

## THE EFFECT OF ENGLISH COURSE DESIGNED BY FLIPPED LEARNING MODEL ON STUDENTS' ENGAGEMENT, ANXIETY AND ATTITUDE\*\*\*\*

TERS YÜZ ÖĞRENME MODELİYLE TASARLANAN İNGİLİZCE DERSİNİN ÖĞRENCİLERİN KATILIMINA, KAYGILARINA VE TUTUMLARINA ETKİSİ

ВЛИЯНИЕ КУРСА АНГЛИЙСКОГО ЯЗЫКА ПО ОБРАТНОЙ МОДЕЛИ ОБУЧЕНИЯ НА УЧАСТИЕ, НАПРЯЖЕННОСТЬ И ОТНОШЕНИЕ СТУДЕНТОВ

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### ABSTRACT

In the current study, it was aimed to examine the effect of the Vocational Foreign Language- English course, designed with the flipped learning model, on the engagement, anxiety and attitude of the students attending the Department of Physical Education at a Faculty of Sport Sciences. The study was carried out using a single-group pretest-posttest experimental design. The study group is comprised of 45 undergraduate students attending the Department of Physical Education at a Faculty of Sport Sciences of a state university. In the study, three data collection tools were used; the Scale of Attitudes towards English, the English Lesson Anxiety Scale and the Engagement Scale. The Dependent Samples T-test was used to determine whether there is a significant difference between the pre-test and post-test scores of the students. In the study, it was concluded that the Vocational Foreign Language English course, which was carried out by using the flipped learning model, was

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effective in reducing the anxiety of the students attending the Department of Physical Education, in increasing their engagement and in developing their attitudes towards the course. An important limitation of this study is that it was conducted on a single group. In the future, carrying out experimental studies involving experimental and control groups on the relevant subject will lead to stronger methodological results. In this study, the effect of flipped learning on three basic variables was examined. In future studies, the effect of flipped learning on students' cognitive abilities such as higher-order thinking, problem solving and creative thinking or different affective characteristics such as motivation can be examined.

**Key Words:** Flipped Learning, Physical education students, Attitude towards English, English lesson anxiety, English Lesson Engagement

### ÖZ

Bu çalışmada, Ters Yüz Öğrenme Modeli ile tasarlanan Mesleki Yabancı Dil-İngilizce dersinin spor bilimleri Fakültesi, Beden Eğitimi Anabilim Dalına devam eden öğrencilerin katılım, kaygı ve tutumları üzerindeki etkisinin incelenmesi amaçlanmıştır. Çalışma, tek grup ön test - son test deneysel tasarımı kullanılarak gerçekleştirilmiştir. Çalışma grubu, bir devlet üniversitesinin Spor Bilimleri Fakültesi Beden Eğitimi Bölümüne devam eden 45 lisans öğrencisinden oluşmaktadır. Çalışmada üç veri toplama aracı kullanılmıştır. Bunlar İngilizceye Yönelik Tutum Ölçeği, İngilizce Dersi Kaygısı Ölçeği ve Katılım Ölçeğidir. Öğrencilerin test öncesi ve test sonrası puanları arasında anlamlı bir fark olup olmadığını belirlemek için Bağımlı Örneklem T-testi kullanılmıştır. Çalışmada, ters yüz öğrenme modeli kullanılarak gerçekleştirilen Mesleki Yabancı Dil İngilizce dersinin Beden Eğitimi Anabilim Dalına devam eden öğrencilerin kaygılarını azaltmada, katılımını artırmada ve derse yönelik tutumlarını geliştirmede etkili olduğu sonucuna varılmıştır. Bu çalışmanın önemli bir sınırlılığı tek grup üzerinde yapılmış olmasıdır. Gelecekte ilgili konuda deney ve kontrol gruplarını içeren deneysel çalışmaların yapılması daha güçlü metodolojik sonuçların ortaya konmasını sağlayacaktır. Bu çalışmada ters yüz öğrenmenin öğrencilerin katılımı, kaygı durumları ve tutumları olmak üzere üç temel değişken üzerindeki etkisi incelenmiştir. İleride yapılacak çalışmalarda ters yüz öğrenmenin öğrencilerin üst düzey düşünme, problem çözme ve yaratıcı düşünme gibi bilişsel yetenekleri veya motivasyon gibi farklı duyuşsal özellikleri üzerindeki etkisi incelenebilir.

**Anahtar Kelimeler:** Ters yüz öğrenme, Beden eğitimi öğrencileri, İngilizceye yönelik tutum, İngilizce ders kaygısı, İngilizce dersine katılım

### АННОТАЦИЯ

Цель нижеследующего исследования, изучить влияние курса профессионального иностранного английского языка, разработанного с использованием обратной модели обучения на участие, озабоченность и отношение к указанному курсу обучения студентов факультета спорта и физического воспитания. Исследование проводилось с использованием одногруппового претестового и посттестового экспериментального плана. Учебная группа состояла из 45 студентов бакалавриата, обучающихся на кафедре физического воспитания факультета спортивных наук одного из государственных ВУЗ-ов. В исследовании использовались три инструмента для подбора данных. Такие, как шкала отношения к английскому языку, шкала напряженности на уроках английского языка и шкала участия. Зависимый выборочный Т-критерий использовался для определения значительной разницы между результатами до и после тестирования студентов. В ходе исследования был сделан вывод, что курс профессионального иностранного английского языка,

который проводился с использованием обратной модели обучения, был эффективен для студентов отделения физической культуры в снижении напряженности, повышении их активности и улучшении их отношения к лекции. В исследовании ограничивались одной группой. Экспериментальные исследования, с привлечением экспериментальных и контрольных групп по соответствующей тематике в будущем дадут более сильные методологические результаты. В исследовании изучалось влияние обратного обучения на три основные переменные: участие учащихся, напряженность и их отношение к обучению. В последующих исследованиях можно будет изучить влияние обратного обучения на когнитивные способности учащихся, такие как мышление более высокого порядка, решение проблем и творческое мышление, различные аффективные характеристики, такие как мотивация.

**Ключевые слова:** обратный модель обучение, студенты факультета физобучения, отношение к английскому языку, напряженность на уроке английского языка, участие в уроке английского языка.

## 1. INTRODUCTION

In the 21st century, the focus of education has shifted from the concept of “teaching” to the concept of “learning” and the role of the teacher has shifted from the one transferring knowledge to the one facilitating the acquisition of knowledge (Wirth & Perkins, 2013). Teachers feel responsible for their students to be learners who can learn more easily and actively and they strive to motivate their students continuously. Therefore, when designing the learning-teaching process, teachers pay attention to the conditions under which students can learn more effectively, rather than what and how they will teach. On the other hand technology is a tool to be used to achieve many goals such as making education services available for wider audiences, designing learning-teaching processes according to student abilities, allowing individualized education, increasing the efficiency and productivity of teaching staff, organizing the implementation processes, increasing the efficiency of these processes and solving educational problems (Alpar, Batdal & Avci, 2007).

One of the approaches that teachers can use to make their students active in the learning-teaching process by making use of various technologies and to shift learning from group learning to individual learning is the flipped learning model (Hamdan, McKnight, McKnight & Arfstrom, 2013). In this learning model, the transfer of concepts takes place before the lesson, using technological resources (usually videos) designed and created by the teacher. With the help of these videos, students demonstrate low-level cognitive actions such as remembering and understanding in Bloom’s taxonomy. These videos are usually supported by questions that students need to answer and turned into study materials. Students can watch the videos as often as they want according to their learning levels. In this way, students are given more time to be involved in classroom activities and put into practice what they have learned under the guidance of the teacher, allowing them to work on higher-order cognitive skills such as application, analysis, creation and evaluation (Romero-García, Buzón-García & Touron, 2018).

The literature on the flipped learning model, which has attracted the attention of theorists and practitioners since the 1990s, emphasizes that it can be

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used to support foreign language teaching (Abdullah, Hussin & Ismail, 2021; Dinçer & Polat, 2022; Farsi, Zoghi & Davatgari, 2022; Gök, Bozoğlan & Bozoğlan, 2021; Hasan, Seraj, Fasih & Klimova, 2022; Korkmaz, 2020; Pan, Xia, Kumar, Li & Shamsy, 2022) that it has positive effects on variables such as anxiety (Abdullah et. al. 2021; Gök et. al. 2021; Korkmaz, 2020; Pan et. al. 2022); engagement (Chen, Wang & Kinshuk-Chen, 2014; Çiğdemoğlu & Arslan, 2015; Dove, 2013; Fulton, 2012; Ivanytska, Dovhan, Tymoshchuk, Osaulchuk & Havryliuk, 2021; Kurtz, Tsimerman & Steiner-Lavi, 2014; Prashar, 2015) and attitude (Chen, et. al. 2014; Farrah & Qawasmeh, 2018; Farsi et. al. 2022; Kurtz et. al. 2014; Prashar, 2015).

Anxiety, which is the first of these variables, refers to a psychological state in which the person's sense of uneasiness and concern is triggered by uncertain conditions and which usually occurs in the form of general uneasiness and distress about an ambiguous threat or danger (Zeidner & Matthews, 2010). Learning a foreign language can also be an anxiety-inducing experience for many people. Language anxiety can have many sources such as communication anxiety, negative evaluation and test anxiety, difficulty of foreign language lessons, individual characteristics of the student (perfectionism or inability to speak in public, etc.) and stressful classroom experiences (Zheng, 2008). As the second variable, engagement has a three-dimensional structure: behavioural, cognitive and emotional. Behavioural engagement is used in the context of the student being active in the learning process, participating in classroom and extra-curricular activities, completing coursework and homework. Cognitive engagement means that students process what they have learned cognitively, relate new information to their prior information, their daily and future lives and have goals for learning and value the act of learning. Emotional engagement, on the other hand, means that the student establishes positive relationships with his/her environment, participates in the lesson and classroom activities with interest and feels a sense of belonging to the school (Eryilmaz, 2014). As the third variable, attitude refers to the tendencies of a person which include positive or negative feelings and thoughts towards an object, person, situation or event. These negative feelings and thoughts can be acquired through learning and are mostly fixed and stable but they can change over time (Oker & Tay, 2020). While the positive attitude of the learner towards the foreign language is a very effective variable in increasing the motivation by contributing to course achievement, negative attitude can cause anxiety in the learner and this creates an obstacle to language learning (Pan & Akay, 2015).

In the current study, the flipped learning model was used as a tool to design the learning-teaching process of the Vocational Foreign Language (VFL) English course and to test whether this designed process would be effective on the variables of anxiety, engagement and attitude. The most important difference that distinguishes the study from other studies in the literature is that the study was carried out on students attending the Department of Physical Education at the Faculty of Sport Sciences. When the literature is reviewed, no study has been encountered that examines the effect of any foreign language course carried out by

applying the flipped learning model on any characteristics of the students studying in any department of the Faculty of Sport Sciences. However, these students, who have high physical activity levels, are expected to follow the innovations and communicate in a foreign language at least at A2 General Level of the European Language Portfolio regarding their work and profession within the scope of the VFL English course (The Council of Higher Education, 2010). Moreover, the limited number of studies conducted with the participation of students studying in different departments of sports sciences faculties in the literature indicate that these students are inadequate in foreign language education, that their foreign language skills are weak (Kurtipek, Güngör, Esentürk, İlhan & Yenel, 2020) and emphasize that teacher-student interaction should be increased and that students should be enabled to participate actively in lessons by using individualized and active teaching activities for the positive development of foreign language proficiency perception in these students (Saracaloğlu & Varol, 2007). Apart from the literature, in the structuring of the current study, the observations of the researcher, who had been teaching the VFL English course for six semesters at the Faculty of Sport Sciences and conducted the application process of the current study, that the students' engagement in the course was weak, that their anxiety about language was high and that they had negative attitudes during the first four semesters were also utilized.

In this connection, in the current study, it was aimed to examine the effect of the VFL English course, which was carried out on the basis of the flipped learning model, on the engagement, anxiety and attitude of the students attending the Department of Physical Education. To this end, answers to the following questions were sought:

- What is the effect of the VFL English course, which was carried out on the basis of the flipped learning model, on the course anxiety of the students attending the Department of Physical Education?
- What is the effect of the VFL English course, which was carried out on the basis of the flipped learning model, on the course engagement of the students attending the Department of Physical Education?
- What is the effect of the VFL English course, which was carried out on the basis of the flipped learning model, on the course attitude of the students attending the Department of Physical Education?

## **2. METHODOLOGY**

### **2.1. Research Model**

The current study is quantitative research conducted using a single-group pretest-posttest experimental design. The single-group pretest-posttest experimental design is the experimental design in which the intervention/new application is made between pretest and posttest measurements (Christensen, Johnson & Turner, 2020). Creswell (2012) stated that a single-group experimental design should be preferred in studies where a new instructional method/model/approach is developed and applied. In the current study, a single-

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group pre-test-post-test experimental design was used, since the effect of the VFL English course, which was carried out by applying the flipped learning model, on the attitude, anxiety and engagement of the students attending the Department of Physical Education was investigated.

### 2.2. Study Group

The study group of the current research is comprised of 45 students attending the Department of Physical Education at the Faculty of Sport Sciences in the spring semester of the 2021-2022 academic year at a state university. The characteristics of the students in the study group are given in Table 1.

**Table 1.**  
Characteristics of the Study Group

Variable	Level	N	%
Gender	Male	37	82.2
	Female	8	17.8
High school graduated	General high school	20	44.4
	Vocational high school	12	26.7
	Other	13	28.9
Grade point average	1.00-1.99	2	4.4
	2.00-2.99	33	73.3
	3.00-4.00	10	22.2
Interaction with English outside the class	Yes	19	42.2
	No	26	57.8
Average daily study time	None	19	42.2
	1 hour	18	40.0
	2 hours	6	13.3
	3 hours and more	2	4.4
Regular use of English in the last three years	Yes	9	20.0
	No	36	80.0
<b>Total</b>		<b>45</b>	<b>100</b>

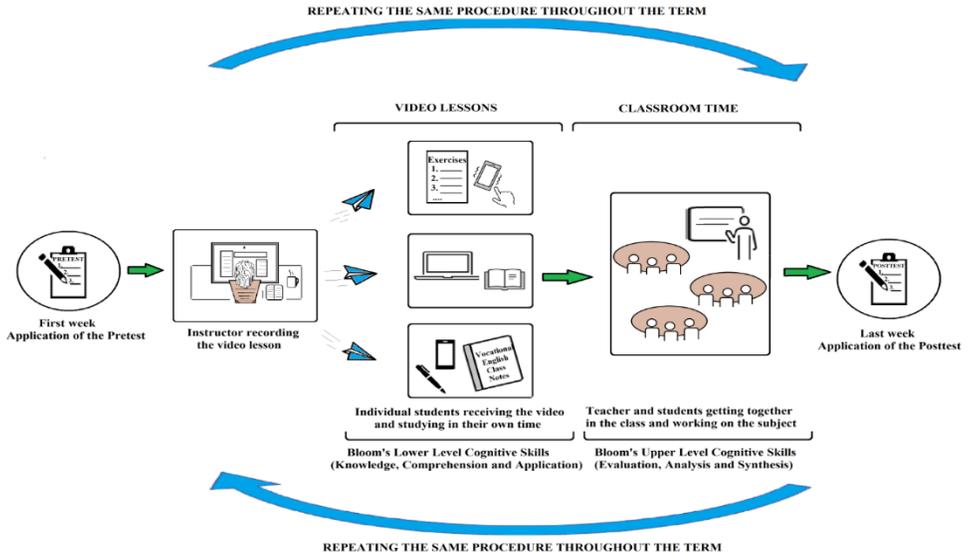
As seen in Table 1, 82.2% of the students participating in the research are male and 17.8% are female. Of these students, 44.4% graduated from general high school, 26.7% graduated from vocational high school and the remaining 28.9% graduated from other types of high schools. When the students' grade point averages are examined, it is seen that 4.4% of the students have grade point averages in the range of 1.00 - 1.99%, while a large majority of the students (73.3%) have grade point averages in the range of 2.00-2.99 and 22.2% of the students have the grade point averages in the range of 3.00 – 4.00. Average daily study time is zero for 42.2% of the students. The rate of students who devote 1 hour of their time to revision and research every day is 40%, 13.3% of the students devote 2 hours every day and 4.4% of them allocate 3 or more hours. More than half of the students (57.8%) do not interact with English outside the class. The remaining of the students (42.2%) stated that they have interaction with English outside the class. Finally, a small percentage of the students (20%) answered

positively to the question asked about whether they have used English regularly in the last three years, while the remaining 80% gave a negative answer.

### **2.3. Research Procedures/ Implementation Process of the Flipped Learning Model**

Before conducting the experimental study, all the necessary ethical procedures were carried out in accordance with the ethical standards of the university by obtaining permissions/approval from the ethics committee. The experimental study was conducted by one of the researchers. The researcher, who carried out the experimental study, had been giving English-Vocational English courses for three years in various departments of the faculty of sports sciences. The current study was designed as a result of the researcher's observation of the anxiety of the students of the faculty of sports sciences about the vocational English course and their negative attitudes towards the course. In this context, the research was carried out in the VFL English course, which was first offered in the spring term of the 2022-2023 academic year and taught as a required course since then in the Department of Physical Education of a state university for two class hours a week. In the study, the implementation process of the VFL English course, which was designed on the basis of the flipped learning model, covered 14 weeks. Before the experimental study was carried out (before the intervention), the Engagement Scale, the English Lesson Anxiety Scale and the Scale of Attitude towards English were administered to the students. At the beginning of the semester, it was clearly stated how the lessons would be taught to the students who had never taught with the flipped learning model before and the students were informed about the process. The implementation process is as follows: A video about the subject to be covered in the lesson was sent to the students one week before the lesson. The same video was sent to the students through multiple channels (via WhatsApp, Youtube and e-mail) to facilitate their access to the video. The responsibility that the students were asked to take was to watch the video sent before the lesson as much as they needed. The video sent to the students was prepared in such a way that they could watch at their own learning pace, use a dictionary, take notes on the parts they did not understand, watch them again to learn better, and make preliminary preparations about the subject of the lesson through the assignments given. In the lesson delivered in the classroom, the problems of the students on the subject, if any, were addressed on the basis of their answers to the given assignments or their wrong learning, if any, was corrected. Most of the lesson was taught with the activities in which the students interacted with each other and actively participated in the lesson; thus, it was tried to transform the relevant subject into a life skill. After the 14-week implementation period, the scales administered at the beginning of the intervention were re-administered and what kind of differences the model made on the students were examined. The implementation process of the Flipped Learning Model is given in Figure 1.

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*Fig. 1. The implementation process of the Flipped Learning Model*

## 2.4. Data Collection Tools

In the current study, the following three data collection tools were used: the Scale of Attitude towards English, the English Lesson Anxiety Scale and the Engagement Scale.

**Scale of Attitude towards English:** In order to determine the students' attitudes towards the VFL English course, the "Scale of Attitude towards English" developed by Aiken (1979), translated into Turkish and adapted to English course by Özgür (2003) was used. The response options of the five-point Likert scale consisted of 24 items are "strongly disagree = 1", "disagree = 2", "undecided = 3", "agree = 4", "strongly agree = 5". The Cronbach Alpha reliability value obtained in the pilot application of the scale, which was translated into Turkish by Özgür (2003), is .77. The Cronbach Alpha value calculated in the current study is .73.

**English Lesson Anxiety Scale:** The English Lesson Anxiety Scale, which was used to determine the anxiety levels of students towards the English lesson, was originally developed by Horwitz and Cope (1986) as the Foreign Language Lesson Anxiety Scale. The scale was translated from English to Turkish and adapted as the English Version of the Foreign Language Lesson Anxiety Scale by Aydın (1999). The Cronbach Alpha internal consistency value of the 33-item scale, which was piloted by Özgür and answered as "strongly disagree = 1", "disagree = 2", "undecided = 3", "agree = 4", "strongly agree = 5", is .91. The Cronbach Alpha value of the scale calculated in the current study is .69.

**Engagement Scale:** The "Engagement Scale" developed by Nayır (2015) was used to determine the students' engagement in the VFL English course. The scale is a five-point Likert type scale consisting of 28 questions and three

dimensions: engagement at the level of rebellion, real engagement and symbolic engagement. Nayır (2015) performed the Cronbach Alpha and split-half/Equivalent halves reliability tests to test the reliability of the scale, and as a result, it was found to be .78, .86, .83 and .81 for the whole scale and for each factor, respectively. According to the data obtained in the current study, the Cronbach Alpha value of the scale is .71.

## 2.5. Data Analysis

The data obtained from the data collection tools in the study were analyzed using the SPSS 20 program package. In order to decide on the data analysis in the study, first, the normality assumption for the distribution of the pre-test and post-test scores of the students was examined. As a result of the analysis, since p was found to be  $>.05$ , it was concluded that the data showed a normal distribution. Thus, in order to determine the effect of the flipped learning model applied in the current study on the attitudes, anxieties and engagement of the students, the dependent samples t-test was run to test whether there is a significant difference between their pre-test scores and post-test scores.

## 3. FINDINGS

### 3.1. The Effect of the VFL English Course Conducted Using the Flipped Learning Model on the Anxiety of the Students about the Course

Table 2.

Results of the dependent samples t-test conducted to determine whether there is a significant difference between the pre-test and post-test anxiety scores of the students

Measurement	N	$\bar{X}$	ss	t	df	p
Pre-test	45	113.09	7.09	13.05	44	.00
Post-test	45	88.17	11.40			

When the pre-test and post-test mean scores of the students taken from the English Lesson Anxiety Scale were examined, it was seen that while their pre-test mean score was 113.09, their post-test mean score obtained after the conduct of the VFL English course on the basis of the flipped learning model became 88.17. When the results of the dependent samples t-test were examined, it was seen that there is a significant difference between the pre-test and post-test anxiety mean scores of the students in favour of the post-test [ $t(44)=13.05, p<.05$ ]. This result shows that the VFL English course, which was conducted by applying the flipped learning model, decreased the anxiety levels of the students.

### 3.2. The Effect of the VFL English Course Conducted Using the Flipped Learning Model on the Students' level of Engagement in the Course

Table 3.

Results of the dependent samples t-test conducted to determine whether there is a significant difference between the pre-test and post-test engagement scores of the students

Measurement	N	$\bar{X}$	ss	T	df	P
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Pre-test	45	74.82	7.29	10.77	44	.00
Post-test	45	86.87	6.50			

When the pre-test and post-test mean scores of the students taken from the Engagement Scale were examined, it was seen that while their pre-test mean score was 74.82, their post-test mean score obtained after the conduct of the VFL English course on the basis of the flipped learning model became 86.87. When the results of the dependent samples t-test were examined, it was seen that there is a significant difference between the pre-test and post-test engagement mean scores of the students in favour of the post-test [ $t(44)=10.77, p<.05$ ]. This result shows that the VFL English course, which was conducted by applying the flipped learning model, increased the engagement levels of the students.

### 3.3. The Effect of the VFL English Course Conducted Using the Flipped Learning Model on the Attitude of the Students towards the Course

**Table 4.**

Results of the Dependent Samples t-test Conducted to Determine Whether There is a Significant Difference between the Pre-test and Post-test Attitude Scores of the Students

Measurement	N	$\bar{x}$	Ss	T	df	p
Pre-test	45	70.31	6.97	7.10	44	.00
Post-test	45	79.58	5.89			

When the pre-test and post-test mean scores of the students taken from the Scale of Attitude towards English were examined, it was seen that while their pre-test mean score was 70.31, their post-test mean score obtained after the conduct of the VFL English course on the basis of the flipped learning model became 79.58. When the results of the dependent samples t-test were examined, it was seen that there is a significant difference between the pre-test and post-test attitude mean scores of the students in favour of the post-test [ $t(44)=7.10, p<.05$ ]. This result shows that the VFL English course, which was conducted by applying the flipped learning model, improved the attitudes of the students towards English.

## 4. CONCLUSION AND SUGGESTIONS

In the current study, it was aimed to examine the effect of the VFL English course on the course engagement, anxiety and attitude of the students attending the Department of Physical Education. In the study, it was concluded that the VFL English course, which was carried out by applying the flipped learning model, was effective in reducing the anxiety of the students about the course. It is thought that the reason for the decrease in the anxiety of the students is related to the increase in their readiness and self-confidence as a result of their access to the course content at their own pace, regardless of time and place, before coming to the class. When the theoretical framework and empirical studies in which the English as a second language course was instructed on the basis of the flipped learning model are considered, this result of the current study is not something unexpected. However, the fact that there is no study that addresses neither the English language anxiety of

the Physical students who receive training largely based on physical activities nor a course in which the flipped learning model is used in this department makes it difficult to discuss the findings of the current study. Although it is thought that the studies in the literature using the flipped learning model on different samples may contribute to the conduct of the discussion indirectly, it should be noted that no studies have been found in the literature on the English lesson taken by the students who receive physical education. For this reason, the results of the current study will be discussed by considering the results of the studies examining the effect of the English course, which was carried out by applying the flipped learning model with different samples, on the anxiety related to the course. For example, Pan et al. (2022), in their study on two groups of students learning English as a foreign language, applied the flipped learning model to the experimental group and conducted face-to-face instruction with the control group. At the end of the study, the researchers found that, similar to the results of the current study, the anxiety of the experimental group students about English speaking skills was significantly lower than that of the control group students. Similarly, Abdullah et al. (2021), in their study investigating the effect of the flipped learning model on students' speaking anxiety, concluded that English speaking anxiety decreased in students and that flipped learning was a key factor that reduced the students' anxiety about their learning environment. Another study that supports the results of the current study is the study of Gök et al. (2021), in which they investigated pre-service English teachers' anxiety about advanced reading and writing by using the flipped learning model. At the end of the study, the researchers observed that the lesson anxiety of the experimental group decreased significantly.

Another important result of the study is that the VFL English course, which was carried out by applying the flipped learning model, was effective in increasing the engagement of the students studying in the Department of Physical Education. This result obtained in the current study is thought to be related to the researcher's carrying out the application process by taking the dynamics of the Physical Education students in and out of the classroom into consideration, employing the relevant model; that is, adopting the holistic classroom management approach, creating a democratic classroom environment where students will feel safe and conducting in-class group works and activities oriented to the interests of the students. This result is an expected result considering the theoretical framework in the literature indicating that the flipped learning model increases student-student, student-teacher interaction and student engagement (Chen et al., 2014; Çiğdemoğlu & Arslan, 2015; Dove, 2013; Fulton, 2012; Kurtz et al., 2014; Prashar, 2015). In the literature, the reason for the related model to increase student engagement is shown that it changes students' way of communicating with the teacher (Wright, Greenfield & Hibbert, 2017). Since there is no study about the engagement of Physical education students in English lessons, the results of the current study will be discussed in reference to the studies conducted on different samples on the same subject. For example, Ivanytska et al. (2021) examined what kind of experiences the English lessons taught by applying the flipped learning model created for

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students. At the end of the study, the researchers determined that, similar to the results of the current study, the model improved the language learning performance of the students by making the learning process more effective and innovative, and their engagement in the lesson increased. Dinçer and Polat (2022), in their study investigating the role of the flipped learning model in foreign language teaching, examined the English grammar proficiency of the students they divided into experimental and control groups and their attitudes towards the lesson. In the study, it was concluded that the model increased the English grammar performance and engagement of the students in the experimental group. Another study that supports the results of the current study is the study by Burke and Fedorek in which they investigated the effect of the course taught in three different ways; online, flipped and face-to-face, in terms of student engagement. The researchers concluded that students were more interested in learning and were more involved in learning in flipped classrooms compared to online and face-to-face classes (Burke & Fedorek, 2017, as cited in Hasan et al., 2022). Long, Cummins, and Waugh (2017), in their study with the instructors of the classrooms in which the flipped learning model was used in higher education, determined that the students were in a greater interaction with each other in the classrooms where the model was applied, and their desire to express their ideas and thoughts in the lesson increased. Timechbache (2020) examined the extent to which the grammar proficiency of the students who took English lessons using the flipped learning model improved with the qualitative research method and concluded that the English course conducted with the flipped learning model met the needs of the students, brought technology to the classroom environment, thus enabling more collaborative and interactive learning. These results concur with the results of the current study.

The last important result of the study is that the VFL English course, which was carried out by applying the flipped learning model, was effective in terms of developing positive attitudes in the physical education students towards the English course. The reason for this positive development in the attitudes of the students towards the English course is thought to be related to the provision of a learning environment where physical education students could work interactively, collaboratively when necessary, and individually, at their own pace. The theoretical framework in the literature indicating that the flipped learning model plays a key role in increasing the motivation levels of students by making them more active supports the results of the current study (Chen et al., 2014; Kurtz et al., 2014; Prashar, 2015). For example, Pan et al. (2022), in their study examining students' attitudes towards the English course in which the flipped learning model was applied, concluded that the students showed interest in the lessons designed according to flipped learning and developed positive attitudes. For example, Farrah and Qawasmeh (2018), in their study in which they investigated the attitudes of pre-service teachers towards the English course conducted on the basis of the flipped learning model, found that most students had a positive attitude towards the course. The results obtained by the researchers from the quantitative and qualitative data showed that the flipped learning model improved the motivation of the

students by enabling them to participate more energetically in the classroom, and thus they learned English better. Farsi et al. (2022), in their quasi-experimental study conducted on the students taking the course of English reading skills, investigated how flipped learning would affect the attitudes of students towards the English course. At the end of the study, the researchers concluded that the students developed a positive attitude towards the course of English reading skills taught with the flipped learning model.

As a result, it was concluded in the current study that as with university students, high school students and students in foreign language courses, the flipped learning model reduced the anxiety of physical education students who were trained through a curriculum in which the main emphasis is put on the development of psychomotor skills, increased their engagement in the course and allowed them to develop positive attitudes towards the course. What distinguishes the current study from the studies in the literature is that the foreign language course designed with the flipped learning model was applied to the students attending the Department of Physical Education of the Faculty of Sport Sciences, who had high physical activity levels and were mostly focused on developing their psychomotor skills. Seen from this perspective, it is thought that the current study makes a significant contribution to the rapidly growing literature on the flipped learning model. In order to make the results of the current study more generalizable, the foreign language course designed on the basis of the flipped learning model can also be applied to students studying in different departments of sport sciences where physical activity level is high. Moreover, different courses in which cognitive gains are intense in the programs of the students of the Faculty of Sport Sciences can be designed with the flipped learning model and the cognitive and affective characteristics of the students related to the relevant courses can be examined.

An important limitation of this study is that it was conducted on a single group. In the future, carrying out experimental studies involving experimental and control groups on the relevant subject will lead to stronger methodological results. In this study, the effect of flipped learning on three basic variables was examined. In future studies, the effect of flipped learning on students' cognitive abilities such as higher-order thinking, problem solving and creative thinking or different affective characteristics such as motivation can be examined.

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T. C.  
KÜTAHYA DURLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve  
Yayın Etiği Kurulu

**TOPLANTI TUTANAĞI**

Toplantı Tarihi: 02.06.2022  
Toplantı Sayısı: 2022/06

**GÜNDEM 18:** Kütahya Dumlupınar Üniversitesi Eğitim Fakültesi Dekanlığı'nın 25.05.2022 tarihli ve 111401 sayılı yazısı gereğince; Doç. Dr. Nihal TUNCA GÜÇLÜ ve Doç.Dr. Senar ALKIN ŞAHİN'in, *"Mesleki İngilizce Dersi Kapsamında Uygulanan Ters Yüz Öğrenme Modelinin Spor Bilimleri Fakültesi Öğrencilerinin Derse Yönelik Tutumlarına , Kaygılarına ve Katılımlarına Etkisi"* başlıklı akademik çalışmasında kullanılmak üzere, uygulama, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşme.

**KARAR 18:** Kütahya Dumlupınar Üniversitesi Eğitim Fakültesi Dekanlığı'nın 25.05.2022 tarihli ve 111401 sayılı yazısı gereğince; Doç. Dr. Nihal TUNCA GÜÇLÜ ve Doç.Dr. Senar ALKIN ŞAHİN'in, *"Mesleki İngilizce Dersi Kapsamında Uygulanan Ters Yüz Öğrenme Modelinin Spor Bilimleri Fakültesi Öğrencilerinin Derse Yönelik Tutumlarına , Kaygılarına ve Katılımlarına Etkisi"* başlıklı akademik çalışmasında kullanılmak üzere, uygulama, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşüldü.

*Yapılan görüşmeler ve değerlendirmeler sonucunda, çalışma kapsamında yapılacak olan uygulama, anket-görüşme sorularının ve ölçeklerin, gerekli izinlerin alınması kaydıyla, fikri, hukuki ve telif hakları bakımından sorumluluğu başvurucuya ait olmak üzere etik açıdan uygun olduğuna oy birliği ile karar verildi.*

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