing roles of teachers and students in the current age. Upon analyzing the observation reports of a ten-year period written by pre-service teachers in three state universities' faculty of education, Paker (2012) states that 95% of the teachers teach grammar during the class and do not use English or encourage students to speak English; basically, they do not see English as a communication tool. Similarly, Bademci (2000) states that the Turkish education system aims to make learners remember and memorize what is in the book rather than directing them to interact collaboratively and reflect. This behavior results in instructors' dominance of the class-time as they undertake all the responsibility of the education and are the only ones with the opportunity to talk while student-talking-time is minimal since they only get to sit and listen. Traditional education relies more on rote learning or memorization than putting theory into practice; thereby depends more on the teacher rather than the learners.

In a traditional classroom, the teacher is the “sage on the stage” (Baker, 2000) who is the knowledge-dispensing authority figure or as Tseng (1993) puts it in the research studying junior high school English classrooms in Taiwan, the teacher “dominates the floor of speaking throughout the classroom session, and the students simply sit and listen. They (students) seldom initiate talking” (p. 136). Learners are expected to passively receive the input delivered by the class leader and even avoid interrupting. They cannot make any reflective comments on what is being taught or

may not keep up with the pace while trying to take notes (Educause, 2012). Learners are only supposed to follow the instructor's delivery (Zhonggen & Wang, 2016). Liang (1996) also attributes the poor English skills of most Taiwanese students, even after spending six years of studying it, to too much teaching and too little learning.

Today such a perspective is obsolete and is not valid for the twenty-first century when each person should be able to think for themselves; come up with solutions for complex problems, and be a knowledge-producer rather than reproducer (King, 1993). Hasselbring et al. (1994) draw attention to this issue by stating that students' knowledge is of use only if they comprehend why, when, and how to use various skills and concepts. Therefore, being a critical thinker, a self-learner, a team member, and a knowledge manager is a must for students to survive at this age, which naturally has called for a shift in teacher roles. In recent years, the teacher's roles have moved towards being a facilitator, a guide, a mentor, and a coach who enables learning to happen. Only then could the students feel at ease with asking further questions to understand (Strayer, 2009).

1.2.2. Problems in the Use of Class-Time in EFL Education

The world we live in is constantly changing; however, the traditional classroom, where comprehension is still, most of the time, displayed through rote memory, has almost remained the same for about two centuries (Bormann, 2014). In most English classes, considerable class time is still spent on lectures, reading the texts aloud, translating, and worksheets. Although students start learning English enthusiastically, due to the excessive amount of grammar-based mechanical exercises, they begin to see the subject as a mathematical problem based on formulas rather than a communicative tool (Paker, 2012). Paker (2012) further states that lessons lack listening exercises or any productive-skill-based activities by means of which students can communicate their ideas or opinions on various topics. The classes are designed to address only lower-order skills in Bloom's Taxonomy such as remembering, understanding, and applying. Nevertheless, such skills are considered inadequate to raise a qualified workforce and well-rounded lifelong-learning individuals for the future (King, 1993).

Allocating the invaluable class time for low-order skills also results in assigning the higher-order ones such as analyzing, evaluating, and creating for home, thereby leaving it to the students' initiative. Even if the students mean to do their homework, they may not find someone to get any help they could possibly need as this part is more challenging than the one done in the classroom or in Bolat's (2016) words, reinforcing what is learned, controlling how much is learned, checking for errors and correcting them are delayed till the homework control in the next class. The lessons lack meaningful activities by wasting class time on teaching theory while they could be used for putting theoretical information into practice with the teacher present to give immediate feedback. However, the teaching we need should be able to take the learning one step further from fact memorization to a process of knowledge construction. By shifting the use of class time instead of dispensing knowledge, we could help learners construct knowledge by providing collaborative tasks that cultivate critical thinking and problem-solving skills, which help them use analysis, synthesis, and creation. Removing the lecture from the class-time, learners get an opportunity for active learning, personalized instruction, collaboration, and a compensation session with the instructor (Webb & Doman, 2016).

1.2.3. Problems in Dealing with Learner Variables

Bergmann and Sams (2012) point out one of the most significant shortcomings of traditional teaching by stating, "the weakness of the traditional approach is that not all students come to class prepared to learn" (p. 31). Given that our English classrooms are mostly either assigned by the students' age or the proficiency level, it is no surprise that teachers cannot succeed in addressing every student's need or executing effective teaching. Although, at times, they try to change the method, it is not realistic to reach all learners at the same time. In other words, the traditional teaching system assumes all learners learn at the same pace and in the same way as classmates. In reality, despite studying in the same class, students come from different backgrounds. The best method for someone to learn may not be efficient enough for another. Each learner is entitled to her own way of learning. There are several reasons why some students do not learn in class. Some may be slow learners having difficulty in understanding what is taught at the first time, while others could

simply be too distracted by something to pay attention during the lesson, and teachers may not always notice this since they are too busy with keeping up with the weekly schedule. Thus, expecting students to perform at the same level and ignoring learner variables helps neither educators nor learners in terms of rendering the process effective. In this age of technology where the teacher is not the only source of information or with access to information, traditional education falls short of providing enough flexibility and room for students to take the initiative in deciding the place, the time, the source, the duration and the way of their learning.

1.3. Aims of the Study

Given the problems stemming from the teacher and learner roles assigned by the traditional education system, the use of class-time in EFL education, and those dealing with learner variables described above, this study has three aims. First, the study aims to investigate how effective students find learning English through the flipped learning model in higher education in the Turkish context. The second purpose of the study is to examine what English instructors expect from their students regarding their perceptions of the usefulness of flipped learning in higher education. Third, the study aims to compare the teacher and student perspectives to see how much resemblance or difference they bear. In conclusion, in terms of learners' perceived usefulness, exploring and describing what aspects of flipped learning learners and teachers believe effective or ineffective is the overall aim of the study.

1.4. Significance of the Study

The study bears significance for several reasons. First, the research globally contributes to the related literature with respect to the perceived usefulness of flipped learning in teaching English as a foreign language (TEFL) in higher education and will assist in filling this gap in the Turkish context. Second, to further understand the pros and cons of the flipped learning method in learning English, the study

emphasizes the significance of examining students' beliefs concerning the efficacy of the method. This way, students may contribute to their metacognition regarding learner autonomy and how important it is to learn English effectively. Third, the research provides a significant contribution to the literature on how significant investigating teachers' expectations of their students is while exploring the issue of flipped learning because teachers' perceptions can form the basis of their instructional design and their teaching practice in class, which also directly affects students' learning experiences. Forth, although there are various studies focusing on the efficacy of flipped learning in English language teaching (ELT) generally in terms of learners' overall or skill-based academic achievement (Amiryousefi, 2017; Boyraz & Ocak, 2017; Chen Hsieh et al., 2017; Cetin Koroglu & Cakir, 2017; Doman & Webb, 2017; Ekmekci, 2017), the number of the studies with a focus on perceived efficacy is relatively limited, especially in the Turkish context. As for the studies investigating the perceptions of both teacher and learner perspectives and comparing them, the number is even fewer. Therefore, the study answers the need for more studies to reach a result regarding whether teachers' perceptions of how effective students believe the flipped model is tally with learners' perceived usefulness of the model in English education. Finally, pinpointing possible matches or mismatches between teacher and student perspectives could facilitate to spot what causes ineffectiveness and how it should be fixed for future practices. Considering the results, the research also makes suggestions for policymakers, researchers, teachers, and material along with curriculum designers regarding integrating and implementing flipped model properly while teaching English.

1.5. Research Questions

It is widely accepted that the 21st century has required a change in ELT. As the shifting from the traditional approach to the flipped learning approach is fairly new, the relevant literature is limited to few studies in the Turkish context. Considering the previously mentioned problematic issues concerning the traditional roles in EFL classrooms, inefficient use of class time and learner variables, and their role in effectively implementing the flipped model in EFL education, more comprehensive

studies are required in Turkey. This study aims to examine the perceived usefulness of the flipped learning approach from the students' perspective in comparison to the teachers' perspectives. Therefore, the current study is seeking answers to the following research questions:

1. How do EFL learners perceive the flipped learning experience?
2. How do EFL teachers perceive their learners' flipped learning experience?
3. Is there a relationship between teachers' and learners' perceptions of flipped learning?
4. Do learners' perceptions of flipped learning differ according to demographic variables?
5. Do teachers' perceptions of flipped learning differ according to demographic variables?

1.6. Limitations

There are some limitations to the study. First, the study took place in one state university's preparation program and only with 171 students and 51 teachers during the compulsory distance education due to the Covid19 pandemic, so the results are only limited to this dataset and cannot be generalized. Second, the distribution in groups formed according to demographics is not homogenous, which could impact the overall results. Third, the study is designed as a descriptive research design, and data is collected through questionnaires adapted from Yoshida (2016) to investigate learners' and instructors' perceptions of the usefulness of flipped learning. The responses are limited to a 5-point Likert scale ranging from strongly disagree to strongly agree. Fourth, the topic is limited to flipped learning in the EFL context in higher education.

2. RELATED LITERATURE

This chapter consists of two main sections. The first one comprises a comprehensive explanation of the study's theoretical framework, which contains a summary of Computer Assisted Language Learning (CALL), its sub-category, Blended Learning, and an extensive description of Flipped Learning in the EFL context. The second part focuses on the revision of related literature on the use of flipped learning and the perceptions of the effectiveness of flipped learning in EFL classes.

2.1. Theoretical Framework

2.1.1. Introduction

This section comprises sub-sections providing the information about the theoretical framework required to set the scope of the study. First, a summary of CALL is given, and the role of computers in the EFL learning process is mentioned in this section. Second, the concept of blended learning is introduced. Third, as one of the sub-categories of blended learning, flipped learning is described in-depth, and its use in the EFL context is discussed. At this point, brief descriptions of some learning theories such as Constructivism, Active Learning, Autonomous Learning, Collaborative Learning, and Bloom's Taxonomy are provided to clarify the theoretical background of foreign language learning processes. Fourth, the significance of perceptions in EFL learning is mentioned concisely, and later it is narrowed down to the perceived usefulness. Finally, that section is finalized with an explanation of the Technology Acceptance Model by Davis (1989) to provide a detailed understanding of perceived usefulness.

2.1.2. Computer-Assisted Language Learning

Both the teachers and the learners of foreign languages have adopted computer use since the 1960s due to its being an efficient tool (Aydin, 2013). Although the first emergence of it may not be pinpointed, before it was called CALL, it had been referred to as Computer-Aided Instruction (CAI), Computer-Aided Learning (CAL), and Computer-Aided Language Instruction (CALI) (Davies et al., 2013). CALL has proven itself effective in the facilitation of acquiring a foreign language via such applications as tutorials, drills, simulations, instructional games, and test practice (Haswani, 2014). One of the key figures to study CALL, Warschauer (1996) examined it in three stages:

Stage 1: *Behaviouristic CALL*, mostly used in the 1970s, focused on simple practices through discrete point exercises and drills with very little feedback opportunity for the student. This period was the age of static text, and the use was limited to word processors, text reconstruction, basic games, and exercises with automatic answers as feedback. The interaction was between the student and the content, without communication or active production.

Stage 2: *Communicative CALL*, appearing through the 80s, offered more complex interactions and a better feedback system where technology functioned partly as the teacher by guiding students to discover the language constructs and providing more production opportunities based on language recognition. Another function of the computer at this stage is being the stimulus. It encourages the kind of language practice that requires written production and critical thinking.

Stage 3: *Integrative CALL*, gaining popularity in the 90s, attaches more importance to addressing all four skills by utilizing the advances in technology such as multimedia and early internet access. All these factors facilitate full integration in implementing the method, enable more communication to be taken place among students mediated by the computer.

Towards the end of the 90s, with the help of larger-scale availability of internet access, more interesting and creative resources and websites emerged and rendered the computer an integral instrument in learning. As the web connection and content developed, the educational technology witnessed a huge shift from static, expert-

designed resource (Web 1.0) to a more innovative, user-driven platform (Web 2.0) (Dudeney & Hockly, 2012). Web 2.0 has also enabled non-experts to create materials, offering an infinite variety of sources for both the teaching and the learning parties, which corresponds with Bax's idea of 'normalization' in technology and teaching. Bax (2003) advocated that when computers were not regarded as the focal point but as peripheral or an instrument to meet learners' needs, computers would go unnoticed, and CALL would be normalized; thus, given the current status of computer use, it has reached this stage.

In addition to all these advances, the arrival of mobile technologies and social media have made it possible to learn and teach anytime and anywhere (Dudeney & Hockly, 2012). This has brought about a drastic paradigm change in the way education takes place. Now that education can occur regardless of time and place, alternative ways to face-to-face education have come up, one of which is Blended Learning which integrates face-to-face education with synchronous or asynchronous online education.

2.1.3. Blended Learning

One field that has witnessed some radical changes resulting from the development in Information and communication technology (ICT) since the early 90s is education (Pardede, 2012). Due to the convenience of multimedia and mobile internet use, dependence on a certain place and time is no longer necessary for learning. With the range of data that network technology accommodates, from various websites or applications to interactive platforms, ICT offers students a more open and authentic language learning atmosphere (Shen, 2004). When these benefits are combined with the numerous adverse factors experienced in most schools such as unfavorable classroom conditions due to space or overpopulation or insufficient exposure regarding the time limitations, blended learning, also called hybrid learning, comes as a solution (Aborisade 2013).

Currently most commonly referred as a combination of face-to-face (f2f) and computer technology-mediated instruction, as described in Table 1, the term "blended

learning” has been a controversy among ELT academia, and even reaching an agreement of that far has taken more than a decade (Allen et al.,2007; Hockly, 2018; Pardede, 2012). For example, some widely discussed definitions of blended learning ranged from the instruction delivery mode blend to method blend (Bonk & Graham, 2003 cited in Pardede, 2012).

Definition of the term has not been the only controversial part of blended learning, but what makes an efficient blended learning course is still being examined by researchers. The abundance of variables eliminates the possibility of “the ultimate blend”; however, Hockly (2018), as a result of his research, compiled some key areas to be considered in blended learning courses as follows:

- online *interaction* among all educational parties;
- *second language education (SLA) research*;
- *task design and tools* corresponding to the design;
- *facilitative materials*;
- smooth *integration* of f2f and technology-driven components;
- *evaluation*;
- *context* addressing to needs, skills, expectations of students and instructors;
- *teacher training* to ensure implementation of the blend efficiently, and finally
- *learner training* in order to prepare learners to work autonomously.

As can be seen, all these components result in multiple combinations in different contexts depending on the needs, content, and approaches of a course, and obviously, flipped learning takes its place under the blended learning category as one of the many.

Table 1. Types of Courses (Allen et al., 2007, p.5)

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used—content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course, which uses Web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or Web pages to post the syllabus and assignments, for example.
30 to 79%	Blended	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to face meetings.
≥ 80%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

2.1.4. Flipped Learning

With the help of ubiquitous smartphones and computer technology, which has already been an indispensable part of our everyday lives and mainstream education, the idea of offering individualized instruction to learners is no longer far-fetched for EFL teachers. As Warschauer and Kern (2000) suggest, although computers alone cannot ensure learning, they can motivate students to participate in learning once integrated efficiently and actively. The implementation of flipped learning model is one way where this technology integration is applied into the learning environment, and raising a self-directed learner is aimed.

The flipped classroom, which was previously referred to as the inverted classroom in the late 1990s and early 2000s, basically swaps traditional in-class instruction with homework, so the theoretical part is assigned for home, and homework turns into in-class work. (Lage et al., 2000). Although assigning the introductory parts of the textbook for home had been done by teachers for ages even before such technological developments (Kenna, 2014), the method was not called “flipped

classroom” until 2006 when, for the first time, two chemistry teachers, Bergmann and Sams (2012) shot some videos and shared them to help their absent students catch up with the curriculum. When the method attracted the attention of the rest of the students and teachers, Bergmann and Sams decided to apply it for the whole academic year of 2007-2008, which was also the first example of the model in secondary school.

According to Bergmann and Sams (2012), a flipped classroom is described as a setting where “what is traditionally done in class is done at home and what is traditionally done as homework is completed in class” (p.13). However, recently, the concept has begun to be called “flipped learning” rather than flipped classroom, taking the emphasis away from the creation and delivery of the video content to the learning process which students experience to master the content of the lesson, making higher-order skills in Bloom’s Taxonomy gain more focus (Thoms, 2013). Thus, Bishop and Verleger (2013) take the formerly mentioned description one step further and define flipped model as a student-centered learning method made up of two parts, the first one of which is interactive learning activities during the lesson and the other being individual teaching based on the computer outside the class time. In flipped learning, while the theoretical part of the subject is delivered by means of videos, podcasts, or online materials outside the class, learners work on hands-on activities collaboratively in class (Flipped Learning Network (FLN), 2014). Employing this approach, both teachers and learners attain multiple gains such as individualized pace and style for learners, group or/and pair discussion, class time efficiency, and enhanced motivation for professional development (Fulton, 2012).

Although the flipped learning model, adopting techniques promoting active learning and new technologies to engage learners is mainly seen as a sub-category of hybrid or blended learning (Arnold-Gaza, 2014), lately the concept of flipping online courses has also attracted attention in the literature (Romero-Garcia et al., 2019). However, FLN (2014) states that teachers have to address four pillars of the model to properly achieve their goal of flipping learning. As can be seen in Table 2 (Filiz & Kurt, 2015), four pillars to form the model are *flexible environment*, *learning culture*, *intentional content*, and *professional educator*.

Table 2. Four Pillars of Flipped Learning (FLN, 2014 cited in Filiz & Kurt, 2015, p. 218)

Flexible Environment	It contains the possibility of different teachers implementing different methods or techniques. Flipped learning makes it possible for students to learn anywhere and whenever they would like to learn.
Learning Culture	It expresses the active status of students in flipped learning, who are passive in traditional method and their interactive participation in structuring information.
Intentional Content	It entails teachers considering what information students should attain whilst learning. The content should be targeted for a purpose and should allocate more time for active learning activities and be student-centered.
Professional Educator	This individual is defined as someone that improves themselves using self-regulation in the teaching-learning process, provides a healthy learning environment and immediate feedback to students on course videos and activities.

However, Chen et al. (2014) argue the framework that FLN (2014) suggested is inadequate for higher education, so they offered three more pillars: *progressive activities*, *engaging learning experiences*, and *diversified platforms*, as can be seen in Table 3 (Filiz & Kurt, 2015) and Table 4 (Chen et al., 2014).

Table 3. Three Pillars Added to the Model Proposed by FLN (Chen et al., 2014 cited in Filiz & Kurt, 2015, p. 218)

Progressive Activities	Individual instruction, group discussions, lab studies are social interaction activities that could be achieved both in school and/or outside of school, resulting in the student becoming a planner, problem solver and an active participator.
Engaging Learning Experiences	The instructional design could be good, but if the educator does not take students' experiences into consideration, negative results could be achieved for students of the flipped learning process.
Diversified Platforms	It contains individualized, differentiated, personalized design of platforms in flipped learning. These diversified platforms provide a seamless learning experience that expresses the integration of student experiences with formal and informal learning environment and context.

Thus, thanks to Chen et al.'s (2014) contribution to the previous works, flipped learning has come a long way from being available only in practice to a more definitive concept offering a more defined and comprehensive framework to guide the teachers to get more accurate results.

Table 4. Comparison of the Original and the Updated Framework (Chen et al., 2014, p.18)

F-L-I-PTM schema	FLIPPED model
Flexible Environments	Flexible Environments
Learning Culture	Learner-Centered Approach
Intentional Content	Intentional Content
Professional Educators	Professional Educators
	Progressive Networking Learning Activities
	Engaging and Effective Learning Experiences
	Diversified and Seamless Learning Platforms

However, to implement the model right and evaluate the perceived efficacy of flipped learning properly, one should understand the following underlying constructs it is based on: Constructivism, Active Learning, Autonomous Learning, Collaborative Learning, and Bloom's Taxonomy.

2.1.4.1. Constructivism

Constructivism opposes the idea that learners are the passive recipients of knowledge; on the contrary, it advocates the notion that the responsibility of acquisition mostly rests on the shoulders of learners as they remain active during the whole learning process as knowledge-builders. According to the constructivist school of thought, learning occurs when learners are busy noticing, questioning, and evaluating the elements of significance in a new learning experience by relating to the previous learning, which results in revising what is known and constructing new understanding (Bada & Olusegun, 2015). Similarly, one of the most prominent contributors of the Constructivist Approach, Piaget, regarded learning as a sense-making process by seeking meaning, analyzing, conceptualizing, inventing, and evaluating knowledge in consequence of people's interaction with the world (Çelik, 2016).

Another important figure in Constructivism, Vygotsky, placed the interaction at the heart of knowledge construction and took the attention away from the individual aspect of the theory. Known as a social constructivist, Vygotsky argued that knowledge is built as a result of learners' social interactions (Er et al., 2012). Especially if interaction occurs between a learner and a more competent individual,

whether another learner or an instructor, a learner's level of development may go beyond her actual level to her potential level. This gap between the unassisted actual development level of someone and their potential developmental level gained through collaboration with a more capable person is called Zone of Proximal Development (ZPD) by Vygotsky (1978). Thus, according to the Vygotskian perspective, the teacher's primary role in class is facilitating learners' individual learning by providing guidance in person or creating the optimal learning environment where they can collaborate with peers when they need it.

Although the Constructivist Approach accommodates various educational methods and practices, in the essence of all lies student engagement via active techniques. It promotes providing students with experiences to reflect on, synthesize old and new knowledge, and eventually put that currently constructed knowledge into practice.

2.1.4.2. Active Learning

Active learning, a student-centered teaching model based on Constructivism, aims to have students learn something by keeping them busy with the experience relevant to the topic. Meyers (1993) describes active learning as "student interaction with content, with materials and peers in a multi-disciplinary, multi-sensory and multi-graded approach" (p. 39). Therefore, while learners are the active participants during the learning process, teachers undertake the role of facilitator in the class, responsible for providing the required content and the materials for students with differing learner types and levels. In classes where active learning is adopted as an educational method, learners claim responsibility for their learning and have a say in decisions that interest them. Unlike their passive role in rote learning, to discover knowledge, students work on hands-on activities that require critical-thinking and problem-solving skills; hence, they become cognitively engaged and construct knowledge by making sense (Er et al., 2012).

2.1.4.3. Autonomous Learning

Defined as “the ability to take charge of one’s own learning” by Holec (1981, p.3), autonomy is a construct attributed to the learners who undertake the responsibility of learning with a positive attitude towards all aspects of learning such as why, what and how to learn (Little, 1996). Based on its definition, an autonomous learner could have an active role in every step of the learning ranging from setting the goals, determining the content and pacing, choosing the ways to learn, observing the process, and assessing his/her own learning (Holec, 1981 cited in Chan, 2003). In other words, autonomous learning requires learners to be their own teachers who can manage the content and select the best way to acquire it. They may even achieve to design the resources they need (Chan, 2003).

Ellis and Sinclair (1989) argued the advantages of the construct as promoting efficiency and readiness for learning, removing the obligation of learning in a classroom, and enabling positive transfer of the learning strategies. Considering every learner has their own differences, by being aware of these differences and being in control of their own learning, they have a chance to choose the kind of instruction that fits better to their learner type. In addition to choosing resources to study, in autonomous learning, learners also decide how long they need to spend to learn a particular topic both in and outside the class. Also, especially by involving students in every step of learning, autonomous learning leads to learning how to learn, which helps students become learners for life.

2.1.4.4. Collaborative Learning

Based on Social Constructivism, collaborative learning is a method that brings learners at differing levels of performance together and has them work together to build knowledge by working on a common goal (Gokhale, 2012). Working collaboratively helps learners work on their zone of proximal development (Vygotsky, 1978) and increases the chance of reaching their potential development level. Vygotsky (1978) suggested that collaboration is in the nature of learning; therefore, social interaction is an integral tool to achieve it. In classrooms where collaborative learning is adopted, students are expected to share authority and

responsibilities, which helps them practice real-life skills such as organization and leadership. In addition, to accomplish the given task, they have to discuss their opinions by justifying, questioning, agreeing, or disagreeing; thus, they also improve their higher-order skills such as critical thinking, problem-solving and communicative skills besides language practice (Udvari-Solner, 2012).

Considering that technology has made the venue irrelevant to the education, collaborative method is practical for distance education and both as an icebreaker for social interaction among learners attending the course from various locations and putting language and real-life skills into practice. By promoting collaboration, teachers can keep their students active both in and outside the class, which carries learning beyond the classroom, similar to the flipped learning model.

2.1.4.5. Bloom's Taxonomy

Bloom's Taxonomy is basically the systematical classification of cognitive skills according to their difficulty level. Bloom (1956), in the taxonomy, helps to group the educational goals according to the cognitive levels of the learners (cited in Forehand, 2017). The thinking skills are grouped into two categories: lower and higher-order skills, each of which is made up of three skills. While knowledge, comprehension, and application form the lower-level skills, analysis, synthesis, and evaluation are higher-order (Forehand, 2017). However, later the terminology of the model has been slightly updated as a result of the revision of the taxonomy. To keep the taxonomy valid in the 21st century, the revision of the taxonomy is conducted by a group of experts in different areas such as curriculum, assessment, and cognitive psychology (Anderson, & Krathwohl, 2001). According to the Revised Bloom's Taxonomy illustrated in Figure 1 (Armstrong, 2010), lower-order cognitive skills are now called remembering, understanding, and applying, whereas higher-order ones analyze, evaluate, and create (Forehand, 2017). Despite still being hierarchical, some terms are redefined as follows to avoid any misconception:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(Anderson & Krathwohl, 2001, p. 67-68).

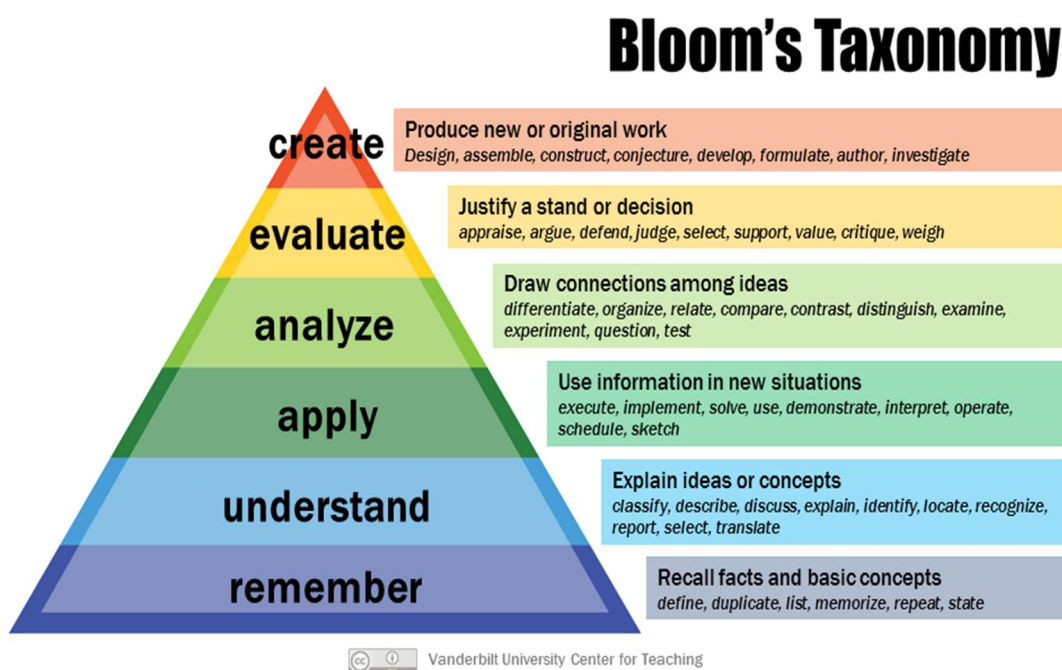


Figure 1. Revised Bloom's Taxonomy (Armstrong, 2010)

2.1.5. Measuring Perceived Usefulness

Conceptualized about 15 years ago (Bergmann, 2011), flipped learning is a relatively new method attracting the attention of researchers and leading them to investigate its efficacy. One way to study efficacy is through studying the perception of how useful the method is. Being called *perceived usefulness* in literature by Davis (1989), the term is defined as “the degree to which a person believes that using a particular system would enhance his or her job performance” (p. 320). It is argued that the higher the perceived usefulness in a system is, the more a user believes that there is a

positive use-performance relationship (Davis, 1989). In his study for developing measurement scales for his Technology Acceptance Model (TAM), Davis (1989) dwelled on two constructs: perceived ease of use and perceived usefulness, each of which consists of 6 items. Perceived usefulness is studied in three categories: job effectiveness, productivity and time savings, and the importance of the system.

However, TAM, consolidated later in TAM2 and TAM3 (Venkatesh & Davis, 2000; Venkatesh & Bala, 2008), is considered inadequate to measure the perceptions thoroughly by some researchers on the grounds that it focuses too much on the system and neglects the perceived efficacy and ease of use of the learning process (Yoshida, 2016). In their study about perceived usefulness and ease of use of e-learning, Abdel-Wahab (2008) and Eke (2011) attracted attention to other contributing factors such as the effect of pressure and resource availability and developed subscales which were non-existent in TAM. To contribute to the measurement of innovation adoption in terms of perceived ease of use, the “interaction between learners and educator” subscale is developed, while for perceived usefulness “learners’ satisfaction” subscale is introduced (Yoshida, 2016).

Considering flipped learning attaches a great deal of importance to collaboration, thus requiring learners to do collaborative activities, and video lectures are only employed as efficiency- and productivity-enhancers, it is important to identify what learners believe useful in the process of learning rather than just focusing on technology use. In addition, since currently target learner audience in university preparation programs are digital natives and can access and operate computers and smartphones easily, the purpose of the study is narrowed down to measuring the perceived usefulness of flipped learning model.

2.2. Literature Review

2.2.1. Introduction

This section consists of a summary of the research on flipped learning in the EFL context. Firstly, the overall results of the studies on the effectiveness of the flipped method in EFL classrooms are mentioned. Most of the studies at this point adopt an experimental design to compare the method with the traditional one. Later on, the

review continues with the research on the perceptions of teachers and students, respectively, while the last part constitutes the review of the studies that tallied these two perspectives.

2.2.2. Research on Flipped Learning in the EFL Context

Having been implemented in many branches of education for several years, Flipped Learning has also gained popularity in foreign language teaching (Cetin Koroglu & Cakır, 2017; Wang et al., 2018), and the number of the studies conducted by ELT academia has been increasing steadily especially since 2014 (Arslan, 2020; Turan & Akdag-Cimen, 2020). In their systematic review of articles on flipped classroom in ELT from 4 different databases, Turan and Akdag-Cimen (2020) reviewed 43 studies published between the years of 2010 and 2018 with an aim to explore the trends and patterns in research results, numbers, methods, participants and the countries where studies are conducted. The study demonstrated that the research on the topic mostly focused on efficiency by examining the benefits and difficulties encountered during the implementation of flipped classroom in EFL classes. While the reviewed articles analyzed different language skills, the most frequently studied skills were productive skills. The review also revealed that higher education students constituted the great majority of the participants in the research on flipped learning, which is also endorsed by the findings of Arslan (2020) in his systematic review of 78 studies on flipped learning in teaching EFL/ESL from 8 databases. Although the reviews by Arslan (2020) and Turan & Akdag-Cimen (2020) are very similar in terms of their research questions and mostly supportive of one another's findings, as far as the contributing countries are concerned, while Taiwan seemed to lead the way in research on flipped method in the EFL field with 12 studies among 43 examined articles according to Turan and Akdag-Cimen (2020), Arslan (2020) reported China as the host of the most studies with the same number of studies between 2012-2018. The results of the articles comparing flipped method with the traditional one and those employing the pre and post-test to measure the efficacy of flipped learning were similar in that the findings regarding learning outcomes and academic achievement indicated EFL learning was facilitated and promoted via flipped learning (Ahmad, 2016; Alsowat, 2016; Amiryousefi, 2017; Boyraz & Ocak, 2017;

Chen Hsieh et al., 2017; Chen Hsieh et al., 2017; Cetin-Koroglu & Cakır, 2017; Doman & Webb, 2017; Ekmekci, 2017; Huang & Hong, 2016; Hung, 2015; Hung, 2017; Kang, 2015; Lee & Wallace, 2018; Melendez & Iza, 2017; Mo & Mao, 2017; Webb & Doman, 2016; Wu et al., 2017; Zhonggen & Wang, 2016).

To present the literature in a more structured way, a skill-based classification could contribute to the further understanding of the topic. Studies regarding the speaking skill, the most commonly investigated skill, showed that flipped learning method enabled learners to enhance their oral performances (Amiryousefi, 2017; Hamdani, 2019; Li, 2015; Xin-Yue, 2016; Zhang et al., 2016) by diminishing speaking anxiety (Chen Hsieh et al., 2017) and helping learners with their fluency, coherence, lexical resource, grammar, pronunciation, and accuracy (Cetin-Koroglu & Cakır, 2017). As for writing, the second most studied skill on this topic, the literature presented similar results. Better academic success and more engagement were observed in the writing performances of the experimental groups taught with flipped method (Afrilyasanti et al., 2016; Ekmekci, 2017; Zhonggen & Guifang, 2016). In terms of listening performance, while the studies by Ahmad (2016) and Amiryousefi (2017) acknowledged the effectiveness of flipped learning, Öztürk and Çakıroğlu (2021) reported that listening was the only skill where the test results demonstrated no significant difference in favor of flipped method. As far as reading is concerned, learners' reading comprehension skills are reported to have improved as a result of adopting flipped instruction (Hamdani, 2019; Mo & Mao, 2017). In addition, the studies focusing on vocabulary teaching obtained similar results on reinforcing the efficacy of flipped learning (Kang, 2015; Özkal, 2019). Chen Hsieh et al. (2017) further contributed to the literature in their research involving 48 sophomore learners for verbal training with extensive online communication to teach English idioms by pointing out an increase in learners' idiomatic knowledge. Finally, research on grammar does not constitute an exception to the overall results as learners' language accuracy was reported to be affected thanks to flipped design (Thaichay & Sitthitikul, 2016; Webb & Doman, 2016) positively.

Although the number is quite low, there are also studies that either demonstrated no relationship between the application of flipped learning and English learning outcomes (Al-Harbi & Alshumaimeri, 2016; Suranakkharin, 2017) or remained

somewhat inconclusive due to the inconsistency of the results as the first post-test results did not display any notable difference between the control and experiment groups, but the next two tests, post-tests 2 and 3, were quite different in favor of flipped method (Zainuddin & Perera, 2019).

2.2.3. Teachers Perceptions of Flipped Learning

There is a considerable number of research on the perceptions regarding the effectiveness of flipped learning in EFL literature; however, the number of studies focusing on teachers' perspectives is relatively low. While the majority of the studies revealed that teachers had favorable perceptions of flipped methodology despite the challenges they faced (Ansori & Nafi, 2019; Handayani et al., 2020), few research concluded that not all teachers demonstrated willingness to adopt this method as they thought the extra workload might be overwhelming for instructors and students might be distracted by the method (Raba & Dweikat, 2019).

The focal point of some studies about the topic was evaluating the efficacy of the method from the pre-service teachers' perspective. Some examples of such studies in Turkish context were conducted by Başal (2015), Çelebi et al. (2016), Kocabatmaz (2016), Adnan (2017), Çetin Köroğlu & Çakır (2017), Kurt (2017) and Akçor (2018) based on 47, 18, 21, 70, 48, 62 and 29 pre-service English instructors' perceptions, respectively. All studies indicated that prospective English instructors also favored flipped instruction design just like their in-service colleagues.

The most frequently brought up perceived benefits of implementing flipped method mentioned in studies are the feeling of better preparedness for the courses (Başal, 2015; Çetin Köroğlu & Çakır, 2017), being more active in the classroom (Adnan, 2017; Akçor, 2018; Başal, 2015; Kocabatmaz, 2016; Kurt, 2017), enabling individualized learning pace (Akçor, 2018; Başal, 2015; Çelebi et al. 2016; Kurt, 2017), enhancing peer interaction (Akçor, 2018; Ansori & Nafi, 2019; Çelebi et al. 2016; Kocabatmaz, 2016) in addition to student-teacher interaction (Adnan, 2017; Kocabatmaz, 2016) and encouraging autonomous learning and self-discipline (Adnan, 2017; Akçor, 2018; Ansori & Nafi, 2019). Akçor (2018) also further

mentioned that participants appreciated class practices enabling experiencing and peer learning, which resulted in a considerable increase in motivation.

Literature also reported some challenges teachers encountered during the implementation of the flipped method. The most often stated issues were technology or Internet-related problems (Ansori & Nafi, 2019; Kocabatmaz, 2016), the extra workload required to prepare materials for flipped learning (Ansori & Nafi, 2019), and increased responsibilities (Raba & Dweikat, 2019). Raba and Dweikat (2019) also added that even the group of teachers supporting the use of flipped model suggested it be applied with mature learners and proper infrastructure.

2.2.4. Students' Perceptions of Flipped Learning

In addition to the descriptive studies attempting to assess the perceptions of the parties exposed to flipped instruction, experimental studies comparing traditional and flipped instruction also have allocated time and effort to see how participants feel about flipped learning. The majority of the studies on flipped instruction focus on how efficiently it was regarded, especially by students. Overall, a great amount of them yielded conclusions in favor of flipped learning. Students reported a number of reasons for their satisfaction, most of which are regarding participation, engagement, autonomy, and skill improvement.

The studies directly focusing on the perspectives or perceptions of the students have witnessed a substantial increase in the EFL field from 2018 on and frequently mentioned that students held positive views about flipping the classroom (Chen et al., 2018; Chivata & Oviedo, 2018; Çalışkan, 2016; Fauzan & Ngabut, 2018; Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Lee & Wallace, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018). According to the study by Chen et al. (2018) majority of the students were satisfied with flipped instruction since such tasks facilitated and enhanced language exposure and production even outside the class; thereby, boosting the feeling of success and self-confidence with the help of high motivation, which is one of the most brought-up factors in literature (Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018). Similarly, in their study on EFL students' perception of activeness, Chivata and Oviedo (2018)

reported that students were content with the method as flipping the lesson helped them with their feeling of autonomy resulting from undertaking the responsibility of their learning. The research also demonstrated that students felt positive about more collaboration and engagement while learning. Several studies endorsed the results as data gathered from learners indicated autonomy (Kömeç, 2018; Santikarn & Wichadee, 2018) and engagement (Husnawadi, 2021; Muhlisoh et al., 2020) for the better learning experience the method provided over traditional learning. Learners also added that flipped learning aided them with the development of language skills (Husnawadi, 2021; Kömeç, 2018) in addition to 21st-century skills such as critical thinking, creative thinking, collaboration, and communication which are called 4Cs (Girgin, 2020) and a better attitude towards technology (Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018) such as the use of Web 2.0 (Girgin, 2020) or learning management systems (LMS) or e-learning platforms (Muhlisoh et al., 2020).

Although not directly focusing on student perception, experimental studies also mentioned how students feel about flipped learning and are consistent with the previously mentioned results. Adopting a positive attitude, most students found the method effective since it enhanced their understanding and retention of the course content (Al-Naabi, 2020; Boyraz & Ocak, 2017; Choe & Seong, 2016). Choe and Seong (2016) added that over half of the participants involved in the study expressed their content as they felt more prepared for their General English course and participated in the class more by speaking more in English.

As for the research results experimenting on entirely online flipped learning, there are few examples in higher education or the EFL field. The one conducted in the curricular design course for secondary education by Romero-Garcia et al. (2018) aimed to measure student satisfaction along with the perceived usefulness of the implemented training. The study concluded that students were quite positive about the efficacy of the approach as they achieved better academic results at the end of the training.

While positive comments occupy the greater part of the results in the literature, there are still a few criticisms towards flipped instruction. According to Choe and Seong (2016), some students were not pleased with the method recommending the

improvement of duration for online quizzes and homework. In addition, they criticized the quality of videos and the lack of diversity in activities. Chen et al. (2018) also stated that a few participants found the tasks implemented in their flipped learning experience quite challenging and time-taking. Technology or Internet-related problems are another factor learners brought up for their dissatisfaction (Boyraz & Ocak, 2017; Muhlisoh et al., 2020).

2.2.5. Comparison of Teachers' and Students' Perceptions of Flipped Learning

The majority of research on the perceived efficacy of flipped learning has aimed to measure it either from the teachers' viewpoint or students'; however, the number of studies comparing the perceptions of both to pinpoint the discrepancy or any possible correlation is very limited. One example of these studies was conducted in Turkey by Unal and Unal (2017) to compare the flipped model with the traditional one by examining student perceptions, performance, and instructor satisfaction. Implemented by sixteen instructors in their classes, the results of the study suggested that flipped model was perceived positively by students, and it yielded better learning outcomes and more satisfied instructors if the model was applied right. Similarly, Vaezi (2019), in his larger-scale study with 80 learners and 204 teachers in Iran, concluded that flipped teaching was generally suggested in EFL classes due to the favorable perceptions about the effect of the method. While students focused on constructs such as engagement, effectiveness, and attitudes, instructors tend to favor the method due to students' linguistic development and positive attitudes about flipped instruction.

There are also two other studies that mention the reflections of the instructor employing flipped learning to measure participant-learners' perceptions. The results demonstrated that both teachers and the learners were content with the method as it enhanced motivation, engagement, interaction, and participation, encouraging students to experience while learning and undertaking the responsibility of learning, thereby developing autonomy (Akçor, 2018). Nguyen (2018) further mentioned the discernable development in students' linguistic competence that was obtained through a semi-structured interview and an open-ended survey.

2.2.6. Conclusion

A review of the related literature demonstrates that the majority of both learners and instructors find flipped instruction experience effective for various reasons. Among the most articulated causes of their satisfaction are its appropriateness for promoting active learning, enhanced collaboration, autonomous learning, developed classroom interaction, individualized learning pace, and more preparation and engagement with higher motivation by taking the limits off of the class-time. Although the number of participants who are dissatisfied with flipped learning experience is relatively low, they seem to reach a consensus on the factors that render the method somewhat less effective. Internet and technology-related problems appear to be at the top of the list, followed by work overload and time-related problems for online assignments and videos. Those who criticize the method also add students should be familiarized with the method beforehand. To sum up, even though all the aforementioned studies in this part support one another in terms of their findings, in the EFL research, there is still a scarcity of and further need for the research on perceptions of both students and the teachers involved in the experience to see the discrepancy and spot to what extent they overlap or correlate.

3. METHODOLOGY

This section explains the methods and procedures of the research. Firstly, information on research design and the context of the study is presented. Secondly, participants of the study are introduced. Thirdly, data collection tools employed in the study are mentioned. Lastly, necessary details about the procedures implemented during the research are given.

3.1. Research Design

This study primarily aims to investigate the perceived usefulness of flipped learning in EFL higher education context from students' and teachers' standpoints by comparing the results of the teacher and student data to see whether or not and to what extent they tally or correlate. To get a more comprehensive and meaningful overall result, eventually, data were analyzed in small parts first, which makes the study adopt an analytic approach (Seliger & Shohamy, 1989). A secondary goal of the study is to measure participants' demographic variables, describe their frequencies as well as averages, and examine the relationship between those variables and the perceived usefulness of flipped instruction. With these predetermined objectives in mind and by taking the hypothesis that flipped learning is effective in TEFL as a starting point, the study mainly targets to make further contributions in the limited literature on the topic. Therefore, to get an accurate picture and avoid any influence, data were collected directly from participants voluntarily via a questionnaire. As the study seeks answers for previously devised research questions with such deductive objectives, this research was designed as a descriptive and a correlational one to attain them.

3.2.Participants

The research took place at the end of the 2020-2021 academic year after one year of experience with flipped learning in the preparatory school of a state university in İstanbul which adopted a distance education model due to the pandemic. One hundred seventy-one students and fifty-one instructors participated in the study.

Table 5 demonstrates information on students' gender, age, and English proficiency level. There were 93 (54.4%) female and 78 (45.6%) male student volunteers participating in the study. The mean age of the learners was 19.6 varying between 18 and a maximum of 34. Out of 171 students in total, 51 (29.8%) of them were studying in an A2+ class then, 68 (39.8%) were at B1 level, and the remaining 52 (30.4%) students' proficiency level was B1+.

Table 5. Background Information about Students' Gender, Age, and Proficiency Level (N=171)

		Frequency	%
Gender	Female	93	54.4
	Male	78	45.6
		Mean	Min.
			Max.
Age		19.6	18
			34
		Frequency	%
Proficiency (grade) level	A2+	51	29.8
	B1	68	39.8
	B1+	52	30.4

The second party of the participants was made up of teachers. Table 6 illustrates the background information of teachers' gender, education level, weekly workload, the level they teach, and years of experience. Out of 51 EFL teachers volunteering for

the study, 39 (76.5%) were females, and 12 (23.5%) were males. Their ages ranged between 31 and 65, with a mean age of 39.5. As for their educational background, 28 (54.9%) of the participating teachers held bachelor's degrees while 22 (43.1%) of them had master's degrees, and only one (2%) participant had Ph.D. For the levels instructors taught, they reported the levels they were most familiar with for that term. As the research was conducted during the second term, there were no A1 level teachers or students. While 17 (33.3%) teachers taught mostly A2+, 26 (51%) teachers had a majority of their classes in B1 level and the remaining 8 (15.7%) were B1+ instructors. With a minimum of eight-year experience and a maximum of 41-year experience, all teachers had previous EFL teaching experience. The mean score for teachers' experience was 16.2 years. 31 (60.8%) teachers with a teaching experience of 11-20 years constitute the majority, which is followed by 9 (17.6%) teachers with 1-10 years of experience; 6 (11.8%) with 21-30 years; 4 (7.8%) with 31-40 years and lastly 1(2%) teacher had over 40 years of experience. The number of hours they taught weekly also differed within the limits of 6 and 22 as they also had office duties. The mean for weekly course load was 15.1. The number of participants teaching 6-10 hours is 9 (17.6%) while 27 (52.9%) people taught 12-16 hours which is followed by 14 (27.5%) participants with a course load of 18-20 hours and 1 (2%) person having 22 hours.

Table 6. Background Information about Instructors' Gender, Age, Education Level, Grade Level, Year of Experience and Weekly Course Load (N=51)

		Frequency	%
Gender	Female	39	76.5
	Male	12	23.5
		Mean	Min.
			Max.
Age		39.5	31
			65
		Frequency	%

Education level	B.A.	28	54.9
	M.A.	22	43.1
	Ph.D.	1	2
		Frequency	%
Grade level (taught)	A2+	17	33.3
	B1	26	51
	B1+	8	15.7
		Mean	Min.
		Max.	
Years of experience		16.2	8
			41
		Mean	Min.
		Max.	
Weekly course load (hours)		15.1	6
			22

3.3.Tools

For the data collection process, a student questionnaire (see Appendix 1) and a teacher questionnaire (see Appendix 2), both with two parts, were administered to corresponding participants. The first part of the questionnaires was used to collect demographic information about the participants. The second part consisted of 17 items with a 5-point Likert scale to measure the perceived usefulness of flipped learning. The questionnaire was adapted from statements on perceived usefulness of flipped learning, compiled by Yoshida (2016). Originally compiled as a result of a questionnaire for pre-service teachers, three items (item 12, item 13, and item 16) were removed from Yoshida's (2016) original 20-item statement list as their content did not correspond with the study. While Yoshida (2016) associated items numbered 3, 4, 5, 6, 10, and 11 with Davis's (1989) Perceived Usefulness Scale in TAM, it was stated in the study that 2nd, 13th, and 16th, items are related to the noted items in

Abdel-Wahab's (2008) and Eke's (2011) studies. Yoshida (2016) pointed out that the remaining items do not match any other scale or items. However, reliability coefficients and construct validity values were not mentioned in the study. In this study, the 17-item statement list was adapted to a 5-point Likert scale ("strongly disagree" = 1, "disagree" = 2, "neither agree nor disagree" = 3, "agree" = 4, "strongly agree" = 5) and reliability and validity calculations were computed using SPSS.

Teachers' and students' questionnaires showed minor changes in the demographic information part and the perceived usefulness of the flipped learning questionnaire. While in the first part, students were asked to state their age, gender, and current English proficiency level, instructors reported their age, gender, education level, teaching experience in years, the level they teach the most at the time, and their weekly course-load. As for the perceived usefulness of flipped learning questionnaire, while the items remained the same in content, the pronouns of the teachers' questionnaire items were converted from "I" to "students" as they were expected to state their perceptions of their students.

3.4.Procedure

As the first step of the research, approval of the ethical committee was granted by the Faculty of Educational Sciences in İstanbul Medeniyet University. The approval was used to get the necessary permission from the administration of the state university where the study was planned to be conducted. After permission was granted, teachers and students were sent an e-mail to request their participation in the study. The e-mail involved a Google Forms link where they were informed elaborately about the significance, purpose, and procedure of the study. Participants were also informed that they would be anonymous, and their participation was voluntary-based. In addition, they were assured that once they agreed to participate, all data they shared would be kept confidential and used for only scientific purposes. To assure the consent of the participants, a confirmation section that read "I agree" was placed

before the questionnaire. The data collection process took four weeks and was finalized on July 16, 2021.

3.5.Data Analysis

Following the data collection process, the data were transferred to and analyzed with SPSS Statistics version 21.0. Starting with the demographic data part, students' gender and proficiency level and teachers' gender, education level, and level they taught at the time were computed for frequencies and percentages. However, participants' age, teaching experience, and weekly course load of instructors were computed to find out the minimum, maximum, and mean scores. To examine participants' perception of perceived usefulness of flipped learning, descriptive statistics were calculated. In addition, while the Pearson Correlation Test was applied to see if there was any correlation among the items replied by students and teachers, ANOVA, Independent Samples T-test, Kruskal Wallis Test, and Mann-Whitney U Test were employed where necessary depending on the number of participants in groups to see any possible difference regarding the demographics and items.

As for the perceived usefulness of flipped learning questionnaire, data from teachers and students were run separately for reliability coefficients and construct validity. Cronbach's Alpha was used to test the reliability coefficients of the study, and factor analysis was carried for the percentage of the variance. Table 7 shows the values for both questionnaires. The coefficients indicated a level of reliability for both questionnaires. Regarding validity, % of variance was found to be 65.26 for the student questionnaire and 76.28 for the teacher questionnaire. The values indicated that the questionnaires obtained validity.

Table 7. Values for Reliability Coefficients and % of Variance

	Reliability Coefficients in Cronbach's Alpha	% of the Variance
Student Questionnaire	.90	65.26
Teacher Questionnaire	.93	76.28

4. RESULTS

4.1. Introduction

This section demonstrates the research results of the questionnaire employed in the study in correspondence with the relevant research questions. To facilitate the reporting procedure, items are grouped and examined in four subcategories as follows respectively: video and practicality which involves items numbered 1, 9, 14, 16; personalized learning which corresponds with the items 3, 4, 5, 12; enhancement of readiness represented by items 7, 10, 13, 15 and learning effectiveness which is measured by the remaining items numbered 2, 6, 8, 11, 17.

4.2. Research Question 1: How do EFL Learners Perceive the Flipped Learning Experience?

Table 8 illustrates the findings of how learners perceived their one-year distance flipped learning experience. The results indicate that more than half of the learners either agreed or strongly agreed with the statements for all four items in terms of video and practicality. Item 1 mentioning the ease of rewatching the videos; item 9 referring to the review opportunity via videos; item 14 pointing out the practicality of PCs/smartphones and item 16 mentioning the availability of the videos by downloading were mostly supported by student participants with the mean scores of 3.87, 3.77, 4.08 and 3.59 respectively.

Items implying flipped instruction promotes personalized learning exhibit that although the majority of the participants reported they could arrange their pace, study time, and when to stop or pause the video, only 32.7 % of them agreed it helped them with better study habits. Item 3 mentioning individualized pacing was agreed or strongly agreed by 116 (67.9%) student participants ($\bar{x}$ =3.88). Item number 4 with a mean score of 4.50 illustrated that students agreed or strongly agreed that they could individualize the duration of asynchronous lessons by choosing or determining when

to stop the video or take a break. Similarly, item 5 which is about arranging their own study time is also confirmed by the participants ($\bar{x}$ =4.26). However, in item 12, 62 (36.1%) participating students either strongly disagreed or disagreed that the model enabled them to have better study skills, while 53 (31%) learners opted for “neither agree nor disagree” ($\bar{x}$ =2.89).

As for enhancement of readiness, item 7 has a mean score of 3.53 which results from the statistics that 104 (60.8%) students selected either “agree” or “strongly agree” option. Similarly, 108 participants also agreed or strongly agreed with the statement in item 10 that the model provides prior knowledge for in-class production-based practice ($\bar{x}$ =3.66). However, when it comes to better concentration focused in item 13 ($\bar{x}$ =2.89) and better motivation in item 15 ($\bar{x}$ =2.75), while 67 (39.1%) participants either strongly disagreed or disagreed with the former, 74 (43.3%) participants chose these options for the latter. In addition, while the ratio of the participants who remained neutral was 24.6% for concentration, it was 30.4% for the motivation factor.

Finally, as far as learning effectiveness is concerned, item 2 questioning better understanding got a mean score of 3.11 with 47 (27.5%) learners’ negative responses and 69 (40.3%) learners’ positive ones which shows the remaining 55 (32.2%) participants chose to stay neutral. Another item under this category is item 6 which examines whether the model helps with the efficacy of in-class lessons. The ratios of the affirmative and negative responses regarding this item were close to each other as the negative one is 36.2%, while affirmative responses constituted 39.8% of all participants ($\bar{x}$ =2.94). As for item 8 which is about if more time was allocated for productive activities in class, its mean score was 3.42, with 88 (51.5%) participants affirmative answers. Item number 11 aimed to question whether the model provides better practical skills, and 65(38%) learners disagreed while 55 (32.2%) students agreed or strongly agreed ($\bar{x}$ =2.88). Participants’ votes for either “agree” or “strongly agree” corresponding to item 17 confirmed the model offered the availability of aural and visual learning types and it got a mean score of 4.03.

Table 8. Students' Perceived Usefulness of Flipped Learning (N=171)

Items	Frequencies						Mean	Standard deviation
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree		
1. I can study through the video over and over again.	N	7	18	26	59	61	3.87	1.13
	%	4.1	10.5	15.2	34.5	35.7		
2. It enhances my understanding.	N	19	28	55	52	17	3.11	1.14
	%	11.1	16.4	32.2	30.4	9.9		
3. I can study at my own pace.	N	9	14	32	49	67	3.88	1.17
	%	5.3	8.2	18.7	28.7	39.2		
4. I can stop the video whenever I want to.	N	3	4	11	39	114	4.50	.85
	%	1.8	2.3	6.4	22.8	66.7		
5. I can study on my own time.	N	9	3	20	40	99	4.26	1.08
	%	5.3	1.8	11.7	23.4	57.9		
6. It enhances the effectiveness of classroom lessons.	N	37	25	41	47	21	2.94	1.33
	%	21.6	14.6	24.0	27.5	12.3		
7. It develops my readiness for classroom lessons.	N	20	16	31	61	43	3.53	1.28
	%	11.7	9.4	18.1	35.7	25.1		
8. It increases the time for production-based activities in classroom.	N	18	14	51	53	35	3.42	1.20
	%	10.5	8.2	29.8	31.0	20.5		
9. I can use the	N	14	10	31	61	55	3.77	1.19

videos to review what I learned.	%	8.2	5.8	18.1	35.7	32.2		
10. It provides prior knowledge for production- based activities in classroom.	N	8	12	43	75	33		
	%						3.66	1.01
		4.7	7.0	25.1	43.9	19.3		
11. It enhances my practical skills.	N	28	37	51	36	19		
	%	16.4	21.6	29.8	21.1	11.1	2.88	1.23
12. I can develop my study habits.	N	30	32	53	38	18		
	%	17.5	18.7	31.0	22.2	10.5	2.89	1.23
13. I can concentrate on my studying.	N	37	30	42	38	24		
	%						2.89	1.35
		21.6	17.5	24.6	22.2	14.0		
14. I can study on PCs/smartphone.	N	9	14	13	53	82		
	%	5.3	8.2	7.6	31.0	48.0	4.08	1.16
15. It enhances my motivation.	N	34	40	52	24	21		
	%	19.9	23.4	30.4	14.0	12.3	2.75	1.26
16. I can download the videos.	N	24	10	34	47	56		
	%	14.0	5.8	19.9	27.5	32.7	3.59	1.36
17. I can study both visually and aurally.	N	9	6	27	57	72		
	%	5.3	3.5	15.8	33.3	42.1	4.03	1.09

4.3. Research Question 2: How do EFL Teachers Perceive Their Learners' Flipped Learning Experience?

Table 9 demonstrates the results of the perceived usefulness of flipped learning from instructors' point of view after implementing one year of distance flipped instruction. Regarding video and practicality, the findings indicate that a great majority of teachers preferred to opt for "agree" or "strongly agree" for the statements in all four items. Item 1 points out learners' opportunity to re-watch the videos; item 9 mentions learners' ability to review via videos, and item 14 referring to the practicality of PCs/smartphones yielded very similar results with over 90% of the participating teacher population agreeing with the statements. The means for the items were 4.52, 4.39, and 4.51, respectively. Although still constituting the majority of the

participants, the number of teachers choosing “agree” or “strongly agree” for item 16 mentioning the availability of the videos by downloading was relatively lower with 38 (74.5%) instructors ($\bar{x}$ =4.26) than those for previously mentioned three items.

Similarly, results of the items related to the enhancement of personalized learning during flipped instruction illustrate that the participants were mostly positive about the promotion of individualized learning the model offers. Item 3 regarding personalized pacing and item 5 which is about enabling students to determine their own study time were agreed or strongly agreed by over 90% of the participating teachers with the same mean score of 4.56 for both of the items. As for item number 4 which mentions the opportunity of students’ being able to pause the video any time, 50 (98.1%) teachers replied affirmatively ($\bar{x}$ =4.76). Although the number of participants voting “agree” dropped by over 10% for item 12, still most of them were in agreement with the statement that flipped instruction helped students with better study skills with 40 (78.4%) teachers’ votes ($\bar{x}$ =3.98).

In terms of enhancement of student readiness, 39 (76.5%) teacher participants reported their agreement with item 7 which is about the model’s contribution to readiness for synchronous classes ($\bar{x}$ =4.05). For a similar item which attempts to measure if teachers think flipped learning helps students build the necessary background knowledge for productive exercises during the class, 47 (92.1%) instructors agreed, with a mean score of 4.35. Although the number of “agree”s falls to 35 (68.6%), it is seen that the majority still supported the statement regarding the increased concentration of students in item 13 ($\bar{x}$ =3.92). However, when it comes to enhancement of students’ motivation in item 15, 26 (51%) participants chose to remain neutral while 15 (29.4%) instructors were positive about better motivation, and 10 (19.6%) participants chose to disagree with the statement ($\bar{x}$ =3.23).

Finally, concerning learning effectiveness, item 2 testing whether teachers think the model enables better understanding yielded favorable results from 36 (70.6%) teachers with a mean score of 4.02. In addition, while no one disagreed, 15 teachers selected “neither agree nor disagree” option. For items 6 and 11, questioning the improvement of the effectiveness of the classes ($\bar{x}$ =3.76) and practical skills ($\bar{x}$ =3.68) respectively, the results seem very similar in that in both cases, participants

who preferred to remain neutral made up of 37.3% of the participants while over half of them chose to opt for “agree”. Similarly, the same results were received in the affirmative end of the continuum for the remaining two items. 45 (88.2%) participant teachers either agreed or strongly agreed with both item 8, stating duration allocated for productive activities in class was more ($\bar{x}$ =4.31) and item 17, suggesting the model offered both aural and visual learning types ($\bar{x}$ =4.25).

Table 9. Teachers' Perceived Usefulness of Flipped Learning (N=51)

Items	Frequencies						Mean	Standard deviation
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree		
1. Learners can study through the video over and over again.	N	-	1	3	15	32		
	%	-	2.0	5.9	29.4	62.7	4.52	.70
2. It enhances learners' understanding.	N	-	-	15	20	16		
	%	-	-	29.4	39.2	31.4	4.02	.78
3. Learners can study at their own pace.	N	1	-	3	12	35		
	%	2.0	-	5.9	23.5	68.6	4.56	.78
4. Learners can stop the video whenever they want to.	N	1	-	-	8	42		
	%	2.0	-	-	15.7	82.4	4.76	.65
5. Learners can study on their own time.	N	2	-	3	8	38		
	%	3.9	-	5.9	15.7	74.5	4.56	.92
6. It enhances the effectiveness of	N	1	3	19	12	16		
	%	2.0	5.9	37.3	23.5	31.4	3.76	1.03

classroom lessons..								
7. It develops learners' readiness for classroom lessons.	N	1	2	9	20	19		
	%	2.0	3.9	17.6	39.2	37.3	4.05	.94
8. It increases the time for production-based activities in classroom.	N	1	1	4	20	25		
	%	2.0	2.0	7.8	39.2	49.0	4.31	.86
9. Learners can use the videos to review what they learned.	N	2	2	-	17	30		
	%	3.9	3.9	-	33.3	58.8	4.39	.98
10. It provides prior knowledge for production-based activities in classroom.	N	1	1	2	22	25		
	%	2.0	2.0	3.9	43.1	49.0	4.35	.82
11. It enhances learners' practical skills.	N	1	2	19	19	10		
	%	2.0	3.9	37.3	37.3	19.6	3.68	.90
12. Learners can develop their study habits.	N	1	1	9	27	13		
	%	2.0	2.0	17.6	52.9	25.5	3.98	.83
13. Learners can concentrate on their studying.	N	1	1	14	20	15		
	%	2.0	2.0	27.5	39.2	29.4	3.92	.91
14. Learners can study on PCs/smartphone.	N	1		2	17	31		
	%	2.0		3.9	33.3	60.8	4.51	.75
15. It enhances learners'	N	1	9	26	7	8		
	%	2.0	17.6	51	13.7	15.7	3.23	.99

motivation.								
16. Learners can download the videos.	N	-	1	12	16	22		
	%	-	2.0	23.5	31.4	43.1	4.15	.85
17. Learners can study both visually and aurally.	N	1	2	3	22	23		
	%	2.0	3.9	5.9	43.1	45.1	4.25	.89

4.4. Research Question 3: Is There a Relationship Between Teachers' and Learners' Perceptions of Flipped Learning?

Values in Appendix 3 indicate that teachers' and students' perceptions of flipped learning seem similar. Upon comparing the same numbered items corresponding to video and practicality, personalized learning, enhancement of readiness, and learning effectiveness one by one in student and teacher questionnaires, it is concluded that variances are not significant to draw any correlative conclusions. The significance values range from a minimum score of .167 belonging to the ninth item which is about using videos to review to the maximum score of .948 corresponding to the third item about personalized study pace.

On the other hand, several items show positive correlations regarding their perceptions of flipped learning. As can be seen in values in Appendix 3, the responses given to seven items from the teacher questionnaire are significantly correlated with three items from students'. As illustrated in the table in Appendix 3, the second item asking students how much they agree that flipped learning contributed to their understanding ($\bar{x} = 3.11$) and the fifth item from the teacher questionnaire investigating what teachers think about learners' opportunity to determine their study time ($\bar{x} = 4.56$) indicate that they are positively correlated ($p = .016$). In addition, item 5 from teacher data has another significant and positive correlation with students' item 3 ($\bar{x} = 3.88$) questioning the usefulness of being able to control their own study pace ($p = .024$). Similarly, this perception of study pace among students is positively correlated with the teacher perceptions of the development of learner readiness in item 7; enhancement of the time allocated for

productive in-class activities in item 8; providing background knowledge for class activities in item 10; improvement of practical skills and learner motivation in items 11 and 15 respectively. It can be seen that with a mean score of 3.88, learners held positive perceptions of their study pace, which was also reinforced by teachers' of the effectiveness of flipped learning on student readiness with their 4.05-mean score ($p = .013$). According to the significance value of .041, student responses for item 3 are also correlated to instructors' thoughts on the increase of production-based in-class activities ($\bar{x} = 4.31$). In addition, the findings demonstrate the effect of student-controlled study pace seems related to most teachers' perception that flipped learning provides students with the necessary preparation before the class as the mean score for this is 4.35 ($p = .043$). Item 11 about students' practical skills ($p = .002$) and 15 about learner motivation ($p = .036$) are two last factors that are related favorably for flipped learning from teachers' perception with students' study pace but with relatively lower mean scores compared to the previously mentioned items, which are 3.68 and 3.23 respectively. Finally, one item shows a negative correlation when perceptions of flipped learning are considered. The only pair of items that shows significant and negative correlation ($p = .045$) exists between student item 12, mentioning the development of study skills resulting from flipped learning, and teacher item 9, pointing out the opportunity to use videos as review material. While most teachers perceive this as ease for students, this does not match with students' self-evaluation of their study skills ($\bar{x} = 2.89$).

4.5. Research Question 4: Do Learners' Perceptions of Flipped Learning Differ Regarding Demographic Variables?

4.5.1. Differences Regarding Learners' Perceptions and Gender

Table 10 illustrates the values regarding the distribution of female and male participants. The results indicate that the number of learners from both groups is close, and gender does not significantly relate to their perception of the flipped learning experience. In light of significance values ranging from .080 to .907, it is safe to say that there is no significant difference regarding their perceptions and genders.

Table 10. Differences Regarding Learners' Perception and Gender (Independent Samples T-Test)

	Gender	N	Mean	Std. Deviation	F	t	df	Sig. (2-tailed)	Equal variances:
1. I can study through the video over and over again.	female	93	3.97	1.09	1.48	1.35	169	.17	assumed
	male	78	3.74	1.17		1.34	158.98	.18	not assumed
2. It enhances my understanding.	female	93	3.10	1.14	.70	-.11	169	.90	assumed
	male	78	3.12	1.14		-.11	163.99	.90	not assumed
3. I can study at my own pace.	female	93	3.97	1.18	.00	1.16	169	.24	assumed
	male	78	3.76	1.15		1.16	165.55	.24	not assumed
4. I can stop the video whenever I want to.	female	93	4.59	.75	5.15	1.48	169	.14	assumed
	male	78	4.39	.95		1.45	145.17	.14	not assumed
5. I can study on my own time.	female	93	4.32	1.10	.17	.70	169	.48	assumed
	male	78	4.20	1.06		.70	165.89	.48	not assumed
6. It enhances the effectiveness of classroom.	female	93	3.01	1.34	.21	.73	169	.46	assumed
	male	78	2.85	1.32		.74	164.70	.46	not assumed
7. It develops my readiness for classroom lessons.	female	93	3.66	1.23	.61	1.50	169	.13	assumed
	male	78	3.37	1.33		1.49	159.11	.13	not assumed
8. It increases the time for production-based activities in class for students.	female	93	3.49	1.17	.53	.80	169	.42	assumed
	male	78	3.34	1.24		.79	160.16	.42	not assumed
9. I can use the videos to review what I learned.	female	93	3.92	1.18	.25	1.76	169	.08	assumed
	male	78	3.60	1.19		1.76	163.01	.08	not assumed
10. It provides us with prior knowledge for production-based activities.	female	93	3.73	.95	2.18	.98	169	.32	assumed
	male	78	3.57	1.08		.97	154.85	.33	not assumed
11. It enhances my	female	93	2.92	1.18	1.69	.41	169	.68	assumed

practical skills.	male	78	2.84	1.30		.41	157.41	.68	not assumed
12. I can develop my study habits.	female	93	2.97	1.24	.47	.96	169	.33	assumed
	male	78	2.79	1.23		.96	164.34	.33	not assumed
13. I can concentrate on my studying.	female	93	2.98	1.34	.50	.99	169	.31	assumed
	male	78	2.78	1.35		.99	163.54	.31	not assumed
14. I can study on PC/smartphone.	female	93	4.09	1.10	.74	.18	169	.85	assumed
	male	78	4.06	1.24		.18	155.68	.85	not assumed
15. It enhances my motivation.	female	93	2.67	1.19	.76	-.86	169	.38	assumed
	male	78	2.84	1.34		-.85	155.66	.39	not assumed
16. I can download the videos.	female	93	3.61	1.35	.37	.23	169	.81	assumed
	male	78	3.56	1.38		.23	162.88	.81	not assumed
17. I can study both visually and aurally.	female	93	3.97	1.13	.98	-.73	169	.46	assumed
	male	78	4.10	1.05		-.74	167.21	.45	not assumed

4.5.2. Differences Regarding Learners' Perceptions and Age

Table 11 below demonstrates four age intervals participating student population belong to and if age brings about a difference with students' perception of flipped learning. According to the significance values given in the table, learner perceptions of flipped model experience show difference according to the groups in only two items. In response to item 14 ($p = .033$) which questions the convenience of studying on a computer or a phone, the means sorted by age intervals rank as 88.85 for the first group; 60.16 for the second; 63.00 for the third, and 130.50 for the final group, over the age of 30. That shows students over the age of 30 have the most positive perceptions, and they are followed by the first group making up 87% of the total participants, whereas participants between 21 and 30 have more people with relatively more negative perceptions. The other item that shows significance in terms of age is item numbered 16 ($p = .047$) asking students' level of agreeance with the convenience of downloadable videos. The test results show the mean ranks as 87.45

and 65.53 for the first and second groups, respectively, while the third and fourth groups share the same mean rank score of 143.50.

Table 11. Differences Regarding Learners' Perception and Age (Kruskal Wallis Test)

	Ranks			Test Statistics ^{a,b}		
	St. Age	N	Mean Rank	Chi-Square	df	Asymp. Sig.
1. I can study through the video over and over again.	18-20	149	83.51	4.81	3	.18
	21-24	19	100.00			
	25-30	1	81.00			
	31+	2	141.00			
	Total	171				
2. It enhances my understanding.	18-20	149	86.12	2.86	3	.41
	21-24	19	78.32			
	25-30	1	128.50			
	31+	2	128.50			
	Total	171				
3. I can study at my own pace.	18-20	149	86.29	5.47	3	.14
	21-24	19	82.55			
	25-30	1	5.00			
	31+	2	138.00			
	Total	171				
4. I can stop the video whenever I want to.	18-20	149	87.04	3.24	3	.35
	21-24	19	77.37			
	25-30	1	38.00			
	31+	2	114.50			
	Total	171				
5. I can study on my own time.	18-20	149	88.31	6.29	3	.09
	21-24	19	65.87			
	25-30	1	52.50			
	31+	2	122.00			
	Total	171				
6. It enhances the effectiveness of classroom lessons.	18-20	149	86.75	4.31	3	.23
	21-24	19	75.89			
	25-30	1	50.00			
	31+	2	144.00			
	Total	171				
7. It develops my readiness for classroom lessons.	18-20	149	87.59	6.78	3	.07
	21-24	19	68.61			
	25-30	1	52.00			
	31+	2	150.00			
	Total	171				

	Total	171				
	18-20	149	85.67			
8. It increases the time	21-24	19	82.47		3	
production-based activities in	25-30	1	110.00	2.21		.53
class for students.	31+	2	132.00			
	Total	171				
	18-20	149	84.22			
9. I can use the videos to	21-24	19	93.82		3	
review what I learned.	25-30	1	86.00	3.72		.29
	31+	2	144.00			
	Total	171				
	18-20	149	87.85			
10. It provides us with prior	21-24	19	69.13		3	
knowledge for production-	25-30	1	101.00	3.01		.38
based activities.	31+	2	101.00			
	Total	171				
	18-20	149	85.09			
11. It enhances my practical	21-24	19	87.76		3	
skills.	25-30	1	91.00	2.11		.54
	31+	2	134.50			
	Total	171				
	18-20	149	85.88			
12. I can develop my study	21-24	19	80.21		3	
habits.	25-30	1	134.50	2.65		.44
	31+	2	125.75			
	Total	171				
	18-20	149	86.62			
13. I can concentrate on my	21-24	19	74.87		3	
studying.	25-30	1	128.50	3.03		.38
	31+	2	124.00			
	Total	171				
	18-20	149	88.85			
14. I can study on	21-24	19	60.16		3	
PC/smartphone.	25-30	1	63.00	8.73		.03
	31+	2	130.50			
	Total	171				
	18-20	149	85.60			
15. It enhances my motivation.	21-24	19	85.29		3	
	25-30	1	54.50	2.81		.42
	31+	2	138.50			

	Total	171			
	18-20	149	87.45		
	21-24	19	65.53		
16. I can download the videos.	25-30	1	143.50	7.95	3 .04
	31+	2	143.50		
	Total	171			
	18-20	149	86.61		
	21-24	19	76.76		
17. I can study both visually and aurally.	25-30	1	135.50	2.17	3 .53
	31+	2	103.25		
	Total	171			

4.5.3. Differences Regarding Learners' Perceptions and English Proficiency Level

The values in Table 12 display that learners' English proficiency level and several items associated with flipped learning were related. First, the English level seems relevant to student responses for items 2 ($p = .038$), 6 ($p = .037$), and 11 ($p = .017$), corresponding to the aspect of learning effectiveness. In response to item 2 which is about flipped learning's role in the enhancement of understanding, B1, the most crowded group of participants, has more people agreeing with the statement with the highest mean ($\bar{x} = 3.30$) compared to A2+ ($\bar{x} = 2.78$) and B1+ ($\bar{x} = 3.19$). In addition, this also shows that A2+ students show more tendency to disagree with item 2 among other groups. Another item related to learning effectiveness is item 6 which deals with its classroom dimension, in particular, shows similar results in interpretation with slightly different means. B1 group exhibits a more positive perception towards flipped learning with a mean of 3.16, which is followed by B1+ ($\bar{x} = 3.03$) and A2+ ($\bar{x} = 2.54$), respectively. Item 11, the last one to be examined under learning effectiveness, is about the development of practical skills. Although the order of the groups is the same as the previous ones with B1 ($\bar{x} = 3.17$) having a more favorable perception, B1+ ($\bar{x} = 2.86$) and A2+ ($\bar{x} = 2.52$) groups include more participants objecting to the statement. Second, in terms of personalized learning, items 5 ($p = .014$) and 12 ($p = .021$) indicate differences in the English levels of students. The majority of the students in all groups responded positively to the former item regarding determining their own study time. B1+ ($\bar{x} = 4.46$) having the highest mean

is followed by B1 ($\bar{x}$ =4.39) and A2+ ($\bar{x}$ =3.90) respectively, which showed as the level increased, the perception of the convenience of study time got more positive. As for item 12 which is about developing better study skills, A2+ ($\bar{x}$ =2.51) group having more students voting against the statement maintains its place as the last group followed by B1+ ($\bar{x}$ =2.96), while B1 shows relatively more agreeance ($\bar{x}$ =3.13) with the highest mean for this statement.

The last dimension of flipped learning questionnaire to be interpreted with regard to English level is the enhancement of student readiness represented by items 10 (p =.040) and 13 (p =.013). The participant groups are ranked in the same order for both items, as in B1 having the highest mean, being followed by B1+ and A2+ being the last group with more opponents. For item 10 stating that flipped learning enables students to have required information before the production phase, the distribution of the means is as follows: B1 ($\bar{x}$ =3.88); B1+ ($\bar{x}$ =3.61) and A2+ ($\bar{x}$ =3.41), meaning that the number of people agreeing with the statement is higher than those who do not in all three groups. However, the values for item 13 which is about better concentration, differs as means of B1+ ($\bar{x}$ =2.96) and A2+ ($\bar{x}$ =2.45) are below 3, which means there are more people either against the statement or neutral while B1 ($\bar{x}$ =3.17) level students have a more positive perception when it comes to the flipped learning's role in concentration.

Table 12. Differences Regarding Learners' Perception and English Proficiency Level (ANOVA)

ANOVA										
		Sum of	df	Mean	F	Sig.	Level	N	Mean	Std.
		Squares		Square						Deviation
1. I can study through the video over and over again.	Between Groups	1.46	2	.73	.56	.57	A2+	51	3.76	1.20
	Within Groups	217.70	168	1.29			B1	68	3.85	1.17
	Total	219.17	170				B1+	52	4.00	1.00
							Total	171	3.87	1.13

2. It enhances my understanding.	Between Groups	8.44	2	4.22	3.32	.03	A2+	51	2.78	1.28
	Within Groups	213.21	168	1.26			B1	68	3.30	1.08
	Total	221.66	170				B1+	52	3.19	1.01
							Total	171	3.11	1.14
3. I can study at my own pace.	Between Groups	5.21	2	2.60	1.91	.15	A2+	51	3.64	1.36
	Within Groups	228.44	168	1.36			B1	68	3.89	1.13
	Total	233.66	170				B1+	52	4.09	.97
							Total	171	3.88	1.17
4. I can stop the video whenever I want to.	Between Groups	1.53	2	.76	1.04	.35	A2+	51	4.37	.99
	Within Groups	123.21	168	.73			B1	68	4.51	.87
	Total	124.74	170				B1+	52	4.61	.66
							Total	171	4.50	.85
5. I can study on my own time.	Between Groups	9.91	2	4.95	4.38	.01	A2+	51	3.90	1.18
	Within Groups	189.71	168	1.12			B1	68	4.39	1.05
	Total	199.62	170				B1+	52	4.46	.93
							Total	171	4.26	1.08
6. It enhances the effectiveness of classroom.	Between Groups	11.64	2	5.82	3.35	.03	A2+	51	2.54	1.44
	Within Groups	291.77	168	1.73			B1	68	3.16	1.25
	Total	303.41	170				B1+	52	3.03	1.26
							Total	171	2.94	1.33
7. It develops my readiness for classroom lessons.	Between Groups	7.29	2	3.64	2.24	.10	A2+	51	3.43	1.40
	Within Groups	273.27	168	1.62			B1	68	3.77	1.10
	Total	280.57	170				B1+	52	3.30	1.35
							Total	171	3.53	1.28
8. It increases the time for production-based activities in class for students.	Between Groups	1.91	2	.95	.65	.52	A2+	51	3.27	1.23
	Within Groups	245.92	168	1.46			B1	68	3.52	1.12
	Total	247.83	170				B1+	52	3.44	1.28

						Total	171	3.42	1.20	
9. I can use the videos to review what I learned.	Between Groups	3.25	2	1.62	1.13	.32	A2+	51	3.58	1.32
	Within Groups	240.29	168	1.43			B1	68	3.79	1.14
	Total	243.55	170				B1+	52	3.94	1.12
							Total	171	3.77	1.19
10. It provides us with prior knowledge for production-based activities.	Between Groups	6.60	2	3.30	3.27	.04	A2+	51	3.41	1.04
	Within Groups	169.71	168	1.01			B1	68	3.88	.88
	Total	176.32	170				B1+	52	3.61	1.10
							Total	171	3.66	1.01
11. It enhances my practical skills.	Between Groups	12.24	2	6.12	4.17	.01	A2+	51	2.52	1.30
	Within Groups	246.64	168	1.46			B1	68	3.17	1.20
	Total	258.88	170				B1+	52	2.86	1.12
							Total	171	2.88	1.23
12. I can develop my study habits.	Between Groups	11.62	2	5.81	3.93	.02	A2+	51	2.51	1.27
	Within Groups	248.47	168	1.47			B1	68	3.13	1.18
	Total	260.10	170				B1+	52	2.96	1.20
							Total	171	2.89	1.23
13. I can concentrate on my studying.	Between Groups	15.67	2	7.83	4.47	.01	A2+	51	2.45	1.25
	Within Groups	294.43	168	1.75			B1	68	3.17	1.28
	Total	310.10	170				B1+	52	2.96	1.44
							Total	171	2.89	1.35
14. I can study on PC/smartphone.	Between Groups	.28	2	.14	.10	.90	A2+	51	4.02	1.08
	Within Groups	230.56	168	1.37			B1	68	4.10	1.19
	Total	230.85	170				B1+	52	4.11	1.21
							Total	171	4.08	1.16
15. It enhances my motivation.	Between Groups	5.63	2	2.81	1.76	.17	A2+	51	2.49	1.20
	Within Groups	268.05	168	1.59			B1	68	2.92	1.24

Total					273.68	170					
					B1+						
					52	2.78	1.33				
Total					171	2.75	1.26				
16. I can download the videos.	Between	2.96	2	1.48	.79	.45	A2+				
	Groups						51	3.41	1.45		
	Within	314.38	168	1.87			B1				
	Groups						68	3.60	1.29		
	Total	317.34	170	B1+							
				52			3.75	1.37			
					Total						
					171	3.59	1.36				
17. I can study both visually and aurally.	Between	4.95	2	2.47	2.09	.12	A2+				
	Groups						51	3.78	1.20		
	Within	198.83	168	1.18			B1				
	Groups						68	4.19	1.04		
	Total	203.78	170	B1+							
				52			4.07	1.02			
					Total						
					171	4.03	1.09				

4.6. Research Question 4: Do Teachers' Perceptions of Flipped Learning Differ Regarding Demographic Variables?

4.6.1. Differences Regarding Teachers' Perception and Gender

The test results shown in Table 13 show that the number of female teacher participants taking place in the study is over that of males tripled. In addition to exhibiting the nonhomogeneous population of participating genders, values also show that gender bears no significance on the perception of flipped learning. The significance values varying between .084 and .893 state that there is no statistically significant difference in teacher perceptions in terms of gender.

Table 13. Differences Regarding Teachers' Perception and Gender (Mann-Whitney U Test)

Ranks					Test Statistics ^{a,b}			
	gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
1. Learners can study through the video	female	39	26.92	1050.00	198.00	276.00	-.93	.34
	male	12	23.00	276.00				

over and over again.	Total	51						
2. It enhances	female	39	25.65	1000.50	220.50	1000.50	-.31	.75
learners'	male	12	27.13	325.50				
understanding.	Total	51						
3. Learners can study	female	39	27.13	1058.00	190.00	268.00	-1.19	.23
at their own pace.	male	12	22.33	268.00				
	Total	51						
4. Learners can stop	female	39	25.90	1010.00	230.00	1010.00	-.13	.89
the video whenever	male	12	26.33	316.00				
they want to.	Total	51						
5. Learners can study	female	39	25.77	1005.00	225.00	1005.00	-.26	.79
on their own time.	male	12	26.75	321.00				
	Total	51						
6. It enhances the	female	39	27.59	1076.00	172.00	250.00	-1.44	.14
effectiveness of	male	12	20.83	250.00				
classroom lessons.	Total	51						
7. It develops	female	39	27.71	1080.50	167.50	245.50	-1.57	.11
learners' readiness for	male	12	20.46	245.50				
classroom lessons.	Total	51						
8. It increases the	female	39	27.81	1084.50	163.50	241.50	-1.72	.08
time for production-	male	12	20.13	241.50				
based activities in	Total	51						
class.								
9. Learners can use	female	39	26.63	1038.50	209.50	287.50	-.62	.53
the videos to review	male	12	23.96	287.50				
what they learned.	Total	51						
10. It provides prior	female	39	27.13	1058.00	190.00	268.00	-1.09	.27
knowledge for	male	12	22.33	268.00				
production-based	Total	51						
activities.								
11. It enhances	female	39	25.74	1004.00	224.00	1004.00	-.23	.81
learners' practical	male	12	26.83	322.00				
skills.	Total	51						
12. Learners can	female	39	26.28	1025.00	223.00	301.00	-.26	.78
develop their study	male	12	25.08	301.00				
habits.	Total	51						
13. Learners can	female	39	26.23	1023.00	225.00	303.00	-.21	.83
concentrate on their	male	12	25.25	303.00				
studying.	Total	51						
14. Learners can	female	39	26.24	1023.50	224.50	302.50	-.24	.80

study on	male	12	25.21	302.50				
PCs/smartphones.	Total	51						
15. It enhances	female	39	26.88	1048.50	199.50	277.50	-.82	.40
learners' motivation.	male	12	23.13	277.50				
	Total	51						
16. Learners can	female	39	25.67	1001.00	221.00	1001.00	-.30	.75
download the videos.	male	12	27.08	325.00				
	Total	51						
17. Learners can	female	39	25.00	975.00	195.00	975.00	-.95	.34
study both visually	male	12	29.25	351.00				
and aurally.	Total	51						

4.6.2. Differences Regarding Teachers' Perception and Age

The values in Table 14 are sorted by the age intervals of teachers participating in the study, and it aims to rank the means of participants according to 5 different age groups. The test shows that there are two items that show differences regarding age and teacher perception of flipped model. Although both items are related to students' study styles, while item 5 ($p = .027$) draws attention to the convenience of personalized time arrangement, item 12 ($p = .043$) mentions developing study habits in general. Regarding item 5, the highest mean rank (29.21) belongs to the second age group which also accommodates the highest number of participants. The first age interval with 17 teachers follows them with their mean rank of 27.65. While the participants' mean ranks in the fourth and fifth group are 13.88 and 22.88, the only participant of the third group has 4.00 as the mean rank. In other words, taking the number of participants in consideration, younger teachers tend to react relatively more positively to the statement than the more experienced ones as they take up 74% of the total number. However, for item 12, the third group with only one participant has the highest mean rank with 45.00. The second highest mean rank (32.18) for this item belongs to the youngest group of the participants. The most crowded age interval of the teachers came third with 24.52. As for 4 participants between the ages of 45 and 50 and the remaining 8 who are over 50, their mean ranks are 20.50 and

17.13, respectively. According to these values, among the instructors between the ages of 35 and 40, the number of those who have a better perception of students' general study habits is less than the ones in the youngest group.

Table 14. Differences Regarding Teachers' Perception and Age (Kruskal Wallis Test)

	Ranks			Test Statistics ^{a,b}		
	Teacher Age	N	Mean Rank	Chi-Square	df	Asymp. Sig.
1. Learners can study through the video over and over again.	30-34	17	29.32	4.54	4	.33
	35-40	21	25.00			
	41-44	1	35.50			
	45-50	4	15.63			
	50+	8	25.56			
	Total	51				
2. It enhances learners' understanding.	30-34	17	28.79	3.73	4	.44
	35-40	21	23.12			
	41-44	1	43.50			
	45-50	4	30.00			
	50+	8	23.44			
	Total	51				
3. Learners can study at their own pace.	30-34	17	26.09	.61	4	.96
	35-40	21	26.17			
	41-44	1	34.00			
	45-50	4	26.25			
	50+	8	24.25			
	Total	51				
4. Learners can stop the video whenever they want to.	30-34	17	27.29	.89	4	.92
	35-40	21	25.74			
	41-44	1	30.50			
	45-50	4	24.25			
	50+	8	24.25			
	Total	51				
5. Learners can study on their own time.	30-34	17	27.65	10.97	4	.02
	35-40	21	29.21			
	41-44	1	4.00			
	45-50	4	13.88			
	50+	8	22.88			
	Total	51				
6. It enhances the effectiveness of classroom lessons.	30-34	17	28.50	1.75	4	.78
	35-40	21	24.93			

	41-44	1	14.00			
	45-50	4	28.75			
	50+	8	23.63			
	Total	51				
7. It develops learners' readiness for classroom lessons.	30-34	17	28.76	7.21	4	.12
	35-40	21	27.17			
	41-44	1	22.50			
	45-50	4	32.25			
	50+	8	14.38			
	Total	51				
8. It increases the time for production-based activities in class.	30-34	17	29.50	4.06	4	.39
	35-40	21	26.07			
	41-44	1	16.50			
	45-50	4	27.75			
	50+	8	18.69			
	Total	51				
9. Learners can use the videos to review what they learned.	30-34	17	27.65	3.76	4	.43
	35-40	21	28.12			
	41-44	1	13.00			
	45-50	4	18.88			
	50+	8	22.13			
	Total	51				
10. It provides prior knowledge for production-based activities.	30-34	17	30.59	4.66	4	.32
	35-40	21	25.00			
	41-44	1	15.50			
	45-50	4	27.25			
	50+	8	19.56			
	Total	51				
11. It enhances learners' practical skills.	30-34	17	26.71	1.58	4	.81
	35-40	21	27.52			
	41-44	1	13.00			
	45-50	4	22.50			
	50+	8	23.88			
	Total	51				
12. Learners can develop their study habits.	30-34	17	32.18	9.85	4	.04
	35-40	21	24.52			
	41-44	1	45.00			
	45-50	4	20.50			
	50+	8	17.13			
	Total	51				

13. Learners can concentrate on their studying.	30-34	17	31.76	5.24	4	.26
	35-40	21	24.62			
	41-44	1	26.50			
	45-50	4	18.00			
	50+	8	21.31			
	Total	51				
14. Learners can study on PCs/smartphones.	30-34	17	27.74	2.20	4	.69
	35-40	21	26.86			
	41-44	1	12.00			
	45-50	4	24.00			
	50+	8	22.81			
	Total	51				
15. It enhances learners' motivation.	30-34	17	27.88	.56	4	.96
	35-40	21	25.17			
	41-44	1	23.50			
	45-50	4	23.50			
	50+	8	25.75			
	Total	51				
16. Learners can download the videos.	30-34	17	29.38	3.34	4	.50
	35-40	21	23.76			
	41-44	1	7.50			
	45-50	4	26.25			
	50+	8	26.88			
	Total	51				
17. Learners can study both visually and aurally.	30-34	17	29.56	2.28	4	.68
	35-40	21	25.00			
	41-44	1	17.50			
	45-50	4	25.63			
	50+	8	22.31			
	Total	51				

4.6.3. Differences Regarding Teachers' Perception and Education Level

As seen in Table 15, the test involves the mean ranks of the groups formed according to the education level of participating instructors. However, the significance values show that teachers' perceptions of flipped learning do not differ according to their education level.

Table 15. Differences Regarding Teachers' Perception and Education Level (Kruskal Wallis Test)

	Ranks			Test Statistics ^{a,b}		
	Education Level	N	Mean Rank	Chi-Square	df	Asymp. Sig.
1. Learners can study through the video over and over again.	B.A.	28	25.04	.81	2	.66
	M.A.	22	26.80			
	Ph.D.	1	35.50			
	Total	51				
2. It enhances learners' understanding.	B.A.	28	23.13	3.67	2	.15
	M.A.	22	28.86			
	Ph.D.	1	43.50			
	Total	51				
3. Learners can study at their own pace.	B.A.	28	25.00	.75	2	.68
	M.A.	22	26.91			
	Ph.D.	1	34.00			
	Total	51				
4. Learners can stop the video whenever they want to.	B.A.	28	25.88	.21	2	.89
	M.A.	22	25.95			
	Ph.D.	1	30.50			
	Total	51				
5. Learners can study on their own time.	B.A.	28	28.11	2.80	2	.24
	M.A.	22	23.02			
	Ph.D.	1	32.50			
	Total	51				
6. It enhances the effectiveness of classroom lessons.	B.A.	28	24.96	1.71	2	.42
	M.A.	22	26.52			
	Ph.D.	1	43.50			
	Total	51				
7. It develops learners' readiness for classroom lessons.	B.A.	28	25.98	1.36	2	.50
	M.A.	22	25.30			
	Ph.D.	1	42.00			
	Total	51				
8. It increases the time for production-based activities in class.	B.A.	28	24.34	1.63	2	.44
	M.A.	22	27.52			
	Ph.D.	1	39.00			
	Total	51				
9. Learners can use the videos to review what they learned.	B.A.	28	24.84	1.01	2	.60
	M.A.	22	27.00			
	Ph.D.	1	36.50			
	Total	51				

	Total	51				
10. It provides prior knowledge for production-based activities.	B.A.	28	22.98	3.70	2	.15
	M.A.	22	29.25			
	Ph.D.	1	39.00			
	Total	51				
11. It enhances learners' practical skills.	B.A.	28	26.45	2.41	2	.29
	M.A.	22	24.50			
	Ph.D.	1	46.50			
	Total	51				
12. Learners can develop their study habits.	B.A.	28	23.43	3.67	2	.15
	M.A.	22	28.41			
	Ph.D.	1	45.00			
	Total	51				
13. Learners can concentrate on their studying.	B.A.	28	22.71	4.43	2	.10
	M.A.	22	29.36			
	Ph.D.	1	44.00			
	Total	51				
14. Learners can study on PCs/smartphones.	B.A.	28	27.04	1.22	2	.54
	M.A.	22	24.23			
	Ph.D.	1	36.00			
	Total	51				
15. It enhances learners' motivation.	B.A.	28	24.68	.66	2	.71
	M.A.	22	27.80			
	Ph.D.	1	23.50			
	Total	51				
16. Learners can download the videos.	B.A.	28	23.05	3.42	2	.18
	M.A.	22	29.09			
	Ph.D.	1	40.50			
	Total	51				
17. Learners can study both visually and aurally.	B.A.	28	25.80	1.09	2	.57
	M.A.	22	25.61			
	Ph.D.	1	40.00			
	Total	51				

4.6.4. Differences Regarding Teachers' Perception and The Level They Teach

Table 16 shows the distribution of the mean ranks based on the levels instructors teach. According to the significance values obtained as a result of the test, there is

only one item that indicates differences according to the level that was taught by the teacher at the time. Item 10 ($p = .042$) which is about providing the necessary knowledge for production-based activities beforehand showed different mean ranks in each level, the highest one (30.40) belonging to 26 participants teaching B1, which is followed by 8 B1+ teachers with 24.31 and the lowest mean rank (20.06) belongs to 17 A2+ teachers, which indicates that B1 teachers portray a more positive perception than B1+ and A2+ teachers.

Table 16. Differences Regarding Teachers' Perception and the Level They Teach (Kruskal Wallis Test)

	Ranks			Test Statistics ^{a,b}		
	Taught Level	N	Mean Rank	Chi-Square	df	Asymp. Sig.
1. Learners can study through the video over and over again.	A2+	17	25.18	.36	2	.83
	B1	26	27.02			
	B1+	8	24.44			
	Total	51				
2. It enhances learners' understanding.	A2+	17	22.50	1.60	2	.44
	B1	26	27.71			
	B1+	8	27.88			
	Total	51				
3. Learners can study at their own pace.	A2+	17	25.15	.46	2	.79
	B1	26	27.10			
	B1+	8	24.25			
	Total	51				
4. Learners can stop the video whenever they want to.	A2+	17	24.35	1.43	2	.48
	B1	26	27.62			
	B1+	8	24.25			
	Total	51				
5. Learners can study on their own time.	A2+	17	23.12	3.63	2	.16
	B1	26	28.96			
	B1+	8	22.50			
	Total	51				
6. It enhances the effectiveness of classroom lessons.	A2+	17	21.44	3.66	2	.16
	B1	26	29.63			
	B1+	8	23.88			
	Total	51				
7. It develops learners'	A2+	17	24.38	2.73	2	.25

readiness for classroom lessons.	B1	26	28.87			
	B1+	8	20.13			
	Total	51				
8. It increases the time for production-based activities in class.	A2+	17	21.26			
	B1	26	29.48	3.90	2	.14
	B1+	8	24.75			
	Total	51				
9. Learners can use the videos to review what they learned.	A2+	17	23.53			
	B1	26	28.37	1.76	2	.41
	B1+	8	23.56			
	Total	51				
10. It provides prior knowledge for production-based activities.	A2+	17	20.06			
	B1	26	30.40	6.35	2	.04
	B1+	8	24.31			
	Total	51				
11. It enhances learners' practical skills.	A2+	17	22.94			
	B1	26	28.92	2.30	2	.31
	B1+	8	23.00			
	Total	51				
12. Learners can develop their study habits.	A2+	17	24.06			
	B1	26	28.38	1.72	2	.42
	B1+	8	22.38			
	Total	51				
13. Learners can concentrate on their studying.	A2+	17	22.68			
	B1	26	29.96	4.38	2	.11
	B1+	8	20.19			
	Total	51				
14. Learners can study on PCs/smartphones.	A2+	17	25.47			
	B1	26	25.85	.16	2	.92
	B1+	8	27.63			
	Total	51				
15. It enhances learners' motivation.	A2+	17	26.29			
	B1	26	27.92	2.51	2	.28
	B1+	8	19.13			
	Total	51				
16. Learners can download the videos.	A2+	17	24.00			
	B1	26	27.58	.71	2	.69
	B1+	8	25.13			
	Total	51				

17. Learners can study both visually and aurally.	A2+	17	23.82	2.95	2	.22
	B1	26	29.04			
	B1+	8	20.75			
	Total	51				

4.6.5. Differences Regarding Teachers' Perception and Teaching Experience

The ranks and statistics given in Table 17 below demonstrate the variance in participants' teaching experiences and their mean ranks. Participants are divided into five groups formed based on a 10-year interval of teaching experience. Nevertheless, once the significance values are examined, it can be seen that teachers' experience and their perception of flipped learning do not show significant differences.

Table 17. Differences Regarding Teachers' Perception and Teaching Experience (Kruskal Wallis Test)

	Ranks			Test Statistics ^{a,b}		
	Experience (years)	N	Mean Rank	Chi-Square	df	Asymp. Sig.
1. Learners can study through the video over and over again.	1-10	9	30.28	2.75	4	.60
	11-20	31	25.76			
	21-30	6	20.75			
	31-40	4	23.75			
	41+	1	35.50			
	Total	51				
2. It enhances learners' understanding.	1-10	9	25.61	2.05	4	.72
	11-20	31	26.24			
	21-30	6	25.58			
	31-40	4	21.25			
	41+	1	43.50			
	Total	51				
3. Learners can study at their own pace.	1-10	9	25.33	1.23	4	.87
	11-20	31	26.87			
	21-30	6	23.67			
	31-40	4	22.25			
	41+	1	34.00			
	Total	51				
4. Learners can stop the video whenever they want to.	1-10	9	27.72	.69	4	.95
	11-20	31	25.52			

	21-30	6	26.33			
	31-40	4	24.25			
	41+	1	30.50			
	Total	51				
	1-10	9	26.78			
	11-20	31	27.61			
5. Learners can study on their own time.	21-30	6	14.92	6.74	4	.15
	31-40	4	26.75			
	41+	1	32.50			
	Total	51				
	1-10	9	24.83			
	11-20	31	26.21			
6. It enhances the effectiveness of classroom lessons.	21-30	6	26.58	1.97	4	.74
	31-40	4	21.75			
	41+	1	43.50			
	Total	51				
	1-10	9	27.89			
	11-20	31	27.53			
7. It develops learners' readiness for classroom lessons.	21-30	6	23.00	3.24	4	.51
	31-40	4	15.25			
	41+	1	22.50			
	Total	51				
	1-10	9	27.67			
	11-20	31	26.87			
8. It increases the time for production-based activities in class.	21-30	6	25.17	1.82	4	.76
	31-40	4	19.13			
	41+	1	16.50			
	Total	51				
	1-10	9	26.06			
	11-20	31	27.48			
9. Learners can use the videos to review what they learned.	21-30	6	17.33	3.78	4	.43
	31-40	4	24.75			
	41+	1	36.50			
	Total	51				
	1-10	9	32.44			
	11-20	31	25.29			
10. It provides prior knowledge for production-based activities.	21-30	6	24.83	3.34	4	.50
	31-40	4	21.38			
	41+	1	15.50			
	Total	51				

11. It enhances learners' practical skills.	1-10	9	24.00	4.17	4	.38
	11-20	31	27.16			
	21-30	6	18.75			
	31-40	4	27.25			
	41+	1	46.50			
	Total	51				
12. Learners can develop their study habits.	1-10	9	29.44	6.36	4	.17
	11-20	31	27.97			
	21-30	6	14.17			
	31-40	4	21.00			
	41+	1	25.00			
	Total	51				
13. Learners can concentrate on their studying.	1-10	9	30.50	5.54	4	.23
	11-20	31	26.40			
	21-30	6	16.58			
	31-40	4	22.38			
	41+	1	44.00			
	Total	51				
14. Learners can study on PCs/smartphones.	1-10	9	26.94	1.25	4	.86
	11-20	31	26.35			
	21-30	6	22.42			
	31-40	4	24.00			
	41+	1	36.00			
	Total	51				
15. It enhances learners' motivation.	1-10	9	18.39	6.75	4	.14
	11-20	31	28.52			
	21-30	6	22.50			
	31-40	4	23.50			
	41+	1	47.50			
	Total	51				
16. Learners can download the videos.	1-10	9	30.50	3.42	4	.48
	11-20	31	24.29			
	21-30	6	22.33			
	31-40	4	31.00			
	41+	1	40.50			
	Total	51				
17. Learners can study both visually and aurally.	1-10	9	26.94	3.37	4	.49
	11-20	31	26.45			
	21-30	6	18.08			
	31-40	4	28.75			
	Total	51				

41+	1	40.00
Total	51	

4.6.6. Differences Regarding Teachers' Perception and Weekly Course Load

Table 18 illustrates the weekly course load of the participants and their mean ranks. Participants are evaluated in four groups according to the hours they teach on a weekly basis. When it comes to the significance values showing if there is any statistically significant difference regarding course load and perception of flipped learning, the table shows no significant value.

Table 18. Differences Regarding Teachers' Perception and Weekly Course Load (Kruskal Wallis Test)

	Ranks			Test Statistics ^{a,b}		
	Courseload (hours)	N	Mean Rank	Chi-Square	df	Asymp. Sig.
1. Learners can study through the video over and over again.	6-10	9	25.44	.74	3	.86
	12-16	27	26.46			
	18-20	14	24.79			
	22+	1	35.50			
	Total	51				
2. It enhances learners' understanding.	6-10	9	19.72	4.24	3	.23
	12-16	27	25.67			
	18-20	14	29.43			
	22+	1	43.50			
	Total	51				
3. Learners can study at their own pace.	6-10	9	23.44	.95	3	.81
	12-16	27	26.76			
	18-20	14	25.61			
	22+	1	34.00			
	Total	51				
4. Learners can stop the video whenever they want to.	6-10	9	21.67	2.89	3	.40
	12-16	27	27.72			
	18-20	14	25.14			
	22+	1	30.50			
	Total	51				
5. Learners can study on their own time.	6-10	9	20.78	3.10	3	.37
	12-16	27	27.94			

	18-20	14	25.14			
	22+	1	32.50			
	Total	51				
	6-10	9	21.39			
	12-16	27	27.59			
6. It enhances the effectiveness of classroom lessons.	18-20	14	24.64	2.96	3	.39
	22+	1	43.50			
	Total	51				
	6-10	9	22.94			
	12-16	27	28.94			
7. It develops learners' readiness for classroom lessons.	18-20	14	21.14	4.63	3	.20
	22+	1	42.00			
	Total	51				
	6-10	9	27.39			
	12-16	27	26.31			
8. It increases the time for production-based activities in class.	18-20	14	23.57	1.49	3	.68
	22+	1	39.00			
	Total	51				
	6-10	9	21.33			
	12-16	27	26.94			
9. Learners can use the videos to review what they learned.	18-20	14	26.43	1.98	3	.57
	22+	1	36.50			
	Total	51				
	6-10	9	25.72			
	12-16	27	26.28			
10. It provides prior knowledge for production-based activities.	18-20	14	24.71	1.10	3	.77
	22+	1	39.00			
	Total	51				
	6-10	9	22.39			
	12-16	27	30.22			
11. It enhances learners' practical skills.	18-20	14	19.75	6.01	3	.11
	22+	1	32.00			
	Total	51				
	6-10	9	24.89			
	12-16	27	25.96			
12. Learners can develop their study habits.	18-20	14	26.86	.12	3	.98
	22+	1	25.00			
	Total	51				
	6-10	9	22.83			
13. Learners can concentrate on their studying.	12-16	27	28.61	2.04	3	.56

	18-20	14	22.96			
	22+	1	26.50			
	Total	51				
14. Learners can study on PCs/smartphones.	6-10	9	19.33			
	12-16	27	27.11			
	18-20	14	27.43	3.44	3	.32
	22+	1	36.00			
	Total	51				
15. It enhances learners' motivation.	6-10	9	23.28			
	12-16	27	26.35			
	18-20	14	26.07	1.40	3	.70
	22+	1	40.00			
	Total	51				
16. Learners can download the videos.	6-10	9	26.83			
	12-16	27	25.56			
	18-20	14	25.29	1.18	3	.75
	22+	1	40.50			
	Total	51				
17. Learners can study both visually and aurally.	6-10	9	22.61			
	12-16	27	29.54			
	18-20	14	20.36	5.91	3	.11
	22+	1	40.00			
	Total	51				

5. CONCLUSIONS AND DISCUSSIONS

The section involves four subsections that state the conclusions of the study and the discussions regarding students' and teachers' perceived usefulness perceptions of flipped learning. First, the conclusions were made clear. Second, the existing literature on the topic and the findings of the study were compared. Third, some practical recommendations were made for instructors, school managements, professional development units, curriculum, and material development units and learners. Last, recommendations for further research were provided.

5.1. Conclusions

This research inquiring the perceptions of flipped learning experience during one year of distance education from the learners' and their instructors' point of view led to several conclusions. First, while most of the students verify that the flipped model offers autonomy, practicality, and convenience, they are mostly reluctant to agree that it provides better understanding. For instance, more than half of them feel positive about the convenient access to the pre-requisite video materials through the internet whenever they like since it offers learners a chance to study and review the topics. Similarly, being able to control their study time and pace are two other factors that are voted for flipped learning. However, interestingly, the majority do not think that it improves their study habits despite the ground it set for autonomous learning. In addition, while learners agree that the model increases their readiness for classes in terms of content, they do not feel it helps them with their concentration or motivation. As for the aspect of learning effectiveness, while the student data confirm that the model helps with the extension of productive-activity time and offers both aural and visual input, more than half do not vote for improved practical skills and efficacy of in-class lessons, or understanding.

Second, instructors project a more optimistic attitude in favor of flipped learning compared to students. They are quite positive that the convenience of the accessibility to asynchronous lessons/videos contributes to students' review and study. In addition, they hold favorable opinions for the opportunities flipped learning offers regarding individualized learning. Therefore, they expect the model to help learners with better study habits, unlike students' perceptions. In terms of student readiness, teacher perceptions are similar to students as they also confirm that it improves students' theoretical readiness for online classes to some extent. The participating parties are also on the same page about their negative perception of motivation factors. However, unlike students, teachers tend to have relatively positive feelings about student concentration. Similarly, teacher data show contrasting results to those of students regarding learning effectiveness as teachers' perception is that the model contributes to students' understanding, skills, and in-class teaching efficacy by increasing the production time in class and providing both aural and visual input.

Third, given the results of the Pearson Correlation Test, run to spot whether there is any specific item-based correlation among student and teacher items, it is possible to reach some more conclusions. How much students tend to think positively about the enhancement of understanding as a result of the flipped model seems to be positively correlated with teachers' optimistic perception of students' control over their study time. Even though the majority of students do not stand on the positive side, 40%-rate of those with positive perception appears to have affected teachers' opinion about students' individualized study time favorably. Furthermore, students' affirmative perception of being able to choose their own study pace also displays a positive correlation to instructors' opinions on their study time. Besides these, students' perception of self-paced study is positively correlated with several teachers' perceptions of aspects such as improved practical skills, motivation level, preliminary preparation before in-class activities, and extended time spent on production in class. There is also one negative correlation according to the test results. Surprisingly, according to the findings, teachers' positive perception of students' being able to use videos as a review material seems to be negatively

correlated with students' perception against the model's alleged help with better study habits.

Fourth, as far as demographic factors are concerned, learners' perceptions seem to vary according to such factors as the age and English proficiency level, whereas gender does not appear to affect the results. Concerning the age factor, although there are four age groups, the third and fourth groups have only 1 and 2 participants, respectively; thus, drawing conclusions about the first two groups would be more meaningful. The study shows that of the two groups, the students between the ages of 18 and 20 think more positively about the convenience of PC or smartphones and downloadable video content, which shows the younger are more at ease with technology. As for English proficiency level, of the three groups, B1 students display a relatively more positive approach towards flipped learning in terms of more effective lessons, better understanding, enhanced practical skills, and better concentration and readiness for in-class activities, while B1+ and A2+ are less so. While in terms of developed study skills, the order does not change, surprisingly when it comes to the perceptions of being able to control their own study time, it gets more positive as the level increases, putting B1+ at the top.

Fifth, as for the relationship between teachers' perception and their demographic data, factors such as gender, education level, teaching experience, and weekly course load do not seem to influence their perceptions, whereas age and level they taught at the time appear to have an impact on them. Regarding age, leaving out the third group as it has only one participant, it can be concluded that teachers under the age of 40 reflect a more positive image in terms flipped model's role in students' arrangement of study times and their study habits in general in comparison to those over 40. When it comes to level instructors teach, their perceptions regarding how the model provided students with the knowledge necessary for in-class activities vary accordingly. Similar to the conclusions of student data, B1 teachers have a tendency to perceive it more positively than B1+ and A2+ teachers, respectively.

5.2. Implications

The current study offers some implications on both teacher and student perceptions of flipped learning experience that can be derived from the results. First of all, given that the majority of students voted in favor of flipped learning in 11 items out of 17 items, the results support several other studies reporting that students take a positive stand regarding the model (Chen et al., 2018; Chivata & Oviedo, 2018; Çalışkan, 2016; Fauzan & Ngabut, 2018; Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Lee & Wallace, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018). The current study suggests learners agree that the method provides them with the background knowledge for activities requiring production and leaves more floor to production during the lesson, which endorses the research by Chen et al. (2018) where they concluded the facilitative and enhancing effect of flipped instruction on production. However, despite this positive perception about language production, student data show that they do not think their practical skills developed during the process, unlike what Husnawadi (2021) and Kömeç (2018) came up with in their studies whose findings demonstrated the model's help with the development of students' language skills. Another conclusion the current study leads to is that flipped learning provides learners with the necessary conditions to gain autonomy through the individualized learning opportunities it offers. The finding that students agree that the model facilitates customization and control of their study pace and time along with learning type with the help of downloadable materials through PCs or smartphones is mostly in line with several studies (Chivata & Oviedo, 2018; Kömeç, 2018; Santikarn & Wichadee, 2018) which indicate cultivation of autonomy as a result of the flipped model. Nevertheless, one point where this study contrasts with the existing literature is the finding that in spite of the abovementioned favorable student impressions, they mostly think the model neither improved their study habits nor enhanced their understanding by providing more effective lessons in class. In addition to these, students also disagreed that it helped them with better concentration and motivation, which is contradictory to the results regarding students feeling of success with the help of higher motivation rate in existing literature (Chen et al., 2018; Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee,

2018). As for the model's role in readiness for class, the students voted in favor of its enhancing effect as Choe and Seong (2016) concluded.

Second, instructors exhibit a more optimistic attitude in favor of flipped learning as many existing works do (Ansori & Nafi, 2019; Handayani et al., 2020) Başal (2015), Çelebi et al. (2016), Kocabatmaz (2016), Adnan (2017), Çetin Koroğlu & Çakır (2017), Kurt (2017) and Akçor (2018). The current study reinforced the positive results concerning better preparedness before the lessons (Başal, 2015; Çetin Koroğlu & Çakır, 2017), enabling personalized learning pace (Akçor, 2018; Başal, 2015; Çelebi et al. 2016; Kurt, 2017), and encouragement for learner autonomy and self-discipline (Adnan, 2017; Akçor, 2018; Ansori & Nafi, 2019). However, even if the perceptions of flipped learning were mostly positive on every other aspect, the findings showed that most of the instructors remain undecided about the model's enhancing role on learner motivation, which contradicts one finding Akçor (2018) reached regarding increased motivation in her study.

Third, although there is no similar study to compare in literature, checking for correlation between student and teacher perceptions, the study contributes to the literature by concluding that while there is a negative correlation between teachers' perceptions of the practicality of videos and students' perception regarding study habits, some items show positive correlations such as students' perceptions regarding better understanding and teachers' perception of students' self-controlled study time. Additionally, students' self-paced study and instructors' impressions on learners' study time, practical skills, motivation, preparation, and more time allocation for in-class production seem positively correlated.

Fourth, the study adds to the literature that demographic factors such as learners' age and English proficiency level as well as teachers' age and the level they taught have an influence on their perceptions. However, gender does not seem to impact the results. Similarly, instructors' education level, teaching experience, and weekly course load also appear irrelevant to their perceptions.

Based on the findings, it can be suggested that while students admit the opportunities the method provides, they may have some doubts about whether it has positive effects on their language performance, which could be attributed to distance

education as none of the studies in ELT literature on flipped learning's perceived efficacy was conducted during distance learning. However, considering the number of students with positive overall perceptions and teachers' positive perceptions regarding the students participating during the class, the model can be adopted in EFL classes as it creates a student-centered platform encouraging learner autonomy and it makes it more convenient for students to get ready for in-class lessons via technology which they have been familiar with since the very young ages.

5.3. Practical Recommendations

Given the results of the study, some practical recommendations could be brought up to render the flipped instruction experience more fruitful. First of all, considering the flipped model is a technology utilizing instruction, administrations should conduct a need analysis to detect the possible technological shortcomings well before the academic term starts and take necessary measures to make the technology available to every party taking part in the education process by building computer labs or working in collaboration with the state institutions which could offer students to use theirs. Especially, university administrations could work on the ways of allocating budget to provide internet scholarships to those students who cannot afford it. Similarly, after dealing with the physical infrastructure, some training should be organized for the academic staff to make sure they are able to perform procedures such as editing or uploading videos and use the necessary systems or applications confidently with the help of a professional. Similarly, orientation programs for students should be organized to offer students help in case they need help with the access and the use of technology. A brief memo with useful websites with tutorials on the applications/LMS to be made use of could be handed out to students.

Once the infrastructural problems are taken care of, awareness-raising issue should be attended. Curriculum and professional development units could cooperatively organize some in-service training for the instructors on flipped learning and how to implement it efficiently. A mentor program matching the more experienced with the less could be started to encourage collaboration. Regular meetings could be arranged

to get systematic feedback to take immediate action in case of a case that requires compensation. Besides, curriculum and material developers should *proofwatch* the videos and design the materials as well as curriculum in a way that maximizes the students' production time during class. The activities should include production-based tasks and pair or group projects cultivating critical thinking. As for raising students' awareness, besides via the orientation program and school website, teachers should also provide them with clear instructions on what is expected from them and how they should undertake the responsibility of learning.

When it comes to practical recommendations for teachers, they should be aware that their learners from this point on will be digital natives. That requires them to develop themselves on how to integrate technology in classes. Besides taking part in professional development and in-service events such as training workshops, seminars, webinars, etc., they should also individually work on their computer skills since there is an infinite number of useful applications and extensions on the net waiting to be explored. They should also make sure they plan their lessons in a way that the classes are student-centered with production-based activities encouraging collaboration among classmates, and learners are given immediate feedback to make the best of class time.

Finally, some lessons on integrating technology in classes and designing educational applications should be inserted into faculty of education's teacher training programs to raise better-equipped teachers for prospective generations.

5.4. Recommendations for Further Research

In the light of the current study, some recommendations can be made for further research. Considering this research only focuses on the result-oriented opinions of the participants, the underlying factors contributing to participants' choice for that specific response cannot be known. Therefore, in order to gain a deeper and sounder understanding, research inquiring the justifications for both negative and positive perceptions regarding flipped learning's role in learning effectiveness, motivation, concentration, and autonomous learning could be conducted collecting qualitative

data via open-ended questions or interviews besides the quantitative one. In addition, survey invitations could only be offered through schools' LMS system and only after they watch the pre-requisite videos to get more realistic and meaningful feedback from participants who actually follow flipped learning procedure thoroughly. Also, if researchers could arrange a system where students' overall test scores are added to the questionnaire, still anonymously, with the help of a combination or a password, the findings could be interpreted in a way to see if the participants' perceptions and their achievement scores overlap. Another recommendation could be made on measuring to what extent distance education influences the perceptions of the perceived usefulness of flipped instruction by designing comparative research with two groups: one going through online learning and the other f2f making sure the participant profiles in both groups are close enough in terms of their number, background, and demographics. That way the scope of the study would be extended, and a more effective flipped learning model could be developed.

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APPENDICES

Appendix 1. Questionnaire: Perceived Usefulness Of “Flipped Learning” for Students

For each statement below, circle the response that you think fits you the most.

“Flipped learning” is useful because... (Ters-yüz öğrenme kullanışı çünkü...)

	Strongly disagree (kesinlikle katılmıyorum)	Disagree (katılmıyorum)	Neither agree nor disagree (kararsızım)	Agree (katılıyorum)	Strongly agree (kesinlikle katılıyorum)
1. I can study through the video over and over again. (videodan tekrar tekrar izleyebiliyorum.)	1	2	3	4	5
2. it enhances my understanding. (daha iyi anlamamı sağlıyor.)	1	2	3	4	5
3. I can study at my own pace. (kendi hızımda ilerleyebiliyorum.)	1	2	3	4	5
4. I can stop the video whenever I want to. (istediğim zaman videoyu durdurabiliyorum.)	1	2	3	4	5
5. I can study on my own time. (kendim	1	2	3	4	5

istediğim zaman
çalışabiliyorum.)

6. it enhances the effectiveness of classroom lessons. (derslerin verimliliğini artırıyor.)	1	2	3	4	5
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7. it develops my readiness for classroom lessons. (ders öncesi hazırbulunuşluluğumu artırıyor.)	1	2	3	4	5
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8. it increases the time for production-based activities in classroom. (üretim-temelli aktivitelere ayrılan vakti artırıyor.)	1	2	3	4	5
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9. I can use the videos to review what I learned. (videoları öğrendiklerimi tekrar etmek için kullanabiliyorum.)	1	2	3	4	5
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10. it provides prior knowledge for production- based activities in classroom. (üretim-temelli aktiviteler için ön bilgi sağlıyor.)	1	2	3	4	5
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11. it enhances my practical skills. (uygulamalı becerileri geliştirmemi sağlıyor.)	1	2	3	4	5
---	---	---	---	---	---

12. I can develop my	1	2	3	4	5
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study habits. (çalışma alışkanlığı geliştirebilirim.)

13. I can concentrate on my studying. (çalışmaya odaklanabilirim.)

1	2	3	4	5
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14. I can study on PCs/smartphone. (bilgisayardan/telefon dan çalışabilirim.)

1	2	3	4	5
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15. it enhances my motivation. (motivasyonumu arttırır.)

1	2	3	4	5
---	---	---	---	---

16. I can download the videos. (videoları indirebilirim.)

1	2	3	4	5
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17. I can study both visually and aurally. (hem görsel hem duysal çalışabilirim.)

1	2	3	4	5
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* Adapted from:

Yoshida, H. (2016). Perceived usefulness of “flipped learning” on instructional design for elementary and secondary education: With focus on pre-service teacher education. *International Journal of Information and Education Technology*, 6(6), 430-434. <https://doi.org/10.7763/IJiet.2016.V6.727>

**3 items were removed from Yoshida’s (2016) original statement list as their content didn’t correspond with the study to be conducted.

Appendix 2. Questionnaire: Perceived Usefulness Of “Flipped Learning” for Teachers

For each statement below, circle the response that you think fits the students the most.

“Flipped learning” is useful because...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. learners can study through the video over and over again.	1	2	3	4	5
2. it enhances learners’ understanding.	1	2	3	4	5
3. learners can study at their own pace.	1	2	3	4	5
4. learners can stop the video whenever they want to.	1	2	3	4	5
5. learners can study on their own time.	1	2	3	4	5
6. it enhances the effectiveness of classroom lessons.	1	2	3	4	5
7. it develops learners’ readiness for classroom lessons.	1	2	3	4	5
8. it increases the time for production-based activities in classroom.	1	2	3	4	5
9. learners can use the videos to review what they learned.	1	2	3	4	5

10. it provides prior knowledge for production- based activities in classroom.	1	2	3	4	5
11. it enhances learners’ practical skills.	1	2	3	4	5
12. learners can develop their study habits.	1	2	3	4	5
13. learners can concentrate on their studying.	1	2	3	4	5
14. learners can study on PCs/smartphones.	1	2	3	4	5
15. it enhances learners’ motivation.	1	2	3	4	5
16. learners can download the videos.	1	2	3	4	5
17. learners can study both visually and aurally.	1	2	3	4	5

** Adapted from:*

Yoshida, H. (2016). Perceived usefulness of “flipped learning” on instructional design for elementary and secondary education: With focus on pre-service teacher education. International Journal of Information and Education Technology, 6(6), 430-434. <https://doi.org/10.7763/IJiet.2016.V6.727>

***3 items were removed from Yoshida’s (2016) original statement list as their content didn’t correspond with the study to be conducted.*

Appendix 3. Pearson Correlation test results of teacher and student questionnaire items

		Correlations																
		1. I can study through the video over and over again.	2. It enhances my understanding.	3. I can study at my own pace.	4. I can stop the video whenever I want to.	5. I can study on my own time.	6. It enhances the effectiveness of classroom lessons.	7. It develops my reading skills for classroom lessons.	8. It increases the time productivity in class for students.	9. I can use the video to review what I learned.	10. It provides us with prior knowledge for product on-based activities.	11. It enhances my practical skills.	12. I can develop my study habits.	13. I can concentrate on my studying.	14. I can study on PC/smartphone.	15. It enhances my motivation.	16. I can download the videos.	17. I can study both visually and aurally.
1. Learners can study through the video over and over again.	Pearson Correlation	.11	-.09	.03	.11	-.01	-.15	-.07	.01	.03	.04	-.08	-.13	-.16	.21	.01	.19	.09
	Sig. (2-tailed)	.41	.52	.83	.43	.91	.26	.61	.94	.82	.75	.57	.35	.25	.13	.90	.17	.51
2. It enhances learners' understanding.	Pearson Correlation	.02	.06	.02	-.14	-.06	.00	-.00	.05	-.04	.05	.08	.04	.03	.01	.05	-.02	.09
	Sig. (2-tailed)	.85	.64	.86	.31	.66	.99	.97	.69	.78	.68	.55	.77	.80	.89	.67	.87	.49
3. Learners can study at their own pace.	Pearson Correlation	-.06	.00	.00	-.02	-.08	-.04	-.09	.05	-.11	-.06	-.07	-.05	-.03	.06	.00	.01	-.07
	Sig. (2-tailed)	.65	.96	.94	.83	.55	.74	.50	.69	.40	.67	.62	.70	.79	.64	.97	.94	.59
4. Learners can stop the video	Pearson Correlation	-.00	.01	-.09	-.05	-.05	-.14	-.17	-.06	-.03	-.12	-.19	-.02	-.06	.08	-.01	.14	-.04
	Sig. (2-tailed)	.99	.95	.20	.39	.39	.11	.08	.20	.25	.12	.05	.88	.82	.24	.98	.21	.62

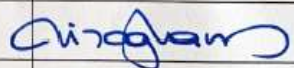
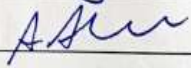
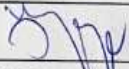
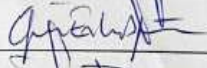
whenever they want to.	Sig. (2-tailed)	.98	.89	.51	.70	.69	.32	.21	.67	.80	.39	.16	.87	.64	.54	.92	.30	.77
5. Learners can study on their own time.	Pearson Correlation	.18	.33*	.31*	.05	.10	-.05	-.08	-.06	-.04	.01	-.13	-.04	.03	.07	.00	.10	.00
	Sig. (2-tailed)	.18	.01	.02	.69	.46	.70	.57	.66	.76	.94	.35	.74	.82	.59	.97	.45	.99
6. It enhances the effectiveness of classroom lessons.	Pearson Correlation	.04	.01	.25	-.10	-.09	-.10	-.15	-.15	-.14	-.02	-.23	-.19	-.13	-.12	-.17	-.13	-.14
	Sig. (2-tailed)	.73	.93	.07	.45	.50	.46	.27	.28	.3	.87	.09	.16	.33	.40	.21	.34	.31
7. It develops learners' readiness for classroom lessons.	Pearson Correlation	.06	.12	.34*	.00	.02	.01	-.06	-.00	.01	.10	-.08	.00	.03	-.10	-.02	-.02	-.17
	Sig. (2-tailed)	.65	.36	.01	.94	.88	.90	.67	.98	.94	.45	.55	.97	.83	.46	.88	.88	.21
8. It increases the time for production-based activities in class.	Pearson Correlation	.07	.12	.28*	-.08	-.01	-.06	-.14	.01	-.22	-.00	-.21	-.06	-.01	-.10	.00	-.15	-.00
	Sig. (2-tailed)	.59	.37	.04	.57	.91	.65	.30	.92	.12	.98	.13	.63	.90	.48	.95	.28	.97
9. Learners can use the videos to review what they learned.	Pearson Correlation	.11	.01	.20	-.07	-.06	-.16	-.06	-.04	-.19	-.02	-.23	-.28*	-.23	.04	-.17	.04	-.15
	Sig. (2-tailed)	.42	.91	.14	.60	.65	.26	.63	.73	.16	.85	.09	.04	.10	.75	.22	.73	.26
10. It provides prior knowledge for production-based activities.	Pearson Correlation	.13	.10	.28*	-.11	-.10	-.21	-.16	-.06	-.20	-.02	-.24	-.12	0.00	-.09	-.17	-.11	-.01
	Sig. (2-tailed)	.36	.45	.04	.41	.44	.13	.25	.66	.15	.84	.08	.37	1.00	.52	.20	.40	.93

11. It enhances learners' practical skills.	Pearson Correlation	.13	.11	.41*	-.03	-.03	.01	.19	.06	-.11	.06	-.01	-.00	-.03	.13	-.00	.00	.07
	Sig. (2-tailed)	.33	.41	.00	.81	.83	.93	.18	.67	.41	.64	.90	.97	.82	.34	.96	.96	.62
12. Learners can develop their study habits.	Pearson Correlation	.16	.10	.25	-.01	-.01	-.01	.05	.16	-.25	.05	-.10	-.11	-.12	-.03	-.14	-.15	-.11
	Sig. (2-tailed)	.25	.45	.07	.92	.91	.90	.68	.23	.07	.68	.48	.42	.40	.78	.31	.29	.41
13. Learners can concentrate on their studying.	Pearson Correlation	.02	.00	.18	-.07	-.12	-.11	-.08	.04	-.26	-.03	-.16	-.16	-.17	-.14	-.20	-.09	-.09
	Sig. (2-tailed)	.86	.97	.19	.59	.38	.42	.57	.74	.06	.80	.24	.25	.22	.31	.14	.49	.49
14. Learners can study on PCs/smartphones.	Pearson Correlation	.03	.08	-.11	-.14	-.11	-.16	-.08	-.11	-.11	.00	-.07	-.10	-.11	.01	-.02	.01	-.12
	Sig. (2-tailed)	.80	.56	.41	.32	.43	.24	.56	.41	.43	.97	.59	.46	.43	.94	.85	.93	.40
15. It enhances learners' motivation.	Pearson Correlation	.08	-.01	.29*	.11	.05	.03	.0	.03	-.11	.15	.07	.03	-.02	-.00	-.12	-.04	.00
	Sig. (2-tailed)	.53	.93	.03	.44	.69	.81	.69	.78	.41	.26	.58	.82	.84	.98	.38	.77	.96
16. Learners can download the videos.	Pearson Correlation	.04	-.05	.04	-.06	.00	-.11	-.12	-.16	-.09	.01	-.14	-.22	-.20	-.00	-.05	.16	-.00
	Sig. (2-tailed)	.73	.72	.77	.63	.97	.40	.37	.26	.53	.94	.30	.10	.15	.95	.69	.24	.98
17. Learners can study both visually	Pearson Correlation	.21	.24	.25	.05	.05	.07	.21	.20	.01	.14	.08	-.05	-.06	.21	.11	.13	.11

and aurally.	Sig. (2-tailed)	.12	.08	.07	.71	.69	.62	.13	.14	.94	.32	.53	.71	.65	.12	.43	.33	.41
**. Correlation is significant at the 0.01 level (2-tailed).																		
*. Correlation is significant at the 0.05 level (2-tailed).																		

Appendix 4. Ethics Committee Approval Form

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI		
<table border="1" style="display: inline-table; margin-right: 20px;"><tr><td style="width: 50%;">Tarihi 01/02/2021</td><td style="width: 50%;">Sayısı 2021/02-05</td></tr></table>		Tarihi 01/02/2021	Sayısı 2021/02-05
Tarihi 01/02/2021	Sayısı 2021/02-05		
ARAŞTIRMA BAŞLIĞI	Perceived Usefulness of “Flipped Learning” in EFL Context in Higher Education from both Teachers’ and Learners’ Perspectives (Yüksek Öğretim İngilizce Öğretiminde Ters-yüz Öğrenme Modelinin Öğretmen ve Öğrenci Tarafından Algılanan Kullanışlılığı)		
ARAŞTIRMANIN TÜRÜ	Nicel		
ARAŞTIRMACI(LAR)	Öğr. Gör. G. Pınar Ercan Prof. Dr. Selami Aydın		
KARAR	Etik açıdan uygundur.		

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDALİ	
Üye	Prof. Dr. Çiğdem KILIÇ	
Üye	Doç. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Gül Pınar ERCAN

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
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YABANCI DİLLER

İleri düzeyde İngilizce

