



## Development of Written Expression Skills with Flipped Learning Instruction: An Embedded Mixed Method Study\*

### Ters-Yüz Edilmiş Öğrenme Yöntemiyle Yazılı Anlatım Becerilerinin Geliştirilmesi: Bir Gömülü Karma Yöntem Çalışması

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**ABSTRACT:** The purpose of this study is to determine whether flipped learning contributes to the development of preservice Turkish teachers' written expression skills and, if it does, the extent of this contribution. To this end, first-year students attending the Turkish teaching department in a public university in Turkey were allocated to an experimental or a control group (35 students in each) on a volunteer basis, and an experimental study was conducted. In this study, the embedded mixed research method was selected. In order to collect the quantitative data, samples of informative and narrative texts were used at the beginning and at the end of the term. The analyses revealed that students in the experimental group demonstrated significantly higher development in the case of both types of texts than the control group students. In order to collect the qualitative data, three students from the experimental group and three students from the control group were selected, whose writing processes were video recorded and then analyzed each week. The findings obtained from the analysis of both the quantitative and the qualitative data revealed that flipped learning is highly effective in terms of developing preservice Turkish teachers' written expression skills.

**Keywords:** Flipped learning, technology in education, Turkish teaching, writing skills, embedded mixed method

**ÖZ:** Bu çalışmanın amacı; Türkçe öğretmeni adaylarının yazılı anlatım becerilerini geliştirmede ters-yüz edilmiş öğrenme yönteminin etkili olup olmadığını, varsa bu etkinin boyutunu belirlemektir. Bu doğrultuda, bir devlet üniversitesinin Türkçe eğitimi anabilim dalında eğitim gören 1. sınıf öğrencileri arasından gönüllülük esasına dayalı olarak 35'er öğrencilik deney ve kontrol grupları belirlenerek deneysel bir çalışma yapılmıştır. Kontrol grubuna, sınıf içinde yüz yüze ders anlatılmış daha sonra belirlenen uygulamalar ödev olarak verilmiştir. Deney grubunda ise konular videoya kaydedilerek internet ortamına yüklenmiş, öğrencilerin derse gelmeden bunları izlemesi sağlanmıştır. Sınıf içi zaman ise tamamen uygulamaya ayrılmıştır. Çalışmada hem nicel hem de nitel veriler toplanmıştır. Nicel veriler araştırmanın temelini oluştururken nitel veriler bunu desteklemek amacıyla kullanılmıştır. Bu nedenle çalışma için gömülü karma yöntem seçilmiştir. Nicel veriler için dönemin başında ve sonunda bilgilendirici ve öyküleyici metin türlerinden örnekler alınmıştır. Yapılan ölçümlerde deney grubu öğrencilerinin iki metin türünde de kontrol grubuna göre anlamlı farklılık yaratacak düzeyde geliştiği belirlenmiştir. Nitel boyut için ise her hafta deney grubundan üç, kontrol grubundan üç öğrenci olmak üzere toplam altı öğrencinin yazma süreçleri kamera ile kayıt altına alınarak analiz edilmiştir. Çalışmada nicel ve nitel verilerin analizleriyle ulaşılan sonuçlar, ters-yüz edilmiş öğrenme yönteminin Türkçe öğretmeni adaylarının yazılı anlatım becerilerini geliştirmede etkili

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olduğunu ortaya koymuştur. Bu bağlamda, ters-yüz edilmiş öğrenme yönteminin kullanımına yönelik çeşitli öneriler sunulmuştur.

**Anahtar Sözcükler:** Ters-yüz edilmiş öğrenme, eğitimde teknoloji kullanımı, Türkçe eğitimi, yazma eğitimi, gömülü karma yöntem

## 1. INTRODUCTION

The use of technology in education, which began with paintings on cave walls (Wegerif, 2013), has acquired different dimensions as a result of developments such as the invention of the printing press in the 15th century and the creation of computers in more recent times (Bishop & Verlager, 2013). The question of how to ensure more efficient and more effective learning has always been the driving force behind these developments, resulting in the use of a great deal of technology, such as augmented reality and the mobile technologies found in today's educational settings. This question, which is the foundation of much educational research, has maintained its importance throughout history due to the dynamic impact of the developing world of technology on the world of education. In this regard, the subject of the current study, flipped learning, refers to a method in which the teacher actively directs the process and makes effective use of technology.

Flipped learning, which has become increasingly popular in recent years, was introduced by Aaron Sams and Jonathan Bergman in 2007. The basic principle of this method is the reversal of the classic way of studying, that is, studying in class and doing homework at home. Thus, it entails studying at home and doing homework in class in the presence of the teacher. The teacher video records his/her instructions and broadcasts them over the Internet. Before coming to class, students watch the video on the Internet and take notes. As a consequence, during the lesson in the classroom, the teacher has sufficient time to examine students' application of information and encourage them to work cooperatively in groups, thus promoting their social development (Bergmann & Sams, 2012). With these characteristics, flipped learning is believed to generate a more effective learning-teaching process.

When we consider the historical developments in education, we first encounter one-to-one oral teaching in the prewriting period. Then, with the emergence of written and printed resources, a literacy-based teaching culture developed. With the advent of electronic and cyber technologies, it has been suggested that education has now entered into a second oral period. This second verbal education model is argued to include the advantages of the previous oral and literacy-based periods (Ferris & Wilder, 2006). When these verbal, written and second verbal paradigms in the evolution of education are examined, it becomes clear that we are on the verge of a paradigm change. This change will certainly become more apparent with future generations. This can be illustrated through the bilingualism metaphor: while future generations will be able to use the language of digital technology in a similar way to their mother tongue, relatively older generations, such as bilinguals, will try to adapt to the newly learned language of digital technology. Prensky (2001) defines this future generation as digital natives.

The application of written expression skills (the topic of the current study) is a process requiring the utilization of many cognitive subskills, such as decision-making and preference (Flower & Hayes, 1981). Therefore, in writing education, activities should be conducted in such a way as to promote the effective use of these cognitive processes, as well as to impart the required theoretical knowledge to students. In this regard, flipped learning is believed to provide opportunities to offer applied instruction and to better adapt teaching-learning activities to the requirements of changing generations and changing times. Thus, the current study aimed to investigate the effect of flipped learning on the development of written expression skills. To this end, flipped learning was applied in the written expression course for first-year students attending the aforementioned Turkish Teaching Department and its effect on the written expression skills of the students was explored.

This research focuses on the written expression skills of this particular group of students because many studies have reported that preservice Turkish teachers experience problems with written expression. Doğan (2003), Uçgun (2009), Bağcı (2010), Çamurcu (2011), Topuzkanamış and Çelik (2014) and Tiryaki and Kan (2015) found that preservice Turkish teachers have numerous problems with regard to knowledge about writing and creating composition. Topuzkanamış (2009) and Topçuoğlu (2010) found that these teacher candidates have also problems with dictation and punctuation in their writing process. Additionally Bağcı (2007), Özdemir and Erdem (2011), İşeri and Ünal (2012), and Batar and Aydın (2015) found that some attitudes and habits of preservice Turkish teachers on writing are not suitable for Turkish language teaching requirements. According to these studies, preservice Turkish teachers are unable to coherently transfer the words, concepts and thoughts formed in their minds onto paper.

As regards flipped learning implementation studies in literature; Nicolosi (2012) stated flipped learning provides significant learning opportunities and enhances students' awareness of metacognition abilities in grammar teaching. Başal (2012), suggested flipped learning can provide many benefits in ELT but the success of this method depends on the way of the teacher's implementation. Baranovich (2013) stated that students were successful in writing processes and types, increased their interest in the lesson and contributed more to the learning processes of foreign students with reverse structured teaching method. Farah (2014), carried out experimental study of flipped writing instructions and found that this method provided better result in both quantitative and qualitative data. Ekmekçi (2014) stated that flipped learning method has a statistically significant difference in terms of students' writing skills according to traditional methods. Hung (2014), found that flipped language lessons were more effective instructional designs than the non-flipped lessons. Başal (2015) stated majority of the students towards using a flipped learning model is mostly positive. Han (2015), states flipped learning clearly demonstrates significant potential for use in language classes. Kang (2015) states flipped learning not only improves students in language skills such as vocabulary or grammar knowledge but also provides satisfaction, helpfulness and flexible classroom environments in language teaching process. Ahmed (2016) reported that the flipped learning application resulted in a significantly better development of students' writing skills.

The above-mentioned studies report many advantages of flipped learning. For example, more practice can be undertaken in flipped learning, digital technology brings greater flexibility to the learning and teaching process, and students can learn at their own pace. All of these advantages are claimed to have positive influences on students' course-related academic achievement. In addition, this method is claimed to positively affect self-directed learning readiness and motivation (Alsancak-Sırakaya, 2015; Shih & Tsai, 2017), provide better management of working memory by self-paced preparation (Abeysekera & Dawson, 2015), increase students' motivation, thus leading to a reduction in their cognitive load (Turan, 2015), and decrease anxiety about accessing resources when there is a need to do so (Wilson, 2013). When the flipped learning method is explored in relation to the development of writing skills, it is claimed to develop positive attitudes in students towards writing classes (Ekmekçi, 2014; Farah, 2014). The main reason for this is that flipped learning focuses not only on technological possibilities but also on the successful adaptation of technological possibilities into the traditional classroom environment. In fact, much research has revealed that technology alone is not effective in education. For example, the dropout rate among students receiving distance education is claimed to be as high as 60% (Bersin, 2004). This indicates that many factors are at work in integrating digital technology into the educational process, such as the classroom environment, teacher-student interaction and student-student interaction, all of which need to be taken into consideration. The flipped learning approach is thought to make such integration possible.

As flipped learning enables students to undertake practice in the classroom under the supervision of the teacher (by facilitating the acquisition of theoretical knowledge outside the classroom), this approach provides greater opportunities for language skills' development. In this respect, it is thought that flipped learning can help preservice Turkish teachers to overcome the problems they experience in written expression. On the other hand, this study differentiates itself from the previously mentioned researches at the point where the development of the students was followed with weekly video recordings alongside the analyses of the written expression samples. In this way, the strengths and weaknesses of this implementation could be clearly seen. Regarding Turkish writing instructions, there are only a few studies about integrating digital technologies into Turkish writing instructions (Uyar, 2016), while there is no study on integrating the flipped learning method into the development of Turkish writing instructions. Thus, the findings and results of this study are believed to contain original data due to limited research in this specific area.

### **1.1. Purpose of the Study**

The purpose of the current study was to determine the effect of flipped learning on the development of preservice Turkish teachers' written expression skills. To this end, the problem statement of the study was worded as follows: "Is there a significant difference between the written expression achievement level of first-year students taught with flipped learning and that of first-year students taught by the face-to-face teaching method?"

The sub problems of the study are as follows:

1. Is there a significant difference between the narrative text writing achievements of the experimental group and the control group prior to implementing the teaching application?
2. Is there a significant difference between the informative text writing achievements of the experimental group and the control group prior to implementing the teaching application?
3. Is there a significant difference between the narrative text writing achievements of the experimental group and the control group after implementing the teaching application?
4. Is there a significant difference between the informative text writing achievements of the experimental group and the control group after implementing the teaching application?
5. Are there any differences that can be seen on a weekly basis in the text formation processes of the experimental group and the control group?

## **2. METHODOLOGY**

### **2.1. Research Design**

The current study employed the embedded mixed method (Cresswell, 2012). In this study, while quantitative data were used as the basis of the study, qualitative findings were utilized for supporting the quantitative findings. By means of quantitative pretest and posttest scores, the study investigated whether there was a significant difference between the experimental group and the control group in terms of the development of their written expression skills. While the written expression lessons for the experimental group students were delivered using flipped learning instruction throughout the term, the control group students were taught using the face-to-face teaching method. The pretest results revealed that the experimental and control group students had similar skills in written expression prior to the application. Following the completion of the teaching application, the data collected on the development of the written expression skills of the experimental and the control group students were analyzed and interpreted in relation to the problem statement and the sub problems.

For the qualitative dimension of the study, the number of students participating in the study was divided by the number of weeks in the term; in turn, the written expression processes of three students from each group were video recorded and analyzed each week. In this way, it was intended to follow the gradual development of the students' written expression skills. The qualitative data obtained from the analysis of the video recordings were evaluated under a separate heading and the findings were used to support the quantitative results of the study.

## **2.2. Participants**

Flipped learning was implemented over one term in the written expression course taken by first-year students in the aforementioned Turkish Teaching Department. Participation was voluntary. 70 of 105 pre-service Turkish teachers, enrolled in three different classes, volunteered to participate in this study. Those 70 preservice Turkish teachers assigned to the groups randomly. As a result, a total of 70 students participated in the study: 35 in the experimental group and 35 in the control group.

## **2.3. Data Sources**

In the quantitative dimension of the embedded mixed design, tests were conducted prior to and after the application. In both the pretest and the posttest stages, two rubrics for written expression skills, developed by the researchers, were used for the written expression activities: namely, the Informative Text Rubric and the Narrative Text Rubric. Using these rubrics, the students' levels of written expression at the beginning and the end of the applications could be measured and their development identified.

The type of measurement tools were analytic rubrics. The reason for this is that such rubrics define the performances that students are expected to accomplish, which can be shown on a scale by dividing them into different dimensions and levels. The most important characteristic distinguishing rubrics from other measurement tools, particularly from checklists, is the inclusion of the definitions of the criteria or the dimensions that characterize achievement at each level (Allen & Tanner, 2006).

## **2.4. Data Analysis**

Both the quantitative and the qualitative data were analyzed and then evaluated together to arrive at the conclusions of the study. At the beginning of the teaching process, in order to investigate whether there was a significant difference between the students' written expression skills, one informative and one narrative text were completed by each student. At the end of the process, a further sample of each text type was completed in order to evaluate the effectiveness of the flipped learning implementation. SPSS 20 software was used to analyze the quantitative data. As a normal distribution could not be seen in the analysis of the pretest scores, nonparametric tests were selected. However, a normal distribution was seen in the measurement of the posttest scores and the measurements were performed by using parametric tests. These test types are mentioned in the related sub problems.

In the qualitative dimension of the study, three students from the experimental group and three students from the control group were selected each week, whose writing processes were video recorded and analyzed. By analyzing the video recordings of the students, together with the documents they produced at the end of the video recording period, it was possible to determine the level of development that each student had achieved at that time in the subjects studied. As the study was based on the analysis of data obtained from the quantitative dimension, the main purposes of the qualitative dimension were to support the quantitative findings and reveal details related to these findings. In this way, it became possible to focus on patterns that highlighted how different teaching methods affected the written expression skills of the experimental and control group students and whether these led to any significant differences.

## 2.5. Validity and Reliability of the Study

In order to establish the validity and reliability of the quantitative analyses, the items of the analytic rubrics were submitted to the scrutiny of three experts. The reliability of the analytic rubrics (whose final forms were provided in line with the expert opinions) was then tested. For the interrater reliability of the measuring tools, three field experts scored 30 written expression samples, which were different from the ones used in the study. SPSS software was again used to calculate the interrater reliability of each text type. The interrater correlations for the Informative Text Rubric were found to be 0.77, 0.78 and 0.82. The rater correlations for the Narrative Text Rubric were found to be 0.77, 0.85 and 0.93. On the basis of the positive opinions of the experts, and because the interrater agreement ratio was found to be higher than 0.70, these measurement tools were identified as valid and reliable.

With regard to the trustworthiness of the qualitative data, the observations were conducted over a 12-week period, such that the researchers were able to observe the students' writing development processes over a long period of time. In addition, the participants viewed their own video recordings and the analyses. The qualitative observations were video recorded and described in detail, and these descriptions were supported with the texts produced by the students. Moreover, both the observations and analyses were shown to researchers with qualitative research experience, for enhancing the trustworthiness of the qualitative dimension. These techniques are considered to increase the trustworthiness of qualitative research (Maxwell, 1992; Yıldırım, 2010). Furthermore, to ensure that the researchers did not influence the results, the students were left alone during the text writing processes and, to avoid affecting their creativity, no time limit was set.

## 2.6. Implementation

In their first term, two classroom hours per week were allocated to the first-year student course on written expression, i.e., a total of 28 classroom hours for the term. In the control group, a total of 28 hours of teaching was delivered in class and the prepared activities were assigned as homework. In the experimental group, taught using flipped learning, the students watched theoretical lectures on the Internet outside of school, while the whole of classroom time was allocated to practice. In the classroom, the students engaged in activities such as the analysis of the prepared text for the given week, text completion, text correction, text formation and the evaluation of various texts on the basis of particular criteria. These activities were sometimes performed individually and sometimes in groups in a collaborative manner. The subject presentations and application content across the weeks are presented in Table 1.

**Table 1: Implementation process**

Weeks	Subjects	Flipped Learning	Face-to-Face
1	Introduction to the course content Pretest application	Introduction to the course and content Introduction to flipped learning and the Türkçe Yurdu website Pretest application	Introduction to the course and content Pretest application
2	Composition plan in written expression Topic selection and making a writing plan	Activities directed to finding the topic and the main idea Classroom discussion about the concept of composition Analysis of main idea and supporting ideas using a sample text <b>Text used:</b> Kompozisyon <b>Author:</b> Mehmet Kaplan	Lecturing (Classroom activities used in the experimental group were assigned as homework)
3	Creating content in a text Writing an effective	Classroom discussion about how to create introduction, body and conclusion sections Writing a suitable introduction for the text	Lecturing (Classroom activities used in the experimental

	and suitable introduction Writing a body of text that will make the topic clear Writing a conclusion suitable for the ideas expressed in the text	whose introduction section is deleted <b>Text used:</b> İlkin Türkçeyi Seveceksin <b>Author:</b> Özdemir Asaf Writing a suitable body section for text whose body section is deleted <b>Text used:</b> Vatan <b>Author:</b> Ahmet Haşim Writing a suitable conclusion for text whose conclusion section is deleted <b>The text used:</b> Oğlumuz <b>Author:</b> Tarık Buğra	group were assigned as homework)
4	Textuality criteria Consistency in a text Coherence in a text	Consistency and coherence activities (four activities) Getting students to write a text about one of their days and in-class evaluation of this text in terms of consistency and coherence	Lecturing (Classroom activities used in the experimental group were assigned as homework)
5	Spelling rules and punctuation	Correcting a text that contains spelling and punctuation mistakes <b>Text used:</b> Bizim İmparatorluk <b>Author:</b> Falih Rıfkı Atay Activities about spelling rules and punctuation	Lecturing (Classroom activities used in the experimental group were assigned as homework)
6	Narrative texts	Analysis of the formation processes of a memoir created for a topic presentation Narrative text analysis Text 1 <b>Text used:</b> Semaver <b>Author:</b> Sait Faik Abasıyanık Text 2 <b>Text used:</b> Sınır Üstündeki Ev <b>Author:</b> Aziz Nesin An activity to make a plan for a narrative text	Lecturing (Classroom activities used in the experimental group were assigned as homework)
7	Informative texts	On the basis of the paragraphs taken from 11 different informative texts, analysis of the linguistic characteristics of speech, essay and humor genres Group work directed to the creation of informative text in the class	Lecturing (Classroom activities used in the experimental group were assigned as homework)
8	Narrative and informative texts – revision	Analysis of the characteristics of narrative and informative texts using sample texts Text 1 <b>Text used:</b> Vals Dünyası <b>Author:</b> Halikarnas Balıkcısı Text 2 <b>Text used:</b> Tuna Yalılarında Hatırlayışlar <b>Author:</b> İsmail Habib Sevük An activity on travel writing	Lecturing (Classroom activities used in the experimental group were assigned as homework)
9	Poetry texts	Genres of poetry using five different poems Poetry writing on the basis of the <i>window</i> activity	Lecturing (Classroom activities used in the experimental group were assigned as homework)
10	Official writing: Petition Record Report CV	Analysis of the form and content of official writing using samples of official writing Official writing activities for sample cases	Lecturing (Classroom activities used in the experimental group were assigned as homework)
11	Argumentation in written expression Argument elements Defending an idea in compliance with the	Argumentation activities in class	Lecturing (Classroom activities used in the experimental group were assigned as homework)

	rules of argumentation		
12	Scientific paper/assignment preparation process 1: Use of the library Selection and use of reference books Selection and use of scientific journals Utilizing other resources	Selection of the assignment topic Making a plan Trials to create subtitles suitable for the designated assignment title Showing how to use digital resources	Lecturing (Classroom activities used in the experimental group were assigned as homework)
13	Scientific paper/assignment preparation process-2	Evaluation of the sample references for the designated assignments Showing how to use the references found to be suitable	Lecturing (Classroom activities used in the experimental group were assigned as homework)
14	Incoherency problems	Activities to detect and correct incoherencies	Lecturing (Classroom activities used in the experimental group were assigned as homework)
15	Posttest application Wrap-up	Posttest application. Wrap-up	Posttest application Wrap-up

### 3. RESULTS

#### 3.1. Quantitative Results

##### *3.1.1. Is there a significant difference between the narrative text writing achievements of the experimental group and the control group prior to implementing the teaching application?*

At the beginning of the study, the pretest achievements of the experimental and control group students were examined to ascertain whether there was a significant difference between them. As a result of the normality test, it was seen that the students' narrative pretest achievements did not exhibit a normal distribution. Therefore, one of the nonparametric tests, the Mann-Whitney test, was selected to investigate the difference between the experimental group and the control group. The results of the Mann-Whitney test are as follows in Table 2:

**Table 2: Narrative text pretest achievements**

Group	N	Mean rank	Rank sum	U	P
Experimental	35	38.59	1350.50	504.500	.203
Control	35	32.41	1134.50		

As can be seen in Table 2, there is no significant difference between the narrative text pretest achievements of the experimental and control group students. Thus, it was decided that these two groups were equal in terms of writing a narrative text.

##### *3.1.2. Is there a significant difference between the informative text writing achievements of the experimental group and the control group prior to implementing the teaching application?*

In order to compare the informative text pretest results, the students' pretest scores were first subjected to the normality test. The test revealed that the students' informative text pretest achievements showed no normal distribution. Thus, one of the nonparametric tests, the Mann-Whitney test, was run to test the difference between the experimental group and the control group. The results of the Mann-Whitney test are shown below in Table 3:



**Table 3: Informative text pretest achievements**

Group	N	Mean rank	Rank sum	U	P
Experimental	35	38.29	1340.00	515.000	.251
Control	35	32.71	1145.00		

As can be seen in Table 3, no significant difference was found between the informative text pretest achievements of the experimental group and control group students. In light of this finding, it can be claimed that the written expression skills of the two groups were similar prior to implementing the teaching application.

### 3.1.3. Is there a significant difference between the narrative text writing achievements of the experimental group and the control group after implementing the teaching application?

At the end of the application process, the narrative text posttest achievements of the experimental group and the control group students were compared to determine the effect of flipped learning on the development of writing skills. First, the normality distribution of the groups was checked and the groups were found to have a normal distribution. Thus, in order to test the differences between the posttests, one of the parametric tests, the independent samples t-test, was used. The results of this test are presented below in Table 4:

**Table 4: Comparison of the narrative text posttest achievements of the experimental group and the control group students**

Group	N	$\bar{X}$	S	Levene test		SD	t	p
				F	P			
Experimental	35	57.40	7.64	.450	.505	68	4.51	.000
Control	35	48.80	8.26					

$r = 0.23$  ( $> 0.14$  high effect size)

As can be seen in Table 4, a significant difference was found between the development levels of the written expression skills of the groups in favor of flipped learning. The effect size of the difference was then checked. The effect size refers to the practical significance of the statistically calculated results (Özsoy & Özsoy, 2013). As a result of the calculation, the effect size was found to be 0.23. Since values higher than 0.14 are considered to be high (Pallant, 2007, p. 236), the effect size found in the current study can also be regarded as high.

The statistical analyses conducted in relation to this sub problem revealed that flipped learning is more effective for developing students' narrative text writing skills than the face-to-face teaching method.

### 3.1.4. Is there a significant difference between the informative text writing achievements of the experimental group and the control group after implementing the teaching application?

When the posttest achievements of the experimental group and the control group students were compared, it was found that the scores exhibited a normal distribution. Thus, in order to check the difference between the posttest achievements of the groups, one of the parametric tests, the independent samples t-test, was used. The results of the test are shown below in Table 5:

**Table 5: Comparison of the informative text posttest achievements of the experimental group and the control group students**

Group	N	$\bar{X}$	S	Levene test		SD	t	p
				F	P			
Experimental	35	58.25	8.52	.000	.999	68	4.240	.000
Control	35	49.68	8.39					

$r = 0.20$  ( $> 0.14$  high effect size)

As can be seen in Table 5, a significant difference was found between the development levels of the informative text writing skills of the students in favor of flipped learning. Thus, it can be argued that flipped learning is more effective in developing students' informative text writing skills than the face-to-face teaching method. The effect size of the significant difference was then checked and found to be 0.20. Since values higher than 0.14 are considered to be high (Pallant, 2007, p. 236), the effect size found in the current study can also be regarded as high.

The statistical analyses conducted in relation to this sub problem revealed that flipped learning is more effective for developing students' informative text writing skills than the traditional method.

### **3.2. Qualitative Results**

#### ***3.2.1 Are there any differences that can be seen on a weekly basis in the text formation processes of the experimental group and the control group?***

For the qualitative dimension of the study, three students from the experimental group and three from the control group were selected each week, whose writing processes were video recorded. Thus, the study attempted to determine the students' gradual development throughout the process and their differences, if there were any. As the quantitative data obtained from the pretest and posttest applications formed the basis of the study, the qualitative dimension was initiated as a result of the finding that the experimental group was significantly more developed in its writing skills than the control group. The purpose of this investigation was to discern qualitative patterns pertinent to the direction of this significant difference. During the observations, evaluations were made on the basis of the lessons taken that week and those of the previous week. During these evaluations, the students' video recorded writing processes were compared with their pretest and posttest achievements, thus enabling the qualitative dimension and the quantitative dimension to be interpreted together. The findings derived from the qualitative observations are set out below.

When the camera recordings were examined in terms of writing processes, it can be seen that the experimental group students were better at preparation, planning, drafting, editing, and correction. In the flipped learning approach, the knowledge and comprehension stages of Bloom's taxonomy are completed at home and the skills involved in the application, analysis, evaluation, and creation stages are developed through classroom practices (Marshall, 2013). The experimental group students developed their writing skills through practice under the supervision of the teacher in the classroom, and they were able to correct misunderstandings by interacting with their teacher to recognize their shortcomings and capitalize on different and creative ideas in class by interacting with their peers.

The knowledge and skills possessed in relation to the genre of a text are concerned with how a language is structured to achieve social objectives in specific contexts (Hyland, 2003). When the students' preferences for the text genre were examined, it was seen that both groups of students preferred to write informative texts. The main reason for this is thought to be a result of habits developed during their former education. An increasing tendency among both groups to write narrative texts after they became engaged in activities and applications about narrative texts can be seen as an indicator of this.

There are two main approaches to the writing process. The first approach focuses on the prewriting stage, which includes making a plan first and preparing a draft to be used for the final outcome. The other one requires continuous corrections on the drafts that emerge in the writing process (Torrance, Thomas, & Robinson, 1994). Since a process-based instruction was given in this study, it was observed that the prewriting strategies indicated in the former approach were used more often. The students were observed to mostly prefer draft writing and clustering strategies. For writing strategies, some experimental group students were observed to consult

the Internet. In this regard, the utilization of the website involved in the flipped learning application is believed to have affected their digital literacy skills.

In terms of consistency, both groups demonstrated an improvement in the criterion of textuality. As seen from the qualitative observations, the number of students experiencing difficulty in terms of coherence was small. This is believed to be because the lessons were delivered using a process-based approach, which is thought to be better in terms of organization and planning. In terms of coherence, both groups were observed to experience more problems than those encountered with regard to consistency. Yet, the experimental group students were found to be more successful with respect to coherence. The reason for the difference in coherence is believed to be text formation and analysis activities conducted in the classroom by the experimental group students.

## 4. DISCUSSION, CONCLUSION AND SUGGESTIONS

### 4.1. Discussion

Studies conducted by Baranovich (2013), Farah (2014), Ekmekçi (2014) and Ahmed (2016) reported that the flipped learning application resulted in a significantly better development of students' writing skills. Furthermore, Baçal (2012), Hung (2014), Baçal (2015), Han (2015) and Kang (2015) reported that flipped learning yields a significantly higher development in the language learning performances of students. Meanwhile, Çetin Koroğlu (2015) reported that it leads to a significantly higher development in speaking skills, Perella (2016) reported a significantly higher development in communication performance in a second language, and Hantla (2014) reported that it creates a significantly higher development in students' performance in creating arguments with rationales and evidence in their writing. As can be seen from these findings reported in the literature, flipped learning contributes to the development of written expression skills as well as linguistic skills. The findings of the current study concur with those reported in the literature.

Many studies reveal that flipped learning has positive effects in terms of achievement in applied classes related to linguistic skills. This positive effect can be induced by means of theoretical lecturing prior to class and by skill-enhancing applications during class. However, using this method in English classes, Gross (2014) stated that it does not offer any advantages in terms of texts that are difficult to read and understand. On the other hand, in this study, flipped learning significantly contributed to students' writing skills. Baranovich (2013) also states that this method will yield positive effects in practice-based classes, but that it is difficult to implement in literature classes. Thus, it can be seen that this method is more suitable for developing writing skills than reading skills. The other reason for this is believed to be due to difficulties related to screen reading, as well as difficulties in comprehending the texts. In fact, reading on the screen has been reported to decrease reading speed by 25%; and, if the text is difficult to comprehend, the decrease can be as high as 30% (Güneş, 2010). Moran (2014) conducted a study in the context of English language arts and found that, while students with high course achievements can successfully proceed at their own learning speed in the flipped learning system, students with low course achievements become disadvantaged. In addition, it was found that the teachers participating in the study experienced problems in large classes when conducting and evaluating one-to-one activities. In this study, both high- and low-achieving students benefited from this implementation and were able to develop their writing skills. This difference is believed to relate to the nature of the course because language arts lessons require more artistic skills and literature knowledge. As for one-to-one activities, it was difficult to conduct and evaluate them as well.

In the current study, because there were profound changes in lesson delivery and homework, the students were observed as feeling alienated in the lessons at the beginning of the

process. However, over time, the students developed a positive attitude towards flipped learning. Similarly, Baranovich (2013), Farah (2014) and Sung (2015) noted that students in their research at first felt distant from the new system, but over time they were able to adapt. On the other hand, Moran (2014) reached the opposite conclusion, reporting that students first felt interested in this new method, but their interest faded over time. This difference is believed to relate to the nature of the course and the structure of the content too.

Another issue concerning students' adaptation to the course is their propensity to use technology. Prensky (2001) pointed out that, as a result of greater exposure to technology, younger generations, also referred to as digital natives, could more easily adapt to innovative approaches. In the current study, during the application process, some of the students in the experimental group stated that they had watched the videos during classroom applications, even though they had not. In order to prevent this from happening, at some point in the videos, a task was inserted, which students had to perform during the classroom application and a program was added to the website to record the students' entry and exit times. Using these techniques, it was observed that the students more systematically followed the video recorded lessons and carried out the tasks assigned more completely. Therefore, being digital natives does not necessarily mean that students use the technological possibilities available to them in order to acquire information. Thus, students' digital literacy skills should be developed.

The content of the application was organized in a process-based manner. Other studies found the planned writing model to be quite effective in developing Turkish writing skills (Aksu, 2015; Karatay, 2011; Karatosun, 2014; Şentürk, 2009). In the current study, two different types of instruction in the planned writing method were used in an attempt to develop the students' writing skills. However, when both the video recordings and the content of the analyzed texts were examined, it was noted that the experimental group students were able to better reflect the preparation and planning in their texts. On the basis of this finding, it can be concluded that flipped learning can be successfully used in process-based writing applications. Thus, the findings concur with those reported in the literature; however, with this study, it was clearly observed that flipped learning can be successfully integrated in process-based writing applications.

#### **4.2. Conclusion and Suggestions**

At the end of the study, it was concluded that both the informative and the narrative text writing achievements were significantly more developed in the experimental group. Flipped learning instruction enabled the experimental group students to be more successful than the control group students in both of these text types. This method of instruction provided practice opportunities under the supervision of the teacher, opportunities for the unlimited repetition of theoretical knowledge, and opportunities for students to compensate for the points they had missed or not understood. In flipped learning instruction, even though videos are available for students to watch whenever they want, the teacher should be continuously interested in students during classroom applications. Furthermore, in flipped learning, the teacher should assume a guidance role.

In the qualitative observations, it was noted that the experimental group students who carried out the writing processes more effectively were more successful in determining the main idea and supporting ideas and using them in their texts, as well as better at building the plot in narrative texts. Therefore, flipped learning instruction seems to be more effective in terms of students' capacity to organize their writing processes and construct content in their writings. As the experimental group students were able to revise the theoretical element of the class at home using the video recordings broadcast on the accompanying website, they were able to spend all their time in class doing practice. In this way, applied lessons could be delivered and students' misunderstandings could immediately be corrected or prevented prior to occurring.

Given that we are on the verge of many technological developments in the 21st century, it can be argued that we need to change both the content and the ways of providing education. In this regard, flipped learning is believed to help us to change the manner in which lessons are delivered and comply with the anticipated paradigm change. Thus, the flipped learning used with the experimental group students not only developed their writing expression skills but also introduced them to a different teaching method, which integrates technology into the educational process. As a consequence, the preservice teachers who participated in the education system as teachers were able to develop their written expression skills and gained some insight into the way in which technology can be integrated into education.

The flipped learning used to develop the preservice Turkish teachers' written expression skills resulted in a significantly higher achievement, as it increased the amount of time for classroom practice and provided an opportunity to implement unlimited revisions of the lessons. Thus, this method can be used for developing other language skills and at other levels of schooling. The current study suggests that technology can be successfully adapted to the teaching of Turkish. Thus, further studies could be conducted on the use of different methods for including technology in Turkish teaching. Furthermore, given the increasing use of technology in education in today's world, future research could look at how preservice teachers can be educated on the use of technology in language teaching.

While the written expression lessons were being delivered, the students were observed to experience some problems in the use of technology for information acquisition. Although they were engaged in social media throughout the day and spent a great deal of time using technological devices, the students experienced difficulties in using the classroom management system, indicating that they had some problems related to digital literacy. Thus, further research could focus on issues such as development of screen reading, media literacy, and digital literacy.

During the written expression lessons, taught as a process-based course, the students were introduced to sample texts from a range of genres. In their final written products, the students exhibited greater development in areas such as text planning, writing processes and relating the main and supporting ideas to the text. However, they appeared to be less developed with regard to areas such as creating content for the text and developing language and style. In this respect, by using the genre-based approach, students should be able to analyze good sample texts for the genres in which they are planning to write. In this way, students should be able to gain information and skills related to text content, social context, language, and style. Thus, further research could be conducted on integrating digital technology in genre-based writing instruction.

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## Uzun Özet

Ters-yüz edilmiř öğrenme yöntemi, sınıf ortamında yüz yüze ders işleme ve evde ödev yapma-sistemini terse çevirip ders anlatımını evde, ödevi ise sınıfta öğretmen karşısında yapma mantığına dayanır. Bu yöntemde öğretmen, anlatacağı dersi videoya çekip İnternet üzerinden yayımlar ve öğrenciler dersin kuramsal kısmını önceden izleyip sınıfa gelirler. Sınıfta ise öğretmen, ders saatinin tümünü ödev olarak vereceğı uygulamaları işleyerek geçirir. Böylece öğrencinin yaparak yaşayarak öğrenmesini sağlama ve yanlış öğrenmelere müdahale etme imkânı bulur.

Hazırlanan bu çalışmanın amacı; Türkçe öğretmeni adaylarının yazılı anlatım becerilerini geliřtirmede ters-yüz edilmiř öğrenme yönteminin etkili olup olmadığını, varsa bu etkinin boyutunu belirlemektir. Bu doğrultuda, bir devlet üniversitesinin Türkçe eğitimi ana bilim Dalında eğitim gören 1. sınıf öğrencileri arasından gönüllülük esasına dayalı olarak 35'er öğrencilik deney ve kontrol grupları belirlenmiştir. Kontrol grubuna, yüz yüze ders anlatımı ile ders işlenmiş daha sonra belirlenen uygulamalar okul dışında yapılmak üzere ödev olarak verilmiştir. Deney grubunda ise derste anlatılacak konular önceden videoya çekilerek, kurulan İnternet sitesine yüklenmiş, öğrencilerin derse gelmeden önce bunları izlemesi sağlanmıştır. Dolayısıyla dersin kuramsal kısmı önceden tamamlandığı için ders içi zaman tamamen uygulama yapmaya ayrılmıştır.

Çalışmada hem nicel hem de nitel veriler toplanarak konu hakkında ayrıntılı bilgi edinilmiştir. Toplanan bu verilerden nicel veriler çalışmanın temelini oluştururken nitel veriler, nicel bulguları desteklemek amacıyla kullanılmıştır. Bu nedenle bu çalışmanın yöntemi gömülü karma yöntem (embedded mixed method) olarak belirlenmiştir. Çalışmanın nicel verileri için dönemin başında bilgilendirici ve öyküleyici olmak üzere iki metin türünden örnekler alınmıştır. İki grubun başarısının eşdeğer olduğu görülerek deneysel uygulamaya başlanmıştır. Uygulama sonunda yine iki metin türünden son test alınmış ve nicel olarak öğrencilerin gelişimlerine bakılmıştır. Yapılan ölçümlerde her iki grubun iki metin türünde de kendi ön testleri ile anlamlı farklılık oluşturacak düzeyde geliştiğı gözlemlenmiştir. Ancak son testler karşılaştırıldığında deney grubu öğrencilerinin iki metin türünde de kontrol grubuna göre anlamlı farklılık yaratacak düzeyde geliştiğı belirlenmiştir.

Nicel analizlerin geçerlik ve güvenilirlięi için oluşturulan analitik rubriklerin maddeleri öncelikle üç uzmanın görüşüne sunulmuştur. Daha sonra uzman görüşleri doğrultusunda oluşturulma aşaması tamamlanan analitik rubriklerin puanlayıcı güvenilirlięi ölçülmüştür. Ölçme araçlarının puanlayıcı güvenilirlięi için üç alan uzmanı tarafından, ana çalışma haricinde toplanmış olan 30'ar adet yazılı anlatım örneęi puanlanmış ve SPSS paket programı ile puanlayıcı güvenilirlięinin hesaplanması yapılmıştır.

Nitel analizlerin geçerlięi ve güvenilirlięi için öncelikle gözlemler 12 haftalık bir sürece yayılarak daha uzun süre boyunca öğrencilerin yazma süreçlerinin gözlemlenmesi sağlanmıştır. Bunun dışında katılımcılara video kayıtları sonrası görüntüler gösterilerek analizlere yönelik kişisel teyid alınmıştır. Yapılan nitel gözlemler dakika dakika kayıt altına alınarak ayrıntılı betimlenmiş ve bu betimlemeler öğrencilerin ortaya koyduęu metinlerle de desteklenmiştir. Ayrıca yapılan gözlem ve analizler nitel arařtırma deneyimi olan bir arařtırmacıya daha gösterilerek nitel boyutun inandırıcılıęı artırılmıştır.

Nitel boyut için ise her hafta deney grubundan üç, kontrol grubundan üç öğrenci olmak üzere toplam altı öğrencinin yazma süreçleri video ile kayıt altına alınarak analiz edilmiştir. Yapılan analizlerde, öğrencilerin hem o haftaya kadarki verilen derslerin konularına ne derece hâkim olduklarına bakılmış hem de öğrencilerin kendi ön test ve son testleri ile karşılaştırılarak süreç içerisindeki gelişimleri hakkında yorumlarda bulunulmuştur. Video kayıtlarının nitel analizinde süreç temelli olarak verilen yazılı anlatım dersinin yazma aşamalarının hepsinde, metinsellik ölçütlerinin metinde uygulanabilmesinde, türe yönelik yazabilmede, yazma stratejilerini etkili kullanmada ve dijital teknolojiye yönelik birtakım becerileri geliřtirmede deney grubunun daha iyi bir performans gösterdiğı gözlemlenmiştir. Buna karşın yazım ve noktalama kurallarına yönelik yapılan etkinlikler sonucunda iki grupta da gereken gelişme görülmemiştir.

Ters-yüz edilmiř öğrenme yönteminin derse uyarlanmasında birtakım sıkıntılar da yaşanmıştır. İlk olarak öğrencilerin, alıştıkları ders işleme ve ödev yapma sistemini kökten deęiřtirdiğı için sürecin başında bu yönteme karşı mesafeli oldukları gözlemlenmiştir. Ancak zamanla öğrencilerin kendilerini bu yeni sisteme uyarlayabildikleri gözlemlenmiştir. Uygulama sürecinde yaşanan dięer bir problem ise



öğrencilerin ders izleme konusunda dürüst davranmamaları olmuştur. Bazı öğrenciler konu ile ilgili videoları izlemediği hâlde, sınıf içi uygulamalarda bunları izlediklerini beyan etmiştir. Bunu önlemek için her ders videosunda, rastgele bir yerde bir görev verilmiştir. Bunun yanında, ders için oluşturulan web sitesine, öğrencilerin giriş ve çıkış zamanlarını kaydeden bir eklenti kurulmuştur. Böylece öğrenciler, izledikleri düşünceyle daha sistemli bir şekilde derse girip verilen görevleri daha eksiksiz bir şekilde uygulamıştır.

21. yüzyılda daha birçok teknolojik gelişmenin eşliğinde olduğumuz gerçeğinden yola çıkarak hem eğitim içeriğimizi hem de bu eğitimi veriş tarzımızı değiştirmemiz gerektiği söylenebilir. Bu doğrultuda ters-yüz edilmiş öğrenme yönteminin derslerin işleniş tarzını değiştiren ve belirtilen paradigma değişimine uygun olabilecek bir ders anlatım yöntemi olduğu düşünülmektedir. Dolayısıyla çalışmada yer alan lisans 1. sınıf Türkçe öğretmeni adaylarının böyle bir yöntemle eğitim görmüş olmaları yazılı anlatım becerilerini geliştirmenin ötesinde, onların teknolojiyi eğitim sürecine entegre eden farklı bir eğitim yöntemini müşahede etmelerine de olanak sağlamıştır. Böylece ileriki yıllarda eğitim sisteminde öğretmen olarak yer alacak bu öğretmen adayları hem yazılı anlatım becerilerinde bir gelişim sağlamış hem de gelecekte daha da önemli hale gelecek olan eğitime teknolojinin entegre edilmesi hususunda fikir sahibi olmuşlardır.

Bu çalışmada hem nicel hem de nitel verilerin analizleriyle ulaşılan sonuçlar, ters-yüz edilmiş öğrenme yönteminin Türkçe öğretmeni adaylarının yazılı anlatım becerilerini geliştirmede son derece etkili olduğunu ortaya koymuştur. Kurulan bu sistem, daha uygulamalı bir yazılı anlatım dersi sağlamanın yanında daha fazla kuramsal tekrar ve dersi işlemede sağladığı esneklikler sayesinde kullanımının teşvik edilmesi de önem arz etmektedir. Ters-yüz edilmiş öğrenme yönteminin öğrencilerin yazılı anlatım becerilerini geliştirmede son derece başarılı olduğu bu çalışmada görüldüğü gibi alanyazında incelenen birçok çalışmada da benzer sonuçlara ulaşıldığı tespit edilmiştir.