



UZAKTAN EĞİTİMDE TERS YÜZ ÖĞRENME MODELİNİN YABANCI DİL DERSLERİNE UYGULANMASI¹

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Özet

Bu çalışma salgın dönemi uzaktan eğitim sürecinde bir Sivil Havacılık Kabin Hizmetleri programının İngilizce derslerinde ters yüz öğrenme modelinin uygulamasının çıktılarını keşfetmeyi ve öğrencilerin bu yöntemle öğrenmeye karşı bakış açılarını belirlemeyi amaçlamıştır. Açıklayıcı sıralı karma yöntemler araştırması olarak tasarlanan bu deneysel araştırma, uygun örnekleme yöntemi ile erişilen odak grubu ve kontrol grubunda yer alan toplam elli beş birinci sınıf Sivil Havacılık Kabin Hizmetleri programı öğrencisiyle yürütülmüş, odak grubunda altı hafta boyunca ters yüz eğitim modeliyle dersler işlenmiş, daha sonra gruplar arasında öntest ve sontestler bağlamında bir fark olup olmadığı incelenmiştir. Nicel verilerin analizinin sonuçlarını desteklemek amacıyla odak grubundan bir grup öğrenciyle odak grubu görüşmeleri yapılmış ve sonuçlar kodlama yöntemi ile gruplandırılmıştır. Araştırmanın nicel sonuçları incelendiğinde sonuçlar arasındaki fark çok büyük olmamakla beraber odak grubunun sonuçlarında olumlu farklılıklar gözlemlenmiştir. Araştırma sonucunda nitel verinin incelendiği kısımdan önemli sonuçlara ulaşılmıştır. Öğrenciler ters yüz öğrenme modelinde düzenli ve esnek bir sistem olmasının, ders dışı yapılan ödev ve görevlerin olumlu etkilerinin olduğunu belirtmiş, modelin öğrenmeyi pekiştirdiğini ve konuşma için daha çok zaman sağladığını ifade etmiştir. Buna karşın belirtilen; daha rahat ve esnek sistemin çalışma düzenlerinde disiplinsizliğe sebep olması ve derste olduğu gibi anlık geri bildirim alamamanın eksikliği konuları sistemin geliştirilmesi gereken yönleri olarak sayılabilir. Öğrencilerin çalışma disiplinini sağlamak ve öğretmen desteğini artırmak için destekleyici bir sistem ile modelin başarısı artırılabilir. Öğrencilerin öz-disiplininin bu modelin başarılı olması üzerine etkisi ileriki çalışmalarda araştırılabilir.

Anahtar Sözcükler: Tersyüz eğitim, Uzaktan eğitim, İngilizce yabancı dil öğretimi.

IMPLICATION OF FLIPPED LEARNING MODEL TO DISTANCE EDUCATION IN TERTIARY LEVEL ENGLISH COURSES IN TURKEY AMID COVID-19 PANDEMIC

Abstract

The present study aimed to explore the outcomes of the implementation of the flipped learning method to a Civil Aviation Cabin Services program's online English as foreign language (EFL) courses during the pandemic, and to identify students' perceptions for learning with this model. Explanatory sequential mixed method design was used in this research in which fifty-five first year students of a Civil Aviation Cabin Services program as the focus and control groups were chosen according to the convenience sampling. In the focus group the lessons were conducted with the flipped learning model for six weeks, and then pre-test and post-test results were examined to check if there were significant differences. A focus group interview was also carried out with a group of students from the focus group to support the quantitative results and these qualitative results were analysed through coding. The results of the quantitative data showed some differences though not very significant. Yet, important results were reached through the qualitative data. Students stated the positive effects of the

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systematic and flexible aspect of flipped learning and the tasks and assignments, as well as reinforcement on the learning and having more time to speak. In contrast, the fact that having a more comfortable and flexible system can cause indiscipline in their learning and not being able to get instant feedback could be mentioned as some aspects that were shared which could be improved. To ensure students' discipline of studying and to increase teacher support, a support system could be integrated to increase the success of the model. The connection between students' self-discipline and the success of the flipped learning model can be evaluated in further research.

Keywords: Flipped learning, online education, blended learning, EFL classroom.

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1. INTRODUCTION

In March 2020, with the first Covid-19 case in Turkey, Higher Education Council in Turkey (YÖK) advised universities to give a three week-long break believing the epidemic would be under control soon. Following those three weeks, YÖK suggested universities "going online" in their courses and immediately all universities switched to online learning, whether they were prepared beforehand or not. Following this huge transformation, learning management systems (LMS) and online meeting platforms became rapidly popular and academicians were forced to adapt their courses and sources accordingly.

As one year passed amid a global pandemic and students and the academia had to adapt to the current situation, new needs and requirements were ensued regarding the working/studying environment and conditions of students. The purpose of this study was to explore the effectiveness of the flipped learning method on first year students' basic English courses. This study was conducted in a foundation university vocational school setting in Turkey where students had to work to be able to afford their education, consequently their demand for flexibility of the course attendance was high. Besides, the number of English Language instructors was not sufficient when compared to the number of lesson hours. With the light of these needs and evolving teaching/learning environments, flipped learning methodology came forward as an applicable methodology for the setting.

Flipped learning is a method in which students watch the course videos and other e-materials prepared by the instructor before the lesson and complete the low-level cognitive activities and form the basic knowledge and concepts before coming to school (Ökmen, 2021) and a "flip teacher" assigns his/her learners to complete the designed assignments either by themselves or in groups in an attempt to trigger more engaged and independent learning (Noroozi, et.al, 2021). The rationale of flipped classrooms is to facilitate students in becoming self-regulated learners (Ng, 2018).

1.1. Literature Review

The flipped learning model, which enriched the teaching and learning processes by means of a new system, was first put forth by two teachers of Chemistry (Bergmann & Sams (2012) who founded the model in order to compensate for the students that missed class for various reasons. The rationale behind such a need soon led to the idea of having recorded lessons and pre-recording especially the 'lecture' phase of a lesson and having students watch these at home which would therefore leave valuable lesson time to focus on the content which was not understood by the students.

In the flipped model of learning, students are not exposed to the new material in class which used to be the case for traditional classrooms. The students rather are exposed to the new topic along with the new materials prior to the actual lesson in school. Since some phases of the lesson are spared to be done at home beforehand, the teacher can have students do activities during the lesson which would help them understand the subject even better, and use the extra time saved from having students work before the lesson. The idea seems quite simple, however the implementation of it may not be as simple. The reasons for the implementation being more challenging are; preparing videos with professional quality, preparing materials for pre class work at home, also the fact that there might be resistance from the students to a new model or that they may not do what is required of them before coming to class. Nevertheless, there have been many attempts and lessons learned from trials to the implementation of the method which is thought to be 'the future of higher education' (Talbert, 2017).

There are some strengths to the model as well. One aspect of the model which is praised is that it promotes self-regulated learning and assigns students a more autonomous role, in charge of their own learning. This is all summed up in the definition given by the Flipped Learning Network (2014), a network assisting teachers with

the model, which states that ‘the direct instruction moves from the group learning space to the individual’ by means of ‘flipping’. One might think that teachers who gave students homework to prepare for class also did the same, however, there are some differences which make this a more modern and novel method. Having students do homework from a book or a ready material is not the same as having students watch the direct instructional videos prepared by their own teacher. Also in the class, a more active, dynamic and interactive environment is envisioned for working on the intakes by the student.

1.1.1. Flipped Learning in Language Education

If the model is considered from the perspective of a foreign language classroom, the number of classes using the model for teaching a second language is said to be rising (Han, 2015) There are many studies which prove that the model can help with increasing students’ confidence and motivation, improving performance, enhancing their learning of vocabulary and idioms (Kernagaran & Abdullah (2022) Though most of the results of studies were positive, there were also some limitations and challenges such as increased workload for teachers and students, inability to reach and work together with instructors, and issues with time management (Bush, 2021) Nevertheless the method was found to be effective in language teaching in a meta-analysis done on the subject (Turan & Akdag- Cimen, 2019).

To give an example of a study; Abdelshaheed (2017) aimed at investigating the effect of using Flipped Learning Model in teaching English language among female English majors in an Iranian University and the impact of the model on their success in two different English courses and identifying their feelings and satisfaction about flipping their classes. The author hypothesised a significant difference between pre-test and post-test results which favours the post-test after implementing the model. Even though the results confirmed the hypotheses and revealed that students scored significantly better after the implication of the model, the author comments that the instructors who are going to apply this model into their teaching have to create face-to-face communication time with students. Also it was suggested that more qualitative and quantitative data has to be derived upon identification of the potential of the model.

Chuang et. al. (2018) carried out a study to see the impact of language beliefs, motivation and self-efficacy in reading on the change between pre and post-language acquisition test scores in the flipped classroom, and among language beliefs, language motivations and self-efficacy in reading, which one contributes to the change through performances on quizzes in the flipped classroom. They used four instruments such as an L2 language acquisition test, a language-beliefs questionnaire, a reading self-efficacy assessment, and a motivation questionnaire to collect data. Results from this study show that even though self-efficacy for reading does not have effects on quizzes and post-test, language learners with higher levels of motivation in instrumentality follow quiz mechanisms in the flipped classroom and thus achieve more benefits as it can be perceived by students’ post test results.

In their quasi-experimental research, Liu et. al. (2019) investigated the impact of appealing and effective in-class activities based on some online tools in flipped learning classrooms. They adopted the experimentation method to investigate the effects of the student response system (SRS) in EFL students’ success, motivation, and self-efficacy. Also they investigated students’ commitment to the learning activities and their level of acceptance of technology. The results revealed that the number of students who watched videos before coming to class increased considerably and students improved their success in terms of grammar learning. Also the SRS system encouraged students to be prepared before coming to class and motivated them in terms of technology use in the classroom.

Yoon & Kim (2021) investigated the effectiveness of self-regulated learning in flipped classrooms. Self-regulated learning is “a cyclical process by which students engage in three distinct phases for forethought (e.g., goal setting, task value), performance (e.g., self-observation, task strategies), and self-reflection”(e.g., self-judgement, self-reaction) (Yoon & Kim (2021) ”. The authors conducted an empirical study to validate the principles by enabling a self-regulated learning support that combined an LMS system with a reflection interface in a real flipped classroom framework. They applied survey feedback, quiz scores, and video completion rates. The results revealed an increase in students’ implication of self-regulation strategies as well as more attention in videos and more effort to enhance understanding of course subjects.

1.1.2. Learners’ Attitude towards Flipped Method in Language Learning

Danker (2015) conducted qualitative action research including questionnaires, short interviews and observations of the lecturer from the flipped classroom with a thematic analysis of the data to scrutinise the impact of deep learning strategies in large classrooms. The sample included 19 students in total who were first and second year

students taking scriptwriting and Video tools courses in a Malaysian university. The results revealed both first and second year students were positively involved in their learning process by implementing what they have learned in online courses into their real life experiences. The researcher affirms that exploratory learning through guided inquiry-based activities in the flipped classes was a successful way to engage students on a deeper level and increased interaction between different participants of the class despite the large size.

Arguing that “Language instructors spend more time explaining the lesson and illustrating the contents of the lesson than implementing activities and practising the language in face-to-face settings”, Alhamami & Khan (2019) conducted their research to explore the practicality of the flipped language learning approach in a reading course in EMI context with 43 students in an Arab university, and to perceive their attitudes and self-efficacy towards the model. The results indicated that there was a significant development in students’ post-test results, however the authors claim that the conventional set of classrooms are not inferior to flipped classrooms in terms of students’ success levels and suggest implementing a combination of face-to-face and flipped classrooms in classrooms would be efficient.

In their mixed method descriptive study, Farah & Qawasmeh (2018) investigated 150 English major university students’ attitudes towards using the flipped method in their classes by using questionnaires and focus group interviews. The quantitative and interview data revealed students had a positive attitude towards flipped learning. Furthermore, in this study, the authors sought answers about how problems caused by flipped learning could be overcome. The suggestions included both technical support of authorities and regular positive feedback of the instructor for the ones who completed required tasks before class and giving training to students before actually “flipping” the classroom.

Noroozi et. al. (2021) conducted a research with Iranian EFL students to see students’ perceptions of flipped learning into L2 grammar lessons. Their research questions included investigation of students’ perception of flipped classrooms in terms of social aspects of learning through grammar classes. With the grounded theory of sociocultural theory, the authors applied College and University Classroom Environment Inventory (CUCEI) as well as semi-structured interviews to validate their research by triangulation of their results. Data gathered from the CUCEI and interviews affirmed that the flipped classroom ensued increasing the learners’ satisfaction of the learning environment shaped through social media tools and face to face classrooms as students believed flipped classrooms would be productive enough to help them improve their knowledge of L2 grammar.

Shu et. al. (2019) reported a pilot investigation on “Online Flipped Classroom Method” with a class of open and distance education for adult learners. Not only they found the online flipped experience effective for adult learner’s higher order thinking skills but also proved to be practical for students who cannot attend face-to-face classes because of lacking physical conditions.

1.1.3. Technology and Flipped Learning

Andujar et. al. (2020) conducted a quantitative research to analyse students’ perceptions of using mobile devices in a flipped classroom with 84 EFL students. The authors implemented the Technology Acceptance Model (TAM) to further understand students’ acceptance and use of technology, as well as a “Flipped Learning Experience Questionnaire” to evaluate students’ perceptions towards the model. The results indicated that students found Mobile-assisted language learning (MALL) experience useful with some limitations such as the distracting nature of mobile devices because of social media and instant messaging platforms and recommended use of LMS systems to eliminate this limitation.

The research by Al Afi & Rao Naidu (2020) aimed to perceive the effectiveness of learning management systems (LMS) and students’ levels of satisfaction and their perceptions towards the use of LMS on their language learning process via flipped classroom model. They conducted a developmental evaluation framework with 70 students studying English modules from various majors. The results revealed a vast harmony among the students that the implementation of LMS provided advantages to improve their learning experience and the development of life-long learning skills. Students stated high satisfaction towards the accessibility of materials anytime they want and it’s allowing them to learn anytime you want.

Evseeva & Solozhenko (2015) aimed to evaluate the efficiency of the flipped classroom in teaching and learning the English language to overview the concept of the flipped classroom technology in the educational process and to focus on the advantages that the flipped classroom provides. Their research took the scientific works of the educators investigating some problems such as the use of information and communication technologies for educational purposes (Kleiman, 2004), blended learning concepts (Sharma & Barrett, 2007), theory and methods

of teaching foreign languages (Holmberg, et al., 2005) as a basis. The problems mentioned were related to the access to the internet, lack of time for completing online assignments, difficulty with self-discipline to organise their work properly. Almost all students (98%) mentioned the availability of the e-learning materials as one of the major advantages of the course. 75% of respondents appreciated the opportunities for collaboration and communication in the e-learning environment. Among the benefits that the flipped classroom offers, teachers outlined the flexible timetable, involvement of students in the learning process and increase of students' academic performance.

1.2. Implementation of the Flipped Model in Civil Aviation Cabin Services Program

To start with, it can be said that implementing any new model to replace an already existing system means a great deal of work load and it is not an easy step to take at once. The reasons behind choosing to undertake this initiative was to give a chance to students who either work and have problems with attending classes at a designated time as the model requires students to do some individual work outside of class time at any time they like. In the beginning, different opinions of teachers were collected as to the advantages and disadvantages of the implementation of the model within the English lessons.

When a general consensus emerged on a positive note, the way the model should be implemented was discussed among the English teachers and the Head of Program. Finally, it was decided that out of the ten lessons which were all previously taught in class, only six would be done in class (online, due to the pandemic situation) and the remaining four would be divided as two hours counted for the videos explaining grammar and vocabulary of the unit, recorded by the English teachers of the Program, and the rest counted for the online homework the students complete on the English File Online platform of the New English File by Oxford University Press used for the course, and the worksheets of that particular unit. These worksheets would be shared with the students via the LMS system and the students would then send back pictures of the homework that they have completed again via LMS. The English File Online homeworks would be assigned weekly and with a due date. The university had decided to integrate a system to be used by all the teachers of the university which was a Moodle integrated system also connected with the automation system of the university, therefore this ready system was used to share the videos and assignments with the students.

Because the previous studies had mentioned the lack of teacher support as a drawback, creating a WhatsApp group where students could ask questions simultaneously at the same time as they were studying was thought to be a solution for this problem. Either the teacher or any other available peer could answer these questions and this was planned as an ideal way to provide support to the students who may need it when watching videos or while doing homework.

2. METHODOLOGY

In this study a mixed method research was used to collect data in order to reach a more in-depth analysis of the education model implemented. The design of the study was sequential, consequently, the research benefited from both the numerical data of students' exam results and also the data collected from a focus group interview. The students for the focus group were randomly selected.

The research was conducted as a mixed method sequential design. The quantitative data was collected first then the qualitative data was included to support the quantitative data. A focus group and a control group were assigned and as the focus group received their online lessons via flipped learning model, the control group continued to have their traditional online lessons. For the quantitative data, students' midterm and final results were compared as pre-test and post-test. Following the comparison of the scores, a focus group interview was scheduled with volunteers who scored various grades. Results of the qualitative data helped to understand the quantitative data results.

The flipped model was implemented for 6 weeks to the focus group between the midterm and the final exams. The Basic English II course is given for 10 hours in a week to the control group as it is given to other classes which did not participate in the research. The focus group received Basic English II lessons for 6 hours per week and 4 hours were reserved as students' online free learning time which included watching pre-recorded course videos and doing homeworks assigned on the Moodle LMS system. The teacher of the focus group prepared approximately 20 minute-long grammar and vocabulary videos separately for each topic and to support these videos, new PowerPoint slides were prepared and shared with the students on LMS for students' practice. As for the online assignments, students were sent pdf worksheets and they were asked to submit each week's homework

to the system by either scanning their printed worksheets or by writing down the answers to the assignment submission page in LMS. Since grammar and vocabulary instructions were done via the videos created by the instructor, during the online meetings students did not receive any other lecturing but more focused on the practice of the topics on the videos and speaking practice with communicative activities.

Table 1. Number of students and lesson hours

	Focus Group	Control Group
Participants	25	30
Face to Face Hours	6	10
Flipped Hours	4	-

The descriptive analysis of the comparison of participants and lesson hours according to the groups was presented in table 1. As seen in the table, students in the focus group received 6 hours face to face lessons and 4 lessons for “flipped hours” during which students watched the grammar and vocabulary videos as well as completing weekly assignments.

Table 2. Implication Process and Phases of the Flipped Model

Phase	Lesson Hours	Setting	Procedure
Phase One	2 Hours	Online - Asynchronous	Students watch pre-recorded grammar and vocabulary videos each of which last minimum 6 maximum 30 minutes.
Phase Two	2 Hours	Online - Asynchronous	Students do online worksheet activities which were assigned on Moodle beforehand.
Phase Three	6 Hours	Face to face - synchronous	After watching videos, students come to online synchronous lessons via Zoom to practice what they've learned on asynchronous video lessons.

2.1. Setting and Participants

The research was conducted in the 2020-2021 academic year spring term with first year students from the Civil Aviation Cabin Services program of a foundation university vocational school. 25 first year students who took the Basic English II course were chosen as the focus group and 30 students who took the same course were chosen as the control group with random sampling technique. The classrooms were divided into groups according to their language proficiency level and to provide internal validity, groups that had the same language proficiency level according to their fall term overall scores were chosen as control and focus groups.

2.2. Data Collection Tools

The tools used to collect data were both quantitative and qualitative results. The results of students' midterm grades which were done immediately before starting to teach with the flipped model were taken as pre-test results, and the final exam done at the end of the semester was considered as the post-test. While the pre-test midterm exam aimed at evaluating reading, listening grammar and vocabulary, the final exam included listening, reading, grammar, vocabulary and speaking skills. The results of both exams were compared to see if there were any significant differences between focus and control groups. Also a focus group interview was carried out with semi-structured interview questions to ask the students.

3. RESULTS

3.1. Results of the Quantitative Data The descriptive statistics of the research are presented in table 3 below. Two classes from the first year of the civil aviation and cabin services department of a foundation university in Istanbul participated in the study (N =55). 52,7 % of students participating in the study were in the control group (N= 29) whereas 45,5 % of students were in the focus group (N= 25) where flipped method was implied.

Table 3. Descriptive Statistics of Frequencies in control group and focus group.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1,8	1,8	1,8
control group	29	52,7	52,7	54,5
focus group	25	45,5	45,5	100,0
Total	55	100,0	100,0	

Table 4 demonstrates the descriptive statistics of mean scores of pre-tests and post test scores of control group participants. Pre-test results of the control group are higher (M = 68.86, SD = 11.17 min= 49, max=96) than the post-test results (M = 57.44, SD = 18.33 min= 20, max=94).

Table 4. Control Group Pretest & Post-test results

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_ctrl	29	49,00	96,00	68,8621	11,17626
posttest_ctrl	29	20,00	94,00	57,4483	18,33242
Valid N (listwise)	29				

The descriptive statistics of pre-test and post-test results of the focus group is demonstrated in table 5 below. As seen in table 5, there is a very small increase between the minimum scores of the control group pre-test results (M = 85.56, SD = 9.55, min= 58, max=100) and post-test scores (M = 83.68, SD = 9.07 min= 59, max=96.50). Even though the post-test scores are 1.88 points lower, they are relatively higher than the mean scores of the control group.

Table 5. Focus Group Pre-test & Post-test Results.

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_focus	25	58,00	100,00	85,5600	9,55720
posttest_focus	25	59,00	96,50	83,6800	9,07708
Valid N (listwise)	25				

To see whether the flipped learning method made a difference in students' post test scores, a paired sample t test analysis was conducted in SPSS 25 with pre-test and post test scores of the focus and control groups. Paired sample correlation coefficient in table 6 below shows that there is a non-significant, positive relationship between pre-test scores before flipped learning method and post test results of focus group students after the implication

of the flipped method [$r(25) = .673$, $p < 0.000$] when compared to the pre-test and post-test results of the control group ($r(29) = .505$, $p = 0.005$).

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest_ctrl & posttest_ctrl	29	,505	,005
Pair 2	pretest_focus & posttest_focus	25	,673	,000

The results of the paired sample t test are shown in table 7 below. The results indicate that inside the control group, the mean scores of pre-test and post-test are greater ($M = -11.41$, $SD = 15.94$, $t = 3.85$, $p = 0.001$) than the mean scores of pre-test and posttest within the focus group ($M = -1.88$, $SD = 7.54$, $t = 1.24$, $p = 0.225$). The results can be interpreted as; even though the focus group in which flipped learning method was implied has a little improvement, the scores are relatively higher than the overall control group scores, and the mean gap between pretest and posttest results of the control group is also greater than the mean gap between pre and post test results of the focus group which might mean flipped classroom, if not a great alternative to classical online classrooms, might have an impact on students' improvement. However, to support these quantitative results, qualitative results' interpretation gives us a further understanding of the implication of flipped classrooms in online education.

Table 7. Paired Sample t test Results of control and focus groups.

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest_ctrl - posttest_ctrl	11,41379	15,94078	2,96013	5,35025	17,47734	3,856	28	,001
Pair 2	pretest_focus - posttest_focus	1,88000	7,54608	1,50922	-1,23487	4,99487	1,246	24	,225

3.2. Results of the Qualitative Data

Analysing the transcript of the interview carried out with the focus group of students, important parts of data were carefully noted and categorised under certain codes. The categories were; usage of technology for educational purposes, self-discipline, positive and negative opinions on the flipped learning model. Some codes that arose which were of importance were having a regular study system, having flexibility, benefit from extra tasks, reinforcement, more student talking time as positive and creating indiscipline and lack of instant feedback as negative.

Table 8. Analysis of the Qualitative Data

Theme	Category	Code	Participants
Technology	Educational Purposes	*I watched videos online.	ST1, ST2, ST3, ST4, ST5, ST6

		*I found resources online.	ST1,ST2, ST3, ST4
Study Habits	Self-Discipline	*I have a study plan.	ST2, ST3, ST4
		*I leave work to the last minute.	ST1, ST5, ST6
Flipped Learning	Remarks in favor	*I felt comfortable in a regular study system.	ST2
		*I benefited from the extra tasks and assignments	ST4
		* I liked having flexibility.	ST2, ST6
		*Flipped model fosters reinforcement.	ST4, ST6
		* I had more chance to speak in class.	ST1, ST2, ST4, ST6
Flipped Learning	Remarks against	*Reaching everything anywhere, anytime caused indiscipline.	ST1
		*I prefer learning in class to get instant feedback.	ST1, ST3, ST4,

First of all, students' general usage of technology for learning something was questioned, and all of the students accepted the important part of the internet in their education whereas some admitted to not having used it as much for learning as they did during the pandemic. They have shared that they use the internet when preparing for the university exam (ST6), for finding resources for their homework (ST1), and that they especially like the variety of sources they can find online (ST1, ST2) and have mentioned that they especially watch videos from YouTube (ST1, ST2, ST3, ST4, ST5, ST6).

Concerning the students' personal discipline when it comes to studying, it was seen that almost half of the students considered themselves disciplined (ST2, ST3, ST4) whereas others admitted to not being so well-disciplined and leave things to last minute when it comes to studying (ST1, ST5, ST6). This data was important to compare whether the students' self-discipline had any connection with their experience with the flipped classroom. It was seen that those students who were disciplined managed to cope with the requirement of the flipped model and benefited from it. The exception here was having other responsibilities, and if the student had another responsibility outside of school; one student had a child s/he had to take care of, then it was more difficult for this student to keep up with the weekly tasks of the flipped model (ST3). The students in the group that considered themselves less disciplined, advocated that the fact that they might have had problems with this model was not due to the nature of the model itself but rather due to their own irresponsibility (ST5). Another student argued that the model can also foster being undisciplined because knowing the material is easily reachable anywhere at any time can be a cause of procrastination (ST1). Contrary to this opinion, one of the disciplined students said that they became even more disciplined thanks to the ongoing tempo and nature of the new system.

“Knowing the fact that the videos are always there can also create indiscipline. How? That person can watch the video at any time but having the possibility to reach the information this easily can push the person not to study.” (ST1)

Students were content with the fact that they could reach the material at any time and place and its attainability, this saved them time (ST2, ST6). Also besides the discipline it brought they also liked the fact that the work that they did at home was a kind of reinforcement.

“I thought it was nice, it was good reinforcement. It was beneficial for me to ask the questions from the WhatsApp group.” (ST4)

“We have less lesson hours, I can complete the two hours whenever I want. Whenever I feel good, I will learn that information. I don't know maybe something happened that day and I couldn't focus in the lesson then that information was gone but with flipped learning if I am not feeling good today I can watch it tomorrow or I can watch it again and again.” (ST 6)

Another positive comment made by some students was that the amount of the student talking time had increased after switching to this model (ST1, ST2, ST4, ST6). They could spend more time on speaking practice in class instead of working on grammar topics that they were already familiar with.

Students mostly had difficulty with the necessity to spend extra time outside the classroom to learn the content matter (ST3), not being able to ask the teacher for help immediately while learning the new topic (ST3, ST4) so the students experienced hardship related to teacher availability. Another point that students stated that they struggled with or were shy about was asking their questions for any exercise or asking their questions in general in the lesson as follows;

“...but in this model, we are not able to ask when we have a question. This may be solved like this; one or two hours could be spared for the students in school and the questions we couldn’t understand could be solved.” (ST4)

One student also argued that the reason for the difficulty they had in asking questions outside the class was because of the fact that the flipped system was new to them.

“When I asked questions I couldn’t get, the teachers would answer. I think flipped learning is logical. When we first started this, we were puzzled but I think we were able to overcome that in time and were able to speak comfortably.”(ST4)

When asked whether or not they thought the videos were enough to learn, if the student normally watched other videos even in a face-to-face classical classroom, they continued this habit (ST2). If the student did not have such a habit of watching videos they struggled with watching even the required videos for the lesson (ST1) Some students also criticised that the materials given to students for self-practice such as videos and online homework, were not fun enough (ST2).

“When I study I prefer doing fun things. The extra things we did were like the ones in the books or like the ones in my books at home. I was already doing those and when I also did these it felt like I was doing so much homework. Maybe those could have been more fun.” (ST2)

Concerning the WhatsApp group which was created in hope to compensate for the lack of teacher’s support, students stated ‘not feeling as comfortable, to ask questions in the WhatsApp group’ because they felt like they would be bothering the teacher or their friends since they didn’t know what they were doing at the time or where they are. (ST1, ST2, ST3)

In the end, when asked to rate their motivation to take a lesson with flipped learning again from one to ten, four of them said answered with nine or ten (ST2,ST4,ST5,ST6) whereas two replied as four or five (ST3) and as six (ST1).

4. DISCUSSION AND CONCLUSION

4.1. Discussions of findings of Research Question 1: How effective is the flipped learning model in the academic success of students in their English lessons?

The results of this study are compatible with the previous research (Evseeva & Solozhenko (2015); Abdelshaheed, 2017; Chuang et. al, 2018; Liu, 2019; Ökmen, 2020). When the midterm and final results of the students were compared, eight students had higher results, two students got approximately the same results and about fifteen students got lower results in their final compared to their midterm. These results of close and slight differences between the control and the focus group are in line with the findings of Alhamami & Khan (2019) as they claimed flipped learning had no superiority over the traditional method in terms of the grade level outcomes. Nevertheless it was observed that out of these students who had lower grades when compared to their midterm grade, their final grades were still at a level where they could be considered as successful, as in the example of a student who had gotten ninety-four in the midterm and ninety-one in the final exam, or the decrease in their grade was not significantly high. The students who had higher results also had higher results in the beginning. Therefore it can be concluded that the hardworking students who already were successful could get higher grades thanks to this model. The students whose results were stable were those students claiming that for them the model did not really matter and they had their own method of study no matter the instruction at school. For those students whose results were lower in the final after the flipped model yet still at a succeeding level, it can be inferred that this might have been caused due to the difference in the format of the two exams. Overall, the students who were already at a certain level and those who were able to establish a study system at home benefited from the model.

4.2. Discussions of findings of Research Question 2: What are the attitudes of students who took English lessons with the flipped learning model towards the effectiveness of the model?

It is possible to group the students’ ideas into two as positive and negative, and also as some suggestions they had regarding the implementation of the model. Concerning the positive insights; the students were mostly

content with how they could reach the material from anywhere at any time, also the students mentioned that their talking time had increased thanks to this model; they had more chances to speak. Having access to online materials, especially to the videos made students feel comfortable to plan their own pace while studying. These comments were important because one of the reasons why this model was implemented was because the student group for the setting of the research included students who had to work to get by. This data is in line with the results of Liu et. al. (2019) and Al Afi & Naidu (2020) as they claimed the flipped method encouraged students to check materials before the class and have the freedom to study at their own pace. With the freedom to work anytime they wanted it can be commented that this model could be useful for a working-studying group of students. These results are also in line with the findings of Awidi, I. T., & Paynter, M. (2019).

Ng et. al. (2018), Urquiza-Fuentes (2020) and Yoon et. al. (2021) concluded that students' responsibility was supported via the flipped learning method. In this study, as well, some comments revealed relevance between the self-discipline of the students and their perceptions towards the flipped method. Students who identified themselves as self-disciplined made more positive comments about the effectiveness of the flipped learning methodology on the other hand students who identified themselves as less disciplined students admitted that their opinions about the ineffectiveness of the method could be based on their lack of discipline arguing that having the flexibility to watch videos anytime they want emerged indiscipline. This comment may lead to the suggestion for further studies about the relationship between the learner autonomy and the effectiveness of the flipped learning model. Chuang et. al. (2018) and Farrah & Qawasmeh (2018) suggested promoting success by immediate feedback and formative assessment before each lesson to increase student autonomy. For further studies, the impact of formative assessment in a vocational school context can be analysed.

Regarding the negative comments, students mostly had difficulty due to not having immediate support by the teachers. This result was in line with the conclusions of Abdelshaheed (2017) as it was stated that "Some teaching approaches that function technology deprive the student from their deserved face time with their teachers." and also, with the conclusions of Evseeva & Solozhenko (2015) as they stated "some students do not accept the replacement of face-to-face classes with activities in the e-learning environment because of the fear that they 'lose' live communication with the teacher and peers." Even though instructors created a WhatsApp group for students to be able to ask questions regardless of the time, this theory became counterproductive as it hindered students' asking questions since students felt shy about asking questions in a group full of their friends with the fear of being humiliated. This finding contradicts with the results of Ökmen (2020) and Noroozi et. al. (2021) as in their study students found WhatsApp use effective and motivating. These results lead to the conclusion that further research is needed to better understand the effectiveness of using social media, or specifically messaging apps in implications of flipped method.

Some suggestions made by the students were to have extra study hours to compensate for the lack of teachers' support which they had mentioned earlier as a negative point. In these study hours the teacher would cover any part of the lesson that students had difficulty with understanding on their own, and also answer any question the students struggled with when doing the individual work, to eliminate any incorrect acquisition of the topic. This was also suggested in their conclusion by Abdelshaheed (2017) and by Evseeva & Solozhenko (2015) as "showing them additional means of communication that the online course provides such as chats, forums and video conferences."

Another suggestion from the students was to make the videos that students had to watch on their own more attractive and more interesting. The videos were already kept short in this study to keep students' attention; however, the students wanted improvement in the quality of the videos.

To sum up, implementing an online flipped method to 2 year-long programs' English lessons is found to be effective and both the quantitative and qualitative results of this study is in line with many studies in terms of its effectiveness and the positive impacts it had on students. With suggestions from previous studies and students' comments, studies in this area can further be conducted and provide better understanding of implication for many different kinds of settings and participants in the post-pandemic education systems as it can also pave the way to its implication to a wide range of areas.

This research was conducted with only two classrooms of a civil aviation and cabin services program and the data about the flipped learning method was collected between the midterm and final examinations of one classroom. To overcome this limitation, the implementation of the methodology could be done with more students and classrooms.

It must be noted that students' autonomy and eagerness to learn under any circumstances has an undeniable role in terms of the success of the implementation of this model and ways to increase or create this autonomy in the first place should be a variable for further research as it can focus on how students' self-discipline is connected to the success of this model, as the model is totally based on students' autonomous and individual work, and the fact that students claimed that the model can affect students' self-discipline when it comes to studying. Another suggestion can be made to do more research on setting up a student tracking system to follow students' weekly study since flipped learning is not just converting classroom settings but it is also a leading system to students' way to success as it leads to self-regulated and planned learning.

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6. GENİŞLETİLMİŞ ÖZET

Covid-19 pandemisinin patlak vermesinin ardından, Dünya genelinde birçok yükseköğretim kurumu, geleneksel yüz yüze eğitimlerini hemen çevrimiçi eğitime dönüştürmek zorunda kaldı. Pandeminin ilk şokunun atlatılması ve kısıtlamalarının 2020 -2021 eğitim - öğretim yılına uzaması ile birlikte, tüm dünyada olduğu gibi Türkiye'de de kurumlar derslerinde teknolojiyi kullanmaya alışmaya çalışmış ve ters yüz öğrenme yöntemi gibi çeşitli bilgisayar destekli öğrenme yöntemlerini benimsemeye çalışmıştır. Yükseköğretim kurumları, tek farkının ortamın gerçek sınıflar yerine bilgisayar ekranları olduğu çevrimiçi sınıfları geliştirmeye çalışmaya devam etmiştir. Bu çalışma, pandemi kısıtlamaları sırasında yüz yüze dersler çevrimiçi olarak işlenirken 2 yıllık bir meslek yüksekokulu programının çevrimiçi yabancı dil olarak İngilizce derslerine ters yüz öğrenme yönteminin uygulanmasının sonuçlarını araştırmayı ve öğrencilerin yabancı dil eğitimlerinde farklı bir yöntemin uygulanmasına yönelik algılarını belirlemeyi amaçlamıştır. Bu çalışmanın öne çıkan noktası, tamamen çevrimiçi bir eğitim döneminde yürütülmüş olmasıdır. Nitekim bu çalışma, ters yüz öğrenme modelinin tamamen çevrim içi bir ortam altında, 10 kredilik bir dersin 6 saati boyunca çevrim içi olarak senkron ders ve kalan 4 saat için öğrencilerin haftalık istediği zaman ve yerde bireysel çalışma yapmaları şeklinde uygulanmasını vurgulamaktadır. Öğrencilerin kendi kendilerine çalıştıkları süreçte soruları olması durumunda gerek öğretim görevlilerine gerekse konu hakkında fikri olan arkadaşlarına soru sorabilmeleri için dersin öğretim görevlileri ve öğrencilerinin ekli olduğu bir WhatsApp grubu kurulmuştur. Araştırmanın katılımcıları, 2020-2021 Akademik yılının bahar döneminde İstanbul'daki bir vakıf üniversitesinin meslek yüksekokulunun sivil havacılık ve kabin hizmetleri bölümünün Temel İngilizce II dersini alan odak grubunda yirmi beş, kontrol grubundan otuz toplamda elli beş birinci sınıf öğrencisidir. Çevrimiçi ters – yüz eğitim modeli, bahar döneminin ara sınavları ve final sınavları arasında 6 hafta boyunca bu grupla uygulanmıştır. Bu çalışmanın yazarları iki araştırma sorusunu cevaplamayı amaçlamışlardır; 1. Ters yüz öğrenme modelinin öğrencilerin İngilizce derslerindeki akademik başarılarında ne kadar etkili olduğu, 2. Ters yüz öğrenme modeli ile İngilizce dersi alan öğrencilerin modelin etkililiğine yönelik tutumlarının nasıl olduğu. Soruları cevaplamak için açıklayıcı sıralı karma yöntem kullanılmıştır. Odak grubunda toplam yirmi beş öğrenci ile altı hafta boyunca ters yüz eğitim modeliyle dersler işlenmiş, odak ve kontrol grupları arasında ön-test ve son-testler bağlamında bir fark olup olmadığı incelenmiştir. Ters - yüz öğrenme yönteminin nicel etkisini görmek için vize ve final sınavları ön test ve son test olarak kullanılmıştır. Öğrencilerin %52,7'si kontrol grupta, %45,5'i odak grubundadır. Kontrol grubundaki öğrencilerin ön-test ve son-testlerin ortalama puanlarının betimleyici istatistiği ele alındığında kontrol grubundaki öğrencilerin ön-test sonuçlarının (M = 68.86, SD = 11.17 min= 49, max=96) son-test sonuçlarından

($M = 57.44$, $SD = 18.33$ $min= 20$, $max=94$) daha yüksek olduğu görülmüştür. Kontrol grubun ön-test sonuçları ile odak grubun ön test sonuçları ($M = 85.56$, $SD = 9.55$, $min= 58$, $max=100$) ve son-test sonuçları ($M = 83.68$, $SD = 9.07$ $min= 59$, $max=96.50$) arasında kontrol grupta çok küçük bir artış olduğu gözlemlenmiştir. Odak grubun son test sonuçları 1.88 puan daha az gibi görünse de aslında puanlarının ortalaması kontrol grubunun puanlarının ortalamasından oldukça daha fazladır. SPSS 35 üzerinden ön-test ve son-test sonuçları ile yapılan bağımlı örneklem t testinin sonuçlarında odak grubunda [$r(25) = .673$, $p < 0.000$] kontrol grubuna kıyasla ($r(29) = .505$, $p = 0.005$] çok büyük olmayan bir farklılık bulunmuştur.

Nitel verilerin analizinin sonuçlarını desteklemek amacıyla odak grubundan seçilen öğrencilerle odak grubu görüşmeleri yapılmış ve sonuçlar kodlama yöntemi ile gruplandırılmıştır. Nitel verileri toplamak amacıyla öğrencilerin modelin etkililiğine yönelik algılarını algılamak amaçlı 6 öğrenci ile yarı yapılandırılmış odak grup görüşmeleri yapılmıştır. Çalışmanın sonuçları birçok çalışmayla ortak sonuçlar ortaya koymuştur (Evseeva & Solozhenko (2015); Abdelshaheed, 2017; Chuang ve diğerleri, 2018; Liu, 2019; Ökmen, 2020). Nicel verilerin analizi sonucunda odak gruptaki öğrencilerin kontrol grubundaki öğrencilerden daha yüksek puan aldığı, ve odak grupta ters - yüz öğrenme yöntemi uygulamasından sonra daha düşük puan alan çok sayıda öğrenci olmasına rağmen, azalan not ortalamalarının yine de geleneksel çevrimiçi ortamda eğitim alan kontrol grubunun azalan notlarından daha yüksek olduğu görülmüştür. Nitel veri sonuçları, öğrencilerden gelen olumlu yorumlar, olumsuz yorumlar ve öğrencilerden öneriler olarak kategorize edilmiştir. Olumlu yorumlar, videoların her an erişilebilirliğini, öğrenmenin pekiştirildiğini ve öğrencinin konuşma süresinin artışı içerirken, olumsuz yorumlar her an her şeye ulaşabilmenin öğrencide disiplinli çalışma konusunda sorunlarına sebep olabileceği ve sorular ortaya çıktığında bir öğretim görevlisi ile geçirilecek sürenin azalışını içermektedir. Öğrenciler ayrıca, sınıf dışı iletişim fırsatını artırmak için oluşturulan Whatsapp grubunun kullanımını, arkadaşlarıyla dolu bir grupta soru sormaktan veya düzeltme istemekten utandıklarını savunarak verimsiz bulmuştur. Bu bulgu, daha önce WhatsApp kullanımını etkili bulan bazı çalışmalarla çelişmektedir Ökmen (2020), Noroozi ve diğerleri (2021). Bu sonuç, WhatsApp ve benzeri iletişim medya araçlarının kullanımının etkinliğini ölçme amaçlı daha çok çalışma yapılması gerektiği şeklinde yorumlanabilir. Nitel veri sonuçları, aynı zamanda öğrencilerin öz disiplini ile ters yüz öğrenme metoduna yönelik algıları arasında bir miktar ilişki olduğunu da ortaya koymuştur. Kendini öz disiplinli olarak tanımlayan öğrencilerin, ters - yüz öğrenme modelinin etkililiği hakkında daha olumlu yorumlar yaptığı ortaya çıkarken, kendini daha az disiplinli olarak tanımlayan öğrenciler yöntemin etkililiği hakkındaki görüşlerinin disiplinsizlikten kaynaklanabileceğini kabul ederek, videoları istedikleri zaman izleyebilecek esnekliğe sahip olmanın kendi öğrenim süreçlerinde disiplinsizlik olarak ortaya çıktığını savunmuşlardır. Bu yorum, öğrenen özerkliği ile ters yüz öğrenme modelinin etkinliği arasındaki ilişki hakkında daha fazla çalışma yapılması önerisine yol açabilir. Bu çalışma, ters yüz eğitim modeli sınıf yaklaşımını çevrimiçi veya hibrit (harmanlanmış) öğrenme ortamlarına dâhil etmeyi düşünen veya pandemi sonrası bağlamda ters yüz eğitim modelini tamamen yüz yüze sınıflarına uygulamayı düşünebilecek İngilizce hazırlık okullarına rol model olma özelliğine sahiptir. Ayrıca, hakkında çok az akademik çalışmanın olduğu fakat Türkiye’de sayıları her geçen yıl artan sivil havacılık kabin hizmetleri programlarının müfredatlarında önemli bir yere ve yüke sahip olan İngilizce derslerinin ele alınmış olması ile mesleki eğitim ortamlarında ve Türkiye’deki üniversitelerin meslek yüksekokulu programlarında verilen yabancı dil olarak İngilizce derslerindeki ters yüz eğitim modeli uygulamasının etkilerini vurguladığı için literatüre katkıda bulunması açısından özgünlüğüyle diğer çalışmalardan öne çıkmaktadır.