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A Critical Review of the Flipped Classroom Method in English Language Teaching

Figen Gülsoy[1], Fatma Alımlı[2], Meltem Atıcı[3], Serkan Atilla[4]

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[1]Teacher, Ministry of National Education, Turkey, fgn85@hotmail.com
ORCID: 0009-0004-6765-1534
[2] Teacher, Ministry of National Education, Turkey, fatmabeyaz42@gmail.com
ORCID: 0009-0008-5194-5553
[3] Teacher, Ministry of National Education, Turkey, meltemkucukkurutlu@gmail.com
ORCID: 0009-0008-6772-187X
[4] Teacher, Ministry of National Education, Turkey, stoper_4@windowslive.com
ORCID:0009-0009-5027-0758

Abstract

Technology has changed our lives, needs, and expectations. These changes have changed teaching and learning approaches in education. In this setting, students are expected to actively manage their learning at their own speed, using techniques that suit their preferences and at times that meet their requirements. Teachers are viewed as guides and companions who support students throughout their educational journey. This study investigates the impact of flipped classrooms on English language instruction. Document analysis was used to analyze 16 sources (4 master's theses, eight journal articles, two books, and two scientific publications). The results suggest that flipped classrooms typically help learners achieve better academic outcomes, become more engaged in their studies, and take greater responsibility for their own learning. They also encourage students to speak up in class. However, some problems make it difficult to use more, such as not everyone having the same access to technology and teachers not receiving sufficient training.

Keywords: Flipped classroom model; English language teaching; Student achievement; Technology integration

İngilizce Öğretiminde Tersine Sınıf Yönteminin Eleştirel Bir İncelemesi

Özet

Teknoloji hayatımızı, ihtiyaçlarımızı ve beklentilerimizi değiştirdi. Bu değişiklikler, eğitimde öğretim ve öğrenim yaklaşımlarını da değiştirdi. Bu ortamda, öğrencilerden kendi hızlarında, tercihlerine uygun teknikleri kullanarak ve ihtiyaçlarını karşılayan zamanlarda öğrenimlerini aktif olarak yönetmeleri beklenmektedir. Öğretmenler, öğrencilere bu süreçte yardımcı olan rehberler ve yol arkadaşları olarak görülmektedir. Bu çalışma, tersine sınıfların İngilizce dil öğretimine nasıl etki ettiğini incelemektedir. Belge analizi kullanılarak 16 kaynak (4 yüksek lisans tezi, 8 dergi makalesi, 2 kitap ve 2 bilimsel yayın) incelenmiştir. Sonuçlar, tersine sınıfların genellikle öğrencilerin okulda daha iyi başarılar elde etmelerine, derslere daha fazla ilgi duymalarına ve kendi öğrenimlerinden daha fazla sorumluluk almalarına yardımcı olduğunu göstermektedir. Ayrıca, öğrencileri sınıfta daha fazla konuşmaya teşvik etmektedir. Ancak, herkesin teknolojiye eşit erişime sahip olmaması ve öğretmenlerin yeterli eğitim almaması gibi, bu yöntemin daha fazla kullanılmasını zorlaştıran sorunlar da vardır.

Anahtar Kelimeler: Ters yüz sınıf modeli; İngilizce öğretimi; Öğrenci başarısı; Teknoloji entegrasyonu

Introduction

Technology has changed education, as it has in many other areas. It is evident that the constructivist approach, where the student is at the center and the instructor leads learning, no longer fits current demands. In contrast, flipped classrooms personalize instruction and give students more responsibility. Time and place flexibility are the main benefits of this strategy.

Students use technology to access course information at home, while classroom time is spent on homework, practice, and reinforcement. Technological innovation and the rising demand for foreign language instruction have underlined the need for innovative techniques to engage language learners. Technology-integrated training is one of the most effective strategies for reducing language learning anxiety by making it more engaging and less restrictive.

The flipped classroom technique gained popularity with the work of Bergmann and Sams (2012). It has a significant impact on how people learn and teach. Teachers frequently teach theory in class and assign homework for students to complete outside of regular lessons. This order changes when you utilize the flipped approach. In a flipped classroom, students view videos or use other digital resources to learn the basics before class. Students in class participate in activities that encourage them to work together and solve problems. This change enables students to engage with the subject and ask the teacher for help while undertaking higher-order learning activities, rather than passively receiving information.

The flipped classroom concept is particularly well-suited for foreign language instruction, as it encourages students to engage in practical application rather than merely memorizing grammar and vocabulary. There are more possibilities to use actual language, connect with peers, and do tasks that involve communication when theoretical material is brought out of the classroom. In the 21st century, people need to be able to think critically, utilize technology, be creative, and collaborate effectively. This framework meets those demands. The method also allows students more flexibility and motivation, as they can choose their own pace and revisit learning topics as needed. If you do this, you could find it simpler to learn a new language.

A considerable amount of research has been conducted on the flipped classroom in STEM subjects, including mathematics, engineering, and computer science. However, there has been relatively little research on how to train people to speak other languages. In Turkey, research on flipped learning has primarily focused on domains that prioritize problem-solving and technical skills; however, its application in English language education or other foreign languages remains limited. This signifies a deficiency in the research, particularly in understanding how the model can

improve language proficiency, student motivation, and communicative competence within the Turkish educational framework.

This study aims to enhance the current body of knowledge by methodically evaluating several studies that investigate the flipped classroom model in foreign language instruction. The research synthesizes information from master's theses, journal articles, books, and scientific publications, elucidating the prospective advantages and obstacles associated with the use of this paradigm in language education. This not only demonstrates how flipped learning can aid in learning a foreign language, but it also provides suggestions that could be useful for future study and practice, especially in Turkey, where such studies are scarce.

Method

This study examined 16 papers using document analysis to investigate the effects of flipped classrooms in foreign language instruction. Systematic evaluation of written materials linked to the topic under research is document analysis. It involves reviewing written, electronic, and visual documents. Document analysis, like interviews, focus group discussions, and observations, is used to analyze data and gain meaning, insights, and empirical information.

This study selected 16 sources, comprising four master's theses, eight journal articles, two books, and two scientific papers, as they were directly related to flipped classroom methods for teaching languages. The study employed a systematic methodology that included coding, categorization, and synthesis of the data to discern recurring themes and patterns. We verified the sources to ensure the findings were accurate and consistent. We also considered the advantages and disadvantages of the research. The document analysis yielded significant insights into the possibilities of flipped classrooms in foreign language training; nevertheless, the findings are confined to the particular papers examined and must be interpreted within that context.

Findings and Discussion

Boyraz (2017) examined the impact of flipped classrooms on English language instruction, academic success, and retention. Two groups from Aksaray University's Compulsory Professional Foreign Language Programme participated in the study. The thesis compared the academic achievement of students in a flipped classroom to that of regular students and assessed their impressions of the paradigm. The flipped classroom strategy improved academic performance more than the usual way. Students reported that the methodology enhanced lesson preparation, motivation, and learning, without requiring additional time outside of school. Boyraz advised educational institutions to support the model's technological requirements (computers, tablets,

smartphones, and internet access) to keep students' enthusiasm and willingness to take responsibility for their learning.

Evseeva and Solozhenko (2015) characterized the flipped classroom as a combination of online and face-to-face learning. They believed students should be able to access, evaluate, and learn new information as required, not just once. Thus, lifelong learning has replaced “learning for life” as a motivation to pursue information for many goals. Their study examined the impact of flipped learning technologies on schooling. Flipped learning was helpful in 85% of participants; however, 15% cited challenges. Flipped learning helps motivate and interest students in foreign language acquisition, according to the study.

In their study, Şenel and Kahramanoğlu (2018) examined fourth-graders at a private school in Gaziantep. In his theory, Şenel divided human civilization into three waves: the agrarian, industrial, and information societies. The information society's requirements and expectations have undergone rapid changes due to technological advancements. In today's tech-driven society, education must incorporate technology. Schools should become learning places wherever internet connectivity is available, according to the researchers. Case studies were employed to investigate the application of the flipped learning concept in elementary schools.

The constructivist paradigm enhances teacher-student interaction, encourages learners to take responsibility for their learning, allows teachers to guide, enables students to make up missed lessons easily, and helps preserve material. Over the course of four weeks, the unit "A Long Time Ago" was taught in a flipped style, with three hours of instruction each week, incorporating games, songs, and exercises that focused on the past tense. Data were gathered. Primary school students were too young to assume full responsibility for their learning and required additional support with internet applications. For this age range, it was also found that learners enjoyed studying in school; hence, classroom instruction was chosen.

Temizyürek and Ünlü (2015) introduced the "flipped classroom," reviewed its applications, and examined its use in foreign language education. Temizyürek (2015) noted that integrating technology into language teaching allows students to take an active role in the learning process, bringing diversity, dynamism, and quality to instruction. It enables students to progress at their own pace and repeat content as needed, while providing timely feedback. According to their study, out-of-class and in-class activities comprise the flipped classroom approach. In the out-of-class component, theoretical films replace teacher lectures. Students use multimedia technologies, such as websites or teacher videos, to access these theoretical concepts at home. The in-class component emphasizes collaborative learning through small-group or whole-class discussions. Completion of assigned tasks, group work, and active problem-solving were emphasized in class.

Their research shows that the flipped paradigm improves the achievement, motivation, and accountability of elementary, secondary, and university students.

Instead of memorizing grammatical rules, active student involvement in communicative activities makes foreign language learning more engaging, durable, and successful. According to the communicative method, providing grammatical explanations via videos outside the classroom and dedicating classroom time to communicative and language-use activities enhances learning. The researchers also found that students' motivation decreases when they attend class without watching the videos. They concluded that today's students are "digital natives," and "digital immigrants" must adjust their teaching techniques and resources to accommodate their learning patterns in order to educate them effectively.

In his thesis study, Çevik (2019) used the flipped classroom paradigm with 46 tenth-graders in a Ministry of National Education school. The six-week English study covered “Comparatives and Superlatives.” The research showed that technology advances are changing educational settings and instructional methods, enabling new models beyond rote learning. Instead, education should develop creative, innovative, scientific, problem-solving, and knowledge-producing students. The experimental group, educated using the flipped paradigm, outperformed the control group statistically. At the conclusion of the study, interviews revealed that the flipped classroom technique enhanced student learning.

The flipped classroom paradigm appears promising for English courses in Turkey, where limited research has been conducted, according to this study and the existing literature. The results also suggest that watching films outside the classroom is insufficient to maximize academic progress; effective and engaging in-class activities are necessary. To test its benefits, the flipped classroom paradigm was suggested for other English topics as well.

The seven-week research by Kocabatmaz (2016) involved 21 English language teaching trainees. The study employed the case study technique. Kocabatmaz states that science and technology significantly impact societal change and progress; therefore, educational institutions must adapt accordingly. Due to this approach, the widespread use of technology in education, the ease of obtaining information, and the fact that students can access content independently, intervene, and follow at their own pace, schools and classrooms must become more engaging. In the research, teacher candidates reported that the approach offered infinite repetition, improved learning retention, ongoing access to course content, individualized learning, and productive time outside the classroom. Prospective instructors also said the concept takes too long, involves the internet and technology, and is unfamiliar to pre-schoolers.

One of the blended learning models, the flipped classroom model, enriches the educational environment by focusing on students' individual learning needs, which is achieved through the reversal of homework and classroom teaching. This approach increases lesson effectiveness, ensures lasting learning, and facilitates interactive teaching. Students must have access to computers and a robust internet connection to apply the approach, and they must adjust their perspective and attitude accordingly. In conclusion, applying and researching the concept in Turkey will benefit education if the prerequisites are realized.

In his 2019 article, Koçak examined how flipped learning affects the academic performance of 7th-grade English students. Superstitions and public buildings were studied over five weeks in a 31-student session, held four hours each week. Koçak believes that studying English is necessary to interact with other cultures, build political and business connections, and stay informed about science, technology, and the arts. Even in later years of school, students in our nation claim that they cannot convey their thoughts in the target language after taking several English classes. This suggests a practice-based approach over a theoretical one. Technology can solve this problem if appropriately applied. Technology has enabled the “flipped learning” concept, allowing students to access material in several formats and tailor their learning to their needs. The research shows that flipped learning improves student performance. Class participation improves technique efficacy.

The flipped classroom method may improve academic performance by replacing traditional methods. Koçak said that students liked the concept and thought it helped them succeed and interact more effectively in class. The findings also suggest that students' active engagement and motivation should be enhanced to maximize the model’s advantages.

According to Urfa (2018), technological advances and changing living conditions have changed students' learning choices and learning surroundings. Urfa noted that Turkey is adopting the flipped classroom concept as a substitute for traditional techniques, as it enhances classroom activities and learning. The study examined the pros and cons of the flipped classroom. Since the concept encourages students to engage with knowledge outside of school before arriving at school, it enables more interactive and collaborative activities in class, thereby boosting active student engagement. Students manage their own learning time and location, while teachers facilitate classroom activities to improve student–teacher interactions.

However, the article reveals some weaknesses in the model. Teachers may struggle to verify that students have viewed and understood the films. Unaccustomed students may struggle to adjust to self-directed learning, which might lower motivation. The technique is time-consuming and requires technological resources. Urfa found that the target audience should be evaluated

appropriately, teachers should be trained on the model, and educational institutions should have the necessary infrastructure to implement the model.

Erbil and Kocabaş (2019) employed content analysis to evaluate the attitudes of 23 teachers toward technology and the flipped classroom paradigm. They emphasized that the integration of technology into education is essential and that state support is necessary to ensure its purposeful use and prevent inequality of opportunity for students without access to technical equipment. In 2017, the Fatih Project began this procedure in Turkey.

In the flipped classroom model, online videos deliver lessons outside of school hours, while active learning strategies help students complete homework, performance-based activities, projects, and higher-order cognitive work. The strategy improves academic performance and student attitudes, according to an extensive study. Its success stems from the fact that video-based training enables students to pause, rewind, and replay information, allowing them to ask questions and conduct further study. The technique improves learning efficiency; however, teachers noted that students may spend too much time on computers.

The author (2018) explained the description, essential components, and content categories of flipped learning. Flipped learning emphasizes individual learning over group training. The paradigm requires cooperation, student-centered learning, optimum learning spaces, enough practice time, administrative support, technology infrastructure, reflection, and assessment. Ünsal added that flipped learning combines direct teaching with more natural, flexible learning methods to replace content-driven training.

Gencer, Gürbulak, and Adıgüzel (2014) detailed the flipped classroom paradigm, including its approaches and uses. The cultural background in Turkish education, teaching, and learning was examined to determine its viability. Their study also analyzed its efficacy across educational levels and how it enhances learning. They also contrasted standard versus flipped classroom techniques, revealing their advantages and disadvantages in the schema provided in Figure 1.

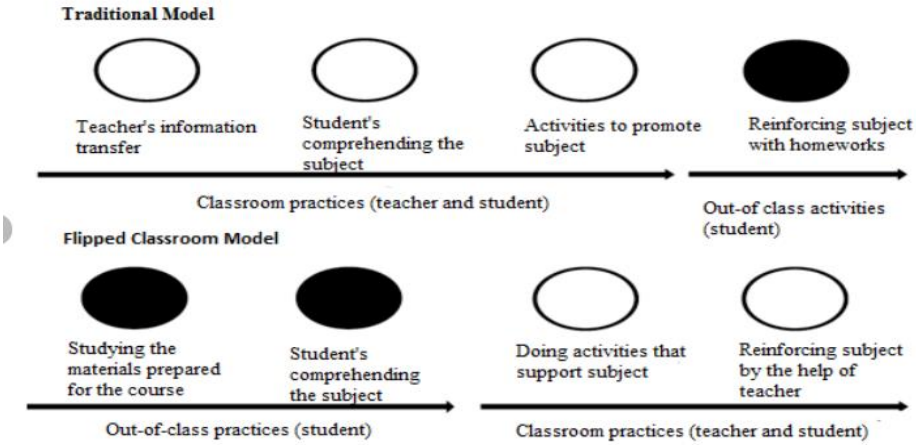

Figure 1. Comparison of the Traditional Education Model and the Flipped Classroom Model (Zownorega, 2013)

Time spent outside the classroom prepares students for in-class activities; teachers assess students' home-based preparation; and classroom sessions go beyond passive listening and note-taking to provide collaborative and problem-based learning, according to the study. Instead of just learning theory, students practice with the teacher and get direct feedback. This technique emphasizes student-centered, active learning.

According to studies, the model has several benefits:

- From the students' perspective:
- Allowing students to study at their own speed and ability
- Developing students' critical and interpretative skills
- Allowing students to prepare for class
- Giving absent students access to study resources anytime
- Providing families with instruction and better assistance for their children
- Teaching students to take charge of their education
- Encourage peer cooperation during classroom applications
- From instructors' perspectives:
- Changing the teacher's role from authority to facilitator and guide
- Allowing teachers to support classroom applications more
- Using interactive activities to regulate student conduct in the classroom
- Offering individual or small-group teaching
- Reducing class repetition and explanation time
- Encouraging teacher collaboration on materials
- Improving teacher-student communication

The model's main drawback is the likelihood that students will misinterpret or mislearn knowledge outside of class, which may go unnoticed and require more time to remediate, thereby limiting its application. However, few studies have examined the flipped classroom concept in Math, English, Biology, Engineering, and Computer Science. Detroit high school students required additional support, so the flipped classroom approach was implemented in math and English classes.

Teachers developed three 5- to 7-minute films each week for students to watch at home or in school for those without internet access, and added interactive exercises and applications to the class. The results showed that students no longer avoided homework, teachers gave more detailed examples, and teachers used instructional time more efficiently by focusing on topics

students did not understand rather than repeating lessons. Failure rates in English and mathematics dropped from 19% to 13% and 50% to 44%, respectively (Strayer, 2011).

Kozikoğlu and Çamuşcu (2019) investigated the correlation between secondary school students' research and inquiry attitudes and their preparation for flipped learning. The Van provincial survey included 362 secondary school students. The results showed that students were ready for flipped learning and enthusiastic about research and inquiry.

Classroom communication self-efficacy, learning control, and self-directed learning, as well as the drive to learn and pre-study skills, were high, whereas technical competence was modest. Based on these data, the researchers concluded that secondary school students were ready for flipped learning, as they could utilize it in the teaching–learning processes. Students also had a good attitude towards study and inquiry, which are essential for flipped learning.

Karaca (2016) examined how the flipped learning paradigm, a modern instructional strategy, affects programming education, a complex subject to teach. Karaca emphasized that this strategy integrates technology into teaching, enhancing academic success, student involvement, and motivation. The study discussed traditional and flipped classroom models, as illustrated in Figure 2.

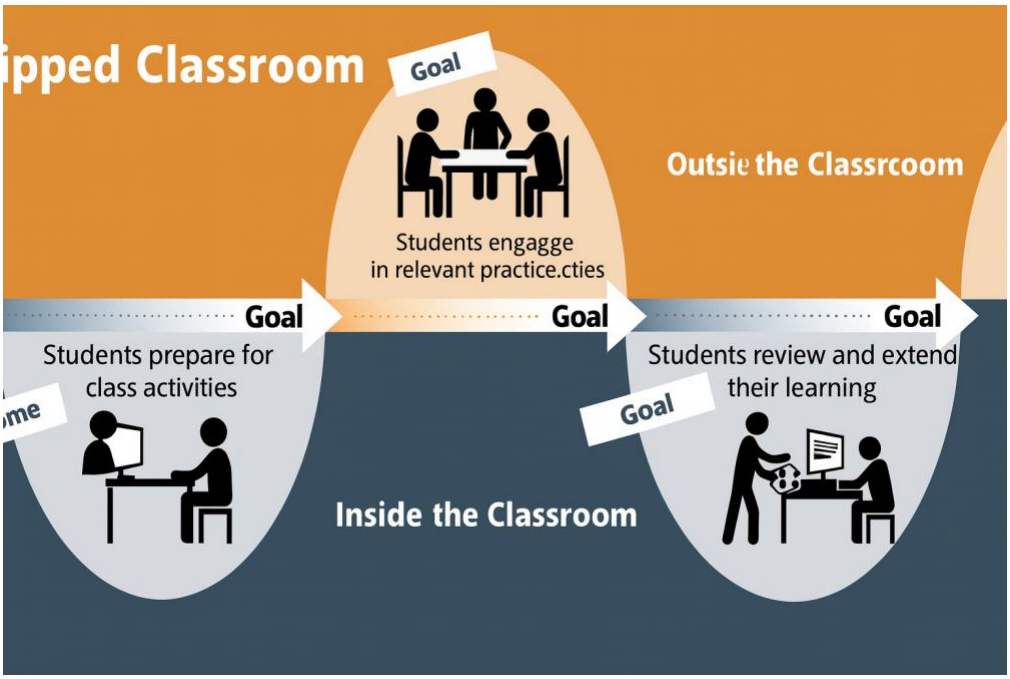

Figure 2. The Flipped Learning Process (University of Texas, 2016).

This quasi-experimental study involved 160 students from Aksaray University's Mechanical Engineering program over a period of four weeks. The investigation found Edpuzzle, Educanon, Huzzaz, Vialogues, Zaption, YouTube, Vimeo, Khan Academy, LearnZillion, National Geographic,

and TED-Ed to be acceptable for flipped learning. Flipped learning proved beneficial when students in the group had considerably superior academic achievement than those in the control group. Additionally, the flipped model can be successfully applied in many college courses that require practical application and skill development when pre-class and in-class components are arranged appropriately.

Through document analysis, Çakıroğlu and Öztürk (2016) analyzed 18 research publications and 40 master's and doctoral theses. Their analysis predicted that the flipped classroom model will grow more popular owing to its connection with modern educational techniques that stress student involvement and technological integration across all professions. Research indicates that the flipped approach enhances student involvement (Mason et al., 2013), improves group work and problem-solving (Strayer, 2007; Berrett, 2012), and enables teachers to provide targeted assistance (Mok, 2014). Student participation and meaningful learning were emphasized in the learning environment.

According to Ökmen (2020), a stepwise flipped learning technique was employed to organize English language education and assess its impact on students' attitudes towards English, self-regulation abilities, and academic achievement. His design paired homework with Stage C and in-class duties with Stages B and A. Instead of completing every task at each step, students were encouraged to choose projects that interested them and proceed accordingly. The student-centered approach promoted autonomy, accountability, and higher-order cognitive skills.

According to the 2018 International English Proficiency Index, Turkey ranked 73rd out of 88 nations. Ökmen (2020) attributes this rating to outdated teaching techniques, unequal emphasis on language skills, overcrowded classrooms, and insufficient textbooks. He emphasized the importance of communicative classrooms where students can actively use the language. Fifth-grade secondary school students used the program for 15 weeks. By arranging assignments in the stepwise flipped paradigm and allowing students to select activities that fit their needs and interests, students took responsibility for their learning, improving effectiveness and motivation. The methodology enhanced students' time management and English learning by emphasizing the use of language in class.

Conclusion and Recommendations

The study found that the stepwise flipped approach helped students discover their learning potential, increase their English study motivation, and improve their academic performance. This research may help teachers utilize the flipped learning approach to make courses more engaging and enjoyable, while enhancing instruction with diverse approaches and strategies. English

teachers seeking to enhance their teaching and develop innovative language education concepts found the data to be helpful.

This research analyzed the pros and cons of the flipped classroom, a new educational approach that leverages technology and student needs. The flipped classroom involves students learning theoretical knowledge individually, frequently through teacher-prepared or recommended films, and then consolidating it in class through guided tasks. Under instructor supervision, classroom time is spent on practice rather than teaching. Tech-savvy students favor this method because it allows them to plan their own learning and is flexible in terms of time and place. However, budgetary restrictions and instructors' unfamiliarity with the methodology may hamper its implementation in Turkey.

The materials studied demonstrate that the flipped classroom method for foreign language instruction enhances academic performance by enabling students to take control of their own learning. The technique enables students to study at their own pace, promotes responsibility, ensures active participation, facilitates parental engagement, reduces instructors' need for direct explanation, and provides one-on-one connection. However, instructors have challenges in confirming student understanding, uneven technological availability, and some teachers' technical incompetence. The concept is less effective in elementary school because younger students lack the maturity to take responsibility for their own learning and require more guidance from teachers and parents.

Technology's constant progress and ubiquitous impact on education necessitate that educational systems, instructors, and students adapt accordingly. Instead of traditional teaching approaches, the flipped classroom—where students are actively engaged—should be used more often. Students should now actively manage and direct their own learning. Teachers must become facilitators and guides, rather than lecturers. Flipped classrooms should be used in all topics, not only foreign languages. State-backed technology investment in Turkey may expedite the adoption of this model. Thus, measures to increase financial resources and train teachers to utilize the flipped classroom should be studied.

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