





*International Association of Research
in Foreign Language Education and Applied Linguistics*

ELT Research Journal

Founded
2012

Volume
11

Issues
1

e-ISSN
2146-9814

Available at: <https://dergipark.org.tr/tr/pub/eltrj>
<https://www.eltrj.org/>



**International Association of
Educational Researchers**

DergiPark
AKADEMİK



Available online at:
<https://dergipark.org.tr/eltri/>

ELT Research Journal
 Volume 11, Issue 1, June 2022

EDITORIAL BOARD

Editor-in-chief

Prof. Dr. Dinçay KÖKSAL, Canakkale Onsekiz Mart University, Turkey

Associate Editors

Prof. Dr. Gonca YANGIN EKŞİ, Gazi University, Turkey

Prof. Dr. Meltem Huri BATURAY, Atılım University, Turkey

Assistant Editor

Orçin Karadağ, Muğla Sıtkı Koçman University, Turkey

Language Editor

Sezen Balaban, Bursa Uludağ University, Turkey

Bibliography Editor

Assoc. Prof. Dr. Ömer Gökhan ULUM, Mersin University, Turkey

Advisory Board

Andrea DeCapua	The College of New Rochelle	USA
Angeles Clement	Universidad Autónoma Benito Juárez de Oaxaca	Mexico
Arif Sariçoban	Selçuk University	Turkey
Aysun Yavuz	Çanakkale Onsekiz Mart University	Turkey
Ardith J. Meier	University of Northern Iowa	USA
Ayşe Akyel	Yeditepe University	Turkey
Azirah Hashim	University of Malaya	Malaysia
Babaii Esmat	Tarbiat Moallem University	Iran
Bernard Spolsky	Bar-Ilan University	Israel
Bill Grabe	Northern Arizona University	USA
Birsen Tütüniş	İstanbul Aydın University	Turkey
Bruce Morrison	The Hong Kong Polytechnic University	Hong Kong

Carisma Nel	North-West University	USA
Christopher Kennedy	University of Birmingham	UK
Claus Gnutzmann	Technische Universität Braunschweig	Germany
Çiler Hatipoğlu	Middle East Technical University	Turkey
Ece Topkaya	Çanakkale Onsekiz Mart University	Turkey
Elaine K. Horwitz	The University of Texas	USA
Eleni Manolopoulou	Hellenic Open University	Greece
Eva Alcon	Universidad Jaume I	Spain
Feryal Çubukçu	Dokuz Eylül University	Turkey
Filomena Capucho	Universidade Católica Portuguesa	Portugal
Fredricka Stoller	Northern Arizona State University	USA
Gary Barkhuizen	The University of Auckland	New Zealand
Ghazi Ghaith	American University of Beirut	Lebanon
Gonca Yangın Ekşi	Gazi University	Turkey
Gölge Seferoğlu	California State University	USA
Hasan Ansary	Shiraz University	Iran
Hayo Reinders	Middlesex University	UK
Hilary Nesi	Cowentry University	UK
Hugh Randal Holme	The Hong Kong Institute of Education	Hong Kong
Ibrahim S AlFallay	King Saud University	Saudi Arabia
James A. Coleman	The Open University	UK
Jesús García Laborda	Universidad de Alcalá	Spain
József Horváth	University of Pécs	Hungary
Kontra H. Edit	Eötvös University	Hungary
Kurt Kohn	University of Tübingen	Germany
Lawrence Jun Zhang	National Institute of Education	Singapore
Lynne Flowerdew	The Hong Kong University of Science & Technology	Hong Kong
Maria del Pilar G.Mayo	Universidad del País Vasco	Spain
Maria Pilar Safont	Universitat Jaume I	Spain
María Jesús S. Manzano	University of Salamanca	Spain
Mehmet Demirezen	Ufuk University	Turkey
Mehmet Sercan Uztosun	Çanakkale Onsekiz Mart University	Turkey
Mirjam Hauk	Open University	UK
Mustafa Tekin	Çanakkale Onsekiz Mart University	Turkey
Neal Snape	Gunma Prefectural Women's University	Japan
Neil J. Anderson	Brigham Young University	USA
Nick Ellis	Michigan University	USA
Nicos Sifakis	Hellenic Open University	Greece
Norbert Schmitt	Nottingham University	UK
Piotr Romanowski	Warsaw University	Poland
Ravi Sheorey	Oklahoma State University	USA
Rebecca Oxford	the University of Maryland	USA
Richard Watson Todd	King Mongkut's University of Technology Thonburi	Thailand
Robert Debski	Jagiellonian University	Poland
Robert Vanderplank	Oxford University	UK
Salah Trudi	University of Exeter	UK
Salim Razi	Çanakkale Onsekiz Mart University	Turkey

Samira Elatia	The University of Alberta	Canada
Udo Jung	University of Bayreuth	Germany
Xuesong (Andy) Gao	Hong Kong Institute of Education	Hong Kong
Wataru Suzuki	Miyagi University of Education	Japan
Yousef Kasimi	Duzce University	Turkey
Zhichang Xu	The Hong Kong Institute of Education	Hong Kong

Referees of This Issue

Asuman Aşık, *Gazi University, Turkey*

Gonca Yangın Ekşi, *Gazi University, Turkey*

Amanda Yeşilbursa, *Uludağ University, Turkey*

Aylin Yardımcı, *Kahramanmaraş Sütçü İmam University, Turkey*

Duygu Umutlu, *Boğaziçi University, Turkey*

Arif Altun, *Hacettepe University, Turkey*

Ahmet Önal, *Süleyman Demirel University, Turkey*

Ufuk Ataş, *Artvin Çoruh University, Turkey*

Kutay Uzun, *Trakya University, Turkey*

TABLE of CONTENTS

RESEARCH ARTICLES

A Systematic Review of Graduate Studies on Flipped Classroom in English Language Teaching in Turkey <i>Nihan Erdemir, Süleyman Demirel University, Isparta, Turkey</i> <i>Mehmet Zeki Şenöz, Ministry of National Education, Isparta, Turkey</i>	1-15
Students' Perceptions about Peer Feedback for Writing: Their Effect on Revised Texts <i>Dilara Keskin, Yeditepe University, İstanbul, Turkey</i>	16-30
Investigating Redundant On-Screen Text, Learner Control and Self- Regulation in a Foreign Language Learning Context <i>Yavuz Akpınar, Boğaziçi University, İstanbul, Turkey</i> <i>Bedi Cananoğlu, Boğaziçi University, İstanbul, Turkey</i>	31-52
Relation Between Grammar Achievement and Types and Frequency of Errors in Grammar Course <i>Kadriye Aytaç Demirçivi, Aksaray University, Aksaray, Turkey</i>	53-76
An Audial Skills-based Investigation of the ELT coursebook from an ELF Perspective <i>Elif Aydın Yazıcı, Gebze Technical University, Kocaeli, Turkey</i>	77-90

Dear Reader,

The ELT Research Journal draws upon a range of research articles addressing language learning and teaching, methodology and teacher training. Volume 11 Issue 1 of the ELT Research Journal has been published. The five contributions in this issue address a number of issues in the field of English Language Teaching. The first article investigates the correspondence between students' grammar achievement and type and frequency of errors and finds that errors are indicators of learning. The second paper presents a multimedia learning environment and investigates the effects of redundant on-screen text, learner control and self-regulatory skills on students learning. The third study presents an analysis of ELT coursebooks with regard to the role of English as Lingua Franca. The fourth study presents a systematic review of graduate studies between 2013 and 2021 on flipped learning in English language learning in Turkey. The last study of the issue aims to explore student perceptions about peer feedback in writing. I would like to thank all the researchers who have contributed to the current issue of the journal with their invaluable academic works. I would also like to thank all editors, co-editors and reviewers of the ELT-RJ for their voluntary contribution to the journal by managing the review process.

We are extremely pleased that the editors of our journal - Prof. Dr. Gonca Yangın Ekşi, Gazi University's Department of English Language Education and Prof. Dr. Meltem Huri Baturay, Atılım University's School of Foreign Languages - have spent great effort and energy in the preparation of the journal for publication. Here I also would like to express my special thanks to the team members of the journal - co-editor, Orçin Karadağ, who follow the review process and design the website and electronic publication of our journal, Language Editor Sezen Balaban, (APA) Editor, Ömer Gökhan Ulum, the editorial board members, reviewers, and finally we would like to express our gratitude to all the contributors who create the essence of this journal with their precious work.

We are also very grateful to you for your joining us as readers in this issue and hope you will also be one of the contributors in the next issues.

Prof. Dr. Dinçay KÖKSAL

Editor-in-Chief

Prof. Dr. Gonca YANGIN EKŞİ

Associate Editor

Prof. Dr. Meltem Huri BATURAY

Associate Editor