

A SNAPSHOT OF FLIPPED INSTRUCTION IN ENGLISH LANGUAGE TEACHING IN TURKIYE: A SYSTEMATIC REVIEW

Hasan Serif BALTACI

ORCID: 0000-0003-3199-7838

School of Foreign Languages

Baskent University

Ankara, TURKIYE

Received: 21/02/2021 Accepted: 14/02/2022

ABSTRACT

This study aims to explore the trends and the perceived benefits and challenges of flipped language instruction regarding student achievement and attitudes in Turkiye. To that end, the databases, including Web of Science Core Collection, Scopus, Eric and DergiPark were reviewed, and a total of 20 articles were analyzed. Systematic review was utilized as the research methodology. The findings revealed that flipped instruction in ELT has gained importance since 2015 in Turkiye and has been gradually receiving more attention in research and practice. In the reviewed studies, the most employed research method turned out to be the mixed method, whilst the purely quantitative and qualitative studies were not abundant. It is seen that writing has been the most frequently researched language skill with respect to flipped instruction, whereas the other skills were not subject to investigation considerably. Furthermore, apart from language skills as the primary focus, the studies also concentrated on students' perceptions, achievement, self-directed learning, attitudes, and classroom engagement. Finally, the reviewed studies illustrated the challenges and benefits of the flipped classroom in relation to students' achievement and attitudes towards learning. In the light of the findings, implications for practice and recommendations for future research are provided.

Keywords: Flipped instruction, flipped classroom, English Language Teaching, EFL, systematic review.

INTRODUCTION

Flipped instruction has been an approach that has received a lot of research attention in many educational fields over the last decade as a result of the advances in technology and their integration into educational methodologies (Akçayır & Akçayır, 2018; Dill, 2012; He, Holton, Farkas, & Warschauer, 2016; Zou, Luo, Xie, & Hwang, 2020). There is no doubt that English language teaching is one of these fields since teaching English is a primacy worldwide. The field of ELT also strives for innovative approaches and practical techniques to keep up with continuously changing student profiles and their needs. (Hsieh, Wu, & Marek, 2017). According to He et al. (2016), the escalation in flipped instruction is due to its potential to amalgamate active learning and online instruction. Although there is no absolute definition of the concept, it is widely acknowledged that it aims to transfer new information to students before class to allocate more time for more in-depth learning experiences at the practice and production levels. In this way, flipped classroom makes room for a flexible and interactive learning environment that incorporates more opportunities for hands-on practice and higher-order thinking (Turan & Akdag-Cimen, 2020).

Sustaining a growing interest, flipped instruction has been examined in many subject fields around the World (O'Flaherty & Phillips, 2015). However, the recent research studies concluded that the lack of comprehensive research studies regarding foreign language education is still salient in the literature. Indeed, a well-conducted review has also been recently published about flipped instruction by Turan-Akdag-Cimen (2020), referring to the general practices in the world. However, when a detailed look is taken at the Turkish EFL context,

it is observable that no review study focuses on flipped instruction in language teaching in Türkiye. To that end, the current study aims to provide a snapshot of flipped EFL instruction in Türkiye, address some critical points, highlight the current situation, and provide recommendations for future research.

LITERATURE REVIEW

Flipped instruction creates a dynamic, interactive learning environment where direct instruction is moved from the group learning space to the individual learning space (Flipped Learning Network, 2014). Fulton (2012) underpins that allowing students to move at their own pace, making room for using the class time more creatively and effectively, making learning environments more flexible through technology, paving the way for 21st learning and skills, and being able to customize the curriculum in relation to learners' needs are some of the motives for adopting flipped instruction or classroom.

The research studies conducted in flipped instruction explicitly indicate that this model has its roots in the constructivist theory of learning (Erbil, 2020). According to Dewey (1938), students build their own learning and understanding in a constructivist classroom thanks to the learning situations, activities, tasks, experiences that are created or facilitated by the teacher. In this regard, it is essential to pinpoint the roles of teachers and students in such a constructivist learning environment. To that end, it can be said that the studies conducted so far have indicated that flipped instruction, by challenging traditional classrooms, has brought about many changes in the ways of learning and the roles of teachers and students. In particular, apart from lecturers or knowledge transmitters, teachers have obtained the roles such as motivators, guides, feedback providers, content experts, instructional designers, and media developers (Hsieh et al., 2017). Moreover, Hung (2017) suggests that teachers are supposed to understand students' needs better and ensure their participation in comprehensive learning experiences. When it comes to students, they are expected to move away from being passive listeners and become autonomous and cooperative learners, problem-solvers, and active participants (Zou & Xie, 2019). In line with this, Schipke (2017) underlines that some researchers accentuate students act as more active learners and tend to obtain a more comprehensive and meaningful understanding of course content and the way it is implemented (Sams & Bergmann, 2013; Zappe, Leicht, Messner, Litzinger, & Lee, 2009).

As far as the design principles of flipped learning are concerned, today, the outline created by the Flipped Learning Network (FLN) titled "four pillars of flipped learning" is utilized by many researchers, practitioners, and program designers (Bauer-Ramazani, Graney, Marshall, & Sabieh, 2016). According to this outline, Flexible Environment, Learning Culture, Intentional Content, and Professional Environment are supposed to be incorporated into the practice of flipped instruction. In terms of flexibility, teachers are expected to create flexible learning spaces in which learners can choose when and where they learn. Secondly, learning culture needs to pave the way for sparing classroom time to go over subjects and topics in depth through generating rich learning opportunities. In such a learning culture, students are believed to get actively involved in constructing their knowledge and experience, think more critically, and interact with their peers, which is more meaningful than traditional classroom pedagogy (Jang, 2015). The third pillar, Intentional Content refers to the teacher's autonomy and freedom to choose what to teach and what materials to utilize to generate more opportunities to realize a student-centered learning environment in which learners make use of active learning strategies. In a similar vein, the National Education Association (2010) highlights teachers are required to engage their students with the "Four Cs": namely, critical thinking, communication, collaboration, and creativity. Moreover, He et al. (2016) describe flipped instruction with three essential attributes. First of all, it requires obligatory pre-class learning through new materials. Secondly, this pre-class learning or work needs to be followed by a thorough explanation and discussion in productive ways in the classroom environment. Finally, classroom attendance as a mandatory attribute is a crucial factor in reaching the model's goals. In this regard, these attributes might be considered in order to evaluate the success and effectiveness of a flipped class and should be taken into account in program design.

When it comes to the positive aspects of this approach, according to a considerable number of studies conducted in education, flipped instruction or flipped classroom model has yielded various educational benefits. Some of these are academic achievement and better learning performance (Deslauriers & Wieman, 2011; Turan & Goktas, 2016; Zainuddin & Halili, 2016), engagement and motivation (Dill, 2012; Strayer,

2012; Herreid & Schiller, 2013; Chen Hsieh, Wu, & Marek, 2017; Chuang, Weng, & Chen, 2018), and increased collaboration and peer instruction (Zou & Xie, 2019). When it comes to English language teaching, Turan and Akdag-Cimen (2020) note that language acquisition necessitates a considerable amount of investment in time and practice and students' involvement in diverse learning activities to improve their skills in the target language. However, since teachers have limited classroom time and due to large classroom sizes, the opportunities to practice language skills are unfortunately not ample. In that sense, researchers underscore that more room can be made for practicing language and learning activities by situating instruction outside the class through flipped instruction (Amiryousefi, 2017; Han, 2015). Although flipped instruction has received a lot of research interest in different disciplines, studies focusing on EFL learners are relatively limited. The available studies highlight that flipped learning contributes to the improvement of students' listening and speaking skills (Ahmad, 2016; Amiryousefi, 2017; Cetin Koroglu & Cakir, 2017; Chen et al., 2017), reading comprehension and writing skills (Ekmekci, 2017; Mo & Mao, 2017), grammar and vocabulary (Kang, 2015; Webb & Doman, 2016). Apart from these specific contributions to the development of language skills, some other studies also emphasize that flipped classroom boosts learner motivation, increase preparedness levels of learners, encourages deep learning and higher-order thinking, and contribute to students' ICT skills in EFL classrooms (Alsowat, 2016; Boyraz & Ocak, 2017; Choe & Seong, 2016; Gasmi, 2016; Huang & Hong, 2016).

On the other hand, it goes without saying that no instructional approach or method is without its limitations and challenges. To that end, the recent studies carried out in flipped language instruction have discussed an array of challenges in terms of the model (Herreid & Schiller, 2013). For instance, Turan and Akdag-Cimen (2020) conclude that most of the studies they examined reported issues, including students' extra workload and problems in relation to the Internet and technology. Likewise, Bauer-Ramazani et al. (2016) also attract attention to the increased time commitment to set up the tools and equipment for technology support, designing suitable language and assessment activities for flipped instruction. To that end, the authors drew the conclusion that flipped learning model works best with students who are motivated and willing to spend extra time to complete online tasks and activities outside school time and at home. On a different note, Zainuddin and Halili (2016) underscore that instructors without any quality training and poor video quality might decrease the efficiency of the approach, as well. Jiang et al. (2020) spotlight that some studies reported that some flipped classes were practiced with a low level of learner preparedness, although it is one of the critical elements of flipped instruction. According to Lin and Hwang (2019), teachers had challenges when it comes to improving students' higher-order thinking skills, which is also one of the goals of the methodology, and most of the studies concentrated on fundamental skills and knowledge in flipped instruction. In this regard, it can be stated that flipping out the basic content knowledge according to Bloom's taxonomy has been criticized by researchers since this kind of implementation and design is against the nature and philosophy of the flipped instruction model since it leads to a kind of knowledge transmission rather than focusing on the learning culture of the model and contradicts its purpose (Anderson & Krathwohl, 2001; Bergmann & Sams, 2013).

With respect to flipped language instruction in Türkiye, there has been a dramatic increase in flipped instruction in the last few years with the increasing engagement in instructional technology and new modalities of teaching. As a relatively new endeavor, flipped learning has attracted the attention of many educators and researchers as well as institutions in our country, as well. There is no doubt that this has led to a proliferation of studies that investigate its impact on students' achievement, motivation, and engagement. More specifically, different designs have been attempted using the approach in language teaching. Nevertheless, the nature and influence of flipped instruction remain unclear, and what we know about flipped instruction is derived mainly from small-scale studies. In this regard, providing a snapshot of research endeavors in flipped language instruction, particularly in Türkiye, might shed light on the status of flipped instruction in language teaching and learning and provide insights and directions for further research needed by reviewing the present research studies in Türkiye. In this respect, the research questions the present study intends to answer are as follows;

1. What are the trends in flipped instruction research in teaching EFL in Türkiye?
2. What are the perceived benefits and challenges of flipped language instruction in regards to student achievement and attitudes in Türkiye?

METHOD

Design

This study made use of a systematic review method that is a particular methodology to situate existing studies, choose and evaluate them by providing a comprehensive analysis and synthesis so that clear and sound conclusions might be drawn (Denyer & Tranfield, 2009). In this way, what is known and is not known about research foci could be made explicit to the reader.

Identification of the Relevant Studies

Within the scope of the current study, systematic research was carried out in the databases of Web of Science Core Collection, Scopus, ERIC, and DergiPark in order to reach quality articles on 23 January 2021 since they are considered to be major databases for the fields in the social sciences. The key terms employed in the search are “flipped instruction,” “flipped classroom,” “flipped teaching,” “flipped learning,” “ters yuz ogrenme” “ters yuz sinif”, “EFL” and “English Language Teaching”. Since this study’s focus is flipped language instruction in Turkiye, the search results in the database were refined by the location “Turkiye”. The search generated 227 studies at the very beginning. After the removal of duplicates and screening the studies based on the abstracts, the studies which were not related to ELT were omitted. 54 articles about flipped language instruction in Turkiye were detected in the beginning. Upon evaluating the full-texts, 29 studies were subject to the eligibility criteria, which resulted in excluding 9 other studies.

Criteria for Inclusion and Exclusion

For this systematic review, the studies in line with the following criteria were included. Firstly, studies that examined flipped instruction as the primary focus both in EFL contexts and ELT pre-service teacher education in Turkiye were selected. Secondly, studies published in peer-reviewed journals and with full texts were considered to be eligible. Lastly, theses, conference proceedings, and the studies that did not clearly explain reliability procedures and research design were excluded from the review process (see figure 1).

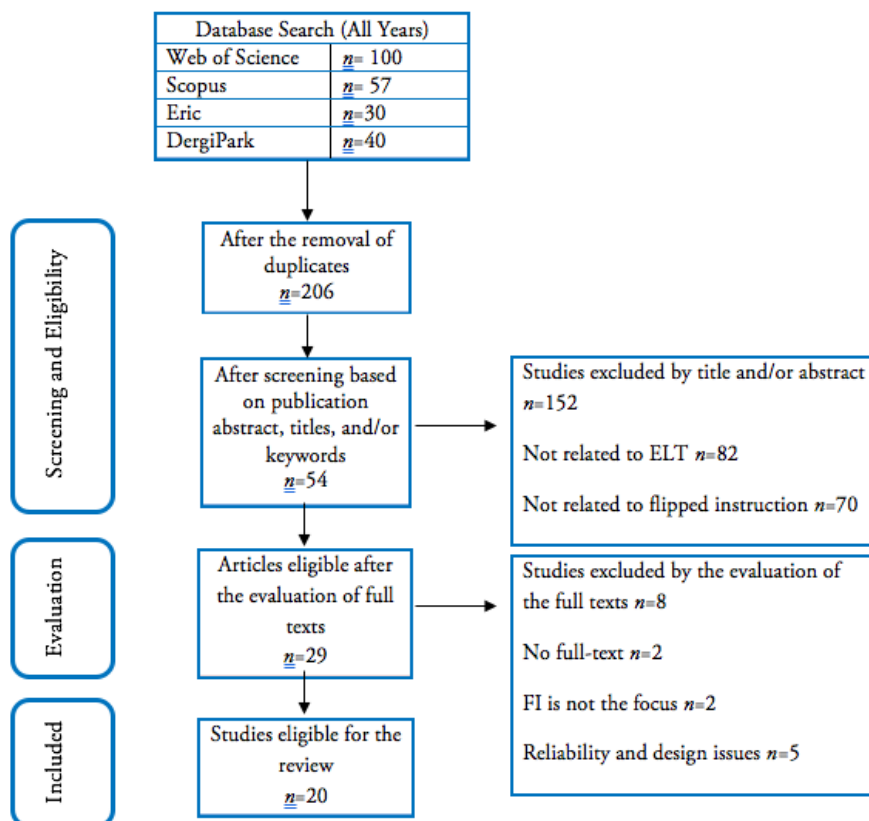


Figure 1. The flow diagram of the selection process

Data Analysis

The studies eligible for the review were analyzed through content analysis. Hsieh and Shannon (2005) propose that content analysis is a flexible data analysis method that enables researchers to conduct various types of analysis “from making impressionistic interpretations to highly systematic analyses of text-based data” obtained. O’Leary (2014) spells out that this process requires creating a pool of the texts to investigate and taking into account how they are to be accessed at the beginning, which was defined above. Within the scope of the current systematic review study, a data extraction form was created by the researcher to record all the required information to complete the review. The form included eleven dimensions, including the authors and years of the studies, the databases, the foci of the studies, the study samples and durations, the research designs and methods utilized, the journals in which the studies were published, theoretical frameworks of the studies (if given) and the findings and the main themes of the studies.

Credibility

Hsieh and Shannon (2005) state that failing to have a complete understanding of the context or documents, thus failing to identify key categories, has been one of the challenges of this kind of analysis, which might lead to findings that do not represent the data correctly and scrupulously. To Stufflebeam (1974), researchers might contribute to the credibility of their findings, especially by carrying out their studies openly and consistently in professional integrity. In line with this, all the processes during data collection and analysis procedures in the current study are clearly provided in the paper. Moreover, Lincoln and Guba (1985) underlined that peer debriefing, prolonged engagement, and member checks are some ways of establishing credibility. In this regard, after the content analysis was completed, a field expert, who was supervising the study, was consulted, and modifications were made in line with the expert opinion. Finally, According to Moller and Myles (2016), the value and credibility of a systematic review rely on the significance of the question, the quality of the original studies, the measures taken in order to minimize bias. To that end, the screening and selection process is transparently indicated throughout the paper in order to minimize potential biases.

FINDINGS

Trends in Flipped Instruction in ELT in Turkiye

Within the scope of the first research question, the trends were examined in accordance with some categories, including the foci of the studies, the theoretical frameworks, the language skills scrutinized, the distribution of the studies by year, research designs utilized, the sample characteristics of the studies and the journals in which the articles were published.

First of all, the distribution of the studies shows that flipped instruction has attracted attention in ELT in Turkiye starting in 2015, and it gained more importance gradually, as shown in Figure 2. Due to the cut-off date, only one article was included in 2021 in the current review.

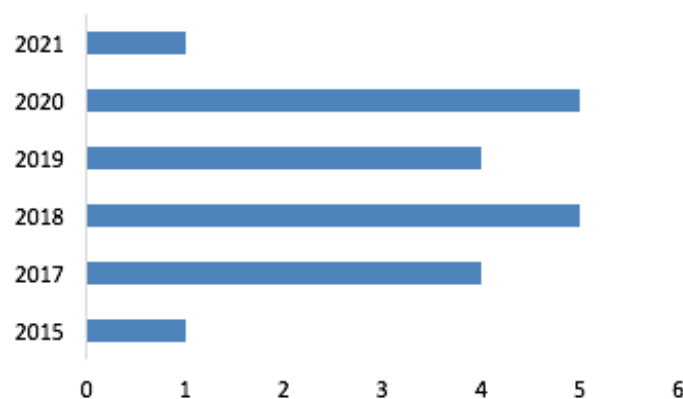


Figure 2. The number of the articles by year

As far as the studies' methods are concerned, the most commonly employed research method turned out to be the mixed method, whereas the purely quantitative studies were rare (see figure 3). On the other hand, there were approximately the same number of review studies ($n=3$) and qualitative ones ($n=4$). When the research foci of the studies are examined, it is seen that some of them concentrated on language skills and the others dealt with different dimensions such as students' perceptions ($n=4$), achievement ($n=2$), self-directed learning and attitudes ($n=2$), and classroom engagement ($n=1$). The most frequently researched language skill was writing ($n=5$), whereas speaking, pronunciation and vocabulary were included in three separate studies.

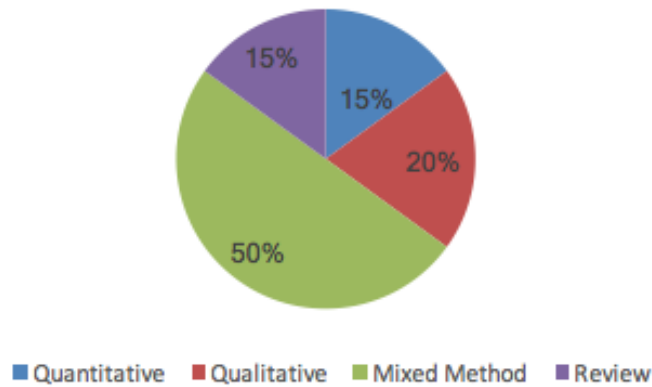


Figure 3. Research methods in the articles

When the samples of the studies are examined, preparatory class students constituted the majority ($n=7$), whereas the studies carried out in K-12 contexts ($n=4$) and pre-service teachers ($n=5$) were almost equal. In this regard, it is clear that most of the flipped language instruction studies were conducted at the tertiary level with adults rather than K-12 students. One of the studies included academics as the participants to investigate the effect of flipped instruction on their speaking skills. Lastly, as can be seen in figure 4, Journal of Language and Linguistic Studies and Turkish Online Journal of Distance Education turned out to have published relatively more flipped classroom studies.

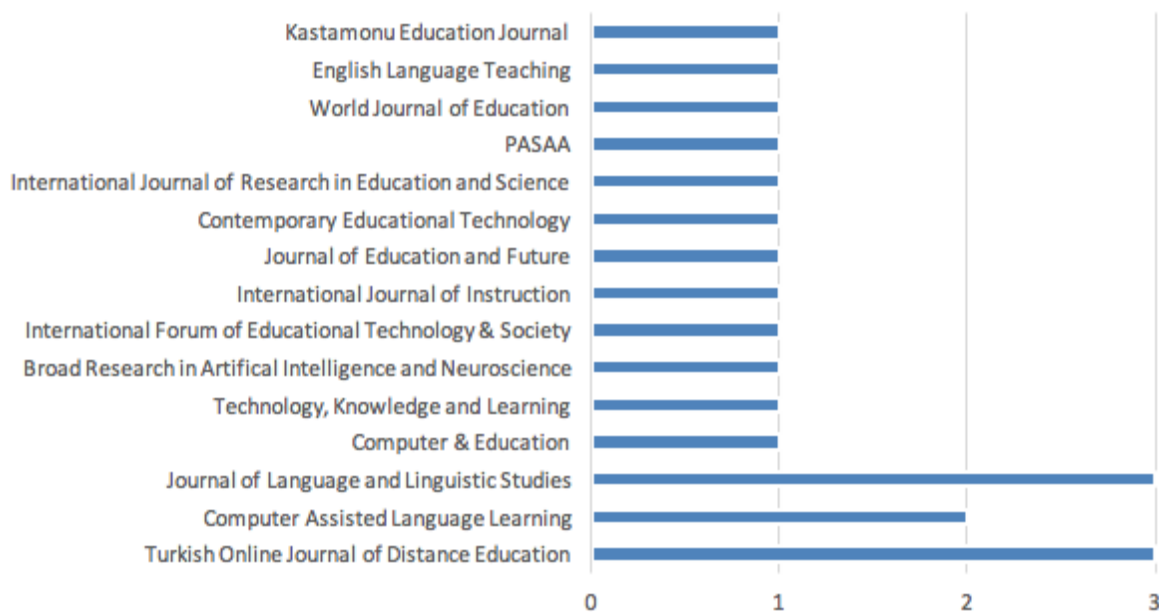


Figure 4. Articles by journals

In relation to the theoretical frameworks and instructional approaches employed in the reviewed articles, it would not be wrong to state that Bloom's taxonomy was mostly preferred as the guiding framework to design and implement flipped language instruction. Stating that flipped instruction is rooted in constructivism, self-directed or self-regulated learning was also frequently a visited theoretical lens in the studies, whereas some other studies also concentrated on different theoretical aspects in line with the nature of the studies, as shown in table 1.

Table 1. Theoretical frameworks in the articles

Theoretical frameworks and instructional approaches	Sample Studies
Self-determination theory	Akayoglu (2019)
Authentic learning	Oznacar, Koprulu & Caglar (2019)
Multimedia learning	Umutlu & Akpinar (2020)
Self-regulation	Okmen & Kilic (2020)
Skill Acquisition Theory, Bloom's Taxonomy, Output Driven / Input-Enabled Hypothesis	Yesilcinar (2019)
Self-directed learning	Ceylaner & Karakus (2018)
Self-regulated learning	Altas & Mede (2020)

Benefits and Challenges of Flipped Language Instruction

The current systematic review findings revealed that flipped instruction yielded better achievement test scores and student writing performance. On the other hand, flipped language instruction has the potential to contribute to learners' self-regulation skills and self-efficacy levels. Above all, most of the studies examining the students' perceptions conclude that this very instructional approach generates positive outcomes in terms of classroom engagement, course satisfaction, and motivation towards learning English for EFL learners and other ELT departmental courses (see table 2). Overall, the studies comparing flipped classroom model to the traditional classroom indicate that the latter is more effective than the former in many aspects. However, due to the lack of empirical studies in different language skills, it is not possible to comprehend how flipped instruction functions differently for each language skill.

Table 2. Benefits of flipped instruction

Benefits of FI	f	Articles
Better performance in writing	5	Adnan (2017), Altas & Mede (2020), Arslan (2020), Ekmekci (2017), Gurluyer & Elkilic (2020)
Positive perceptions in terms of motivation/effectiveness/ Engagement /satisfaction/ positive attitudes	11	Adnan (2017), Akayoglu (2019), Bakla (2018), Basal (2018), Ceylaner & Karakus (2018), Ekmekci (2017), Gurluyer & Elkilic (2020), Oznacar, Koprulu and Caglar (2019), Okmen and Kilic (2020), Ozkurkudis and Bumen (2019), Yesilcinar (2019)
Higher levels of classroom engagement	1	Aycicek & Yelken (2018)
Better achievement test scores	6	Boyraz & Ocak (2017), Kirmizi and Komec (2019), Kurt (2017), Oznacar, Koprulu and Caglar (2019), Ozkurkudis and Bumen (2019), Umutlu and Akpinar (2020)
Higher self-directed learning readiness / self-regulation	2	Ceylaner & Karakus (2018), Okmen and Kilic (2020)
Higher levels of self-efficacy	1	Kurt (2017)
Improved speaking skills	1	Yesilcinar (2019)

When it comes to the challenges and difficulties of flipped language instruction that the reviewed studies dwelled upon, it is evident that most of the studies generated similar results that are essential for the implementation of flipped instruction (see table 3). To that end, the issues regarding technology and infrastructure as well as allocating time for flipped instruction outside the classroom emerge as the significant

challenges in FI. Secondly, there is strong evidence that this instructional model requires much effort and workload on both EFL learners and ELT pre-service teachers compared to the traditional classroom model. On a different note, it is vital to state that there might be resistance from students when it comes to getting exposure to flipped materials at home, which prevents a proper practice of the approach. In that sense, the fact that some students do not find the model appealing and some others do not do assignments has been another significant challenge the researchers and the practitioners have gone through. Some studies also highlight that students do not have the chance to ask their immediate questions and receive help, which is considered a pitfall by some students. Finally, it must be noted that flipped instruction is quite demanding when it comes to accessing proper resources and appropriate material development for flipped language instruction, which is believed to be a burden on teachers' shoulders and requires more time for instructional preparations.

Table 3. Challenges of flipped instruction

Challenges of FI	f	Articles
Workload	4	Akayoglu (2019), Adnan (2017), Turan & Akdag-Cimen (2020), Arslan (2020)
Slow Internet connection, time-related problems	6	Ekmekci (2017), Ozkurkudis & Bumen (2018), Turan & Akdag-Cimen (2020), Yesilcinar (2019), Boyraz & Ocak (2017), Arslan (2020)
Lack of the chance to ask instant questions	2	Ozkurkudis & Bumen (2018) Kirmizi & Komec (2019)
Resisting to watch the videos at home or can forget to watch them.	2	Ozkurkudis & Bumen (2018) Kirmizi & Komec (2019)
Learners not doing assignments, and not appealing to everyone	2	Yesilcinar (2019) Bakla (2018)
Lack of a device to watch lecturing videos, technical problems	3	Boyraz & Ocak (2017), Gurluyer & Elkilic (2020), Bakla (2018)
Preparing / finding proper materials / resources	1	Arslan (2020)

DISCUSSIONS AND CONCLUSION

In this study, 20 articles retrieved from Web of Science Core Collection, Scopus, Eric, and DergiPark were reviewed with respect to the trends and the findings related to the benefits and challenges of flipped language instruction. The findings revealed that in Turkiye, there has been a gradual increase in the number of studies scrutinizing flipped instruction in EFL contexts since 2015. This finding is parallel to the findings of the other studies examining flipped language instruction worldwide. (Turan & Akdag-Cimen, 2020; Tutuncu & Aksu, 2018; Filiz & Benzet, 2018). This increase might result from the vigorous efforts in ICT integration into language teaching and the prominence of catching up with contemporary instructional approaches in language teaching.

In the articles reviewed within the current study's scope, the mixed method research studies turned out to outnumber the other designs. On the other hand, purely quantitative studies seem to be quite rare. Pertaining to the study groups, it is seen that the studies were mostly conducted with university students (Zou & Zhang, 2021) while K-12 students were seldomly the focus of the studies, which was also indicated by Tutuncu and Aksu (2018), who also examined the other disciplines, as well. According to Turan and Akdag-Cimen (2020), this might be since students at the tertiary level are more likely to regulate their studies. Apart from this autonomy issue, it must also be noted that university students are considered to be more competent using technology in their studies, and they access the Internet and technological devices more easily for their academic purposes (Korucu-Kis, 2021).

With respect to the language skills examined, the reviewed articles mostly concentrate on writing. Likewise, Turan and Akdag-Cimen (2020) point out that the most commonly explored language skills were speaking and writing. In that sense, it can be said that there is a lack of studies that cater to the other language skills

such as speaking, listening, and reading rather than writing skills in the Turkish context. However, the number of studies focusing on writing is still limited in the literature. In this regard, there is a need for flipped instruction studies on different skills in language instruction in order to illustrate the dimensions and implementation of the flipped model in language teaching. The present review also revealed that flipped instruction engenders positive perceptions towards courses on the part of students, similar to the other studies (Alsowat, 2016; Boyraz & Ocak, 2017; Choe & Seong, 2016; Gasmi, 2016; Huang & Hong, 2016). In the light of the reviewed studies and the available literature, it is sound to underscore that flipped language instruction might contribute to students' classroom engagement by increasing their motivation (Chen Hsieh et al. 2017; Fisher, Perenyi, & Birdthistle, 2021; Park & Kim; 2021), self-efficacy beliefs, developing autonomy (Han, 2015; Santikarn & Wichadee, 2018; Zainuddin & Perera, 2017) and self-regulation (Zou & Zhang, 2021). However, Altas and Mede (2020) argue that studies investigating flipped instruction and self-regulated learning yielded inconsistent findings in the literature and note that learners' improvement in writing might be a consequence of receiving more and immediate feedback.

Apart from those studies mentioned above, it is seen that recent research trends in flipped language instruction engender new research foci such as collocations and different competencies in language. For instance, Suranakkharin (2017) suggests that flipped instruction enhanced students' knowledge of collocations. In a similar vein, Nugroho and Fitriati (2021) demonstrate that students' pragmatic competence significantly improved following the flipped learning instruction. However, the results available in the literature ought to be cautiously interpreted. Lastly, as far as the students' satisfaction levels in the reviewed studies are concerned, flipped instruction stands as a promising model to be practiced in language classrooms either for improving certain language skills or promoting students' engagement and increasing their motivation towards learning. Last but not least, Zou et al. (2020) conclude that second or foreign languages were the areas to which the flipped instruction model was mostly applied. However, this review revealed that the number of empirical studies is quite limited in the Turkish context. In that sense, considering the contradictory results in the literature, conducting more empirical studies on flipped instruction with respect to language teaching and different skills may play a pivotal role in understanding the impact of flipped instruction on foreign language teaching and learning.

Implications for Practice

The findings of the current study provide some suggestions for the practitioners. First of all, regarding the challenges of flipped instruction, teachers are required to ensure an environment that arouses student interest in flipped activities to encourage them to complete the relevant learning activities on time since it might be a problematic area (Wang & Qi, 2018). Even if instructors are very well-prepared for teaching and the pre-learning materials, it is not possible to guarantee the effectiveness of flipped learning without students completing the pre-learning assignments before class (Park & Kim, 2021). Teachers might also set reminders in order to make the whole class complete the flipped tasks before coming to classes. To that end, developing or adapting flipped course materials according to the learners' interests and level must be a top priority to keep them on track. In a similar vein, the flipped materials' quality and standardization are also of paramount importance.

Another suggestion on the completion of tasks is that since students do not have the chance to ask their questions while going through the flipped materials, peer interaction might be promoted so that students can ask questions to each other, which is believed to contribute to developing a collectivist classroom culture and engagement. To that end, teachers might set online discussion forums so that students keep in touch with each other to eliminate the problem mentioned above to a certain extent.

Secondly, flipped instruction brings about its own difficulties throughout the implementation; teachers had better beware of the challenges and problems that students come across (Adnan, 2017). By doing so, they can make room for flexibility and ensure proper implementation of the model at the same time. More importantly, as many studies reported, students might experience some technological and technical problems during their exposure to flipped materials. Some even cannot access a proper Internet connection. In this regard, teachers might ask for help from IT support teams to provide immediate solutions and also be well-equipped in terms of using technology (Zou et al., 2020).

Furthermore, before designing a flipped class, teachers are advised to carry out a survey to figure out students' access to technological equipment and the Internet and learn about their interests. When it comes to the workload that the approach entails, teachers are recommended to work collaboratively and prepare a shared library of flipped materials in the classrooms with similar characteristics and levels. Another significant recommendation is that teacher educators might integrate flipped instruction into pre-service teacher education curricula so that after graduation, teachers will have a better grasp of the workload and requirements of this instructional approach, which might lead to better designed and implemented flipped classes. As Zou et al. (2020) underscore, some students are accustomed to teacher-centered classrooms and might have problems exploiting online learning materials. In this sense, teachers who desire to flip their classrooms are recommended to gradually transform their classes by developing student autonomy step by step (Lo, Lie & Hew, 2018).

Recommendations for Future Research

The current review concludes that in flipped language instruction, most of the language skills other than writing have not been researched enough in the Turkish context to unearth the impact of flipped instruction thoroughly. That is why further empirical flipped instruction studies on speaking, listening, and reading might be conducted in future studies. When the trends and the available data are taken into consideration, this study underlines the need for longitudinal studies in order to have a comprehensible understanding of the flipped model since most of the studies conducted in Türkiye are short-term quasi-experimental studies and perception studies. Finally, as many other studies highlight, flipped instruction has been mostly applied and researched at the tertiary level. In this respect, there is no doubt that future studies to scrutinize the model in K-12 will contribute to the literature and the future directions.

Limitations

It is noteworthy to indicate that every study has their limitations. Within the scope of the current study, in order to review the studies conducted in flipped language instruction in Türkiye, a search was carried out in the databases of Web of Science Core Collection, Scopus, ERIC, and DergiPark. In that regard, to be able to provide a thorough picture of the phenomenon under investigation, the scope might be expanded. Secondly, due to the cut-off date of the study, only one article was included in 2021, thus it might be essential to revisit the recent studies, as well. Finally, the search strategy might be another limitation. Although it was meticulously conducted, there might have been some studies that remained outside the scope of the study. In this regard, the search terms might be increased to ensure a state of better inclusiveness.

BIODATA AND CONTACT ADDRESS OF AUTHOR



Hasan Serif BALTACI is an instructor of English at the School of Foreign Languages at Baskent University. He got his M.A. in English Language Teaching at METU in 2019. He is currently pursuing PhD in Curriculum and Instruction at METU. His main interests are teacher education, ELT methodology, ICT, technology integration, mentoring, academic writing, teacher identity, organizational citizenship behaviors, critical pedagogy and flipped learning.

Hasan Serif BALTACI
School of Foreign Languages
Address: Baskent University, 06790, Ankara, TURKIYE
Phone: +90 3122466666
E-mail: hsbaltaci@baskent.edu.tr

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APPENDIX A

Lists of the Reviewed Articles about Flipped Instruction in Foreign Language Education

- Adnan, M. (2017) Perceptions of senior-year ELT students for flipped classroom: a materials development course. *Computer Assisted Language Learning*, 30 (3-4), 204-222, DOI:10.1080/09588221.2017.1301958.
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