Flipped Learning in English Language Teacher Training Classes

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ABSTRACT
As a technology-based approach to learning, flipped classrooms have lately stood out on various stages and fields of education. As opposed to the traditional education, the flipped classroom enables learners to watch the content videos presented by the course teacher in advance, and to come to classes with some preliminary work to engage in collaborative activities guided by the teacher. A majority of language-related studies of flipped learning adopted both quantitative and qualitative data to indicate the differences of conventional versus flipped instructional treatments, generally conducted in relation to specific language skills or language aspects such as speaking and grammar. Due to the scarcity of research in teacher training filed and the differing findings on the model's effects from the previous studies, the present research aims to obtain further evidence of the influence of flipped learning and to extend the existing literature by delving into the field of language teacher training. This study tries to understand whether the flipped classroom approach leads to improvements in the trainee teachers' course achievements. Additionally, the research will comprise the trainee teachers' views regarding their flipped learning experiences. A total of 114 learner scores were statistically compared, and voluntary English Language Teacher trainees provided survey (*n*=72) and interview (*n*=18) data from the flipped Linguistics and Teaching English Vocabulary courses in the education faculty of a state university. It was found that the difference between the scores of the two instructional modes was not statistically significant but the participants generously contributed to our understanding of the interactions in the flipped mode of education in the Turkish culture. This pilot study, with its constructive and practical implications, yields significant insights into the nature and administration of teacher training in the flipped model, and will form the basis for a more detailed action research to be conducted in the following term.
Keywords: *Blended learning, English as a foreign language, flipped learning, foreign language learning, inverted classroom, language teacher education, reverse instruction*

INTRODUCTION

The use of instructional technologies to supplement in-class education has gained momentum since the post-Covid emergent education practices (Joseph et al., 2021; Joseph et al., 2022; Yasar, 2020). As a technology-based approach to learning, flipped classrooms have lately stood out on various stages and fields of education and in various literature reviews (Ahmed & Asiksoy, 2018; Arslan, 2020; Awidi & Paynter, 2019; Bursa & Çengelci Köse, 2020; Chen Hsieh et al., 2017; Chen & Hwang, 2020; Çalışkan, 2020; Johnston, 2017; Karagöl & Esen, 2019; Kazu & Kurtoğlu Yalçın, 2022; Kithinji, 2020; Yang et al., 2019; Yeşilçınar, 2019). Unlike traditional education, the flipped classroom chiefly consists of some preliminary work of learners, watching the content videos presented by the course teacher, and coming to the face-to-face classes to engage in collaborative activities guided by the teacher (Bergmann & Sams, 2012; Talbert, 2017). Although different studies and publications adopted different terminology to refer to the concepts of *flipped learning* and *flipped classes*, the terms 'flipped', 'inverted' and 'reverse' are used interchangeably in this paper as the models they describe "have similar features" (Bergmann & Sams, 2012, p. 7). Web and Doman (2016) advise teachers wishing to flip their classes to remember to:

> *"Start by flipping only a small part of your class. Plan before the semester begins which aspects of the course will be flipped.*
> *Flip modules that are most conducive to flipping. That is, identify modules in which online instruction would help to save class time for the application of skills gained after instruction.*
> *Front-end your classes by preparing the instructional videos and online materials before the start of the semester.*
> *Be willing to adapt your lessons depending on student responses and reactions.*
> *Gather data from your students regarding their satisfaction with the flipped model, keeping in mind that it might take at least half of the semester before students begin to feel more comfortable with the additional use of technology.*
> *As you and the students feel more comfortable with the flipped model, gradually increase the amount of flipped materials."* (pp. 57-58)

Bergmann and Sams (2012) proposed that "Flipping the classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs" (p. 6) because they simply "master the content at their own pace" and "become self-directed learners" (p. 10), to begin with. The idea of flipped learning is connected to the earlier theories of cooperative learning, inquiry-based learning, active learning, mastery-learning, and learner autonomy. Among the blended learning models, a "flipped classroom" is one of the four types (i.e. station rotation, lab rotation, flipped classroom, individual rotation) of the rotation model, where students swap learning modalities, one of which is online learning (Horn & Staker, 2015, p. 38). The early work by Bergmann and Sams (2012) explicated the application of the "flipped classroom" model to their chemistry classes. Since Bergmann and Sams, researchers have investigated flipped learning model in the teaching of various academic subjects such as foreign language classes (business English, Karapetian, 2020; oral training, Chen Hsieh et al., 2017; speaking; grammar, Webb & Doman, 2016; vocabulary, Yang et al., 2019), social studies (Bursa & Cengelci Kose, 2020), mathematics (Kaya, 2018), biology (Jensen et al., 2015), science (Kithinji, 2020) and information technology (Çalışkan, 2020; Hao, 2016) as well as critical thinking (Chen & Hwang, 2020).

Contrasted with traditional education, a flipped classroom basically consists of learners' watching the content videos presented by the course teacher beforehand, and coming to the face-to-face class to engage in collaborative activities structured and guided by the teacher. Flipped learning is an innovative form of presenting learner-centred courses and a globally recognised modern learning strategy to improve the learning opportunities of each learner in the education system (detailed in the Flipped Learning Global Initiative, FGLI). Besides particular courses mentioned above, the flipped model has also been adopted by several established institutions (e.g. MEF University). Bergmann and Sams (2012) informed that "there is no single way to flip your classroom" and that flipping is wholly associated with what one does to put the learner and the learning in the centre (p. 11).

The relevant literature indicated that flipped classrooms have a large impact on academic success in various contexts (Amiryousefi, 2019; Boyraz & Ocak, 2017; Bursa & Çengelci Köse, 2020; Iyitoğlu & Erişen, 2017; Webb & Doman, 2016; Yaşar and Polat, 2021). In their mixed-method research, Chen Hsieh et al. (2017) found motivation-enhancing benefits of flipped classes and significant improvement in the idiom knowledge with 48 sophomore English majors in two EFL oral training classes. However, the findings from a number of studies such as Jensen et al.'s (2015) and Yang et al.'s (2019) discovered that the flipped classroom led to not much difference in learning gains with the non-flipped classroom, which stresses the need for more evidence to understand the nature of the flipped classroom model. Yang et al. (2019) wondered whether flipped classroom model was effective in high school education EFL vocabulary knowledge gains as compared to the conventional lecture-based classes. The results indicated similar gains but variation of English levels among the students in the flipped class was decreased. Low-achievers expressed their acceptance of the added work load outside and prior to the class as students are expected to study the class content in advance, and have to actively deal with the learning material in class.

Flipped instructional treatments have been shown to be different in some aspects from the conventional classes in numerous language-related empirical studies conducted in various EFL environments, and their findings were evidenced by both quantitative and qualitative data mostly with a quasi-experimental mixed method approach (Al-Ghamdi & Al-Bargi, 2017; Basal, 2015; Boyraz & Ocak, 2017; Chen Hsieh et al., 2017; Ekmekci, 2017; Iyitoğlu & Erişen, 2017; Kaman, 2020; Webb & Doman, 2016; Yang et al., 2019; Yeşilçınar, 2019). The case study conducted by Webb and Doman (2016), for example, tried to show the effectiveness of the flipped learning approach with 64 high-intermediate EFL/ESL grammar students from various nationalities and found gains in both non-flipped and flipped classes but significant gains were only in the latter group's grammar test scores. The researchers suggested further inquiries on a larger scale with learners from various contexts and implementing the flipped approach "slowly and with a great deal of training" (p. 57).

There seems to be several needs for the present research. First of all, when the teaching undergraduate programs in Turkey was updated by the Council of Higher Education (CoHE, 2018), many courses which were previously presented in 3 course hours in a semester, turned to take place in two course hours. A dearth of enough time for both the course content and activities triggered a surge of interest in outside-the-class education ventures. Secondly, the flipped class research studies were usually conducted in relation to specific language skills or aspects such as speaking and grammar, but not often to teacher training field courses, and there are divergent findings concerning the effects of the flipped model. Consequently, in order to obtain further evidence on the influence of flipped learning and also to extend the existing literature by delving into the field of language teacher training, the current study tries to understand whether the flipped classroom approach leads to improvements in the trainee teachers' academic achievements. Additionally, the research will comprise the trainee teachers' views regarding their flipped learning experiences. The research questions formulated were: (1) Are the flipped course learner

scores better than the conventional course learner scores? (2) What are trainee teachers' perceptions on flipped learning and flipped classroom?

METHODOLOGY

The flipped classroom model possesses the potential to counterbalance the reliance upon the teacher and classroom teaching, and improve learning opportunities of each learner in the education system. The present research focuses on the flipped classroom model in two flipped English Language Teaching courses delivered in the education faculty of a state university in central Anatolia.

The participants

Opportunity sampling, a strategy of non-probability sampling (Dörnyei, 2007, p. 98), was used and a total of 110 students participated in the flipped part of the present study (Figure 1). They were ELT majors in a state university taking the Linguistics-1 course (*n*=74) and the elective TEV course (*n*=36). Except for eight students who did not attend classes regularly, all the students accepted to join the research and signed the consent form. A group of students declined to respond to the perceptions survey (*n*=30). Four students were members of both of the courses. Finally, there were 72 surveys responded by the flipped class students. The traditional classes, whose sole data were the regular visa examination scores, comprised 42 learners.

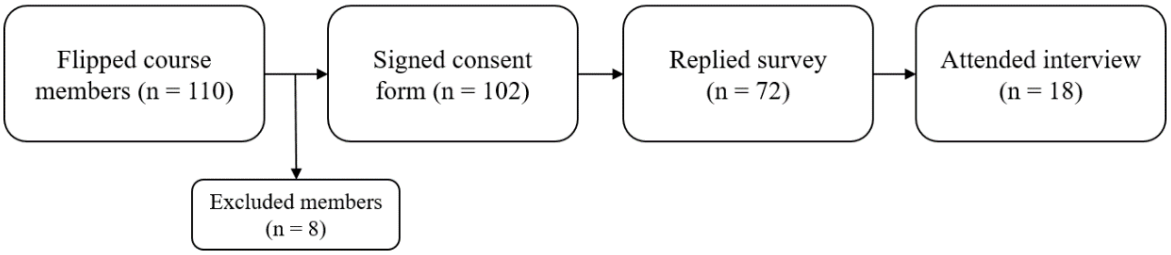

Figure 1. Flow diagram of the participants in flipped classes

To enlighten the participants about the purpose and the processes of the flipped model and its subsequent data collection, the instructor elucidated the contents of the consent form in Turkish and English, and then supplied the form and assured them about their right for leaving the data collection processes at any time without jeopardy to their class status or grade, about the confidentiality of all the personal information and all the references to individual learners, ensured by assigning a systematic code to each participant. The learners were presented the email address of the instructor for any potential questions or messages regarding this study.

Both the conventional and the flipped classes in the study were presented by the researcher, a flipped learning practitioner who tried to benefit from modern strategies and facilitate learning rather than transmit knowledge to accelerate the learners' potential for gaining competence during their interactions with the content and activities. The researcher has an unbiased approach to the model, with the ultimate purpose to explore the use of this constructivist model in ELT field education courses. This experience can also enable the teacher trainees to become prepared for a contemporary, globally recognised practice consonant with the benefits of the country, the society's well-being, academic rules and ethical conduct.

Instruments

To answer the first research question of the study, two groups of Linguistics-1 course visa examination scores were used, one received from the students in the conventional mode (*n*=42) and the other from the flipped classes participants (*n*=72). The scores were obtained successively during 2021-2022 and 2022-2023 fall terms.

To answer the second research question, there were two types of instruments employed, a perceptions survey (Appendix 1) and a semi-structured interview (Appendix 2), to reveal the flipped class learners' perceptions in detail. Two separate expert views were obtained from two ELT instructors. The initial versions of these two tools had been improved by an instructor with PhD. A second ELT instructor with PhD also approved the revised versions to increase the quality in the qualitative research part. The items were elaborated to avoid leading participants to a given idea, to obtain their sincere opinions on the ups and downs of the flipped procedure, and to probe into their experiences as well as attitudes regarding the main research constructs. The behaviour of the researcher as another "instrument" of the study was firmly controlled to present an unprejudiced approach to the course delivery mode and data collection. The one-to-one interviews were audio-recorded having the interviewees' consent. The average length of an interview was 12.5 minutes. The findings from these tools constructed mostly the qualitative data for the second research question of the study.

Instructional procedure

The flipped classroom model was introduced to the flipped course participants in the first week of the academic term. Their questions about the model were answered and their informed consent was received. Their access to the needed technology -a mobile phone or a personal computer with the internet connection- to follow the course video contents was confirmed. They already use such technology on *Canvas*, which provides many course facilities, such as making announcements, sharing materials, giving quizzes and feedback, and gathering learner feedback.

Flipped instruction started on the second week and lasted for six weeks, with six instructional videos (20 to 30 min each), prepared by using *Edpuzzle* and embedded in the university's course management system around five days before the face-to-face lesson hours. The timing of sharing a video lecture before its corresponding class meeting time is not specified in many research papers (e.g. Chen Hsieh et al., 2017; Çalışkan, 2020) but Webb and Doman (2016) mentioned "the weekly deadlines" (p. 53) for the students, and Yulian (2021) reported posting the video three days earlier (p. 513). The video presentations in this study were prepared using *Zoom* and comprised PowerPoint slides on the full screen display with regular or sporadic views of the instructor. The slides were the same with those used during the previous term's classes. Guo et al. (2014) informed from their empirical findings that "Videos that intersperse an instructor's talking head with slides are more engaging than slides alone" and advised editing videos so as to include the instructor view "at opportune times" (p. 2).

Content presentation as home activities (pre-class): One week before the regular face-to-face lesson, the learners were instructed to to read the relevant chapter of the course book and to watch the video before coming to the lesson (*remember, understand, apply*, as lower learning levels in Bloom's Taxonomy, Figure 2). The video presentations were just like the previous year's class lectures of the same instructor. The flipped class learners had the opportunity to provide feedback or to obtain feedback to their immediate content questions using multiple channels such as the Canvas discussion forum section, Canvas messaging, office hours, email, the instructor's *Mentimeter* platform open-ended questions.

Homework as classroom activities (during class): During the regular lesson periods, the learners were expected to discuss what they have learned in collaborative teams, pairs and small groups, to strengthen the framework, and apply what they have learned, accompanied by teacher prompts (*to apply, analyse, evaluate*, higher levels in Bloom's Taxonomy, Figure 2). Specifically, they were guided to define important terms and concepts for others to guess, further discuss unclear issues, and to generalise their knowledge and skills to other similar situations, all of which together formed the more challenging phase of learning to accomplish. Finally, they were provided with a short quiz on the week's content and skills, to be responded collaboratively in small groups.

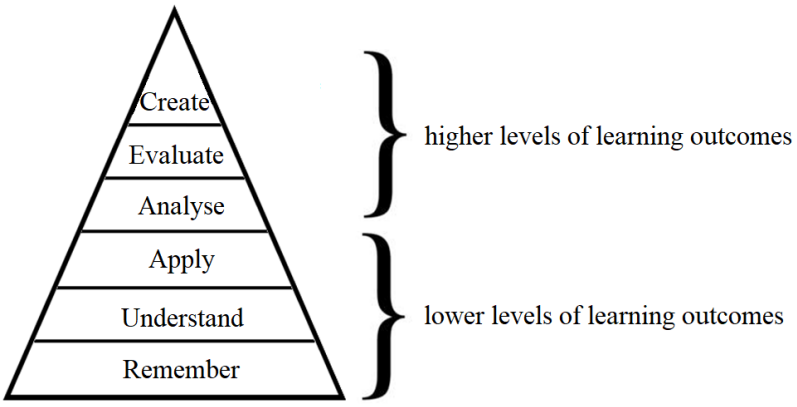

Figure 2. Adapted version of Bloom's taxonomy pyramid (Talbert, 2017 p. 114)

Data collection procedure

During the six weeks of instruction the learners were given multiple opportunities to submit their instant comments on the content videos and the instructor's presentations in the videos. They rated each of the instructor's voice, appearance and comprehensibility and the average of all was 8,85 out of 10. They also provided descriptors for the overall lecture presentation some of which were "*informative, clear, fluent, didactic, well-explained, efficient, too many terms, complicated, calm, useful, exemplified, extremely interesting, intriguing, catchy, gripping, fruitful.*"

In the following weeks of the flipped instruction, the participants completed the perceptions survey and the visa examination. The oral interviews took place in the subsequent several weeks in a quiet comfortable office room.

The learners were first asked if they wanted to participate in the interview, and informed that the interview would be recorded. All the questions were responded either in English, which is the foreign language of the learners, or in Turkish, which is the native language of the majority of the learners, as the participants pleased.

Data Analysis

For understanding the influences of the flipped learning on the participants, this research benefitted from both quantitative and qualitative data analyses. As for the quantitative data, descriptive statistics was used to reach the findings regarding the potential difference between the academic achievements, namely the scores of the previous year's traditional classes and those of the current flipped classes received from a full visa examination on linguistics. The scores from the traditional class members were predicted to be lower to some extent than those from the flipped class members. The scores were compared by conducting the independent samples *t* test. As for the qualitative data, the written responses to the survey question number 3 (Appendix 1) and the audio-recorded semi-structured interviews received from the flipped class learners were examined and grouped as themes and sub-themes to answer the second research question concerning the participants' perceptions and experiences of flipped learning and flipped classroom practices.

RESULTS AND DISCUSSION

The purpose of the present study was to comprehend whether the flipped classroom approach leads to improvements in the trainee teachers' course achievements, and to collect the trainee teachers' opinions regarding their flipped learning experiences during the term of the research. The findings will be shared with the relevant research questions in the following section.

Research question 1) Are the flipped course learner scores better than the conventional course learner scores?

With regard to the outcome from the exam scores, most of the learners in the flipped classes were favourably successful in learning the course contents considering that 66.7% of the visa scores from Linguistics and 72.4% of the scores from Teaching English Vocabulary were above 50. This outcome corroborated a number of studies in the literature. Chen Hsieh et al. (2017) reported that the flipped design was effective in achieving the instructional goals. Yeşilçınar's (2019) findings demonstrated improvements in the speaking skill of EFL learner academicians in his quasi-experimental research.

Table 1. Descriptive statistics of the examination scores

	Group-I	Group-II
Mean	55,45	56,96
Standard error	2,80	1,98
Median	59	56,5
Mode	59	61
Standard Deviation	18,12	16,80
Sample Variance	328,35	282,18
Kurtosis	- 0,51	- 0,57
Skewness	- 0,21	- 0,04
Range	72	74
Minimum	13	20
Maximum	85	94
Sum	2329	4101
Count	42	72

The exam scores of the flipped Teaching English Vocabulary course members, which were higher than the Linguistics scores, could not have been compared to those from a traditional class since the students did not have a visa exam but were assigned a term paper in the previous fall term. Descriptive statistics of the Linguistics exam scores (Table 1) showed not too dramatic differences between the achievements of the traditional class members and the flipped class members.

The Linguistics exam scores of the first (traditional) group (M=55.45, SD=18.12, n=42) was hypothesised to be lower than the scores of the second (flipped) group (M=56.96, SD=16.80, n=72). The independent samples t test revealed that the probability (Sig) values on the first data row presented on Table 2 were higher than 0.05, the variances of the scores of the two learner groups were not significantly different from each other. The finding that the scores of the flipped class members were similar to the scores of the traditional class members was further confirmed by non-parametric tests.

Table 2. Results from the independent samples t test

SCORES		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference
	Equal variances assumed	,568	,453	-,448	112	,655	-1,505	3,35
	Equal variances not assumed			-,440	80,70	,661	-1,505	3,42

The lack of significantly higher gains between the two mode groups of the flipped classroom and the non-flipped classroom is related to the findings of previous studies (Al-Ghamdi & Al-Bargi, 2017; Çalışkan, 2020; Jensen et al., 2015; Yang et al., 2019). Having seen similar learning gains between the two modes of classrooms, Yang et al. (2019) found the only significant difference on the standard deviation value between the two groups, which indicated smaller variation in the flipped mode group. This first finding does not validate some other investigations (Amiryousefi, 2019; Boyraz & Ocak, 2017; Bursa & Çengelci Köse, 2020; Iyitoğlu & Erişen, 2017; Karapetian, 2020; Webb & Doman, 2016; Yaşar and Polat, 2021), which found significant increases in the participants' academic performances and learning gains.

Research question 2) What are trainee teachers' perceptions on flipped learning and flipped classroom?
A brief survey (Appendix 1) and oral interview questions (Appendix 2) were employed to reflect the participants' flipped class-related perceptions. The quantitative findings from the first two questions in the survey showed a clear tendency (72.22% and 61.11%, Table 3) towards the positive feelings and evaluations of the flipped classroom model in general and the flipped class activities.

Table 3. Data from the perceptions survey

		I agree	No idea	I disagree
Did you like your flipped classroom?	*n*	52	9	11
	%	72,22	12,5	15,28
Did you like the activities in your flipped classroom?	*n*	44	21	7
	%	61,11	29,17	9,72
		Yes	No	
Is there any difference between your thoughts at the beginning of the term and your thoughts now?	*n*	22	50	
	%	30,56	69,44	

Positive evaluations of the learners in this study confirmed the findings of numerous studies in the related literature (Al-Ghamdi & Al-Bargi, 2017; Amiryousefi, 2019; Awidi & Paynter, 2019; Boyraz & Ocak, 2017; Bursa & Çengelci Köse, 2020; Çalışkan, 2020; Ghufron & Nurdianingsih, 2021; Girgin & Cabaroğlu, 2021; Hao, 2016; Yaşar & Polat, 2021; Yeşilçınar, 2019; Yulian, 2021).

The third survey question for comparing the participants' initial and final thoughts on the model and for gravitating to the nature of the differences in their thoughts unveiled that most of the participants' thoughts did not change in time (69.44%, Table 3). The participants who commonly selected 'yes' (82.6%) added subsequent comments (23,3%), to mean that their current thoughts differed from their early thoughts. They tended to provide positive evaluations (69.57%) promoting the flipped class view and practices. The positive learner comments backing the flipped learning mode highlighted the availability of more materials before and during the lessons (videos, practice questions, weekly quizzes, the forum posts), their understanding of the process and beginning to like it as one adapted to the system, the model's not being as hard as thought at first, and being more fun, memorable, time-saving and accessible anywhere anytime. For ensuring more trustworthiness, it is indispensable to include direct qualitative evidence from the data. Thus, some of the positive statements are quoted below, with the direct translations of the Turkish comments. The learners were assigned codes stating with L in the survey segment.

At the beginning, I thought flipped classroom is not beneficial and fun, but now I think, it really works on us. (L15)
Honestly, in the beginning of the class I thought it wouldn't be useful for us but I enjoyed a lot after a while. (L31)
I learned that fliped learning can be good when the teacher does it right. (L55)
At first, I thought that it will be a hard lesson, but as the time pass, I love the lesson at your lecture videos. I learn so many things. (L23)

I find the discussion forum and practice questions about the course contents very beneficial. Answering questions help the contents retained in the mind. (L26)
In the beginning of the term it was hard for me to understand what is going on. But after a couple of weeks I started to understand the topics. But still, there are a lot of details to remember. I'll do my best. Thank you for everything. ♡ (L14)
I was scared of the Linguistic at the beginning because so many people told me Linguistic really hard and it is also but I do not scare anymore if I follow all the videos and the lesson you teach us ma'am thank you for everything that contributed to us hocam love you. (L63)

There were also comparatively fewer negative comments on some aspects of the flipped model. They can be grouped as; course videos' being prepared only as lectures and not being interactive, the learners' personal preferences for in-class learning per se, or acknowledging the place to learn as school, finding the system difficult and hard, feeling forced to learn on one's own, having the group work with peers who did not get prepared beforehand and do nothing, and finding activities in which the teacher pose questions more helpful. Below are the two negative learner statements from the survey data:

I want to say that I don't like flipped classroom because the place to learn stuff is school. If I can learn most stuff at home if I want to then what's the point of coming to school? I want to learn when I come to school. (L42)
There isn't any difference between my thoughts because I knew what flipped class was and I knew that it was not a good method because with flipped class both teacher and student struggles. Teacher struggles to draw student's attention more because the learning is happening outside the class. Student struggles because they have to create time for the lesson maybe 2x then others and it becomes hard to focus. We have to be fully prepared for the class I understand that but in class time it feels like we are wasting our time. Quizzes in the class are very helpful but I think we only learn from them. Your lectures are good but since it is like a online session we can't learn anything. Maybe you can give the lecture in the first hour and in the second we can discuss and do quizzes. To sum up, students can have hard time learning the lecture outside the class and that's why flipped class is not working. (L52)

The learners who expressed dissatisfaction seem to have some valid grounds for their arguments. For instance, individuals may demonstrate a preference for a teacher-led instructional mode, rather than one which fosters autonomous learning, because of their familiarity with conventional educational experiences and lack of involvement in inverted classrooms to date. As criticised, the course videos were not recorded in an interactive fashion. Bursa and Çengelci Köse (2020) reported writing open-ended, multiple-choice or true-false questions on the videos using the Edpuzzle system (p. 146).

The learner coded as L52 quoted above, who provided the lengthiest comment overall, may have failed to notice that the time to be spared for watching the video before the flipped lesson is levelled by the time spent for applying and generalising the contents on one's own after a conventional lesson. The audio-recorded interview data of the study were analysed thematically and described as the following. The learners were assigned only number codes in the interview segment.

1) Preferred approach in university courses: The participants provided diverse preferences on the flipped versus conventional classes. The reasons for choosing the flipped model comprised its suitability for the learning style, its advantages such as offering more materials, mainly the content video and collaborative quizzes, existing anywhere anytime and accessible for multiple watching or rewinding, and its allowing ample time for in-class discussions. The reasons for opting for the traditional way were the beliefs that one learns best and becomes motivated at school, the opportunity to ask a question and interact instantly, and some perceived downsides of the flipped mode such as the classmates who did not either watch the video or get prepared before the class, the perceived loss of time for earlier preparation and more effort required on the part of the learner. Some others stated that the choice depends on the course type and difficulty level, and/or the student's preferred learning style. They expressed that flipped model is not suitable for irresponsible students, and that they are not accustomed to flipped learning or flipped classrooms. The learner coded as No. 7 expressed the concern that the teacher started the lessons with group discussions right away. Although the classes started with some warming up and leading in, this comment was found legitimate in general and shed important insights for the structuring of the following research.

2) Preferred approach to achieve curricular goals: Surprisingly more participants turned to the classical mode rather than the flipped, informing that they are motivated more by having more communication and experience in the face-to-face class, that they cannot balance the time for discussing all the contents and prompts given by the instructor for class discussions, and that they benefit from observing the instructor presenting the course in the classroom. The students preferring the flipped reiterate its merits of being ubiquitous and more effective by allowing knowledge to sink in and being conducive for more collaboration in the class.

3) Preferred courses to be offered through flipped learning: During the interviews, the students often used the term online and remote learning, and therefore, they were frequently reminded that the online learning mode and the flipped were not the same concepts. The preferred courses to be flipped were as follows from the most commonly mentioned to the least: Linguistics, Critical Reading and Writing, Writing Skills, education-based courses, English Literature, Structure of English, Teaching and Learning Approaches, Listening and Pronunciation, Instructional Technologies, Oral Communication, Reading Skills, Foreign Language, Teaching Principles and Methods, Pragmatics in Language Teaching and other elective courses.

4) Preferred courses to be offered through conventional learning: From the most commonly mentioned to the least, the course were: education-based courses, Teaching and Learning Approaches, English Literature, Language and Literature Education, Teaching Principles and Methods, Reading Skills, Writing Skills, Critical Reading and Writing, Oral Communication, English Teaching Programs, Linguistics- Listening and Pronunciation, Teaching English Vocabulary, Language Skills-Pragmatics in Language Teaching-Structure of English- Teaching English to Young Learners- Foreign Language and Turkish Language. One participant preferred all courses to be delivered in the conventional way.

5) The influence of conventional vs. flipped learning on academic achievement: The perceptions of modal effects on academic achievement were associated with the relative effectiveness in comprehension and retrieval of the contents. The participants identified their needs for more dynamic discussions and practice applications -since theory alone easily slips their minds-, more regular self-study, and more opportunity to revise and re-learn, which could all be well accommodated in flipped learning. They acknowledged the value of flipped mode of learning in video and instructor support whenever needed, reviewing the video content and taking notes, arousing interest, collaboration including the chance to hear their peers' ideas and perspectives, and working with more discussion prompts and questions than those available in the conventional mode. The learner No. 9 in the interview stated that traditional classes make her hate the subject, and feel obliged but that the flipped class makes her like the topic, become interested, and helps her learn more. She continued saying that "this will show on my exams. Achievement is not only in exams; in flipped model I learned more than what was asked in the exams".

On the other hand, some participants reported having higher scores in the conventional classes, being able to grasp the lesson better and take better notes, and considering these classes as more advantageous in all aspects than the flipped class which "has only videos for making a review that can affect success positively" (Learner No. 8). Even the learner who had the most defensive stance for traditional learning expressed an appreciation of the instructor's content videos and of the prominence of central issues in the content. The videos were also valued for addressing the students with visual learning styles. The learner No.1 was of the mind that there is no ideal method that suits everyone but needs and preferences, and proposed conducting the two modes on sporadic or alternating weeks, informing the students with a pre-planned schedule for corresponding weeks. The learner No. 7 expressed her observation from the flipped classrooms that group discussions were the first issue to tackle, and pointed out the necessity to have some basic revision of the contents in the opening. This reflection apparently indicated the need for a short summary or briefing on the week's contents presented in the video.

CONCLUSION

The study yielded three important results all of which served to the research aims. First of all, the flipped learning classes did not academically outperform the traditional classes at a significant level, with merely a 1.51-point increase on the mean score of the course visa examination. Secondly, the flipped class members commonly stated that they liked the flipped learning model together with its in-class activities. Thirdly, the university courses that they preferred to be flipped are diverse and not consistent in terms of both the course types and their reasoning for the preferences; namely, different individuals nominated the same course as to be flipped and as to be conventional for the same reason such as being difficult, detailed or requiring practice or discussion.

Given that some research studies in the literature (Amiryousefi, 2019; Boyraz & Ocak, 2017; Bursa & Çengelci Köse, 2020; Iyitoğlu & Erişen, 2017; Karapetian, 2020; Webb & Doman, 2016; Yaşar and Polat, 2021), but not others, found significant increases in the participants' academic performance and language skill development in the flipped classrooms the case is not dismissed and there is undeniably a greater need for more number of studies and more in-depth investigations. The research data collected by Kazu and Kurtoğlu Yalçın (2022), who analysed 54 quantitative studies published between 2007 and 2020, pointed out the significant influence of the flipped classes over student accomplishment, particularly with a period of 10-13 weeks' and 2-5 weeks' intervention length.

Positive participant evaluations in the current inquiry, which confirmed previous research findings, proved that the study possessed external validity by not being peculiar to only the present particular learner group. The content

videos rigorously prepared by the instructor received admiration from the learners for the sound and visual aspects to support learning. Bursa & Çengelci Köse (2020) reported in a similar vein that "the visuality of the videos makes the information better understood and remembered and their success increases" (p. 154).

Having been asked their preferences for the course types they wish to be flipped, the participants commonly gave the impression to confuse flipped learning with online and distance learning modes. The interview data revealed that the learners seem to perceive flipped learning as either distance or online learning and they even stated that they did not have much idea about how it works. Before the flipped classrooms started, the students were provided an introduction to the nature of flipped learning both orally during the first week and as a written description published on the course management system.

Since the flipped classroom system was rather unknown to a great majority of the students, there was an apparent need for an all-inclusive preparation period before the application of the flipped model instruction. This period should include helping students see what they do and what the instructor does in the whole process, what happens when the learner watches the video and when the learner does not watch it, what to do before and during the lessons in both cases of preparation and a lack thereof. For example, whether the learner watches the video or not, reading the assigned chapter and looking at the PowerPoint slides are also complementary for dealing with activities which involve a higher-level learning.

In order to have the maximum benefit from the in-class activities, the lesson hours need careful and detailed planning and structuring. As highlighted in the interview data, a good start for a flipped class can be making a revision of the week's contents presented in the instructional video. Horn and Staker (2015) apprise that the face-to-face class time should be best used by doing "hands-on activities" and "inquiry- and project-based learning" p. 43), which enhance learners' decision making and problem-solving skills. Karapetian (2020) experimented the flipped classroom model by involving ESP students in problem-solving activities, and showed that the flipped model enhanced the students' critical thinking skills and academic performance. Liang (2023) reviewed 33 recent studies to investigate the types of technology and design principles adopted for developing critical thinking, and found that "problem-solving seems a more common purpose of the classroom activities for critical-thinking cultivation" (p. 9) as compared to decision-making.

The learner coded as No. 1 expressed her appreciation of the videos but properly suggested that a video with some interactive elements would be more beneficial for a better understanding and note-taking before the face-to-face classes. Furthermore, the learner explicated that learners with different learning styles might benefit more from both mainstream and flipped classes on alternate weeks, provided that the program is announced at the outset. These noteworthy recommendations may help to shape the video materials in the forthcoming studies. Furthermore, students appear to be in need of a higher motivation to accomplish pre-class activities. They may be offered a pre-class quiz for the purposes of both the learners' and the instructor's check for the learners' readiness for the upcoming class.

Girgin and Cabaroğlu (2021) performed an action research with 12th grader EFL learners to investigate the perceptions and motivation as a result of implementing flipped classroom model. Their findings indicated positive perceptions, high motivation and other benefits. Their a six-week work plan (p. 875) included the use of Web 2.0 tools such as Padlet, Kahoot and Voki to increase target language use and learner motivation. Such action research studies with more in-depth qualitative elements are needed in flipped foreign language learning and teaching classrooms to unearth further aspects of the processes and learner and teacher experiences. In a similar vein, Kazu and Kurtoğlu Yalçın (2022) recommended conducting meta-analysis research on student attitude, motivation, and self-efficacy.

Last but not the least, upcoming research studies should consider devising solid motivation mechanisms to induce more learner involvement in video-watching studies prior to the lesson. For example, a jocular introduction or an intriguing question in the previous lesson may help the learner wonder what will be coming next. When individuals are intrinsically motivated to listen to the content transmission lecture, they may be more open to understanding the video content. As a result, there will most probably be more learner engagement during the lesson discussion and activities, and higher achievements in quiz and exam scores, which in turn may also increase general motivation to learn. In his quasi-experimental study, Çalışkan (2020) employed Kahoot as a competition activity at the beginning of the lesson in order to prepare the teacher trainees for the upcoming task. In flipped classrooms, *Kahoot*, *Quizlet* and other similar applications, which are game-based online platforms students are craving by and large, can be ideal tools for pre-class preparation, in-class teaching, practising, reviewing and testing purposes.

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APPENDICES

Appendix 1. Survey Questions

1. Did you like the Flipped Classroom? If yes, what did you like most? If no, what did you dislike most?
2. Did you like the activities in your Flipped Classroom? If yes, what did you like most? If no, what did you dislike most?
3. Is there any difference between your thoughts in the beginning and now? If there is, what kind of differences?

Appendix 2. Interview Questions

1. Considering your flipped learning experience, which approach would you prefer to be used in your university courses, conventional or flipped learning? Why?

2. Considering your flipped learning experience, which approach would you prefer to be used to achieve your curricular goals, conventional or flipped learning? Why?
3. What courses would you prefer to be offered through a flipped learning approach? Why?
4. What courses would you prefer to be offered through a conventional learning approach? Why?
5. How can conventional vs. flipped learning influence ELT Pre-Service teachers' academic achievement?

Is there something else you would like to add about flipped classroom model?