

Effect of Flipped Classroom Methodology on Listening Comprehension Skills of 6th Grade Students*

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Abstract

In this study, the effect of flipped classroom methodology on the listening comprehension skills of 6th grade students were analyzed. Pre-test and post-test control group model was used in the research. The data of the research were collected in 2018 and the required permissions were obtained for the research. The study group consisted of 28 6th graders of a middle school in Marmara region. Within the scope of the study, an 8-week application was performed as two lesson hours in a week. The listening education was designed according to the flipped classroom methodology and the control group was given listening education according to the instructions in the teacher's guide book. The data of the study were collected by using Narrative Text Achievement Test, Poetic Text Achievement Test and Informative Text Achievement Test. The data of the research were analyzed by using statistical program. As a result of the study, it was found that the listening achievement of both experimental group and control group was high, but this increase in the experimental group was higher than the control group and the difference was statistically significant in favor of the experimental group.

Keywords: Educational Informatics Network (EBA), flipped classroom method, listening education, use of technology in education.


Ters Yüz Sınıf Yönteminin 6. Sınıf Öğrencilerinin Dinlediğini Anlama Becerisine Etkisi

Öz

Bu araştırmada, ters yüz sınıf yönteminin 6. sınıf öğrencilerinin dinleme becerisine etkisi incelenmiştir. Verileri 2018 yılında toplanan araştırma, ön test-son test kontrol gruplu modelle yürütülmüştür. Araştırma için gerekli izinler alınmıştır. Araştırmanın çalışma grubunu Marmara bölgesindeki bir ortaokulun 6. sınıfında öğrenim gören 28 öğrenci oluşturmaktadır. Araştırma kapsamında, haftalık iki ders saati olmak üzere 8 haftalık bir uygulama yapılmıştır. Deney grubuna ters yüz sınıf yöntemine göre planlanmış dinleme eğitimi, kontrol grubuna öğretmen kılavuz kitabındaki yönergelere göre dinleme eğitimi verilmiştir. Araştırmanın nicel

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verileri Öyküleyici Metin Başarı Testi, Şiir Metni Başarı Testi ve Bilgilendirici Metin Başarı Testi kullanılarak toplanmış, bu veriler istatistik programı kullanılarak analiz edilmiştir. Araştırma sonucunda hem deney grubunun hem de kontrol grubunun dinleme başarısında artış olduğu, deney ve kontrol grupları arasında deney grubu lehine istatistikî olarak anlamlı başarı farkı olduğu belirlenmiştir. Ayrıca cinsiyet değişkeninin sadece deney grubunda Bilgilendirici Metin Başarı Testi'nde erkek öğrenciler lehine anlamlı düzeyde farklılaşma sağladığı görülmüştür.

Anahtar Kelimeler: Dinleme eğitimi, eğitim bilişim ağı (EBA), eğitimde teknoloji kullanımı, ters yüz sınıf yöntemi.

Introduction

Listening skill is very important because it is a prerequisite skill in the acquisition of first and other language skills. Therefore, it is important to focus on listening skills and to provide sufficient time to develop this skill.

According to Özbay (2005), listening is the basis of other language skills. A child can use only listening skill as a comprehension skill until s/he starts primary school. Listening skill is vital in the process of acquiring native language. Ignoring this skill will adversely affect the development of other skills (Emiroğlu & Pınar, 2013). According to Arslan (2008), listening skill prepares the individual for social life and is very important in learning process until school age. According to Öz (2011), the child learns most of what s/he learns through listening and this skill never loses its importance after s/he learns how to read, because s/he constantly uses it.

Sense of hearing needs to be unproblematic in order to ensure healthy listening (Yıldız et al., 2013). "Listening is a cognitive and psychological process, while hearing is a biological and physiological process." (Nas, 2003, 180). "A person cannot choose what he wants to hear, but can choose what s/he wants to hear, interprets and reacts." (Arslan, 2008, 78). Listening begins with hearing. In the listening process, mental processes such as attention intensification and interpretation come into play. However, this process does not take place in hearing. Hence when hearing is a mental activity, hearing is spontaneous (Çelik, 2011). "Listening is not to hear, but to interpret the sounds heard." (Özbay and Melanlıoğlu, 2012, 88). The aim of listening is to learn and understand (Gürgeç, 2008). "Listening is all of mental activities performed to understand what is heard." (Aytan, 2011, 9). Hearing is a prerequisite for listening, but it is not the only effective element. One of the factors that influence listening is monitoring (Yıldız et al., 2013). Because, during the listening, usually the sender cannot transmit the message only orally. At this stage, gestures and gestures come into play. The body and face movements must be interpreted together with the words said so that the listening can be understood fully and correctly. This is also possible through monitoring. Ungan (2009) defined monitoring as an effort to understand the person better with the help of eyes.

Listening is not just performed in the classroom. The individual may have to do listening in many different environments and ways during the day. In these cases, the basic elements to be considered are common, but in some cases more effective listening can be performed by using different strategies. Preparing for listening, focusing attention, staying at a distance that the source of sound can be heard easily, etc. should be considering in every listening situation. In conversations, it is important to ensure the person whom we talk that we are listening to her/him. If you are listening to the lesson in the classroom, taking notes and determining the important points of the story come to the forefront. The given listening education should inform individuals about which listening strategies they should use in different listening environments. Listening has an important role in developing mental, emotional and social skills. Therefore, developing children's listening skills from a young age should be paid attention (Güneş, 2014). Listening plays an important role in the cognitive enhancement and language development. At the same time, listening has also important functions in learning, arranging the information learned and improving communication skills (Demir Atalay and Melanlıoğlu, 2016). One of the most important skills in communicating, obtaining information, interpreting acquired information and using it in daily life is listening (Epeçan, 2013). Since listening is one of the most important elements of the communication process, its importance should be understood better.

“About 80% of what we know is obtained through listening” (Cited from Hunsaker, 1990 by Akyol, 2014, 1). In daily life and in the teaching process, the most commonly used language skill is listening (Özbay and Melanlıoğlu, 2012). “Learning by listening is more important in the lessons where verbal communication gains weight” (Nas, 2003, 179). Çifçi (2001) states that a student’s learning process will be inefficient, if his/her listening skill is not developed even if his/her mental capacity is good.

The effects of rapid development in technology on human life make listening skills more important. In daily life, the individual is exposed to a very intensive flow of information through the technological tools such as social media, television, radio, computer etc. Many materials that provide this information flow include listening and watching. The individual’s ability to choose the correct and useful information among this information flow and to protect himself against the negative effects of the contents is only possible with effective listening skills. Therefore, in order to focus on listening skill and to improve this skill, it is necessary to use technology which is an indispensable element of today's conditions.

Bentley (2000) states that listening skills are taking on new dimensions through technological developments and that listening is not a face-to-face action today and that no one has to be at the same environment with the person they communicate anymore through the development of telephone and computer technologies. This

situation indicates that effective listening will be discussed in many different dimensions in the future (Cited by Temur, 2010, 311).

Technological tools have the ability to change the way the listening education is given. Thanks to these tools, listening education will be independent from the classroom and the teacher and more student-centered.

A qualified resource that can be used in school and out of school environments is the EBA (Educational Informatics Network) offered to the use of students and teachers by the Ministry of National Education within the scope of FATİH (Movement of Enhancing Opportunities and Improving Technology) Project. EBA is a network that can be used in improving listening skills with its rich and reliable content, easy accessibility feature and ease of use. With these features, EBA is a tool that can be used effectively not only in the classroom but also any time of the day.

The fact that puts EBA forward is the content of the EBA Course section. In the EBA Course section, there are some listening contents at 5th, 6th, 7th, and 8th grade levels. These contents have been prepared for listening education. Teachers can use these contents and share them with their students through EBA platform by producing new and original contents considering the needs of students and the grade levels.

Listening skill is a language skill used in almost every moment of the day. Therefore, listening skills education should be carried out in a way that is related to daily life. This situation requires the use of technology tools in listening education, which become an indispensable element of daily life. Ministry of Education increased the technology infrastructure of educational environments through the FATİH project and EBA, introduced many students with tablets, set up smart boards for the classrooms and aimed to use these tools effectively in schools with the e-contents they offer. These opportunities are generally thought to enable different and effective practices for Turkish education in general and listening education in particular. At this stage, the flipped classroom methodology emerges as a new and different method. The method is compatible with the nature of the new generation that grow up with technology.

One of the methods that can be used to create more time in the class for listening activities and practices is the flipped classroom methodology. Students who listen to the listening texts before the course starts and do some basic activities at the basic level will be able to do more activities and practices in the classroom with the guidance of their teachers. This will provide appropriate conditions for the development of listening skills.

The flipped classroom method, which provides students to reach the subjects to be covered before the class hour and enables them to be prepared for the course, gives the opportunity to structure the meaning through high-level activities and applications in the classroom (Topalak, 2016: 28). The main purpose of the method is to use classroom time in the most effective and efficient way for students (Ceylaner, 2016;

Boyraz, 2014). It is thought that flipped classroom method can be a solution to time limitation which is one of the biggest obstacles to teachers' performing active learning and teaching practices in their classes (Özbilen, 2018).

In the traditional classroom, the first learning activities take place in the classroom. In the flipped classroom method, these learning activities are transferred out of the classroom. Assignments given to students to strengthen what they have learned in class are moved into the classroom. In the method, the content is primarily learned by the student himself and at his own pace, while the higher-level activities related to the content are conducted in the classroom with the guidance of the group and the teacher (Demiralay, 2014).

In the flipped classroom method, student actively participates in the class and interacts with his/her friends. Outside the classroom, s/he actively learns through technological tools (Yıldız and Gürşen Otacıoğlu, 2017). In this method, course subjects are explained through video lessons and the assignments are done as a classroom activity under the supervision and guidance of teachers (Şahin and Şahin, 2016). Thus, students can overcome learning difficulties with the supports of activities and their teachers (Torun & Dargut, 2015). With the help of classroom practices and activities, students can get more help from their teachers. Thereby, students can learn the subject more easily and permanently (Gencer, Gürbulak, Adıgüzel, 2014, 886).

Course content is offered to students through videos outside the classroom. Students prepare for the lessons with the help of these videos. Teacher starts the course with a short summary of the subject in order to eliminate the students' incomplete and incorrect learning. Then, practices are applied under the guidance of teachers. In this method, homework assignments are transferred into the classroom and the subjects of the course are studied at home (Özdemir, 2017).

The structure of the flipped classroom method requires separate designing of the teaching-learning process for in-class and out-of-class environments. While the classroom environment means the learning environment in which teacher supervision is concerned, the out-of-class environment means the online learning environment where learning takes place independent from time, space, method and speed without teacher supervision (Demiralay, 2014).

There may be differences in the application of the method. These differences may be at the extent of the material used, as well as the activity and application. However, learning the theoretical knowledge outside the classroom, which is the basic paradigm of the method, and doing the active learning activities in the classroom do not change. Depending on the planning methods of the teachers, this process can be made more motivating for students (Alsancak Sırakaya, 2017).

The EBA platform has an important place in applying this method in Turkey. Topalak (2016, 29) states that the system applied in EBA's content regulation is based on e-learning and includes the basics of flipped classroom methodology since it

contains videos, course materials, quizzes, games, etc. Ceylaner (2016) also states that the flipped classroom method can be used at <http://www.eba.gov.tr/>. Bolat (2016) states that the FATİH Project and the EBA platform allow the application of the flipped classroom method with their features and opportunities. Balıkçı (2015) states that EBA removes the obstacles in front of the flipped classroom method and makes the method applicable in schools.

The statement below shared by Ministry of National Education (Milli Eğitim Bakanlığı) [18.09.2018] also indicates that the FATİH Project and the EBA platform establish a proper environment to apply Flipped Classroom Methodology. “With the FATİH Project in Education, a student can access the course notes, in-class projects and assignments given by the teacher independent from the environment, and can share his/her knowledge with his/her teacher and friends and improve the subjects s/he learned from the documents on the EBA platform.”

When the studies were reviewed in Turkey, any studies that discussed listening skills and flipped classroom method together could not be found. As a result of the field research about the flipped classroom method, it has been observed that the method can be used in the development of listening skill. Therefore, in order to determine whether the flipped classroom method will be effective in developing the listening skill, the answer to the question of “What is the effect of flipped classroom method on the listening skills of 6th grade students?” has been sought. The research problem and sub problems of the research are as follows:

Research Problem

Is there a significant difference between the experimental group in which the planned listening education is given according to the flipped classroom method and the control group in which the listening education is given according to the instructions in the teacher's guidebook in terms of listening comprehension?

Sub Problems

Is there a significant difference between the experimental group in which the planned listening education is given according to the flipped classroom method and the control group in which the listening education is given according to the instructions in the teacher's guidebook in terms of their pre-test achievements?

1. Is there a significant difference between the pre-test and post-test achievement scores of the experimental group in which the planned listening education is given according to the flipped classroom method?

2. Is there a significant difference between the pre-test and post-test achievement scores of the control group in which the planned listening education is given according to the instructions in the teacher guidebook?

3. Is there a significant difference between the experimental group in which the planned listening education is given according to the flipped classroom method and the control group in which the planned listening education is given according to the instructions in the teacher guidebook, in terms of their achievement in the Narrative Text (Smart Merchant) Achievement Test?

4. Is there a significant difference between the experimental group in which the planned listening education is given according to the flipped classroom method and the control group in which the planned listening education is given according to the instructions of the teacher guidebook in terms of their achievement in the Poetic Text (A Lullaby to Granny) Achievement Test?

5. Is there a significant difference between the experimental group in which the planned listening education is given according to the flipped classroom method and the control group in which the planned listening education is given according to the instructions of the teacher guidebook in terms of their achievement in the Informative Text (School) Achievement Test?

Since the method allows the student to learn more actively through high-level practices and activities under the supervision of the teacher at a longer period, it is a good opportunity for listening education. In addition, the required technological tools are available and accessible to apply the method in Turkey and it is actively used in daily life by the students, so this allows the method to be used effectively. In this context, it is thought that the research will contribute to the researches on Turkish education in general and on the development of listening skills in particular.

Method

Research Design

This research is an experimental study aiming to reveal the effect of planned listening education on 6th grade students' listening skills according to the flipped classroom method. In this study, the pretest-posttest control group model was used. "In this model, there are two groups formed by random method. One of them is determined as the experimental group and the other one as the control group. In both groups, pre-test and post-experiment tests are performed under equal conditions" (Karasar, 2016, 132).

The symbolic view of the pretest - posttest control group model can be shown as follows.

Tablo 1.

Pre Test - Post Test Control Group Model

Groups	Selection Type	Pre Test	X	Post Test
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EG	R	O1	Listening education planned according to the flipped classroom method	O3
CG	R	O2	-	O4

The symbols in Table 1 symbolizes the following; EG is the experimental group; CG is the control group; R means the participants are selected randomly; O1 and O3 are pre-test and post-test measurements of the experimental group; O2 and O4 are pre-test and post-test measurements of the control group; X is the independent variable applied to the subjects in the experimental group (Büyüköztürk, 2016, 21). The independent variable of this study is the listening education planned according to the flipped classroom method.

Table 2.

Experimental Process of Research

Research Group	Pre-Experiment	Period of Experiment (8 Weeks)	Post-Experiment
Experimental Group	Narrative Text (Smart Merchant) Achiv.Test	Listening education planned according to the flipped classroom method.	Narrative Text (Smart Merchant) Achiv.Test
	Poetic Text (A Lullaby to Granny) Achiv.Test		Poetic Text (A Lullaby to Granny) Achiv.Test
	Informative Text (School) Achiv.Test		Informative Text (School) Achiv.Test
Control Group	Narrative Text (Smart Merchant) Achiv.Test	Listening education planned according to the instructions in the Teacher's Guidebook	Narrative Text (Smart Merchant) Achiv.Test
	Poetic Text (A Lullaby to Granny) Achiv.Test		Poetic Text (A Lullaby to Granny) Achiv.Test
	Informative Text (School) Achiv.Test		Informative Text (School) Achiv.Test

As shown in Table 2, the experimental process of the study continued for 8 weeks. While the experimental group was given listening education planned according to the flipped classroom method, the control group was given listening education according to the instructions in the teacher's guide book. Before the experimental process started and after the experimental process was completed, Narrative Text (Smart Merchant) Achievement Test, Poetic Text (A Lullaby to Granny) Achievement Test and Informative Text (School) Achievement Test were used as pre-test and post-test for the experimental and control groups.

The texts used in the experimental process and for the achievement tests were determined by using the Listening Text Assessment Form and by taking the opinions

of 5 field experts. In the process of determining the texts, listening outcomes and text types in the program were taken into consideration. These texts were combined with the appropriate visuals and background music to record a video. These videos were uploaded to the EBA platform from the Content Production field in the EBA Courses module, and each week a text was sent to students for them to study out of classroom.

Videos prepared for the use in the experimental process were shared with the students by EBA. The reasons for choosing EBA platform as an online environment in application are the facts that EBA was actively used in Turkish course and other courses in the research school, all students in the study group had entered the EBA more than once before the experimental process started and the students had already participated in the studies sent by their other subject matter teachers by EBA.

In the experimental group which is given listening education according to the flipped classroom method, the lesson plans are planned in-class and out-of-class in accordance with the principles of flipped classroom method. The plans for out-of-class times were applied through videos uploaded to EBA and sent to students in the experimental group. Each video was sent to the students one week before the application. The students had the opportunity to practice listening text as much as they wanted, wherever and whenever they wanted to listen.

Out-of-class lesson plans consist of basic level activities that students can do on their own watching the videos on the EBA platform. The plans for in-class activities were prepared in order to enable the students to carry out in-depth studies under the guidance of teachers. Discussion, drama, and game activities for active learning of the students in the classroom are frequently included in the in-class plans. In the control group, the courses were taught according to the guidelines in the teacher's guidebook.

One of the most important limitations of the flipped classroom method is that students do not watch videos and come to the courses unprepared. The other limitation is how effectively the videos are actually listened by the students is not known. In this study, videos were sent to the students through EBA in order to avoid this situation and the students were given worksheets that had text related activities about the text they listened. The worksheets filled in by the students were checked by the researcher and the necessary feedback was given to the students based on their responses to the activities. In addition to the videos sent to the students, the students' listening comprehension skills were measured with the short quizzes created on the EBA, and all the students were given feedback according to their results of the quizzes.

It is possible to check whether the videos and other studies sent to the students are watched by the students and whether the homework are done in the "Study Tracking" section of the EBA Course module. Achievement rates of the students are presented by EBA.

Study Group

The data of the research were collected in 2018 and the required permissions were obtained for the research. The study group of the study consisted of the 6th grade students studying at Elmalık Salim Delen Secondary School in the central district of Yalova. The research was conducted with the classes of 6/A and 6/B in this school. Before the study group was identified, the 5th, 6th, 7th and 8th grades in the school were questioned whether they had tablets, computers and smartphones, and accessed to the internet. It has been seen that the 6th graders are suitable.

Therefore, the research was conducted with 6th graders. The class of 6/A was determined as the experimental group, while the class of 6/B was determined as the control group.

The experimental group was given planned listening education according to the flipped classroom method, and the control group was given planned listening education according to the instructions in the teacher's guidebook.

The number of students in the experimental and control groups and the gender distribution of the students are as follows:

Table 3.

The Number of Students in the Experimental and Control Groups and Distribution of Students by Gender

Gender	Experimental Group		Control Group	
	N	%	N	%
Female	7	50,0	6	42,8
Male	7	50,0	8	57,1
Total	14	100,0	14	100,0

As seen in Table 3, 7 (50%) of the students in the experimental group were female and 7 (50%) were male. Of the students in the control group, 6 (42,8%) were female and 8 (57%, 1) were male. The study group consists of 28 6th grade students. While 14 of these students were in the experimental group, 14 were in the control group.

The flipped classroom method is a contemporary method that reverses traditional courses and classes. In this method, the student learns the basic information about the content of the course with the help of the Internet and technological tools at home (out of school). Therefore, internet access and technological tools are the most important limitations of this method. It is very difficult to apply the method without the necessary technological tools and internet access. Because, in this method, the contents that students will study at home are sent to the students in online environments by the teacher. Students also receive and use these contents through various tools and the Internet. In this study, the listening texts that were recorded on a video by the researcher were sent to the students using EBA. In order for the method

to be applied properly during the research, students must have the necessary technological devices to enter the EBA outside the school. Students can access the EBA through smartphone, tablet and computer with internet access.

The experimental group of the study was determined as the class of 6/A by random sampling method. In order to apply the flipped classroom method, students must be able to access the EBA outside the school. Below is the table for the students of 6/A to be able to access EBA out of the school.

Table 4.

Assessing Ability of the Students in the Experimental Group to the EBA out of School

Students	N	%
Those who can access EBA out of school	14	100,0
Those who cannot access EBA out of school	0	0,0
Total	14	100,0

When Table 4 is analyzed, it is seen that 14 (100%) of the students in the experimental group have the opportunity to access EBA out of school. Students can log in to EBA using their computers, tablets and smartphones.

Collection and Analysis of Data

The data of the study were collected through the Poetic Text (A Lullaby to Granny) Achievement Test, Narrative Text (Smart Merchant) Achievement Test and Informative Text (School) Achievement Test. The expert opinions were consulted and the content of the texts and the listening outcomes were taken into consideration. These tests were used to demonstrate the effect of the planned listening education in the experimental group according to the flipped classroom method. While the experimental group was given a listening education planned according to the flipped classroom method, the control group was given a listening education planned according to the instructions in the teacher's guide book. The experimental process continued for eight weeks and the listening education was given as two class hours per week. At the end of the process, the pre-test and post-test scores of the experimental group and the control group were compared and the effect of listening education, which was planned according to the flipped classroom method, on the students' listening comprehension skills was revealed.

Before the application, the experimental and control groups were applied Poetic Text (A Lullaby to Granny) Achievement Test, Narrative Text (Smart Merchant) Achievement Test and Informative Text (School) Achievement Test. These achievement tests were re-applied as post-test at the end of the experimental process and the data of the study were obtained.

All of the data obtained by the achievement tests of Narrative Text (Smart Merchant), Poetic Text (A Lullaby to Granny), Informative Text (School) were analyzed by SPSS for Windows 23.0 package program.

For the selection of statistical analyses to be applied in accordance with the determined objectives (sub-problems) of the study, the normality distribution of the pre and post test scores of the experimental and control group students using Kolmogorov-Smirnov (K-S) test and the following analyses were performed depending on the purpose of the study.

1. In order to determine the achievement levels of the experimental and control group students in terms of Narrative Text (Smart Merchant), Poetic Text (A Lullaby to Granny), Informative Text (School), their mean score they got from the related texts () ve standart deviation (ss) values were calculated.

2. The Mann-Whitney U test was used to determine whether there was a significant difference between the pre-test scores and post-test scores of the experimental and control group students in terms of Narrative Text (Smart Merchant), Poetic Text (A Lullaby to Granny), Informative Text (School).

3. The Wilcoxon Signed-Rank Test was used to determine whether there was a significant difference between the post-test scores of the experimental and control group students (in-group comparison) in terms of Narrative Text (Smart Merchant), Poetic Text (A Lullaby to Granny), Informative Text (School).

The level of significance was accepted as .05 in all statistical calculations. When the value of significance was found to be less than .05 ($p < .05$), the differences between the groups (categories) of the independent variables were considered “significant” and the results were evaluated accordingly.

Findings and Comment

In this section of the research, the findings of the statistical analyses conducted in accordance with the sub-problems which were determined in order to examine the effect of the planned listening education according to the flipped classroom method on the listening comprehension achievement of 6th grade students are given. At the beginning of the section, the analysis about the equivalence of the experimental and control groups was given and then the post-test scores and the pre-test scores of the students in the experimental and control groups were compared. The findings of the analysis are presented together with their comments in a rank in accordance with the determined objectives (problems) of the research.

Findings for the Comparison of Listening Pre-Test Achievement Scores of the Students

At the beginning of the research, the students in the experimental and control groups were applied the Narrative Text (Smart Merchant) Achievement Test, Poetic Text (A Lullaby to Granny) Achievement Test and Informative Text (School) Achievement Test, then the scores of the students in the related achievement tests were analyzed and if there was a significant difference between the achievement scores of the two groups and the equivalence of the groups were examined. (Table 5, 6 and Figure 1).

Table 5.

Descriptive Statistics for Pre-Test Achievement Scores of the Students in Experimental and Control Groups (N=28)

Group	Text	N	Lowest	Highest	\bar{X}	ss
Experimental Group	Narrative Text	14	30,00	100,00	59,29	20,18
	Poetic Text	14	30,00	90,00	58,57	18,34
	Informative Text	14	43,00	93,00	64,29	14,29
		14				
Control Group	Narrative Text	14	10,00	90,00	60,71	21,65
	Poetic Text	14	40,00	90,00	62,14	14,24
	Informative Text	14	43,00	86,00	62,76	14,61

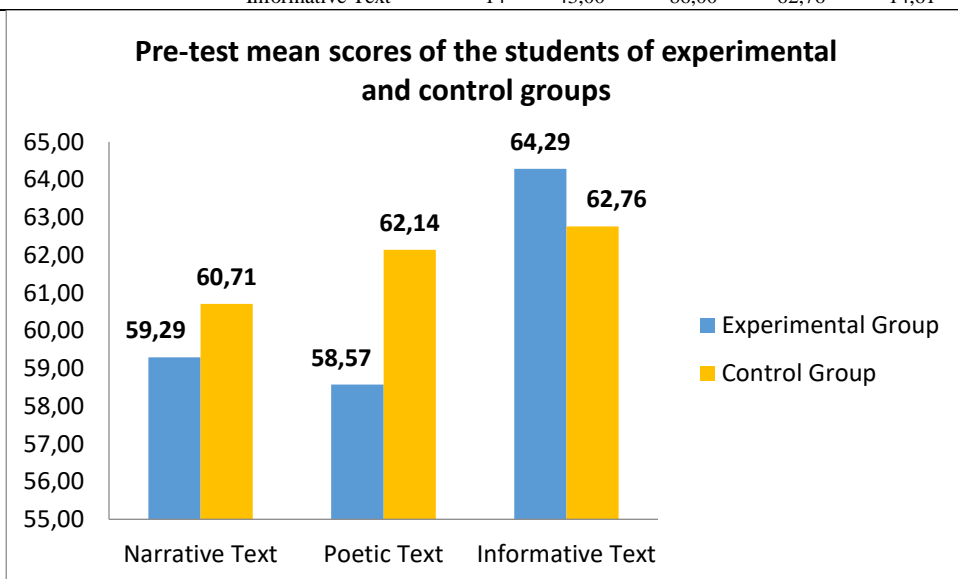


Figure 1. The mean pre-test achievement scores of the students in experimental and control groups

In Table 5 and Figure 1, descriptive statistics showing the pre-test scores / levels obtained from the achievement tests of the students in the study group are included. There are 10 (ten) questions in the in the Narrative Text (Smart Merchant)

Achievement Test and Poetry Text (A Lullaby to Granny) Achievement Test, while there are 14 (fourteen) questions in the Informative Text (School) Achievement Test. Each question in the tests has a value of 10 (ten). The maximum score that can be obtained from the Narrative Text (Smart Merchant) Achievement Test, Poetic Text (A Lullaby to Granny) Achievement Test is 100 (a hundred), while it is 140 (one hundred forty) for the Informative Text (School) Achievement Test. In order to compare the achievement scores of the students in the achievement tests, their scores of the Informative Text (School) Achievement Test were also converted to 100 points [New score = (student's score * 100) / 140].

The highest mean pre-test achievement score of the students in the experimental group was found for the Informative Text with $64,29 \pm 14,29$. The Informative Text is followed by the Narrative Text with $59,29 \pm 20,18$ and the Poetic Text with $58,57 \pm 18,34$. In general, it can be said that the pre-test scores of the experimental group students for the texts are close to each other and not very high.

The highest mean pre-test achievement score of the students in the control group ($62,76 \pm 14,61$) was calculated for Informative Text with a minimum difference. The Informative Text is followed by the Poetic Text with $62,14 \pm 14,24$ and the Narrative Text with $60,71 \pm 21,65$. In general, it is seen that the pre-test achievement scores of the control group students are close to each other and are not very high.

Whether there was a difference between the pre and post-test scores of the experimental and control groups for the listening education texts, ie, their equivalence, was analyzed by the Mann-Whitney U test, and the results are summarized in Table 6 below.

Table 6.

Mann-Whitney U Test for the Comparison of Pre-Test Scores of Experimental and Control Group Students (N = 28)

Text	Group	Descriptive Statistics					Mann-Whitney	
		n	\bar{X}	ss	Mean Rank	Ranks T.	Z	p
Narrative Text	Experim. G.	14	59,29	20,18	13,71	192,00	-0,51	0,609
	Control G.	14	60,71	21,65	15,29	214,00		
Poetic Text	Experim. G.	14	58,57	18,34	13,43	188,00	-0,71	0,481
	Control G.	14	62,14	14,24	15,57	218,00		
Informative Text	Experim. G.	14	64,29	14,29	14,93	209,00	-0,28	0,780
	Control G.	14	62,76	14,61	14,07	197,00		

* $p < .05$

Whether there was a significant difference between the pre-test achievement scores of the experimental and control group students, ie, the equivalence of the

groups was examined by non-parametric Mann-Whitney U test. As seen in Table 6, there is no significant difference between the experimental and control group students' listening levels (scores) before the experimental process ($p > .05$). In other words, students in the experimental and control groups are equivalent groups in terms of their listening skills/levels;

- Narrative Text: $Z = -0,51$; $p = 0,609$ ($p > .05$); (Mean rank Experimental Group=13,71 and Mean rank Control Group=15,29)

- Poetic Text: $Z = -0,71$; $p = 0,481$ ($p > .05$); (Mean rank Experimental Group=13,43 and Mean rank Control Group=15,57)

- Informative Text: $Z = -0,28$; $p = 0,780$ ($p > .05$); (Mean rank Experimental Group=14,93 and Mean rank Control Group=14,61)

Findings for Comparison of Listening Education Pre-Test and Post-Test Scores of the Students

In this section, the post-test achievement scores of the experimental and control groups were analyzed in general, and then the pre-test and post-test achievement scores of the experimental and control groups were compared as in-group and inter-group.

Table 7.

Descriptive Statistics for Post-Test Achievement Scores of the Students in the Experimental and Control Groups (N=28)

Group	Text	N	Lowest	Highest	\bar{X}	ss
Experimental Group	Narrative Text	14	50,00	100,00	77,14	16,38
	Poetic Text	14	60,00	100,00	79,29	15,42
	Informative Text	14	57,00	100,00	79,59	10,05
		14				
Control Group	Narrative Text	14	20,00	100,00	65,00	20,66
	Poetic Text	14	50,00	100,00	66,43	13,36
	Informative Text	14	57,00	86,00	66,33	8,60

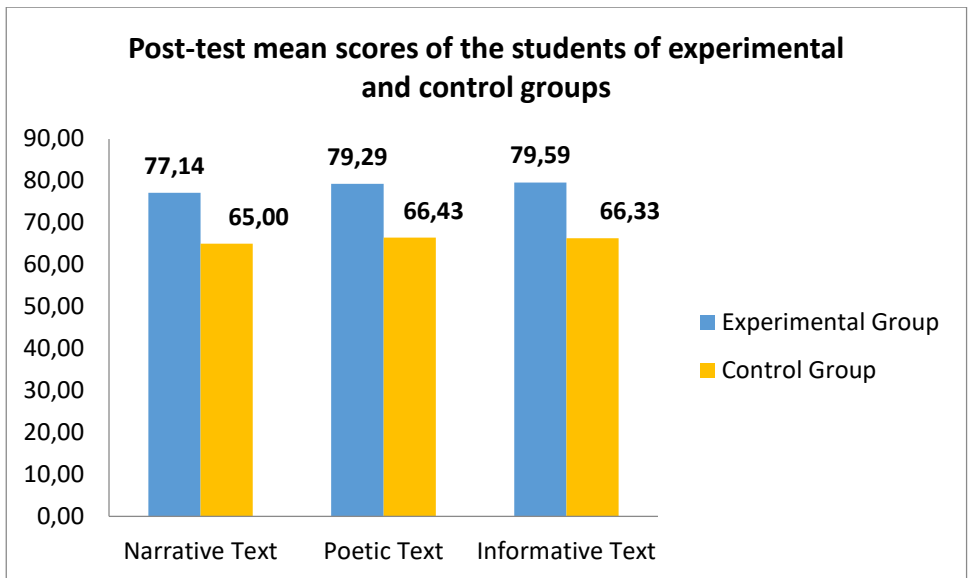


Figure 2: The mean post-test achievements scores of the experimental and control group students

The achievement tests of Narrative Text (Smart Merchant), Poetry Text (A Lullaby to Granny) and Informative Text (School) were re-applied after 8 weeks as a post-test to the students in the experimental group in which the planned listening education was given according to the flipped classroom method and in the control group in which the planned listening education was given according to the instructions in the teacher's guidebook (Table 7 and Figure 2).

When the mean post-test achievement scores of the students in the experimental group were analyzed, it was seen that the highest mean score was obtained for the Informative Text with $79,59 \pm 10,05$ and the second highest mean achievement score was $79,29 \pm 15,42$ for the Poetry Text. The lowest achievement test score of the experimental group was calculated as $77 \pm 16,38$ for the Narrative Text. Although the post-test achievement scores of the students differ slightly, it can be said that they are quite close to each other.

In the control group, the post-test achievement scores of the students seemed lower after they got listening education planned according to the teacher's guide book but they follow the score ranking of the students in the experimental group. Students' post-test scores of the Poetic Text achievement test were calculated $66,43 \pm 13,36$; Informative Text achievement test $66,33 \pm 8,60$ and Narrative text achievement test $65,00 \pm 20,66$. The post-test scores of the students in the control group were generally very close to each other like the scores of experimental group students.

The Non-parametric Wilcoxon Signed-Rank Test was used to determine whether there was a significant difference between the pre-test and post-test scores of the experimental and control group students. The non-parametric Mann-Whitney U test was used to determine whether there was a significant difference between the post-test achievement scores of the experimental and control groups and the results were summarized using tables below.

Findings for the Comparison of the Pre-Test and Post-Test Achievement Scores of the Students of the Experimental Group

Table 8.

Wilcoxon Test (N=14) for the Comparison of the Pre-Test and Post-Test Achievement Scores of the Students of the Experimental Group

Test (Pre test – Post test)	Group	Descriptive Statistics					Wilcoxon Test		Comment
		n	\bar{X}	ss	Mean Rank	Ranks T.	Z	P	
Narrative Text	Negative Rank	1	59,29	20,18	0,50	5,50	-2,26	0,024*	Difference in favor of post-test
	Positive Rank	9	77,14	16,38	5,50	49,50			
	Equal	4							
Poetic Text	Negative Rank	0	58,57	18,34	0,00	0,00	-2,81	0,005**	Difference in favor of post-test
	Positive Rank	10	79,29	15,42	5,50	55,00			
	Equal	4							
Informative Text	Negative Rank	0	64,29	14,29	0,00	0,00	-3,08	0,002**	Difference in favor of post-test
	Positive Rank	12	79,59	10,05	6,50	78,00			
	Equal	2							

* $p < .05$, ** $p < .01$

The Wilcoxon Signed-Rank Test was used to determine whether there was a significant difference between the pre-test and post-test achievement scores of the experimental group in which the planned listening education was given according to the flipped classroom method and the results are summarized in Table 8 above. Accordingly, it was found that there was a significant difference between the pre-test and post-test achievement scores of all three listening texts ($p < 0.05$). According to this;

There was a significant difference between the pre-test and post-test scores of the experimental group students and this difference was found to be in favor of the post-test scores ($Z = -2.26$; $p = 0.024$). The Narrative Text post-test achievement scores of the experimental group students were higher than their pre-test scores (Mean Rank_{Pre-test}=0,50 and Mean Rank_{Post-test}=5,50).

It was found that there was a significant difference between the Poetic Text pre-test and post-test scores of the experimental group and this difference was also in favor of the post-test scores ($Z = -2.81$; $p = 0.005$). It was seen that after the application, the

Poetic Text post-test achievement scores of experimental group students were higher than their pre-test scores (Mean Rank $_{Pre-test}=0,00$ and Mean Rank $_{Post-test}=5,50$).

Finally, it was found that there was a significant difference between the pre-test and post-test scores of the experimental group students, and this difference was in favor of the post-test scores, again ($Z = -3,08$; $p = 0,002$). It was observed that post-test achievement scores of the experimental group students were higher than their pre-test scores (Mean Rank $_{Pre-test}=0,00$ and Mean Rank $_{Post-test}=6,50$).

Findings for the Comparison of the Pre-Test and Post-Test Achievement Scores of the Students of the Control Groups

Table 9.

Wilcoxon Test (N=14) for the Comparison of the Pre-Test and Post-Test Achievement Scores of the Students of the Control Group

Text	Group	Descriptive Statistics					Wilcoxon Test		Comment
		n	\bar{X}	ss	Mean Rank	Ranks	Z	p	
Narrative Text	Negative Rank	4	60,71	21,65	3,50	14,00	-0,59	0,558	No difference
	Positive Rank	4	65,00	20,66	5,50	22,00			
	Equal	6							
Poetic Text	Negative Rank	3	62,14	14,24	5,17	15,50	-1,26	0,207	No difference
	Positive Rank	7	66,43	13,36	5,64	39,50			
	Equal	4							
Informative Text	Negative Rank	6	62,76	14,61	4,75	28,50	-1,20	0,231	No difference
	Positive Rank	7	66,33	8,60	8,93	62,50			
	Equal	1							

* $p < .05$

Whether there was a significant difference between the pre-test and post-test achievement scores of the control group, in which the planned listening education was given according to the instructions of the teacher's guide book, was examined with the non-parametric Wilcoxon Signed-Rank Test and the results are summarized in Table 9 above. According to this, it was found that there was no significant difference between the pre-test and post-test achievement scores of all three listening texts of the control group ($p > 0.05$). Although there was an increase in the achievement scores of the control group students in favor of the post-test scores, it was seen that this difference was not statistically significant. When the pre-test and post-test achievement scores of the students are analyzed, it is seen that they are close to each other;

- Narrative Text: $Z=-0,59$; $p=0,558$ (Mean rank $_{Pre-test}=3,50$ and Mean rank $_{Post-test}=5,50$)

- Poetic Text: $Z=-1,26$; $p=0,207$ (Mean rank $_{Pre-test}=5,17$ and Mean rank $_{Post-test}=5,64$)
- Informative Text: $Z=-1,20$; $p=0,231$ (Mean rank $_{Pre-test}=4,75$ and Mean rank $_{Post-test}=8,93$)

Findings for the Comparison of the Narrative Text Post-Test Achievement Scores of the Students of the Experimental and Control Groups

Table 10.

Mann-Whitney U Test (N=28) for the Comparison of the Narrative Text Post-Test Achievement Scores of the Students of the Experimental and Control Groups

Text	Group	Descriptive Statistics					Mann-Whitney	
		n	\bar{X}	ss	Mean Rank	Ranks T.	Z	p
Narrative T.	Experim. G.	14	77,14	16,38	16,79	235,00	-2,05	0,033*
	Control G.	14	65,00	20,66	12,21	171,00		

* $p < .05$

The non-parametric Mann-Whitney U test was used to determine whether there was a significant difference between the Narrative text (Smart Merchant) post-test achievement scores of the experimental group in which the planned listening education was given according to the flipped classroom method and the control group in which the planned listening education was given according to the instructions in the teacher's guide book and it was found a significant difference in favor of experimental group students ($Z = -2.05$, $p = 0.033$) (Table 10). As it can be seen from the table, the post-test achievement scores of the experimental group students were significantly higher than the achievement scores of the control group students (Mean Rank $_{Experimental\ Group}=0,00$ and Mean Rank $_{Control\ Group}=6,50$).

Findings for the Comparison of the Poetic Text Post-Test Achievement Scores of the Students of the Experimental and Control Groups

Table 11.

Mann-Whitney U Test (N=28) for the Comparison of the Poetic Text Post-Test Achievement Scores of the Students of the Experimental and Control Groups

Text	Group	Descriptive Statistics					Mann-Whitney	
		n	\bar{X}	ss	Mean Rank	Ranks T.	Z	p
Poetic Text	Experim. G.	14	79,29	15,42	17,82	249,50	-2,20	0,028*
	Control G.	14	66,43	13,36	11,18	156,50		

* $p < .05$

It was found that there was a significant difference between the Poetic Text (A Lullaby to Granny) post-test achievement scores of the experimental group in which the planned listening education was given according to the flipped classroom method and the control group in which the planned listening education was given according to the instructions of the teacher's guidebook and this difference was in favor of the experimental group students ($Z = -2.20$; $p = 0.028$) (Table 11). When the mean rank scores of the students are analyzed, it is seen that the post-test achievement scores of the experimental group students are higher than the achievement scores of the control group students (Mean Rank $_{\text{Experimental Group}}=17,82$ and Mean Rank $_{\text{Control Group}}=11,18$).

Findings for the Comparison of the Informative Text Post-Test Achievement Scores of the Students of the Experimental and Control Groups

Table 12.

Mann-Whitney U Test (N=28) for the Comparison of the Informative Text Post-Test Achievement Scores of the Students of the Experimental and Control Groups

Text	Group	Descriptive Statistics					Mann-Whitney	
		n	\bar{X}	ss	Mean Rank	Ranks T.	Z	p
Informative T.	Experiment G.	14	79,59	10,05	19,29	270,00	-3,14	0,002**
	Control G.	14	66,33	8,60	9,71	136,00		

** $p < .01$

It was found that there was a significant difference between the Informative Text (School) achievement scores of the experimental group in which the planned listening education was given according to the flipped classroom method and the control group according to the instructions of the teacher's guide book and this difference was in favor of the experimental group students ($Z = -3.14$; $p = 0.002$) (Table 12). When the mean rank scores of the students are analyzed, it is seen that the post-test achievement scores of the experimental group students are higher than the achievement scores of the control group students (Mean rank $_{\text{Experimental Group}}=19,29$ and Mean rank $_{\text{Control Group}}=9,71$).

Results and Recommendations

In this study, it is aimed to determine the effect of flipped classroom method on the listening comprehension skills of 6th grade students. In order to achieve this goal, an 8 week instructional plan was prepared and applied according to the flipped classroom method. As a result of the application, the development of the students' listening skills

was analyzed and the results obtained from the findings of the study were stated. Considering these results, recommendations were shared.

Results

The data obtained from the pre and post-tests were analyzed and it was seen that the achievements of both the control group, in which the planned listening education was given according to the instructions of the teacher's guide book and the experimental group, in which the planned listening education was given according to the flipped classroom method increased. It was found that this increase was higher in the experimental group than the control group and the difference was statistically significant in favor of the experimental group.

It was determined that there was no significant difference between the pre-test achievement scores of the experimental and control group students, ie, the equivalence of the groups was analyzed by non-parametric Mann-Whitney U test and there was no significant difference between the groups. Students in the experimental and control groups are equivalent groups in terms of their listening skills/levels.

The pre-test achievement score obtained from the Narrative Text (Smart Merchant) Achievement Test was 59,29 out of 100 in the experimental group, and this score increased to 77,14 in the post-test. The pre-test achievement score of the control group obtained from the Narrative Text (Smart Merchant) Achievement Test was 60,71 out of 100, and this score increased to 65,00 in the post- test. When the results were examined, it was seen that there was a statistically significant difference between the pre-test and post-test achievement scores of the experimental group and this difference was in favor of the post-test. When the pre-test and post-test achievement scores of the control group were analyzed, it was seen that the post-test achievement score was higher but this increase did not make a statistically significant difference. When the Narrative Text (Smart Merchant) Achievement test scores of the experimental and control groups were compared, the achievements of both groups increased, however, this increase was higher in the experimental group and the achievement difference was statistically significant in favor of the experimental group.

In the experimental group, the Poetic Text (A Lullaby to Granny) pre-test achievement score was 58,57 out of 100, and this score increased to 79,29 in the post-test. The Poetic Text (A Lullaby to Granny) pre-test achievement score of the control group was 62,14 out of 100 and this score increased to 66,43 in the post-test. When the results were analyzed, it was seen that there was a statistically significant difference between the pre-test and post-test achievement scores of the experimental group and this difference was in favor of the post-test. When the pre-test and post-test achievement scores of the control group were analyzed, it was seen that the post-test achievement score was higher, however, this increase did not make a statistically significant difference. When the Poetic Text (A Lullaby to Granny) pre-test

achievement scores of the experimental and control groups were compared in the experimental group and the control group, it was observed that the achievements of both groups increased, however, this increase was higher in the experimental group and the achievement difference was statistically significant in favor of the experimental group.

In the experimental group, the Informative Text (School) pre-test achievement score was 64,29 out of 100, and this score increased to 79,59 in the post-test. The Informative Text (School) pre-test achievement score of the control group was 62,76 out of 100 and this score increased to 66,33 in the post-test. When the results were analyzed, it was seen that there was a statistically significant difference between the pre-test and post-test achievement scores of the experimental group and this difference was in favor of the post-test. When the pre-test and post-test achievement scores of the control group were analyzed, it was seen that the post-test achievement score was higher, however, this increase did not make a statistically significant difference. When the Informative Text (School) pre-test achievement scores of the experimental and control groups were compared in the experimental group and the control group, it was observed that the achievements of both groups increased, however, this increase was higher in the experimental group and the achievement difference was statistically significant in favor of the experimental group.

Listening education was given to the experimental and control groups for 8 weeks (except the pre-test and post-test) and it was determined that the students improved their listening skills. The same texts were used in both groups and the listening education was given for the same acquisitions. While the experimental group was given listening education planned according to the flipped classroom method, the control group was given listening education planned according to the instructions in the teacher's guide book. At the end of the experimental process, it was determined that the listening achievement of the experimental group was significantly different from the listening achievement of the control group. This result is interpreted that the listening education planned according to the flipped classroom method increased the listening success of the 6th grade students.

As a result of the literature review, we did not find any studies that analyzed the effect of flipped classroom method on listening skill in mother tongue. In this respect, it is thought that this research is an original research and will contribute to the literature. In the literature, the results of the research were not compared with the results of other researches since it was not found any studies analyzing the effect of the flipped classroom method on listening skill in the mother tongue. Although Özdemir (2017) and Özbilen's (2018) studies were not conducted on the effect of flipped classroom method on listening skill, their researches are important in terms of investigating the effect of flipped classroom method on the writing skill of Turkish teacher candidates. As a result of the two researches, it was concluded that the writing education given according to the flipped classroom method improved the writing

skills of Turkish teacher candidates. In the context of the success, it can be stated that the results of these studies are in parallel with the results of the study. These results can be interpreted that the flipped classroom method can be used to develop basic language skills in mother language education.

Aburezeq (2020) found that flipped classroom method is effective in improving Arabic speaking skills. There are also studies showing that the method is effective in teaching foreign/second language. Studies by Etemadfar, Soozandehfar and Namaziandost (2020); Namaziandost, Neisi, and Momtaz (2019) and Vaezi, Afghari, and Lotfi (2019) found that flipped classroom method is effective in improving listening comprehension skills of English as a foreign language learners. In the study conducted by Challob (2021), it was concluded that it is effective in improving writing skills. In addition, it has been stated that the flipped classroom method helps improve English language skills (Abu Safiyeh & Farrah, 2020), second language teaching (Vitta and Al-Hoorie, 2020), flipped language classrooms improve the academic success of students (Zou, Luo, Xie and Hwang, 2020) has been reported to be effective.

When the literature is reviewed, it is seen that the flipped classroom method has been tried in many different fields. When the results of the researches conducted in different fields are examined, it is seen that the flipped classroom method is highly effective in increasing student achievement. Boyraz (2014) found that flipped classroom method increased student achievement and memorability in English teaching. In Computer I courses, Turan (2015) compared the teaching according to the flipped classroom method and the teaching according to the traditional method and determined that the flipped classroom method increased the student success. Çakır (2017) used the flipped classroom method in the 7th grade Science course- Force and Motion unit and found that the method increased the students' success.

Alsancak Sırakaya (2015), in his study which he conducted on the university students taking the course of Scientific Research Methods, stated that the memorability and academic achievement scores of the students who were educated according to the flipped classroom method were higher than the students who were educated according to classical blended learning method. The study conducted by Topalak (2016) found that the flipped classroom method had a positive effect on the beginner level piano education. The flipped classroom method was used in the one-to-one flute education courses by Yıldız (2017) and the method was determined to improve the student success. In the research conducted by Balıkçı (2015), the flipped classroom method was used in Web Editor course and it was determined that the method had a positive effect on the student success.

Aydın, B. (2016) determined, in his study conducted on the students studying at the Department of Computer Education and Instructional Technology, that the flipped classroom method increased the student success. In the research conducted by Sağlam (2016) on English preparatory class students, it was determined that flipped classroom

method increased the success of the students. Güç (2017) used the flipped classroom method in the 7th grade mathematics course and found that the method increased student achievement in mathematics course. The results of this research and the present research are similar in terms of increasing the student success when the flipped classroom method is applied.

However, the research conducted by Aydın, G. (2016) on the university students taking the course of Programming Languages II and the research conducted by Yavuz (2016) on the high school students determined that the flipped classroom method did not significantly differentiate the student success. The results of these studies do not coincide with the results of the present research.

The results of studies investigating the effect of flipped classroom method on success may vary due to the use of materials, environment, plans and activities (Alsancak Sırakaya, 2015, 103; Yıldız, 2017, 92). Students must access to the Internet with a computer, tablet or smartphone and know how to use these devices before the flipped classroom method is applied. These are prerequisites for the use of flipped classroom method. The lack of one or more of these will adversely affect the achievement of the method.

Recommendations

Based on the research results, the following recommendations are made:

1. As a result of the research, it was seen that the listening education given according to the flipped classroom methodology improved the listening skills of the students. Therefore, listening classes can be taught by using flipped classroom methodology.
2. Teachers should not teach listening education only by using textbooks, but they should make listening classes appealing with different tools and materials.
3. Students should be informed about the flipped classroom method and should be trained about what should be considered when using the method, and should be given practical training on the proper use of technology and internet.
4. Technology and the Internet provide educators many opportunities to make the lessons more interesting. Therefore, the opportunities offered by the technology should be benefited during the listening education.
5. The EBA platform has many important features in the development of listening skills. Teachers have the opportunity to create contents and share them with their students through EBA. Teachers can produce original products according to their students' levels, interests and needs and share them with their students.

Conflict of Interest and Ethics Statement

The data of this research were collected before 2020 and research and publication ethics were complied with. There is no conflict of interest between the authors of this study.

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Geniřletilmiř zet

Dinleme becerisi, bireyin ilk kazandıđı ve diđer dil becerilerinin edinilmesinde nkořul bir beceridir. Bu nedenle bu beceriye odaklanmak ve bu beceriyi geliřtirmek iin yeterli zaman harcamak gerekmektedir. Bireyin ilkokula bařlayıncaya kadar ğrendiklerinin temelinde dinleme becerisi vardır. Dinleme ile iřitme gnlk hayatta ođu zaman birbirinin yerine kullanılan kavramlardır. Ancak dinleme eđitimi aısından dřnldđnde bu kavramların aynı anlamı ihtiva etmediđine dikkat edilmelidir. Iřitme fizyolojik bir sretir ve dinlemenin nkořuludur. Dinleme ise iřitmeyi de kapsayan fiziksel ve zihinsel boyutu olan bir sretir. Dinleme de esas olan anlamadır.

Alan yazında "ihmal edilmiř" bir beceri olarak ifade edilen dinleme becerisi, diđer dil becerilerinin geliřtirilebilmesi aısından da nem arz etmektedir. zellikle gnmzde iletiřim teknolojilerinde yařanan hızlı geliřme, dinleme becerisini daha nemli bir hle getirmektedir. Bireyin sosyal medya ve diđer iletiřim teknolojileri aracılıđıyla maruz kaldıđı iřitsel- grsel materyallerde yer alan iletileri dođru anlaması ve bu iletilere eleřtirel yaklařarak dođru sonulara varabilmesinde dinleme eđitimi nemli bir yere sahiptir.

Dinleme becerisi bireyin gnlk hayatta en ok kullandıđı dil becerisidir. Bu sebeple dinleme eđitimi verilirken bu eđitimin gnlk hayatla bađlantılı verilmesi gereklidir. Bu bađlamda ğrencilerin gnlk hayatta ok sık kullandıđı teknolojik araların dinleme eđitiminde aktif olarak kullanılması dinleme eđitimin verimliliđi iin nem arz etmektedir. Milli Eđitim Bakanlıđının hayata geirdiđi FATİH Projesi ve bu projenin dijital ierik ayađını oluřturan Eđitim Biliřim Ađı (EBA), dinleme eđitiminin teknolojik aralarla harmanlanarak daha ilgi ekici hle getirilmesinde nemli fırsatlar sunmaktadır.

Ters yz sınıf yntemi, teknolojik aralar yardımıyla hem sınıf iinde hem de sınıf dıřında đrenciyi aktif kılması ve đrenmeyi đrencinin istediđi zaman ve meknda gerekleřtirmesini sađlaması bakımından ne ıkan bir yntemdir. Bu yntemde đretmenin sınıfta ieriđi sunduđu, đrencinin ise okul dıřında ierikle ilgili devleri yaptıđı klasik ders iřleniř sreci tersine evrilmekte; đrenci, đretmenin hazırladıđı videolar sayesinde temel đrenmeleri okul dıřında istediđi zaman ve yerde gerekleřtirmektedir. Bu yntemde sınıf ii sreler etkinliđe ve iřbirliđine dayalı řekilde yrtlmekte ve đrencinin aktif olduđu bir sre tasarlanmaktadır. Ters yz sınıf ynteminde đretmenin hem sınıf ii hem de sınıf dıřı đrenme srelerine ynelik plan hazırlaması gerekmektedir.

Bu arařtırmada đrencilerin okul dıřında đretmenleriyle ve kendi aralarında etkileřim kurdukları evrimii ortam olarak EBA kullanılmıřtır. evrimii ortam olarak EBA'nın tercih edilmesinin sebebi đrencilerin Trke dersinde ve diđer derslerde daha nceden EBA'yı kullanmıř olmasıdır. Ayrıca EBA'nın ters yz sınıf

yönteminin uygulanmasına olanak tanıyan yapısı ve içerik güvenliğinin MEB tarafından sağlanması da bu kararda etkili olmuştur.

Bu araştırmanın amacı ters yüz sınıf yönteminin dinlediğini anlama becerisine etkisini belirlemektir. Bu amaç doğrultusunda "Ters yüz sınıf yöntemine göre planlanmış dinleme eğitiminin verildiği deney grubu ile öğretmen kılavuz kitabındaki yönergelerle göre planlanmış dinleme eğitiminin verildiği kontrol grubu arasında dinlediğini anlama becerisi yönünden anlamlı bir farklılık var mıdır?" sorusuna cevap aranmıştır.

Araştırmada ön test - son test kontrol gruplu model kullanılmıştır. Araştırmanın çalışma grubunu Marmara bölgesindeki bir ortaokulun 6. sınıfında öğrenim gören 28 öğrenci oluşturmaktadır. Araştırma kapsamında, haftalık iki ders saati olmak üzere 8 haftalık bir uygulama yapılmıştır. Deney grubuna ters yüz sınıf yöntemine göre planlanmış dinleme eğitimi, kontrol grubuna öğretmen kılavuz kitabında yer alan yönergelerle göre dinleme eğitimi verilmiştir. Öğrencilerin dinlediğini anlama başarısını ölçmek için öyküleyici metin, bilgilendirici metin ve şiir türünde metinlere yönelik hazırlanan başarı testleri kullanılmıştır. Araştırma sürecinde kullanılan metinler uzman görüşü alınarak belirlenmiş, bu metinler araştırmacı tarafından seslendirilerek, müzik ve görseller de eklenerek EBA üzerinden öğrencilere ulaştırılmıştır. Metinler üzerinde çalışırken kullanmaları amacıyla öğrencilere çalışma kâğıtları verilmiş ve bunlar öğretmen tarafından sınıfta kontrol edilmiştir. Ayrıca metinlerle ilgili çoktan seçmeli sorular oluşturulmuş ve bu sorular EBA üzerinden öğrencilere gönderilmiştir. Öğrencilerin çalışmaları okul dışında ne kadar yaptığı EBA üzerinden de kontrol edilmiştir. Ayrıca öğrencilerin dinlediği izlediği metinlere yönelik düşüncelerini arkadaşlarıyla paylaşmaları ve ihtiyaç duydukları noktalarda Türkçe öğretmeninden ve arkadaşlarından yardım alabilmeleri için EBA platformunu kullanmaları sağlanmıştır. Böylece öğrencilerin okul dışında çevrimiçi ortam aracılığıyla etkileşim kurmaları sağlanmıştır. Öyküleyici Metin (Zeki Tüccar), Şiir Metni (Nineme Ninni), Bilgilendirici Metin (Okul) başarı testleri ile elde edilen verilerin tümü, SPSS for Windows 23. 0 paket programı ile çözümlemeye tabi tutulmuştur.

Araştırmada kullanılan ön test ve son testlerden elde edilen veriler analiz edilmiş ve bu analizler sonucunda hem ters yüz sınıf yöntemine göre planlanmış dinleme eğitimi verilen deney grubunun hem de öğretmen kılavuz kitabındaki yönergelerle göre dinleme eğitimi verilen kontrol grubunun başarılarında artış olduğu görülmüş, deney grubunun başarısında meydana gelen artışın kontrol grubundan daha yüksek olduğu ve aradaki farkın deney grubu lehine istatistikî olarak da anlamlı olduğu görülmüştür. Deney ve kontrol grubu arasındaki başarı farkı metin türüne (bilgilendirici metin, öyküleyici metin, şiir) göre farklılaşmamış, üç metin türünde de başarı farkının deney grubu lehine olduğu belirlenmiştir.

Öğrencilerin dinlediğini anlama başarısının cinsiyete göre değişip değişmediğini ortaya koymak amacıyla yapılan analizler sonucunda öyküleyici metin başarı testi ve

Ŗiiir metni baŖarı testinde cinsiyete baėlı bir baŖarı farkı olmadıėı belirlenmiŖtir. Bilgilendirici metin baŖarı testi sonuları incelendiėinde ise deney grubunda yer alan erkek ėrenciler lehine anlamlı fark olduėu tespit edilmiŖtir. Kontrol grubunda ise cinsiyete baėlı baŖarı farkının olmadıėı belirlenmiŖtir.