FLIPPED CLASSROOM MODEL WITH YOUNG LEARNERS' VOCABULARY LEARNING IN PRIMARY ELT CLASSROOMS

Pinar SIK
ORCID: 0000-0001-5722-3916
Bagcilar Primary School
National Ministry of Education
Istanbul, TURKIYE

Dr. Ece ZEHIR TOPKAYA
ORCID: 0000-0001-5364-7551
Faculty of Education
Izmir Demokrasi University
Izmir, TURKIYE

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ABSTRACT

This mixed-method study explored the effect of the flipped classroom model (FCM) on vocabulary learning of young English language learners and their perceptions and experiences about FCM practices. Two intact groups of 4th-grade students in a state primary school in Turkiye were randomly assigned as experimental (N = 32) and control (N = 33) groups. The quantitative data related to vocabulary learning were collected through three measurement tests. The qualitative data were obtained via semi-structured face-to-face interviews with 19 volunteer students from the experimental group. The results revealed that the levels of vocabulary learning and retention for the experimental group students were statistically significantly higher than those of the control group students ($p< 0.05$). The qualitative data analysis also confirmed the effectiveness of the model for vocabulary learning and revealed its efficiency for language classes of young English language learners. Accordingly, suggestions were made for the FCM implementation.

Keywords: Flipped classroom, young learners, ELT, vocabulary learning.

INTRODUCTION

With technological developments and changes in our perceptions of education, alternative technology-based learning models have emerged (Ringstaff & Kelley, 2002). Mainly unique characteristics of today's learners as digital natives accustomed to accessing information quickly and carrying out multiple tasks at the same time (Prensky, 2001) have led educators to use technology and its affordances as assistants and supporters of teaching and learning processes to create better learning environments and provide learners with more meaningful learning opportunities (Bolat, 2016). Therefore, different digital pedagogies have gained prominence, and researchers have started exploring ways to use them effectively.

One such pedagogical approach to instruction is the flipped classroom model (FCM), which defines a learning process in which teacher-centred traditional approaches and learning environments are reversed (Bishop & Verleger, 2013). That is, in teacher-centred traditional approaches, the lesson content is transferred to learners by the teacher in the classroom environment. The subject is reinforced by the student mainly with homework practices at out-of-class processes. In contrast, in the FCM, students watch and study course videos and other e-materials prepared by teachers outside the classroom before the lesson. They study the subject deeply with different active learning activities in the classroom.

The FCM has been found to provide more time and opportunities to English language learners for extensive and intensive language input and output (Han, 2015). For instance, several studies have shown that the FCM supports the language skills of English language learners (Ekmekci, 2014; Mehring, 2016; Ozkal, 2019). In addition, more engaging in-class activities such as collaborative tasks, games, real-life experiments, and role-

play presentations might occur in the language classrooms since the time spent on teacher presentations can now be used for more complex, time-demanding, hands-on, and minds-on learning (Ozkal, 2019).

As widely acknowledged, vocabulary knowledge is fundamental for English language learners to develop their language skills. It is especially crucial to improve their comprehension and production of the language (Schmitt, 2010). Language teachers utilise many explicit and implicit instructional strategies to assist learners in expanding their vocabulary knowledge, such as semantic mapping, reading aloud, dramatizing, and using dictionaries and flashcards (Woodard, 1998). Studies have already indicated that teaching vocabulary using technological tools improves vocabulary learning and captures students' interest as it is more motivating and attractive for today's digital learners (see, for example, Fahandezh & Mohammadi, 2021; Hazar, 2020; Hermagustiana & Rusmawaty, 2017; Jabali & Walker, 2021; Johnston & Barker, 2002; Liman-Kaban, 2022; Utku & Dolgunsoz, 2018). As Kirmizi and Komec (2019) suggest, to improve students' vocabulary knowledge, it is fundamental to find more functional methods to engage them in meaningful and enjoyable contexts. In response to this need, therefore, the FCM can be regarded as one through which vocabulary learning can bring contentment for both language teachers and learners in the English as a Foreign/Second Language (EFL/ESL) classroom to develop and improve students' knowledge and use of the vocabulary items.

The Turkish Primary School English Language Teaching Programme of the Ministry of National Education (MoNE) predominantly centres on speaking and listening skills and is based on effective language use (MoNE, 2018). Specifically, the first four years of English language teaching and learning put more emphasis on vocabulary learning and speaking chunks that learners would use in meaningful communicative activities and develop their communicative competence (MoNE, 2018). Given this significant place of vocabulary learning for young learners at beginner levels and the time-demanding communicative activities required for effective learning, it becomes evident that further studies are needed to clarify the potential effect of the FCM on primary school learners' vocabulary learning process as well as its likely challenges.

There is a dearth of research investigating whether the FCM model can be utilized effectively and efficiently in EFL young learners' classes to help learners attain the intended learning outcomes. The studies in the FCM literature show that it has been chiefly implemented and researched at the university level (Day & Foley, 2006; Lage, Platt & Treglia, 2000; Morevac, Williams, Aguilar-Roca & O'Dowd, 2010; Pierce & Fox, 2012; Stone, 2012) and high school or secondary school levels (Kong, 2014; Smith, 2015; Wiginton, 2013), and in subject areas such as mathematics (McGivney-Burelle & Xue, 2013; Ozdemir, Agirman-Aydin, Kucuk-Demir, 2020), history (Murphree, 2014), engineering (Mason, Shuman & Cook, 2013), statistics (Strayer, 2012), and pharmacy (Pierce & Fox, 2012).

In EFL/ESL settings, the use of the FCM was also mainly investigated at the university level (Hung, 2015; Kvashnina & Martynko, 2016; Leis, Tohei, & Cooke, 2015; Shaffer, 2016) and high school level (Al-Harbi & Alshumaimeri, 2016; Mehring, 2016). Fewer studies have been conducted at the primary and secondary school levels (Unal & Unal, 2017; Yang, 2017). The researchers in EFL mostly explored the use of the FCM in general academic success in second language learning (Ishikawa et al., 2015; Unal & Unal, 2017; Yang, 2017), grammar teaching (Al-Harbi & Alshumaimeri, 2016; Zainuddin & Halili, 2015), pronunciation (Yang & Chen, 2020), and vocabulary (Kang, 2015) as well as four basic skills; reading (Huang & Hong, 2016), listening (Roth & Suppasetseree, 2016), writing (Farah, 2014; Leis, Tohei & Cooke, 2015), and speaking (Wu, Hsieh & Yang, 2017). Also, some studies investigated the FCM's effect on learner autonomy (Han, 2015), student engagement and satisfaction (Alsowat, 2016), confidence (Mehring, 2015), motivation (Chen Hsieh, Wu & Marek, 2016), attitudes and perceptions (Prefume, 2015) in EFL classrooms. Most of these studies concluded that the FCM is a practical instructional approach to bring about the intended learning gains (Unal & Unal, 2017; Yang, 2017). Moreover, positive opinions and positive experiences related to the FCM were reported by these studies (Alsowat, 2016; Al-Zahrani, 2015; Farah, 2014) regarding increased learner interest and engagement and active participation in activities carried out in the classroom (Chen Hsieh, Wu & Marek, 2016; Zainuddin & Halili, 2015).

Although there has been a growing interest in international FCM research in EFL/ESL contexts, the studies in Turkiye are limited and mainly conducted at the university and high school levels. Those studies carried out at the university level mainly investigated the impact of the FCM on the language learning success of EFL learners (Boyraz, 2014; Orhan, 2019; Saglam, 2016; Unsal, 2021). In some studies, language skills were

also examined, and significant results were revealed for university students' writing (Altas & Mede, 2021; Ekmekci, 2014; Engin, 2014; Iyitoglu, 2018; Umutlu, 2016), speaking skills (Koroglu; 2015; Koroglu & Cakir, 2017). Besides, Basal (2012; 2015) examined the views and perceptions of pre-service English language teachers and concluded that they were highly positively related to the FCM implementations. In addition, there are a few studies at the high school level that explored the FCM's effect on self-directed learning readiness and attitudes towards the English course (Ceylaner, 2016), students' autonomy levels and attitudes towards the FCM use (Edis, 2017) and motivation and technological attitudes (Komec, 2018).

The studies of the FCM, specifically on the vocabulary knowledge of EFL learners, are relatively scarce on a global and Turkish scale. The studies abroad mainly explored the effect of the FCM on the vocabulary learning of EFL university students (Alnuhayt, 2018; Chen Hsieh, Wu & Marek, 2016; Kang, 2015; Kim, 2018; Sun, 2016; Zhang et al., 2016). These studies investigated the efficacy of flipped learning on university students' learning of new English vocabulary items (Alnuhayt, 2018; Sun, 2016; Zhang et al., 2016; Kang, 2015), acquisition of receptive and productive vocabulary (Kim, 2018), the learning of English idioms for written and verbal communication (Chen Hsieh, Wu & Marek, 2016), their attitudes towards flipped learning in the EFL vocabulary class (Alnuhayt, 2018). The studies in the Turkish EFL context are also relatively scarce. Ozkal (2019), in his master thesis, explored the FCM's effect on university students' English proficiency and the learning of new English vocabulary items. Moreover, Kirmizi and Komec (2019) conducted a study to reveal the FCM effect on high school students' vocabulary learning and revealed significant results. These studies revealed that the FCM effectively and significantly promoted the vocabulary development of EFL learners. Besides, the results indicated learners' positive attitudes towards the FCM.

Despite the numerous studies summarized above which explored the use of the FCM at different school levels, there needs to be more research that investigates whether the FCM can be offered as an instructional approach in young learners' classes. In a recent study, Sahin (2022) investigated the effects of the FCM on young learners' vocabulary learning and retention, along with their opinions related to the flipping process. Besides, Liman-Kaban (2022), in her study, revealed a positive impact of gamified flipped learning on young learners' vocabulary learning in a private Turkish school. However, especially in EFL/ESL settings, the available research literature does not reveal much about the FCM implementation in young learners' classes.

To this end, by designing the classes as flipped and organizing the lesson content for young EFL students, the current research study aimed to reveal the possible potential effect of the FCM on young EFL learners' learning of English vocabulary items in the Turkish context to present the learners' views and experiences of and attitudes towards the FCM, and to explore advantages and challenges of the FCM. Concerning these aims, the following research questions were formulated:

1. Is there an effect of the FCM on the vocabulary learning of young EFL learners?
2. Is there a difference in students' vocabulary learning between the experimental group and the control group?
3. Is there a difference in students' vocabulary retention between the experimental group and the control group?
4. What are the perceptions and suggestions of the young EFL learners towards the FCM use in English language learning?
5. What are the FCM experiences of the young EFL learners during the FCM use in terms of the study method and parental help?

FLIPPED CLASSROOM MODEL

As Basal (2015) argues, the FCM has its roots in constructivist learning theory emphasizing a student-centred approach and personalized-differentiated learning, which qualifies it as a pedagogically sound and principled approach.

The FCM is the inversion of the teaching system that has been around for years. Instead of the traditional systems in which students learn the lesson content at school and reinforce it via homework activities at home, it advocates a system where students learn the subject outside the classroom. As described by Bishop and Verleger (2013), it is "an educational technique that consists of two parts: interactive group

learning activities inside the classroom, and direct computer-based individual instruction outside the classroom" (p.5).

According to Bergmann and Sams (2012), the fundamental purpose of the FCM is to optimize the time spent face-to-face with learners in the learning process. For this, the teacher prepares the course content in formats such as videos and presentations and enables learners to access these contents before the lesson. Students watch the content and do some activities, such as taking online quizzes and notes. When they come to the classroom as prepared, after a short review, lecture or question and answer part, the relevant subject is reinforced in depth with examples, problems, and various activities, increasing student-student and student-teacher interaction and making learning more permanent (Bergmann & Sams, 2012; Flipped Learning Network-FLN, 2014; Stone, 2012; Unal & Unal, 2017). Using the FCM requires better planning and monitoring than the traditional approach. To achieve success, teachers need to plan both in-class and out-of-class activities appropriately and effectively. The FCM also demands changes in learners' roles as students are expected to understand the subject with videos, audio recordings, and texts and prepare for the lesson during the time spent outside the classroom. They assume responsibility for learning and accessing materials wherever and whenever they want and as often as needed (Enfield, 2013; Fulton, 2012; Gencer, 2015; Rutkowski & Moscinska, 2013). Since the FCM provides students with advance preparation opportunities, it enables them to participate in face-to-face lessons efficiently (McLaughlin et al., 2014), allowing them to show themselves fulfilling their responsibilities, knowledge, and skills. At the same time, taking an active role in the activities increases students' motivation and enables them to focus on the difficulties faced in individual learning in the classroom (Foust, 2012; Jenkins, 2012).

Although the FCM is highly student-centred, there needs to be more information in the literature about how young learners cope with the video lessons and what study skills they use while studying at home. Of the few studies conducted with young learners, Nayci (2017) found that the primary school students on a flipped social study lesson described the video-watching process as enjoyable and contributing to their learning process. Kaya (2021) investigated the role of the FCM on 4th-grade learners' basic language skills in Turkish language lessons over a 9-week FCM implementation. Besides, Ozcelik (2021) examined the positive impact on 4th-grade learners' speaking skills in EFL classrooms via a study including pre-test, post-test, and interviews with learners. In a recent study, Sahin (2022) investigated the effects of the FCM on 4th-grade learners' vocabulary learning. The teachers' observations and parents' perspectives on using the FCM for vocabulary development were also revealed in her study. The results indicated that the learners' ICT and multiple language skills, including writing and speaking, developed alongside their social skills and collaboration. Also, classroom management and behavioural problems were observed to decrease (Kaya, 2021). Regarding the challenges, the studies showed that technical video problems and internet access difficulties were among the most cited ones (Kaya, 2021; Nayci, 2017).

Similarly, there needs to be more information about the role of parents in FCM. Nayci (2017), Kaya (2021), and Sahin (2022) reported parents' positive opinions about FCM use as it included the use of technology for educational purposes. In Nayci's study, parents also stated that the FCM provided the opportunity to evaluate students' learning. In Kaya's study, the parents of disadvantaged students also observed development in their children's social skills and behaviours. Similarly, in Sahin's (2022) study, parents had a similar view as they expressed that the FCM improves children's vocabulary knowledge and pronunciation skills as well as their classroom performance and self-confidence. However, they also expressed difficulties related to computer and internet access, problems with the absence of teacher support during the learning process, adaptation to the new method at the beginning, and an increased workload (Nayci, 2017; Kaya, 2021; Sahin, 2022).

Criticisms of Flipped Classroom Model

The biggest argument against the FCM is that the internet or required technologies may not be accessible to every student making it difficult for them to access the course contents. Moreover, the technical inadequacies arising from the digital systems used during the FCM implementation might disrupt learning. Although, accessing information at the desired time and place is considered convenient, in such an internet-based learning system, students, especially young learners, may need help accessing and viewing video lectures and podcasts. Otherwise, deficiencies or delays may occur in the learning process (Redmond, 2014).

Different studies also report the workload the FCM creates for learners and teachers as the top challenges of the model (Turan & Akdag-Cimen, 2019; Unal & Unal, 2017). Preparing the pre-class materials was found to be time-consuming by the teachers. To overcome this problem, Unal and Unal (2017) recommend starting the FCM slowly and preparing the materials progressively.

Nevertheless, another criticism of the model is the inability to control whether the students keep studying the video lessons and the uncertainty of how the students who do not watch the video before the class survives in the classroom (Bergmann & Sams, 2012; Milman, 2012; Unal & Unal, 2017). In this respect, the EBA (Education Information Network) system is expanding its functions and providing more produced during COVID-19, enabling teachers to share videos and activities that students can study online. While the teachers can supervise the students' study rates for the videos and related activities, the time spent on each video, the number of repetitions for watching the video lessons, and whether the students carefully study the video lessons are not guaranteed by this system. However, to guarantee that learners study the videos, teachers may provide follow-up activities for students, such as small quizzes or review activities related to lesson videos on the EBA platform so that they can see whether the videos are studied carefully, and activities are completed for each student.

Moreover, Enfield (2013) states that in face-to-face education, learners own the opportunity to ask questions and immediately correct mistakes and misunderstandings. However, they are deprived of these opportunities while learning with video lessons at home which may result in demotivation and failing learning performance. In support of this argument, some studies in the literature reveal that students struggle to keep up with video lessons and stay motivated in a self-learning environment, especially when they encounter a problem where clear guidance from the teacher is needed (Redmond, 2014). When learners may not receive immediate feedback for their learning mistakes, they may not follow the lessons, and learning may not be achieved (Jenkins, 2012).

Flipped Classroom Model in Foreign Language Teaching and Learning

Regarding the use of technology in foreign language teaching, Karahan (2001) expresses that designing learning environments with technology-based opportunities for learning-teaching languages in different ways provides learners with a quality learning experience, develops their foreign language learning skills, and increases their interest and motivation. Moreover, using foreign-language tools with audio-visual and interactive features makes learning more accessible, creates student-centred interactive learning environments, and enables students to be active in learning (Boyaz, 2014). Having similar claims, the FCM is also potentially effective in foreign language teaching (Huang & Hong, 2016).

Many researchers have suggested that the FCM can be used as a basis for developing different foreign language skills such as reading, writing, speaking, and listening (Alsowat, 2016; Farah, 2014; Hung, 2015; Mehring, 2016). As well as language development, the FCM has been offered to develop motivation, learner autonomy, metacognitive skills, attitudes, and perception (Leis, Tohei & Cooke, 2015; Mehring, 2016; Prefume, 2015).

Despite their efforts to diversify their teaching with various activities and methods, foreign language teachers may need more time and availability as most classes include didactic lectures for vocabulary teaching or grammar explanations. However, in foreign language teaching, students must be allowed to participate in communicative activities and meaningful skill tasks to acquire the foreign language effectively. For this reason, grammar subjects or vocabulary items in foreign language teaching classes could be delivered through videos outside the classroom. The FCM implementations occur in the classroom and significantly contribute to language learning through more communicative and meaningful language activities. The teacher can offer opportunities for cooperative work, discussion, question-answer, and evaluation activities conducted in face-to-face learning environments and engage students in authentic learning situations that ensure meaningful and enjoyable learning contexts through the extra time gained with the help of flipped videos (Ozkal, 2019).

On the other hand, Little (1991) suggested that a shared responsibility in making decisions for the studying process ensures more effective and more permanent learning. The FCM students are assigned to study the lesson videos before classes, for which they decide when and where to study and the study pace and method. Thus, the FCM might be an alternative approach to encourage students to take on responsibilities and learn autonomously.

Another area the FCM contributes to language learning is qualified feedback during in-class activities (Fulton, 2012; Harper, Green & Fernandez-Toro, 2012). Mehring (2016) also suggested that language skills can be improved by language teachers giving immediate feedback to learners while using the target language in active learning activities. The students getting feedback and comments from their teachers may be aware of their abilities and the points they need to improve and develop better language learning strategies which helped them to improve meta-cognitively as well.

Studies have found that integrating technology into education enhances students' motivation for learning (Chen Hsieh, Wu & Marek, 2016; Komec, 2018). Since today's learners are defined as digital natives, technology-enhanced learning could motivate them, and the FCM could also take their attention as they are interested in technology. Thus, using technology in foreign language education could be effective for young learners in primary classrooms to improve their language skills. The studies in the global literature have generally been conducted with university or high school students, but implementing the FCM with young learners is very scarce. Thus, to address the gap in the literature regarding the use of the FCM in young learners' English language classes, this study set out to be the prominent research to explore the FCM in vocabulary teaching for young learners in Turkiye.

METHODOLOGY

Research Design

The mixed-method approach was utilised to determine the impact of the FCM on the vocabulary learning of young EFL learners. Two intact 4th-grade groups studying at a public primary school were assigned as the experimental (n=32) and the control group (n=33). While the experimental group received the FCM, the control group was taught using a traditional vocabulary teaching approach. Adopting the Explanatory Sequential Design, which includes quantitative and qualitative data collection methods (Creswell, 2012), the data were collected in two consecutive phases. The first phase was based on a quasi-time series experimental design in which three measurements were taken to examine the expected significant difference in vocabulary learning performance of both groups. In the second phase, semi-structured interviews were held with volunteer students from the experimental group to gather rich and detailed information about the FCM implementation and their FCM experiences.

Setting and Participants

This study was conducted in the Spring Term of the 2018-2019 teaching year for over four weeks in a state primary school in Istanbul, Turkiye, with the participation of 65 (n= 32 experimental and n=33 control group) 4th grade English language learners. The experimental group consisted of sixteen male and sixteen female students, and the control group consisted of seventeen male and sixteen female students whose ages were between 9 and 10. For the qualitative part of the study, nineteen volunteer students (8 male and 11 female) were interviewed to gain insight into their experiences and opinions about the FCM.

Two English written exam scores of the students from the Fall Term were evaluated to ensure equivalence between the groups regarding their English language levels. The result indicated that the mean values of both experimental ($\overline{X}$= 86.63) and control groups ($\overline{X}$= 85.30) regarding their exam results were similar. There was no significant difference between them (U = 494.000, p =.654), which confirmed that both groups were equal regarding their English proficiency.

Data Collection Instruments and Procedures

Three vocabulary tests named Measurement 1 and 2 and a Delayed test were performed, and semi-structured interviews were utilized to obtain the quantitative and qualitative data. First, to be able to decide the vocabulary items included in the measurement tests, a screening test (Tekin, 2004) which comprised 16 different clothing vocabulary items, was developed by the researcher (Appendix 1) and applied to students to ensure that the vocabulary items were all unknown by the participants. Based on the screening test results and considering the students' cognitive development and cultural familiarity, 12 items were selected, and Measurement 1, Measurement 2, and Delayed tests were designed. Also, the researcher prepared three

different tests to eliminate students' coding the places of words via their visual memory. All the tests were checked by three primary school teachers, two English teachers, and an academic expert in teaching young learners concerning face and content validity (Appendix 2).

The interview protocol comprised 14 questions prepared by the researchers. It included two sections: opinions related to the out-of-class process and related to the in-class process (Appendix 3). The initial draft of the interview questions was examined by an academic expert on teaching young learners, for their content validity. Several rounds of development were made for further validation of the interview protocol, and the instrument was given its final form.

As for the data collection procedures, in the quantitative phase, the Measurement 1 test was distributed to the experimental group of students at the beginning of the in-class vocabulary lesson to determine the effect of flipped video that the experimental group of students watched on their vocabulary learning. Then, to reveal the impact of the FCM classroom implementation on vocabulary learning, the Measurement 2 test was applied to both groups of students at the end of the lesson. Meanwhile, the control group received the traditional in-class vocabulary lesson. Four weeks after the FCM treatment, both groups of students were given the delayed test to examine the effect of the pedagogical approaches on students' retention of the vocabulary items. In the qualitative data collection phase, semi-structured interviews were carried out with 19 volunteer students from the experimental group after the flipping treatment (see Figure 1).

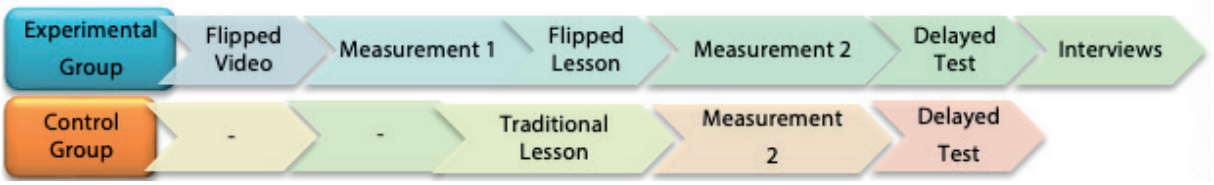

Figure 1. Data Collection Phases in the Study

Preparations and Implementation of the Flipped Classroom Model

The study took place over 12 weeks, including the preparations, implementation, delayed test, and interviews. Table 1 displays the steps and activities.

Table 1. Steps and Activities of the Study

Steps	Activities
Preparation Weeks 1-2-3-4	Official consent was obtained
	A digital platform (teacher website) was created on Weebly
	The achievement tests were applied to check the groups' equality
	A unit was chosen (Unit 8-Clothes)
	A vocabulary screening test was prepared and applied
	A flipped video, including the clothing items, was prepared
	The activities were designed, and data collection instruments were prepared
	The parents' meeting was held to inform them about the FCM implementations
	A pilot study was conducted before the main study
Implementation Weeks 5-6-7	The experimental group of students watched the flipped video
	Measurement 1 test was applied to the experimental group of students
	The experimental group of students had a flipped vocabulary lesson
	Measurement 2 test was applied to the experimental group of students
	Measurement 2 test was applied to the control group of students after the PPP vocabulary lesson
Interviews and delayed test Weeks 8-9-10-11-12	The semi-structured interviews were applied to the experimental group
	After four weeks, the Delayed test was applied to both groups

After obtaining all formal permissions from the Ministry of Education and the school administration, the parents were invited to the school and informed about the FCM. Their formal consent for their child to participate in the study and interviews was requested, and all parents gave their informed consent for the study and interviews.

Twelve vocabulary items about clothes from Unit 8, "My Clothes," in the 4th-grade teaching programme were selected after the vocabulary screening test, which was done to ensure the participants did not know the vocabulary items. Then, the flipped video was prepared and presented via the Weebly (Appendix 4) website for the experimental group of students to study at home. The materials (games, hand-outs, and activities) were produced, Measurement 1, Measurement 2 test, and delayed test were prepared, and semi-structured interview questions were completed. After the parents' meeting was held and the FCM was explained, the main study was conducted.

Meanwhile, the control group of students received a traditional vocabulary lesson in which the vocabulary items were presented and practised via the PPP (present-practice-produce) approach. They were asked to complete their homework at home.

Data Analysis

SPSS 20 (Statistical Package for Social Sciences) software was used to analyse the quantitative data. Firstly, the distribution of normality of the data was examined for the Measurement 1, Measurement 2 tests, and the delayed test. It was determined that the data did not show normal distribution according to skewness and kurtosis values. Therefore, the Mann-Whitney U test was used to analyse the mean scores and the standard deviation for the test scores. The skewness values of the Measurement 1, 2, and delayed tests were found to be -1.31, -2.50, and -1.15 (SE= -1.31, SE= -2.50, SE= -1.15). Respectively, the kurtosis of the exam scores were 0.18, 5.84, and -.065 (*KU*= 0.18, *KU*= 5.84, *KU*= -.065).

According to the Friedman test results, there was a statistically significant difference in the experimental group of students Measurement 1, Measurement 2 tests and delayed test data results $X^2(2)=7.194$, p=0.027. Following this, to examine where the differences occur, Wilcoxon signed-rank tests were applied separately for each test data. The Wilcoxon Signed Ranks Test was used to compare the difference between Measurement 1 and Measurement 2 and the delayed test results of the experimental group students.

Secondly, the qualitative data gathered via the semi-structured interviews were obtained by sound recordings and were transformed into text. Then, these texts were analysed with the inductive content analysis technique, which is an objective and systematic expression of the content (Cohen, 2007). Key codes such as benefits, difficulties, and challenges or positive sides of flipping were mentioned under specific themes and categories. For the validity of the qualitative data, first, the researchers identified the codes, themes, and categories. Then, an external expert who had been teaching and doing research on teaching young English language learners at the university analysed the data to check the initial analysis. Then, the researchers and the expert met to discuss the analysis to reach a consensus. After two rounds of consensus-seeking, the final codes, themes, and categories were determined.

RESULTS

RQ.1: Is there any Effect of the FCM on the Vocabulary Learning of Young EFL Learners?

According to the Friedman test results, there was a statistically significant difference in the experimental group of students' Measurement 1, Measurement 2, and the delayed test results ($X^2(2) =7.194$, p=0.027). Following this, Wilcoxon signed-rank tests were run to detect the differences across three measurements (see Table 2).

Table 2. Results of Wilcoxon Signed-rank Test for Differences between the Experimental Group Tests

Experimental Group		N	Mean Rank	Sum of Ranks	Z	p
M 1* M 2*	Negative Ranks	2	1.75	3.50	-2.627	.009
	Positive Ranks	9	6.94	62.50		
	Ties	21				
M 1 Delayed test	Negative Ranks	9	8.78	79.00	-.119	.905
	Positive Ranks	8	9.25	74.00		
	Ties	15				
M 2 Delayed test	Negative Ranks	13	9.94	124.00	-2.925	.003
	Positive Ranks	3	4.00	12.00		
	Ties	16				

*M 1: Measurement 1, M 2: Measurement 2

A significant difference between Measurement 1 ($\overline{X}$ = 9.6) and Measurement 2 ($\overline{X}$ = 11.4) was found (Z = -2.627, p = 0.009), which means the FCM lesson did elicit a statistically significant change in students' vocabulary learning performances. While no significant difference was found between Measurement 1 and the delayed test (Z = -.119, p = 0.905), a statistically significant difference was observed between Measurement 2 and delayed tests (Z = -2.925, p = 0.003). Based on the findings, the FCM was effectively increased the students' vocabulary learning in the experimental group. Furthermore, the experimental group of students was assessed with the Measurement 1 test to see how flipped video they studied at home affected their vocabulary learning results ($\overline{X}$ = 9.6). All in all, 26 out of 32 students successfully recalled all 12 vocabulary items by the flipped video.

RQ.2: Is there a Difference in Students' Vocabulary Learning between the Experimental Group and the Control Group?

The Mann-Whitney U test was used to examine whether there were differences between the experimental and control groups' Measurement 2 test results (see Table 3).

Table 3. Results of Mann-Whitney U Test for Experimental and Control Group Students' Measurement 2 Tests

Group	N	Mean Rank	Sum of Ranks	$\overline{X}$	U	z	p
Experimental Group	32	39.56	1266.00	11.4	318.000	-3.153	.002
Control Group	33	26.64	879.00	9.6			

A statistically significant difference was found between the experimental and control group' Measurement 2 test scores (U = 318.000, p =.002). When the mean value is examined, it is seen that this difference is in favour of the experimental group ($\overline{X}$= 11.4, $\overline{X}$= 9.6).

RQ.3: Is there any Difference in Students' Vocabulary Retention between the Experimental Group and the Control Group?

After four weeks following the implementation phase, the delayed test was applied to the groups to evaluate the retention of the vocabulary items. The Mann-Whitney U test was used in the analysis, and the results are given in Table 4.

Table 4. Experimental and Control Group Students' Delayed Test Results

Group	N	Mean Rank	Sum of Ranks	$\overline{X}$	U	z	p
Experimental Group	32	39.23	1255.50	9.7	328,500	-2.700	.007
Control Group	33	26.95	889.50	7.5			

A statistically significant difference was found between the delayed test scores in favour of the experimental group (U = 328.500, p =.007). According to these results, the retention level of the vocabulary items by the experimental group receiving the FCM ($\overline{X}$= 9.72) was higher than that of the control group ($\overline{X}$=7.48), which was taught by the traditional teaching method. It could be inferred that the content, activities, and materials prepared according to the FCM, including the video and online support, reinforced the students' vocabulary learning which led to more permanent learning.

RQ.4: What are the Perceptions and Suggestions of the Young EFL Learners towards the FCM Use in English Language Learning?

The analysis of the interview data yielded two main categories: the FCM process at home and the FCM in the classroom. They were further analysed under two themes as students' positive and negative perceptions. Table 5 below demonstrates the themes and categories of students' positive opinions of the flipped video lesson at home.

Table 5. Students' Positive Views of the Flipped Video Lesson at Home

Themes	Categories	Students' Codes
Studying in Silence	Studying free from disturbing factors occurring in the classroom	S1, S2, S3, S4, S6, S9, S10, S11, S12, S18, S19
	Learning more efficiently and permanently	S2, S6, S9, S10, S12, S18
	Learning more fluently and comfortably without any intervention	S3, S11, S12, S18, S19
	Having an increase in concentration on content	S2, S3, S6, S10
Reinforcement with Replay Monitoring	Learning permanently with continually repeating	S1, S3, S4, S9, S11, S12, S13, S14, S18
	Manipulating the video according to his/her learning pace	S1, S3, S5, S8, S11, S14, S18
	Learning the content more quickly	S4, S18
	Studying his/her own as he /she adjusts the learning pace	S1, S5

Impact of Technology Use	Being digital natives and owing tendency to technology	S2, S15, S17
	Realising the use of the internet as a learning tool outside of the classroom	S2, S17
Comfort of Studying Environment	Studying in a physically relaxed and comfortable atmosphere	S1, S7, S18
	Having the convenience to stop and give pause in the physical needs	S1, S18

The results show that most students have positive opinions about the flipped video lesson they studied at home. The most reported advantage of the FCM was studying in silence (*f*=11). The young learners said they favoured the lesson because they studied without disturbing factors occurring in the classroom. For instance, S2 indicated, "Studying the lesson at home is very positive as the surrounding is tranquil everywhere and nobody speaks. I pay attention better and memorize words better". Besides this, students expressed that they learned more efficiently and permanently concerning the increased concentration on the content. For example, S3 said, "When someone makes noise in the classroom, our attention may be distorted, and we may not learn. But we are more comfortable at home".

Another major theme is the importance of reinforcement with replay monitoring (*f* =11). The students stated that they learned the content more quickly and efficiently as they could manipulate the vocabulary video according to his/her learning pace. Learning with continual repeating helped them memorize words permanently. Accordingly, S4 said, "It was better because I memorized it easily because I could watch it all over again."

Following this, the flipped lessons were also found to be motivating and engaging as students use the impact of technology for educational purposes (*f*=5). As digital natives of this century, the students expressed that they were pleased to learn with technology.

Lastly, three students preferred to learn at home with the comfort of studying in the FCM. Related to this, S1 expressed his opinion as "It was nice to work at home. I am usually too thirsty; I could drink water easily". Students may have physical needs during the lessons, and with the convenience of the FCM, they could meet them comfortably.

Furthermore, the students expressed positive opinions about applying the FCM in the English lesson. As a result of the data analysis, three major themes were found, as shown in Table 6.

Table 6. Students' Positive Views of the Flipped Classroom Model in English Lesson

Themes	Categories	Students' Codes
Increasing and Facilitating Learning	Providing accessible and successful participation in classroom activities and increasing active participation	S1, S2, S4, S5, S10, S11, S12, S13, S14, S15, S16, S17
	Learning efficiently and permanently by doing more hands-on activities	S1, S2, S3, S4, S5, S9, S14, S15, S18
	Enhancing the development of self-confidence in language learning by entering the class prepared	S1, S4, S5, S8, S12, S13, S14, S16, S17
	Having an increase in teacher's modelling frequency	S2, S9, S12, S13, S14, S15, S18
	Improving language skills and enhancing audio-visual memory	S1, S2, S7, S18
	Having a preference for doing homework with the teacher in the classroom	S4, S7, S13, S14, S16
	Proving adjustments according to their individual learning pace	S4, S12, S14, S17
	Increasing the exposure of language input and resources for the further studies	S1, S9, S18
	Increase in student-student interaction and collaboration	S5, S14

	Guiding for further study and investigating	S2, S9, S10, S12
Guiding students' learning effort & autonomy	Raising awareness of vocabulary and language learning	S1, S10, S18
	Evaluating our free time at home with language learning	S2, S17
Overcoming affective barriers	Enabling to cope with a lack of self-confidence stemming from stress, shyness, and peer pressure	S13, S14, S16, S17

From the viewpoint of almost all students (*f*=17), learning English via the FCM has benefits in increasing and facilitating learning. The students reported that they could efficiently and successfully participate in classroom activities. The new model increased their active participation. S16 expressed, "I was having difficulties with doing homework at home, but it was better and easier when we did the homework at school. By studying the lesson at home, the activities at the school were simpler". Also, they expressed that they could learn more efficiently and permanently as flipping allocated more time for hands-on activities and games. S1 pointed out, "We have more time for activities. We learn better by doing more activities. I think the more we do, the more we learn".

Moreover, the students added that they felt more confident during the lesson, and their fears of English diminished via efficiently. S14 indicated, "As we learned at home and worked well in advance, the words were in our mind already. So, when we do activities in school, we never forget them; they stay in our minds permanently".

Additionally, it was reported by the students that the FCM improved their learning effort and learning autonomy (*f*=7). Regarding this category, S18 reported the following views "We can see the differences between the spelling and pronunciation of the sounds of the letters. The sounds like "sh" used to confuse me. We can look up and remember from the video anytime". Besides, the students reported that flipping the classroom eased them to cope with a lack of self-confidence stemming from stress, shyness, and peer pressure in the classroom (*f*=4).

Out of nineteen students, eight suggested some potential challenges of flipping which are displayed in Table 7.

Table 7. Students' Views on Challenges of the Flipped Classroom Model

Themes	Categories	Students' Codes
Absence of teacher's help or assistance	Inability to seek help and ask questions to teacher /No immediate feedback	S8, S15, S19
	Fear of making mistakes by studying alone	S4, S8, S19
Problems with technology use	Lack of teachers' sufficient direction before the lesson	S3, S8, S19
	The possible threats of being lonely at an internet portal	S6
Concerns about potential problems	No access to the internet or a computer	S5, S7, S8
	Lack of technological skills	S5

As Table 7 shows, the students raised concerns about the absence of a teacher's help or assistance (*f*=6), problems with technology use (*f*=4), and concerns about potential problems (*f*=4). For instance, having worries and concerns about technology and the internet S5 stated, "There is internet at our home, but once the internet is cut off, we cannot watch the videos so that we can fall behind the lessons."

Finally, at the end of the interview, the students were asked for suggestions related to the FCM in English, as shown in Table 8.

Table 8. Students' Suggestions for the Flipped Classroom Model

Themes	Students' Codes
Giving homework at the end of a flipped lesson	S1, S7, S9, S10, S12
Turkish meanings included in the video	S4, S5, S12
More videos for previous units and vocabulary items	S7
Including the transcript of the conversation and listening activities at the end	S18
Adding a song at the end of the lesson	S6

Eight participant students were pleased with everything and did not express any suggestions for improving flipped lessons. However, nine of nineteen students suggested developing the FCM in English lessons. While five of the students expressed that they would like to be given homework again at the end of the lesson, on the other hand, three students preferred the Turkish meanings of the words in the video. Besides, more videos for previous units for revision and speaking activities and role-play dialogues at the end of the video were the suggestions expressed by the students. Finally, one female student said that she would like videos to have songs at the end of the video.

Besides, the interviewee students were asked to give their opinions about applying the FCM in other school subjects such as religious culture, math, or science. Nine students expressed that flipping is applicable to other subjects like maths, science, or religious culture. Relating to this, a Syrian student was pleased to study the content from the video at home as she could not follow the lessons because of language problems. She expressed, "I would like other lessons, science, social, math to be flipped, and I would rather study at home because I cannot follow the lessons well because they are not Arabic." However, ten students mentioned that flipping was only convenient for English lessons. Especially for maths lessons, the students preferred to study at school as they would need to ask questions and take immediate feedback from their teacher.

RQ.5: What are the FCM Experiences of the Young EFL Learners during the FCM Use in terms of the Study Method and Parental Help?

Aside from their positive and negative perceptions, the students were asked to report on their FCM experiences regarding the study method, other resources they used, and the amount of parental help students required while studying the video. Table 9 shows the study method the students used while studying the flipped video.

Table 9. Study Methods Students Used during the Flipped Video Studying

Themes	Students' Codes
Listen, repeat, and, take notes	S2, S3, S4, S6, S8, S9, S10, S12, S13, S14, S15, S16, S17, S18
Listen and repeat only	S1, S5, S7, S11, S19
Listen, repeat, take notes and draw pictures	S18
Use association techniques	S2

Most students (*f*= 14) answered that they listened, repeated, and took notes in their notebooks. On the other hand, some students (*f*=5) indicated that they listed and repeated several times without taking notes. While one student listened, repeated, took notes, and drew pictures in her notebook, another participant student used association techniques, such as memorizing the words with a Turkish word with similar pronunciation.

Additionally, ten students indicated they also needed help checking their understanding of the vocabulary items. They reported using several different resources (see Table 10).

Table 10. Other Resources Students Used during the Flipped Video Studying

Themes	Students' Codes
Look up the dictionary	S3, S4, S6, S10
Use the internet to check the meaning	S2, S9, S10, S12
Ask his/her friend or teacher during the lesson	S5, S12, S14
Check vocabulary items from the course book	S1, S9

As can be seen, the students used internet sources, dictionaries, and the course book to verify what they had learned from the video. The FCM led them to explore other resources when they wanted to be sure or learn more about the topic. Besides, the interview responses revealed that the students required parental help while studying the flipped video. Table 11 shows the three themes that emerged from the analysis.

Table 11. Parental Help Students Required during the Flipped Video Studying

Themes	Students' Codes
Accessing the video site	S3, S4, S6, S7, S8, S9, S10, S11, S13, S14, S15, S16, S18, S19
Practicing vocabulary items and reinforcement	S3, S4, S5, S7, S9, S10, S12, S14, S15, S18
Asking for explanations for unclear points (meanings, spelling, or pronunciation)	S1, S4, S6, S7, S13, S16

Although S2 and S17 did not require any assistance from their parents during the flipping process, most students (*f*=17) asked for parental help in four cases. Most frequently, the students needed technical help from their parents to find the video site, open the video (*f*=14), and practice vocabulary items for reinforcement (*f*=10). In addition, some students (*f*=6) needed to ask for explanations for unclear points (meanings, spelling, or pronunciation). On this issue, S16 commented, "I asked my parents the words, and they helped me. Since she has time, we can ask our mother if we do not understand at home. However, the teacher sometimes does not have time at school, so we cannot ask questions".

DISCUSSION

This study, based on a mixed method research design, adopted the FCM in teaching English language lessons to young learners in a public primary school in Turkiye and aimed to examine the effects of the FCM on the students' vocabulary learning performance and retention of these items. The qualitative data results were supported by semi-structured interviews with the young learners about flipping experiences and perceptions in the ELT classroom.

When the Measurement 2 test results of the experimental group and control groups of students were examined, it could be seen that the vocabulary learning results of the students in the experimental group were significantly higher ($\overline{X}$ = 11.4) than the control group ($\overline{X}$ = 9.6) ($p<0.05$). It has been concluded that students studying with the FCM are more successful in learning vocabulary than students studying in the traditional classroom model. When the studies on the FCM are evaluated in general, the studies examining the effects of the model on academic achievement were conducted with different education levels and study groups. In this study, it was found that the model has a significant effect on student achievement. Thus, the results of this study were similar to the results of many studies in the literature (Balikci, 2015; Boyraz, 2014; Caliskan, 2016; Cibik, 2017; Ekmekci, 2014; Fahandezh & Mohammadi, 2021; Farah, 2014; Hao, 2016; Hung, 2015; Iyitoglu, 2018; Komec, 2018; Koroglu, 2015; Kaya, 2021; Kvashnina & Martynko, 2016; Leis, Tohei, & Cooke, 2015; Ozcelik, 2021; Saglam, 2016; Shaffer, 2016; Sahin, 2022; Utku, & Dolgunsoz, 2018).

One of the most prominent features of the FCM is that most of the class time is allocated to active learning activities, discussion, and group work (Bergmann & Sams, 2012). To this end, active learning activities conducted in the classroom positively affected students' better learning of vocabulary items. Similarly, Street, Gilliland, McNeil & Royal (2015) emphasized in their study that the FCM increases success because it enables in-class active learning experiences, interactive materials, peer interaction, collaboration, question-answer, and discussions.

As well as active learning opportunities, the FCM includes the advantages of individual learning (Bishop & Verleger, 2013). As also stated by the students during the interviews, the FCM allowed them to learn at their own pace by repeatedly watching the videos. As a part of the individual learning process, the students could study the lesson comfortably at home, whenever they want, and flexibly. However, in traditional education models, students need to have the chance to watch the course again. Therefore, it can be expressed that the ability to stop and restart the lesson in the learning process and repeat it as often as needed enabled students to manage their learning responsibilities and understand the lesson more clearly (Han, 2015; Ozcelik, 2021).

In addition, the vocabulary success of the experimental group could be attributed to the fact that the students fulfilled homework activities in the classroom under the guidance of the teacher; the teacher was able to provide immediate feedback, and the collaboration and interaction between the teacher and other students were higher compared to the traditional classroom. As Berrett (2012) suggests, the FCM offers students the opportunity to develop their high-level thinking with teachers' guidance and other students' support. The students in the experimental group had the opportunity to do more activities, to ask their questions to the teacher, and to receive immediate feedback. In addition, the fact that these activities were carried out in the classroom with the assistance of the teacher and their peers, without being perceived as homework, therefore, the psychological comfort of being able to get feedback and access teacher help immediately, may have contributed to their success (Sirakaya, 2015).

Moreover, as Fulton (2012) suggests, the FCM offers more diversified content than the traditional education model as it involves technology, attracting today's learners' attention and raising their motivation. The use of multimedia technologies in presenting the course to students and the presentation, video, audio, and visual technologies used to create a practical course has a positive effect on learning success (Fulton, 2012). According to the findings obtained from interviews analysis within the scope of the research, today's learners are enthusiastic about technology use in their lessons, and they are motivated to learn via technological tools more than traditional methods. In addition, it could be suggested that the use of technology has an effect on students' motivation which relatively affect their success as well (Karahan, 2001; Utku & Dolgunsoz, 2018).

Within the scope of this study, the participant students were also evaluated in terms of their level retention of these vocabulary items. According to the result of the delayed tests administered four weeks after the flipped class experience, it was found that the retention level of the students from the FCM group was higher than those taught by the traditional learning method, and this difference was significant ($p<0.05$). This result reveals that the FCM provides better permanent learning, which is congruent with the results of several other studies (Boyraz, 2014; Kim, Kim, Khera & Getman, 2014; Sirakaya, 2015; Sahin, 2022). In addition to the results related to vocabulary learning and retention, the results obtained from the semi-structured interviews with the students about the FCM show that most students have positive opinions about the method. In addition, most participants defined the FCM as a flexible and fun method that increases learning permanence and facilitates learning. They expressed positive thoughts about the continuation of the method for the English lesson as well as the idea of using it in different school subjects. In parallel with the findings of this study, many studies that conclude that students have positive views are also included in the literature (Boyraz, 2014; Day & Foley, 2006; Farah, 2014; Hung, 2015; Edis, 2016; Iyitoglu, 2018; Kaya, 2021; Kong, 2014; Lage, Platt & Treglia, 2000; Ozcelik, 2021; Pierce & Fox, 2012; Sahin, 2022).

The interview results yielded two main categories for the positive aspects of the FCM: the FCM at home and the FCM in English language lessons. Related to opinions of the FCM at home, most students emphasised the advantage of studying in a quiet and comfortable environment without any disturbance in the classes. Studies show that studying in silence enables students to reveal their mental capacities and think creatively (Elmore & McPeak, 2019). Also, on the use and impact of silence concluded that silence could provide a fruitful basis for a deeper understanding of classroom practice (Ollin, 2008). As well as offering opportunities for students to study in silence, the FCM helped them focus without distraction and listen deeply and carefully, enabling them to absorb and remember the content better.

Another point that the students found effective in learning at home is that they had the opportunity to learn at their own pace as they repeated the video course as many times as needed. Although the students have different mental capacities and learning paces, the limited classroom time and environment may hinder the teachers from explaining the subject as many times as the students fully comprehend; however, the students had the chance to do it at home via the FCM. Similarly, Zappe et al. (2009) stated that the ability to pause, repeat and rewind the videos allows students to learn as much as they want and whenever they need and assists them in making the subjects easier to understand.

Furthermore, another positive sub-theme that emerged during the semi-structured interviews is related to its effectiveness in learning English. The mostly referred advantage of the FCM model in learning is that it enables students to have advance preparation which increases the active participation of students during the lesson. The students stated that by receiving the basic information, watching the videos, and getting prepared before the lesson, they were able to participate in the classroom activities more willingly and fulfil the tasks more successfully during the lesson. As supported by the studies in the literature, the students, by getting prior knowledge of the subject, felt more confident, their interest and engagement increased, and they actively participated in activities carried out in the classroom (Basal, 2015; Zainuddin & Halili, 2015; Sirakaya, 2015).

In the interviews, the students stated that the FCM fundamentally affected developing a positive attitude toward the English course. The students reported that the advance preparation opportunity helped them to decrease the fear of making mistakes and having misunderstandings about the subject. In addition, having learned the vocabulary items, the students could fulfil the lesson tasks quickly, so they defined themselves as successful in learning English. This result can be interpreted as the FCM helping the students eliminate affective barriers for English lessons, develop positive attitudes towards the lesson and improve their confidence. Similarly, in his study, Nayci (2017) revealed that young learners have high self-esteem, motivation, and interest in academic activities in the FCM. Likewise, in the study conducted by Guc (2017), students stated that their success increased with the FCM applications, they could comprehend the content better, they participated in the lesson more actively, and having studied the lesson beforehand increased their participation in the lesson.

Moreover, the result of semi-structured interviews revealed that almost all the students were eager to have more English lessons based on the FCM. This situation may result from today's students, referred to as digital natives (Prensky, 2001), who are highly interested in technology and use technology and the internet in every part of their lives for nearly all their needs and purposes. Therefore, using the internet and technology for studying and learning new things may have been enjoyed and preferred as they are familiar with watching videos online. Reaching similar results, Pierce and Fox (2012) also suggested that the FCM is an applicable method for today's learners as the students already use the internet and technology for various purposes such as doing homework, entertainment, and communicating with each other; therefore, the FCM may have captured their interest and eagerness.

Furthermore, regarding the effect of the FCM on learning, the students stated that having learned the vocabulary items before the lesson, they had the opportunity to devote more time to various activities, practices, and games during the lesson compared to traditional lessons, so that the efficiency of the lesson increased. The result is consistent with the findings of Kaya's study (2021), which expressed that young learners could participate in various activities such as questions and answers, discussions, and creating materials in flipped Turkish classes. Similarly, in the study conducted by Topalak (2016), the participant students expressed that they could do more practice for piano lessons as they had learned the theory part of the lesson via the FCM. In addition, as the activities prepared by the teacher were based on group and pair work tasks, the students emphasized that the interaction and collaboration between each student increased during these activities. Similarly in the study of Unal & Unal (2017), the learners expressed that the FCM allowed more space to communicate with the teacher and other students better than the traditional classrooms. Therefore, it could be inferred that the FCM contributes positively to student interaction (Turan & Goktas, 2015).

Finally, in the FCM, the students were expected to determine the place and the time for studying the video. They were responsible for deciding the methods they would use to learn the vocabulary items. The interviews revealed that the students used different methods to learn words, solved the points they did not understand

by referring to various sources, and structured their learning. It has been observed that having students decide their study method for learning the items stimulated their sense of responsibility and encouraged them to find their best method for learning vocabulary. As similarly supported by literature, the results of Ozcelik's study (2021) suggested that young learners' awareness about the stages and features of producing a spoken output increased. They expressed that they realised speaking could be improved by spending sufficient time and effort on it. Also, the students' interviews yielded that the students were able to shape their learning process according to their preferences in the FCM, which also corresponds to their learning and learner autonomy (Bishop & Verleger, 2013; Han, 2015).

Apart from the positive opinions related to the FCM, this research also presents the possible challenges of the FCM from the students' perspectives. They mainly mentioned that the possible challenge of the model was the absence of the teacher during the video study period at home. As the video-watching process does not include any interaction between the students and the teacher, the students expressed their concerns about needing teacher assistance with any possible misunderstandings that might occur while studying. In case a need to ask questions might occur during the video study process, the need for more communication between students and the teacher might cause a decrease in their motivation and difficulty in their learning. In the literature, the absence of teachers' help and immediate feedback were expressed as a problem by students while watching videos (Guc, 2017; Sirakaya, 2015; Yavuz, 2016). Likewise, in Sahin's (2022) study, students' parents also expressed teacher absence as a problem, and the teacher's lack of physical authority during the learning process could have undesirable consequences. The parents pointed out that the learners not receiving support from the teacher during the video-watching process might ignore the lessons (Sahin, 2022). To eliminate this disadvantage, teachers might use social media platforms in the implementation process and establish communication for misunderstood topics or any questions.

The second challenge mentioned was accessing the technological facilities to study the video lesson. For FCM implementations, technological instruments are indispensable, therefore; the inadequacies of these instruments and the inability of most students to access the internet and computers make the model's applicability difficult. In his study, Yavuz (2016) emphasized that the participants needing the internet access required to watch videos and the equipment such as smartphones, tablets, laptops, or desktop computers required for pre-study might cause fundamental problems for the flipped implementations. In addition, Ozcelik's (2021) study, findings revealed that participant students sharing computer and technological instruments with other family members at home could face some problems with watching the video lessons. Thus, the teacher needs to consider students' access to technological instruments and internet connection when using the FCM. In addition, Strayer (2012) emphasized that the model entails students learning the lesson content outside of the classroom via technological devices, thus; it includes the risk of students having distracted by other sites instead of focusing on learning and studying the video. Primarly in terms of young students, the need to establish effective communication with parents and express the need for their observation and supervision arises at this point.

Besides, the interviewee students were asked to give their opinions about applying the FCM in other lessons like religious culture, math, or science. Most students expressed that the FCM could be implemented in all school subjects; some expressed that the FCM is better for school subjects based more on verbal skills rather than mathematical ones, as students might need more immediate feedback for these subjects. Similarly, Demiralay (2014) in her study indicated that the participant students were in favour of the FCM implementations in verbal lessons such as English, social studies, and religious culture lesson, while some students were hesitant to use the model in mathematical subjects as they might need to ask questions.

Besides, the interviewee students were also asked about their experiences during the FCM process regarding parental help they required during the study process, the study method, and the sources they used to comprehend the lesson. First, although some students did not require parental help, most expressed needing their parents' assistance to enter the flipped video website, asking for an explanation for unclear points and revising the newly learned items. In parallel with these findings, in Sahin (2022) study, the participant parents remarked that students asked for help, especially at the beginning of the flipping process, to enter the video site and for explanations of the images they did not understand. As many studies suggest, parental involvement in children's education from an early age significantly affects educational achievement (Wairimu, Macharia & Muiru, 2016; Gulevska, 2017). Thus, educators encourage parental involvement to support academic success and motivation. As suggested during the interviews, for the FCM implementation,

parental help is fundamental. Therefore, the FCM might be suggested as an excellent opportunity to involve parents in a child's education and establish effective communication between parents and educators.

Apart from the parental help during the video studying process, the students decided on their study method for the vocabulary items. While most expressed that they listened, repeated, and took notes, some expressed that they drew pictures and used association techniques. Furthermore, students expressed that they benefited from several sources during the study process, such as looking up the dictionary, using the internet and the course book to check meaning, and asking their classmates. Concerning this, as emphasised in the Common European Framework of Reference (CEFR), involving learners in planning, monitoring, and evaluating their learning and encouraging them to reflect on the process of their learning helps learners develop learner autonomy (Council of Europe, 2001). All in all, the FCM provides the opportunity for learners to realise their learning methods and allows them to be independent students. Thus, it could be an alternative method for fostering learner autonomy.

In light of the qualitative and quantitative data gathered in this research, the FCM could be suggested to create learning environments that support young learners' language learning in ELT classrooms.

LIMITATIONS

In this research study, the participant students were chosen according to some criteria, such as the student's academic achievement and motivation; therefore, the study results were affected by the students' readiness level and were limited to these specific groups. In addition, this study was conducted with a limited number of students with two separate groups as experimental and control. The results need to be generalised as the study was limited to one school term of experiment and one unit of concrete vocabulary teaching.

CONCLUSION

This study makes the following conclusions:

- The FCM is an effective way of improving the vocabulary learning achievements of primary school students. Both quantitative and qualitative data support that the FCM improves students' vocabulary learning performance.
- The FCM provides more permanent learning for vocabulary learning of primary school students. The vocabulary retention level of the students studying with the FCM is higher than those learning with the traditional learning method.
- The FCM provides more learning opportunities for learners. Since vocabulary teaching, which takes most of the time in English lessons, occurs outside the class. In-class time is allocated to student-centred and active learning activities such as various games, hands-on activities, and role-plays, increasing students' exposure to the target language.
- Learning vocabulary items via flipped video, as indicated in the study, is one of the students' most favourable factors of the FCM. They could study a video lesson at home where they were not distracted and could concentrate fully on it.
- The FCM can be considered an educationally effective model as the students in the study considered the model effective and beneficial in providing pre-preparation for the lesson.
- The FCM provides personalised learning opportunities for the students. The students expressed that through the opportunities the FCM offered, they could learn at their own pace and with their study methods.
- The present study also reveals that the students used various study techniques for learning vocabulary items in the video. Various study skills must be presented to students and taught to students to help them better develop autonomy in their learning.
- To sum up, with the conclusions mentioned throughout this study, the FCM has improved students' vocabulary learning proficiency and positively impacted young learners' English language learning. With the conclusions reached in this research, the FCM could be integrated into the English language teaching of primary school learners as a practical solution for their language learning.

BIODATA and CONTACT ADDRESSES of AUTHORS

Pinar SIK is an English Language teacher at National Ministry of Education in Istanbul, Turkiye. She gained her master degree in Canakkale 18 Mart University Department of English Language Teaching. Her master thesis is based on the flipped classroom model in young learners' language education. She has been teaching English to young learners for ten years in public schools. Her academic interest areas are young learners' language learning, educational technology and use of internet and e-games in language learning.

Pinar SIK
Bagcilar Primary School
Address: Bagcilar Primary School, 34200, Istanbul, Turkiye
Phone: +90 5455315002
E-mail: pinarsalve@gmail.com

Prof. Dr. Ece ZEHIR TOPKAYA is a full professor at Izmir Demokrasi University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching. She has taught several courses at undergraduate and graduate levels including Information Technologies, ELT Programs in Turkiye, Materials Design in ELT, Syllabus Design in ELT, Integrated Language Skills, Critical Pedagogy and ELT, ESP and EAP, Program Evaluation in ELT, Language Policies and Planning. She has publications on topics relevant to language teaching and learning, teacher education, language program evaluation, and ESP/EAP with a specific focus on needs analysis.

Ece ZEHIR TOPKAYA,
Izmir Demokrasi University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching.
Address:Izmir Demokrasi Universitesi Egitim Fakultesi Gursel Aksel Blv No: 14, 35140 Karabaglar/Izmir
Phone: +90232 260 1001
E-mail: ece.topkaya@idu.edu.tr

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APPENDIX 1

Screening Sheet for Vocabulary Items

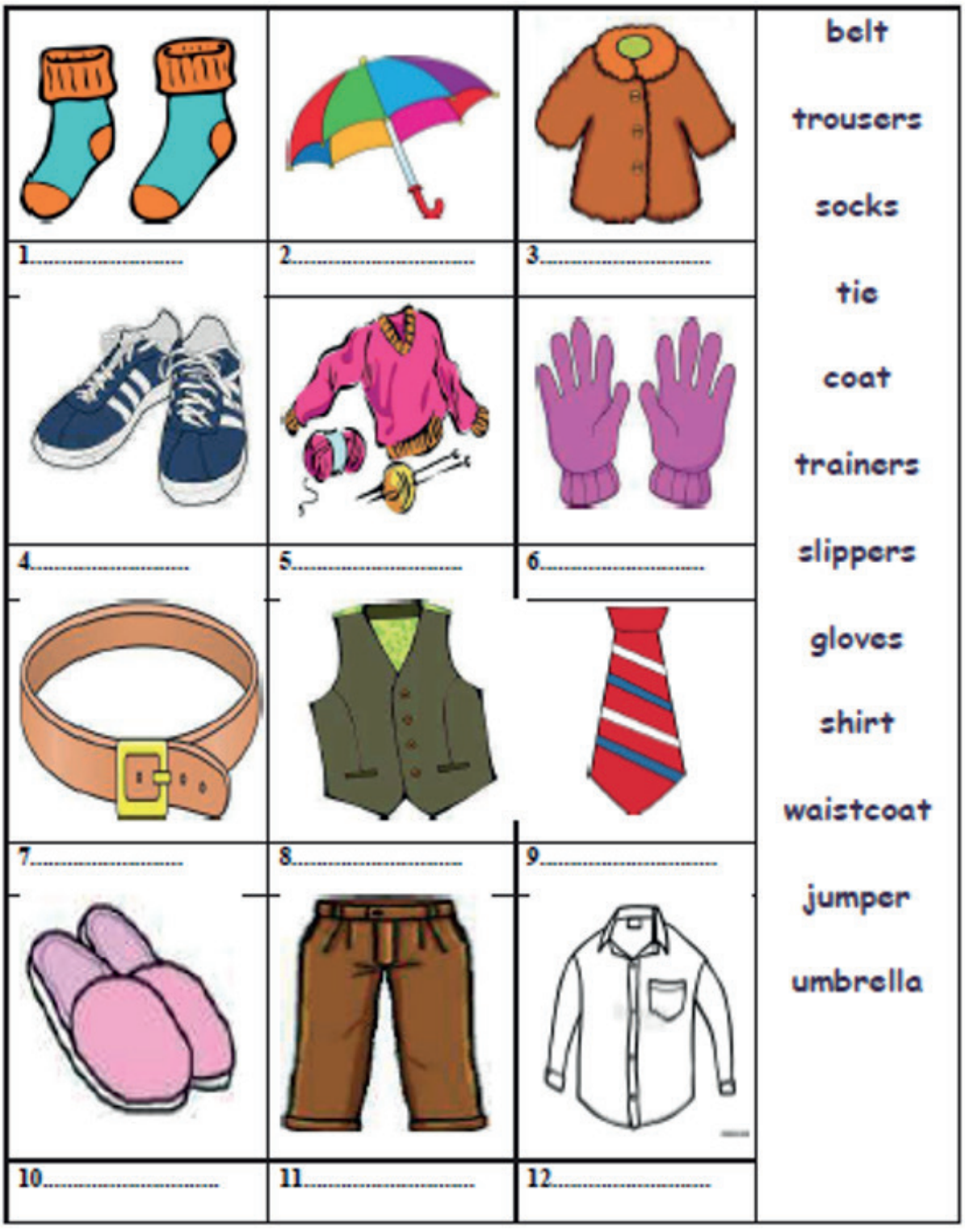
Aşağıdaki İngilizce kelimelerin Türkçe anlamlarını karşılarına yazınız.

- dress :
- coat :
- shoes :
- hat :
- skirt :
- trousers :
- jumper :
- scarf :
- tie :
- gloves :
- trainers :
- socks :
- waistcoat:
- slippers:
- trainers:
- belt:

APPENDIX 2

Measurement 1 Test, Measurement 2 Test and Delayed Test

Write the clothes under the pictures



Write the numbers of the clothes under the pictures

	.....			.....	1. shirt
	.....			.....	2. coat 3. slippers 4. waistcoat
	.....			.....	5. belt 6. trousers
	.....			.....	7. jumper 8. umbrella
	.....			.....	9. tie 10. gloves
	.....			.....	11. trainers 12. socks

Delayed-test

Write the clothes under the pictures

			belt
1.....	2.....	3.....	trousers
			socks
4.....	5.....	6.....	tie
			coat
7.....	8.....	9.....	trainers
			slippers
10.....	11.....	12.....	gloves
			shirt
			waistcoat
			jumper
			umbrella

APPENDIX 3

Interview Questions with Experimental Group of Students

Ters Yuz Sinif Modeli Ogrenci Gorusme Formu

Sinif Disi Surece Iliskin Gorusler

Genel Algilar:

Sizlerle Ters Yuz Sinif Modeli isimli bir uygulama yaptik. Evde ders videosunu seyrettin ve sinifta da etkinlikleri yaptik. Simdi calismanin en basini evdeki video dersini dusunerek cevaplamani rica ediyorum.

1. Bu evde izledigin kiyafetler ile ilgili video ders hakkinda genel olarak ne dusunuyorsun?

a. Olumlu/ guzel buldugun yonleri oldu mu? Evet, ise en cok hangi ozelliklerini begendiniz?

b. Zor/karmasik veya olumsuz buldugun yonleri oldu mu? Evet, ise en cok hangi ozelliklerini begenmedin?

Teknik Surec:

2. Evde bilgisayari acmak/ kapatmak, ders videosunu acmak, siteye erismek hususunda problem / zorluk yasadin mi? Yasadiysan ne yaptin? Nasil cozdun?

Evde Izleme Sureci:

3. Ders videosunu evde nasil yaptin? Dersi nasil calistin?

a. Videoyu izlerken ne yaptiniz?

b. Kelimeleri ogrenmek icin ne yaptin? Nasil bir yontem kullandin?

c. Anlamadigin bir sey oldugunda baska kaynak kullandin mi?

d. Evdekilerden yardim istedin mi? Evet ise. Ne siklikta ve ne icin istedin? Ne kadar yardim ettiler?

4. Video ders anlasilir miydi? (Zor oldu mu? Kolay miydi?)

a. Evet ise. Nasil anlasilirdi? Anlasilir olan neydi?

b. Hayir ise. Hangi kisimlari anlasilmadi? Neden?

5. Video icin neler dusunuyorsun?

a. Kayit temiz miydi? Goruntu ses kalitesi iyi miydi? Resimleri acik miydi? Yazilar gorunur muydu? Uzun muydu? Sikici miydi? Egleneli miydi? Muzik nasildi?

b. Video beni/baska bir ogretmen olsaydi olur muydu? Ne hissederdin?

Surec Degerlendirme:

6. Video ders ile Ingilizce kelimeleri evde ogrenmek nasildi?

a. Olumlu/ guzel buldugunuz yonleri oldu mu? Evet, ne acidan olumlu?

b. Zor/karmasik ve ya olumsuz buldugunuz yonleri oldu mu? Evet, ne acidan olumsuz?

Sinif Ici Uygulama ile Ilgili Gorusler

Ders Ici Surece Iliskin Algilar:

Simdi ders ici etkinlikleri dusunmeni istiyorum.

1. Ders videosunu ile dersi ogrendik, sinifa geldigimizde ogretmenimiz ile dogrudan etkinlikler ile derse basladik, bu yontemle ile ilgili ne dusunuyorsun?

a. Olumlu/ guzel buldugunuz yonleri oldu mu? Evet, ise en cok hangi ozelliklerini begendin?

b. Zor/karmasik ve ya olumsuz buldugunuz yonleri oldu mu? Evet, ise en cok hangi ozelilerini begenmedin?

Sinif Etkinlikleri:

2. Ters yuz sinif modelinde sinif icinde yaptigimiz etkinliklere iliskin dusuncelerin nelerdir? (fayda, kolaylik, zorluk, istekli olma)

3. Etkinlikler sirasinda yasadigin problemler oldu mu? (gec kalma, anlayamama, takip edememe)

Genel Degerlendirme:

4. Geleneksel yontemde okulda dersimizi, evde de odev olarak etkiliklerimizi yapiyoruz. Fakat ters yuz sinif uygulamasinda evde dersi ogrendik, sinifta etkinlikleri ogretmen rehberliginde yaptik. Sence etkinlikleri sinifta dersi evde yapmak mi daha verimli, eski yontem mi daha verimli? Neden?

5. Ters yuz dersimizin sonunda tekrar eve ode verilmedi. Bu durumda ne dusunuyorsun? Verilmeli miydi? Neden?

6. Ingilizce derslerinizde bu modelin kullanilmasina hakkinda ne dusunuyorsun?

a.Olumlu/ guzel buldugunuz yonleri oldu mu?

b.Zor/karmasik ve ya olumsuz buldugunuz yonleri oldu mu?

c.Bu yontemi kullanmaya devam edelim mi? Neden?

7. Baska dersleri de bu sekilde ogrenmek nasil olurdu ne dersin? Diger derslerde de (din kulturu, matematik...) Sinif ogretmeniniz de bu yontemi kullanmasini ister misin? Neden?

8. Ters yuz sinif yontemi hakkinda baska soylemek istediklerin ve bir daha ki sefer icin onerilerin var mi?

APPENDIX 4

Flipped Classroom Web Site on Weebly