TEACHERS' AND LEARNERS' PERCEPTIONS OF FLIPPED LEARNING IN A FOREIGN LANGUAGE CONTEXT
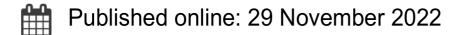
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TEACHER TRAINING | RESEARCH ARTICLE

Teachers' and learners' perceptions of flipped learning in a foreign language context

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Abstract: Flipped learning has attracted attention in the English as a foreign language (EFL) learning and teaching context in the past two decades, whereas the number of studies conducted in Turkey is relatively low. In addition, the existing ones mostly focus on students' skill-based achievement, neglecting the investigation of how useful or effective students find the method from both learners' and teachers' perspectives to see if they overlap. This study aims to investigate the perceived usefulness of flipped learning in the EFL context in higher education from teachers' and learners' perspectives. Being descriptive and quantitative, the study measured 171 students' perceived usefulness using a 17-item questionnaire implemented to 51 instructors as well to see their expectations of students' perceptions. The findings showed that although learners mostly confirmed that flipped learning offers autonomy, practicality, and convenience, they were unwilling to agree that it provides better understanding, concentration, or motivation. On the other hand, teachers were much more optimistic about flipped learning than students. Some correlations were also found between student perceptions of study pace and skills and teacher perceptions regarding students' practical skills, motivation, and readiness.

Keywords: English as a foreign language; flipped learning; perceptions; usefulness

As technology develops and becomes an integral part of life, traditional teaching methods fail to meet changing learner needs and demands. In this regard, recently, educational institutions have sought ways to employ more innovative and technology-integrated learning approaches. Incorporating technology into learning could enable learners to develop the required 21st-century skills such as media literacy, critical thinking, problem-solving, and communication, thereby creating an educational reform by improving the education system (Overmyer, 2014). Thus, technology is widely welcomed and adopted nowadays to develop the education system at all levels, which means that if utilized effectively alongside professional learning, it can increase and improve collaboration in foreign language teaching (Solano et al., 2017). Gilakjani and Sabouri (2014) state that learners can actively control their learning process via technology and reach even more information than teachers can provide. To keep up with the age we live in, there are multiple educational methods that adopt the use of technology to facilitate teaching and learning English.

One method to achieve the abovementioned goal is to use flipped learning where the order followed in the traditional model is inverted. In the traditional approach, teaching a particular subject takes up most of the class time, so productive activities are assigned at home. However, in the flipped model, teachers prepare some videos about the subjects and share them with students beforehand to enable them to watch the videos before coming to the classes, allocating the course time for more productive activities (Bergmann & Sams, 2012). What was initially referred to as a "flipped classroom", in time, turned into the "flipped learning model" by focusing more on the aspect of the

learning process experienced by the students to master the subject matter rather than teachers' implementation of the method (Thoms, 2013). While emphasizing production, instructors and learners collaborate to compensate for the weak areas of learners and gradually master the topic (Harris et al., 2016). Similarly, Bishop and Verleger (2013) attract attention to the nature of flipped method as a student-centered learning method made up of two parts: interactive learning activities during the lesson and individual teaching based on the computer outside class time. Furthermore, currently implemented in the elementary, secondary, and higher education levels (Bormann, 2014), flipped learning provides flexible instructional time and a dynamic and interactive learning environment (Amiryousefi, 2017; Chen Hsieh et al., 2017). Some activities such as problem-solving, discussion, and brainstorming are performed during class time, and guiding is the teacher's role in this process (Bergmann & Sams, 2012). Given that language learning requires interactive activities and a lot of production, flipped learning could play a facilitative role in the EFL context.

To gain a deeper and better understanding of the strengths and weaknesses of the flipped learning method in learning English, investigating learners' perceptions regarding the usefulness of the method is invaluable. It is also crucial to understand teachers' expectations of their students while exploring flipped learning because teachers' perceptions can determine their practices and, as a result, students' learning processes (Borg & AlBusaidi, 2012). Furthermore, while studying perceptions helps teachers to gain awareness of their assumptions and practices during the implementation of the flipped learning approach, it can also help students to gain metacognition about the concept of autonomy and its importance in language learning, which in return, may assist fostering flipped learning more efficiently in the   EFL context. It is important to study learner perception of the effectiveness of flipped learning from both students' and teachers' perspectives to examine the possible matches or mismatches. The parts that are believed to be less useful and the inconsistencies between teacher and student perceptions need to be considered to detect any possible problematic factor causing either party of the class to expect different consequences and rendering the method less effective. To choose the most appropriate and efficient way to improve flipped learning in EFL, feedback from its users, which receives a respectable amount of interest and attention from the researchers, should not be ignored. Although several studies have been conducted about flipped learning in different countries and contexts, the number of studies is still too limited in the EFL context. To conclude, the studies conducted across the globe and in Turkey are few to deduce if the teachers' expectations for students are parallel with students' perceived usefulness of flipped learning method in the   EFL learning context.

Selecting the best method to teach EFL and implementing it efficiently has been a challenge which educators have faced for several decades. To attain the goal of helping learners communicate effectively and fluently in English, a wide variety of approaches, methods, procedures, and techniques have been developed for years. As today's target learners are digital natives, old methods remain inadequate to address their learning and expectations. Previously, due to traditional approaches, while the emphasis was on structures and accuracy, with the rise of technology use in language education, the focus has currently shifted from teaching and instruction to learning and putting theory into practice, developing productive skills, and collaborative learning. As a result of these changes, teachers' role has shifted from being an information-provider to being a guide and an observer. As learners' needs have gained more importance than ever, student-centered methods such as flipped learning have gained more popularity in the EFL context.

In essence, the traditional education system falls short of supplying the demands of an efficient EFL education because it not only focuses more on theoretical knowledge rather than skill-based education and puts students in a passive position where they only receive knowledge from a higher authority without questioning, but also disregards the fact that classrooms are interactive platforms. To raise well-rounded learners as members of a qualified workforce with more different qualifications than previous generations, the current educational technologies should be employed

effectively (Orhan et al., 2014). This paradigm shift is only possible by putting more emphasis on skill-based education by incorporating 21st-century skills, such as real-world problem-solving, collaboration, knowledge construction, communication skills, and digital literacy into English classes, and now thanks to the digital revolution; learning is not restricted to a physical room where a teacher is present. Thus, sooner or later, it is inevitable for educators to turn the traditional education system into a more novel and flexible version that allows students to choose at least when and where to learn or how much time they need to allocate to master the topic as much as possible in a self-directed way considering it is not realistic to expect every student to learn at the same pace and in the same way as peers. The flipped learning model provides more technology in students' learning environment and supports self-directedness with the theory learning part. In this method, by moving the instruction time out of the class, class time is allocated for more active and collaborative learning, and a remedial session is provided with the help of the teacher (Doman & Webb, 2016). Accordingly, perceptions require a thorough examination to play a significant role in evaluating the efficacy of the flipped learning model, especially how effective the learning process is. In an attempt to comprehend students' attitudes and impressions regarding flipped learning and detect the problematic parts, learners' perceptions should be considered to render the model more effective. In addition, based on Davis' (1989) argument that the higher the perceived usefulness of a system is, the more a user believes a positive use-performance relationship, it is important to measure the users' perceptions to calculate how effectively the model operates in their opinion. As the other user-party in flipped learning, studying teachers' perspectives also helps raise awareness of teachers' expectations of students and how close or distant they stand from students' perspectives. Therefore, measuring and comparing the teachers' and learners' perceptions while assessing the usefulness of flipped learning is worthwhile for promoting student-centeredness, learner autonomy, and enhancing efficacy. Below, a review of research on EFL teachers' and learners' perceptions of flipped learning is presented after drawing a theoretical framework of flipped learning in the EFL teaching and learning contexts.

2.Theoretical framework

The flipped classroom, which was previously referred to as the inverted classroom in the late 1990s and early 2000s, basically swaps traditional in-class instruction with homework, so the theoretical part is assigned for home, and homework turns into in-class work (Lage et al., 2000). The method was not called "flipped classroom" until 2006 when, for the first time, two chemistry teachers, Bergmann and Sams (2012), shot some videos and shared them to help their absent students catch up with the curriculum. When the method attracted the attention of the rest of the students and teachers, Bergmann and Sams decided to apply it for the whole academic year of 2007-2008, which was also the first example of the model in secondary school. According to Bergmann and Sams (2012), a flipped classroom is described as a setting where "what is traditionally done in class is done at home and what is traditionally done as homework is completed in class" (p.13). However, recently, the concept has begun to be called "flipped learning" rather than flipped classroom, taking the emphasis away from the creation and delivery of the video content to the learning process which students experience to master the content of the lesson, making higher-order skills in Bloom's Taxonomy gain more focus (Thoms, 2013). Thus, Bishop and Verleger (2013) take the formerly mentioned description one step further and define flipped model as a student-centered learning method made up of two parts, the first one of which is interactive learning activities during the lesson and the other being individual teaching based on the computer outside the class time (Ercan & Aydın, 2022).

Thanks to Chen et al.'s (2014) contribution to the previous works, flipped learning has come a long way from being available only in practice to a more definitive concept offering a more defined and comprehensive framework to guide teachers to get more accurate results. However, to implement the model right and evaluate the perceived efficacy of flipped learning properly, one should understand the following underlying constructs it is based on: Constructivism, Active Learning, Autonomous Learning, Collaborative Learning, Bloom's Taxonomy, and perceived usefulness. First, according to the constructivist school of thought, learning occurs when learners are busy noticing,

questioning, and evaluating the elements of significance in a new learning experience by relating to the previous learning, which results in revising what is known and constructing a new understanding (Bada & Olusegun, 2015). Second, active learning, a student-centered teaching model based on Constructivism, aims to have students learn something by keeping them busy with the experience relevant to the topic. Meyers (1993) describes active learning as ''student interaction with content, with materials and peers in a multi-disciplinary, multi-sensory and multi-graded approach'' (p. 39). Third, defined as "the ability to take charge of one's own learning" by Holec (1981, p.3), autonomy is a construct attributed to the learners who undertake the responsibility of learning with a positive attitude towards all aspects of learning such as why, what and how to learn (Little, 1996). Based on its definition, an autonomous learner could have an active role in every step of learning ranging from setting the goals, determining the content and pacing, choosing the ways to learn, observing the process, and assessing her learning (Holec, 1981 cited in Chan, 2003). Fourth, based on Social Constructivism, collaborative learning is a method that brings learners at differing levels of performance together and has them work together to build knowledge by working on a common goal (Gokhale, 2012). Considering that technology has made the venue irrelevant to the education, collaborative method is practical for distance education and both as an icebreaker for social interaction among learners attending the course from various locations and putting language and real-life skills into practice. Fifth, Bloom's Taxonomy is basically the systematical classification of cognitive skills according to their difficulty level. Bloom (1956), in the taxonomy, helps to group the educational goals according to the cognitive levels of the learners (cited in Forehand, 2010). The thinking skills are grouped into two categories: lower and higher-order skills, each of which is made up of three skills. While knowledge, comprehension, and application form the lower-level skills, analysis, synthesis, and evaluation are higher-order (Forehand, 2017). Last, called perceived usefulness in literature by Davis (1989), the term is defined as "the degree to which a person believes that using a particular system would enhance his or her job performance" (p. 320). It is argued that the higher the perceived usefulness of a system, the more a user believes there is a positive use-performance relationship (Davis, 1989). In his Technology Acceptance Model (TAM), Davis (1989) dwells on two constructs; perceived ease of use and perceived usefulness.

3. Literature review

The results of the articles comparing the flipped method with the traditional one and those employing the pre and post-test to measure the efficacy of flipped learning were similar. Learning outcomes and academic achievement findings indicated that EFL learning was facilitated and promoted via flipped learning. In this sense, a skill-based classification can contribute to further understanding. First, studies regarding the speaking skill, the most commonly investigated skill, showed that flipped learning method enabled learners to enhance their oral performances (Amiryousefi, 2017; Hamdani, 2019; Li, 2015; Xin-Yue, 2016; Zhang et al., 2016). Second, as for writing, the literature presented similar results. Better academic success and more engagement were observed in the writing performances of the experimental groups taught with flipped method (Afrilyasanti et al., 2016; Ekmekci, 2017; Zhonggen & Guifang, 2016). Third, in terms of listening performance, while the studies by Ahmad (2016) and Amiryousefi (2017) acknowledged the effectiveness of flipped learning, Öztürk and Çakıroğlu (2021) reported that listening was the only skill where the test results demonstrated no significant difference in favor of flipped method. Fourth, learners' reading comprehension skills are reported to have improved as a result of adopting flipped instruction (Hamdani, 2019; Mo & Mao, 2017). Fifth, the studies focusing on vocabulary teaching obtained similar results in reinforcing the efficacy of flipped learning (Kang, 2015; Özkal, 2019). Finally, research on grammar does not constitute an exception to the overall results, as learners' language accuracy was reported to be positively affected thanks to flipped design (Thaichay & Sitthitikul, 2016; Webb & Doman, 2016).

There are a considerable number of studies on the perceptions regarding the effectiveness of flipped learning; however, the number of studies focusing on teachers' perspectives is relatively low. While the majority of the studies revealed that teachers had favorable perceptions of flipped methodology despite the challenges they faced (Ansori &

Nafi, 2019; Handayani et al., 2020), few studies concluded that not all teachers demonstrated willingness to adopt this method as they thought the extra workload might be overwhelming for instructors and students might be distracted by the method (Raba & Dweikat, 2019). The focal point of some studies on the topic was evaluating the efficacy of the method from the pre-service teachers' perspective. Some examples of such studies in the Turkish context were conducted by Başal (2015), Çelebi et al. (2016), Kocabatmaz (2016), Adnan (2017), Çetin Köroğlu & Çakır (2017), Kurt (2017) and Akçor (2018) based on pre-service English instructors' perceptions, respectively. All studies indicated that prospective English instructors also favored flipped instruction design like their in-service colleagues.

The descriptive studies directly focusing on the perspectives or perceptions of the students mainly implicate positive views about flipping the classroom. According to the study by Chen et al. (2014) majority of the students were satisfied with flipped instruction since such tasks facilitated and enhanced language exposure and production even outside the class; thereby boosting the feeling of success and self-confidence with the help of high motivation, which is one of the most brought-up factors in literature (Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018). Similarly, in their study on EFL students' perception of activeness, Chivata and Oviedo (2018) reported that students were content with the method as flipping the lesson helped them with their feeling of autonomy resulting from undertaking the responsibility of their learning. The research also demonstrated that students felt positive about more collaboration and engagement while learning. Several studies endorsed the results as data gathered from learners indicated autonomy (Kömeç, 2018; Santikarn & Wichadee, 2018) and engagement (Husnawadi, 2021; Muhlisoh et al., 2020) for the better learning experience the method provided over traditional learning. Learners also added that flipped learning aided them with the development of language skills (Husnawadi, 2021; Kömeç, 2018) in addition to 21st-century skills such as critical thinking, creative thinking, collaboration, and communication which are called 4Cs (Girgin, 2020) and a better attitude towards technology (Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018) such as the use of Web 2.0 (Girgin, 2020) or learning management systems (LMS) or e-learning platforms (Muhlisoh et al., 2020).

Although not directly focusing on student perceptions, experimental studies also mentioned how students feel about flipped learning and are consistent with the previously mentioned results. Adopting a positive attitude, most students found the method effective since it enhanced their understanding and retention of the course content (Al-Naabi, 2020; Boyraz & Ocak, 2017; Choe & Seong, 2016). Choe and Seong (2016) added that over half of the participants involved in the study expressed their content as they felt more prepared for their General English course and participated in the class more by speaking more in English.

Most research on the perceived efficacy of flipped learning has aimed to measure it either from the teachers' viewpoint or students'; however, the number of studies comparing both perceptions to pinpoint the discrepancy or any possible correlation is very limited. One example of these studies was conducted in Turkey by Unal and Unal (2017) to compare the flipped model with the traditional one by examining student perceptions, performance, and instructor satisfaction. Implemented by 16 instructors in their classes, the results of the study suggested that flipped model was perceived positively by students, and it yielded better learning outcomes and more satisfied instructors if the model was applied right. Similarly, Vaezi et al. (2019), in their study with 80 learners and 204 teachers in Iran, concluded that flipped teaching was generally suggested in EFL classes due to the favorable perceptions about the effect of the method. While students focused on constructs such as engagement, effectiveness, and attitudes, instructors tended to favor the method due to students' linguistic development and positive attitudes about flipped instruction. There are also two other studies that mention the reflections of instructors employing flipped learning to measure participant-learners' perceptions. The results demonstrated that both teachers and the learners were content with the method as it enhanced motivation, engagement, interaction, and participation, encouraging students to experience while learning and undertaking the responsibility of learning, thereby developing autonomy (Akçor, 2018).

4. Overview of the current study

The study bears significance for several reasons. First, the research globally contributes to the related literature with respect to the perceived usefulness of flipped learning in EFL teaching in higher education and will assist in filling this gap in the Turkish context. Second, to further understand the pros and cons of the flipped learning method in learning English, the study emphasizes the significance of examining students' beliefs concerning the efficacy of the method. This way, students may contribute to their metacognition regarding learner autonomy and how important it is to learn English effectively. Third, the research provides a significant contribution to the literature on how significant investigating teachers' expectations of their students is while exploring the issue of flipped learning because teachers' perceptions can form the basis of their instructional design and their teaching practice in class, which also directly affects students' learning experiences. Fourth, although there are various studies focusing on the efficacy of flipped learning in English language teaching (ELT) generally in terms of learners' overall or skill-based academic achievement, the number of studies with a focus on perceived efficacy is relatively limited, especially in the Turkish EFL context. As for the studies investigating the perceptions of both teacher and learner perspectives and comparing them, the number is even fewer. Therefore, the study answers the need for more studies to reach a result regarding whether teachers' perceptions of how effective students believe the flipped model is tally with learners' perceived usefulness of the model in English education. Finally, pinpointing possible matches or mismatches between teacher and student perspectives could facilitate spotting what causes ineffectiveness and how it should be fixed for future practices.

Even though all the aforementioned studies in this part support one another in terms of their findings, in the EFL research, there is still a scarcity of any further need for the research on perceptions of both students and the teachers involved in the experience to see the discrepancy and spot to what extent they overlap or correlate. Given the problems stemming from the teacher and learner roles assigned by the traditional education system, the use of class time in EFL education, and those dealing with learner variables described above, this study has three aims. First, the study aims to investigate how effective students find learning English through the flipped learning model in higher education in the Turkish context. The second purpose of the study is to examine what English instructors expect from their students regarding their perceptions of the usefulness of flipped learning in higher education. Third, the study aims to compare the teacher and student perspectives to see how much resemblance or difference they bear. In conclusion, the current study aims to examine the perceived usefulness of the flipped learning approach from the students' perspective in comparison to the teachers' perspectives and seeks answers to the following research questions:

1. How do EFL learners perceive the flipped learning experience?
2. How do EFL teachers perceive their learners' flipped learning experience?
3. Is there a relationship between teachers' and learners' perceptions of flipped learning?

5. Method
5.1 Research design

This study primarily aims to investigate the perceived usefulness of flipped learning in the EFL higher education context from students' and teachers' standpoints by comparing the results of the teacher and student data to see whether or not and to what extent they tally or correlate. As the study seeks answers to previously devised research questions with such deductive objectives, this research was designed as descriptive and correlational to attain them. To get a more comprehensive and meaningful overall result, data were eventually analyzed in small parts first, making the study adopt an analytic approach (Seliger & Shohamy, 1989). Therefore, to get an accurate picture and avoid any influence, data were collected directly from participants voluntarily via a questionnaire.

5.2 Participants

One hundred and seventy-one students and 51 instructors participated in the study. 93 (54.4%) female and 78 (45.6%) male student volunteers participated in the study. The mean age of the learners was 19.6, varying between 18 and a maximum of 34. Out of 171 students in total, 51 (29.8%) of them were studying in an A2+ class, 68 (39.8%) were at B1 level, and the remaining 52 (30.4%) students' proficiency level was B1+. Of 51 EFL teachers volunteering for the study, 39 (76.5%) were females, and 12 (23.5%) were males. Their ages ranged between 31 and 65, with a mean age of 39.5. As for their educational background, 28 (54.9%) of the participating teachers held bachelor's degrees, while 22 (43.1%) of them had master's degrees, and only one (2%) participant had Ph.D. The levels instructors taught reported the levels they were most familiar with for that term. While 17 (33.3%) teachers taught mostly A2+, 26 (51%) teachers had a majority of their classes at the B1 level and the remaining 8 (15.7%) were B1+ instructors. With a minimum of eight-year experience and a maximum of 41-year experience, all teachers had previous EFL teaching experience. The mean score for teachers' experience was 16.2 years. Thirty-one (60.8%) teachers with a teaching experience of 11-20 years constitute the majority, which is followed by 9 (17.6%) teachers with 1-10 years of experience; 6 (11.8%) with 21-30 years; 4 (7.8%) with 31-40 years and lastly 1(2%) teacher had over 40 years of experience. The number of hours they taught weekly also differed between the limits of six and 22. The mean for the weekly course load was 15.1. The number of participants teaching 6-10 hours is 9 (17.6%), while 27 (52.9%) people taught 12-16 hours which is followed by 14 (27.5%) participants with a course load of 18-20 hours and 1 (2%) person having 22 hours. As a final note, the rationale behind participant selection was that all of the students and teachers who participated in the study had flipper learning experiences in their institutions.

5.3 Tools

For the data collection process, a student questionnaire and a teacher questionnaire, both with two parts, were administered to corresponding participants. The first part of the questionnaire was used to collect demographic information about the participants. The second part consisted of 17 items with a 5-point Likert scale to measure the perceived usefulness of flipped learning. The questionnaire was adapted from statements on the perceived usefulness of flipped learning compiled by Yoshida (2016). Originally compiled as a result of a questionnaire for pre-service teachers, three items (item 12, item 13, and item 16) were removed from Yoshida's (2016) original 20-item statement list as their content did not correspond with the study. While Yoshida (2016) associated items numbered 3, 4, 5, 6, 10, and 11 with Davis' (1989) Perceived Usefulness Scale; it was stated in the study that 2nd, 13th, and 16th items are related to the noted items in Abdel-Wahab's (2008) and Eke's (2011) studies. Yoshida (2016) pointed out that the remaining items do not match any other scale or items. However, reliability coefficients and construct validity values were not mentioned in the study. In the current study, the 17-item statement list was adapted to a 5-point Likert scale ("strongly disagree" = 1, "disagree" = 2, "neither agree nor disagree" = 3, "agree" = 4, "strongly agree" = 5) and reliability and validity calculations were computed using SPSS.

Teachers' and students' questionnaires showed minor changes in the demographic information part and the perceived usefulness of the flipped learning questionnaire. While in the first part, students were asked to state their age, gender, and current English proficiency level, instructors reported their age, gender, education level, teaching experience in years, the level they teach the most at the time, and their weekly course-load. As for the perceived usefulness of flipped learning questionnaire, while the items remained the same in content, the pronouns of the teachers' questionnaire items were converted from "I" to "students" as they were expected to state their perceptions of their students.

5.4 Procedure

As the first step of the research, approval of the ethical committee was granted by the Faculty of Educational Sciences in a state university in Istanbul, Turkey. The approval was used to get the necessary permission from the

administration of the state university where the study was planned to be conducted. After permission was granted, teachers and students were sent an e-mail to request their participation in the study. The e-mail involved a Google Forms link where they were informed elaborately about the significance, purpose, and procedure of the study. Participants were also informed that they would be anonymous, and their participation was voluntary-based. In addition, they were assured that once they agreed to participate, all data they shared would be kept confidential and used for only scientific purposes. The data collection process took four weeks and was finalized in July 2021.

5.5 Data analysis

Following the data collection process, the data were transferred to and analyzed with SPSS Statistics version 21.0. Starting with the demographic data part, students' gender and proficiency level and teachers' gender, education level, and level they taught at the time were computed for frequencies and percentages. However, participants' age, teaching experience, and weekly course load of instructors were computed to find out the minimum, maximum, and mean scores. To examine participants' perception of perceived usefulness of flipped learning, descriptive statistics were calculated. In addition, the Pearson Correlation Test was applied to see if there was any correlation among the items replied by students and teachers. As for the perceived usefulness of flipped learning questionnaire, data from teachers and students were run separately for reliability coefficients and construct validity. The coefficients indicated a high level of reliability for both questionnaires. The values in Cronbach's alpha were .90 for the student questionnaire and .93 for the teacher questionnaire. Regarding validity, % of variance was found to be 65.26 for the student questionnaire and 76.28 for the teacher questionnaire (See Table 1).

Table 1. Values for reliability coefficients and % of variance

	Reliability coefficients in Cronbach's alpha	% of the variance
Student Questionnaire	.90	65.26
Teacher Questionnaire	.93	76.28

6. Results
6.1 EFL learners' perceptions of the flipped learning

Table 2 illustrates the findings of how learners perceived their one-year distance flipped learning experience. The results indicate that more than half of the learners either agreed or strongly agreed with the statements for all four items in terms of video and practicality. Item 1 mentioning the ease of rewatching the videos; item 9 referring to the review opportunity via videos; item 14 pointing out the practicality of PCs/smartphones and item 16 mentioning the availability of the videos by downloading were mostly supported by student participants with the mean scores of 3.87, 3.77, 4.08 and 3.59 respectively. Items implying flipped instruction promotes personalized learning exhibit that although the majority of the participants reported they could arrange their pace, study time, and when to stop or pause the video, only 32.7 % of them agreed it helped them with better study habits. Item 3 mentioning individualized pacing was agreed or strongly agreed by 116 (67.9%) student participants ($\bar{x}$ =3.88). Item number 4 with a mean score of 4.50 illustrated that students agreed or strongly agreed that they could individualize the duration of asynchronous lessons by choosing or determining when to stop the video or take a break. Similarly, item 5 which is about arranging their own study time is also confirmed by the participants ($\bar{x}$ =4.26). However, in item 12, 62 (36.1%) participating students either strongly disagreed or disagreed that the model enabled them to have better study skills, while 53 (31%) learners opted for "neither agree nor disagree" ($\bar{x}$ =2.89). As for enhancement of readiness, item 7 has a mean score of 3.53 which results from the statistics that 104 (60.8%) students selected either "agree" or "strongly agree" option. Similarly, 108 participants also agreed or strongly agreed with the statement in item 10 that the model provides prior knowledge for in-class production-based practice ($\bar{x}$ =3.66). However, when it comes to

better concentration focused in item 13 ($\bar{x}$ =2.89) and better motivation in item 15 ($\bar{x}$ =2.75), while 67 (39.1%) participants either strongly disagreed or disagreed with the former, 74 (43.3%) participants chose these options for the latter. In addition, while the ratio of the participants who remained neutral was 24.6% for concentration, it was 30.4% for the motivation factor. Finally, as far as learning effectiveness is concerned, item 2 questioning better understanding got a mean score of 3.11 with 47 (27.5%) learners' negative responses and 69 (40.3%) learners' positive ones which showed the remaining 55 (32.2%) participants chose to stay neutral. Another item under this category was item 6 which examines whether the model helps with the efficacy of in-class lessons. The ratios of the affirmative and negative responses regarding this item were close to each other as the negative one is 36.2%, while affirmative responses constituted 39.8% of all participants ($\bar{x}$ =2.94). As for item 8 which is about if more time was allocated for productive activities in class, its mean score was 3.42, with 88 (51.5%) participants' affirmative answers. Item number 11 aimed to question whether the model provides better practical skills, and 65 (38%) learners disagreed while 55 (32.2%) students agreed or strongly agreed ($\bar{x}$ =2.88). Participants' votes for either "agree" or "strongly agree" corresponding to item 17 confirmed that the model offered the availability of aural and visual learning types and got a mean score of 4.03.

Table 2. Students' perceived usefulness of flipped learning (N=171)

Items		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean	Standard deviation
1. I can study through the video over and over again.	N	7	18	26	59	61	3.87	1.13
	%	4.1	10.5	15.2	34.5	35.7		
2. It enhances my understanding.	N	19	28	55	52	17	3.11	1.14
	%	11.1	16.4	32.2	30.4	9.9		
3. I can study at my own pace.	N	9	14	32	49	67	3.88	1.17
	%	5.3	8.2	18.7	28.7	39.2		
4. I can stop the video whenever I want to.	N	3	4	11	39	114	4.50	.85
	%	1.8	2.3	6.4	22.8	66.7		
5. I can study on my own time.	N	9	3	20	40	99	4.26	1.08
	%	5.3	1.8	11.7	23.4	57.9		
6. It enhances the effectiveness of classroom lessons.	N	37	25	41	47	21	2.94	1.33
	%	21.6	14.6	24.0	27.5	12.3		
7. It develops my readiness for classroom lessons.	N	20	16	31	61	43	3.53	1.28
	%	11.7	9.4	18.1	35.7	25.1		
8. It increases the time for production-based activities in classroom.	N	18	14	51	53	35	3.42	1.20
	%	10.5	8.2	29.8	31.0	20.5		

9. I can use the videos to review what I learned.	N	14	10	31	61	55	3.77	1.19
	%	8.2	5.8	18.1	35.7	32.2		
10. It provides prior knowledge for production- based activities in classroom.	N	8	12	43	75	33	3.66	1.01
	%	4.7	7.0	25.1	43.9	19.3		
11. It enhances my practical skills.	N	28	37	51	36	19	2.88	1.23
	%	16.4	21.6	29.8	21.1	11.1		
12. I can develop my study habits.	N	30	32	53	38	18	2.89	1.23
	%	17.5	18.7	31.0	22.2	10.5		
13. I can concentrate on my studying.	N	37	30	42	38	24	2.89	1.35
	%	21.6	17.5	24.6	22.2	14.0		
14. I can study on PCs/smartphone.	N	9	14	13	53	82	4.08	1.16
	%	5.3	8.2	7.6	31.0	48.0		
15. It enhances my motivation.	N	34	40	52	24	21	2.75	1.26
	%	19.9	23.4	30.4	14.0	12.3		
16. I can download the videos.	N	24	10	34	47	56	3.59	1.36
	%	14.0	5.8	19.9	27.5	32.7		
17. I can study both visually and aurally.	N	9	6	27	57	72	4.03	1.09
	%	5.3	3.5	15.8	33.3	42.1		

6.2. EFL teachers' perceptions of flipped learning

Table 3 demonstrates the results of the perceived usefulness of flipped learning from instructors' point of view after implementing one year of distance flipped instruction. Regarding video and practicality, the findings indicated that a great majority of teachers preferred to opt for "agree" or "strongly agree" for the statements in all four items. Item 1 pointing out learners' opportunity to re-watch the videos, item 9 mentioning learners' ability to review via videos, and item 14 referring to the practicality of PCs/smartphones yielded very similar results with over 90% of the participating teacher population agreeing with the statements. The means for the items were 4.52, 4.39, and 4.51, respectively. Although still constituting the majority of the participants, the number of teachers choosing "agree" or "strongly agree" for item 16 mentioning the availability of the videos by downloading was relatively lower with 38 (74.5%) instructors ($\bar{x}$=4.15) than those for previously mentioned three items. Similarly, results of the items related to the enhancement of personalized learning during flipped instruction illustrate that the participants were mostly positive about the promotion of individualized learning the model offers. Item 3 regarding personalized pacing and item 5 which is about enabling students to determine their own study time were agreed or strongly agreed by over 90% of the participating teachers with the same mean score of 4.56 for both of the items. As for item number 4 which mentions the opportunity of students' being able to pause the video any time, 50 (98.1%) teachers replied affirmatively ($\bar{x}$=4.76). Although the number of participants voting "agree" dropped by over 10% for item 12, still most of them were in agreement with the statement that flipped instruction helped students with better study skills with 40 (78.4%) teachers' votes ($\bar{x}$=3.98). In terms of enhancement of student readiness, 39 (76.5%) teacher participants reported their agreement with item 7 which is about the model's contribution to readiness for synchronous classes ($\bar{x}$=4.05). For a similar item that attempts to measure if teachers think flipped learning helps students build the necessary background knowledge for productive exercises during the class, 47 (92.1%) instructors agreed, with a mean score of 4.35. Although the number of "agree"s falls to 35 (68.6%), it is seen that the majority still supported the statement regarding the increased concentration of students in item 13 ($\bar{x}$=3.92). However, when it comes to the enhancement of students' motivation in item 15, 26 (51%) participants chose to remain neutral, while 15 (29.4%) instructors were positive about better motivation, and 10 (19.6%) participants chose to disagree with the statement ($\bar{x}$=3.23). Finally,

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concerning learning effectiveness, item 2 testing whether teachers think the model enables better understanding yielded favorable results from 36 (70.6%) teachers with a mean score of 4.02. In addition, while no one disagreed, 15 teachers selected the "neither agree nor disagree" option. For items 6 and 11, questioning the improvement of the effectiveness of the classes ($\bar{x}=3.76$) and practical skills ($\bar{x}=3.68$), respectively, the results seem very similar in that in both cases, participants who preferred to remain neutral made up of 37.3% of the participants while over half of them chose to opt for "agree". Similarly, the same results were received in the affirmative end of the continuum for the remaining two items. 45 (88.2%) participant teachers either agreed or strongly agreed with both item 8, stating the duration allocated for productive activities in class was more ($\bar{x}=4.31$), and item 17, suggesting the model offered both aural and visual learning types ($\bar{x}=4.25$).

Table 3. Teachers' perceived usefulness of flipped learning (N=51)

Items		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean	Standard deviation
				Frequencies				
1. Learners can study through the video over and over again.	N	-	1	3	15	32	4.52	.70
	%	-	2.0	5.9	29.4	62.7		
2. It enhances learners' understanding.	N	-	-	15	20	16	4.02	.78
	%	-	-	29.4	39.2	31.4		
3. Learners can study at their own pace.	N	1	-	3	12	35	4.56	.78
	%	2.0	-	5.9	23.5	68.6		
4. Learners can stop the video whenever they want to.	N	1	-	-	8	42	4.76	.65
	%	2.0	-	-	15.7	82.4		
5. Learners can study on their own time.	N	2	-	3	8	38	4.56	.92
	%	3.9	-	5.9	15.7	74.5		
6. It enhances the effectiveness of classroom lessons.	N	1	3	19	12	16	3.76	1.03
	%	2.0	5.9	37.3	23.5	31.4		
7. It develops learners' readiness for classroom lessons.	N	1	2	9	20	19	4.05	.94
	%	2.0	3.9	17.6	39.2	37.3		
8. It increases the time for production-based activities in classroom.	N	1	1	4	20	25	4.31	.86
	%	2.0	2.0	7.8	39.2	49.0		
9. Learners can use the videos to review what they learned.	N	2	2	-	17	30	4.39	.98
	%	3.9	3.9	-	33.3	58.8		
10. It provides prior knowledge for production-based activities in classroom.	N	1	1	2	22	25	4.35	.82
	%	2.0	2.0	3.9	43.1	49.0		
	N	1	2	19	19	10		

11. It enhances learners' practical skills.	%	2.0	3.9	37.3	37.3	19.6	3.68	.90
12. Learners can develop their study habits.	N	1	1	9	27	13		
	%	2.0	2.0	17.6	52.9	25.5	3.98	.83
13. Learners can concentrate on their studying.	N	1	1	14	20	15		
	%	2.0	2.0	27.5	39.2	29.4	3.92	.91
14. Learners can study on PCs/smartphones.	N	1		2	17	31		
	%	2.0		3.9	33.3	60.8	4.51	.75
15. It enhances learners' motivation.	N	1	9	26	7	8		
	%	2.0	17.6	51	13.7	15.7	3.23	.99
16. Learners can download the videos.	N	-	1	12	16	22		
	%	-	2.0	23.5	31.4	43.1	4.15	.85
17. Learners can study both visually and aurally.	N	1	2	3	22	23		
	%	2.0	3.9	5.9	43.1	45.1	4.25	.89

6.3 Correlations between teachers' and learners' perceptions of flipped learning

Values indicate that teachers' and students' perceptions of flipped learning seem similar. Upon comparing the same numbered items corresponding to video and practicality, personalized learning, enhancement of readiness, and learning effectiveness one by one in student and teacher questionnaires, it was concluded that variances were not significant to draw any correlative conclusions. The significance values ranged from a minimum score of .17 belonging to the ninth item which was about using videos to review to the maximum score of .94, corresponding to the third item about personalized study pace. On the other hand, several items showed positive correlations regarding their perceptions of flipped learning. The responses to seven items from the teacher questionnaire significantly correlated with three items from students' perspective. The second item asking students how much they agreed that flipped learning contributed to their understanding ($\bar{x}$=3.11), and the fifth item from the teacher questionnaire investigating what teachers thought about learners' opportunity to determine their study time ($\bar{x}$=4.56) indicated that they were positively correlated (p =.02). In addition, item 5 from teacher data had another significant and positive correlation with students' item 3 ($\bar{x}$=3.88) questioning the usefulness of being able to control their own study pace (p =.02). Similarly, this perception of study pace among students was positively correlated with the teacher perceptions of the development of learner readiness in item 7; enhancement of the time allocated for productive in-class activities in item 8; providing background knowledge for class activities in item 10; improvement of practical skills and learner motivation in items 11 and 15 respectively. It can be seen that with a mean score of 3.88, learners held positive perceptions of their study pace, which was also reinforced by the effectiveness of flipped learning on student readiness with their 4.05-mean score (p =.01). According to the significance value of .04, student responses for item 3 were also correlated to instructors' thoughts on the increase of production-based in-class activities ($\bar{x}$=4.31). In addition, the findings demonstrated the effect of student-controlled study pace seemed related to most teachers' perception that flipped learning provided students with the necessary preparation before the class as the mean score for this is 4.35 (p =.04). Item 11 about students' practical skills (p =.00) and 15 about learner motivation (p =.04) are two last factors that were related favorably for flipped learning from teachers' perception with students' study pace but with relatively lower mean scores compared to the previously mentioned items, which are 3.68 and 3.23 respectively. Finally, one item showed a negative correlation when perceptions of flipped learning were considered. The only pair of items that shows significant and negative correlation (p =.05) exists between student item 12, mentioning the development of study skills resulting from flipped learning, and teacher item 9, pointing out the opportunity to use videos as review material. While most teachers perceived this as ease for students, this did not match with students' self-evaluation of their study skills ($\bar{x}$=2.89).

7. Conclusions and discussion

This research inquiring about the perceptions of flipped learning experience during one year of distance education from the learners' and their instructors' points of view led to several conclusions. First, while most students verify that the flipped model offers autonomy, practicality, and convenience, they are mostly reluctant to agree that it provides a better understanding. For instance, they feel positive about the convenient access to the pre-requisite video materials through the internet whenever they like since it offers learners a chance to study and review the topics. Similarly, being able to control their study time and pace are two other factors that are voted for flipped learning. Interestingly, the majority do not think that it improves their study habits despite the ground it sets for autonomous learning. In addition, while learners agree that the model increases their readiness for classes in terms of content, they do not feel it helps them with their concentration or motivation. As for the aspect of learning effectiveness, while the student data confirm that the model helps with the extension of productive-activity time and offers both aural and visual input, more than half do not vote for improved practical skills and efficacy of in-class lessons or understanding. Second, instructors project a more optimistic attitude in favor of flipped learning compared to students. They are quite positive that the convenience of the accessibility to asynchronous lessons/videos contributes to students' review and study. In addition, they hold favorable opinions for the opportunities flipped learning offers regarding individualized learning. Therefore, unlike students' perceptions, they expect the model to help learners with better study habits. In terms of student readiness, teacher perceptions are similar to students' as they also confirm that it improves students' theoretical readiness for online classes to some extent. The participating parties are also on the same page about their negative perception of motivation factors. However, unlike students, teachers tend to have relatively positive feelings about student concentration. Similarly, there exist contrasting results to those of students regarding learning effectiveness as teachers' perception is that the model contributes to students' understanding, skills, and in-class teaching efficacy by increasing the production time in class and providing both aural and visual input. Third, how much students tend to think positively about the enhancement of understanding as a result of the flipped model seems to be positively correlated with teachers' optimistic perception of students' control over their study time. Even though the majority of students do not stand on the positive side, a positive perception appears to have affected teachers' opinions about students' individualized study time favorably. Furthermore, students' affirmative perception of being able to choose their own study pace also displays a positive correlation to instructors' opinions on their study time. In addition, students' perception of self-paced study is positively correlated with several teachers' perceptions of aspects such as improved practical skills, motivation level, preliminary preparation before in-class activities, and extended time spent on production in class. Surprisingly, according to the findings, teachers' positive perception of students' being able to use videos as review material seems to be negatively correlated with students' perception of the model's alleged help with better study habits.

The current study offers some implications on both teacher and student perceptions of flipped learning experiences that can be derived from the results. First of all, given that the majority of students voted in favor of flipped learning in 11 items out of 17 items, the results support several other studies reporting that students take a positive stand regarding the model (Chen et al., 2014; Chivata & Oviedo, 2018; Çalışkan, 2016; Fauzan & Ngabut, 2018; Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018). The current study suggests learners agree that the method provides them with the background knowledge for activities requiring production and leaves more floor to production during the lesson, which endorses the research by Chen et al. (2014), where they conclude the facilitative and enhancing effect of flipped instruction on production. However, despite this positive perception about language production, student data show that they do not think their practical skills developed during the process, unlike what Husnawadi (2021) and Kömeç (2018) came up with in their studies whose findings demonstrated the model's help with the development of students' language skills. Another conclusion in the current study leads to be that flipped learning provides learners with the necessary conditions to gain autonomy through the individualized learning opportunities it offers. The finding that students agree that the model facilitates customization

and control of their study pace and time along with learning type with the help of downloadable materials through PCs or smartphones is mostly in line with several studies (Chivata & Oviedo, 2018; Kömeç, 2018; Santikarn & Wichadee, 2018) which indicate cultivation of autonomy as a result of the flipped model. Nevertheless, one point where this study contrasts with the existing literature is that despite the abovementioned favorable student impressions, they mostly think the model improved their study habits or enhanced their understanding by providing more effective lessons in class. In addition, students also disagree that it helps them with better concentration and motivation, which is contradictory to the results regarding students feeling of success with the help of a higher motivation rate in existing literature (Chen et al., 2014; Girgin, 2020; Husnawadi, 2021; Kömeç, 2018; Muhlisoh et al., 2020; Santikarn & Wichadee, 2018). As for the model's role in readiness for class, the students voted in favor of its enhancing effect as Choe and Seong (2016) conclude. Second, instructors exhibit a more optimistic attitude in favor of flipped learning as many existing works do (Ansori & Nafi, 2019; Handayani et al., 2020). The current study reinforces the positive results concerning better preparedness before the lessons (Başal, 2015; Çetin Köroğlu & Çakır, 2017), enabling a personalized learning pace (Akçor, 2018; Başal, 2015; Çelebi et al., 2016; Kurt, 2017), and encouragement for learner autonomy and self-discipline (Adnan, 2017; Akçor, 2018; Ansori & Nafi, 2019). However, even if the perceptions of flipped learning are mostly positive in every other aspect, the findings show that most instructors remain undecided about the model's enhancing role on learner motivation, which contradicts one finding (Akçor, 2018) that reached regarding increased motivation in her study. Third, although there is no similar study to compare in literature, checking for a correlation between student and teacher perceptions, the study contributes to the literature by concluding that there is a negative correlation between teachers' perceptions of the practicality of videos and students' perception regarding study habits. Additionally, students' self-paced study and instructors' impressions of learners' study time, practical skills, motivation, preparation, and time allocation for in-class production seem to be positively correlated.

Given the results of the study, some practical recommendations could be brought up to render the flipped instruction experience more fruitful. First of all, considering the flipped model is a technology utilizing instruction, administrations should conduct a need analysis to detect the possible technological shortcomings well before the academic term starts and take necessary measures to make the technology available to every party taking part in the education process by building computer labs or working in collaboration with institutions which can offer students to use. Similarly, after dealing with the physical infrastructure, some training should be organized for the academic staff to ensure they can perform procedures such as editing or uploading videos and use the necessary systems or applications confidently with the help of a professional. Orientation programs for students should be organized to offer students help in case they need help with access and the use of technology. Once the infrastructural problems are taken care of, awareness-raising issues should be attended. Curriculum and professional development units should cooperatively organize some in-service training for the instructors on flipped learning and how to implement it efficiently. A mentor program matching the more experienced with the less should also be started to encourage collaboration. Regular meetings should be arranged to get systematic feedback to take immediate action in case of a case that requires compensation. In addition, curriculum and material developers should proofwatch the videos and design the materials as well as the curriculum in a way that maximizes the students' production time during class. The activities should include production-based tasks and pair or group projects cultivating critical thinking. As for raising students' awareness, besides the orientation program and school website, teachers should also provide them with clear instructions on what is expected from them and how they should undertake the responsibility of learning. When it comes to practical recommendations for teachers, they should be aware that their learners from this point on will be digital natives. In addition to taking part in professional development and in-service events such as training workshops, seminars, and webinars, they should also individually work on their computer skills since there are an infinite number of useful applications and extensions on the net waiting to be explored. They should also make sure they plan their lessons in a way that the classes are student-centered with production-based activities encouraging

collaboration among classmates, and learners are given immediate feedback to make the best of class time. Finally, some lessons on integrating technology in classes and designing educational applications should be inserted into teacher training programs to raise better-equipped teachers for prospective generations.

There are some limitations to the study. First, the study took place in one state university's preparation program and only with 171 students and 51 teachers during the compulsory distance education due to the Covid19 pandemic, so the results are only limited to this dataset. Second, the distribution in groups formed according to demographics is not homogenous, which could impact the overall results. Third, the study is designed as a descriptive and correlational research design, and data is collected through questionnaires adapted from Yoshida (2016) to investigate learners' and instructors' perceptions of the usefulness of flipped learning. The responses are limited to a 5-point Likert scale ranging from strongly disagree to strongly agree.

In light of the current study, some recommendations can be made for further research. Considering this research only focuses on the result-oriented opinions of the participants, the underlying factors contributing to participants' choice for that specific response cannot be known. Therefore, in order to gain a deeper and sounder understanding, research inquiring about the justifications for both negative and positive perceptions regarding flipped learning's role in learning effectiveness, motivation, concentration, and autonomous learning should be conducted by collecting qualitative data via open-ended questions or interviews besides the quantitative one. Another recommendation can be made on measuring to what extent distance education influences the perceptions of the perceived usefulness of flipped instruction by designing comparative research with two groups: one going through online learning and face-to-face environments.

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The authors declare that they have no conflicts of interest.

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