Id: 1477026

Participatory Educational Research (PER)
Vol.11(6), pp. 20-38, November 2024
Available online at http://www.perjournal.com
ISSN: 2148-6123
http://dx.doi.org/10.17275/per.24.77.11.6

The Effect of The Flipped Classroom Model on Student Opinions and Reading Comprehension Skills in Teaching Turkish to Foreigners

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Article history

Received:
02.05.2024

Received in revised form:
09.07.2024

Accepted:
21.08.2024

Key words:
Teaching Turkish to foreigners; flipped classroom model; reading skills

In this study, it was aimed to reveal effect of flipped classroom model, one of the new models in language teaching, on student opinions and reading comprehension skills in teaching Turkish to foreigners. The research, prepared according to the mixed method, was conducted for 12 weeks with 37 students studying at B1 and B2 level at Atatürk University TÖMER (Turkish Teaching Center) in Erzurum, Türkiye, in 2021-2022 Academic Year. In the experimental phase of the research, a quasi-experimental research design with a control group, which is frequently used among experimental designs, was used. During the 12 weeks which the experimental application was carried out, the subjects were taught in experimental group in line with the functioning of flipped classroom model (FLP). In the other group (control group), it was processed in accordance with curriculum specified in current program. In qualitative phase, interviews were conducted with experimental group students to learn their opinions about the model. According to the research results, when post-test success scores of the two groups were evaluated, it was seen that there was a statistically significant difference in favor of group to which the FLP model was applied. According to findings obtained from interviews with the students who experienced the model, it was seen that the students generally expressed positive opinions.

Introduction

Information technologies, which are included in many areas of daily life, have been included in educational processes in recent years and affect activities in this field. The possibility of accessing information anytime and anywhere, the perception of lifelong learning as a necessity, and the constant renewal of technological tools lead societies to make some changes in the field of education.

One of the educational models that aims at student-centered and technology-based learning that can appeal to learners with different individual speeds and capacities, even if they are in different times and places, is the "flipped classroom model". This model is called “blended”,

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“hybrid”, “inverted”, “flipped” or “mixed” in studies abroad; in Turkey, it is called "blended", "internet-based", "mixed", "transformed", "reverse structured", "flipped" learning (Kirmizi & Komec, 2019). The flipped classroom model, in its most general definition; it is an application that aims for learners to learn course content outside of school and to do homework at home (Bergmann & Sams, 2012).

The people who made the flipped model known around the world are Jonathan Bergmann and Aaron Sams. These two teachers, who saw that students who attended social activities Colorado missed some lessons, developed a system for students to follow the lessons and make up for them. They recorded the lessons as videos and published them on YouTube. However, researchers found that students who were in class and did not miss classes also watched the videos, so they started recording and publishing all course content as videos (Tucker, 2012). These videos, which they published after a while, aroused curiosity in other people and especially attracted the attention of educators. This model, which was found as a solution to help students who miss classes to compensate for their shortcomings and learn, has thus turned into a global approach that is in demand.

The term "flipped", whose dictionary meaning is "to turn upside down", is explained as the reversal of the current teaching method (Yavuz, 2016). In this model, which, unlike current education, turns the classroom into a home and the home into a classroom (Brunsell & Horejsi, 2013), the teacher prepares the course content in advance and uploads it to the online platform and these prepared contents are watched by the students. In the classroom, group work, problem solving and discussions are carried out rather than lectures. Strayer (2012) also states that the two main elements of the flipped classroom are "individual field practices carried out outside the classroom" and "active educational activities in the classroom".

The student is at the center of the Flipped Classroom (FLP) model, and everything is prepared for the student (Bergmann & Sams, 2012). In this model, students participate in more classes, and exhibit collaborative and communication-based attitude (Tucker, 2012). In the FLP model, since the student comes prepared by learning the knowledge part of the course at home, the teacher in the role of guidance uses the time to better understand and reinforce the subject the student has already learned through various activities, rather than giving lectures (Fulton, 2012).

Flipped classroom model in teaching Turkish to foreigners

FLP model is mostly used in language teaching and positive results are obtained. It is known that the model increases academic success and provides many benefits to the instructor and the learner (Cetin, 2017). Nowadays, the issue of how effective and efficient language education can be achieved, with which methods and techniques, is discussed other countries. Many countries in the world are updating their existing language education systems according to technological developments, and searches in this regard are increasing. When we look at the language teaching experiences of foreign countries, it is understood that institutionalization, dissemination and success in teaching Turkish to foreigners have not yet been achieved (Biçer vd., 2014; Er vd., 2012; Özyürek, 2009). The FLP model provides students who do not receive education in their native language with the opportunity to watch course content over and over again.

Educational approaches and practices that are presented in the same manner and in a standardized manner to the target learner population, which differs from each other in terms of cognitive and affective characteristics, are gradually losing their importance. Flexible, utilitarian, technology-integrated education models that give importance to individual

differences, do not require being in the same environment and time, are gaining value day by day (Dottrens et al., 1968).

One of the education models that aim at student-centered and technology-based learning, which can appeal to learners with different individual speeds and capacities, even if they are in different times and places, is the flipped classroom model (Bergmann & Sams, 2012). It is seen that this model, which is a current and new teaching practice, is used more widely in the world than in Turkey. The model, which reshapes teacher-student behavior, is introduced to the science and education community on many educational platforms, universities, virtual environments and through academic studies.

In this research, it was determined whether the FLP model, which has become very popular in the world in recent years, especially in foreign language teaching, is effective in increasing success in teaching Turkish to foreigners. It is thought that these studies in the field will make the work of faculty members easier, inspire them about different methods, and help teach Turkish in a shorter time and permanently. As a result, it is thought that the application of the flipped classroom model, which is becoming increasingly widespread in the world and used as a current teaching method, in teaching Turkish to foreigners will be beneficial for the field.

Purpose of the research

The research was prepared to reveal effect the FLP model for student opinions and reading comprehension skills in teaching Turkish to foreigners. The questions of the research prepared for this purpose are as follows:

(1) Is there a significant difference between the pre-test scores of the students in both groups in the study?
(2) Are the pre-test scores and post-test scores different for the students to whom the FLP model is applied?
(3) Are the pre-test scores and post-test scores different for the students studying in the current learning environment?
(4) Are the post-test scores of students who participated in the application and those who did not participate different?
(5) Are the post-test scores different after controlling for the pre-tests?
(6) What opinions did students who experienced the FLP model express?

Method

This research was prepared in accordance with the explanatory sequential design, most frequently used designs among mixed methods research designs. Mixed method is a research method in which quantitative and qualitative data are collected, blended and analyzed in order to better understand the research problem (Creswell, 2015), which has been used extensively in recent years and provides the opportunity to access detailed information (McMillan & Schumacher, 2010). The most important advantage of this method is to build the study on the strengths by eliminating the deficiencies or disadvantages that may arise when quantitative and qualitative research methods are used alone. In the explanatory sequential design, the aim is to start with the quantitative phase and use qualitative methods in the next phase to better explain the quantitative results (Creswell, 2012/2019). In the research, firstly, quantitative data was collected and analyzed, and then, by using qualitative method, in-depth information about the quantitative results was tried to be obtained.

Quantitative stage of the research

In the quantitative phase, the quasi-experimental research design with pre-test post-test control group was preferred among the experimental designs. Experimental process is shown below.

Table 1. Quantitative stage of the research

GROUPS	PRE-TEST	APPLICATION	POST-TEST
The group which the FLP model is applied	Achievement Test	Implementation of the FLP Model	Achievement Test
Control Group	Achievement Test	Course Delivery According to the Current Program	Achievement Test

Qualitative stage of the research

In the study, phenomenology design was used. This design focuses on people who have personally experienced the phenomenon examined by the research and can provide information about this phenomenon (Yildirim & Simsek, 2016). The basic data collection tool of phenomenological research is interview.

Working group/participants

Determination of the working group for the quantitative phase

Purposeful sampling was used to collect quantitative data. In this context, two B1 level classes studying at Atatürk University TÖMER were determined as control and experimental groups. Considering results of previous studies, it was decided to apply the model to foreign students at intermediate level (B1-B2) in teaching Turkish to foreigners. It is envisaged that students at this level will facilitate the application process if they have a basic level of Turkish proficiency to understand the explanations and applications to be made before the application. At B1 level, there were 19 students in the class where the FLP model was applied, and 18 students in the other class. At the end of 6 weeks, 2 students in the class where the FLP model was applied and 3 students from the other group left the class because they could not pass the B1 proficiency exam. Working with these participants continued in the second six-week part of the application.

Determining the participants to be interviewed

The people to be interviewed were determined through criterion sampling. The opinions of individuals (13 people) in the experimental group to whom the FLP model was applied were taken.

Data collection tool

Development stages for data collection tools and their validity and reliability studies are explained in detail below.

Academic achievement test for teaching Turkish to foreigners

The "Program for Teaching Turkish as Foreign Language" was examined and the B1 and B2 level reading comprehension skill gains were determined and the table of specifications

was prepared in line with these gains. By examining the achievements and textbooks, a multiple-choice test consisting 60 questions at various difficulty levels was prepared. The specification table and the draft achievement test were evaluated by experts in the field and face and content validity were determined with the guidance of these experts. According to recommendations, some questions were rearranged, and the test was reduced to 25 questions. The pilot application of the research continued online with 15 students at Istanbul University TÖMER for one class hour.

Item difficulty and discrimination analyzes

The validity of test was determined by calculating difficulty and discrimination indexes of each item in line with the item analyses. First of all, students' scores were ranked from high to low, and 27% lower group and 27% upper group were determined in line with the score ranking. Indexes were calculated for each question according to lower and upper groups.

As a result of the first analyses, average item difficulty index was determined as 0.56 and average discrimination index was determined as 0.53. In the achievement test consisting of 25 questions, after 5 questions with low discrimination (questions 5, 7, 10, 14, 19) were removed, 20 questions remained in the test. As a result of the change, average item difficulty index was calculated as 0.52 (medium difficulty), and the average discrimination index was calculated as 0.61. Achievement test is ideal in terms of difficulty level, since its difficulty level is approximately 0.50 (Tekin, 2010). Since the average value is greater than 0.40, it can be said that the discrimination feature is very good (Buyukozturk, 2010). The reliability of the pre-application data was determined by performing a KR-20 reliability analysis. According to the analysis result, the KR-20 reliability coefficient is 0.87. According to Tezbasaran (1996), the desired reliability level for measurement tools is 0.70. The reliability of the achievement test was considered satisfactory according to this value and the test was made ready for actual application.

Semi-structured interview form

In the research, the opinions of the experimental group students who experienced the flipped classroom model application were consulted. A semi-structured interview form consisting of open-ended questions was prepared by the researcher. The created form was examined by 1 measurement and evaluation field expert and 3 teachers teaching Turkish to foreigners. With expert advice, the last two questions were changed, and their synonyms were used instead of the two words mentioned. After the necessary corrections were made, a trial interview was held with two students who were not included in the application to determine the clarity of the questions. It was determined that the questions were generally understandable, and the interview form was finalized and made ready for application.

Research Process

Experimental application phase

Experimental application of the research; it took place in three steps: planning and preparation phase, application phase and final testing phase. For the research, test was applied to two B1 level classes studying at Atatürk University TÖMER during one class hour. As a result of the analysis process, classes with similar success levels were determined as the control and experimental groups. Since the researcher would not take an active role in the classroom

during the experimental application, the approval of the teachers teaching the classes was obtained, and the experimental group students were met. Contact information was obtained, information about internet access was obtained, and information was given about the flipped model and its operating process.

Preparation of course contents

The course contents, which constitute the out-of-class dimension of the FLP model, covering 1 week of trial application and 11 weeks of actual application, and were uploaded to the Edpuzzle application, which allows the use of the FLP model. Application's interface is understandable, easy, completely free, and compatible with devices such as tablets and mobile phones are among reasons why the platform is preferred. In addition, the availability of reports such as video viewing rates, answers to questions, and true-false rates are among the reasons for using the application.

Course contents have been created for the B1 and B2 level reading comprehension skill acquisitions in the Program for Teaching Turkish to Foreigners prepared by the Turkish Maarif Foundation. Web2 tools such as Edpuzzle, Powtoon, Canva, Wordwall and Zoom were used in the preparation of the videos.

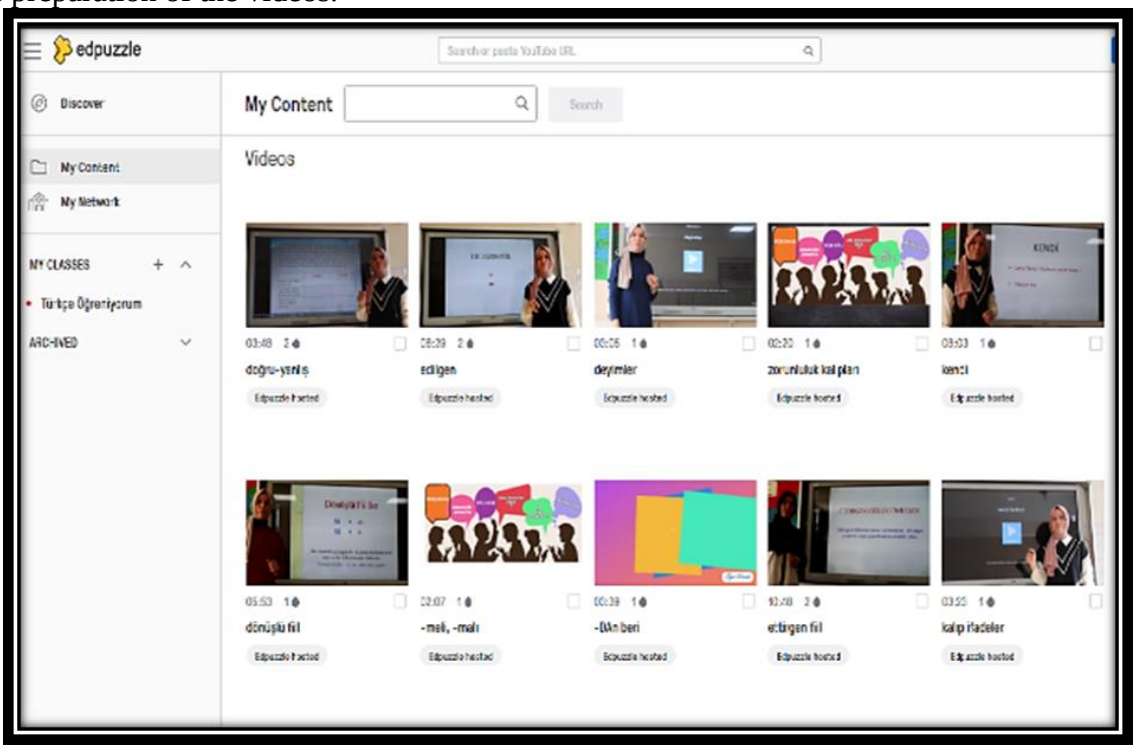

Figure 1. Screenshot of videos uploaded to Edpuzzle platform.

The 38 videos prepared as above were uploaded to Edpuzzle platform by researcher before experimental phase started. Videos were prevented from continuing without answering the questions. In addition, worksheets were also prepared to be used in classroom activities. The subject was reinforced by doing a lot of individual and group work on the course prepared in class for 12 weeks. In control group, subject was taught in accordance with current method.
When the experimental phase ended, effect of the FLP model on academic success of the experimental group was aimed to be revealed by conducting a post-test.

Analysis of data

The following analyses were performed for quantitative data. First of all, Kolmogorov-Smirnov and Shapiro-Wilk tests were applied to find out whether the data was normally distributed. The tables below (Table 2 and Table 3) include the results of normality test.

Table 2. Normality test results for pre-test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Groups	Statistic	n	p	Statistic	n	p
Experimental group	.164	19	.19	.939	19	.257
Control group	.121	18	.200	.951	18	.437

According to Table 2, the pre-test data showed normal distribution. Additionally, it was observed that normality was achieved in the q-q plot and histogram graphs.

Table 3. Normality test results for post-test

	Kolmogorov-Smirnov			Shapiro-Wilk		
Groups	Statistic	n	p	Statistic	n	p
Experimental group	.188	17	.111	.930	17	.216
Control group	.113	15	.200	.983	15	.987

According to Table 3, findings of post-test showed a normal distribution. Additionally, normality was achieved in the q-q plot and histogram graphs.

Analysis of qualitative data

Qualitative data analysis was conducted to show opinions of experimental group students about this method. In the study, descriptive analysis was applied and NVIVO program was used to perform the analysis process more quickly and accurately. This program; It helps make sense of a complex data set by performing fast searching and indexing (Creswell, 2015). The researcher described the data in detail by creating themes in line with the records in the interview forms filled in during the interviews with the students.

Results

Findings regarding the first problem in the research

Independent Groups T-Test was applied to the first question in the research. Table 4 shows the findings of the test results.

Table 4. T-test results of the pre-test results of both groups

	N	X	ss	sd	t	p
Experimental group	19	10.26	3.19	35	.387	.701
Control group	18	9.83	3.55			

In the table above, pre-test success score mean of the students in the group to which the FLP model was applied (X = 10.26; SD = 3.19) and pre-test success score mean of the students in the other group (control group) (X = 9.83; sd = 3.55) (t (35) = 0.387; p>.05). Accordingly, there was no statistically significant difference in the pre-test mean scores of both groups.

Findings regarding the second problem in research

Dependent Groups T-Test was applied to the second question in the research. Table 5 shows the findings of the test results.

Table 5. Dependent groups t-test results for experimental group students' pre-test and post-test results

	N	$\bar{X}$	ss	sd	t	p
Pre-test	17	10.23	3.38	16	-11.045	.000
Post-test	17	18.05	1.34			

p>0.05

In the table above, the arithmetic means show statistically significant difference. Arithmetic mean of the pre-test success scores ($\bar{X}$=10.23; sd=3.38) and post-test success scores ($\bar{X}$=18.05; sd=1.34) (t(16)=- 11.045; p<. 05) of the students in the group where the FLP model was applied. The obtained effect size value is η2=0.88. Based on this finding, it is seen that the FLP model has great impact on academic success of the experimental group.

Findings regarding the third problem in the research

Dependent Groups T-Test was applied to third question in the research. Table 6 shows the findings of the test results.

Table 6. Dependent groups t-test results for the achievement test pre-test and post-test results (control group)

	N	$\bar{X}$	ss	sd	t	p
Pre-test	15	10.13	2.44	14	-4.785	.000
Post-test	15	13.06	2.18			

p>.05

In the table above, the arithmetic means show statistically significant difference. Arithmetic mean of pre-test success scores ($\bar{X}$=10.13; sd=2.44) and post-test success scores ($\bar{X}$=13.06; sd=2.18) (t(14)=- 4.785; p< .05) of the students in control group. The obtained effect size value is η2=0.62. Based on this finding, it is understood that current method has great impact on academic success of control group.

Findings regarding fourth problem in research

Independent Groups T-Test was applied to fourth question in the research. Table 7 shows the findings of the test results.

Table 7. Independent groups t-test results applied for post-test results

	N	$\bar{X}$	ss	sd	t	p
Experimental group	17	18.05	1.34	30	7.883	.000
Control group	15	13.06	2.18			

p>.05

According to the table, the arithmetic mean of post-test scores of group to which the FLP model was applied ($\bar{X}$=18.05; sd=1.34) and arithmetic mean of post-test scores of students in the control group ($\bar{X}$=13.06; sd=2.18) (t (30))=7.883; p<.05). When significance level of T value is evaluated, it is seen that there is a statistical difference between mean of two groups. Arithmetic mean of experimental group is greater than arithmetic mean of control group. Resulting effect size is η2=0.67. Based on this finding, it is seen that the effect of the FLP model

is great on the academic success of students. 67% of variability in the academic achievement of students in the group to which the model was applied and the control group is explained by the FLP model variable. The arithmetic mean of post-test success scores may indicate the existence of a statistically significant difference.

Findings regarding fifth problem in research

Regarding fifth question in research, Covariance Analysis was performed. In the study, pre-test measurements were defined as control variables. First of all, Kolmogorov-Smirnov and Shapiro-Wilk tests were performed to find out whether data was normally distributed in both groups.

Table 8. Normality test

		Kolmogorov-Smirnov			Shapiro-Wilk		
Method		Statistic	N	p	Statistic	n	p
pre-test	FLP model	.175	17	.176	.947	17	.405
	Classic method	.145	15	.200	.971	15	.879
post-test	FLP model	.188	17	.111	.930	17	.216
	Classic method	.113	15	.200	.983	15	.987

According to the table above, significance value is greater than .05 for students receiving education in accordance with FLP model and students receiving education with the current education system. This shows that the distribution is normal in both groups. As a second stage, using the One-Way ANOVA test, it was examined whether the groups differed in terms of the control variable.

Table 9. ANOVA results on pre-test scores

	Sum of Squares	Sd	Mean Squares	F	p
Intergroup	.083	1	.083		
Within groups	266.792	30	8.893	.009	.924
Total	266.875	31			

According to the Independent Samples One-Way ANOVA test, the p value is greater than .05. It appears that there is no significant difference between the groups in terms of pre-test scores.

As a third stage, it was checked whether there was linear relationship among control and dependent variable. Scatter plots were used to test this.

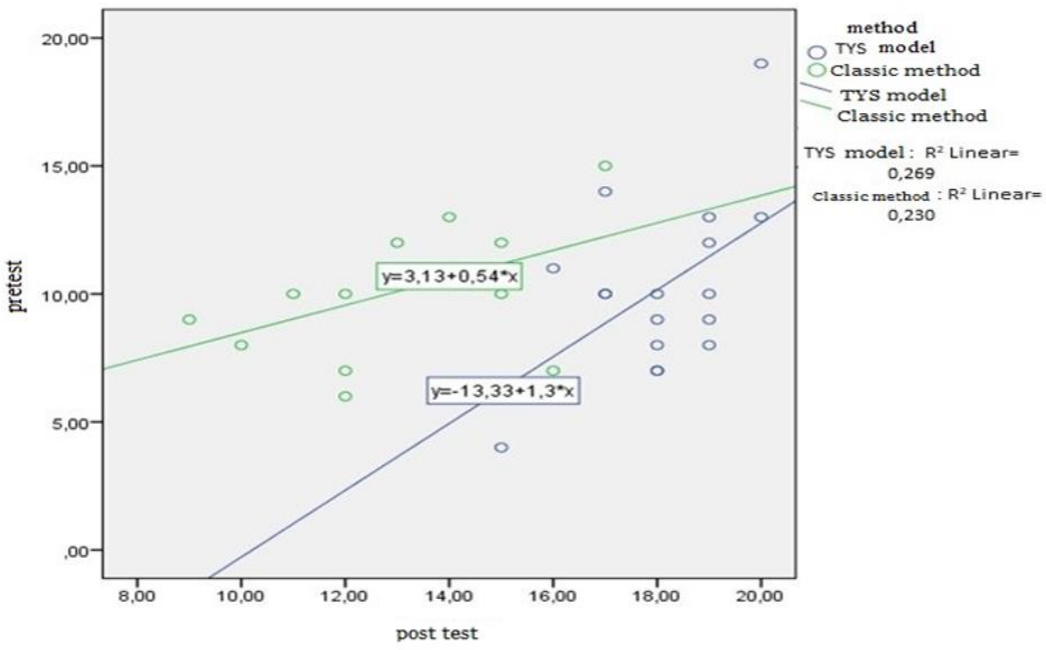

Figure 2. Screenshot of videos uploaded to Edpuzzle platform.

According to the scatter diagram, linear relationship is detected among dependent variable and control variable in both groups.

In the fourth stage, analysis was made to check the equality of variances; it was tested whether there was a method*pre-test joint effect on the post-test scores.

Table 10. Levene test

F	df1	df2	p
2.330	1	30	.137

Independent variable: post-test

When the table is examined, it is understood that variances of groups are homogeneous since p value is greater than .05. Table 11 shows the ANOVA results.

Table 11. Method*pre-test common test results

Source of Variance	Sum of Squares	Sd	Mean Squares	F	p
Method	27.101	1	27.101	10.435	.003
pre-test	23.141	1	23.141	8.910	.006
method * pre-test	2.833	1	2.833	1.091	.305
Mistake	72.720	28	2.597		
Total	8201.000	32			

The p value for “method*pre-test” interaction is greater than 0.05. Therefore, the regression slopes in the groups are equal. It seems that the "method*pre-test" joint effect is insignificant. The calculated F value was 10.435 and the significance value related to this F value was found to be .003. When the pre-tests are taken under control, it is understood that there is significant difference between post-test achievements of groups in which different teaching methods were used. Table 12 shows descriptive statistics.

Table 12. Descriptive statistics for post-test scores

Method	N	Mean	Adjusted Mean
FLP model	17	18.05	18.04
Classic method	15	13.06	13.09

New means were obtained by correcting the post-test means of groups trained with different methods according to pre-test achievements. Table 13 shows the ANCOVA results regarding whether observed difference among groups' corrected post-test mean scores is significant or not.

Table 13. ANCOVA results of post-test scores recalculated according to pre-test scores by groups

Source of Variance	Sum of Squares	sd	Mean Squares	F	p
pre-test	20.321	1	20.321	7.800	.009
Group	196.301	1	196.301	75.347	.000
Mistake	75.553	29	2.605		
Total	8201.000	32			

When the ANCOVA results are examined, post-test mean scores of groups trained with different methods, corrected related to pre-test results, show difference. $F_{(1,29)} = 75.34$, $p < .01$. When the Bonferroni test results among the corrected post-test success scores are examined, the arithmetic mean of post-test success scores of the group trained according to the flipped classroom model ($\bar{X}$=18.04) is higher than the mean of other group trained with the classical method ($\bar{X}$=13.09).

Findings regarding the sixth sub-problem (findings regarding qualitative data)

In the sixth question of the research, students who experienced the flipped classroom model and volunteered for the interview were interviewed to learn their opinions, suggestions and criticisms about the model. According to the data obtained as a result of the interviews, student opinions were collected in 3 themes:

- Students' opinions on the out-of-classroom application of the FLP model
- Students' opinions on the classroom application of the FLP model
- Students' general opinions on the FLP model

Students' opinions on the out-of-class application of the FLP model (video watching phase)

Student opinions were collected in three categories as "benefits, problems experienced and liked applications". Table 14 shows the categories, codes and frequencies of student opinions.

Table 14. Students' opinions on the video watching phase of the FLP model

Category	Code	Frequency
Benefits	Opportunity to watch the topic over and over again	10
	Come to class prepared	13
	Listening to lectures in a comfortable and quiet environment	3
	Understand the subject better	13
	Ensuring permanent learning	11
	Good use of time	5
	Opportunity to do more classroom activities	7
	Take a screenshot	5
Problems Experienced	Trouble accessing the internet	1

	Some students do not watch the videos on time	2
	Inability to get immediate feedback to open-ended questions	1
	I didn't have any trouble	12
Popular Apps	Edpuzzle	13
	Powtoon	4
	Canvas	4
	Wordwall	4
	Zoom	7
	Powerpoint Presentation	10

Students' opinions on the benefits of out-of-class application of the FLP model (video watching phase)

Students were asked for their opinions on the benefits of out-of-class application of the FLP model (video watching phase) and the findings are shown below.

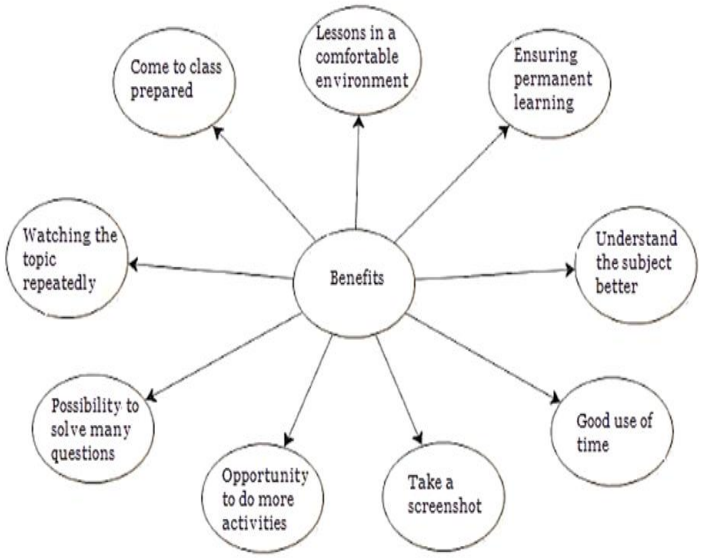

Figure 3. Students' opinions on the benefits of out-of-class application of the FLP model (video watching phase)

When asked about their opinions on the benefits of out-of-class application of the FLP model, interviewed students (n=13) said that they understood subject covered with FLP model better. Additionally, students (n=13) said that they came to lesson prepared, thanks to the FLP model. Student statements regarding the stated finding are given below:

"I didn't understand basic Turkish topics, but I learned the topics I had not understood on my own when I watched your videos." (Ö,1)

"You explain the topics I don't know, especially grammar, in your videos, I understand them very well." (Ö,7)

Students' opinions on the problems experienced in the out-of-class application of the FLP model (video watching phase)

Student opinions were asked about the problems experienced in the out-of-class application of the FLP model and the findings are shown below.

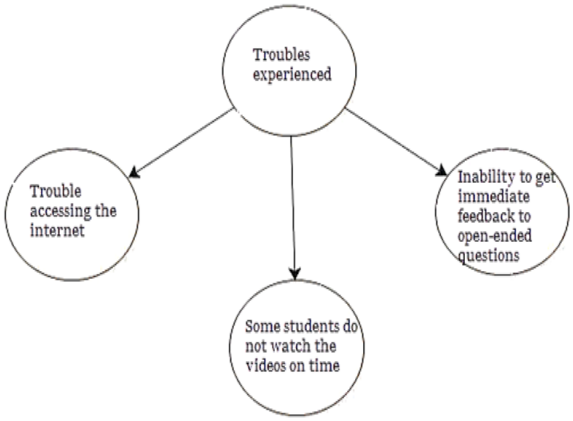

Figure 4. Students' opinions on the problems experienced in the out-of-class application of the FLP model (video watching phase)

In the interviews the majority of the students (n = 12) said there was no problem out-of-class application of the FLP model. One student stated that he occasionally had problems accessing the internet. It was also mentioned as a problem that some students did not watch the videos on time (n=2).

Student opinions on popular applications in the process of watching course contents of FLP model

Applications that the interviewed students liked most during the video watching phase of the FLP model are shown below.

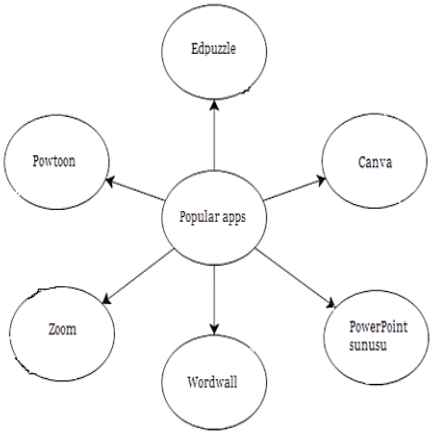

Figure 5. Students' opinions on the popular applications in process of watching course contents of FLP model

When the participants were asked their opinions about their favorite applications, it was seen that all of the students (n=13) liked the Edpuzzle application. There were also students who stated that they liked PowerPoint presentation (n=10), Powtoon (n=4), Canva (n=4) and Wordwall (n=4) applications.

Students' opinions on the in-class application phase of the FLP model

It was seen that student opinions were collected in two categories as "advantages and problems experienced". Table 15 contains categories, codes and frequencies.

Table 15. Students' opinions on classroom application phase of the FLP model

Category	Code	Frequency
Advantages	Share ideas	13
	Learn what you don't know from your friend	12
	Understand the subject better	13
	Permanent learning	6
	Learning with fun	5
	Increasing interest in the lesson	7
Problems Experienced	Don't hesitate	1
	I didn't have any trouble	13

Student opinions explaining benefits of group activities phase of the FLP model

Students were asked for their opinions for advantages of the classroom phase of FLP model and findings are shown below.

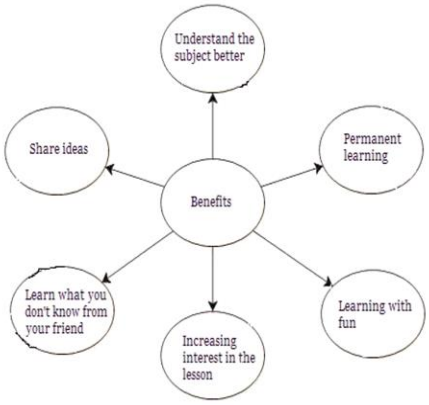

Figure 6. Student opinions explaining the advantages of the classroom phase of FLP model

According to the figure above, it is understood that the students (n=13) stated that the in-class phase of the FLP model was useful in terms of sharing ideas and better understanding the subject.

Student opinions regarding problems experienced during the group activities phase

When asked about their opinions on the problems experienced during the in-class application phase of the FLP model, it was seen that all of the students (n=13) said there was no problem in-class application phase of the FLP model. Only one student (n=1) stated that some female students were shy during group activities.

General opinions of students about the FLP model

Students were asked what their general opinions were about the FLP model, it was seen that student opinions were collected in four categories: "positive criticisms, negative criticisms, suggestions and thoughts for future use". The categories, codes and their frequencies are showed in Table 16.

Table 16. General opinions of students for the FLP model

Category	Code	Frequency
Negative Reviews	Need for internet	2
	Obligation to watch videos	2
Positive Reviews	Collaborative learning	10
	Making classroom activities fun	11
	No space or time limits	4
	Student being active	4
	Effective and efficient learning	12
	Increasing success	7
Suggestions	Videos may be longer.	6
	There may be more examples in the videos.	4
	There may be more questions in the videos.	2
	Immediate feedback can be received for open-ended questions.	1
Considerations for Future Use	I would like to use	12
	I don't want to use	1

Negative criticisms of students about the FLP model

Students were asked about their negative criticisms of the FLP model and the findings are shown below.

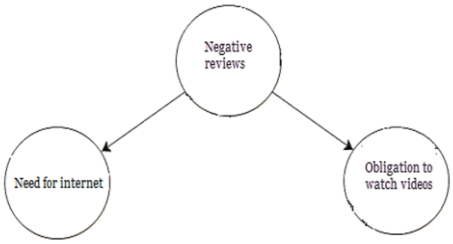

Figure 7. Negative criticisms of students about the FLP model

When asked about their criticisms of the FLP model, two students considered the obligation to watch videos in the FLP model as a negative situation. Additionally, the need for internet (n=2) was also mentioned as a negative situation.

Positive criticisms of students about the FLP model

Students were asked about their positive criticisms of the FLP model and the findings are shown below.

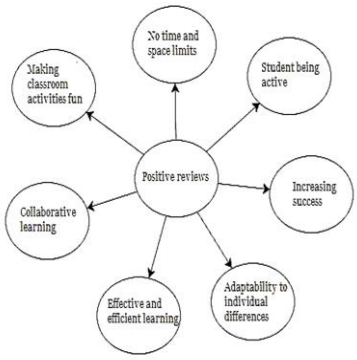

Figure 8. Positive criticisms of students about the FLP model

When asked about their criticisms of the FLP model, the majority of students (n=12) stated that the FLP model provides effective and efficient learning. In addition, students also made positive criticisms about the FLP model, such as the fun of classroom activities (n = 11), collaborative learning thanks to group activities (n = 10), and increasing success (n = 7).

Students' suggestions for the FLP model

Students were asked for their suggestions for the FLP model, and the findings are shown below.

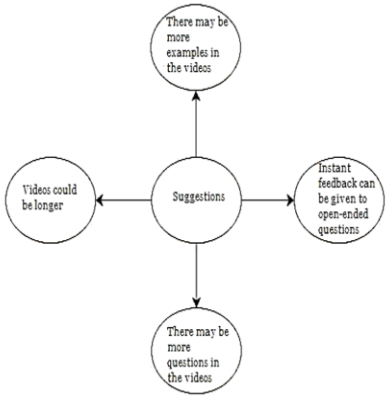

Figure 9. Students' suggestions for the FLP model

When asked about their suggestions for the FLP model, students indicated issues such as videos to be longer (n=6), having more examples in the videos (n=4), having more questions (n=2), and providing immediate feedback to open-ended questions (n=1).

Students' thoughts on using the FLP model in the future

Students were asked about their thoughts on using the FLP model in the future, almost all of them (n=12) said "I would like to use it." Only one student (n=1) stated that he would not want to use it. The student's statement regarding this finding is as follows:

"I don't want to use it. I already have a problem; I want to leave the phone. Of course, this model is also useful, but it cannot be done without a phone or a computer. I spend a full day on the phone anyway, so I wouldn't consider using this model." (Ö,10)

Discussion and Conclusion

In this study, it was aimed to reveal effect of FLP model on student opinions and reading comprehension skills in teaching Turkish to foreigners. According to the results obtained, academic success of group which was educated according to the FLP model was higher than the control group taught according to the current education model. In Strayer's (2007) study where he applied the FLP model in a statistics course, students were more successful than the current method. Similarly, there are many studies in the literature stating that the model increases the academic success of students in various branches (Baepler et al., 2014; Coşkun, 2023; Göğebakan et al., 2016; Karaaslan & Kaptan, 2023; Mattis, 2014; Street et al. , 2014).

Thanks to the model, students can internalize and comprehend the subjects according to their own level and pace, participate in many activities in the classroom, and their academic success increases. In the interviews, participants stated that they had the opportunity to watch the

subject over and over again, so they came to class prepared and understood the lessons better. These issues can be shown as effective reasons for the increase in success in the FLP model.

Contrary to the results of this study, there are also studies in the literature stating that the model does not have any effect on academic success (Butzler, 2014; Clark, 2013; Gross et al., 2015; Love et al., 2014). In his research planned according to the mixed method, Smith (2015) concluded that this model did not increase success, on the contrary, students educated with the current method had higher rates of completing their homework. In many studies in the literature, students expressed positive opinions, stating that they understood the subject better thanks to this model (Davies et al., 2013).

When asked about their opinions on the problems experienced in the out-of-class application of the FLP model, only one student stated that he occasionally had problems accessing the internet and had to watch some videos on his friend's phone.

All of the students determined that in-class phase of the FLP model was useful in terms of sharing ideas and understanding the subject better. Similarly, Gojak (2012) stated in his study that students were in solidarity with their friends during the lesson regarding the FLP model. Mason et al. (2013) stated that students' performance and self-confidence increased as a result of their collaborative work in the classroom.

The opinions of the students interviewed in the research about the model were generally positive, and their interest in the course and academic success increased with the application. In foreign language teaching, the active participation of the student in classroom activities is considered very important. The fact that the FLP model is shaped according to the constructivist approach and the person actively participates in the learning process shows that the method is suitable for the field. Communication skills are also developed through group activities carried out in the FLP model. Based on the idea that teaching Turkish should be done in the light of contemporary approaches and methods, it is thought that the use of the FLP model will contribute to the field in many ways.

Note

This study was produced from the doctoral thesis prepared by the 1st author under the supervision of the 2nd author.

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