Università
Ca'Foscari
Venezia

Scuola Dottorale di Ateneo

Graduate School

Dottorato di ricerca

in Lingue, Culture e Società Moderne e Scienze del Linguaggio

Curriculum Scienze del Linguaggio

Ciclo 29

Anno di discussione 2017

Learning in the 21st Century: The Flipped Foreign Language Classroom

SETTORE SCIENTIFICO DISCIPLINARE DI AFFERENZA: **L-LIN/02**

Tesi di Dottorato di Hacer Nilay Suludere, matricola 839672

Coordinatore del Dottorato   **Supervisore del Dottorando**

Prof.ssa Alessandra Giorgi   **Prof.ssa Carmel Mary Coonan**

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

LIST OF FIGURES

ABSTRACT

A gazing eye would immediately detect how differently learning occurs in classrooms today compared to some decades ago. It seems that each technological development is reflected also in our classrooms as they are in other parts of our lives in the 21st century. Educators and curriculum developers who are wise to see the potential benefits of integrating technology into teaching and learning have already started introducing them into education. Embedding technology into learning and teaching also brings along changes in design and plan to ensure that there is improvement in learning. Recently, the appeal of and interest in integrating technology in classrooms effectively have grown and it has become one of the most studied subject matters by educational researchers. No matter how much has been said about it, due to the rapidly changing nature of technology, it seems that there is still plenty to be said. "Flipped classroom model" is one of the latest instructional approaches that arose from these attempts to reshape education to improve student learning by exploiting technology in the 21st century classrooms.

A flipped classroom looks like what it sounds. Basically, it is the shift of classwork and homework. In a typical traditional classroom, lecturing consumes most of the class time; thus, passive students are exposed to direct instruction and expected to be active while doing their assigned homework on their own outside the classroom. Instead, in a flipped classroom, direct instruction of the course content is provided through mostly teacher-created videos that are processed by the students out of class time so that they can engage with the content and apply what they have studied by the guidance of teacher during class time.

This qualitative action research sought to add on the understanding of student achievement in one flipped foreign language classroom. In order to do this, the researcher compared learning outcomes from a flipped foreign language classroom and from a traditional foreign language classroom. In the flipped classroom, students studied videos captured by the teacher and completed the accompanying worksheets outside the class time and did homework,

i.e., the practice of the material learnt in class time. In the traditional classroom, students received direct instruction and were assigned homework to do outside class time.

The data were collected from students' tasks, opinions and feedback as well as from teacher observations and reflections. The collected data was analysed by using qualitative analysis methods. The students' tasks, which were the major source of data for this study, were analysed by comparing their attainments to the lesson objectives and the instructional mode they were produced with. Students' feedback and teacher's reflections were coded and clustered around the themes appeared. Triangulating the data assured the validity of the research while the reliability of the research was ensured by constant checking of the lesson objectives and learning outcomes. The results suggested that the student achievement was higher for the student group that was instructed through the flipped classroom model than the other student group that was instructed through the traditional model. In addition, both student and teacher reflections showed that the flipped classroom model corroborated the premises of the model.

Keywords: flipped foreign language classroom, traditional classroom, student achievement, technology, 21st century, reshape education

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor Prof. Carmel Mary Coonan for her invaluable support and suggestions throughout the development of this thesis.

I would also like to thank Prof. Anna Cardinaletti without whose helpfulness, I would not be able to start my studies in Italy.

I owe sincere and earnest thankfulness to my family for their infinite moral support and encouragement.

I would like to acknowledge the wonderful help, support and serenity from my colleague Yasemin Yelbay Yilmaz.

Furthermore, I would like to thank to my students who participated voluntarily in this study.

Last, but by no means least, I thank my boyfriend Raffaele for his personal support and patience at all times.

PART I

LITERATURE REVIEW

CHAPTER 1

INTRODUCTION

Information and communication technology (ICT) combined with the internet has modified our lives. Our practices and ways of conducting daily activities like communicating, working, and even learning have been shaped greatly by them. It extends so far that Prensky (2001) claims that the learners of the 21st century have changed their learning styles. They search for receiving information fast, doing many tasks at the same time and accessing information in an unplanned manner (Prensky, 2001). Obviously, this has reflected itself in classrooms as well and ICTs have become a natural part of the educational settings.

Regarding the contemporary understanding of education which requires students to be active participants in learning process, ICTs offer innovative solutions to educational problems of the 21st century and they have become an indispensable component of the contemporary understanding of education which requires students to be active participants in learning process.. Many teachers integrate them to engage their students in a way that appeals to their learning habits. The utilization of ICT in education enables educators to customize learning according to the needs of the 21st century learners. The combination of ICT and the active learning approach to teaching introduced a new teaching model called the flipped classroom model which redefines direct instruction and homework with respect to time allotted for each in teaching.

The flipped classroom model provides students with both the opportunity to access the parts of content that are suitable for individual study through asynchronous systems and the possibility of practicing the previously studied content through activities that entail group or individual participation in classroom. In this sense the flipped classroom model is literally what it sounds. It is the swap of classwork (direct instruction) and homework (assigned tasks) (Bagby,

2014; Lage, Platt & Treglia, 2000). In this model students are provided with materials such as videos explaining key concepts of the course material prior to class meetings. The students view and study the videos made available to them out of classroom wherever, whenever and as many times as they want. This kind of study frees the limited class time for more interaction among students and teacher and allows the students to practice the material with the guidance of the teacher in classroom. Practically, the students watch 'lectures' out of class anytime and anywhere they want and do 'homework' during class time. Practicing the content in class calls for active learning in which learners interact with each other and also with teacher to deepen their understanding of the course material. In other words, students develop their understanding of what they are learning and make sense materials learning themselves through experiencing them firsthand. In this way, learners construct their knowledge rather than simply acquire it.

The flipped classroom model aims to involve the 21st century learners who are highly interested in technology in learning process by offering them an innovative way of learning that they are already accustomed to in the digital world. It enables them to discover course materials individually at their own pace and in this sense it is able to ignite the curiosity to know more about and beyond the course material. Moreover, it permits more interaction in classroom creating more time for students to test their understandings of the course material and enrich them. The flipped classroom model distinguishes itself from other modern teaching models in that it knits together the expectations and needs of the 21st century learners and contemporary education philosophy. For this reason, the flipped classroom model is definitely worth the attention of the education authorities and doing research.

1.1. STATEMENT OF THE PROBLEM

The flipped classroom model looks promising. However, like many models in the field more research is needed to support this claim for such a recent model compared to many time-tested others. It is true that valuable freed class time is ready to be filled with activities to involve students to maximize their learning; yet there are subject-bound concerns. Due to the fact that

every discipline has its own nature, the ways of conveying information for teachers and processing it for students and time for both would differ. For example, foreign language lessons are different from other school subjects in that lessons are conducted mostly in the medium of the foreign language being learnt. It is totally different from explaining math formulas or discussing historical events in the common language of learners. A foreign language teacher needs immediate feedback about learners' understanding of the content while teaching in order to take action to clarify problematic parts by, for instance, paraphrasing what s/he has said, explaining culturally bound concepts and maybe switching to the learners' common language for a while.

The flipped classroom model has received a great deal of attention from researchers all over the world. Nonetheless, when the studies are categorised according to the disciplines, it becomes immediately clear how little has been said about its implementation in language classes, particularly in foreign language classes. Furthermore, the proportion of the studies comparing a traditional and a flipped language classroom are few. A well-organized comparison study of a flipped and a traditional foreign language classroom can yield precious findings.

1.2. STATEMENT OF THE PURPOSE

The fact that the flipped classroom model has gained appreciation of many educators and learners drives researchers to devote more time and energy to doing research to test the premises of the model and improve it. The scarcity of research on foreign language taught through the flipped classroom model inhibits foreign language teachers to have a comprehensive understanding of its probable benefits and pitfalls in foreign language classes. Making inferences and deductions from the existing body of scientific literature is very limited, if not impossible. For this reason, this research was devised to constitute a contribution to the existing knowledge of flipped foreign language classrooms. The research focuses on flipped foreign language classroom and student achievement. It was implemented to examine the application of the model in foreign language teaching field and share the results of the findings and inferences. In order to register any meaningful change in students' overall achievement and test if the model can be conducted

successfully in foreign language learning settings, a comparison between a traditional and a flipped foreign language classroom was considered to be the best form of indicator. Additionally, it is intended to provide an insight into a flipped foreign language classroom design step by step by providing the researcher's decision making process while designing her course and evaluation of learning outcomes.

1.3. SIGNIFICANCE

The insufficient number of studies that addresses the flipped classroom model in foreign language learning settings and its effects on student achievement makes it difficult to define the model in a definitive manner. This research will add to the scarce literature that report about the implementation of the flipped classroom model in foreign language classrooms. It is a well known fact that the scarcity of experimental designs in flipped classroom model is mostly due to difficulties in implementing this model in an authentic classroom setting because of the administrative and practical difficulties of creating a control and experimental group. Mostly, school administrations are hesitant to give permissions to this type of studies as this would put various burdens on managing and maintaining classes. This study is significant as these problems were overcome and an experimental design was implemented successfully in an authentic learning environment. Additionally, this research presents how the researcher designed her flipped foreign language classroom which can be benefited by those who want to flip their foreign language classrooms. Finally, this study explores also the students' and teacher-researcher's feelings, opinions and reflections about the model and its implementation in foreign language learning and teaching to provide a general overview of a flipped foreign language classroom.

CHAPTER 2

EDUCATION IN THE 21ST CENTURY

Advances in ICT have shaped our lives greatly. ICTs cover a range of technologies like computers, the internet, mobile devices, projectors, televisions and radios. Today with the internet available and present in almost every part of our lives we can create, consume, benefit, search, socialize, interact and even learn easier than ever before. Our habits and ways of receiving and reaching information have changed and even simplified further by smart phones with almost every individual owning at least one. It was inconceivable to think that the modified lives we are leading especially in the 21st century as a result of the new technologies would not impact also education. And this is precisely what it did. This chapter introduces the driving motives for reinterpretations, modifications, and changes that are taking place in education in the 21st century.

2.1. LEARNERS AND CLASSROOMS IN THE 21ST CENTURY

If the ultimate aim of education is to contribute to people's cognitive and physiological development rather than simply transmitting information, it is necessary to organize learning as well as content to be learned in such a way that it can foster progress in each individual. Therefore, it is necessary to describe the places in which formal education is carried out, understand how students benefit education and describe what makes a good teacher. Although it is true that the learning environment, the teachers' roles and students' learning outcomes have always been among the main concerns of educational research, today they gain much more importance as emerging educational technologies are taking their decisive places in learning environments.

Hence, revealing and explaining what schools and classrooms offer in terms of assistive technology as well as learners and teachers in terms of their fluency in using them for educational purposes can provide valuable help in understanding learner abilities and preferences in the 21st century classrooms. The research findings can be applied to refine technology-aided learning.

No sooner are new technologies invented than educators attempt to introduce them into education. Educational-television use dates back to World War II and radio even before (Diehl, 2013). If we are to describe what a classroom looks like today, general purpose computers (mostly connected to the internet) and projectors have become two of the ordinary objects to be found in many classrooms. If this is not the case educational institutions will at least seek to allow students to access computers and the internet in dedicated rooms, labs or libraries. The Organization for Economic Cooperation and development (OECD) report (2005) suggests that 15-years-old students have access to a computer mostly at schools in most of the countries surveyed.

However, introducing technologies into classrooms has not changed much the way teachers instruct (Judge, Puckett & Cabuk, 2004). The traditional lecture is still favoured (Nelson-Jonson, 2009). In other words, education is carried out in a teacher-centered classroom where the teacher depends on textbooks, provides facts and definitions (Rithchhart, Church & Morrison, 2011). Many teachers integrate technologies in their classrooms using them as mediums for delivering content from teacher to student. In most instances they unwittingly ignore their potential power to engage students actively in the lessons. In this sense, instead of being used primarily to benefit the students, computers and other technologies seem mostly to be used to take some of the teaching burden away from teachers. That can explain why "complex technologies – film radio and television- never realized their imagined potential in education" (Kent & McNergney, 1999, p. 2). Similarly, some teachers have perceived computers as digital blackboards which present students previously prepared contents that they would otherwise write on the board, lecture or give out as handouts in the classroom (Bergmann & Sams, 2014).

Today a large number of students, if not all of them, come into the classrooms equipped with different kinds of computers in their backpacks and even pockets. What they can do with these in their personal lives may differ, yet it is obvious that they are gradually replacing the stable pen and paper in classrooms. Taking lecture notes on tablets, taking photos of PowerPoint presentations and a piece of written work in classrooms by smart phones, and recording lectures have become the typical behaviour of teens. They live in a digital technology age and this has shaped their ways of creating, searching for, obtaining, storing and using information. These learners are so-called digital natives who have grown up immersed in ICT and thus their modes of exploiting these technologies differ greatly from those of their teachers (Prensky, 2001). They are adept with technology (Howe & Strauss, 2000), and intelligible in "the digital language of computers, video games and the internet" (Prensky, 2005, p. 8). Prensky (2009, p. 2) refers to today's young people as "designed to explore and find out for themselves what works". They are not the students who come and expect their teachers to lecture and explain subject matter. They are autonomous and are able to adjust not only themselves but also their surroundings according to their needs. That means that youth has undergone significant changes which explains why they "are no longer the people our educational system was designed to teach" (Prensky, 2001, p. 1). Thus, education should be customised towards this new generation (Magaryan, Littlejohn & Vojt, 2011; Prensky, 2001).

Although claims favouring the need for change in education as a result of progress in ICT and learners adapting to them are prevalent, dubious views on the new generation of learners being talented with sophisticated skills in using ICTs have not gone unchallenged. The arguments against a change in education are mainly because there is not enough evidence to support the claim that the digital native description can be applied to a whole generation (Bennett, Maton & Kervin, 2008). Moreover, according to the OECD report (2005), although it is nearby universal for a 15-year-old student to be able to access a computer at school, there are countries such as Turkey, Poland, Greece and Mexico where less than 70 % of children can access a computer either at school, home, or elsewhere. Implementing a change in the way education is done may result in unfair conditions for the learners.

Nonetheless, it is evident that learners today are fundamentally different in their exploitation of ICTs for learning than the older generations (Aslanidou & Menexes, 2008; Levy & Michael, 2011). Anderson (2002) identified five activities in learning via ICTs and argued that three of them are associated with constructive learning. Bransford, Brown and Cocking (2000) argue that appropriate technology use in education can enhance student achievement and teacher learning. Ignoring these benefits may hinder making the best use of technology in education.

While this debate regarding technology presence in education offers a point of view of educators and scholars researching ICTs and learners, it is worth listening to what learners in the 21st century say about their learning experiences. The Speak Up National Research Project reports the needs and desires of today's learners and shows that today's students are of the idea that education today must make use of technologies in the learning process (Project Tomorrow, 2010). Furthermore, the report reveals that students

"want to be able to interact and learn from their own personalized network of experts using cutting edge communications and collaboration tools. They understand that learning is a 24/7 enterprise and need learning tools and processes that are not tethered to time, place and geographic boundaries" (Project Tomorrow, 2010, p. 25).

In other words, they are aware of the fact that today they need specific knowledge and higher-order skills like critical thinking, problem solving, communication and collaboration to be successful individuals in work and life in the 21st century (Partnership for 21st Century Skills, 2011)

In conclusion, in spite of the fact that there is still debate on effective use of technologies in the classroom, it is obvious that they have gained a certain position in education. Arguments have been made particularly about how to meet the demands of the 21st century learners who are claimed to have exceptional abilities in ICTs. It seems that integrating technology in teaching and learning requires much more than simply making it available to learners and teachers.

2.2. SUCCESSFUL INTEGRATION OF TECHNOLOGY IN EDUCATION

In reviewing the research on technology integration in education, one can easily note that the debate on whether to meaningfully use technology in education or not has already been concluded in favour of their use (Cardinali & Gordon, 2002; Kent & McNergney, 1999; Kim, Mims & Holmes, 2006; Trotter, 1999). However, the debate on how to integrate ICTs in education in a way that it promotes learning continues.

Technology presents numerous means that can positively affect the quality of teaching and learning. Al-Bataineh and Brooks (2003) argue that in learning environments in which ICTs are introduced learning becomes student-centered rather than teacher-directed and as a result "both teachers and students benefit from increased productivity, efficiency and organization" (p. 447). Moreover, such learning environments grant teachers the possibility to manipulate technology to promote students use of higher-order thinking skills (Al-Bataineh & Brooks, 2003). Research has shown that effective learning requires educators to apply different techniques and strategies to maximize knowledge acquisition and skill development (Poole, 2006). Using technology in classrooms can help teachers structure learning environments in which individualized learning can be promoted by presenting information in various styles (Dunleavy, Dextert & Heinecket, 2007).

Nonetheless, research has indicated that there are various barriers to the use of ICT in teaching. In their empirical study Hew and Brush (2007) report 123 barriers under six categories which are (a) resources (access to technology, time and technical support), (b) knowledge and skills (specific technology knowledge and skills), (c) institution (school leadership, time-tabling structure and planning), (d) attitudes and beliefs (teachers' positive and negative feelings towards technology use), (e) assessment (pressure related to tests with serious consequences) and (f) subject culture (set of practices regarded as correct when teaching). Ertmer (1999) classifies barriers in a more comprehensive way and suggests two groups of barriers named as extrinsic and intrinsic. Extrinsic barriers include resources, training, technical support and time, whereas, intrinsic barriers are caused by teachers' attitudes, beliefs, and their views about effective

teaching. In light of these barriers it is obvious that they impact pedagogical practices at various levels.

Integration of technology in education does not mean equipping classrooms with computers and other technological devices. This may ease its access (Mumtaz, 2000). Nonetheless, Fabry and Higgs (1997) argue that rather than its availability in schools, it is important to provide the adequate amount and appropriate types of technology to ensure students' and teachers' access to it. Integration of technology should mean developing pedagogy which can accommodate technology to extent student learning. According to Cox et al., (2003) in order for teachers to incorporate ICT effectively in their teaching programmes it is important for them to regard their roles as facilitators in the planning, preparation and follow-up of lessons. Successful integration of technology depends greatly on teachers who receive training not only about how to use technology, but also how to weave content, pedagogy and technology into teacher knowledge (Mishra & Koehler, 2006). In addition to it, adequate numbers and appropriate organization of ICTs (Becta, 2004) are necessary to use them effectively in classrooms.

In conclusion, it can be said that integration of technology into education is a complex procedure which involves careful planning of teaching practices and learning activities by making use of the appropriate technology to enhance student learning. Successful ICT integration can only be achieved when various opportunities to learn for students and improve teaching practices for teachers are provided.

CHAPTER 3

FLIPPED LEARNING

Integrating technology in education is one of the most studied notions in the last two decades. Both teachers, who are the main actors in introducing ICTs in their teaching practices, and researchers have contributed greatly in our understanding of their effects on learning. However, the debate on how to integrate them meaningfully in learning environments continues. As with almost any innovation, an incidental discovery of two chemistry teachers has captured the attention of researchers and other teachers who are concerned with integrating technology in education successfully. This new understanding of education which accommodates technology is known as flipped learning and the educational model based on this understanding is the flipped classroom model.

3.1. THE FLIPPED CLASSROOM MODEL

Over the last decade, the term "flip" has become a sort of common buzzword among anyone having to do with education. This has become popular thanks to two high school chemistry teachers Jonathan Bergmann and Aaron Sams who sought to help their students who, for various reasons, skipped lessons. These teachers simply recorded their lessons and made them available for their absent students. They admit that they recorded videos "out of selfishness" since it was difficult to coordinate and plan remedial lessons for these students (Bergmann & Sams, 2012, p. 3). When they realized that this way of delivering the lessons had the potential for their students to convert the subject into useful information, they pre-recorded all of their lessons and taught in this way during the whole 2007-2008 school year. They dealt with the subject matter via videos which their students watched prior to lessons and used class time to practice the content, clarifying doubts and stimulating deeper discussion and exploration. This alternative teaching

model has come to be known as 'flipped classroom'. Later in 2012 they wrote their first book and the flipped classroom model entered into educational glossaries.

This recent instruction model is called 'flipped' because it literally reverses class work and homework (Lage, Platt & Treglia, 2000). In other words, content learning is done outside of classroom prior to coming to class and homework is done in classroom by engaging learners with learning activities (Bagby, 2014). In the flipped classroom model, content is made available in the form of video lectures with associated tasks, made mainly by teachers and viewed by learners outside of classroom. The students watch the videos and carry out the tasks and come to classroom already knowing the content. In the classroom, a short discussion about the content to clarify problematic parts and to check understanding is done and then students engage first-hand in dedicated learning activities. In this way, the valuable class time is dedicated to interaction among students and teachers (Bergmann & Sams, 2012). In other words, the location where direct instruction is traditionally done swaps places with the location (out of school, at home) where homework (learning tasks) is done. In a flipped classroom, teachers act as guides and facilitators of learning. As one can infer, the flipped classroom model is a learner-centered design in which learning, rather than teaching, is highlighted. Carstens and Sheehan (2014, p. 93) summarize flipped learning as:

- "a means to increase interaction and personalized contact time between students and teachers.
- an environment where students take responsibility for their own learning.
- a classroom where the teacher is not the "sage on the stage" but "the guide on the side".
- a blending of direct instruction with constructivist learning.
- a classroom where students who are absent due to illness or extra-curricular activities such as athletics or field trips, don't get left behind.
- a class where content is permanently achieved for review or remediation.
- a class where all students are engaged in their learning.
- a place where all students can get a personalized education."

Even though the flipped classroom model is accredited mostly to Bergmann and Sams, it already existed with different names and versions well before 2012. In 1995 a university professor, Baker, who later published his experience in 2000 and called it classroom flip, started to have his students read slides explaining content beforehand, so that he could clarify the subject matter and the students could discuss the material during class hours (Baker, 2000). According to Strayer (2012), the flipped classroom model can be said to have existed for decades as teachers required their students to read course materials and discuss them at a deeper level in classroom.

Before continuing with the details of the flipped classroom model, it is important to sort out the misconceptions regarding the terms 'inverted learning', 'inverted classroom', 'flipped learning' and 'flipped classroom'. First of all, in the majority of the literature, all the terms are used interchangeably (Flipped Learning Network, 2014). Nevertheless, according to the Flipped Learning Network (2014), 'flipped learning' is different from the 'flipped classroom'. That is:

"flipping a class can, but not necessarily, lead to flipped learning. Many teachers may already flip their classes by having students read texts outside of class, watch supplementary videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice" (Flipped Learning Network, 2014).

The pillars and their descriptions can be examined below in the Table 1 (taken from the Flipped Learning Network website[1]).

The Four Pillars of F-L-I-P	
Flexible Environment	"Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning."
Lear	"In the traditional teacher-centered model, the teacher is the primary

ning Culture	source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful."
Intentional Content	"Flipped Learning educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use intentional content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter."
Professional Educator	"The role of a professional educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While professional educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur."

Table 1 The Four Pillars of F-L-I-P (reprinted from What is Flipped Learning? (2014), Flipped Learning Network website)

Until recently, there was not a commonly shared definition of 'flipped classroom'. In fact, as Bergman and Sams (2012, p. 11) put it:

"There is no such thing as *the* flipped classroom. There is no specific methodology to be replicated and no checklist to follow that leads to guaranteed results. Flipping the classroom is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning".

The authors accepted that although they planned together their flipped classrooms, the resulting lessons still looked different (Bergman and Sams, 2012). It can be explained by the dynamics each classroom has in its particular atmosphere (Cockrum, 2014). In other words, the needs of learners vary greatly depending on subject, content, educational setting, materials available, expectations, and responsibilities. In addition, the needs are dependent also on their readiness, motivations, learning strategies and learner differences. Therefore, even though the content covered in the videos is the same, variety in their application and the learning outcomes is unavoidable since each classroom stands out as a single unit with its unique characteristics.

For the sake of avoiding misconceptions about the flipped classroom model, a formal description has been proposed by the educators and key founders and can be found on the Flipped Learning Network (2014) website. According to the website, the flipped classroom model can be defined as

"a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (Sams et al., 2014).

Flipped learning is gaining popularity among educators all over the world. It is reasonable because the model supports what the 21st century understanding of education requires. According to Millard (2012, para. 5) the flipped learning model promotes:

1. "increased student engagement,
2. strengthened team-based skills,
3. personalized guidance for students,
4. focused discussion,
5. freedom for faculty"

In brief, it can be said that the flipped classroom model, by means of technology, moves attention from the teacher and content/material to the students. The introduction of the flipped classroom model to teaching enables teachers to foster an environment in which learners can

make use of their technological skills to receive basic concepts of school subjects in a personalized way and enhance their understanding and knowledge by engaging themselves actively and cognizantly in their learning processes. In this way, it promotes active learning which is very welcomed in educational settings because of the notion that when students learn actively, they learn better (Adler, 1987; Cross, 1987; Knight & Wood, 2005; Prince, 2004).

3.1.1. Components necessary for successful flipped learning

Although a definition of flipped learning can be done, the flipped classroom model cannot be described by a single de facto definition. Bergmann and Sams (2012) stated that although both of them flipped their classes they still looked different from each other. The reason they purport for this is that flipped learning can be adapted according to the needs, styles, teaching methods and circumstances of each unique class (2012). Accordingly, it is wrong to say that the flipped classroom model is a specific teaching and learning process, as there are many paths to attain flipped learning (Bergmann & Sams, 2014). Nonetheless, their experiences with the model and interviews with other teachers who flipped their classes allowed them to see outstanding features of successful flipped classroom model implementations (Bergmann & Sams, 2014). These features are collaboration, student-centered learning, optimized learning spaces, adequate time for implementation, support from administrators, support from the information and technology department and thoughtful reflection (Bergmann & Sams, 2014). These features can be interpreted as prerequisites for effective implementation of the flipped classroom model, and thus it is necessary to explore the central thoughts of these components.

The first component involves collaboration among teachers who flip. According to Bergmann and Sams (2014), exchanging ideas and good practices among implementers of the model help improvement of application of the model. Thereby, the model can still be improved to serve different needs of various classes. The second feature which is student-centered learning is probably the most important component that merits more attention than the others. Considering the fact that the core of flipped learning is individualized learning which focuses on learners' learning, the importance of this component outstands. Traditional teaching practices envisage teachers as transmitters of knowledge, but the model allows for the shift of attention from teachers to learners in the learning processes. The third component is optimized learning spaces.

Bergmann and Sams (2014) refer learning places as spaces in this component and they mean physical features like seating plans in classrooms. Although technological advancements have made themselves evident in classrooms, the idea that putting the teacher at the centre of attention of all students in a classroom has not changed much. The flipped classroom model requires arrangements in placing learners within the limits of fixed furniture in classrooms in such a way that the rearrangements enable collaborative or individual work. Such alterations should always emphasize learning and learners. The fourth feature involves time sufficient to implement the model successfully. A careful design of the flipped classroom model takes time like any other new factor introduced in teaching. Understanding how it works, deciding what content to flip, preparing materials and organizing learning activities mean extra time needed by teachers. This component is of great importance for flipped learning to be truly implemented. The fifth and the sixth components mention about support to be received from administrators and technology departments of institutions. According to Bergmann and Sams (2014) it is a must for the administrators to be open to changes and provide support, professional development and resources for teachers. Besides, guidance and support from information technology departments of education institutions are important as the technological abilities of teachers which are needed to create, post, share and store video lessons may differ. The final component is thoughtful reflection of teachers on their teaching practices. Their considerations about their students' attainments to learning objectives through flipped learning are crucial for the model to be effective. Bergmann and Sams (2014) state that teachers' reflections are useful to apply modifications to the model in order to match specific learning goals and environments with the model.

3.1.2. Design principles of a flipped classroom

When discussing the flipped classroom model, it is important to realize that a radical change takes place in the way lessons are prepared and conducted. The effective application of the model relies heavily on the planning of the lessons (Nizet & Meyer, 2014). Since the model is learner-centered rather than teaching-centered (Roehl, Reddy & Shannon, 2013), planning of the lessons require the consideration of before, during and after class learning activities (Davis, 2013) as well as the mediums through which lecture-videos are captured and delivered (Hughes, 2014).

18

Wiggins and McTighe (2005; as cited in Davis, 2013) provide a list of four principles that are seen necessary to design and plan a flipped classroom. The list begins with the reconsideration of the course content. According to the authors, teachers develop a course outline and identify learning goals as the first principle. And then they decide the sections of the content suitable for direct instruction and activities that will help students achieve the previously determined objectives of the lesson. The second principle is about course design strategies. The authors state that teachers devise a lesson plan including both the video and the face-to-face part of the lesson. Appropriate learning activities are carefully designed to best use the face-to-face class time. Teachers pay special attention to the length of the videos. A convenient length of the video is generally referred as less than 30 minutes, specifically between 15 to 20 minutes, tailored according to the "chunks" of the content (Desrosiers, 2013; Driscoll & Petty, 2014 & Hughes, 2014). In order to assure that students watch assigned videos, teachers prepare questions, reflection spaces, note-taking handouts etc. that are associated with the videos and are to serve as before, during and after class activities. Finally, using diverse online lecture materials such as texts, graphics, videos, photos, pictures etc. are used to help attracting students' attention and avoid them being bored. The third and the fourth principles Wiggins and McTighe (2005; as cited in Davis, 2013) present involve technical issues pertaining to video production tools and delivery systems. According to the authors, teachers keep in mind the availability of tools to produce videos and also their appropriateness with the content of the course. Several factors such as cost, level of user expertise, problems selected type of technology will solve, and any cautions among others (Manning & Johnson, 2011; as cited in Desrosiers, 2013) also interfere with selecting the lecture production tool. Finally, the authors point that due to the fact that lecture delivery systems can be public or private to a specific group, teachers consider well which to be more beneficial before uploading video lectures. Moreover, they are expected to be attentive to the availability of the system to students as the system is exploited as an archiving platform. Last but not least, the system to be used as a video-delivery medium is expected to allow creations of social experiences to enable collaborative relationships among students. Otherwise, the authors argue that additional platforms can be introduced to the course Wiggins and McTighe (2005; as cited in Davis, 2013).

3.1.3. Traditional classroom vs. flipped classroom

When the traditional classroom is imagined, the majority of people will immediately think of more or less the same scene - of a teacher standing and lecturing and students sitting and listening. However, in the opinion of the researcher this traditional classroom scene underwent a change. The researcher believes that it is important to describe the traditional classroom before and after the introduction of the learner-centered approaches to teaching in two different ways. This distinction is of importance to conceptualize the traditional classroom referred in this study.

The researcher argues that the traditional classroom before the humanistic, learner-centered approaches were introduced into teaching can be described as a classroom in which the teacher stands close to the board lecturing while the students sit at their desks as–passive recipients of the information (Bell & Kozlowski, 2009; McDonald, 2003). In this teacher-centered classroom it is the responsibility of the teacher to ensure that the content is learnt (Zygmont & Schaefer, 2005). Cuban (1993) describes a traditional classroom in terms of different dimensions, e.g., teacher-led whole-class instruction and discussion, students arranged to sit facing the board, no one in class talking except for teacher. In such a classroom, interaction among students cannot be expected as the teacher leads the learning process and is the sole holder of the content. In a traditional classroom, interaction occurs between teacher and student while other students work at their desks (Cuban, 1993).

Though the above-described non-humanistic traditional classroom may still exist, in fact it has undergone a great deal of change with the introduction of humanistic teaching approaches. There is a second view the researcher proposes of the traditional classroom which has come about as a result of the introduction of learner-centred approaches. Learner-centered approaches grant students with "autonomy and control over choice of subject matter, learning methods, and pace of study" (Gibbs, 1992, p. 23). Thus, roles and responsibilities of teachers have been altered. In learner-centered approaches the teacher is regarded as the guide on the side facilitating learning rather than sage on the stage (King, 1993). Therefore, teachers have begun to encourage their students to take an active part during lessons. As a result, total teacher control has lessened in the

learning process. Nevertheless, one crucially important thing remains common to these two types of traditional classroom: time management.

Bergman and Sams (2012, p. 15) present the concept of time in a table in an effort to compare its use in traditional and flipped classrooms (see Table 2). Although the second view of the traditional classroom (being a humanistic and learner-centered) entails active participation on the part of the learners, students' active participation in lessons and learning activities is still very limited compared to the flipped classroom due to the fact that instruction still takes up a great deal of time in class and there is reasonably little time for active participation of the learners in learning activities.

Traditional Classrooms		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up Activity	5 min.	Warm-up Activity	5 min.
Go over previous night's homework	20 min.	Question and Answer time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-25 min.		

Table 2 Comparison of Class Time in Traditional vs. Flipped Classrooms (reprinted from Bergman and Sams, 2012, p. 15)

Despite the fact that the traditional lecture is considered to be deficient because of its failure to engage students in the learning process, in certain settings it may be the only convenient instructional format. For example, in crowded classes it can be used as a controller of the learning process, of time and of content. As Weimer (2013) states, some teachers may even adopt it so

that they can maintain their importance in the classroom. However, as Vygotsky (1978) explains the fact that learning is a process of constructing understanding and cannot happen by simply transmitting information from an external source to the learner, which happens usually in traditional classrooms, such justifications cannot hold.

In conclusion, a comparison between the traditional and the flipped classroom is useful to see how the flipped classroom model can transform the learning process. It appears that the traditional classroom is now coloured by features of the learner-centered approaches to teaching. Nonetheless, even this improvement in the traditional classroom concept cannot compete with the flipped classroom when efficient use of time is the issue.

3.1.4. Teacher and student roles in the flipped classroom model

In the flipped classroom model the organization of the teaching and learning changes with respect to the traditional classroom. Thus, the roles and the responsibilities of both teacher and student undergo change. To begin with, in a flipped classroom teachers are expected to provide suitable and well-organized materials in advance of the lessons. They may either create their materials (like videos and podcasts) on their own or make use of already prepared ones which are available to the public on websites like The Khan Academy[2], MIT OpenCourseWare[3] and Coursera[4]. Moreover, they are responsible not only for preparing out-of-classroom self-learning activities associated with the content in the videos to help the students to learn more about the material, but also for creating neatly devised class-time activities that focus on the points that the students may need the most help with in understanding the content (Bergmann & Sams, 2012). During the class time, teachers do not re-teach the material, but facilitate learning by briefly discussing the content with whole class, clarify doubts, introduce extra resources and supply feedback. In substance, Teachers in the flipped classroom model modify their teaching styles to respond to the needs and learning styles of the students of today (Pulley, 2014).

---

[2] https://www.khanacademy.org/.
[3] http://ocw.mit.edu/index.htm.
[4] https://www.coursera.org/.

The flipping of the classroom also brings about changes in the students' responsibilities. Although watching videos and studying materials supplied by the teacher in the flipped classroom model seem to be a new version of what homework once was, in essence there is a difference: homework in traditional sense is done to complete a learning process and practice the newly received information. In the flipped classroom model, the task of watching the videos outside of the classroom is the initial encounter with the content to be learnt. Through it, the students are expected to acquire sufficient background knowledge that they will deepen through practice in classroom with their class mates and their teachers (Bergmann and Sams, 2014). Moreover, active and interactive participation of the students in the class-time activities become natural firstly because they can exploit the whole class time freed by removing the lecture out-of-class time and secondly they are prepared and curious for deeper discussions. In such an engaging atmosphere, learners are expected to collaborate and cooperate when necessary to accomplish tasks by supporting each other.

3.1.5. Benefits and pitfalls of the flipped classroom model

A bulk of studies has shown that the flipped classroom model is beneficial in many ways. First of all the flipped classroom model frees up class time for more interaction among students and between students and teachers. This enables teachers to check, monitor, re-direct and mentor each individual learner in the classroom (Larcara, 2014). This leads teachers to be "passionately caring professionals", who assist learners to pursue excellence in learning (Bergmann & Sams, 2014, p. 27). Learners can always go back and study archived online lecture videos whenever and wherever they want (Carstens & Sheehan, 2014). This individualized kind of learning provides the students the option to decide the amount of time they need to learn, especially for the slow-paced students (Driscoll & Petty, 2014). Moreover, control over the learning time, selection of the ways to demonstrate mastery of an objective of a lesson and decision of time to seek teacher guidance grant learners with autonomy (Driscoll & Petty, 2014). Finally, in various studies students have been observed to have an increase in content knowledge (Bergman & Sams, 2012; Marlowe, 2012; as cited in Bagby, 2014), to be more satisfied with the organization of learning (Lage, Platt & Treglia, 2000; Baker, 2000; as cited in Davis, 2013), and to

have higher success rates (Bates & Galloway, 2012; Davis, 2013; Day & Foley, 2006; as cited in Yarbro et al.; Moravec et al., 2010).

Obviously flipping a classroom does not solve all the problems students, teachers and institutes face in the course of education. For teachers who create their own video lectures it can be time consuming and demanding in terms of technological skills. Badly organized class time activities can make students feel abandoned to learn the material on their own (Talbert, 2012). Moreover, Strayer (2007) argued that student found technology as a drawback as they were used to traditional way of studying. Technology being a drawback can emerge in other situations as well like in the study of Carstens and Sheehan (2014) in which several students informed that they had no internet access to accomplish assignments. Furthermore, reconsideration of work load in flipped learning can create negative perception of the model as it was revealed in the study of Linga and Wang (2014) in which learners complained about the extra work they undertook.

3.2. THE FLIPPED CLASSROOM MODEL AND FOREIGN LANGUAGE CLASSROOM

Languages are a means of communication and cannot be considered separate from the societies who speak them. As happens with mother tongue acquisition, second and foreign language learning requires interaction with others (Vygotsky, 1978; Lantolf & Thorne, 2007). Foreign language learning is a social phenomenon and the contexts in which foreign languages are learnt are destined to be restricted to the language classrooms in terms of exposure to and opportunities for target language interaction (Hall & Walsh, 2002). For this reason, the contact hours are of crucial importance for both the students and the teachers involved in foreign language teaching and learning.

One of the most important benefits of the flipped classroom model is the possibility of creating time for learning activities in the classrooms. The reconstruction of the time element in the model differentiates it from other learner-centered models (Bergmann & Sams, 2012). Freed

up class-time creates opportunities for meaningful interaction in the target language between learners and teachers.

According to constructivists like Piaget and Vygotsky, learning is an active, constructive process. Learners construct new knowledge actively by interacting with their environment relating new knowledge with their prior understandings (Naylor & Keogh, 1999). Experiences gained as results of interactions are used to produce deductions which after being tested in other social interactions, turn into knowledge. However, in order to create new knowledge, students need previous concepts to build on. In the flipped classroom model, learners receive new information through audio-visual materials out of classroom time and link this new information with what they already know. In the classroom, reinforcement of this newly acquired information is fulfilled through hands-on activities about which they can get immediate feedback and support from their teachers as well as their classmates. Hence, students enhance their knowledge basing themselves on their previous experiences and pre-existing knowledge through social interaction (Çubukçu, 2012; Pritchard & Woollard, 2010). In a flipped foreign language classroom the basics of foreign languages like grammar and word formation rules can be delivered via video lessons and freed up class time can be used to present learners rich learning environments to facilitate interaction and collaborative work.

Although the model seems promising for promoting foreign language learning, there is little evidence in the literature on this. There is a lack of research that allows us to deduce its potential. In fact a major part of what we know about the flipped classroom model and its effectiveness comes from STEM (science, technology, engineering, and mathematics) classes.

However, Cockrum (2014) strongly claims that the flipped classroom model works in language teaching just as well as it works for other content areas. He backs his claim by stressing the following important benefits of the model in foreign language classes. The benefits identified by Cockrum (2014) and summarized by the researcher can be examined below.

-Individualized Instruction: increased time spared for each student and quality of feedback given by teacher.

-Community: creation of a learning community in which peer review and collaborative work are supported and promoted.

-Self-Pacing: freedom for students to choose when and what to study without ignoring deadlines.

-Choice in Activities/Alternate Assessment: assessment based on lesson objectives in multiple forms.

-Focus on the "Fun Stuff": boring one-way explanations' like grammar replacement with learning activities.

-Grading: shortened time spared for grading papers for teachers through in-class discussions and feedbacks.

-Efficiently Use Time: more time for deeper understanding without saving content teaching.

-Autonomous Learning: increased responsibility of learners to manage time, sources and assistance.

-Common Core Standards: the ability to address requirements of states. For example skills described by the Council of Writing Program Administrators, the Council of Writing Program Administrators, the National Council of Teachers of English and National Writing Project (2011) (curiosity, openness engagement, creativity, persistence, responsibility, flexibility and metacognition) are parallel with flipped learning premises.

In addition, there are some studies exploring language learning in the flipped classroom model. Moran and Young (2014) found that students in flipped English Language Arts had mixed feelings about the new model and interpreted that it might be partly effective. Haakea (2013) reported about faculty members flipping content-heavy lectures in an English faculty and argued that the results were promising. Another research that confirms the positive effect of the

introduction of the model in English Language Arts class reports the attainment of higher writing and reading scores (Green, 2012).

All in all, it can be inferred that the flipped classroom model can be introduced in language teaching and embraced confidently for two main reasons: it creates time for meaningful interaction in the classroom and personalizes attention given to individual learners. It can be said that the flipped classroom model in the foreign language field research is growing, and the findings of the studies carried out are capable of giving hints regarding its effectiveness in language teaching.

CHAPTER 4

THEORETICAL FOUNDATIONS FOR THE FLIPPED CLASSROOM MODEL

Although ideas about time, place and facilities for learning change continually and rapidly, this does not seem be the case for opinions on how people learn. Theories on how technology might change the way people learn still have their foundations in concepts and approaches introduced by Dewey, Vygotsky, Bruner, Papert, Lave and Wenger (Laurillard, 2013). According to Bransford et al. (2000), learning occurs when learners "…have a deep foundation of factual knowledge", "…understand facts and ideas in the context of a conceptual framework" and "…organize knowledge in ways that facilitate retrieval and application" (p. 16). From this point of view, learning is a "…relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice" (Kimble, 1961, p. 6; as cited in Olson & Hergenhahn, 2013). A person who learns something new manages to perform things that they could not/did not before. In formal education, s/he demonstrates evidence of his/her learning that can be measured by qualitative and quantitative methods. This evidence can emerge both while participating in a learning activity such as group discussions and while fulfilling a required performance such as a quiz. For it to take place appropriately, formal learning requires aimed, planned and programmed educational activities. Principles of learning derived from theories of learning result in teaching methods. Based on these theories and methods, teaching techniques, strategies and models constitute educational activities.

Having explored the flipped classroom model, it becomes clear that it literally knits together most of the learning principles. Particularly, learning in and out of classroom concept, which is the greatest benefit of the model, provides the opportunity to rethink and reconstruct our understanding of facilitating learning. The way it perceives the time and space utilized for learning enables their exploitation for more effective learning to happen. Freeing the class time offers the opportunity to focus on learners and learning through exercises and activities.

Therefore, the grounds for justifying the flipped classroom model can be said to relate to the learner-centered theories. One of the most influential learner-centered approach is the constructivist learning theory. Ideas central to constructivism and learning strategies that the flipped classroom model accommodates are presented below.

4.1. CONSTRUCTIVISM

Constructivism is a theory which deals with learning and knowledge rather than teaching. Constructivism, which seeks to explain how people learn, is not a recent theory (Terhart, 2003), but Constructivism in its modern sense can be attributed to Piaget (1955), Bruner (1966) and Vygotsky (1978). Basically, constructivist learning theory advocates that knowledge is built upon current or older knowledge. This construction of knowledge is not mere accumulation of information but construction of knowledge by promoting meaningful relationships among information blocks (Brooks & Grennon Brooks, 1999). According to Constructivists, learning is the result of associating what is already known with the newly encountered to deduce a new understanding. In order to increase exposure to new information and for an individual to progress in learning, relation with his/her environment is seen as crucial. Knowledge is acquired through interactions of human beings with the world (Gordon, 2009). People contact others and, through interactions, they gain experience. These experiences lead to personal inferences because each individual is unique and so is their way of processing information. Thus, new knowledge resulting from the links created to the previous knowledge is subjective and personal (Alesandrini & Larson, 2002). Inferences a person makes turn into knowledge either as they are or after modifications, depending on whether they are confirmed through other social interactions. Once accepted, they form the basis for newer experiences to construct newer knowledge.

Hence, the theory accepts that knowledge is not independent from individual; in other words, information cannot be thought as *de facto* that applies to anything in any situation or to anybody. For this reason, knowledge acquired by one person cannot be transmitted to another (Phillips, 2000).Everybody has their own meaning-making processes based on their readiness and

past experiences and learning. In a classroom setting, covering a subject in the traditional way by direct instruction can only transfer information and may result in learners memorizing blocks of information rather than creating meaningful relationships among them. Understanding depends on these meaningful relationships as well as their qualities. If understanding does not occur, 'internalization', another aspect highlighted in the theory, cannot be achieved and, therefore, meaningful learning does not occur. In order to create understanding or build knowledge, learners are expected to construct knowledge actively through their own mental processes and interactions with their surroundings (Abbott & Ryan, 1999).

Fox (2001) revises a bulk of research and summarizes the central elements of Constructivism. The list is composed of seven items, which are:

1. "Learning is an active process.
2. Knowledge is constructed, rather than innate, or passively absorbed.
3. Knowledge is invented not discovered.
4. All knowledge is personal and idiosyncratic.
5. All knowledge is socially constructed.
6. Learning is essentially a process of making sense of the world.
7. Effective learning requires meaningful, open-ended, challenging problems for learner to solve."

(p. 24)

In order to explore Constructivist learning theory with its relevance to the flipped classroom model, perceptions of two important figures, Piaget's and Vygotsky's, are presented in the following part. Although both these eminent figures agree on the basic concepts of Constructivist learning, they differ in stressing the importance of mental and social factors.

4.1.1. Piaget's Constructivism

Cognitive Constructivist Piaget (1964) is renowned for his 'schemas', 'assimilation' and 'accommodation' components that he used to explain how learning occurred. According to him, an individual has 'schemas', which reflect their understanding of the world. When presented with new information, individuals assimilate it in explanation, seeking to fit it in with their existing

mental schemas (Huitt & Hummel, 2003). If the existing schemas can embrace the new information, they accept it; if not, they create new schemas for the new information (Huitt & Hummel, 2003). This stage is called 'accommodation' and in the end an equilibration is attained (Huitt & Hummel, 2003). Individuals who encounter with situations that are potentially problematic due to lack of prior knowledge regarding that specific situation realize its absence (Sewell, 2002) and accordingly establish new links to acquire knowledge through these steps, which leads to new learning.

Piaget (1964) studied cognitive development in people and argued that it occurs in four stages in an unvarying order, (sensorimotor, pre-operational, concrete operational and formal operational). In order for learning to happen, he maintained that content is specific to each level and tasks demanding higher cognitive processes could not be taught before learners reach that level of development (Huitt & Hummel, 2003). Its implementation in education requires teachers to create opportunities to engage learners with their own meaning-making systems and to challenge them to revise their schemas through rich and various contents.

4.1.2.Vygotsky's Constructivism

Sociocultural Constructivist Vygotsky perceived learning as a social phenomenon. According to him, learning occurs through interactions and discourses in social and cultural contexts. Vygotsky believes that "culture is the product of social life and human social activity" (1981, p. 164). Therefore, contact with the social environment also means engaging with the culture that society owns. Contact is essential for cognitive development of individuals; consequently, learning cannot be separated from social contexts. Knowledge construction occurs in a collaborative way as individuals establish new understandings through feedback and reactions they receive from others (Vygotsky, 1978).

Vygotsky's observations about cognitive development of children are the basis of his two-layered explanation of learning. He (1978) states that at the first layer, a child contacts people and encounters with a medium such as pointing a finger, which does not have any meaning to the child

yet. Then, depending on the people's reaction to this medium, s/he makes sense of this gesture and this refers to the second layer, which is individual.

Another important aspect that Vygotsky brought forward is 'Zone of Proximal Development' (ZPD). He propounded ZPD to explain the importance of interaction for learning by framing where learning occurs. ZPD is "…the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). It underscores the difference between what people can learn independently and on their own and what they can learn with the help of other more knowledgeable members of the society (Chaiklin, 2003). A learner can be pushed from his/her current stage of learning and development to a higher level when s/he collaborates with a teacher and/or other learners who are more proficient in the classroom.

In an attempt to explain how learning occurs, Vygotsky (1978) further states that what a learner can do now with the help of a more knowledgeable person will turn into what s/he will be able to do in the future. This kind of progress builds upon older learning and goes on repeating the procedure in the learning process. Generally known as 'scaffolding', the assistance received to master a learning task allows learners to perform beyond their actual capacities (Wood, Bruner & Loss, 1976). In a flipped classroom, students could achieve more than they might on their own by scaffolding their learning through the guidance and support of their teachers and more knowledgeable peers (Mercer, 1995; as cited in Wells, 2004). The frequency and the quality of assistance may change in line with the needs of learners (Aljaafreh & Lantolf, 1994). Vygotsky explains the cognitive development through the 'internalization procedure', which refers to the process of assisting a learner to perform a task until s/he can accomplish it on his/her own. 'Internalization' is a gradual process which requires imitation as the first phase and scaffolding as the second for a learner to complete a task. When the learner manages to perform appropriately, help is avoided because the learner internalizes the knowledge. It is noteworthy that 'imitation' does not refer to the "mindless mimicking" of the model but to the intentional cognitive activity (Lantolf & Thorne, 2007, p. 203).

Another major theme emerging in Vygotsky's works is 'mediation'. He argued that "human mind was comprised of a lower-level neurobiological base"; however, "human consciousness was its capacity for voluntary control over biology through the use of high-level cultural tools (i.e., language, literacy…)" (Lantolf & Thorne, 2007 p. 198). He claims that learning is the result of converting social cultural relations to cognitive functions. These cognitive functions can be justified by mediations that represent psychological tools or signs (Vygotsky, 1978). In explanation, in an educational setting, contact with the social environment is mediated by tools like books, computers, videos and signs such as language. Educational application of ZPD requires learners to participate actively in learning, take responsibility for their own learning in a collaborative environment that prompts learners to think critically and deal with problems by using higher mental activities.

4.2. ACTIVE LEARNING

Active learning is an approach based on the Constructivist learning theory. Advocates of Constructivism state that learning is a meaning making process in which individuals construct knowledge by replacing or adapting their existing knowledge (Piaget, 1964) and engaging in social interactions (Vygotsky, 1978). Building new understandings requires active involvement of individuals. Therefore, active learning can be said to refer to "any instructional method that engages students in learning" (Prince, 2004, p. 223). Prince (2004) highlights the fact that active learning definition is usually used for activities learners engage within the classrooms even though it encompasses other traditional activities like homework.

'Active learning' regards learning as an active process itself. Accordingly, learning requires learners to "explore and experiment with a task to infer rules, principles, and strategies for effective learning" (Bell & Kozlowski, 2009, p. 266). Moreover, Bell and Kozlowski (2009) add that active learning means much more than learning by doing because it exploits formal training elements to promote learning.

Meaningful learning is achieved by learners through active participation in their own learning processes, reflecting on what and why they are learning (Bonwell & Eison, 1991) rather than simply receiving information transmitted to them and memorizing facts (Chickering & Gamson, 1987). This aspect of active learning calls for self-regulated learning. According to Zimmerman (1986; as cited in Zimmerman, 1990), self-regulated learners "are metacognitively, motivationally and behaviourally active participants in their own learning" who "proactively seek out information when needed and take the necessary steps to master it" (p. 4). A learner makes decisions regarding what s/he will learn, how s/he will use his/her time, which strategies s/he will apply to learn and how s/he will focus on the material himself/herself.

Besides other instructional implications, active learning environments provide learners with opportunities for studying in contexts that are meaningful and relevant to their interests through learning activities that promote higher-order thinking skills like analysis, synthesis, creativity and problem-solving (Grabinger & Dunlap, 1995). Consequently, active learning approach establishes a ground for flexible learning situations, in which learners involve themselves mentally and physically to deduce their own understandings.

4.3. MASTERY LEARNING

The flipped classroom model presents a learning environment which is able to compete with many time-tested other learning models. In fact, it is an idea which reformulates learning time and space by making use of technology (Bennett, 2012). In a flipped classroom, teachers can still cover all their contents while learners can engage actively with learning activities. The fact that active involvement of students requires time can neither be ignored nor denied. This aspect of active involvement may create problems related to the time for teachers, who are expected to cover a pre-decided syllabus in a limited time. For this reason, the flipped classroom model appears to be one of the most effective instructional designs that can accommodate plenty of strategies, promoting learner-centered approach in education

The key issue in the flipped classroom model is that a learner learns at his/her own pace, anywhere and anytime. This kind of learning supports mastery-learning environment, which means that a learner can move to the next piece of information, chapter or unit in the curriculum after s/he achieves the objectives of the previous one. Mastery learning rejects grading learners at the end of a course, advocating that this does not guarantee mastering a course but only informs whether learning has occurred or not.

Mastery learning is an instructional strategy that was developed by Bloom in the late 1960s. Essentially, the strategy proposes teaching a subject in small units in a way that mastery of a unit is the prerequisite for continuing with the next unit. The strategy is influenced greatly by the school learning approach suggested by Carroll (1963). According to Carroll, all learners can achieve the learning objectives of any course, provided that they are supplied with enough time, decided by their perseverance, opportunity to learn and time they actually need (Block & Burns, 1976). The difference between time supplied and time a learner needs creates the difference in learning achievement. Carroll also explains that the amount of time a learner needs is defined by the learner's "aptitude for the subject, the quality of his instruction and his ability to understand his instruction" (Block & Burns, 1976, p. 5). The mainstay of this approach is that there are learners who can learn fast or slowly rather than good or bad learners (Guskey, 2008). If learners are given enough time, all of them can learn. As it is seen, the focus of the theory is the concept of time.

Seeing the importance of time and quality of instruction, Bloom believed that appropriate instruction and sufficient time were crucial for learning (Guskey, 2008). According to him "… variations in learning and level of learning of students are determined by the students' learning history and the quality of instruction they receive" (Bloom, 1976, p. 16). Thus, he focused on ways to maximize learning. He studied how education was carried out in typical educational settings. In the end, he put together Carroll's learning principles and the variables he observed in schools to systematize his strategy. Bloom's mastery learning strategy seeks to unite and exploit all the elements that may influence the learning process in schools in the best way possible. These elements can be referred as variables that can be controlled or not in learning processes (Table3).

STUDENT CHARACTERISTICS	QUALITY OF INSTRUCTION	LEARNING OUTCOMES
COGNITIVE ENTRY BEHAVIOURS	CUES	LEVEL AND TYPE OF ACHIEVEMENT
AFFECTIVE ENTRY BEHAVIOURS	ACTIVE PARTICIPATION	RATE OF LEARNING
	REINFORCEMENT	AFFECTIVE OUTCOMES
	CORRECTIVE FEEDBACK	

Table 3 Variables of the Mastery Learning Strategy (adapted from Bloom, 1976 cited in Kaya, 2008, p. 12)

The variables of the strategy are: student characteristics, quality of instruction and learning outcomes. Student characteristics are defined by two behaviours: cognitive and affective entry behaviours.

The first one, 'the cognitive entry behaviours', is the prior knowledge or pre-learning that can either facilitate or impede learning. These behaviours, like understanding a text, writing, problem solving skills, can be referred as necessary conditions for learning to happen (Senemoglu, 2009).

The second one, 'the affective entry behaviours', is students' attitudes and interests toward schools and school subjects. Within affective entry behaviours, academic self-concept outstands as an important indicator of achievement. It includes a learner's personal opinions and perceptions of his/her success regarding school subjects and it is formed by the considerations of a learner's family, teachers and friends about the learner in his/her learning history (Bloom, 1976).

As for the quality of instruction, Bloom (1976) defines four variables that can affect the quality of education and as a result learning. These are cues, participation, reinforcement and corrective feedback.

'Cues' refer to any kind of instruction informing learners of what they are going to learn and how. In order to have effective cues, learners should have clear ideas on what is expected of them and be presented with various, meaningful and strong explanations regarding possible strategies and resources to learn with. 'Participation' means active participation of learners in learning processes. The extent of active engagement can be related to more improved learning outcomes. 'Reinforcement' is any rewards that learners receive when they demonstrate mastery of a subject. Finally, 'corrective feedback' is the last variable that can affect quality of instruction and it is worth a detailed description as it is one of the most important aspects of the strategy. 'Feedback' is making a learner aware of his progress and 'correctives' are further explanations to ensure understanding (Guskey, 2007). In this strategy, a formative classroom assessment follows the instruction of a unit. The aim of this assessment is to give learners some feedback on their learning and errors (Guskey, 2007). In this way, teachers can supply immediate feedback, avoiding accumulation and demonstration of errors and misunderstandings without waiting the results of a summative assessment implemented at the end of a course. They supply remedial activities for learners to correct their mistakes and help them understand the content better. Thus, 'corrective feedback' saves time by preventing learners from repeating their mistakes. As for learners who do well in these formative assessments, they are presented with enrichment exercises to strengthen their understanding of the material. In the end, learners are tested again on the same material. If learning objectives are achieved, learners can move on to the next unit. Thus, mastery ought to be evident for learners to continue with the material.

In terms of learning outcomes, level and type of achievement, rate of learning, and affective outcomes Bloom (1976) suggests that they will be high or positive if cognitive and affective entry characteristics are favorable and the quality of instruction is optimal. This refers

also to a cycle of good learning outcomes, resulting in improved cognitive and affective entry behaviours.

The mastery learning strategy aims to close the achievement gap among students. According to Bloom, the gap was not the result of teaching because teaching practices of teachers were not mainly different from each other, but it was the result of amount of time given to learners to learn a subject and their backgrounds or learning styles that either hindered or supported learning (Guskey, 2007). This could also explain why some learners learn well while some others learn very little although they both attend the same lesson with the same instructor.

The solution the strategy suggests to allow all learners to obtain better learning is to provide various learning opportunities for learners through differentiated instruction. This can be achieved by controlling variables that can be controlled in formal education. In other terms, intelligence, personality or socio-economic status of families cannot be controlled by teaching authorities. Nonetheless, prior learning, interest and attitude towards lessons, academic self-concept, quality of instruction and time can be both controlled and manipulated to improve learning (Koçak, Cebeci and Yenilmez, 2004).

Teachers are required to provide extra time and individual attention for the learners within this process and the flipped classroom model supplies that extra time, which is destined to be very limited in a traditional classroom. The model frees all the class time for active and personalized learning. Moreover, in a flipped classroom, the teacher offer feedback to learners continually as they engage in various learning activities. As a result, learners get the chance to receive correction and, if necessary, remedial support in the course of their learning rather than a grade informing them how well they have done at the end of their learning process.

4.3.1. Bloom's Taxonomy

Bloom's focus on mastery of subjects, which can be called 'mastery learning strategy', originates from a study conducted by Bloom and a group of researchers to standardize learning objectives and, thus, measurement. The study, published in 1956, yielded a framework for educational objectives and has come to be known as 'Bloom's Taxonomy'.

Bloom's taxonomy is a collection of educational objectives, learning and thinking skills categorized hierarchically under six cognitive domains. These cognitive domains are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Table 4). This classification is referred as 'the original taxonomy' (Krathwohl, 2002). It is original because in 2001 Anderson and a group of scholars revised the original taxonomy to update it in accordance with the developments in education and psychology of learning (Anderson et al., 2001). It is reasonable because when the original taxonomy was published in 1956, different theories such as Behaviorist learning theory were prevalent. With the introduction of learner-centered approaches, terms like constructivist learning, active learning, motivation, autonomous learner and learning, self-regulated learning and metacognition have started to emerge. The common feature of these approaches and theories is that learners are in the centre of educational activities and they need meaningful interactions with the materials and other people in order to learn by themselves. Thus, the revised version is a reconstruction of the original taxonomy, which takes into consideration the paradigm shift. Although the revised taxonomy retained six major categories, fundamental changes can be observed in their replacement and wording (Table 5 and Figure 1).

1.0 Knowledge
1.10 Knowledge of specifics
1.11 Knowledge of terminology
1.12 Knowledge of specific facts
1.20 Knowledge of ways and means of dealing with specifics
1.21 Knowledge of conventions
1.22 Knowledge of trends and sequences
1.23 Knowledge of classifications and categories
1.24 Knowledge criteria

1.25 Knowledge of methodology
1.30 Knowledge of universals and abstractions in a field
1.31 Knowledge of principles and generalizations
1.32 Knowledge of theories and structures
2.0 Comprehension
2.1 Translation
2.2 Interpretation
2.3 Extrapolation
3.0 Application
4.0 Analysis
4.1 Analysis of elements
4.2 Analysis of relationships
4.3 Analysis of organizational principles
5.0 Synthesis
5.1 Production of a unique communication
5.2 Production of a plan, or proposed set of operations
5.3 Derivation of a set of abstract relations
6.0 Evaluation
6.1 Evaluation in terms of internal evidence
6.2 Judgments in terms of external criteria

Table 4 The Original Taxonomy (adapted from Krathwohl, 2002, p. 213)

1.0 Remember – Retrieving relevant knowledge from long-term memory.
1.1. Recognizing
1.2 Recalling
2.0 Understand – Determining the meaning of instructional messages, including oral, written, and graphic communication.
2.1 Interpreting
2.2 Exemplifying
2.3 Classifying
2.4 Summarizing
2.5 Inferring
2.6 Comparing

2.7 Explaining

    3.0 Apply – Carrying out or using a procedure in a given situation.

3.1 Executing

3.2 Implementing

    4.0 Analyze – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.

4.1 Differentiating

4.2 Organizing

4.3 Attributing

    5.0 Evaluate – Making judgments based on criteria and standards.

5.1 Checking

5-2 Critiquing

6.0 Create – Putting elements together to form a novel, coherent whole or make an original product.

6.1 Generating

6.2 Planning

6.3 Producing

Table 5 The Revised Taxonomy (adapted from Krathwohl, 2002, p. 215)
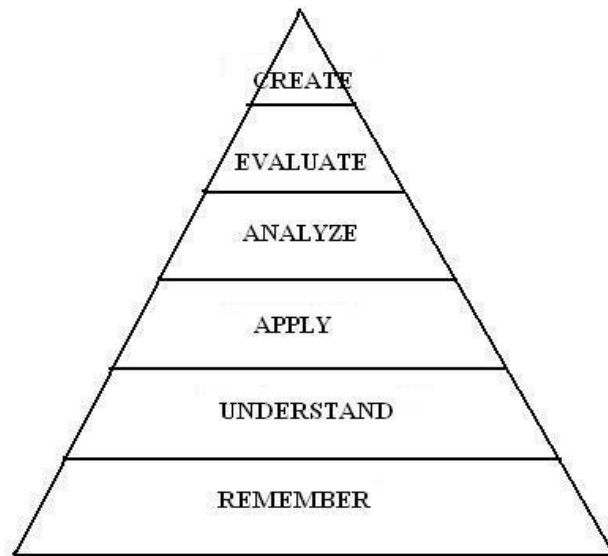
Fıgure 1 The Revised Bloom's Taxonomy (adapted from Bergmann and Sams 2014, p. 31)

It can be seen that the original taxonomy is "ordered from simple to complex and from concrete to abstract" (Krathlwohl, 2002, p. 212). The lessons show an increasing complexity and become more cognitively demanding as the learning move towards the top of the pyramid (Figure 1). Basic learning objectives like 'knowledge of content' and 'comprehension' are regarded as lower-order thinking skills. However, applying synthesis to a material understood requires higher-order thinking skills. Moreover, it represents a "cumulative hierarchy; that is mastery of each simpler category was prerequisite to mastery of the next more complex one" (Krathlwohl, 2002 p. 212). Although this attribution was made for the original taxonomy, the same also applies to the revised taxonomy.

The flipped classroom model offers another perspective to look at the revised taxonomy. In traditional classroom settings, learners involve mostly with lower levels of the revised taxonomy, which are 'remembering' and 'understanding' (Marshall & DeCapua, 2013). If class time permits, they move towards application of what is learnt and complete homework which requires higher-order thinking skills out of classroom (Bergmann and Sams, 2014). According to Bergmann and Sams (2014), the flipped classroom model enables learners to reach higher levels in the taxonomy through video lessons. They consider video lessons are the best content-delivery tools to achieve

the aims set in accordance with 'remembering' and 'understanding' levels of the taxonomy. In this way, teachers can make use of the time freed in classrooms to continue with higher level learning. In this manner, even the highest level learning in the revised Bloom's taxonomy, which risks being neglected in traditional approaches, can be achieved.

Another rationale to re-think the revised taxonomy is presented by Spires, Wiebe, Young, Hollebrands and Lee (2012). According to Spires et al. (2012), in 21st century classrooms, more time and focus should be given to promote cognitive processes such as creation, generation and production and less time to remembering since information is "abundant and can be accessed quickly" (p. 247). Such an interpretation of the revised taxonomy is called 'the inverted revised Bloom's taxonomy' and can be represented as in the Figure 2 (Spires et al., 2012).
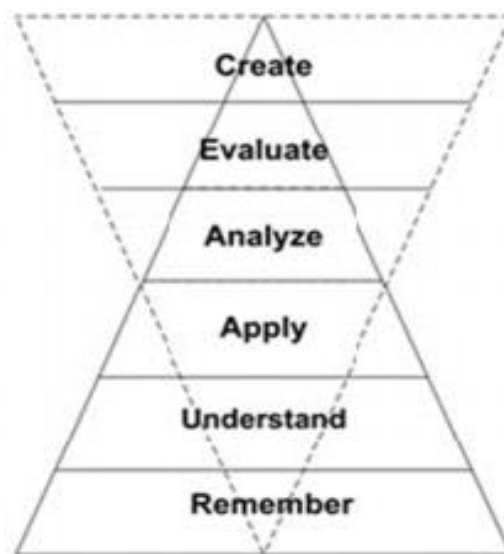
Fıgure 2 The Inverted Revised Bloom's Taxonomy (reprinted from Spires et al., 2012, p.248)

The inverted version of the pyramid demands more time and effort to be spent by the learners to engage with higher tiers of the pyramid like 'creating' and 'evaluating' (Bergmann & Sams, 2014). When learners are stuck due to lack of information, for example, they can always search for content without wasting much time (Bergmann & Sams, 2014).

Devised as a tool to standardize learning goals and measurement criteria in late 1950s, with further revisions, omissions and additions, the Bloom's taxonomy still constitutes a favorite road map for educators.

4.4. COLLABORATIVE LEARNING

The studies of Vygotsky are regarded as the origin of collaborative learning. Vygotsky (1978) argues that cognitive development is not a process in which only an individual involved. According to him, relationships that an individual create also have a decisive effect on the individual's cognitive development. Thus, learning is a social phenomenon and happens as a result of interaction (Lantolf & Thorne, 2007). Vygotsky (1978) suggests that children learn through their interactions with other people around them and then internalize newly acquired knowledge. Moreover, he claims that every individual has a ZPD, the learning capacity which can be activated with the help and guidance of more experienced and knowledgeable people and that can be pushed further. From this point of view, ZPD illustrates the importance of social settings in constructing knowledge for individuals (Warschauer, 1997). The application of ZPD to teaching-learning situations requires learners and teachers to work collaboratively to construct knowledge. Collaborative learning strategy creates various opportunities for learning because learners are expected to communicate, interact and negotiate among themselves with a teacher present in the classroom to facilitate learning. They can challenge each other and also provide scaffolding for the less experienced peers by assisting them to acquire knowledge and skills (Topping & Ehly, 1998).

Dillenbough (1999) tags collaborative learning as a social contract between peers or between peers and teacher and further argues that this contract does not guarantee that interaction between these groups will occur. Thus, he proposes four features to be considered for some interaction to occur in collaborative learning. These features are summarized by the researcher and can be examined below.

1. **Setting up initial conditions:** This component of collaborative learning also determines how and what kind of interaction will occur. At this stage, the groups are carefully formed with regards to their sizes and some criteria like mixed groups of boys and girls, same idea holders, level of development, face-to-face or side-by-side arrangement of the groups that work for the aims of the lesson. Moreover, teachers also consider if the task type is appropriate for collaborative learning.

2. **Over-specifying the collaboration contract:** This category refers to clear specifications of roles that learners are expected to assume in order to prepare the environment for rich interactions. For example, teachers can think of giving the control of the data access to different members to influence interaction or assigning each learner a specific role in an argumentation even though learners may not share the assigned viewpoint.

3. **Scaffolding productive interactions:** It means encompassing interaction rules in mediums of teaching. For example, teachers can instruct learners in groups to reason and express their opinions. Such prompts trigger learners to reflect on what they are doing and require them to produce meaningful interactions.

4. **Monitoring and regulating the interactions**: Here, the focus is on the teacher as a facilitator of learning in the classroom. This feature stresses the role of the teacher as the facilitator since s/he is expected to monitor and re-direct groups by avoiding revealing of right or wrong answers. Teacher's pedagogical intervention is necessary when learners are not engaged in interaction.

In classrooms where collaborative learning strategy is implemented, group members work together to find a solution to a problem or accomplish a task to achieve the common aims by helping each other. Authority and responsibilities are shared among group members while abilities and contributions of individual group members are respected and highlighted (Panitz, 1999). It is a strategy that aims to eliminate competition and rivalry amongst learners and sets succeeding together as the target. Therefore, individual work gains more importance in collaborative learning strategy in contrast to cooperative learning strategy.

4.5. COOPERATIVE LEARNING

Similar to the collaborative learning strategy, cooperative learning strategy can be traced back to the works of Vygotsky. The role ZPD plays in cognitive development of individuals in social settings can justify the need to introduce cooperative learning strategy into teaching. Although a number of studies use these two words interchangeably to refer the same strategy, they differ in their meanings. Collaborative learning stresses individuals, hence, the process of working together while cooperation refers to the product of such work (Myers, 1991; as cited in Panitz, 1999). From this perspective, cooperative learning can be defined as "a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific" (Panitz, 1999, p. 5).

Doolittle (1995) explores the assertions regarding cooperative learning in the studies of Johnson, Johnson, Holubec and Roy (1984), Sharan (1990), Rottier and Ogan (1991) and Ormrod (1995), and concludes that though it is precise in its definition, cooperative learning strategy is constituted by five components. A summary of these components are given below.

1. **Positive interdependence:** It creates a situation which makes each group member value cooperative work to reach both their own personal goals as well as the group's. It is able to unite the individuals around a common objective. Interdependence can be varied as goal, task, labour, resource role or reward. For example, goal interdependence occurs when group members believe that they can be successful if they work together. Likewise, they can have resource interdependence, which means each group member has only a part of the whole resource. This component of cooperative learning strategy is one of the most significant factors as it can influence the success of the task, which also depends on the participation of all group members.

2. **Face-to-face interaction**: It is facilitating and encouraging reciprocal efforts of the group members. Group members can realize this by employing techniques and behaviours such as giving feedback, helping, trusting, discussing and negotiating.

3. **Individual accountability:** This element means that the group success depends on individuals' learning. This can be achieved in various ways - such as, creating a positive interdependence amongst group members, urging them to take responsibility for helping each other in order to complete a task successfully. Another method is that the teacher evaluates the

achievement level of each learner in a group to ensure that every learner is responsible for their own learning. This element is of crucial importance because it avoids work load being carried by few members only and ensures that the responsibility of learning is distributed.

4. **Small group and interpersonal skills**: As it can be understood, this component deals with social skills. Teacher assumes that learners do not know how they can interact and behave in their groups and, therefore, s/he assists learners and teaches them directly how interpersonal relationships should be. Teachers encourage learners to use their social skills in their group work to feel as a part of the group and contribute to the group work.

5. **Group self-evaluation**: This element refers to the groups evaluating the processes they have used to accomplish a task and also the end product. The group can evaluate what actions have worked well or failed to determine whether they want to keep or change them in order to improve productiveness and maximize benefits for each group member.

The strategy is noteworthy because it creates equal opportunities for success for all learners involved by requiring evaluation of the contribution and efforts made by each individual learner regardless of his/her level of success (Slavin, 1994).In conclusion, given the prominence of student engagement in learning activities, the cooperative learning outstands as one of the complete strategies.

PART II

THE STUDY

CHAPTER 5

METHODOLOGY

This action research study was designed upon review of the current literature related toflipped learning and foreign language teaching to address the need for more studies on student achievement in flipped foreign language classrooms. The design procedure of the research entailed planning both the flipped lessons and the implementation of the research itself.

5.1. PURPOSE OF THE RESEARCH

The purpose of this research is to compare students' learning outcomes between a flipped foreign language classroom and a traditional foreign language classroom. To date, there is little research comparing the learning outcomes for students in these classes. If there are, the majority of them concentrate on the results of the end-of-the-course assessments along with the student and teacher feedback on the introduction of the flipped classroom model into teaching. Additionally, a considerable amount of data comes from various STEM courses rather than Social Sciences courses like languages. The present study also aims to address to the student and teacher experiences in a flipped foreign language classroom.

The study was qualitative in nature. The reason for deliberately choosing a qualitative method was to gain a deeper insight into the flipped classroom model applied in foreign language teaching. Anyone involved in teaching knows that a poor grade on a final exam does not necessarily indicate that a learner does not know the material they are tested on. Eliciting learning outcomes is not an easy task and cannot only be measured by a single means. Studies have shown that there are a variety of factors and variables involved in a learner's learning and achievement

such as anxiety, fear, attention, motivation, environment, readiness, interest and even teachers. This can explain why there has been a tendency towards assessment procedures which also take into consideration the learners' progress (Stiggins, 2005). Summative assessments are popular among comparative studies owing to the fact that they demonstrate how well students perform at the end of a learning process but they may not truly reveal what has been actually learnt by the learners because of the above mentioned factors.

The researcher in this present study needed to know what the flipped classroom model could offer in terms of learning outcomes. She was interested in understanding whether introduction of the model really increased learners' achievement as stated in the majority of the state of art. In order to achieve this aim, the researcher applied formative assessment methods - rather than the summative ones - in an action research. Through this method, it was possible to capture where and when learning occurred and to create a progress chart for the groups to compare the classes.

Being a qualitative research method, action research seeks to find solutions and bring improvements to everyday problems. In educational research, it is also about reflecting on teaching by developing lessons informed by theory and practice and analysing their success or failure in terms of learning outcomes (Parsons & Brown, 2002). Findings obtained, though not generalizable (Coonan, 2000), may provide precious knowledge and information "…that will be directly useful to a group of people" (Berg, 2001, p. 179). Hence, the action research method was considered to be the method best suitable for the aims of this research. In an attempt to gather concrete data - rather than only intuitions-, the teacher-researcher prepared lesson plans with specific, explicit and trackable learning objectives to utilise in the data analysis process of the research.

5.2. RESEARCH QUESTIONS

The present study sought to answer these two research questions:

1.   Is there an overall difference between the flipped foreign language classroom and the traditional foreign language classroom in terms of student achievement?

2.   Are there any meaningful differences in the learning outcomes of learners in the flipped foreign language classroom and in the traditional foreign language classroom?

5.3. INSTRUMENTS

Specific choices regarding the type of data necessary to address the purposes of this research most effectively had to be made and the data collection methods related to research design were determined accordingly. The data was expected to highlight any significant differences in learning outcomes in the flipped and the traditional foreign language classrooms. For this reason, the data collected needed to demonstrate learners' use of the target language. In a foreign language classroom, production of language can have diverse forms, namely spoken and written. In this research, the focus was on the written production of the target language. Although it was also utilised during the sessions, the spoken language production was discarded as a data resource because recording learners' voices caused obstruction among the students. Thus, even though certain tasks required students to communicate their ideas and roles orally, the researcher only collected the written forms of the language produced by the students while they were preparing themselves for the tasks.

The instruments used to collect data were qualitative in nature and three folds: tasks, non-structured teacher observations and reflections and non-structured interviews with the students. The data for this research were gathered mainly through the tasks the students were required to hand in at the end of each lesson in the flipped classroom. As for the traditional classroom, the learners were instructed to hand in their tasks during the following lesson at the latest. Another data resource was the teacher's observations written in the 'Comment(s)' boxes found on each lesson plan. She used these boxes as log books to record her reflections and observations mostly

during the lessons. The final data gathering instrument was the non-structured student interviews conducted individually and in groups. These were completed both during the lessons and at the end of the study to obtain feedback from the students on their experiences and thoughts about the flipped classroom model.

5.4. PARTICIPANTS

The sample of the participants of the research was the students who regularly attended the Module 2 classes for the Turkish as a Foreign Language course during the fall semester of 2014-2015 at a university in Italy. A sum of 26 students were invited to the study and they were supplied with a two-column paper to write down their names according to their willingness to participate in the flipped foreign language class or continue with the traditional foreign language class they were already in. They were asked to choose freely between the classes. In the end, 14 students showed willingness to attend the flipped class, which formed the experimental group and the rest of the students (12) who chose to remain in the traditional class comprised the control group of the research. The research was consisted of a total of 10 weeks and 2 of them were used to implement the pilot study.

Having such a small group can be regarded both as an advantage and a disadvantage. It was a disadvantage because the sample might not have represented the population (Creswell, 2005). However, at the same time, it was an advantage because the research was qualitative and the small number of the sample allowed the researcher to control variables, detect progresses and challenges, and manage the data easily.

As for the demographic characteristics of the participants, they were in their early 20s, ranging from 19 to 24. The majority of the participants were female students (23 out of 26). There were only three male students, only one of whom chose to attend the flipped class and the rest two remained in the traditional class. Finally, the students who preferred to study in the flipped

classroom had at least one e-mail address supplied by the university and had internet access without exception via various devices like smart phones, laptops, tablets and computers.

5.5. DATA ANALYSIS PROCEDURE

The gathered data was analysed through qualitative analysis methods. After examining the available qualitative data analysis methods for foreign language teaching - such as content analysis (Berelson, 1954) and minimal terminable unit (T-unit) (Hunt, 1964)-, it was decided that none of them suited to the aims of the research. Thus, the researcher devised an *ad hoc* model to analyse the data systematically based on classroom-based evaluation. Such an evaluation of the tasks has two functions. First, it can demonstrate if learning was successful and, second, it informs learners what teachers plans them to learn (Biggs, 1999). Moreover, classroom assessments "…are based on clearly articulated and appropriate achievement targets" and "accurately measure student achievement" (Chappuis, Stiggins, Chappuis, Arter, 2011, p. 3). Moreover, such an alternative assessment is usually an ongoing process (Kramer, 1990; as cited in Hamayan, 1995) and, thus, reflects "the process as well as the product of language" (Hamayan, 1995, p. 216).

The model required basically a comparison between learning objectives of each lesson and language produced in each task associated with that lesson. That is, each task was paired with the lesson in which it was assigned and examined to see if the objectives of the lesson were evident and achieved in the task. In order to eliminate possible teacher-related bias, an evaluation and rubric were adapted from the study of Mertler (2001) and each comment was converted into a numerical grade, descending from the best performance to the worst. In the end, the sum of the grades appointed for comments was calculated for each lesson in both flipped and traditional classrooms. These numbers allowed the researcher to have complete and concrete results to compare the learning outcomes for the control and experiment groups in a detailed way. After comparing the learning outcomes of each lesson in the flipped and traditional classrooms, a general comparison of the learning outcomes in these foreign language classrooms was considered to be useful to frame the whole research.

In addition, students' feedbacks and teacher's reflections and observations were used as data supplements to assure triangulation, which could improve the reliability and the validity of the research. These data were further utilized to discuss the challenges encountered and the rewards received during the implementation of the flipped classroom model in foreign language teaching.

In order to facilitate the analysis of the data, the researcher re-wrote the texts produced in these tasks with the help of a word processor. In this way, the researcher had all the collected data on separate Microsoft Word documents, which enabled her to organize the data in tables and evidence the parts surveyed in texts for easy and true grading.

CHAPTER 6

ACTION PLAN FOR THE RESEARCH

It was the first time for the teacher-researcher to prepare lessons and conduct them in the flipped classroom model. Therefore, an action plan for this study was a must rather than a need. It helped the researcher to maintain her focus, organize the whole research procedure and identify the steps to achieve the aims of the study.

6.1. THE PILOT STUDY

It would not be wrong to liken the pilot studies to model homes constructed before the actual size houses. These models demonstrate potential problems that can be encountered during the process of construction and delineate points to be improved. Likewise, pilot studies show the researchers where they may fail during the research procedure and enables them to optimize their main research projects. A pilot study can be defined as a "small scale version, or trial run, done in preparation for the major study" (Polit, Beck and Hungler, 2001, p. 467; as cited in Van Teijlingen and Hundley, 2001).

This section of the study summarises the preparation and implementation of the pilot study. The researcher believes that documenting the pilot study is crucial in understanding the motives for any adjustments done to the study design and the research process to have a complete framework of the study.

The pilot study for this present research covers a sum of four lessons conducted in two weeks. The researcher prepared a mini version of the study and implemented. The process of the

pilot study can be divided into three sequential categories: Before the Pilot Study, During the Pilot Study, and After the Pilot Study. The procedure, actions taken and decisions made for each category can be examined below.

6.1.1. Before the pilot study

The most essential part of any action is the planning. Without a roadmap to follow during the course of an implementation, it is almost inevitable to come across challenges. Thus, it was wise to prepare an outline of the whole action with possible solutions to possible problems. Because of this, planning each lesson well gained a greater importance.

Having that in mind, the researcher employed the design process proposed for teachers who want to flip their classes by Wiggins and McTighe (2005; as cited in Davis, 2013) to construct her flipped foreign language classroom. According to the authors, there are four elements to consider before flipping a classroom. These elements and how the researcher applied them to her research design are explained below.

a. Course content

'Course content' refers to the whole content to be delivered. While flipping a classroom, it also refers to the phase in which a teacher decides which components to be delivered via video lectures and which to be covered during classes. In the case of the researcher, the foreign language to be taught was Turkish and the students were expected to reach B1 Threshold level described by the CEFR[5] at the end of the first academic term. Therefore, the goals of each lesson were identified accordingly. As for the content to be delivered via captured video lessons, teaching grammar explicitly seemed to be the most effective way of utilizing the direct instruction time. In this way, the students would examine the grammatical structures of the target language and complete the mechanical drill-exercises outside the class before attending the next session, prepared to use these newly mastered grammatical structures in meaningful contexts actively in the classroom.

---

[5] Foreign language proficiency descriptors can be accessed at http://www.coe.int/t/dg4/linguistic/cadre1_en.asp.

b. Course design strategies

'Design strategies' refer to lesson plans and learning activities designed to bring out the desired learning outcomes. After having an outline of the course content with the learning objectives set and the content to be delivered through videos determined, the researcher devised group-work activities to implement in class-time. In this way, the first lesson plans were prepared.

Since the length of the videos ideally should be between 15 to 20 minutes, the researcher limited her 'chunks' of contents accordingly. She prepared short presentations using PowerPoint for each grammatical unit as well as the accompanying tasks and worksheets. Then, she captured her videos while explaining the content presented on the slides. The videos did not exceed 15 minutes and, if needed, an extra video of no more than 10 minutes was also provided for each unit.

c. Lecture production tools

'Lecture production tool' specifically refers to video production and delivery tools in this section. The researcher preferred 'Screencast-O-Matic', a programme for capturing screens and videos of the presenters. It was considered to be the most effective programme by the researcher because of the following reasons:

(a) The free-of-charge version gave her the opportunity to record 15-minute lectures. When she could not cover all the content she had planned and needed extra time, she captured another short video.

(b) The programme offered her some crucial options particularly as a first time flipper such as editing and making pauses.

(c) The programme allowed her to store the videos on her personal computer, publish them directly on their website and/or on another online platform like Youtube.

(d) Finally, it was a user-friendly program that was not imbued with complicated buttons, explanations, and specific technical terms.

d. Lecture delivery systems

Lecture delivery system refers to online platforms where the researcher shared her lecture videos with her students. The researcher decided to use YouTube for this purpose because it is a well-known online video sharing site and provides spaces for comments under videos.

6.1.2. During the pilot study

After preparing the lesson plans, the video lectures and the tasks, the researcher was ready to try the flipped classroom model in her own foreign language class. She informed her 26 students about the new model and also the research. Then, she supplied them with a two-column paper to write down their names according to their willingness either to participate in the flipped foreign language class or to continue with the traditional foreign language class they were already in and instructed them to choose freely between the two. 14 of the students chose to attend the flipped foreign language class while the rest remained in the traditional foreign language class.

Then, the researcher created a YouTube channel to publish the lecture videos. Youtube was chosen because it is one of the most popular and well-known online video sharing platforms. In addition, she created a private playlist to upload her very first video.

When a playlist is 'private' on YouTube, only the person who creates that playlist and the people whom s/he invites can see the content. As the next step, she collected the e-mail addresses of the students who were in the flipped foreign language class and sent out invitations for them to watch the first video lesson as well as providing the associated task to be completed before the actual scheduled class on the following day.

Up to this point it all went as predicted. However, the researcher received an e-mail from a student who could not watch the video. The student explained that when she clicked on the video,

she received the following error message: 'This video is currently unavailable'. On the same day, another e-mail reporting a similar problem was received. Therefore, the researcher changed the private status of the playlist to the public from the settings on her YouTube channel to resolve this problem.

Yet, another complaint regarding the allowed time to process the videos was received. The students expressed that they needed more time to fully process and complete the tasks before coming to the class. Therefore, delivering the videos three days before the class time was agreed upon mutually by the researcher and the students.

When the class met, the researcher followed her lesson plan. She did not re-teach the grammatical structure explained in the video but only checked the understanding before continuing with the task she had already prepared. The flow of the lesson was as it was expected to be.

After the first flipped foreign language class, the researcher checked the video on Youtube and saw that two comments were left under the video. When she realised that these two comments were by 'outsiders', in other words, by people who found the video on YouTube coincidentally, watched and commented, she decided to change the video-sharing platform. She decided to do so because when the playlist was private, some students could not access it. On the other hand, when she made the playlist public, comments from outsiders were inevitable, which could affect the research. Therefore, she asked the students if they were using Facebook and, after receiving positive answers, she created a secret group on Facebook. The second lesson's video was posted there and all the students were able to view it there without any problems. In this way, the implementation of the pilot study was completed.

6.1.3 After the pilot study

The researcher revised her two-week experience of the flipped classroom model and did necessary arrangements mentioned above to the research design. She prepared the lesson plans (Appendix A) and related tasks (Appendix B) along with the lecture videos (Appendix C) weekly.

Moreover, the researcher took the following default decisions to apply during the course of the research.

- If the students in the traditional classroom cannot finish in time their tasks, they can hand them in in the next lesson.

- The students can decide the number of the group members during the classroom activities.

- When the students are engaged in their tasks, the instructor walks around the classroom to observe as they work and be available when they ask for guidance and help.

- The tasks will always be collected at the end of the class and returned at the beginning of the next lesson.

In this way, the accurate implementation of the research was guaranteed.

CHAPTER 7

DATA ANALYSIS

As this study aims to explore the student achievement in the flipped and the traditional foreign language classrooms, its focus has been on the learning outcomes for the students. In order to draw a general conclusion and capture the specific details regarding the student achievement, the researcher decided to apply the Action Research Method. The method provided the researcher with detailed information on how the students were progressing in both classes. The major part of the data was collected from the tasks students completed and, as it was set forth in Chapter 4, qualitative data analysis methods were employed to analyze these data.

This study compares the learning outcomes of the students in the flipped and the traditional foreign language classes. However, learning outcomes were gathered lesson by lesson from both classes in forms of written tasks rather than tests, which can be marked against an answer key. For this reason, the analysis of the data gathered required the researcher to create a model to analyze the tasks with.

7.1. DESIGNING THE RUBRICS

In order to evaluate the learning outcomes for the students, a holistic rubric was thought to be the most efficient analysis tool. Holistic rubrics are applied when there is a need for overall sense of "quality, proficiency, or understanding of the specific content and skills" (Mertler, 2001, para. 3). According to Nitko (2001; as cited in Mertler, 2001), holistic rubrics might be more useful for evaluation of performance tasks which do not require a definite right answer. The tasks designed for this research asked the students to use their creativity to respond to the prompts and

instructions without limiting them to reach the same conclusion. For this reason, the researcher adapted the template for the holistic rubrics provided by Mertler (2001) and created hers in line with her needs.

The template has 6 score rows ranging from 0 to 5. The numbers were ordered from (0) to (5), (5) being the best and (0) the poorest performance. The researcher reorganized the template and found it appropriate to decrease the number of rows by removing the 3rd row referring to the average performance. Her motive for doing so was to eliminate the mean score to have a clearer cut between good and poor performances of the students to render the possible differences in learning outcomes clearer in both of the classes. Moreover, the template had 2 columns showing scores (0-5) and their descriptors identifying a set of expected learner behaviours at the end of each task. The researcher added another column in her version of the rubric to convert the scores into words - Excellent, Good, Fair, Unsatisfactory - to show the performance quality. Finally, the scores were worded as grades in the rubric used for this research. In this way, the researcher gained an insight into how well or poorly the students were doing in the flipped and the traditional classes. Furthermore, decisions regarding the quality of their tasks and their attainment of the learning objectives for each lesson were systematized. The rubric can be examined in the Table 6.

Evaluation and Comment Rubric		
Numerical Grades	**Worded Grades**	**Description**
3	**Excellent**	Demonstrates complete understanding of the problem. All requirements for the task are included in response.
2	**Good**	Demonstrates considerable understanding of the problem. Many requirements for task are included.
1	**Fair**	Demonstrates little understanding of the problem. Many requirements for the task are missing.

0	**Unsatisfactory**	Demonstrates no understanding of the problem.

Table 6 The Evaluation and Comment Rubric (adapted from Mertler, 2001)

Although, for the aims of this study, the 'Evaluation and Comment Rubric' was enough, the researcher found it useful also to create another rubric to examine errors the students did in their tasks. The error types and the frequency allowed her to comment on the quality of the tasks.

After examining existing rubrics for error correction, the researcher negotiated with two experts in the field of Turkish as a Foreign Language to create a template for the errors commonly found in tasks. After the creation of the template, the researcher read all the tasks completed by her students to ensure that all the error types were included in the template while she omitted those which were not present in the tasks. In the end, she created the 'Error/Mistake Rubric' (Table 7).

Error/Mistake Rubric	
Red	Grammar point (if written in italics means discarded)
Purple	Case mistakes
Blue	Spelling mistakes
Orange	Suffix mistakes on word basis
Pink	Wrong word choice/Direct translation
Grey	Wrong tense and/or personal pronoun suffix
X	Missing word/Phrase/Speech Part/Suffix
Underlined	Incomprehensible/unacceptable phrase and/or sentence
Italic	Researcher's additions
Bold	Target vocabularies

Table 7 Error/Mistake Rubric

The researcher gave this title to the rubric because she realised that most of the 'errors' in the tasks were actually 'mistakes'. That is, in general, the students used these mistaken parts correctly in quite a few other texts. At this point, it is important to provide the definitions of 'error' and 'mistake' which guided the researcher in this study. An 'error' is defined as "an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse" (Hendrickson, 1978, p. 387). However, a 'mistake' is an incorrect language form which is produced unintentionally and can be corrected by the agent who uttered it (James, 2013).

7.2. DESIGNING THE ANALYSIS TABLE

The analysis procedure required the researcher to organize the tasks according to the weeks and the classes they were collected in. Therefore, she created a template table (Table 8) to organize and evaluate the data collective effectively. The table consists of 4 columns with invariable titles and changeable number of rows, depending on the number of the groups of the students. The first column, 'Groups', shows the number of the student groups. The second, 'Tasks', contains the tasks produced the students. In this column, various mistakes appearing in the tasks could be seen in different colours and writing styles, as they are defined in the Error/Mistake Rubric. The third column, 'Evaluation', encloses the number of learning objectives accomplished by the students. In this column, the numbers are recorded under the names of grammar points and target vocabularies. Also in this column is the frequency of the lesson-specific trackable learning objectives for grammar points and target vocabularies. Moreover, extra grammar points and target vocabularies are referred by the plus (+) sign. The last column, 'Comment(s) and Grades', includes the researcher's comments on the texts in relation to the learning objectives and mistakes and the 'Evaluation' column as well as the assigned grade from the 'Evaluation and Comment Rubric'.

Group	Tasks	Evaluation	Comment(s) and Grades
1			
2			
(…)			
Total			

Table 8 Template Table for the Data Analysis

Lastly, it is important to mention the following considerations for the data analysis to fully comprehend the analysis tables.

1.   As it has already been mentioned, the researcher read all the tasks before analysing them one by one, which helped her to standardize the language she was going to use when commenting on each task. In other words:

-        She used the word 'mistake' for any wrong language usage throughout the analysis. Yet, it is noteworthy that although she used the word 'mistake' also for the 'errors', she added an explanation in the comments parts to justify why she did/did not ignore a 'mistake' and did/did not consider it acceptable.

-        She used the term 'target vocabularies' to refer various target vocabularies, words, phrases and structures in the total rows of the tables and in comments. Nonetheless, these task-specific wordings can be seen in the evaluation part of the analysis tables.

2.   Worksheets that were completed were not collected from the students; thus, they are not present in the analysis part.

3.   Notes that are particularly interesting for the analysis of the tasks can be seen below the analysis tables for each week.

7.3. THE ANALYSIS

In this section analysis of the data is presented.

7.3.1. Analysis of the tasks

65

Tasks were analysed according to the procedure by making use of the rubrics. The analyses are presented in tables named after the classrooms and the weeks they refer.

7.3.1.1 Analysis of the week 1

Group	Tasks	Evaluation	Comment(s) and Grades
1	Şirine: İmdat. Düşüyor <u>balon içinin</u>. Öfkeli: Usta Şirin başarmadı <u>bir iyi</u> balon. Öleceyiz. Süslü: Usta Şirin <u>bir kötü</u> Usta. Usta Şirin: Benim hatam değil! Siz yardım etmediniz. Ölmelisiniz. Şirine: Evet yardım etmeliydik ama sen sormalıydın. Öfkeli Şirin: Aaaa! Düşüyoruz hızlıca. Usta Şirin suçlu. Onu atmalıyız. Böylece balon hafifdir. Usta Şirin: **Bence** sen gitmelisin. Çok konuşuyorsun!	**4** (requested number) Grammar points **+1** **1** Target word -bence	-The text is quite fine in terms of the grammar point studied. The students used also the past tense forms, which is rare in the other texts. **2 Good**
2	Uykucu Şirin: Düşüyor! Gözlüklü: Bravo! Ne zaman uyandın? Öleceğiz. Öfkeli Şirin: Neden konşuyorsunuz? Haydi bir çozüm (illegible). Gözlüklü Şirin: Bir fikirim var. **Bence** kilo atmalıyız. Öfkeli: Kilo nerede? Kum torbası yok. Çok öfkeliyim.	**4** (requested number) Grammar points **+1** **2** Target words -bence -kesinlikle	-Except for some spelling mistakes, the text can be regarded as a good example. There is one inverted sentence; yet, it does not hinder the message being conveyed. **2 Good**

	Obur Şirin: Ölmek istemiyorum. Al! Benim tortam atmalıyız. O ağır. Süslü: Evet! Çok akıllısın! (sonra) Öfkeli: İşe yaramaz! Obur Şirin atmalıyız! O tortadan daha ağır. 100 kilolar. Böylece kurtuluyoruz. Bir kurban etmeliyiz (sacrificare) Obur Şirin: Asla! **Kesinlikle** Uykucu Şirin kurban etmeli! O hiçbir şey yapmaz! Gözlüklü Şirin: Evet! Obur Şirin lazım. O tortalar pişirir ormanı.		
3	Öfkeli Şirin: Balon çok küçük. Görüyorsuz. Neden herkes balon bindi? Obur Şirin sen çok şişmansın. Ne kadar kilosun merak etiyorum. Obur Şirin: Çunku ormana gelen balonu ilk kez görüyorum. Her zaman öyle olmaz. Şirin Baba: Kavga yok. Şimdi gerçek bir problemiz var. Balon düşüyor. Öfkeli Şirin: Bu çünkü Obur Şirin balon**X** içinde. Onu balondan aşağı atmamız lazım. Obur Şirin: **Bence** seni atmamız lazım. Sen çok konuşuyorsun ama hiçbir şey bilmiyorsun. Sinilisin. Bağıryorsun. Ben şişmanım ama sempatikim. **Hiç şüphesiz** seni atmalıyız. Şirin Baba: Siz delisiniz. Bir çözüm	**4** (requested number) Grammar points **+2** **2** Target words and phrases -bence -hiç şüphesiz	-Another good example of the task. Correct and meaningful uses of the target words and phrases can be seen as well as the grammar points that exceed the number required. **2 Good**

	düşünmeliyiz. Öfkeli: Zaman yok. Seni atmalıyız Şirin Baba. Ölmek istemiyorum. Uykucu Şirin: Balon düştüğünü rüyadım. Herkes: İşte o! Uykucu Şirin atmalıyız. Hoşca kal.		
Total	**3**	**12 Grammar Points (+4)** **5 Target vocabularies**	**6**

Table 9 Flipped Classroom Week 1

Note: Although the students formed the requested 'construction of predicates' well, it is evident that the 'accusative case', which depends on the verbs, was missing in many of the sentences. As they did not create a misunderstanding in the context, all grammar points were accepted.

Group	Tasks	Evaluation	Comment(s) and Grades
1	Usta Şirin: Arkadaşlar düşüyoruz. Şirine: Çok korkuyorum. Uykucu Şirin: Ne oldu? Gözlüklü Şirin: Biri atmalıyız. Çok insan var. Kalabalık. Kim *atmalı (affixed correctly but meaningless)*? Uykucu Şirin: Uyuyorum. Şirine: Diğer atmalıyız. Bizim biri…	**4** (requested number) Grammar points **+3** **3** (requested	-'Kim atmalı' is discarded since it means 'who throws' rather than 'who to throw' because of the missing accusative case. For this reason, I do not accept it.

	Gözlüklü: Saçma! Diğer bir şey yok. Uykucu şirin atalım. Sıklıkla uyuyor. Usta Şirin: **Bence** gözlüklü şirin gitmeli. Çok konuşuyor ve her zaman kibirli**.** Gözlüklü: Ben kibirli değilim! Yardım etmem lazım hayatta kalmak için. Şirine atmamız lazım. Şirine: Saçma! Çünkü ben kız çocuğu Ormanda bir. Hayatta kalmalıyım. **Hiç şüphesiz** uykucu şirin atmalıyız. Usta Şirin: **Bana sorarsanız** şirine doğru. O uyuyor sadece ve ağırdır. Haydi! Uykucu Şirin: Hayır!!!	number) Target words and phrases -Bence -Hiç şüphesiz -Bana sorarsanız	-The text is reasonably rich in terms of target vocabulary use as the students met the requested number of vocabularies and used 2 more. **3 Excellent**
2	Şirine: İmdat, düşüyor! Şirin baba yap derhal bir şey yap! Şirin baba: Sakın ol. Düşmüyor rüzgar üfürüyor. Obur Şirin: Hayır hayır düsüyoruz. Derhal atmalıyız kilo. Şirin baba: Ne atmalıyız? Şirine: Obur Şirin'in dogum günü keki atmalıyız. Obur Şirin: İmkansız. Dogum günü kekim lazım. Biraz ister misin? Şirine: Şaka yapıyorsun. Şirin baba herkesimiz ölecek! Çözüm bul! Süslü Şirin: Aynam atabilirim. Ben çok yakışıklım ve bence o lazım değil. Şirin Baba: **Bence** yetmez. Obur senin dogum günü kekin ağır ve lazım değil.	**4** (requested number) Grammar points **+6** **2** Target words and phrases -bence -bana sorarsanız	-The text is well constructed and demonstrates a quite good command of content studied. -The text is rich; however, makes uses of 2 out of 3 target vocabularies. **2 Good**

	Atmalıyım.		
	Obur Şirin: Tamam. (sonra) düşüyoruz hala. **Bana sorarsanız** süslü şirin hiçbir şey yapmıyor. Onu atmalıyız		
	Şirin Baba: Ne söylüyorsun? Öldürmek yanlış. Herkesimiz ölmeliyiz yoksa herkesimiz yaşamalıyız.		
3	Şirine: Şirin Baba çok korkurum. Obur Şirin: Şirin Baba düşüyoruz. Ne yaparız? Şirin Baba: **Bence** kum torbasıları atmalıyız. Sonra motoru *çalışmalıyız* son levele. Obur Şirin: Tamam. Balonda kum torbasıları yok. Şirine: Dağ var. Balonun önünde! Şirin Baba: O zaman bir çozüm. Seni atırız. Sen çok şişmansın ve kilolusun. Sen lazım değilsin. Obur Şirin: Ama kek yapmalıyım yemek. Aşçi yok ormanda. Şirin Baba: Yok problem. Şirine kızdır. O yemek yapıyor. Şirine: Özür dilerim Obur Şirin.	**3** Grammar points **1** Grammar point (verb stem mistake) **1** Target word -bence	-The text demonstrates a good example of the task. The students tried to find a solution to the problem before they chose who to throw. -The students confused a verb and did not use the causative form of the verb 'çalışmak'. It is accepted as another grammar point because an interlocutor would easily understand the meaning. **2 Good**
Total	**3**	**12 Grammar points** **(+9)**	**7**

		6 Target vocabularies	

Table 10 Traditional Classroom Week 1

Note: Although the students formed the requested 'construction of predicates' well, it is evident that the 'accusative case', which depends on the verbs, is missing in many of the sentences. Since they do not create a misunderstanding in the context, all grammar points mentioned above, except for the one question (kimi atmalı?), were accepted.

7.3.1.2 Analysis of the week 2

Group	Tasks	Evaluation	Comment(s) and Grades
1	Genç Fernando Miguel Garcia'nın (25 yaşın) vücütünü yarın çöplükte bulundu. Hemen araştırcılar merak ettiler neler olmuştü ve kim kurbanı nefret edebiliyor. Kurban Consuelo'laevlidi, ama **polis** buldu Jonachina Imenez Lopez'li ilişkisi olduğunu. Jonachina restoranda nerede eşini tanımıştı çalışıyordu. İlişkileri 4 yıl önce baştı ama eşini bu şeyi bilmiyordu. Akşam yemeği'ye evden çıkmadan dostlarını sonra Fernando kendiden haberler hiç vermedi. Hemen Jonachina **kuşkulanildı** çünkü o akşam onları tartışmıştı.	**0** Grammar point **5** (requested number) Target vocabularies **+5** -polis -kurban -kuşkulanmak -başka yerde olmak -dövmek -öldürmek -ömür boyu hapis	-Although the students used many crime related vocabularies, they did not use any temporal sentences with –'(y)ken and/or– diğinde', which was one of the instructions. -The paper is rich in terms of language learned; yet, for the purposes of this lesson, this paper can be graded as **2Good**.

71

	Jonachina eşini bırakmasını istiyordu. Brown efendim (araştırıcı) Jonachina'la konuştu ve **başka yerde olduğunu gösterdi**: Kizi o satta çalışıyordu. Sonra Consuelo'nun üç kardeşlerini (Ignacio, Manuel ve Jose) kuşkulanıldılar. Üç kişi sokakta kurbanı beklediler onu **dövmek** için ama onu **öldürmeden** sonra çöplükte bıraktılar. Üç kişi **ömür boyu X cezasınaçarptırıldılar**.	(X) cezasına çarptırmak	
2	Dün sabah beşte P. Romadeki San Marco Bankası'na iki adam **çalma** için girdiler. Pencereleri tuğlayle **kırdılar** ve üç bin € çalmadınlar alarmı çalmadan önce. Iki hırsızı televiyzıom kamerası yeniden ele aldı.	**0** Grammar point **3** Target vocabularies **-**pencere kırmak -hırsız -çalmak	-Regarding the text as a whole, the use of language can be seen as really poor. Moreover, having none of the grammar points and only 3 crime vocabularies,this can be graded as **1Fair** for the objectives of this lesson.
3	Sabah erken uyanan komsular**olay** gördü hemen **jandarmayı** aradılar. Jandarmalar olay yerine geldiği zaman **parmak izi aldı**. Komşular ile konuştu ve bankanin sahibi ile konuştu. Cameralar **kanıt** olmadı. 2 saattan sonra gitti. Bu geçen hafta oldu. Sonra bu tekrar oldu. Kurnaz **hırsız** geri geldi ve bankanin penceresiyi kırdı ve içine devam etti. Ama kaçıyorken **alarm çaldı** ve bir turist onu **başını derde soktu**. Turist	**2** Grammar points **5** (requested number) Target vocabularies **+4** -olay -jandarma	-For this text, 'kanıt' (evidence) was regarded as a crime related vocabulary, because, although the sentence is unacceptable, the whole context makes it clear that the students could not form a grammatically correct

	jandarma'la **karakola** gitti ve herşey anlattı.	-parmak izi almak -kanıt -alarm çalmak -başını derde sokmak -karakul -hırsız	sentence. Considering grammar points and 9 crime related vocabularies this text can be regarded as **2 Good**
4	Korkunç bir **olay** İstanbul'un Esenyurt ilçesinin nüfusu üzdü bu sabah: Di mattina presto l'odore di fumo, mattoni che si sgretolavano all'improviso un grande baccano... era caduto un'edificio. *(illegible)* Kokusu sabah, tuğla ufalanmış ve aniden büyük bir gürültü patırtı... Bir binayı düşmüştü. L'unica testimonia (*illegible*) fu la signora Irem. Lei dice che (*illegible*) due uomini di media statura girav(*illegible*) per quell'edificio in tarda notte. Pare che uno si chiami Orhan e l'altro Bayram. Sadece **görgü tanığı** İrem oldu. O ortalama yüksekliği iki adam gece geç saatlerde bu binada dolaşmaya gördüğünü söyledi. O bir görünüyor ve diğer Orhan (ve) Bayram olarak adlandırılır.	**0** Grammar point **2** Target vocabularies -olay -görgü tanığı	- It is interesting to see that the students wrote in Italian and then translated it into Turkish. Maybe for this reason, they could not finish the task, and, therefore, they did not use any grammar points required. Even if there are couple of crime related vocabularies (only 2, though), the text is **1 Fair**.
5	**Polisölü** bulduğunda geçti. **X**Kurbanıbıçakladı ve **öldürdü**. *Karanlıken* üç adam araba parkıya gitti.	**2** Grammar points	-This is a good example of what the task asked from the students.

	Zavallı kurban <u>onun</u> arabasına biniyordu. <u>Gibi zengingörüyordu</u>. İki kötü adam onu tutarken başka adam onu **dövdü**. Sonra **bıçakını** kullandı ve öldürdü. Sonra **kaçtı**. **Suçlular** polis heryerde **arıyor**.	**1** Grammar point (agglutination mistake) **5** (requested number) Target vocabularies **+3** -polis -ölü -öldürmek -dövmek -bıçak -kaçmak -suçlu -aramak	Although the students mistook 'karanlıken', I accept it as another grammar point as the mistake does not hinder the understanding of the message. Including more crime related vocabularies than what was required, this text can be categorised as **2 Good**
Total	**5**	**5 Grammar points** **20 Target vocabularies(+12)**	**8**

Table 11 Flipped Classroom Week 2

Group	Tasks	Evaluation	Comment(s) and Grades
1	Adını Mehmet Savaş _____, otuz yaşında,	**0** Grammar point	-Task Misunderstood **0 Unsatisfactory**

	İstanbullu ve beş çocuk babası. Lütfen onu görenler polise telefon etsin. Onu gören son insan bir müşteridir. <u>Kadı</u> bir maskeli adam gördüğünü söyledi. Ha detto che...	**0** Target vocabulary	
2	Rio de Jenerio'da iki polisi geçen hafta 3 kişiyi <u>adam</u> **tutukladı**. Çünkü bir insan **öldürdü**. Öldürülmüş adam **uyuşturucuX** ödememişti çünkü işsizdi. kızmış **kaçakçılar** evine gitmiş ve onu **tehdit etmiş**. O zaman adam bıçakı <u>sarıladım</u> ve <u>3 kişiyi adam onu öldürme</u>. Komşu bir **silah sesi** düydü ve polisi aradı.	**0** Grammar point **5** (requested number) Target vocabularies **+2** -tutuklamak -öldürmek -uyuşturucu -kaçakçı -tehdit etmek -bıçak -silah sesi	-Although the students used 7 crime related vocabularies, they did not use any temporal sentences with '–iken' and/or '–diğinde', which was among the task instructions. -It is worth noting that the vocabulary choice of this group is more specific (drug, smuggler, threaten rather than mostly repeated kill, die, arrest). -All in all, the score for this text can be **1 Fair**
3	Adı Ahmet. 46. Benzinlikte çalışıyordu. Gece saat bir sularında işe gitti. Müşteri hiç yoktu. Bir adam **maske** ile saat iki sularında markete girdi. Elindeki**silahı** vardı. Başka iki adamlar dışarıda bekliyordu. Ahmet bağırıyorken <u>onun</u>	**1** Grammar point **5** (requested number) Target vocabularies	-This text is a fine example of the task. It is logical and well constructed. Use of 1 grammar point correctly and more

	kafasına **ateş etti**. Kameraya göre Ahmet **ölmemiş**. İki adamlar koşup geldiler ve Ahmet'i dışına doğru çektiler. Kamerada daha görünmez. **Polis** şehirde ve komşu şehirlerde **suçluları** ve Ahmet'i **arıyor**.	**+2** -maske -silah -ateş etmek -ölmek -polis -suçlu -aramak	crime vocabularies than expected gain this text **2 Good.**
4	Gül Hanım balkona çıktı çiçeklere sulamak için. Balkonda bakıyorken aşağıdaki adamları gördü. Adamlar **şüpheli** görünüyordu. Hemen **polisi** telefon etti. Gün Hanım sayesinde polisler **suçluları tutukladı**. Aslında adamlar dün gece Esenyurt İlçesindeki eski binayı **yaktılar**, bu yüzden **saklanıyordular**.	**1** Grammar point **5** (requested number) Target vocabularies -şüpheli -polis -suçlu -tutuklamak -yakmak -saklanmak	-'Saklanmak'(to hide) was accepted as a crime related vocabulary as, in this context, it was what the criminals were doing to avoid the police. -Use of 1 grammar point correctly and including more crime vocabularies in the right context than that was expected gains this text **2 Good.**
5	-	**0** Grammar point **0** Target vocabulary	Task not returned
Total	**4**	**2 Grammar points** **15 Target**	**5**

		vocabularies (+4)	

Table 12 Traditional Classroom Week 2

7.3.1.3 Analysis of the week 3

Group	Tasks	Evaluation	Comment(s) and Grades
1	Elmalı Pasta -700 gr elma -2 yumurta -200 gr şeker -200 gr un -100 gr tereyağ -1 fiske tuz -1 paket kabartma tozu Başlatmak için elmaları **dilimle**. Yumurta şekerle kapta **ekle** ve **karıştır.**Tereyağ **erit** ve o karışıma ekle (**karışımla birleştirin**). Her malzemeler kademeli olarak karışımla birleştir. Ve sonda un da. Hepsi karıştır.Bir yoğun karışım çıkmalı. Sonra elmalar ekle ve karıştır. Sonra fırın tepsisi **dök** ve fırındakoy ve 50-60 dakika **pişir**. Sonra biraz sevgi ile **sun**! **Afiyet olsun**!	**8** (requested number) Grammar points **+7** **8** (requested number) Target verbs **+3** -dilimlelemek -eklemek -karıştırmak -eritmek -karışımla birleştirmek -dökmek -koymak	-This paper is a good example of the task. Most of the mistakes are because of the wrong usage of the cases in Turkish. -As the paper responds to the precise objectives of the lesson, it can be graded as **3 Excellent**

		-pişirmek	
		-sunmak	
		-afiyet olmak	
2	Safranlı Risotto Bu yemek Milano'nın en ünlü. Malzemeler: -bir soğan -2 bardak arborio pirinç -3 kaşık zeytinyağı -tuz -bir paket safran -et suyu (2 küp) -bir bardak beyaz şarap -çilek Yapılışı: Bir kaba et suyu küp ve su **koy**. Et suyu **kaynamalı**. Bir tava al ve zeytınyaği koy. Soğanı küçük küçük kes. **Pembeleşene** kadar pişir. Sonra pirinçi koy ve yavaş yavaş et suyu ekle. Her zaman **karıştır** çünkü **yanıyor**. Sonra beyaz şarap **ilave et** ve karıştır yeniden. <u>5 dakika **pişmeden önce**</u> safran ekle ve karıştır. Sonra tabaklarda koy. Üzerine çilek ilave et. İşte hazır!	**8** (requested number) Grammar points **+6** **8** (requested number) Target verbs -koymak -kaynamak -kesmek -pembeleşmek -eklemek -karıştırmak -yanmak -ilave etmek	-This paper is a really good example of the task. It is well-constructed and clear in the way it explains the procedure. **3 Excellent**
3	Pestolu Makarna Malzemeler:	**8** (requested number) Grammar	-Another fine example of the task. This paper is

		points **+12**	also richer than the others in terms of the target verbs.
	-100 gr fesleğen		
	-50 gr fıstık		
	-5 kaşık zeytinyağı	**8** (requested number) Target verbs	
	-100 gram spaghetti		**3 Excellent**
	-parmesan peyniri	**+4**	
	-tuz		
	Yapılışı:		
	Fesleğeni **yıkayın**. Bir mutfak robotuda **koyun**ve fıstıkları **ekleyin**. Zeytinyağı koyun ve çalıştırın. Sonra bir büyük tencere alın. Su koyun ve **ocağı açın**. Suyu **kaynayıncaya** kadar bekleyin. Suyu **kaynayınca tuzlayın** ve spaghettiler ikoyun. 8/9 dakika **pişirin**. Bu arada parmesan peyniri **rendeleyin** (çok ince **kesin**dekor için). Spaghettileri süzgeç ile **süzün** ve tencerede koyun. Sonra pestoyu ekleyin. **Karıştırın** ve **sunun**. Üzerine ince peyniri dekor yapın.	-yıkamak -koymak -eklemek -ocak açmak -kaynamak -tuzlamak -pişirmek -rendelemek -kesmek -süzmek -karıştırmak -sunmak	
4	Çikolatalı Salam 2 yüz gram çikolata İki yumurta sarısı Otuz gram tereyağı Elli gram şeker 3 yüz gram kepek kurabiyesi	**8** (requested number) Grammar points **+2** **7** Target verbs	-Inconsistency in writing numbers. -'dizin' is a correct use of the grammar point learnt. Yet, it is not the right verb in Turkish to

79

	Tasede kurabiyeler küçük parçalara **ayırın**. Çikolata da ayırın ve sonra tencerede **pişirin**kısık ateşte onun eritmesiye* kadar. Sonra şeker **koyun** ve kurabiyelerle ve tereyağıla **ekleyin**. Şimdi iki tane yumurta sarısı kasede ekleyin ve başka malzemelerle **karıştırın**. Şimdi karışım gibi salam şekil verin sonra onu kağıt havlu içi koyun. En sonunda "salam" buzdolabıda 1 saatliğine *dizin*. * kısık ateşte tereyağı tencerede **eritin**.	-küçük parçalara ayırmak -pişirmek -koymak -eklemek -karıştırmak -şekil vermek -eritmek	refer to the verb 'to lay something on the ground'. For this reason, it was discarded. **2 Good**
5	Doldurulmuş Domates Malzemeler: -çok az sarımsak -tuz -rendelener peynir -zeytinyağı -maydanoz -ve doğal olarak domates ☺ Prosedür Domates alın ve onları yarıya **kesin**. Kaşık ile posa *kaldırın* ve onları **tuzlayın** ve onları **süzün**. Bu arada doldurulmuşu (harcı) **hazırlayın**: Tabakta rendelener peynir, çok az sarımsak, tuz, maydanoz ve zeytinyağı peynir **ekleyin**. Sonra yemek kaşığı ile domateslerde harcı **koyun**. Dikkat edin! Harcı koyun ama onu bastırmayın! Sonra 40 dakika bütün fırında **pişirin**. Sonra	**8** (requested number) Grammar points **+4** **8** (requested number) Target verbs -kesmek -tuzlamak -süzmek -hazırlamak -eklemek -koymak -pişirmek -afiyet olmak	-'posa kaldırın' is a correct use of the grammar point learnt. Yet, it is not the right verb in Turkish to refer to the verb 'to remove the internal part, the pulp of something'. For this reason, it was discarded. **3 Excellent**

	onları yemeğebilirsiniz.**Afiyet olsun!**		
Total	**5**	**40 Grammar points** **(+ 31)** **39 Target vocabularies** **(+7)**	**14**

Table 13 Flipped Classroom Week 3

Note: For all the papers, the repeated target verbs were discarded. However, the repeated verbs which demonstrated the correct use of the grammar point studied were accepted.

Group	Tasks	Evaluation	Comment(s) and Grades
1	Cantonese pirinçi Cantonese pirinç Çinli yemek ama çok sağlıklı ve kolay hazır. Basmati pirinçini alınız ve **kaynayan** suya koyunuz 15 dakika için bekleyiniz. Pirinç **pişerken** sahanda bezelyeler sarımsak ve yağ ile *pişiriz*. Sonra küp küp jambon ***doğrayız*** ve tavada *pişiriz* 4/5 dakika. Bu yüzden tuzsuz ama biraz tereyağla yumurtaları **çırpınız**. Büyük bir tava alınız ve sıcak tavaya bezelyeleri pişirmiş ile jambonun küp küpleri ve en son olarak **çırpılmış** yumurtaları **koyunuz**. Süzgeçte piriçi **süzünüz** ve hazılınmış sosla **lezzet katınız**.	**8** (requested number) Grammar points **7** Target verbs -kaynamak -pişmek -doğramak -çırpmak -koymak	-'Pişiriz' was discarded because of the wrong formation of the learnt grammatical construction. The same applies to the predicate 'doğrayız'. **2 Good**

		-süzmek -lezzet katmak	
2	Carbonara Makarna Malzemeler: -tuz ve karabiber -spaghetti -yumurtalar -jambon -peynir grana Posedür: Su **kaynayana** kadar bekleyin. Onu **tuzlayın** ve makarna **koyun**. Jambonu **kes** ve tavadan yağlar ile **pişir**. O arada kaseden karabiberle yumurtaları **çırp**. Makarna **hazır ol**duğunda onu süz ve yumurtaları **X** karabiberle jambonu **ekle**. İyi **karıştır** ve en sonunda peyniri **rendele**.	**8** (requested number) Grammar points **8** (requested number) Target verbs **+2** -kaynamak -tuzlamak -koymak -kesmek -pişirmek -çırpmak -hazır olmak -eklemek -karıştırmak -rendelemek	-There is inconsistency in subject in the text. The students started using imperative form for the subject 'you (plural)' and then continued with 'you (singular)'. **3 Excellent**
3	Pizza Tarifi İçindekiler:	**6** Grammar points	-I do not accept 'eriyin' as another grammar point. There is a verb

	-500 gr un -350/400 ml. su -bir paket bira mayası -bir çay kaşığı şeker -bir yemek kaşığı zeytin yağı -bir çay kaşığı tuz 1 unu bir kaba **eleyin**. 2 bir su bardağında sıcak su ve şekerle bira mayasi*eriyin*. 3 Kaba bira mayasını **koyun**. 4 kalan her şeyi **ekleyin** ve **yoğurun**. 5 karışımı **mayalayın.** 6 karışımı **açın.** 7 condisci la piza come ti piace. 8 Mangia!	**7** Target verbs -elemek -eri(t)mek -koymak -eklemek -yoğurmak -mayalamak -açmak	stem mistake visible (erimek vs. eritmek). Although I accept the same mistake in some other text, the use of intransitive verb instead of the transitive form renders the whole sentence wrong. **2 Good**
4	Karbonaralı makarna – iki kişilik Malzemeler: Makarna (spaghetti 200 gram); yumurtalar (iki); jambon; zeytinyağı; tuz (iki kaşık); karabiber; soğan (bir parça). Yapılışı: Bir parça soğanı **kesiniz** ve jambonu küp küp **doğrayız**. Sonra bir tavayı ocaka **koyunuz**. Ve soğanı, jambonu ve zeytinyağı **ekleyelim**. Sonra yumurtaları *vurunuz* ve **ocağı yakınız.**	**8** (requested number) Grammar points **+4** **8** (requested number) Target verbs -kesmek -doğramak	-This is a good example of the task. Except for some mistakes, it is almost flawless. -'Vurunuz' was discarded because it was directly translated from the mother tongue of the students and does not mean what the students

		-koymak	wanted to refer to in Turkish.
	Pasta: Tencereye su koyunuz, suya tuz **ekleyiniz** ve makarnayı tencereye koyunuz ve **karıştırınız**. Sonra 10/9 dakika (10 daha iyi) bekleyiniz. Makarna **süzünüz** ve bütün (*meant all, eveything*) **ekleyiniz** ve **karıştırınız**.	-eklemek -ocak yakmak -karıştırmak -süzmek -karıştırmak	**3 Excellent**
5	Risotto İçindekiler/malzemeler -Dört bardak pirinç -Sebze suyu -Çeyrek çay bardağı zeytinyağı -tuz -bir küçük soğan -bir bardak şarap -gorgonzola peyniri -hindiba Yapılışı: kısık ateşte sebze suyunu **kaynatın**. Soğanı ve hindibayı küp küp **kesin**. Tavaya zeytinyağı ve soğanı **koyun** ve pirinci **ekleyin**. <u>Bütün</u> su kaynayınca**X** kadar **karıştırın** ve şarabı **katıp** karıştırın. Sebze suyunu kaynatın on beş dakika boyunca. Önce hindibayı sonra gorgonzolayı katın. Afiyet olsun!	**8** (requested number) Grammar points **5** Target verbs -katnatmak -kesmek -eklemek -karıştırmak -katmak	-The students were very clear and precise in this text. -The text fulfills almost all requirements for the task but it does include the precise number of the target verbs asked for. **2 Good**

| Total | 5 | 38 Grammar points (+4) | 12 |
| | | 35 Target vocabularies (+2) | |

Table 14 Traditional Classroom Week 3

Note: For all the papers, the repeated target verbs were discarded. However, the repeated verbs which demonstrated the correct use of the grammar point studied were accepted.

7.3.1.4 Analysis of the week 4

Group	Tasks	Evaluation	Comment(s) and Grades
1	Hasan: Biraz laptopını kullanmak istiyorum. Benimkinin bataryası yok.	**4** (requested number) Grammar points	- As required, the students inserted the two target vocabularies.
	Mustafa: Asla! Sence sana laptop veriyorum? Şaka!		
	Hasan: Sadece birkaç zaman.	**2** (requested number) Target vocabularies	-They used 'şarjör' (cardridge clip) to refer 'charger for cell phones'.
	Mustafa: Unut! Seninkini yükle!		
	Hasan: Yok şarjör yok. Sadece e-postama bakmak istiyorum.		
	Mustafa: O **sağdaki** çekmecenin içinde. Senin **önündeki**. Bugün bakma! Bir şey yapmaz!	-sağdaki -önündeki	**3 Excellent**

	Hasan: Haydi. 10 dakika. Mustafa: Git! Babamınki orada. Hasan? Gerçekten mi?		
2	Ali: Abi! Senin bilgisayardan internete girmek istiyorum Can: Neden? Hayır. Senin tabletin var. Ali: Evet ama benimki küçük. Görmem Çok yavaş hem de eski. Can: Umurumda değil (non me ne frega). Ali: Anne! Can onunki vermiyor. Anne: Seninki nerede? Ali: Benimki sağdaki odada. Küçük. Oyun oynamak istiyorum. Anne: Can, iyi ol. Ali: Istiyorum (ağlıyor) Can: Ama anne biliyorsun. O oyun oynarken virüs girebilir. Anne: Haklısın. Ama o küçük. 1 saat yapsın. Can: tamam. Hiç dosya değiştirme! Ali: teşekkür ederim abi.	4 (requested number) Grammar points 1 Target vocabulary -sağdaki	-They made uses of the language in the instructions. -'onunki' was accepted even though it is problematic because of the accusative case but the message is clear and understandable. 2 Good
3	Canan: Merhaba Didem! Nasılsın? Didem: İyiyim canım, sen nasılsın? Canan: Ben de iyiyim. Didem: Burada ne yapıyorsun? Canan: Kuaföre gidiyorum. Saçlarımın	2 Grammar points 1 Target vocabulary -önündeki	-Although the word 'sağdaki'(that on the right) can be seen in the text, its use in Turkish is wrong (missing the possessive suffix). Thus, I do not accept it.

	sitilini değiştirmem lazım. Didem: Ne güzel! Hangi kuaföre gideceksin? Benimki çok yetenekX. Didem: Postahanenin **önündeki** kuaför. O çok iyi. Canan: Biliyorum ama o çok pahalı. Benimki süpermarketin **sağdaki** kuaför. Didem: Ah evet! Bir kez gittim devasa bir kuaför ama yetenekXdeğil Canan: Yerine her zaman oraya giderim. Neyse, görüşürüz. Didem: Görüşürüz.		-The possessive pronouns seem to be repeated; yet, they refer to different possessions. **2 Good**
Total	**3**	**10 Grammar points** **4 Target vocabularies**	**7**

Table 15 Flipped Classroom Week 4

Group	Tasks	Evaluation	Comment(s) and Grades
1	Gül: Alo? Merhaba Yasemin, nasılsın? Yasemin: Teşekkür ederim canım, sen nasılsın? Gül: iyiyim. Sana bir şey sormak isterim. Bu yüzden sana telefon ettim. Biliyorsun, geçen hafta bu bölgeye (la zona) taşındık. Kuaföre gitmem lazım. Seninkinin adresi	**3** Grammar points **1** Target vocabulary -önündeki	-The text has reasonably fewer mistakes compared to the other texts received.

			2 Good
	bana verir misin? Yasemin: Tabii canım. Benimki Mestre'de alışveriş merkezi **önündeki.** Biliyor musun? Tram durağaçok yakın. Gül: Ah tamam, tram durak! Mademki yakın ben tram ile gideyim. Yasemin: Tamam canım. Kaybetme! Gül: Telaşlanma!		
2	Suzan: Selam Ayşe! Ayşe: Selam Suzan. Tam vaktinde! Suzan: İstemiyordum beklediğini. Nasılsın? Ayşe: İyiyim. Ya sen? Suzan: Ben de! Seninkine gidiyoruz, değil mi? Ayşe: Aynen! **Sağdaki** pizzacı geçip, dondurmacı geçip, bara gideceğiz. O **önündeki** yer. Suzan: Yakın değil tam. Keşke bisikletyle gelsedik! Ayşe: Haydi, uzak değil. Seninki daha uzak merkezden.	**2** Grammar points **2** (requested number**)** Target vocabularies -sağdaki -önündeki	-This text is very short compared to the others. Yet, it quantitatively satisfies more than half of the requirements for the task. **2 Good**
3	Cem: Ahmet bilgisayarın verir misin? Ahmet: Ne yapacaksın onun ile? Cem: oyun oynamak istiyorum. Ahmet: Hayır. Ders çalışıyorum ve sen vahşisin! Cem: Seni söz veririm. **Sağdaki** sandalyede	**1** Grammar point **1** Target vocabulary -sağdaki	-This is an uncomplete task but it could be understood. Therefore, I accept and grade it. **1 Fair**

Group	Tasks	Evaluation	Comment(s) and Grades
	otur ve izle. Ahmet: Dedim hayır! Sabırla baba bekle akşam gelecek. O geldiğinde onunkiXoyna! Cem: ben (*not completed task handed in*)		
Total	**3**	**6 Grammar points** **4 Target vocabularies**	**5**

Table 16 Traditional Classroom Week 4

7.3.1.5 Analysis of the week 5

Group	Tasks	Evaluation	Comment(s) and Grades
1	Sayın Yetkili, 3 ay önce bir **mutfak robotu** aldım. Evde kutudan çıkartım ve her gün bir kez soğanı kestim onunle. Ama bir haftadır**çalışmıyor.**Aldığımdan beri çok kullandım ama artık çalışmıyor. Robotum *bozduğundan beri* soğan kesmiyor ve eşim çok sinirli! Robotum değiştirmelisiniz. Yoksa param vermelisiniz geri. Saygılarımla,	**2** Grammar points **1** Grammar point (verb stem mistake) **2** Target vocabularies -mutfak robotu	-This group of students are able to show that they understand the content. Correct use of the grammar points taught can be seen. I accept 'bozduğundan beri' as another grammar point. It is because the mistake does not root from the

89

	Mehtap Masa	-çalışmak	application of the grammar point learnt but from the verb stem. Since this verb was written on the board, I presume that the students copied it wrong. **2 Good**
2	Sayın Beko, 3 Eylül'de bir **çim biçme makinesi** aldım. O makineyi **internetten satın aldık**. Onu aldığımızdan berisonuçu mutlu değiliz. Çünkü o sesli. Bir haftadır komşum şikayet ediyor. Dükkanız garanti verdi yılın bir. Hizmet onu tamir etmeli ya da paramı vermeli. Saygılarımla, Ali	**2** Grammar points **2** Target vocabularies -çim biçme makinesi -internetten satın almak	-This is a fine example of the task required. Although it is short, it is clear and well reasoned. -It is interesting to see the word 'hizmet' for 'teknik servis' (technical service). -internetten satın almak'(to buy something online) (which is the unique occurrence in all tasks) is regarded as a target phrase as it requires digital skills to buy something online.

			2 Good
3	Sayın Yetkili, Size yazıyorum e-posta çünkü şikayet ediyorum. Yakında satın almışız sizden bu robotu. Ulaştı ulaşalı 3 kez kullandım. Çok para ödeyorum ve satın alıyorum ama sonuç: bozuk! Siz 1990'dan beri açik ama iyi hizmet yok. Lütfen bu robotu geri almak için soruyorum. Yoksa paralarım geri ödeyin! Saygılarla Ahmet Kitap	**2** Grammar points **1** Target vocabulary -robot	Although this text seems reasonably colourless compared to the others, which is a good sign as colours refer to wrong uses of the language, almost half of the text contains inverted sentences. **1 Fair**
4	Sayın Yetkili, Dükkanınızdan bir tane **akıllı cep telefonu** aldım kızım için. Onun doğum gününün hediyesi idi. Onu evde **şarj etti**. Sonra açtı ama dünden beri wifi bağlanmadı. Internet çalışmıyor. **Wifi** çalışmıyor. Nasıl akıllı cep telefon? Aldım alalı **internete girmiyor**. Sabahtan beri size telefon ediyorum. Neden cevaplamyorsuz? Şimdi derhal akıllı cep telefonu değişmeli. **Tamir etmek** istemiyorum. Tamir olup **ikinci el** olmaz. Size işaret veriyorum. Saygılarımla Ali Emre	**3** (requested number) Grammar points **3** Target vocabulary **(+3)** -akıllı cep telefonu -şarj etmek -wifi -internete girmek -tamir etmek -ikinci el	This text is quite good and responds to all the requirements for the task. -The vocabulary choice of this group is also worth noting as it is rich and all connected (in the context) to electronical devices. **3 Excellent**

| Total | 4 | 10 Grammar points

8 Target vocabularies

(+3) | 8 |

Table 17 Flipped Classroom Week 5

Group	Tasks	Evaluation	Comment(s) and Grades
1	Sayin Ayşe Hanım, Ben bir müşteriyim. 2000'den beri beyaz **eşya alıyorum** Arzum'dan. Ama yakında bir televiziyon aldım. Günlerce bekledim geldiğini. Çünku aylardır eski televiziyonevde calışmıyordu. Kutudan çıktı kolayca ve salonda koyduk. Ama sürpriz! Fiş kırık! Lütfen bozuk televiziyonunuz geri alın. Yeni televiziyon gelinceye kadar kac zaman istiyor? Derhal cevaplayın! Saygılarımla, Fatma	**2** Grammar points **3** (requested number)Target vocabulary **+1** -beyaz eşya -televizyon -fiş -bozuk	The text demonstrates a good command of the grammar points studied. It is clear that this group of the students does not know how to write 'television' in Turkish as they repeated the same mistake. Yet, the vocabularies used are consistent with the aims of the task. **2 Good**
2	Sayın Yetkili, Ben bir **elektrikli süpürge** Vestel'den aldım. Onu satın aldıktan sonra bir kez kullandım. Bu sabah temizlik yapiyorken o koktu. Açtığımdan beribaşladı koktu. Bence elektrikin problemi. Bu sabahtan	**2** Grammar points **3** (requested number)Target vocabularies	This is a really good example of the task. Mistakes are mostly caused by spelling.

	beri yoklayorum ama bilmiyorum. Lütfen **teknik** gönderir misiniz? **Garanti** var. Onu **tamir eder** misiniz? Adres: Papatya Sokak No: 2 Ankara. Saygılarımla, Arda Turan	-teknik -garanti -tamir etmek	**2 Good**
3	Sayın Emre Bey, Bir hafta once bir **bilgisayar** kardeşim ile aldık. Onu açtığımızdan beri monitorbir garip ses yapıyor. Kapatınca sessiz. Ama iki gündür daha **X** ses yapıyor. Bu yüzden size e-posta yazıyoruz. Kardeşim çok oyun oynuyor ve biliyor ama kendi açıklamıyor. Lütfen **tamir edin**. Saygılarımla, Hasan	**2** Grammar points **3** (requested number)Target vocabularies -bilgisayar -monitör -tamir etmek	This task is a good example, in which the students made use of 2 out of 3 grammar points studied. They also used the vocabularies related to electronics. -Although there is a sentence (possibly directly translated from Italian), this paper can be regarded as **2 Good.**
4	Sayın Yetkili, Geçen yıl sizden bir **çamaşır makinesi** aldım. 1 yıldır haftada bir kez kullandım. Ama dün çalışmaya durdu. Sonra sular döktü banyo zeminiye. Her yer pis. Teknik telefon ediyorum saatlardırama o uygun değil. E-posta yazıyorum size derhal **teknik** yollaynız. Saygılarımla, Mehmet Beyaz	**2** Grammar points **2** Target vocabularies -çamaşır makinesi -teknik	-This paper is another good example which meets the requirements. Although the numbers required were not reached, the use of the grammar points and the vocabularies are correct. - Although 'saatlardır' was spelled wrongly, I accept it as a grammar

			point as it is a borrowed vocabulary and harmony rules are not applied. **2 Good**
Total	**4**	**8 Grammar points** **11 Target vocabularies** **(+1)**	**8**

Table 18 Traditional Classroom Week 5

7.3.1.6 Analysis of the week 6

Group	Tasks	Evaluation	Comment(s) and Grades
1	-Akşam yemeği için ne yemek pişirmek bilmiyorum! Ne hazırlayacaksın? -non so cosa cucinare per cena! Tu cosa preparerai? -Bu gece yemek pişirmeyeceğim! Cüseppe yemek pişirecek! (-Questa sera non cucinerò io! Cucinerà Giuseppe) -Cüseppe?!? Oğlın? Altı yaşında değil mi? (-Giuseppe?!? Tuo figlio? Non ha 6 anni?) -Evet ama Beko ile yemek pişirmek	**4** (requested number) Grammar points **1** Target conjunctive adverb -dahası	-Translation can be seen. **2 Good**

94

	çocuklar için oyun! (-sì! Ma con Beko cucinare è un gioco da ragazzi!) Beko mutfak robotu sizin için kesebilir, çırpabilir, karıştırabilir! **Dahası** onu çocuğun bile kullanabilir! "BEKO, BAĞLAŞIĞIN MUTFAKTA!" (alleato)		
2	-Tatlım bu gece ne yemek? - Bilmiyorum. Vestel'e sor. -Vestel kim? -O Vestel bir hizmetçi, arkadaş ve dahası en iyi olan aşçı! Onun sayesinde mutfankta zaman her zaman benim! Vestel ile yemek yapmak çok kolay! O mutfankta bir sürü iş yapabilir! Çırpabilir, kesebilir, *rendelebilir* ve karıştırabilir! Mutfankta yemek pişirmek Vestel ile <u>her biri</u> yemek pişirebilir! Mutfankta Vestel ile pişirmek <u>kolay böyle</u>değildi! "EVİNİZDE VESTEL SEÇİN"	**4** (requested number) Grammar points **+1** **0** Target conjunctive adverb	-'rendelebilir' misses the intervocalic euphonic consonant 'y'. For this reason, it is not clear if the students used the suffix '-ebil' or got the verb stem wrong. Thus, I do not accept it. **2 Good**
3	-Annecim, telaşlanma! Ben düşünürüm! -Tamam. Bakalım! (sesler) -Ama nasıl? Bu çilekli pastayı sen **X** yaptın? Yalnız? -Tabii anne! Ama yalnız değilim! Bir	**4** (requested number) Grammar points **+1** **1** Target	-A good example of the task without many mistakes. **2 Good**

	hizmetçi var mutfakta! Onun adı Arzum. -Aferin size! Ama şimdi temizlik yapalım! Arzum yapmıyor! (kahkaha) Arzum mutfaktaki en önemli eşya! O karıştırabilir, kesebilir, rendeleyebilir, çırpabilir! Ama temizlik yapamaz! **Ayrıca** şimdi çok ucuz! "ARZUM GÜÇÜNÜZ"	conjunctive adverb -ayrıca	
4	Çocuk: Anne! Ne yapıyorsun? Anne: Bir meyve suyu ediyorum. Çocuk: Bu babam aldığı Arçelik Blender X? Bu ile kek yapabiliyor musun? Anne: Evet. **Ayrıca** köfte, çorba, sucuk yapabiliyoruz. Benimle akşam yemeğini yapmak istiyor musun? Robot çalıştırabilir misin? Çocuk: Tamam! Bu Arçelik çok güzel ya! "ARÇELİK ÇOK GÜZEL YA"	**3** Grammar points **1** Target conjunctive adverb -ayrıca	-This paper is interesting because the students mostly preferred to use the question form of the studied grammar point. **2 Good**
Total	**4**	**15 Grammar points (+2)** **3 Target Vocabularies**	8

Table 19 Flipped Classroom Week 6

Group	Tasks	Evaluation	Comment(s) and Grades
1	Siz de soğan keserken ağlıyor musunuz? O zaman kulupe hoş geldiniz! Ama artık ağlamayın! Bırakın Arnica ağlıyor! En lezzetli yemekler kolayca pişirebilirsiniz! Soğan kesebilir **hatta** yumurta çırpabilirsiniz! Peyniri rendeleyebilirsiniz! Çok kolay! İşte burada! Arnicaaaaa Artık siz de gülebilirsiniz! "ARNICA MUTFAKTA"	**4** (requested number) Grammar points **+1** **1** Target conjunctive adverb -hatta	-This paper makes use of cohesive devices (ama, o zaman, de, hatta) in a very clear, systematic way. **2 Good**
2	-Açım! Ama diyet yapıyorum. Ama pizza istiyorum. -Asla! Senin için güzel bir meyve suyuyapabilirim! -Binlerce teşekkür aşkım! Diyetiniz için bahane yok! **Ayrıca** lezzetli meyveler satın alıp kendi başına yap! Meyve sıkabilirsin, karıştırabilirsin içebilirsin sağlık! Sağlık mutfakta var! "SAĞLIK BEKODIR"	**4** (requested number) Grammar points **1** Target conjunctive adverb -ayrıca	-In spite of being short, this paper is a good example of the task. **2 Good**
3	(telefon) -Ne zaman eve geleceksin? -Yaklaşık on dakika sonra canım. (panik) -Hey işte benim! Burada burada!	**4** (requested number) Grammar points **+3**	-This paper demonstrates the learning objectives of the lesson very well. -'muhteşemler' and

	-Kim sen misin? Kim konuşuyor? -Ben mutfak robotum. Eğer şimdi başlarsan, biteceksin! Az zamanda kesebilirim, karıştırabilirim, yoğurabilirim! -Süper! -**Hatta** çırpabilirim! **Ayrıca** rendeleyebilirim! -Süper! İyi ki varsın Arzum! Arzum sayesinde büyü yapabilirsiniz! Muhteşemler hazırlayabilirsiniz sadece bir dakika içinde! İnsanlar (che amate) mutlu etmek için Arzum alın! "ARZUM VAR TELAŞ YOK"	**2** (requested number) Target conjunctive adverbs -hatta -ayrıca	'büyü' are clear examples of direct translation. **3 Excellent**
4	Çok şey yapabilirsiniz! Mesela sağlığa yararlı meyve suları ve frapeler **daha**(maybe they wanted to say dahası) salatalar! Hepsi kolayca hazırlayabilirsiniz! Çok yönlü ve ucuz araç ailenin milyonları çoktan seçtiler! Ne bekliyorsunuz? "ÇOCUK AHÇILARIN ARKADAŞI"	**2** Grammar points **0** Target conjunctive adverbs	-From the text, one may think that the students wanted to refer to 'dahası' (moreover) by writing 'daha' wrongly.However, it is not clear or comprehensible. For this reason, I do not accept 'daha' as a target vocabulary. **1 Fair**
Total	**4**	**14 Grammar points** **(+4)**	**8**

		4 Target vocabularies	

Table 20 Traditional Classroom Week 6

7.3.1.7 Analysis of the week 7

Group	Tasks	Evaluation	Comment(s) and Grades
1	Perili Köşk Bir varmış bir yokmuş, Mehmet adında bir çocuk varmış. O ebeveyni ile yaşıyormuş ama birdenbire aniden annesi ölmüş. Sonra Mehmet babası terketmiş. Ve köşke taşınmış. Burada periler yaşıyormuş. Ve Mehmet korkmuş. Mutsuz Mehmet'in arkadaşı yokmuş. Gece parlayan bir işik görmüş. Gördüğü işik anlatmış. Babası "aptal olma" söylemiş. O gece Mehmet peri ile karşılaşmış. Peri işiğin içinden gelmiş ve arkadaşlar olmuşlar. Birbirlerini **sevdikleri için** Mehmet peri olmak için kendini öldürmüş. Böylece hep birlikte yaşamışlar.	**2** Grammar points **1** (requested number) Target structure -sevdikleri için	-This is a really good example of the task. The students wrote a fairytale in a very creative way, applying the instructions. **2 Good**
2	Öyle Sevdi Bir varmış bir yokmuş. Köyde çok uzak cimri bir prens varmış. Büyük bir şatoda	**3** (requested number)Grammar points	-This paper is a really good example of the task and responds to all

	yaşarmış. Dünyada kimsecikleri yoktu, çünkü hep kişilerden nefret etmiş. Ama bir gün şatodan çıkmış ve boş gezirken güzel **X** kız görmüş. Gördüğü kıza aşık olmuş. O zengin ve kötü bir hanım için çalışan bulaşıkçıydı. Bu kız öksüzdü. Babası **öldüğü için** para kazanması lazımdı. Prens hanımın evine kızı satın almaya gitmiş. Hanım: Hayır, maalesef kız satılık değil. Prens: Evlenmek istiyorum Hanım: O zaman on sınavı geçmen lazım. Prens: Evet olur. <u>Hangi ilk sınavı</u>? Hanım: Koruya git. Orada mavi gözlü **X** bulup bana getir. Dikkat et kötü cüceye (Gollum). O inde yaşayan cüce. Prens <u>diye düşündü</u>: On sınav? Bence bulaşıkçı değmez, kendi kendime mutlu olacağım.	**1** (requested number) Target structure -öldüğü için	the trackable requirements. -The students thought of writing a fairy tale. **3 Excellent**
3	Şaka Değil Gerçek Sisli bir sabahta İstanbul'daki bir otelde Türkiye'ye giden İranlı büyükçilik ölü bulundu. Zehirlenmiş olarak bulundu. Yatakta ölmüş. Karısı ve temizlikçi komiseri aramişlar. Polis otele gitmiş ve karısını ve temizlikçi sorgulamaya başlamış. Polis düşmanı olup olmadığını bilmek istiyordu. Polis bulduğu kanıtları gözden geçirdi. Soruşturmalardan Brezilyalı mafyayla bağlantılarını bulmuşlar. Rio de Janeiro'nun mafyasının başkanına borcu vardı. Başkan adamları onu katletmek için	**2** Grammar points **1** (requested number) Target structure -olduğu için	-The students wrote a newspaper article. -The text is clear and rich in terms of language use and also the details. **2 Good**

Group	Tasks	Evaluation	Comment(s) and Grades
	yolladı. Rio de Janeiro'ya <u>gitmek polis ve komiser araştırmak için karar vermişler</u>. Orada karnaval dönemi **olduğu için** o zaman komiser tatil istiyorum <u>cevap diye</u> vermiş.		
Total	3	**7 Grammar points** **3 Target vocabularies**	7

Table 21 Flipped Classroom Week 7

Group	Tasks	Evaluation	Comment(s) and Grades
1	Öyle Sevdi Bir varmış bir yokmuş. Bir gün güzel bir kız gözlerini açmış ormanda. Karnı açmış bu yüzden bulduğu kırmızı bir elma yemiş. Aniden bir dev dönüşmüş! Kafası ağaçlardan <u>yukarıda</u>! Düşünmüş "Elma yediğim için büyüdüm". Bu arada gökyüzü karanlıktı. Bir ışık görmüş gibi yıldız ama anlamış ki yıldız yokmuş. *(The students handed it in without completing it because they said that the next week they would not come to the class)*	**1** Grammar point **1** (requested number) Target structure -yediğim için	-Task was not complete. **1 Fair**
2	Perili Köşk Çok yıllar önce <u>onda</u> şehirde kuşatılmış bir köşk varmış. Aslında orada hayaletler yaşamışlar. Köşkün sahipleri ***terkettiği için*** boşmuş. Bir gün dul bir adam üç	**2** Grammar point **1** (requested number) Target	-This is a good example of the task. The students wrote a fairytale in a very creative way.

Group	Tasks	Evaluation	Comment(s) and Grades
	oğullarıyla oraya yaşamaya gitmiş. Geceleyin mutfaktan gelen garip sesler duymuş. Hayreddin tek erkek oğlu korkmuş, bağırmış. Kız kardeşlerini hemen uyandırmış. Çığlığı alır almaz koşa koşa geldiler. Salonda pencereler açık olmuş: Hayalet uçmuş. Ama kız kardeşlerini Hayreddin'i inanmamışlar ve bu yüzden yatmışlar maalesef. Hatta Hayreddin'in anlattığı hikayeyi kahkaha atmışlar. Gelecek akşam hayaletler evine dönmüşler. Umutsuz olarak, aile evden çakmış ama hayaletler yalnız kalmayı istemeyerek babayı ve oğullarını sonsuzlukta takip etmiş.	structure -terk ettigi için	-I accept 'terk ettiği için' as one target structure even though the spelling mistake is evident. I accept it because it is a composite verb which troubles even the native speakers. **2 Good**
3	-	**0** Grammar point **0** Target structure	Task not returned **0 Unsatisfactory**
Total	**3**	**3 Grammar points** **2 Target vocabularies**	**3**

Table 22 Traditional Classroom Week 7

7.3.1.8 Analysis of the week 8

Group	Tasks	Evaluation	Comment(s) and Grades
1	İtalya'da Noel en önemli kutlama. Bütün	**8** (requested	The target structure of

	İtalya'da gelenek değişebilir ama çok bölgede benzer. Noel herkes **tarafından** dört gözle beklenir. Aralık ayının son haftası kutlanır. Caddeler, dükkanlar ve meydanlar lambalar ile dekore edilir. Çocuklar ve aileler ağaca süslemeler asarlar, presepe heykeller dizerler. Hediyeler alınır. Ve ağacın altda hediyeler adresler bulmak için koyulur. Lezzetli yemekler pişirilir ve güzel kıyafetler giyilir. Kişiler fakir insanlara yardım etmeye çalışırlar. Bu periyodda Noel Pazarları var meydanlarda. Bir sürü stant (bancarella) hediyelik eşya satılır. Noel'in en önemlisi dua edilir.	number) Grammar points **+1** **1** (requested number) Target structure	this task is related to the grammar points learnt as well. The students used 'tarıfindan' correctly. **3 Excellent**
2	Paskalya Bayramı Paskalya Bayramı Hristiyanlar için önemli bir bayram. Hazreti İsa canlanmainanılır. Perhizden sonra baharda kutlanılır. Dua edilir ve çocuklara çikolatalı Paskalya yumurtası verilir. Her bölgenin ve şehrin Meryem'i tören alayları omuzlar üstündetaşınır. Eğer hava güneşliyse, insanlar piknik yapmak için parklara gidebilirler. Tipik olarak tavşan ve kuzu pişirilir.	**6** Grammar points **0** Target structure	-This is a detailed explanation of Easter with a few mistakes. Although the students used the grammar points studied many times, the target structure is not present in the text. **2 Good**
Total		**14 Grammar points (+ 1)** **1 Target vocabularies**	**5**

Table 23 Flipped Classroom Week 8

Note:'-edilir' seems to be repeated many times; yet, this auxiliary verb has different meanings in these composite verbs. For this reason, when a composite verb with 'etmek' is different from others, it was accepted.

Group	Tasks	Evaluation	Comment(s) and Grades
1	Noel İtalya'da çok önemli bir bayram. 24, 25 ve 26 Aralık'ta kutlanır. Aileler mümkünse birlikte gelirler ve yemek yenilir ve dua edilir. Noel için semboller var. Kuzey İtalyan geleneği bir kek (panettone) yapılır. İçinde şekerlemeler ya da sade olabilir. Bunun yanı sıra Noel bayramı için pazar açılır. İnsanlar alışveriş yapar ve gösterileri izlerler. Başka bir sembol ağaç. Noel geldiği zaman ağaç (gerçek ya da yapay) *decore e*dilir toplarla. Presepeler ise hemen hemen her evde var. Onlar kutudan çıkarılır ve salonlardakoyulur. Çocuklar noel için çok sevinçliler çünkü yetişkinler **tarafından** hediye verilir.	**8** (requested number) Grammar points **1** (requested number) Target structure	-Although there is a spelling mistake in 'decore edilir', it was accepted. -My experience showed me that, most of the time, the students write 'c' instead of 'k' and pronounce it correctly as the sound in Turkish. They are aware of this, yet, their carelessness intervenes. **3 Excellent**
2	Paskalya Bayramı Paskalya İtalya'nın önemli bir dini bayramı. Dini ayinler, halk bayramları, tören alayları inanan insanlar **tarafından**katılınır.	**5** Grammar points	-This is a good example of the task. The students were precise and clear in their

	Hristiyanlar inancında Hazreti İsa canlanır. Bu bayramın günü değişir çünkü ay takvimi değişir. Ama baharın ilk dolunaydan sonra Pazar günü kutlanır. Kiliseye gidilir, dua edilir. Bu bayramda çocuklar çok mutlular çünkü paskalya yumurtahediye edilir. Yumurta şeklinde bir çikolata.	1 (requested number) Target structure	organization of the text. **2 Good**
Total	**2**	**13 Grammar points** **2 Target vocabularies**	**5**

Table 24 Traditional Classroom Week 8

Note: -'edilir' seems to be repeated many times; yet, this auxiliary verb has different meanings in these composite verbs. For this reason, when a composite verb with 'etmek' is different from others, it was accepted.

7.3.2. Comparison of the expected and the achieved learning outcomes

The researcher designed a template table (Table 25) to insert the results obtained from the task analyses each week. This table compares the total number of expected and achieved learning outcomes by referring to the grammar points, target vocabularies and grades separately both for the traditional and the flipped classes. The total number of the expected learning outcomes are obtained by multiplying the number of the groups in each week and

- the number of the grammar points mentioned in the lesson plans
- the number of the target vocabularies mentioned in the lesson plans
- the highest grade 3 Excellent.

The total number of the achieved learning outcomes is calculated by summing

- the numbers of the grammar points achieved by the groups in each week

- the numbers of the target vocabularies achieved by the groups in each week

- the grades achieved by the groups in each week.

The table also includes the numbers of extra grammar-pointuses and target vocabularies. These extra numbers are referred by the plus (+) sign. Lastly, because the lessons took place weekly, the tables are named after the weeks they refer to.

Total number of expected		Total number of reached	
Grammar Points (X groups x X Grammar points)		Grammar Points	
Target Vocabularies (X groups x X Target Vocabularies)		Target Vocabularies	
-		Extra Grammar Points	
		Extra Target Vocabularies	
Comment Grades (X groups x 3 Excellent)		Comment Grades	

Table 25 Weekly Results Table

Such a table enabled the researcher to comprehend the extent the learning objectives were achieved by the students in the traditional and the flipped foreign classes in each week. The following part presents the comparisons of the expected and achieved learning outcomes.

7.3.2.1. Comparison tables for the flipped classroom

This part of the study reports the gap between the expected and the achieved learning outcomes in the flipped foreign language classroom. The tables are named after the weeks and the classrooms they refer to.

Total number of expected		Total number of achieved	
Grammar Points (3 groups x 4 Grammar points)	12	Grammar Points	12
Target Vocabularies (3 groups x 3 Target Vocabularies)	9	Target Vocabularies	5
-		Extra Grammar Points	4
		Extra Target Vocabularies	0
Comment Grades (3 groups x 3 Excellent)	9	Comment Grades	6

Table 26 Week 1 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (5 groups x 2 Grammar points)	10	Grammar Points	5
Target Vocabularies (5 groups x 5 Target Vocabularies)	25	Target Vocabularies	20
-		Extra Grammar Points	0
		Extra Target Vocabularies	12
Comment Grades (5	15	Comment Grades	8

Total number of expected		Total number of achieved	
groups x 3 Excellent)			

Table 27 Week 2 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (5 groups x 8 Grammar points)	40	Grammar Points	40
Target Vocabularies (5 groups x 8 Target Vocabularies)	40	Target Vocabularies	39
-		Extra Grammar Points	31
		Extra Target Vocabularies	7
Comment Grades (5 groups x 3 Excellent)	15	Comment Grades	14

Table 28 Week 3 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (3 groups x 4 Grammar points)	12	Grammar Points	10
Target Vocabularies (3 groups x 2 Target Vocabularies)	6	Target Vocabularies	4
-		Extra Grammar Points	0
		Extra Target Vocabularies	0
Comment Grades (3 groups x 3 Excellent)	9	Comment Grades	7

Table 29 Week 4 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (4 groups x 3 Grammar points)	12	Grammar Points	10
Target Vocabularies (4 groups x 3 Target Vocabularies)	12	Target Vocabularies	8
-		Extra Grammar Points	0
		Extra Target Vocabularies	3
Comment Grades (4 groups x 3 Excellent)	12	Comment Grades	8

Table 30 Week 5 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (4 groups x 4 Grammar points)	16	Grammar Points	15
Target Vocabularies (4 groups x 2 Target Vocabularies)	8	Target Vocabularies	3
-		Extra Grammar Points	2
		Extra Target Vocabularies	0
Comment Grades (4 groups x 3 Excellent)	12	Comment Grades	8

Table 31 Week 6 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (3 groups x 3 Grammar points)	9	Grammar Points	7
Target Vocabularies (3 groups x 1 Target Vocabulary)	3	Target Vocabularies	3
-		Extra Grammar Points	0
		Extra Target Vocabularies	0
Comment Grades (3 groups x 3 Excellent)	9	Comment Grades	7

Table 32 Week 7 the Flipped Classroom

Total number of expected		Total number of achieved	
Grammar Points (2 groups x 8 Grammar points)	16	Grammar Points	14
Target Vocabularies (2 groups x 1 Target Vocabulary)	2	Target Vocabularies	1
-		Extra Grammar Points	1
		Extra Target Vocabularies	0
Comment Grades (2 groups x 3 Excellent)	6	Comment Grades	5

Table 33 Week 8 the Flipped Classroom

7.3.2.2. Comparison tables for the traditional classroom

This part of the study reports the gap between the expected and the achieved learning outcomes in the traditional foreign language classroom. The tables are named after the weeks and the classrooms they refer to.

Total number of expected		Total number of achieved	
Grammar Points (3 groups x 4 Grammar points)	12	Grammar Points	12
Target Vocabularies (3 groups x 3 Target Vocabularies)	9	Target Vocabularies	6
-		Extra Grammar Points	9
		Extra Target Vocabularies	0
Comment Grades (3 groups x 3 Excellent)	9	Comment Grades	7

Table 34 Week 1 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (5 groups x 2 Grammar points)	10	Grammar Points	2
Target Vocabularies (5 groups x 5 Target Vocabularies)	25	Target Vocabularies	15
-		Extra Grammar Points	0
		Extra Target Vocabularies	4
Comment Grades (5	15	Comment Grades	5

| groups x 3 Excellent) | | | |

Table 35 Week 2 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (5 groups x 8 Grammar points)	40	Grammar Points	38
Target Vocabularies (5 groups x 8 Target Vocabularies)	40	Target Vocabularies	25
-		Extra Grammar Points	4
		Extra Target Vocabularies	2
Comment Grades (5 groups x 3 Excellent)	15	Comment Grades	12

Table 36 Week 3 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (3 groups x 4 Grammar points)	12	Grammar Points	6
Target Vocabularies (3 groups x 2 Target Vocabularies)	6	Target Vocabularies	4
-		Extra Grammar Points	0
		Extra Target Vocabularies	0
Comment Grades (3 groups x 3 Excellent)	9	Comment Grades	5

Table 37 Week 4 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (4 groups x 3 Grammar points)	12	Grammar Points	8
Target Vocabularies (4 groups x 3 Target Vocabularies)	12	Target Vocabularies	11
-		Extra Grammar Points	0
		Extra Target Vocabularies	1
Comment Grades (4 groups x 3 Excellent)	12	Comment Grades	8

Table 38 Week 5 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (4 groups x 4 Grammar points)	16	Grammar Points	14
Target Vocabularies (4 groups x 2 Target Vocabularies)	8	Target Vocabularies	4
-		Extra Grammar Points	4
		Extra Target Vocabularies	0
Comment Grades (4 groups x 3 Excellent)	12	Comment Grades	8

Table 39 Week 6 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (3 groups x 3 Grammar points)	9	Grammar Points	3
Target Vocabularies (3 groups x 1 Target Vocabulary)	3	Target Vocabularies	2
-		Extra Grammar Points	0
		Extra Target Vocabularies	0
Comment Grades (3 groups x 3 Excellent)	9	Comment Grades	3

Table 40 Week 7 the Traditional Classroom

Total number of expected		Total number of achieved	
Grammar Points (2 groups x 8 Grammar points)	16	Grammar Points	13
Target Vocabularies (2 groups x 1 Target Vocabulary)	2	Target Vocabularies	2
-		Extra Grammar Points	0
		Extra Target Vocabularies	0
Comment Grades (2 groups x 3 Excellent)	6	Comment Grades	5

Table 41 Week 8 the Traditional Classroom

In brief, the analysis process was the most challenging and laborious part of the study. Tabulating the qualitative data collected for the study was considered to be the best and the most

appropriate way of organizing and analysing the data. In this way, the researcher was able to demonstrate the data in numbers in a clear, unbiased, summative and, at the same time, detailed manner.

7.3.3. Analysis of the teacher's reflections

The teacher's reflections, observations and thoughts were collected through the 'Comment(s)' boxes found in the lesson plans. These non-structured data were in forms of short notes, reminding words, complete and incomplete sentences, and paragraphs. These data were meaningless when taken out of the lesson plans and their contexts. For this reason, the researcher did not rewrite them to apply an analysis procedure. Instead, she read all the written information in the 'Comment(s)' boxes and revealed certain recurrent patterns like frequently encountered problems, similarities in the responses and behaviours of the students. These patterns were coded and grouped in four categories, which are the planning process of the flipped classroom model, technical challenges encountered during the implementation of the study, considerations about time and learner-centeredness of the model. The results inferred from the readings were grouped and reported in five categories in the 'Results' chapter.

7.3.4. Analysis of the students' reflections

As was the case with the teacher's reflections, the students' feedback, thoughts, comments and reflections were collected through non-structured interviews. Since the teacher was in continuous exchange of feedback with the students in the experimental group, she noted down their feedback during the lessons in the 'Comment(s)' boxes in the lesson plans. At the end of the final lesson of the study, the researcher asked the students to give a retrospective feedback on their experiences with the new model of learning. Even though two students had to leave the class without giving any feedback, they were able to send their feedback via mail later. The analysis procedure applied to the teachers' reflections was also applied to the students' reflections. The analysis presented in five categories of feedback. The first two categories, time and the medium of instruction, were related to the student complaints. The third category was about students' perceptions of the model in terms of personalized learning. The fourth category was composed of

the only negative feedback, which was related to a technical problem the student had encountered rather than any problems with the model.

The final category requires more attention than the others. This category comprises of one single feedback, which was received one year after the study. This unforeseen feedback added another dimension to the study. Briefly, a student who had attended the flipped foreign language classroom went to Turkey on the Erasmus Student Exchange Programme. She took a placement test in Turkish at a private language course in Istanbul and the result was B1, which was expected to be her current level. This student was the only one to have this result at the time. For this reason, she was asked by her teachers there if she had been to Turkey and taken any other courses in Turkey before. When she explained that she studied Turkish only at a university in Italy, she herself and also the university were complimented. This student sent a message to me on Facebook to thank to the researcher for the way she taught the course.

A report based on the results obtained from the students' reflections can be seen in five categories in the 'Results' section.

PART III

RESULTS AND DISCUSSIONS

CHAPTER 8

RESULTS

This study aimed to investigate the benefits of the flipped classroom model in foreign language teaching by comparing the student achievement in the traditional and the flipped foreign language classrooms. In order to reveal any significant differences in learning outcomes between these two settings, an Action Research was designed and implemented. This section of the study reports the findings in relation to the research questions.

8.1. THE TASKS

The tasks compose the major and the most important source of the data collected for this research. The findings obtained after the analysis of them are the most significant indicators of any effects of the flipped classroom model on learning outcomes and consequently student achievement. For this reason, the results of the analysis of the tasks provide the answers to the research questions of the study.

The first research question was formulated to reveal any overall differences in student achievements in the traditional and the flipped foreign language classrooms. The second research question was asked to explore the possible differences in learning outcomes for the students in these classes. The findings regarding each research question are presented below.

1. Is there an overall difference between the flipped foreign language classroom and the traditional foreign language classroom in terms of student achievement?

To respond to this question, the results must be framed in a way to reveal any immediate and clear indications of the phenomenon surveyed. The most appropriate method to produce such indicators is tabulating the results and extracting visual charts and graphs based on them.

The Table 42 and the Graph 1 compare the grades received by the student groups in the flipped and the traditional classrooms. The results were listed according to the weeks they referred to. Additionally, the table provides a row named 'Total' in which the sum of the grades columns can be seen. The row which is found at the end of the table is referred by the percent sign (%) and it shows the percentage of the total attainment grades. The numbers in this row are rounded up to the nearest whole number if the digit to the right of the decimal point is equal or higher than 5. If it is less than 5, the numbers are rounded down to the nearest whole number.

| Week	Expected Grades	Grades Reached by the Traditional Classroom	Grades Reached by the Flipped Classroom
1	9	7	6
2	15	5	8
3	15	12	14
4	9	5	7
5	12	8	8
6	12	8	8
7	9	3	7
8	6	5	5
Total	87	53	63
%	100	61	72

Table 42 Comparison of the Grades
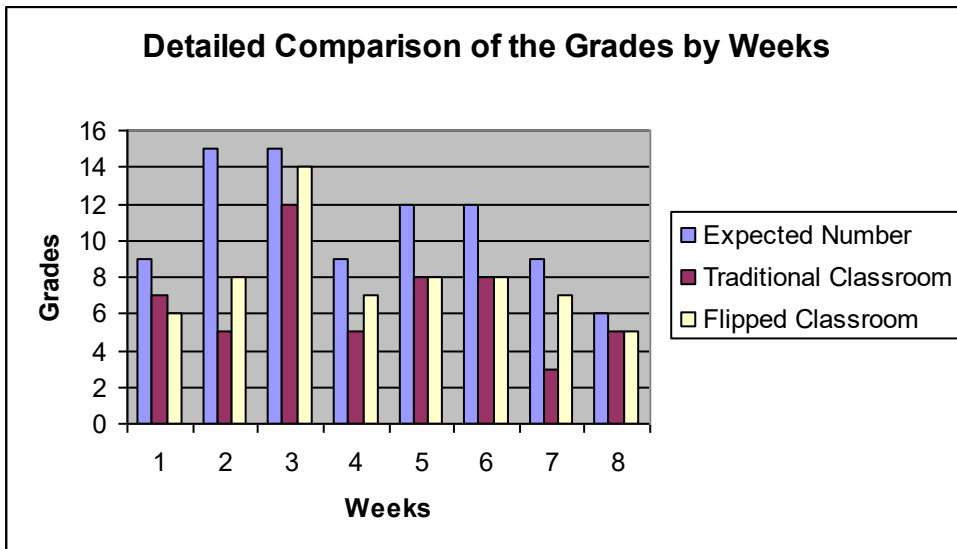
Graph 1 Comparison of the Grades

It can be seen from the table that, except for the Weeks 1, 5, 6 and 8, the students in the flipped foreign language classroom outperformed the students in the traditional foreign classroom. In Week 1, the students in the traditional classroom did better than the students in the flipped classroom. Moreover, in the Weeks 5, 6, and 8, the student grades in both of the classrooms are equal. If these three weeks are omitted from the table as they are not meaningful because the grades are equal, there will be five weeks remaining. In these five weeks, only once the students in the traditional classroom outperformed their peers in the flipped classroom. Thus, it can be inferred that the flipped classroom model promotes a higher student achievement.

As for the sums of the grades, it becomes immediately clear that the students in the flipped foreign classroom are more successful than the students in the traditional foreign language classroom. The students in the flipped classroom achieved the learning objectives with a success rate of 72% while the students in the traditional classroom achieved only 61% of the learning objectives. The achievement gap between the students in the flipped and the traditional foreign language classrooms is visualized in the Graph 2.
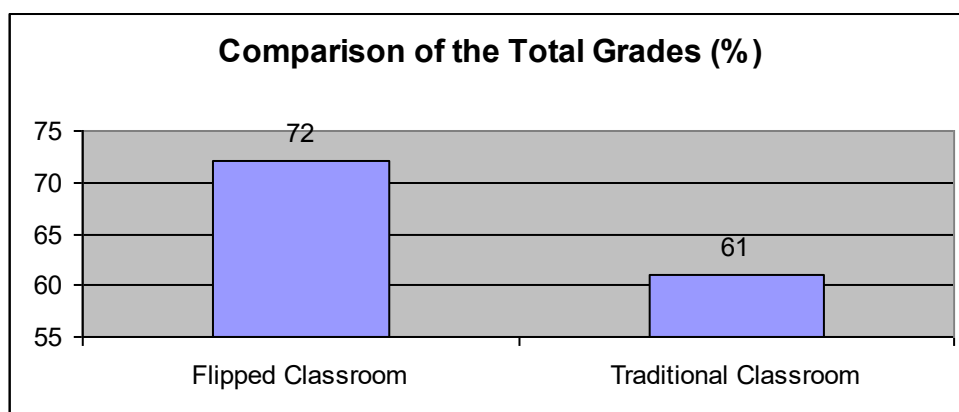
Graph 2 Comparison of the Total Grades

The difference (11 %) between the grades is meaningful enough to conclude that the students who are instructed through the flipped classroom model achieve more than the students instructed through traditional teaching practices in foreign language classrooms.

2.   Are there any meaningful differences in the learning outcomes of learners in the flipped foreign language classroom and in the traditional foreign language classroom?

To be able to answer this question, a comparison of the learning outcomes for the students in the flipped and the traditional classes is needed. The research utilized observable, measurable and trackable learning objectives as expected learning outcomes. The learning outcomes were two folds: grammar points and target vocabularies. This elaboration enabled the researcher to compare the learning outcomes for the students in a detailed way.

The Table 43 and the Graph 3 show the comparison of the grammar points achieved in the flipped and the traditional foreign language classrooms. The grammar points are ordered according to the weeks and sums of the numbers are provided in the 'Total' row. The row (%) is found at the end of the table and demonstrates the percentage of the total number of the grammar points. The numbers in this row are rounded up or down to the nearest whole number, according to the formula given above for the calculation of the numbers of the first research question.

| Week	Expected Grammar Points	Grammar Points Reached by the Traditional Classroom	Grammar Points Reached by the Flipped Classroom
1	12	12	12
2	10	2	5
3	40	38	40
4	12	6	10
5	12	8	10
6	16	14	15
7	9	3	7
8	16	13	14
Total	127	96	113
%	100	76	89

Table 43 Comparison of the Grammar Points
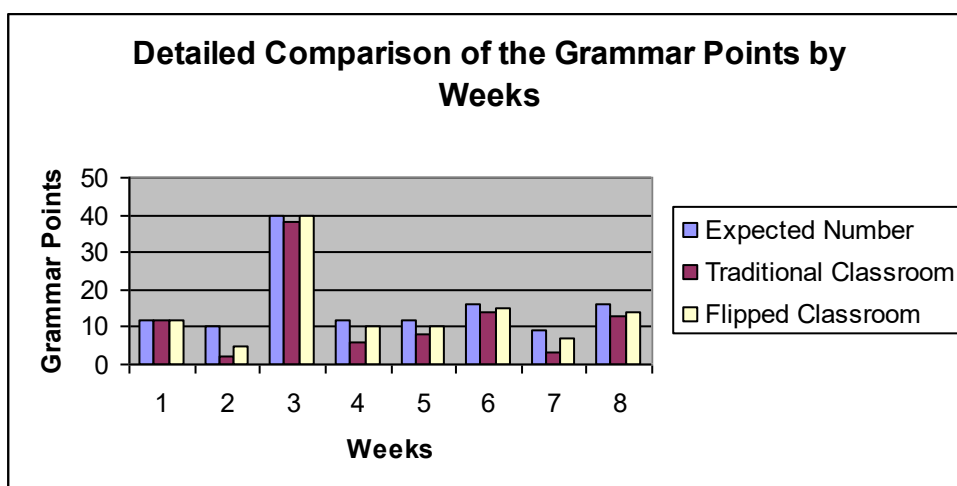
Graph 3 Comparison of the Grammar Points

The table demonstrates that there is only once (Week 1) the students in both of the classes achieved the same number of grammar points. Although there is little difference in some of the weeks (3, 5, 6 and 8), the students in the flipped classroom achieved more grammar points than the students in the traditional classroom. The total numbers clear indicate this.

Probably the most important and clear indicator of the difference in learning outcomes for the grammar points is seen in the percentages. The Graph 4 reveals visually the significant difference (13 %) in achieving the expected number of grammar points in the flipped classroom (89 %) and the traditional classroom (%76).

Comparison of the Total Grammar Points (%)

Flipped Classroom: 89
Traditional Classroom: 76
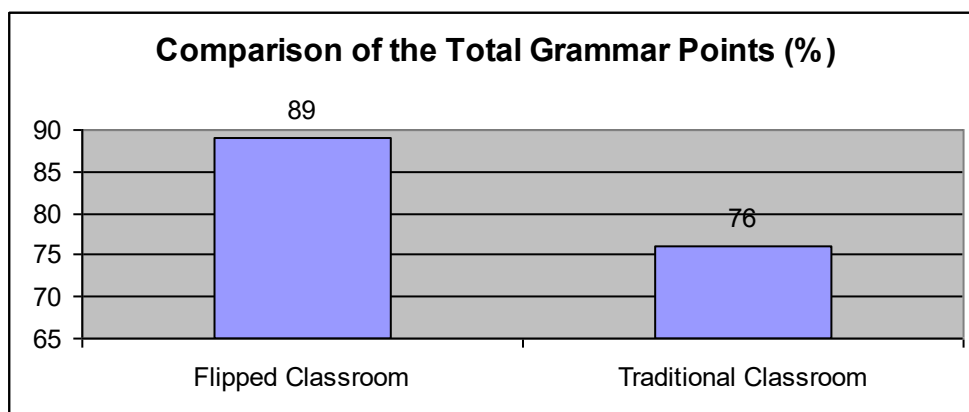
Graph 4 Comparison of the Total Grammar Points

For the aims of this research, target vocabularies were considered as the second part of the measurable learning outcomes. The Table 44 and the Graph 5 present the comparison of the target vocabularies achieved in the flipped and the traditional foreign language classrooms throughout the research. The information is ordered according to the weeks and sums of the numbers of the target vocabularies are provided in the 'Total' row. The row (%) represents in percentages the total number of the target vocabularies. The numbers in this row are rounded up or down to the nearest whole number, according to the formula given above for the calculation of the numbers for the first research question.

Week	Expected Target Vocabularies	Target Vocabularies Reached by the Traditional Classroom	Target Vocabularies Reached by the Flipped Classroom
1	9	6	5
2	25	15	20
3	40	25	39
4	6	4	4
5	12	11	8
6	8	4	3
7	3	2	3
8	2	2	1
Total	105	69	83
%	100	66	80

Table 44 Comparison of the Target Vocabularies
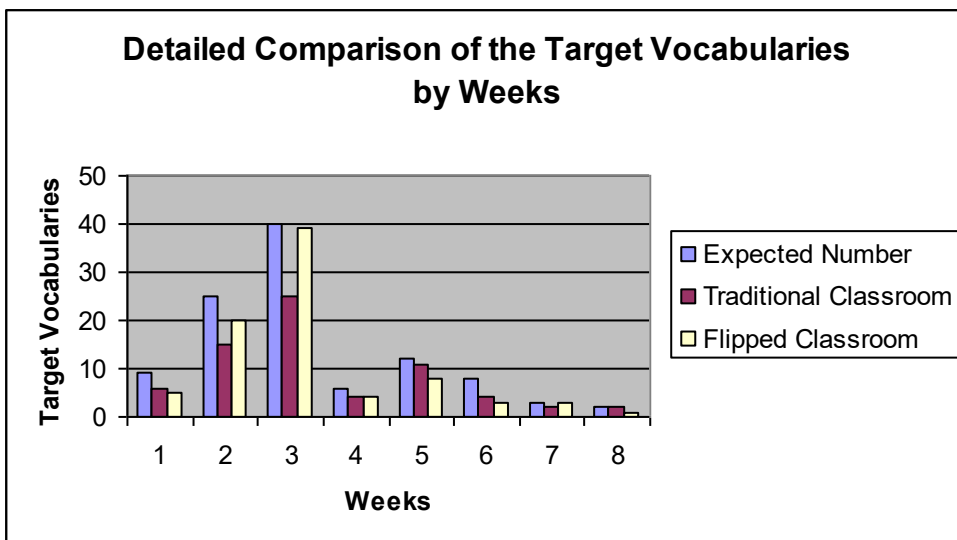
Graph 5 Comparison of the Target Vocabularies

This table is interesting because it is the only table of the study in which the students in the traditional foreign language classroom surpassed their peers in the flipped foreign language classroom 4 times (Weeks 1, 5, 6 and 8). Moreover, the number of the target vocabularies used by the students in both classes is equal in the Week 4. If this week is omitted from the table, because the results are equal and, thus, insignificant, then, there will be seven weeks remaining. As they outperform in four weeks of out of seven (57 %), the students in the traditional classroom are slightly better in achieving the learning objectives related to the target vocabularies.

Nonetheless, when the total numbers of the target vocabularies are examined, it appears that the students who were instructed through the flipped classroom model used more target vocabularies in their tasks. Therefore, under the light of these results, two readings of the table will be possible: First, when the results are considered on a weekly basis, the students in the traditional foreign language classroom demonstrate slightly better learning outcomes in terms of their target vocabularies. Second, when the cumulative results are considered, the difference between the percentages, which can also be seen in the Graph 6, is significant enough to conclude that the students in the flipped foreign language classroom use the target vocabularies more as a form of learning outcome than the students in the traditional classroom.

Comparison of the Total Target Vocabularies (%)

	Flipped Classroom	Traditional Classroom
	80	66
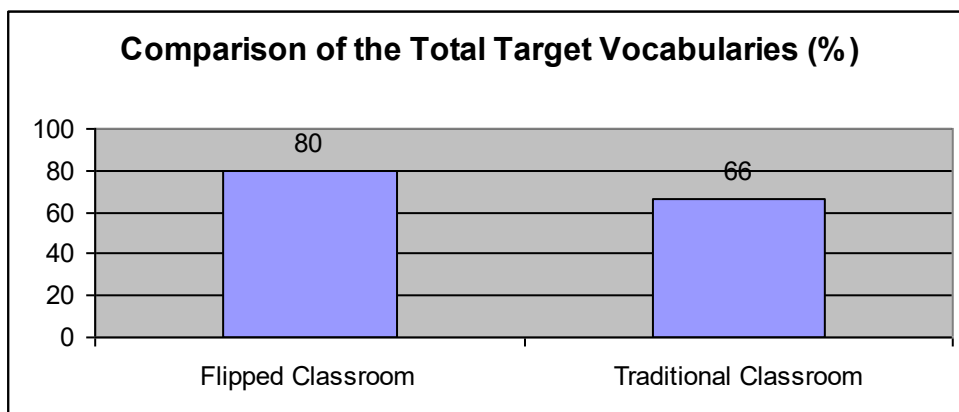
**Graph 6** Comparison of the Total Target Vocabularies

In addition, the researcher considered it useful to tabulate also the extra uses of the grammar points and target vocabularies. She believes that these extra uses of the learning objectives are of importance as they reveal the real behaviour of the students. These are the

learning outcomes that were not explicitly expected from the students. The controlled way of measuring the learning outcomes - as it is seen above - is meaningful when deducing conclusions on how the students are doing in a course. However, the researcher also believes that such an inference can be enriched by presenting these non-explicitly worded learning objectives which turned into learning outcomes.

The following Table 45 demonstrates the extra uses of grammar points and target vocabularies by the students in the flipped and traditional foreign language classrooms. Two graphs (7 and 8) are also provided for a quick review of the results.

Week	Expected Target Vocabularies / Grammar Points	Target Vocabularies Reached by the Traditional Classroom	Target Vocabularies Reached by the Flipped Classroom	Grammar Points Reached by the Traditional Classroom	Grammar Points Reached by the Flipped Classroom
1	Not Defined	0	0	9	4
2	Not Defined	4	12	0	0
3	Not Defined	2	7	4	31
4	Not Defined	0	0	0	0
5	Not Defined	1	3	0	0
6	Not Defined	0	0	4	2
7	Not Defined	0	0	0	0
8	Not Defined	0	0	0	1
Total	**Not Defined**	**5**	**22**	**17**	**38**

Table 45 Comparison of the Extra Target Vocabularies and Extra Grammar Points
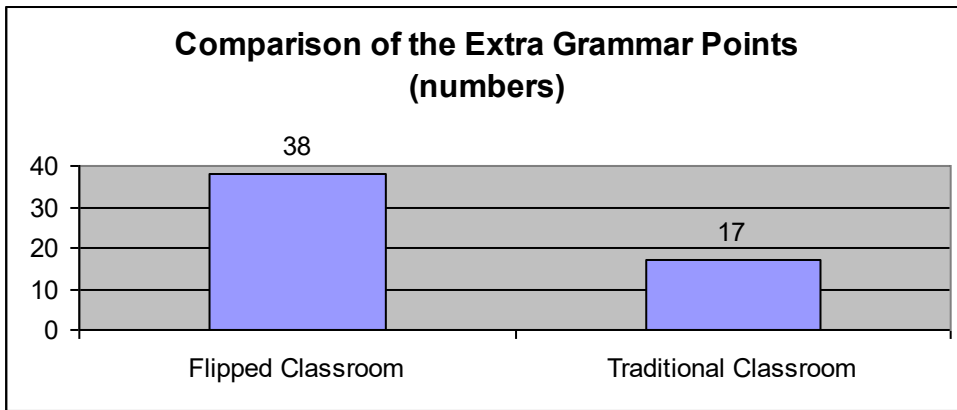
Graph 7 Comparison of the Extra Grammar Points
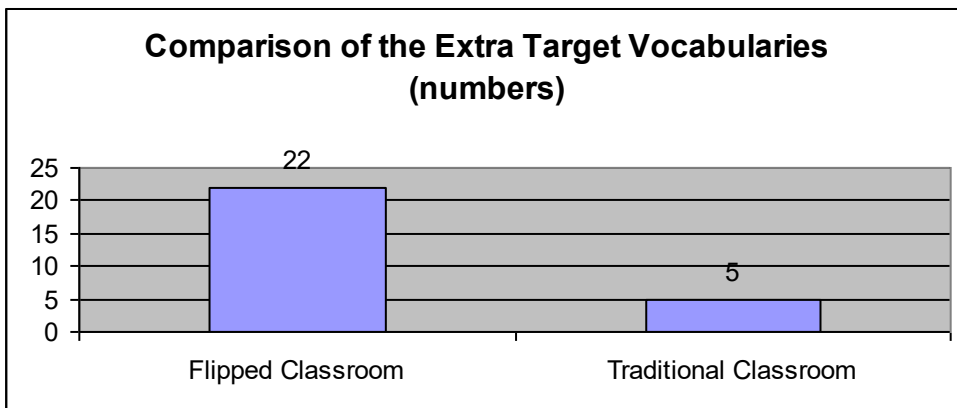
Graph 8 Comparison of the Extra Target Vocabularies

It can be seen from the table and the graphs that, since the expected numbers of extra uses are not defined, the percentages of the numbers are not present. However, total numbers serve as guides to infer certain conclusions. When the table is examined, it can be seen that the students in the flipped foreign language classroom used the target vocabularies more times than the students in the traditional foreign language classroom. The same can also be said for the grammar points studied. As a result, it can be deduced that, compared to the traditional teaching models, the flipped classroom model provides a learning environment in which more learning outcomes emerge.

In summary, the response to the second research question is 'yes': there is a meaningful difference between the learning outcomes of the students in the flipped and the traditional foreign language classrooms. The results favour the flipped classroom and indicate that the students who are instructed through the flipped classroom model achieve more learning outcomes than their peers in the traditional foreign language classroom.

8.2. THE TEACHER'S REFLECTIONS

The study demanded, *inter alia*, the teacher-researcher to pay more attention to the lesson plans, maintain an awareness of her teaching practices and suspend her judgments. The study required her to observe the flow of the lessons and the students' reactions continually. In addition, she had to reflect on her teaching experience throughout the study process. This part of the chapter reports the teacher's experience of the study.

The researcher has been teaching English and Turkish as foreign languages for six years at university-level. Although she always integrates learning technologies into her teaching practice, she designed a flipped foreign language classroom and instructed through the flipped classroom model for the first time. The review of her observations and reflections in response to the research questions is thought to be useful in understanding the study further. For this reason, she grouped her observations and reflections, which were in forms of short notes written in the Comment(s) parts of the lesson plans, under five headings.

8.2.1. Planning

Probably the most difficult and complicated part of flipping a foreign language classroom is the planning. After getting permission from the Head of the Department, the researcher prepared two different lessons for two different classes at the same level to work towards the same objectives. The pilot study provided the researcher with invaluable insight regarding what content to deliver in videos and the amount of time needed by the students to study the video contents

and complete the associated tasks in the flipped classroom. In the experience of the researcher, the Turkish grammar seemed to be the most appropriate content to be presented in videos. Even though it is presented in a well-developed context, teaching grammar requires direct teaching at different point. For this reason, the researcher produced grammar videos and designed learning activities based on productive language skills, which required the students to apply the content they had learnt in the videos. The second adjustment made after the pilot study was about time. It was found out that the students needed more than one day to prepare themselves for the class meetings. Therefore, the students were supplied with the video lectures and associated materials three days before the face-to-face lessons. Moreover, it is worth mentioning here that the time problem was also the result of the teacher's use of Turkish as the medium of teaching. She talked only in Turkish in the first video and this required the students to 'decipher' (exact term used by one of the students) first the language and then study the content. Therefore, in the following videos, the teacher talked in Italian (the common language of the learners) to explain complicated parts and used more paraphrases with familiar structures and examples in Turkish. Consequently, it is possible to deduce that flipping a classroom, especially a foreign language classroom, requires extra attention when it comes to its design. While studying a language, the meaning-making is usually achieved through teacher's immediate feedback to student-responses, which can be either uttered by the students or 'sensed' by the teacher in a classroom. However, in a flipped classroom, this type of immediate feedback is delayed until the next class meeting since teacher is absent while students watch the video lectures provided.

These adjustments resulted in better implementation of the model and improved comprehension of the contents while increasing the student participation in learning activities.

8.2.2. Technical issues

Technical issues refer to challenges and rewards regarding the video recording and delivery part of the study. As was in the case of planning, the pilot study helped enormously to improve the implementation of the model. The researcher used the free-of-charge version 'Screencast-O-Matic' to capture and edit the videos. She chose to this particular programme because it was the best in terms of cost, expertise required, user-friendliness, editing and storing options. Moreover,

Facebook is proven to be a more suitable repository website than Youtube. Facebook enabled the researcher to track the learners who viewed the videos posted. Since the number of the control group was small, this feature helped the teacher to observe the students in classroom who had not viewed the videos beforehand.

8.2.3. The time

The amount of time spent to plan and prepare the lessons by the teacher in the flipped classroom model was more than the amount of time spent to teach in the traditional model. Moreover, re-planning time was found to be the strongest feature of the flipped classroom model for two reasons. Firstly, it provided ample opportunities for active learning in the classroom and this meaningful learning environment yielded substantial learning gains immediately visible. In contrast to the students in the traditional classroom, the students in the flipped classroom managed to finish their tasks in time and all the tasks were returned to the teacher.

The second reason, which is related to the first, is that teacher's efforts in instructing through the flipped classroom model produced immediate results in the performance of the students. The desired learning outcomes were more evident in the actual learning outcomes for the students in the flipped foreign language classroom compared to those in the traditional foreign language classroom. Therefore, time spent by the teacher cannot be seen as a disadvantage, but as a gain in the flipped classroom model.

8.2.4. The learner-centeredness

One of the promised advantages of the flipped classroom model is that it supports learner-centered education. From the observations of the researcher, it can be confidently said that in this model learners took more responsibility for their own learning. In other words, the teacher supplied the materials, explanations, necessary arrangements for learning to take place and guided the students in their experience of building their understandings. The teacher did not re-teach any materials covered in the videos; thus, the students had to process the materials before coming to the class. While in the classroom, they participated in the learning activities and

worked in groups collaboratively and cooperatively every time. The students asked for clarifications or voiced their concerns and even shared additional information or comments at the beginning of each session. When the teacher answered questions posed by the students, it was realized that other students with similar concerns or questions benefited from her answers as well. Moreover, since the teacher was available at any time in the classroom to give feedback, it was observed that the students asked for help more often than their peers in the traditional classroom. As a result, the quality of their work improved. In addition, even though the students were working in groups, sometimes individual students left their groups to ask the teacher their questions. These questions were not necessarily related to the topic of the lesson, but were still triggered by the new contents in the videos.

Another interesting observation was that when the students had to perform their tasks in front of the whole class, the observing students offered immediate feedback without being prompted by the teacher. They also asked for a repetition when they could not understand, commented and even corrected the performers.

Finally, it was discovered that some female students met during out-of-class hours to watch and study the video contents together to complete the tasks set. They decided that this was the best way for them to process the material. Thus, it can be inferred that the flipped classroom model encourages the students to engage with the learning activities, which helps them not only to learn in a meaningful way, but also to discover how they actually learn better.

8.2.5. Uncategorized

Some of the notes taken by the researcher could not be clustered since they either appeared only once or were not directly related to the model. However, the researcher grouped these notes under this title because she believes that they can offer further specific information on the study.

One of the notable findings of the study was that two of the tasks completed in the flipped foreign language classroom were handed in with their Italian translations. The researcher interpreted this phenomenon as a reflection of the students' learning strategies. It could be that they wanted to note down the solutions, creative ideas, the answers or the requirements of the tasks in their mother tongue in order to make sure that they include everything. It could also be that the students felt more comfortable if they constructed the solutions in their mother tongue first and then translated them into the target language.

Another uncategorized finding was encountered only once throughout the comments. It was an observation regarding the in-class teaching practice in the flipped classroom model. The researcher did not re-teach the materials already explained in the videos. She only did remedial teachings when needed. This may have urged the students to watch all the videos assigned in time.

The last uncategorized observation was on the students' use of the complex sentences and structures that had not been studied yet. Appeared mostly in the flipped foreign language classroom, some tasks included such structures used by the students who were probably more advanced than their peers. This could be explained by the university system which required the students to attend literature classes separately. Thus, while still learning the target language, the students also studied its literature in other classes. Consequently, they may have learnt these structures which were above their current level.

8.3. THE STUDENTS' REFLECTIONS

To address the research questions of the study, the participants were divided into two groups. The control group was instructed in the traditional mode and the experimental group was instructed through the flipped classroom model. The teacher was in continuous exchange of feedback with the students in the experimental group to note down their observations, demands,

needs and opinions related to the new model of teaching. Moreover, at the end of the last session of the study, the teacher asked the students to give a retrospective reflection regarding their experience. This section of the study provides a review of the student's reflections in the experimental group about the flipped classroom model.

The researcher found only commonalities in the feedbacks and reflections of the students. These commonalities can be seen below.

8.3.1. The time

In the beginning, they all complained about the scarcity of time they were given to study the materials before the class. A mutual decision respecting the students' request for extra time (three days) to process the video lectures was found to be useful and worked well.

8.3.2. The medium of instruction

The fact that the teacher was speaking only in the target language was the second complaint received. At the request of the students, certain adjustments mentioned above were made and it was discovered that the use of only the target language to explain new concepts in video lectures hindered learning.

8.3.3. Personalized learning

The most surprising aspect of the whole study was that the students' concurrence on the central notions of the flipped learning: **studying anywhere**, **anytime** and **as much as they wanted**. It is surprising because the students were only informed that they were going to be instructed in the flipped classroom model and the model would require them to process the contents provided in the video lectures before coming to classes and, in classroom, they would practice what they had already learnt. In other words, the researcher did not mention any other notions at all. They

deducted these results from their own experiences. In addition, they emphasized that they found practicing the materials in plenty of time in the classroom very useful.

8.3.4. One negative feedback

Only one of the students complained about the slowness in loading the videos. Since the researcher could not prove the existence of the problem by checking it with the other students, she concluded that the problem was caused either by the device the student used to watch the videos or her internet connection.

8.3.5. One specific feedback

One year after the implementation of the flipped classroom model, the researcher received a message on Facebook from one of her students who had taken part. This feedback, which was unforeseen in the study, added another dimension to it. The students' immediate feedbacks were all positive (except for the one about a technical problem). This particular feedback showed that the student appreciated it even after she had finished the course.

All in all, the results indicate that the students in the flipped foreign language classroom achieved and benefited more from the learning opportunities provided than their peers in the traditional foreign language classroom. Moreover, although the preparation process for the implementation of the flipped classroom model took a considerably longer amount of time, it was proved that the effort turned into improved learning outcomes for the students. Finally, the students who experienced the model were content with it and aware of the advantages the model introduced in terms of personalized learning.

CHAPTER 9

DISCUSSION AND CONCLUSION

Increased presence of technology in every part of our lives has reflected itself also in learning environments. Educational materials are already being developed and produced via computer-based systems. The methods and channels through which these materials are delivered serve for one crucial aim of education: improving learning. In this study, the exploration of the flipped classroom model in foreign language teaching yielded precious findings for educators who teach students in the 21st century. This chapter will discuss the conclusions drawn from the findings of the study.

9.1. DISCUSSION OF THE RESULTS

Undeniably ,having grown up surrounded by technology, most 21st century learners are technologically fluent. Consequently, it is the responsibility of the 21st century educators to render the use of technologies in learning environments meaningful. As services become more personalized and more people use technologies, an essential issue for education is utilizing these technologies to enrich and enhance the learning opportunities and experiences for the learners.

To embed and use technologies in a meaningful way, we need to adapt these technologies to the pedagogy. Unquestionably, this requires careful consideration of their benefits particularly in terms of improved learning outcomes. Learners also need to understand how they can utilize and benefit from the technologies they are already familiar with in their own learning in an autonomous way.

In fact, there are studies exploring the meaningful uses of technology in education. One of these recent studies explores the benefits of making video lectures for out-of-class time and freeing the class time for learners to practice contents, hence, promoting deeper learning by applying higher-order thinking skills like analysis, evaluation and creation and, consequently, constructing knowledge at first hand especially in formal education(Bergmann & Sams, 2012). Also known as flipped learning, the application of this approach to teaching and learning is called the flipped classroom model. As in other academic disciplines, the model is also promising for language and foreign language teaching and learning (e.g., Evseeva & Solozhenko, 2015; Han, 2015; Hung, 2015; Muldrow, 2013; Kostka & Lockwood, 2015). Nonetheless, the studies investigating the model in language and particularly foreign language education are outnumbered by studies in other disciplines. For this reason, there is an increasing need for additional and more comprehensive studies on the flipped classroom model in the foreign language teaching field.

The purpose of this study was to explore the differences in student achievement and learning outcomes between the flipped and traditional foreign language classrooms. In fact, the findings emphasize the importance of this study - particularly owing to the scarcity of the research in the field. The study discussed the technological advancements and their effects on the learners of the 21st century while presenting the current debates in embedding and adapting technology to education. The study further examined the effects of implementing the flipped classroom model in foreign language education environment.

The study was designed to compare a flipped foreign language classroom and a traditional foreign language classroom in line with the aims of the study. The researcher used Action Research Method to collect qualitative data, which was considered to be the ideal means for demonstrating differences in learning outcomes for the students and, consequently, their achievements.

Throughout this action research, the teacher-researcher designed implemented tasks, encouraging the students to be creative to find solutions and deal with the problems presented by

the teacher-researcher. The tasks were devised to elicit the previously determined learning outcomes when completed by the students. The researcher collected these completed tasks and, by this way, she obtained the main data of the study. The extent to which the learning objectives were achieved in forms of learning outcomes in these tasks was measured by comparing them. Then, another comparison of the learning outcomes was completed between the flipped and the traditional foreign language classrooms. Besides this, the reflections and the experiences of both the teacher and the students regarding the flipped classroom model were collected and analyzed using the content analysis method to complete the research.

The results indicated that changing the instructional model produced meaningful differences and the introduction of the flipped classroom model to foreign language teaching resulted in higher student achievement and better learning outcomes.

It would also be valuable to look closely at these results and evaluate the possible reasons behind them to make its successful implementation in future language teaching and learning situations possible.

As the results pointed out, the students who were instructed through the flipped classroom model were more successful than their peers in the traditional classroom in learning Turkish, which was the foreign language they were studying. The most important reason for this outcome is that the students had plenty of time to process materials and practice them in the classroom with their peers and the teacher as a guide.

In this respect, the researcher believes that the flipped classroom model is much more effective than the distance learning and blended learning models, which entail processing some components of lessons on an online and/or virtual learning platform (Garrison and Vaughan, 2008; Bonk, Olson, Wisher and Orvis, 2002). As it is clear, these components or parts of lessons are not well-defined. Therefore, these parts can be misunderstood and interpreted as 'homework', which

are more mentally demanding than listening to lectures in classrooms. As for distance learning, it means providing learning opportunities via technical media by instructors separated from their learners in terms of space and time (Teaster and Blieszner, 1999). That is, learners who are not physically present in a learning environment can still attend courses - synchronically or not – usually through online platforms. According to the researcher, a disadvantage of distance learning is that, even though it is implemented interactively owing to the new technologies, it lacks such physical features as classroom environment, dynamics and humanistic communication strategies like eye contact and body language, which are simple, but very significant in terms of feedback in education. The flipped classroom model defines and describes the parts which are delivered online or on virtual platforms in blended learning models and brings the teachers and students together face-to-face in classrooms to carry out learning in a humanistic way. In addition, the flipped classroom model highlights that the parts to be delivered through video lectures should concentrate on the materials that require reasonably less mental effort from learners and in line with the lower-order thinking skills like remembering and understanding, enabling the use of higher-order thinking skills in classes. This is precisely 'reversing the traditional classroom'.

Another reason why the flipped classroom model is effective can be seen in its introduction into foreign language teaching. Language has been in existence along with human beings, changing and evolving. Likewise, the approaches and trends to its teaching also alter. The researcher believes that even if communication can take many forms, the most important way of communication is the language. In 1970s, when communication became crucial as a result of the change in the people's profile, conveying messages and inter-comprehension among interlocutors gained even more importance (Savignon, 1991). This change partly pushed grammar into the background particularly in foreign language teaching (Mitchell, 2000). Yet, recent studies have shown that a good command of grammar is crucial for effective communication (Cook, 2013; Mitchell, 2000; Vavra, 1996). In this study, the content to be delivered via video lectures was components of the Turkish grammar. Teaching a topic like grammar, which is relatively resistant to change and not flexible, can require learners to utilize two lower-order thinking skills, i.e., remembering and understanding. This makes it the perfect content to be delivered via video lectures in flipped foreign language classrooms. Then, learners should only 'attire' it through meaningful interactions and communications in the classroom. In a foreign language classroom,

which is instructed through the flipped classroom model, learners can use grammar recently mastered in contexts and check their understandings to construct newer knowledge through reactions they receive by completing the tasks designed to bring out the desired learning outcomes.

Effectiveness of the flipped classroom model in foreign language teaching can be observed once again in its manipulation of time to benefit the learners searching for help and teachers offering assistance. The researcher strongly believes that no matter how many various resources of a target language are available, a learner is always in need of an authority more knowledgeable than himself/herself or an advisor such as teacher to guide his/her learning. This is also the case for autonomy, which is one of the most misunderstood notions in education (Little, 1990). Nonetheless, guiding learners according to their needs and demands is a time-consuming and laborious task. From the researcher's point of view, the most significant advantage of the flipped classroom model in foreign language education is its utilization of time in teaching and learning environments. In a flipped foreign language classroom, the materials that learners can deal with on their own are readily available and accessible when they need them. Learners can consult these materials chosen and provided by their teacher whenever, wherever and as much as they need and want. In this way, freed class time permits the teacher and other advanced learners in classroom to offer unreserved assistance when needed. In traditional approaches to foreign language teaching, limited class time also includes the teacher's explanations of materials, which leads to less time for student interaction - particularly during learning activities known as 'scaffolding'. Therefore, in teaching of disciplines like foreign language, which requires more teacher-guidance, the flipped classroom model can be implemented to improve the quality and the quantity of time spent with learners.

In conclusion, alongside the technological developments, learners, educators, and learning and teaching environments are altering. The flipped classroom model stands out among others, owing to its novel approach to learning processes and applications in the 21st century. By now, processing teacher-created video-lectures outside the class time and participating actively in learning activities during classes are proved to be more effective for learners in various disciplines.

This action research confirms improved student achievement in the flipped Turkish as a foreign language class in which the study was implemented and contributes to the understanding of the model's benefits in foreign language education.

9.2. CONCLUSION

This action research examined the effects of the flipped classroom model on student achievement in one foreign language classroom. In an attempt to discover its effects, the researcher compared the learning outcomes for two students groups with the similar demographic features and foreign language proficiency levels. The experimental group of students was instructed through the flipped classroom model and the control group was taught through traditional methods. Even though there were challenges at the beginning regarding certain technical aspects, the students and the researcher did not encounter any other problems. The findings of the study suggested that the learning outcomes for the students in the flipped foreign language classroom were closer to the learning objectives of the lessons than those of the control group. The reflections of the students and the teacher corroborated this finding and showed that the implementation of the model in a foreign language classroom was in line with the premises of the model. In brief, student achievement was evident in the flipped foreign language classroom.

9.3. LIMITATIONS AND DELIMITATIONS

Due to the nature of the qualitative research, the results cannot be generalized by the researcher. Having a small number of participants could also be considered as another limitation; however, this helped the researcher to track any single phenomenon both in the control and experiment groups, which could not be possible via questionnaires, for example. This study focuses on using foreign language grammar to deliver in video lectures. Foreign language education is a multifaceted discipline and delivering other components may produce different results. Finally, the data were collected, coded and analysed by one person, the researcher, only.

This may be interpreted both as a limitation and a delimitation of the research. On one hand, the consistency in the analysis procedures was guaranteed by one person; on the other, despite the fact that the researcher tried to avoid her personal bias, it could have been beneficial to have other perspectives from other researchers in the field.

9.4. FURTHER RESEARCH

This study highlighted the importance of introducing technology into education in a meaningful way and investigated whether the flipped classroom model applied in foreign language education had any effects on student achievement. Although the study concludes that the model improves learning outcomes for students studying a foreign language, future research is necessary to see if this is true. In addition, expanded studies applying quantitative research designs as well as qualitative ones would be beneficial to further investigate the flipped classroom model in foreign language teaching and learning. This present study captured the grammar units of the target language in video lectures. Further research can be conducted to explore whether other components of foreign languages are suitable for delivery via video lectures and, if so, it can be investigated whether they also confirm the benefits of the model in foreign language education. Various studies generating similar or different results will enable educators to remedy deficiencies of the flipped classroom model in order to improve its practical implications.

REFERENCES

Abbott, J., & Ryan, T. (1999). Constructing knowledge, reconstructing schooling. *Educational Leadership*, 57(3), 66-69.

Adler, M. J. (1982). *The Paideia proposal: An educational manifesto*. New York, NY: Macmillan.

Al-Bataineh, A., & Brooks, L. (2003). Challenges, advantages, and disadvantages of instructional technology in the community college classroom. *Community College Journal of Research and Practice*, 27, 473-484. doi: 10.1080/10668920390190600

Alesandrini, K., & Larson, L. (2002). Teachers bridge to constructivism. *Clearing House*, 75(3), 118-121.

Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal*, 78, 465–483.

Anderson, L. W. (Ed.), Krathwohl, D. R. (Ed.), Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., …Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York, NY: Longman.

Anderson, R. E. (2002). Guest editorial: International studies of innovative uses of ICT in schools. *Journal of Computer Assisted Learning,* 18, 381-386. doi: 10.1046/j.0266-4909.2001.00175.x-i1

Aslanidou, S., & Menexes, G. (2008). Beyond the myth of the cyberkid: Young people at the margins of the information revolution. *Journal of Youth Studies*, 4(4), 451-469.

Baker, J. W. (2000). The "classroom flip": Using web course management tools to become the guide on the side. In J. A. Chambers (Ed.), *Selected papers from the 11th international conference on college teaching and learning* (pp. 9-17). Jacksonville, FL: Florida Community College at Jacksonville.

Bates, S., & Galloway, R. (2012). The inverted classroom in a large enrolment introductory physics course: A case study. *The Higher Education Academy*. Retrieved from https://www.cs.auckland.ac.nz/courses/compsci747s2c/lectures/paul/Simon_Bates_Ross_ Galloway.pdf

Bell, B. S., & Kozlowski, S. W. J. (2009). Toward a theory of learner-centered training design: An integrative framework of active learning. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 263-300). New York, NY: Routledge. Retrieved from http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1427&context=articles

Bennett, B. (2012, Novembre). *Brian Bennett on the key principles that the flipped classroom leads to*. (Video file). Retrieved from https://www.youtube.com/watch?v=nM8w8VJmxyI

Bennett, S., Maton K. A., & Kervin, L. (2008). The 'digital natives' debates: A critical review of the evidence. *British Journal of Educational Technology,* 39(5), 775-786. Retrieved from http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2465&context=edupapers

Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: International Society for Technology in Education.

Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. Eugene, Oregon: International Society for Technology in Education.

Berelson, B. (1954). Content analysis. In G. Lindzey (Ed.), *Handbook of social psychology* (Vol.1, pp.488-522). Cambridge, MA: Addison-Wesley.

Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research & Development*, 18(1), 57-75. doi: 10.1080/0729436990180105

Block, J. H., & Burns, R. B. (1976). Mastery learning. In L. Shulman (Ed.), *Review of research in education* (Vol. 4, pp. 3–49). Retrieved from http://www.jstor.org/stable/1167112?seq=1#page_scan_tab_contents

Bloom, B. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, NY: David McKay.

Bloom, B. S. (1976). *Human characteristics and school learning*. New York: McGraw-Hill.

Bonk, C. J., Olson, T., Wisher, R. A., & Orvis, K. L. (2002). Learning from focus groups: An examination of blended learning. *Journal of Distance Education*, 17(3), 97-113.

Bonk, C., Kim, K. J., & Zeng, T. (2006). Future directions of blended learning in higher education and workplace learning settings. In C. Bonk & C. Graham (Eds.), *The handbook of blended learning: Global perspectives local designs* (pp. 550–567). San Francisco: Pfeiffer.

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. Washington, D.C.: School of Education and Human Development, George Washington University.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press. Retrieved from http://www.colorado.edu/MCDB/LearningBiology/readings/How-people-learn.pdf

British Educational Communications and Technology Agency (BECTA). (2004). *A review of the research literature on barriers to the uptake of ICT by teachers.* Retrieved from http://dera.ioe.ac.uk/1603/

Brooks, M., & Grennon Brooks, J. (1999). The constructivist classroom: The courage to be constructivist. Journal of Educational Leadership, 57(3), 18-24. Retrieved from http://www.ascd.org/publications/educational-leadership/nov99/vol57/num03/The-Courage-to-Be-Constructivist.aspx

Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.

Cardinali, R. & Gordon, Z. (2002). Technology: Making things easy for all of us - for the disabled making things possible. *Equal Opportunities International*, 21(1), 65-79.

Carroll, J. (1963). A model of school learning. *Teachers College Record, 64*, 723-733.

Chaiklin, S. (2003). The zone of proximal development in Vygotsky's analysis of learning and instruction. In A. Kozulin, B. Gindis, V. S. Ageyev & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* pp. (pp. 39–64)*.* Cambridge: Cambridge University Press.

Chappuis, J. Stiggins, R. J., Chappuis, S., & Arter, J. A. (2011). *Classroom assessment for student learning: doing it right-using it well* (2nd ed.). Upper Saddle River, NJ: Pearson.

Chickering, A., & Z. Gamson. (1987). Seven principles for good practice. *AAHE Bulletin*,39, 3–7.

Cockrum, T. (2014). *Flipping your English class to reach all learners*. New York, NY: Routledge.

Collins, J. W., & O'Brien, N. P. (2003). *The Greenwood dictionary of education*. Westport, CT: Greenwood.

Cook, V. (2013). *Second language learning and language teaching* (4th ed.). New York, NY: Routledge.

Coonan, C. M. (2000). *La ricerca azione*. Venezia: Cafoscarina.

Council of Writing Program Administrators, National Council of Teachers of English and National Writing Project. (2011). *Framework for success in postsecondary writing.* Retrieved from http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf

Cox, M., Webb, M., Abbott, C., Blakely, B., Beauchamp, T., & Rhodes, V. (2003). *ICT and pedagogy: A review of the research literature*. London: DfEd and Becta. Retrieved from http://mirandanet.ac.uk/wp-content/uploads/2016/04/ict_pedagogy.pdf

Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (2nded.). Upper Saddle River, NJ: Merrill.

Cross, P. (1987). Teaching for learning. *AAHE Bulletin*, 39(8), 3-7.

Cuban, L. (1993). *How teachers taught* (2nd ed.). New York, NY: Teachers College Press.

Çubukçu, Z. (2012). Teachers' evaluation of student-centred learning environments. *Education*, 133(1), 49-66.

Day, J. A., & Foley, J. D. (2006). Evaluating a web lecture intervention in a human-computer interaction course. *IEEE Transactions on Education*, 49, 420-431.

Davis, C. (2013). Flipped or inverted learning: Strategies for course design. In E. G. Smith, & J. K. Volker (Eds.), *Enhancing instruction with visual media: Utilizing video and lecture capture* (pp. 241-265). Hersey, PA: IGI Global.

Diehl, W. C. (2013). M-learning as a subfield of open and distance education. In Z. L. Berge and L. Y. Muilenburg (Eds.), *Handbook of mobile learning*. (pp. 15-23). New York, NY: Routledge.

Dillenbourg P. (1999). What do you mean by collaborative learning? In P. Dillenbourg (Ed.), *Collaborative-learning: Cognitive and computational approaches* (pp. 1-19). Oxford, UK: Elsevier.

Doolittle, *P. E.* (*1995*). *Understanding cooperative learning through Vygotsky's zone* of *proximal development. P*aper presented at the *Lilly National Conference on Excellence in College Teaching*. Retrieved from http://files.eric.ed.gov/fulltext/ED384575.pdf

Dunleavy, M., Dexter, S., & Heinecke, W. F. (2007). What added value does a 1:1 student to laptop ratio bring to technology supported teaching and learning? *Journal of Computer Assisted Learning,* 23, 440-452. doi: 10.1111/j.1365-2729.2007.00227.x

Ertmer, P. A. (1999). Addressing first- and second-order barriers to change: Strategies for technology integration. *Educational Technology Research and Development*, 47(4), 47-61. Retrieved from http:// www.jstor.org/stable/30221096

Evseeva, A., & Solozhenko, A. (2015). Use of flipped classroom technology in language learning. Procedia-Social and Behavioral Sciences, 206, 205-209. Retrieved from http://www.sciencedirect.com/science/article/pii/S1877042815051393

Fabry, D., & Higgs, J. (1997). Barriers to the effective use of technology in education. *Journal of Educational Computing*, 17 (4), 385-395. doi: 10.2190/C770-AWA1-CMQR-YTYV

Fox, R. (2001). Constructivism examined. *Oxford Review of Education*, 27(1), 23-35. Retrieved from ftp://ftp.ulim.md/Relatii%20internationale,%20Stiinte%20politice%20si%20jurnalism/2010-2011/Cat.%20Relatii%20Intrenationale%20si%20Politologie/Patlis%20Larisa/Texte%20de%20lectii%20si%20materiale%20didactice/ITRI/Materiale%20didactice/Constructivism%20Examined.pdf

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principle, and guidelines.* San Francisco: Jossey-Bass.

Gibbs, G. (1992). *Assessing More Students*. Oxford, UK: Oxford Brooks University.

Gordon, M. (2009). The misuses and effective uses of constructivist teaching. *Teachers and Teaching: Theory and Practice*, 15(6), 737-746. doi: 10.1080/13540600903357058

Grabinger, R. S., & Dunlap, J.C. (1995). Rich environments for active learning: A definition. *Association for Learning Technology Journal*, 3(2), 5-34. Retrieved from http://www.researchinlearningtechnology.net/index.php/rlt/article/view/9606

Green, G. (2012). The flipped classroom and school approach: Clintondale High School. Paper presented at the annual *Building Learning Communities Education Conference*, Boston, MA. Retrieved from http://2012.blcconference.com/documents/flipped-classroom-school-approach.pdf

Guskey, T. R. (2007). Closing achievement gaps: Revisiting Benjamin S. Bloom's 'Learning for Mastery'. *Journal of Advanced Academics*, 19(1), 8-3. doi: 10.4219/jaa-2007-704

Guskey, T. R. (2008). The rest of the story. *Educational Leadership*, *65*(4), 28–35. Retrieved from http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Rest-of-the-Story.aspx

Haake, S. (2013). English in the cloud: The experience of one school in moving its curriculum and learning content online. *Literacy learning: The Middle Years*, 21(3), 41-48.

Hall, J. K., & Walsh, M. (2002). Teacher Student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186-203. doi: 10.1017/S0267190502000107

Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, 15, 212-226.

Han, J. Y. (2015). Successfully flipping the ESL classroom for learner autonomy. *New York State TESOL Journal,* 2(1), 98-109. Retrieved from http://journal.nystesol.org/jan2015/Han_98-109_NYSTJ_Vol2Iss1_Jan2015.pdf

Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent theory, research, and practice. *The Modern Language Journal*, 62(8), 387-398.

Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, 55(3), 223-252. Retrieved from http://www.jstor.org/stable/30221244

Howe, N., & Strauss, W. (2000). *Millennials rising: the next generation*. New York: Vintage.

Huitt, W., & Hummel, J. (2003). Piaget's theory of cognitive development. *Educational Psychology Interactive*. Retrieved from http://www.edpsycinteractive.org/topics/cognition/piaget.html

Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning, 28*(1), 81-96. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/09588221.2014.967701

Hunt, K. W. (1964). Differences in grammatical structures written at three grade levels, the structures to be analyzed by transformational methods: Report to the *U.S. Office of Education, Cooperative Research Project*. Tallahassee, FL: National Council of Teachers of English.

James, C. (2013). *Errors in language learning and use: Exploring error analysis*. New York, NY: Routledge.

Johnson, D. W., Johnson, R.T., Holubec, E. J., & Roy, P. (1984). *Circles of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Judge, S. Puckett, K., & Cabuk, B. (2004). Digital equity: new findings from the early childhood longitudinal study. *Journal of Research on Technology in Education*, 36(4), 383-396.

Kaya, S. (2008). The effects of student-level and classroom-level factors on elementary students' science achievement in five countries (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 200).

Kent, T. W., & McNergney, R. F. (1999). *Will technology really change education? From blackboard to web*. Thousand Oaks, CA: Corwin Press. Retrieved from http://files.eric.ed.gov/fulltext/ED426051.pdf

Kim, S. H., Mims, C., & Holmes, K. P. (2006). An introduction to current trends and benefits of mobile wireless technology use in higher education. *AACE Journal*, 14(1), 17-100. Retrieved from

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.532.9058&rep=rep1&type=pdf

Kimble, G. A. (1961). *Hilgard and Marquis' Conditioning and Learning* (2nd ed.). London:Methuen.

King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30-35.

Knight, J. K., & Wood, W. B. (2005). Teaching more by lecturing less. *Cell Biology Education*, 4, 298-310. doi: 10.1187/5-06-0082

Koçak, Ş., Cebeci, Z., & Yenilmez, E. (2004). Tam öğrenme stratejisi'nin etkililiği üzerine bir çalışma. *Çukurova Üniversitesi İlahiyat Fakültesi Dergisi*, 4(2), 187-200.

Kostka, I., & Lockwook, R. B. (2015). What is on the internet for flipping English language instruction. *TESL-EJ*, 19(2), 1-12. Retrieved from http://www.tesl-ej.org/wordpress/issues/volume19/ej74/

Kramer, C. J. (1990). Documenting reading and writing growth in the primary grades using informal methods of evaluation. *The Reading Teacher*, 43, 356-357.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218. doi: 10.1207/s15430421tip4104_2

Lantolf, J. P., & Thorne, S. L. (2007). Sociocultural theory and second language learning. In B. VanPatten & J. Williams, (Eds.), *Theories in second language acquisition: An introduction* (pp.197-221). Mahvah, NJ: Lawrence Erlbaum.

Laurillard, D. (2013). Rethinking pedagogy for a digital age: Designing for 21st century learning (2nd ed.). *Foreword to Second Edition*. In H. Beetham & R. Sharpe (Eds.). New York, NY: Routledge.

Levy, M. & Michael, R. (2011). Analysing students' multimodal texts: The product and the process. In T. Michael (Ed.), *Deconstructing digital natives: Young people, technology, and the new literacies*. (pp.83-98). New York, NY: Routledge.

Linga, P., & Wang, C. H. (2014). Flipped class learning in a large class setting. *CDTL Brief*, 17(1), 4-9. Retrieved from http://www.cdtl.nus.edu.sg/brief/v17n1/pdf/CHWangPLinga.pdf

Little, D. (1990). Autonomy in language learning: Some theoretical and practical considerations. In M. Gathercole (Ed.), *Autonomy in language learning* (pp.7-15). London: CILT.

Margaryan, A., Littlejohn, A., & Vojt, G. (2011). Are digital natives a myth or reality? University students' use of digital technologies. *Computers & Education*, 56(2), 429-440. doi:10.1016/j.compedu.2010.09.004

Marshall, H. W., & DeCapua, A. (2013). *Making the transition: Culturally responsive teaching for struggling language learners.* Ann Arbor, MI: University of Michigan Press.

McDonald, J. P. (2003). Teachers studying students work: Why and how? *Phi Delta Kappan*, 84(2), 121–127.

Mercer, N. (1995). *The guided construction of knowledge: Talk amongst teachers and learners.* Clevedon: Multilingual Matters.

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment Research and Evaluation*. 7(25). Retrieved from http://pareonline.net/getvn.asp?v=7&n=25

Michael, J. (2006). Where is the evidence that active learning works? *Advances in Physiology Education*, 30(4), 159-167.

Millard, E. (2012). *Five reasons flipped classroom work: Turning lectures into homework to boost student engagement and increase technology-fueled creativity.* Retrieved from https://www.universitybusiness.com/article/5-reasons-flipped-classrooms-work

Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1015. Retrieved from http://punya.educ.msu.edu/publications/journal_articles/mishra-koehler-tcr2006.pdf

Mitchell, R. (2000). Applied linguistics and evidence-based classroom practice: The case of foreign language grammar pedagogy. *Applied Linguistics*, 21(3), 281-303. doi: 10.1093/applin/21.3.281

Moran, C., & Young, C. A. (2014). Active learning in the flipped English language arts classroom. In J. Keengwe, G. Onchwari & J. Oigara (Eds.), *Promoting active learning through the flipped classroom model* (pp. 163-184). Hershey, PA: IGI Global.

Moravec, M., Williams, A., Aguilar-Roca, N., & O'Dowd, D.K. (2010). Learn before lecture: A strategy that improves learning outcomes in a large introductory biology class. *CBE-Life Sciences Education*, 9(4), 473-481.

Muldrow, K. (2013). A new approach to language instruction – flipping the classroom. *The Language Educator*, 11, 28-31.

Mumtaz, A. (2000). Factors affecting teachers' use of information and communications technology: a review of the literature. *Journal of Information Technology for Teacher Education*, (9)3, 319-342. doi: 10.1080/14759390000200096

Myers, J. (1991). Cooperative learning in heterogeneous classes. *Cooperative Learning*, 11(4).

Naylor, S., & Keogh, B. (1999). Constructivism in classroom: Theory into practice. *Journal of Science Teacher Education*, 10, 93-106.

Nelson-Jonson, D. P. (2009). *A mixed methods study of the effects of constructivist and traditional teaching on students in an after-school mathematics program*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database (UMI No. 3338145).

Nitko, A. J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Merrill.

Nizet, I., & Meyer, F. (2014). A flipped classroom design for preservice teacher training in assessment. In J. Keengwe, G. Onchwari & J. Oigara (Eds.), Promoting active learning through the flipped classroom model (pp. 71-90). Hershey, PA: IGI Global.

Olson, M. H., & Hergenhahn, B. R. (2013). An introduction to theories of learning. Upper Saddle River, NJ: Pearson Prentice-Hall.

Organization for Economic Co-operation and Development (OECD). (2005). *Are students ready for a technology-rich world.* Retrieved from http://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/35995145.pdf

Ormrod, J. E. (1995). *Educational psychology: Principles and applications*. Englewood Cliffs, NJ: Prentice Hall.

Panitz, T. (1999). *Collaborative versus cooperative learning: A comparison of the two concepts which will help us understand the underlying nature of interactive learning*. Retrieved from http://files.eric.ed.gov/fulltext/ED448443.pdf

Parsons, R. D., & Brown, K. S. (2002). *Teacher as reflective practitioner and action researcher.* Belmont, CA: Wadsworth Thomson Learning.

Partnership for 21st Century Skills (P21). (2011). *P21 framework definitions.* Retrieved from http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf

Phillips, D. C. (2000). An opinionated account of the constructivist landscape. In D. C. Phillips (Ed.), *Constructivism in education: Opinions and second opinions on controversial issues* (pp. 1–16). Chicago: National Society for the Study of Education.

Piaget, J. (1964). Development and learning. In R. E. Ripple & V. E Rockcastle (Eds.), *Piaget rediscovered* (pp. 7-20). Ithaca, NY: Cornell University, School of Education, reprinted in M. Gauvain & M. Cole (Eds.). (1997). *Readings on the development of children* (2nd ed.) (pp. 19-28). New York, NY: W.H. Freeman and Company.

Polit, D. F., Beck, C. T., & Hungler, B. P. (2001). *Essentials of nursing research: Methods, appraisal and utilization* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Poole, J. (2006). E-learning and learning styles: Students' reactions to web-based Language and Style at Blackpool and The Fylde College. *Language and Literature*, 15(3), 307-320. doi: 10.1177/0963947006066129

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*. 9(5), 1-6. Retrieved from http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Prensky, M. (2005). Listen to the natives. *Educational Leadership*, 63(4), 8-13. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200512_prensky.pdf

Prensky, M. (2009). Education as rocket science. *Educational Technology*, 49(6), 64. Retrieved from http://www.marcprensky.com/writing/Prensky-Education_As_Rocket_Science-edtech.pdf

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education, 93*(3), 223-231.

Pritchard, A., & Woollard, J. (2010). *Psychology for the classroom: Constructivism and social learning*. Oxford,UK: Routledge David Fulton.

Project Tomorrow. (2010). *Creating our future: Students speak up about their vision for 21st century learning.* Retrieved from http://www.tomorrow.org/speakup/pdfs/SU09NationalFindingsStudents&Parents.Pdf

Ritchart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey-Bass.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family and Consumer Sciences, 105*(2), 44-49. Retrieved from http://www.trinitytoo.org/teachers/plescia/sophomore/Theology_10/Videos_files/Engaging%20Millennials.pdf

Rottier, J., & Ogan, B. J. (1991). *Cooperative learning in middle-level schools*. Washington, DC: National Education Association.

Saldana, J. (2011). *Fundamentals of qualitative research*. New York, NY: Oxford University Press.

Sams, A., Bergmann, J., Daniels, K., Bennet, B., Marshal, H. W., & Arfstorm, K. M. (2014). *The four Pillars of F-L-I-P.* Retrieved from http://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf

Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25, 261-277.

Senemoğlu, N. (2009). *Gelişim öğrenme ve öğretim kuramdan uygulamaya* (14. basım). Ankara: Pegem A Yayıncılık.

Sewell, A. (2002). Constructivism and student misconceptions. *Australian Science Teachers' Journal*, 48(2), 24-28.

Sharan, S. (1990). *Cooperative learning: Theory and research*. New York, NY: Praeger.

Slavin, R. E. (1994). *Using student team learning* (2nd ed.). Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools.

Spires, H. A., Wiebe, E., Young, C. A., Hollebrands, K., & Lee, J. K. (2012). Toward a new learning ecology: Professional development for teachers in 1:1 learning environments. *Contemporary Issues in Technology and Teacher Education*, *12*(2), 232-254. Retrieved from http://www.citejournal.org/wp-content/uploads/2016/04/v12i2currentpractice1.pdf

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4), 324-328. doi: 10.1177/003172170508700414

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park, CA: Sage.

Strayer, J. F. (2007). The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system (Doctoral dissertation). Retrieved from OhioLINK Electronic Theses and Dissertations Center The Ohio State University https://etd.ohiolink.edu/!etd.send_file?accession=osu1189523914&disposition=inline

Talbert, R. (2012). Inverted classroom. *Colleagues* 9(1), 1-2. Retrieved from http://scholarworks.gvsu.edu/colleagues/vol9/iss1/7/

Teaster, P. B. & Blieszner, R. (1999). Promises and pitfalls of the interactive television approach to teaching adult development and aging. *Educational Gerontology, 25*(8), 741-753. doi:10.1080/036012799267477

Teijlingen van, E., & Hundley, V. (2001). The importance of pilot studies. *Social Research Update*, 35. Retrieved from http://sru.soc.surrey.ac.uk/SRU35.html

Terhart, E. (2003). Constructivism and teaching: A new paradigm in general didactics. *Journal of Curriculum Studies*, 35(1), 25-44.

Topping, K., & Ehly, S. (1998). Introduction to peer-assisted learning. In K. Topping & S. Ehly (Eds.), *Peer assisted learning* (pp. 1-23). Mahwah, NJ: Laurence Erlbaum.

Trotter, A. (1999). Preparing teachers for the digital age. *Education Week*, 19(4), 37-46.

Vavra, E. (1996). On not teaching grammar. *English Journal*, 85(7), 32-37. Retrieved from http://www.ncte.org/journals/ej/issues/v85-7

Vygotsky, L. S. (1978). Interaction between learning and development. In L. S. Vygotsky, *Mind in Society* (pp. 79-91). Cambridge, MA: Harvard University Press, reprinted in M. Gauvain & M. Cole (Eds.). (1997). *Readings on the development of children* (2nd ed.) (pp. 34-40). New York, NY: W.H. Freeman and Company.

Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology* (pp. 144-188). Armonk, NY: M.E. Sharpe.

Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal,* 81(4), 470-481. doi: 10.1111/j.1540-4781.1997.tb05514.x

Weimar, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nded.). San Francisco: Jossey-Bass.

Wells, G. (2004). *Dialogic inquiry: Towards a sociocultural practice and theory of education*. Cambridge: Cambridge University Press.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Child Psychiatry*, 17, 89-100.

Yarbro, J., Arfstrom, K., McKnight, K., & McKnight, P. (2014). *Extension of a review of flipped learning*. Retrieved from http://flippedlearning.org/wp-content/uploads/2016/07/Extension-of-FLipped-Learning-LIt-Review-June-2014.pdf

Zimmerman, B. J. (1986). Development of self-regulated learning: Which are the key subprocesses? *Contemporary Educational Psychology*, 16, 307-313.

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 13-17.

Zygmont, D. M., & Schaefer, K. M. (2005). Making the transition from teacher- centered to student-centered instruction: A journey taken by two educators. *Annual Review of Nursing Education*, 3, 125-142. Retrieved from https://books.google.co.uk/books?hl=it&lr=&id=o5WWnwjhFUwC&oi=fnd&pg=PA125&dq =Zygmont+and++Schaefer+2005+learning&ots=0fKgbf78QE&sig=e5QcnjBgWzZlpD1ULn6_ mRWXvmI#v=onepage&q=Zygmont%20and%20%20Schaefer%202005%20learning&f=false

APPENDICES

Notes on the appendices:

-All the visual materials were retrieved from Google Search. They were labelled for free to use or share.

-The video lectures were uploaded on YouTube as a documentation of this research. The actual web site that the researcher shared the video lectures with the students was Facebook. However, one must have a Facebook account to watch the videos there. Therefore, the researcher posted the video lectures on Youtube and presented the Youtube URLs of the video lectures in order to provide transparency.

APPENDIX A

LESSON PLANS FOR THE FLIPPED CLASSROOM

WEEK 1

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 11 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) harmony.

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

Theme: Personality Traits

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to express their decisions clearly and support their ideas. They should be able to understand counterarguments, reason them and persuade people to consider their arguments.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Construct reasonable arguments.

2. Use certain words and phrases like "bence" (in my opinion), "hiç şüphesiz" (without any doubt) at least 3 times and –meli and/or lazım (must, have to, be necessary for somebody to do something) structures at least 4 times to express their personal opinions.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

- understand when a native speaker of Turkish uses –meli and lazım to refer impersonal structures.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	
Introduction ~ 10'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for the unclear parts avoiding re-teaching the whole material.	The students utter their doubts if they have regarding the material taught in the video.	Blackboard (if necessary)	
Presentation ~ 10	The instructor sums very briefly up what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video. She can instruct the students to tell the correct answers altogether for the close ended items and pick individual answers for the open ended items.	The students participate in the activity according to the instructions.	Worksheet	
Practice ~ 45'	The instructor asks if the students know The Smurfs (I Puffi in Italian) and have ever watched. Then she asks if they know how they are called in Turkish. If they do not know their name, she encourages them to make	The students check their memories to remember any information about the Smurfs and	Computer, Projector, Blackboard.	

	guesses. In the end, she tells the answer (Şirinler) and revises with the whole class each Smurf's characteristics in Turkish on Wikipedia. She makes a mind map of the characteristics elicited on the board and says that the students can copy it at the same time. Then she asks students to form groups of 4 or 5. She instructs the students to imagine themselves as the Smurfs. Each student can freely choose the Smurf s/he wants to be. She tells them that they are in a hot-air balloon which is sinking because they are too heavy. Then she says that the only solution is to throw one of them out to save the others in the hot-air balloon. She adds that they have to decide about the person to be thrown out mutually by reasoning and expressing their ideas. She reminds that the student who is decided to be thrown out must object to the decision. Moreover, she says that they are expected to use phrases to express their opinions also with –meli and lazım sentences (at least 4 times) and use at least 3 structures learnt to express opinions. The students are expected to create dialogues and write them on a piece of paper. When the students start the activity, the instructor walks around the classoomto help if asked.	their characteristics. Then they form groups and create dialogues to fulfil the task. They write down their dialogues.		
Evaluation ~ 20'	At the end of the activity, the teacher instructs the students to stand up and act their role plays. The instructor adds new vocabularies related with characteristics to the mind map on the board and notes down expressions students use to tell	The students stand up and act their roles. They take notes of the modifications done to the mind map and	Blackboard.	

	their opinions different than those covered in the videos on the board. At the end of the class, she revises the new vocabularies and phrases with the class and asks students to add at least 5 more vocabularies about personal traits as a follow-up activity to discuss at the beginning of the following lesson.	copy the new expressions. They add 5 more vocabularies to the mind map as homework.		

WEEK 2

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 16 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) and the consonant (especially "t-d" and "k-ğ" alternation) harmonies.

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

-the aorist, the indefinite past, the future and the present continuous tenses in Turkish.

Theme: Crimes

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to identify actions referring to a period of time in the past. They should be able to refer to a specific date in past. They should tell and understand the events with precision of time and order.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Write a made-up crime news by making use of correct time reference with –(y)ken and/or –diğinde in past at least 5 times.

2. Use at least 5 crime related vocabularies in context.

3. Understand the other functions of –(y)ken combined with other tenses.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

-understand Turkish verbs expressing "liking" and notice their semantical differences (sevmek, hoşlanmak, beğenmek, aşık olmak, bayılmak, hasta olmak, hazzetmek).

-realize guest culture in Turkey through Turkish coffee.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor reminds the vocabularies they added the previous lesson to the mind map and briefly mentions what they studied. Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	
Introduction ~ 10'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for the unclear parts	The students utter their doubts if they have regarding the material taught in	Blackboard (if necessary)	

	avoiding re-teaching the whole material.	the video.		
Presentation ~ 10	The instructor sums very briefly up in 2-3 sentences what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video. She can instruct the students to tell the correct answers altogether for the close ended items and pick individual answers for the open ended items.	The students participate in the activity according to the instructions.	Worksheet	
Practice ~ 45'	The instructor asks the students if they read any crime news in these days. In line with the answers she asks when and while questions regarding the crimes and elicits at least 2 sentences with –(y)ken and/or –diğinde to write on the board. Then s/he creates a mind map of the crime vocabularies the students use and asks if they know any other vocabularies related with crimes. Then she asks if they know any Turkish newspaper. And she groups the students in 3 and hands out the activity sheets. Each group gets one activity sheet. She asks them if they know what the titles mean. Then she tells the students that they are the names of some the national newspapers in Turkey and instructs them that they are going to create a piece of news like newspaper reporters using the various prompt sentences supplied for each activity sheet. She also adds that they have to use at least 5 temporal sentences containing –(y)ken and/or –diğinde and 5 vocabularies related to crime. The instructor makes the classroom computer available for students to search for anything (e.g.	The students think of recent crime news and report it to the class. Then they construct crime news in accordance with the situation provided for them in the first sentence of their activity sheets. The students write down their imaginary crime news.	Activity Sheet, Computer, Projector, Blackboard	

	vocabularies, pictures, example articles) they would need to complete the task. When the students start the activity, the instructor walks around the classoomto help if asked.			
Evaluation ~ 20'	At the end of the activity, the instructor instructs the students to choose one student in their groups to pretend a reader of their news and asks these chosen students to read aloud their written texts one by one. The instructor adds new crime vocabularies that emerge from the texts to the mind map on the board. At the end of the class, she checks the new vocabularies and their meanings with the whole class.	The students choose one student from their groups and the chosen students read one by one their written texts aloud to the class. They copy the mind map on the board.	Blackboard.	

WEEK 3

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 11 minutes

Expected time needed for the compilation of the worksheet: 15 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) harmony

Theme: Kitchen and Cuisine

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to express and understand imperative structure in Turkish. They should be able to understand manuals and instructions and give directions.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Write a recipe using at least 8 imperative structures in Turkish.

2. Understand without difficulty how to prepare a dish in Turkish.

3. Use at least 8 verbs related to preparing a dish/pastry.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

-refer main differences and similarities between the Turkish and the Italian cuisine.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor asks for the vocabularies the students are supposed to add and briefly mentions what they studied. Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	
Introduction ~ 15'	The instructor checks if the content has been understood or not by interpreting the students' answers	The students utter their	Blackboard (if necessary)	

	to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for the unclear parts avoiding re-teaching the whole material.	doubts if they have regarding the material taught in the video.		
Presentation ~ 10	The instructor sums very briefly what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video. She can instruct the students to tell the correct answers altogether for the close ended items and pick individual answers for the open ended items. She creates a mind map of the vocabularies she elicits from the students on the board.	The students participate in the activity according to the instructions.	Worksheet, Blackboard.	
Practice ~ 40'	The instructor asks the students if they have ever tried a Turkish dish. And she shows some pictures of "pilav" (rice) and asks what it is, how they think it is prepared, when it is eaten and how. Then she tells students how it is prepared as if she were a cook on a TV channel by using the imperative structure. Whenever she uses a new vocabulary or verb she adds it to the existing mind map on the board. And she asks students to form groups of at least 2 and instructs them to write a recipe of an Italian dish by imperative structure at least 8 times. Then the instructor adds that they should use at least 8 verbs related to preparing a dish/pastry.	The students answer and discuss the questions. They compare their knowledge regarding the Turkish and the Italian cuisine. They watch their instructor when she presents a Turkish dish and form groups to think of and write down a recipe of	Computer, Projector, Blackboard.	

		an Italian dish.		
Evaluation ~ 20'	At the end of the activity, the instructor asks the students to present their recipe to the class by *acting* the verbs they used (e.g. if they use the verb "cut" they should pretend as if they were really cutting something by gesturing it). At the end of each presentation, the teacher asks the whole class if the groups have skipped something important for the dish or if there is something they would add or change. The new vocabularies and phrases are added to the mind map.	The students present their recipes by acting the verbs they used. They copy the new vocabularies on the board.	Blackboard.	

WEEK 4

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 14 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) harmony

- the possessive adjectives (benim, senin, onun, bizim, sizin, onların)

- locative postpositions (ön, arka, köşe, yan, alt, üst etc.)

Theme: Everyday Life

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to identify the difference between possessive adjectives and possessive pronouns. They should be able to understand when the –ki suffix forms adjectives (like öndeki and dünkü). They should be able to understand when ki is used as a conjunction.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Describe things or people precisely in terms of their location and events in terms of the time they happen.

2. Understand and use ki as a conjunction.

3. Use possessive pronouns to refer personal belongings.

4. Construct a dialogue by using at least 4 possessive pronouns and 2 –deki structures to describe the location of an object/a building/a person etc.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

-sing "iyi ki doğdun" (happy birthday) song in Turkish and utter birthday wishes and greetings in Turkish.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor reminds the vocabularies added during the previous lesson to the mind map and briefly mentions what they studied. Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	

Introduction ~ 15'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for the unclear parts avoiding re-teaching the whole material.	The students utter their doubts if they have regarding the material taught in the video.	Blackboard (if necessary)	
Presentation ~ 10	The instructor sums very briefly what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video. She instructs the students to skip the Part A and continue with the Part B. She asks voluntary students to tell their opinions regarding the pictures on the worksheets.	The students participate in the activity according to the instructions.	Worksheet, Blackboard.	
Practice ~ 40'	The instructor asks the students to sing the "iyi ki doğdun" (happy birthday) song in Turkish, which is the answer to the Part A on the worksheet. She writes it on the board and asks what it literally means. Then she constructs with the whole class a text message to send to an imaginary friend who is celebrating his birthday today. She writes it on the board. After the students copy the text message on the board, the instructor asks them to form groups of 2 and choose a role play situation provided in the Part C on the worksheet. Then she instructs that they are going to construct dialogues for the situations. She asks the students to use 4 possessive pronouns and 2 – deki structures in their dialogues.	The students sing "iyi ki doğdun" (happy birthday) song in Turkish and express how they would wish happy birthday to their friends in Turkish. Then they form groups, choose a situation and prepare a dialogue to role-play it.	Blackboard, Worksheet	
Evaluation	At the end of the activity, the	The	-	

~ 20'	instructor asks the students to role-play the situations they have chosen. When all the groups finish presenting their tasks, the instructor asks what the students have learnt today and writes on the board new vocabularies and phrases learnt during the lesson.	students present their tasks and reflect on what they have learnt.		

WEEK 5

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 12 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel harmony

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

- the consonant harmony (especially "t-d" and "k-ğ" alternation)

Theme: Technology

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to answer "how long…." questions and refer to the actions which started in the past and continue in the present. They should be able to understand and use vocabularies related to technology.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Talk about actions started in the past and continue in the present.

2. Recognize a formal letter.

3. Write a complaint letter by using at least 3 unfinished actions / specific time reference in the past and 3 vocabularies related to technology.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

- know at least one way of asserting their rights.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor asks what they covered during the last lesson and briefly mentions the key concepts. Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	
Introduction ~ 10'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for the unclear parts avoiding re-teaching the whole material.	The students utter their doubts if they have regarding the material taught in the video.	Blackboard (if necessary)	
Presentation ~ 15	The instructor sums very briefly what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video.	The students participate in the activity according to the instructions.	Worksheet, Blackboard.	

Practice ~ 35'	The instructor asks the students if they have ever bought a technological device or a domestic appliance and it has broken down soon after. She asks what their response was. In the meantime, she creates a mind map of the vocabularies the students use on the board and adds/corrects wrong uses when necessary. Then she instructs the students to form groups of 3. She tells the students to imagine that they have bought a domestic appliance and it has broken down. Therefore, they write complaint letters to the customer services. She asks them to use at least 3 times –den beri or –dır structure and 3 vocabularies related to technology.	The students share their experiences with technological devices and/or domestic appliances and tell about their reactions and actions they took when they were broken. Then they form groups to fulfil the task.	Blackboard.	
Evaluation ~ 25'	The instructor asks the students to read their letters. Then she asks the groups to exchange the letters and correct the errors if there are. Then each group finds the owner groups of the letters and give feedback about what the group liked and corrected. The instructor walks around the classroom and also gives feedback. Finally, she assigns the students to add at least 5 more vocabularies to the mind map.	The students read aloud their letters and give feedback about the other letters. They add at least 5 more vocabularies to the mind map as homework.	-	

WEEK 6

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 15 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel harmony

-the aorist tense

Theme: TV Ads

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to talk about abilities. They should be able to join two independent clauses by coordinating conjunctions.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Talk about their abilities and what an object is capable of doing.

2. Form complex sentences by making use of conjunctions.

3. Write a text for a kitchen robot advertisement by referring at least 4 operations that the clients can do with the robot and using complex sentences including at least 2 coordinating conjunctions.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

-name some of the Turkish domestic appliance brands.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor elicits the vocabularies the students are supposed to add to the mind map and she briefly reminds the key concepts of the previous lesson.	The students try to answer questions and share their views.	-	

	Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?			
Introduction ~ 10'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for the unclear parts avoiding re-teaching the whole material.	The students utter their doubts if they have regarding the material taught in the video.	Blackboard (if necessary)	
Presentation ~ 20	The instructor sums very briefly what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video.	The students participate in the activity according to the instructions.	Worksheet, Blackboard.	
Practice ~ 35'	The instructor asks the students if they watch or skip TV advertisements. She asks what language they use to capture attention of the people and persuade them that their product is the best. Then she asks the students to form groups of 3 or 4. She instructs that they are going to prepare TV ads of kitchen robots. Then she hands out one activity sheet per group. On each activity sheet one Turkish domestic appliance brand can be seen. She asks which group has which brand and writes these brands on the board saying that they are all Turkish domestic appliance brands. She tells the students to include in their advertisement texts at least 4 verbs with –ebilmek and 2 coordinating conjunctions. They	The students share their ideas regarding TV ads and form groups to prepare ads for kitchen robots.	Blackboard, Activity Sheet.	

	can decide the form they want to create their ads in (dialogues, simple texts…). She walks among the groups while they are working and is available for help when requested.			
Evaluation ~ 20'	When the groups finish their tasks the instructor asks them to present their TV ads to the class (they can read or role-play them). At the end, the instructor asks the students who have just watched the advertisements which product they would buy and why.	The students present their advertisements and express if they would buy the products the others have publicized and why.	-	

WEEK 7

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 14 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) and the consonant (especially "t-d" and "k-ğ" alternations) harmonies.

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

Theme: Tales

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to define and describe things and people with detailed information.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Give detailed information about things or people being referred to.

2. Join sentences by using "-diği için" (because) structure to create cause and effect relationships among sentences.

3. Write an original imaginary tale or a narration.

4. Use at least 3 relative clauses to give detailed information about things or people and 1 "diği için" structure to explain the cause of something.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

-recognize at least one of the most important fictional characters found in Turkish tales.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor briefly mentions what they studied during the last lesson. Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	
Introduction ~ 10'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts that need more explanation. If needed, she does a brief remedial teaching for	The students utter their doubts if they have regarding the material taught in the video.	Blackboard (if necessary)	

	the unclear parts avoiding re-teaching the whole material.			
Presentation ~ 10	The instructor sums very briefly what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video. She can instruct the students to tell the correct answers altogether for the close ended items and pick individual answers for the open ended items.	The students participate in the activity according to the instructions.	Worksheet	
Practice ~ 45'	The instructor asks the students if they like tales. Then she asks if they have ever heard of a Turkish tale. Then she searches for Keloğlan on the internet and shows some pictures depicting him. She instructs that Keloğlan is one of the fictional characters in Turkish tales. She adds that he is an honest, courageous and cunning bald boy who comes across with giants, kings and talking animals in his adventures. Then she asks the students if they can relate him to a fictional character found in their cultures. Then she asks the students to form groups of at least 3 and instructs them that they are going to create an original imaginary tale or narration. She writes on the board 3 titles and says that they must choose one of the titles for their tales/narrations. These titles are "Öyle Sevdi" "Şaka Değil Gerçek", "Perili Köşk". She explicitly says that they should use at least 3 relative clauses and join at least 1 sentence by using the "–diği için" (because) structure. When the students start working on their tasks, the instructor walks around the	The students tell if they know any Turkish tales and/or fictional characters. They think of fictional characters in their cultures and discuss if they relate to Keloğlan. Then they form groups to fulfil the task given by the instructor.	Computer, Projector, Blackboard.	

	classoomto help if asked.			
Evaluation ~ 20'	At the end of the activity, the instructor asks the students to read aloud their tales or narrations. While the groups read their tasks, the instructor creates a list of the vocabularies used and related to the subject. When all the groups finish reading their tales/narrations she asks the students which ones they liked the most and why. Then she shows the vocabularies and discusses their meanings with the whole class. Finally, she says that the students should create a mind map of the vocabularies and add at least 5 more to their mind map at home.	The students read their tales/narrations aloud to the class. They altogether discuss which ones they liked and why. They copy the vocabularies on the board and create a mind map of them by adding extra 5 vocabularies.	Blackboard.	

WEEK 8

LESSON PLAN FOR THE FLIPPED TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

Video Length: 14 minutes

Expected time needed for the compilation of the worksheet: 10 minutes

General Prerequisites: Access the videos and the materials prepared by the instructor.

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes)

-the aorist, the indefinite past, the future and the present continuous tenses in Turkish.

Theme: Festivals

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to identify when the subject of a sentence is the actual performer and when it is the affected person or thing by an action.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Switch from the active to the passive structure when they want to stress the importance of the action rather than the agent.

2. Write an explanatory text to tell about festivals and the ways people celebrate them.

3. Use at least 8 verbs in the passive form and 1 sentence including "tarafından" (by) structure to denote the agent in context.

Lateral Objectives of the Lesson (to be mentioned in the video): At the end of the lesson, students should be able to;

-tell about at least one of the most important festivals in Turkey.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~5'	The instructor elicits the vocabularies the students are supposed to add to their mind maps and briefly mentions what they studied. Then she asks the following questions to remind the students about the captured video: - What do you remember from the video you watched? -What was the topic of the video? - What did you learn from the video?	The students try to answer questions and share their views.	-	
Introduction ~ 10'	The instructor checks if the content has been understood or not by interpreting the students' answers to the warm up questions She asks explicitly if there are unclear parts	The students utter their doubts if they have	Blackboard (if necessary)	

	that need more explanation. If needed, she does a brief remedial teaching for the unclear parts avoiding re-teaching the whole material.	regarding the material taught in the video.		
Presentation ~ 10	The instructor sums very briefly what was taught in the video and starts examining the worksheets the students are supposed to study and complete while watching the video. She can instruct the students to tell the correct answers altogether for the close ended items and pick individual answers for the open ended items.	The students participate in the activity according to the instructions.	Worksheet	
Practice ~ 45'	The instructor asks the students if they know any festivals that are celebrated in Turkey. In line with the answers, she tells about one of the most important festivals in Turkey (e.g. Cumhuriyet Bayramı, Ramazan Bayramı, Hıdırellez etc.). If necessary she can show some pictures of people who are celebrating it on the internet. She uses passive voice sentences to give information about the festival. And she asks the students to form groups of 3 and instructs them to write an explanatory text about one of the most important festivals celebrated in Italy. She explicitly says that they should use at least 8 verbs in the passive structure and 1 sentence including "tarafından" (by) form to denote the agent. When the students start working on their tasks, the instructor walks around the classoomto help if asked.	The students tell if they know any Turkish festivals and try to talk about them. Then they form groups to fulfil the task given by the instructor.	Computer, Projector, (if necessary) Blackboard.	
Evaluation ~ 20'	At the end of the activity, the instructor asks the students to read aloud their texts and asks the rest of the class if they have anything to add or omit in terms of information	The students read their texts aloud to the class.	-	

	regarding the festivals as well as the language use. Moreover, she asks if the celebration of the mentioned festivals differ from one region to another. Finally she assigns the students to create a mind map of the vocabularies they have learnt today.	The students who are listening can add information regarding the way the festivals are celebrated in different regions. Moreover, they can comment on the language use of their peers. They create a mind map as homework.		

LESSON PLANS FOR THE TRADITIONAL CLASSROOM

WEEK 1

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time: Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) harmony.

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

Theme: Personality Traits

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to express their decisions clearly and support their ideas. They should be able to understand counterarguments, reason them and persuade people to consider their arguments.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Construct reasonable arguments.

2. Use certain words and phrases like "bence" (in my opinion), "hiç şüphesiz" (without any doubt) at least 3 times and –meli and/or lazım (must, have to, be necessary for somebody to do something) structures at least 4 times to express their personal opinions.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

- understand when a native speaker of Turkish uses –meli and lazım to refer impersonal structures.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~ 10'	The instructor asks if the students like watching cartoons and which cartoons they used to watch when they were children. If the cartoons are found also in Turkish, she searches for them on Google and shows their Turkish names. And then she asks: Have you ever tried to persuade your parents to let you watch your favourite programme when they did not want you to watch it, say, before you finished your homework? She listens to the students and asks if they had succeeded convincing their parents and how.	Students think of cartoons they used to watch (or they still watch). And they tell how they once managed to convince their parents to allow them watch their favourite programmes (if ever happened).	Computer, Projector.	
Introduction ~ 15'	The instructor asks the students how they make others listen and value their ideas. In line with the answers she asks what expressions they use to introduce their personal opinions and if they know them in Turkish. She gives some examples in Turkish and notes them on the board.	The students think of and share the strategies they use to express their ideas in an argument.	Blackboard.	
Presentation ~ 45'	The instructor hands out the worksheets and the students do the Part A. Then she presents the subject in the power point slide format and asks the students to complete the remaining exercises. And then the instructor elicits the answers.	The students do the exercises following the instructions. They listen to and take notes of the lecture.	Worksheet, Computer, Projector.	

| Practice ~ 15' | The instructor asks if the students know The Smurfs (I Puffi in Italian) and have ever watched. Then she asks if they know how they are called in Turkish. If they do not know their name, she encourages them to make guesses. In the end, she tells the answer (Şirinler) and revises with the whole class each Smurf's characteristics in Turkish on Wikipedia. She makes a mind map of the characteristics elicited on the board and says that the students can copy it at the same time. Then she asks students to form groups of 4 or 5. She instructs the students to imagine themselves as the Smurfs. Each student can freely choose the Smurf s/he wants to be. She tells them that they are in a hot-air balloon which is sinking because they are too heavy. Then she says that the only solution is to throw one of them out to save the others in the hot-air balloon. She adds that they have to decide about the person to be thrown out mutually by reasoning and expressing their ideas. She reminds that the student who is decided to be thrown out must object to the decision. Moreover, she says that they are expected to use phrases to express their opinions also with –meli and lazım sentences (at least 4 times) and use at least 3 structures learnt to express opinions. The students are | The students check their memories to remember information about the Smurfs and their characteristics. Then they form groups by and create dialogues to fulfil the task. They write down their dialogues. | Computer, Projector, Blackboard. | |

	expected to create dialogues and write them on a piece of paper. When the students start the activity, the instructor walks around the classoomto help if asked.			
Evaluation ~ 5'	At the end of the activity, the instructor asks the students to read aloud their tasks. She collects the tasks to correct and give feedback. Then the instructor assigns the students to add at least 5 more words related to personal traits to the mind map they created in the classroom to be discussed at the beginning of the following lesson.	The students hand in their completed texts to the instructor. They add 5 more words to the mind map as homework.	-	

WEEK 2

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time: Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) and the consonant (especially "t-d" and "k-ğ" alternation) harmonies.

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

-the aorist, the indefinite past, the future and the present continuous tenses in Turkish.

Theme: Crimes

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to identify actions referring to a period of time in the past. They should be able to refer to a specific date in past. They should tell and understand the events with precision of time and order.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Write a made-up crime news by making use of correct time reference with –(y)ken and/or –diğinde in past at least 5 times.

2. Use at least 5 crime related vocabularies in context.

3. Understand the other functions of –(y)ken combined with other tenses.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-understand Turkish verbs expressing "liking" and notice their semantical differences (sevmek, hoşlanmak, beğenmek, aşık olmak, bayılmak, hasta olmak, hazzetmek).

-realize guest culture in Turkey through Turkish coffee.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~ 10'	The instructor asks for the vocabularies the students had to add to the mind map they created the previous lesson and briefly mentions what they studied. The instructor asks the students if they read any crime news in these days. In line with the answers she asks when and while questions regarding the crimes and elicits answers. She creates a mind map of crime vocabularies the students use on the blackboard.	The students tell the vocabularies and their meanings. They think of recent crime news and report it to the class and share their views.	-	
Introduction ~ 15'	The instructor hands out the worksheets and examines with the students the "Beyin Fırtınası" (Brainstorming) part. She asks the students to form two sentences	The students come up with sentences	Blackboard (if necessary)	

	with "mentre" (while) and "quando" (when) in Italian. Then she discusses with the students what functions they have in the sentences. Then she makes them aware of the fact that "mentre" does not have only the temporal function but also a contrasting one.	and share their thoughts about the function of "mentre" (while) in sentences.		
Presentation ~ 40'	The instructor presents the subject in the power point slide format and asks the students to complete the worksheet at the end of the instruction. And then the instructor asks for the answers and reminds the students to raise their hands to respond.	The students listen to and take notes of the instruction and complete the worksheets.	Worksheet	
Practice ~ 20'	The instructor reminds the students of the crime news they mentioned. Then she asks if they know any Turkish newspaper. And she groups the students in 3 and hands out the activity sheets. Each group gets one activity sheet. She asks them if they know what the titles mean. Then she tells the students that these are the names of some the national newspapers in Turkey and instructs them that they are going to create a piece of news like newspaper reporters using the various prompt sentences supplied for each activity sheet. She also adds that they have to use at least 5 temporal sentences containing –(y)ken and/or –diğinde and 5 vocabularies related to crime. The instructor makes the classroom computer available for students to search for anything (e.g. vocabularies, pictures, example articles) they would need to complete the task. When the students start the	The students have to come up with some crime news related to the situation provided for them in the first sentence of their activity sheets.	Activity Sheet, Computer, Projector, Blackboard	

	activity, the instructor walks around the classoomto help if asked.			
Evaluation ~ 5'	At the end of the activity, the instructor asks the groups to read their news and then she collects the tasks. Then the instructor asks as homework to add at least 5 more crime related vocabularies to the mind map they created in the classroom to be discussed at the beginning of the following lesson.	The students hand in their texts. They copy the mind map and add 5 more crime related vocabularies to it as homework.	-	

WEEK 3

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

General Prerequisites:-

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) harmony

Theme: Kitchen and Cuisine

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to express and understand imperative structure in Turkish. They should be able to understand manuals and instructions and give directions.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Write a recipe using at least 8 imperative structures in Turkish.

2. Understand without difficulty how to prepare a dish in Turkish.

3. Use at least 8 verbs related to preparing a dish/pastry.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-refer main differences and similarities between the Turkish and the Italian cuisine.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~10'	The instructor elicits the vocabularies the students are supposed to add to the mind map and briefly mentions what they studied.	The students say the vocabularies they added to the mind map.	-	
Introduction ~ 20'	The instructor hands out the worksheets and elicits answers to the questions for the Part 1. She creates a mind map of the vocabularies the students use on the board.	The students do the exercises according to the instructions.	Worksheet	
Presentation ~ 35	The instructor presents the subject in the power point slide format and in the end she asks if they have ever tried a Turkish dish. And she shows some pictures of "pilav" (rice) and asks what it is, how they think it is prepared, when it is eaten and how. Then she tells students how it is prepared as if she were a cook on a TV channel by using the imperative structure. Whenever she uses a new vocabulary or verb she adds it to	The students discuss and compare their knowledge regarding the Turkish and the Italian cuisine. They watch their	Computer, Projector, Worksheet, Blackboard.	

	the existing mind map on the board. Then she asks the students to complete the exercises on the worksheet and she asks voluntary students to answer to them.	instructor when she presents a Turkish dish and then complete the worksheet.		
Practice ~ 15'	The instructor asks the students to form groups of at least 2 and instructs them to write a recipe of an Italian dish by using the imperative structure at least 8 times. Then the instructor adds that they should use at least 8 verbs related to preparing a dish/pastry.	The students form groups to think of and write down a recipe of an Italian dish.	-	
Evaluation ~ 10'	At the end of the activity, the instructor asks the students to present their recipe to the class by reading or telling them and she adds new vocabularies emerged from the tasks to the mind map.	The students present their recipes They copy the new vocabularies on the board.	Blackboard.	

WEEK 4

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) harmony

- the possessive adjectives (benim, senin, onun, bizim, sizin, onların)

- locative postpositions (ön, arka, köşe, yan, alt, üst etc.)

Theme: Everyday Life

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to identify the difference between possessive adjectives and possessive pronouns. They should be able to understand when the –ki suffix forms adjectives (like öndeki and dünkü). They should be able to understand when ki is used as a conjunction.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Describe things or people precisely in terms of their location and events in terms of the time they happen.

2. Understand and use ki as a conjunction.

3. Use possessive pronouns to refer personal belongings.

4. Construct a dialogue by using at least 4 possessive pronouns and 2 –deki structures to describe the location of an object/a building/a person etc.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-sing "iyi ki doğdun" (happy birthday) song in Turkish and utter birthday wishes and greetings in Turkish.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~10'	The instructor reminds the vocabularies added during the previous lesson to the mind map and briefly mentions what they studied.	The students try to remember the vocabularies they studied during the previous	-	

		lesson and their meanings.		
Introduction ~ 15'	The instructor asks the students if they know the "iyi ki doğdun" (happy birthday) song in Turkish. Then she writes the lyrics on the board and examine together with the students by asking them what it says literally. Then she sings it once and tells the students to sing altogether once more. After that she asks students what they would write in their text messages to their Turkish friends to celebrate their birthdays. She elicits the answers and writes one example text message on the board by adding the students' responses to it.	The students, who may already know the "iyi ki doğdun" (happy birthday) song in Turkish, sing the song and later all of the students sing it together. Then they express how they would wish happy birthday to their friends in Turkish.	Blackboard (if necessary)	
Presentation ~ 35	The instructor then presents the subject in the power point slide format and distributes the worksheets to the students.	The students listen to and take notes of the lecture.	Computer, Projector, Blackboard.	
Practice ~ 20'	The instructor says that they have done the Part A, which asks the students to research the "happy birthday" song in Turkish. Then she asks the whole class to have a look at the pictures and compare them and express their opinions regarding the pictures. After the class finishes expressing their ideas, the instructor asks them to form groups of 2 and choose a role play situation provided in the Part C on the worksheet. Then she instructs that they are going to construct	The students form groups, choose a situation and prepare a dialogue to role-play it.	Blackboard, Worksheet	

	dialogues for the situations. She asks the students to use 4 possessive pronouns and 2 –deki structures in their dialogues.			
Evaluation ~ 10'	At the end of the activity, the instructor asks the students to role-play the situations they have chosen. In the end she asks the students to say new vocabularies and phrases they learnt today.	The students present their tasks and reflect on the new vocabularies and phrases they have learnt.	-	

WEEK 5

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel harmony

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

- the consonant harmony (especially "t-d" and "k-ğ" alternation)

Theme: Technology

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to answer "how long…." questions and refer to the actions which started in the past and continue in the present. They should be able to understand and use vocabularies related to technology.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Talk about actions started in the past and continue in the present.

2. Recognize a formal letter.

3. Write a complaint letter by using at least 3 unfinished actions / specific time reference in the past and 3 vocabularies related to technology.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-know at least one way of asserting their rights.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~10'	The instructor asks what they covered during the last lesson and briefly mentions the key concepts.	The students check what they remember from the last lesson.	-	
Introduction ~ 15'	The instructor hands out the worksheets and instructs the students to have a look at the Part 1. She asks them to say what they would write, which information would they include in their lost dog notice. After she elicits the answers she continues with the second item and asks what the difference is between the photos.	The students think and share how they would construct a notice for their lost dogs and what they would write.	Worksheet, Blackboard (if necessary)	
Presentation ~ 35	The instructor then presents the subject in the power point slide format. And she asks the students to complete the worksheets and elicits answers.	The students listen to and take notes of the lecture. They complete the worksheets.	Worksheet, Computer, Projector, Blackboard.	
Practice ~ 20'	The instructor asks the students if they have ever bought a	The students share their	Blackboard.	

	technological device or a domestic appliance and it has broken down soon after. She asks what their response was. In the meantime, she creates a mind map of the vocabularies the students use on the board and adds/corrects wrong uses when necessary. Then she instructs the students to form groups of 3. She tells the students to imagine that they have bought a domestic appliance and it has broken down. Therefore, they write complaint letters to the customer services. She asks them to use at least 3 times –den beri or –dır structure and 3 vocabularies related to technology.	experiences with technological devices and/or domestic appliances and tell about their reactions and actions they took when they were broken. Then they form groups to fulfil the task.		
Evaluation ~ 10'	The students read aloud the letters and the instructor collects the letters to correct and give feedback. Then she assigns the students to add at least 5 more vocabularies to the mind map.	The students read their letters and add at least 5 more vocabularies to the mind map as homework.	-	

WEEK 6

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel harmony

-the aorist tense

Theme: TV Ads

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to talk about abilities. They should be able to join two independent clauses by coordinating conjunctions.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Talk about their abilities and what an object is capable of doing.

2. Form complex sentences by making use of conjunctions.

3. Write a text for a kitchen robot advertisement by referring at least 4 operations that the clients can do with the robot and using complex sentences including at least 2 coordinating conjunctions.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-name some of the Turkish domestic appliance brands.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~10'	The instructor asks what they covered during the last lesson and checks the new vocabularies the students are supposed to add to the mind map.	The students check what they remember from the last lesson and tell the vocabularies they added to the mind map.	-	
Introduction ~ 15'	The instructor hands out the worksheets and instructs the students to have a look at the Part 1. She plays the song and asks students to note down the	The students listen to the song and note the repeating vocabularies or	Worksheet, Blackboard (if necessary) Computer,	

	repeating sounds or vocabularies they identify. Then she asks what has been repeating and writes it on the board.	sounds they hear.	Projector.	
Presentation ~ 35	The instructor then presents the subject in the power point slide format. Then she asks the students to complete the worksheets and elicits answers.	The students listen to and take notes of the lecture. They complete the worksheets.	Worksheet, Computer, Projector, Blackboard.	
Practice ~ 20'	The instructor asks the students if they watch or skip TV advertisements. She asks what language they use to capture attention of the people and persuade them that their product is the best. Then she asks the students to form groups of 3 or 4. She instructs that they are going to prepare TV ads of kitchen robots. Then she hands out one activity sheet per group. On each activity sheet one Turkish domestic appliance brand can be seen. She asks which group has which brand and writes these brands on the board saying that they are all Turkish domestic appliance brands. She tells the students to include in their advertisement texts at least 4 verbs with –ebilmek and 2 coordinating conjunctions. They can decide the form they want to create their ads in (dialogues, simple texts...). She walks among the groups while they are working and is available for help when requested.	The students share their ideas regarding TV ads and form groups to prepare ads for kitchen robots.	Blackboard. Activity Sheet	
Evaluation ~ 10'	At the end of the activity the instructor asks the students to present their tasks. The students can either read or role-play them. She gives feedback after each group's presentation and in the end asks the whole class which	The students present their advertisements and express which brand they would buy and why.	-	

	brand they would buy and why.			

WEEK 7

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes) and the consonant (especially "t-d" and "k-ğ" alternations) harmonies.

-the possessive suffixes (-im, -in, -(s)i, -imiz, -iniz, -leri).

Theme: Tales

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to define and describe things and people with detailed information.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Give detailed information about things or people being referred to.

2. Join sentences by using "-diği için" (because) structure to create cause and effect relationships among sentences.

3. Write an original imaginary tale or a narration.

4. Use at least 3 relative clauses to give detailed information about things or people and 1 "diği için" structure to explain the cause of something.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-recognize at least one of the most important fictional characters found in Turkish tales.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~10'	The instructor asks what they covered during the last lesson and briefly mentions the key concepts.	The students check what they remember from the last lesson.	-	
Introduction ~ 15'	The instructor hands out the worksheets and discusses the Part A with the students. She collects as many answers as possible.	The students try to answer the questions and add details regarding the objects or people as many as possible.	Worksheet.	
Presentation ~ 40	The instructor presents the subject in the power point slide format. Then she asks the students to complete the remaining exercises on the worksheet. Then she checks the answers.	The students listen to and take notes of the lecture and do the exercises.	Computer, Projector, Worksheet, Blackboard.	
Practice ~ 20'	The instructor asks the students if they like tales. Then she asks if they have ever heard of a Turkish tale. Then she searches for Keloğlan on the internet and shows some pictures depicting him. She instructs that Keloğlan is one of the fictional characters in Turkish tales. She adds that he is an honest, courageous and cunning bald boy who comes across with giants, kings and talking animals in his adventures. Then she asks the students if they can relate him to a fictional	The students tell if they know any Turkish festivals and try to talk about them. Then they form groups to fulfil the task given by the instructor.	Computer, Projector, Blackboard.	

	character found in their cultures. Then she asks the students to form groups of at least 3 and instructs them that they are going to create an original imaginary tale or narration. She writes on the board 3 titles and says that they must choose one of the titles for their tales/narrations. These titles are "Öyle Sevdi" "Şaka Değil Gerçek", "Perili Köşk". She explicitly says that they should use at least 3 relative clauses and join at least 1 sentence by using the "–diği için" (because) structure. When the students start working on their tasks, the instructor walks around the classoomto help if asked.			
Evaluation ~ 5'	At the end of the activity, the instructor asks the students to read aloud their tales/narrations. In the meantime, she writes on the board emerging vocabularies related to the subject. When all the groups finish reading their tales/narrations, she asks the whole class which ones they liked and why. Then she asks the students to copy the vocabularies and create a mind map of them at home by adding extra 5 vocabularies.	The students read their tales/narrations aloud to the class. They altogether discuss which ones they liked and why. They copy the vocabularies on the board and create a mind map of them by adding extra 5 vocabularies.	Blackboard.	

WEEK 8

LESSON PLAN FOR THE TRADITIONAL TURKISH as a FOREIGN LANGUAGE CLASSROOM

Instructor's Name: Hacer Nilay Suludere

School: Ca' Foscari University of Venice

Class: Turkish as a Foreign Language Module 2

Period: 1st Semester of the 2014-2015 Academic Year

Time:

Class time: 90 minutes

General Prerequisites: -

Linguistic Prerequisites: A good command of;

-the vowel (especially for –i type suffixes)

-the aorist, the indefinite past, the future and the present continuous tenses in Turkish.

Theme: Festivals

Proficiency Level: Pre-Intermediate - Intermediate

Main Skill: Writing

Integrated Skills: Listening, reading and speaking

Aim of the Lesson: At the end of the lesson, students should be able to identify when the subject of a sentence is the actual performer and when it is the affected person or thing by an action.

Objectives of the Lesson: At the end of the lesson, students should be able to;

1. Switch from the active to the passive structure when they want to stress the importance of the action rather than the agent.

2. Write an explanatory text to tell about festivals and the ways people celebrate them.

3. Use at least 8 verbs in the passive form and 1 sentence including "tarafından" (by) structure to denote the agent in context.

Lateral Objectives of the Lesson: At the end of the lesson, students should be able to;

-tell about at least one of the most important festivals in Turkey.

Lesson Stages	Instructor's Activity	Student's Activity	Teaching Aids	Comment(s)
Warm up ~10'	The instructor elicits the vocabularies the students are supposed to add to the mind map and briefly mentions what they studied.	The students say the vocabularies they added to their	-	

		mind maps.		
Introduction ~ 15'	The instructor hands out the worksheets and discusses the Part A with the students. She does not reveal the answers, but simply asks what the students think.	The students try to explain the sentences on the worksheet and participate in the activities according to the instructions given by the instructor.	Worksheet	
Presentation ~ 40	The instructor presents the subject in the power point slide format. Then she asks the students to complete the remaining exercises of the Part A and then she checks the answers. Then she continues with the Part B and elicits answers from the students.	The students listen to and take notes of the lecture and do the exercises.	Computer, Projector, Worksheet, Blackboard.	
Practice ~ 20'	The instructor asks the students if they know any festivals that are celebrated in Turkey. In line with the answers, she tells about one of the most important festivals in Turkey (e.g. Cumhuriyet Bayramı, Ramazan Bayramı, Hıdırellez etc.). If necessary she can show some pictures of people who are celebrating it on the internet. She uses passive voice sentences to give information about the festival. And she asks the students to form groups of 3 and instructs them to write an explanatory text about one of the most important festivals celebrated in Italy. She explicitly says that they should use at least 8 verbs in the passive structure and 1 sentence including "tarafından" (by) form to denote the agent. When the students start working	The students tell if they know any Turkish festivals and try to talk about them. Then they form groups to fulfil the task given by the instructor.	Computer, Projector, (if necessary) Blackboard.	

	on their tasks, the instructor walks around the classoomto help if asked.			
Evaluation ~ 5'	At the end of the activity, the instructor asks the students to read aloud their texts and then she collects the texts to correct errors and give feedback.	The students read their texts aloud to the class.	-	

APPENDIX B

Çalışma Kağıdı

Beyin Fırtınası: Bölüm A

1. Bağlantıyı (link) tıklayıp, şarkıyı dinle (*https://www.youtube.com/watch?v=GZSohWhB3lw*)

2. Şarkının 1.55 – 2.25 arasını tekrar dinle ve boşlukları doldur.

........................, ... artık seni sevdiğimi ....

........................, sen .... artık benim olduğunu ....

3. Ne tekrar ediyor? …………………………………………………………..
4. Bu bir ek mi? …………………………………………………………………
5. Ne demek?Bul ....

6. "Lazım" kelimesini hiç duydun mu? Ne demek? Araştır.
....

Bölüm B

Aşağıdaki kişilere ne önerirsin?

Ayşe: Başım ağrıyor. → Bence ....

Melis: Trene bineceğim. → Bence…………………………………………………….

Handan: Yarın sabah çok erken bir toplantıya katılacağım. →…………………………………….

Hasan: Telefonum internete girmiyor. →Mutlaka……………………………………………….

Bölüm C

Aşağıdaki kelimelerin eş anlamlılarını bul:

Sinirli   Alıngan

Huysuz   Mızmız (☺)

Çalışma Kağıdı

Beyin Fırtınası

1. İtalyancada "mentre" ve "quando" kullanarak iki cümle yazınız.

Mentre: ....

Quando: ....

2. Peki bu kelimeleri sadece zamandan bahsetmek için mi kullanıyoruz?

....
....

Bölüm A

3. –(y)ken ve –diğinde eklerini zaman ve kişi bakımından karşılaştırınız.

-(y)ken:

-diğinde:

4. Aşağıdaki resimlerin zamanını belirten iki cümle yazınız.

Bölüm B:

5. İtalyancada "bir şeyden hoşlanmak" fiili için ne kullanabiliriz? Piacere, amare, başka?

....
....

6. Peki Türkçede "bir şeyden hoşlanmak" fiilini başka nasıl söyleriz?

....
....

Brezilya polisi geçen hafta 3 kişiyi adam öldürme suçundan tutukladı.

Dün gece sabah saatlerinde Piazzale Roma'daki San Marco Bankası'na hırsız girdi.

Terör örgütü dün gece saat iki sularında bir benzinlikten market çalışanını kaçırdı.

İstanbul'un Esenyurt İlçesindeki en eski binayı bu sabah kundakladılar.

WEEK 3- WORKSHEET

Çalışma Kağıdı

Bölüm 1

1. Dün akşam ne yediniz? İçinde ne vardı?

Malzemeler: ....

....

2. Favori bir yemeğiniz var mı?
   ....

3. Onu nasıl pişiriyorsunuz/ hazırlıyorsunuz? (mesela: önce soğanları soyuyorum ve patlıcanları yıkıyorum...)

Malzemeler:...

....

....

Hazırlanışı:..

....

....

....

4. Hangi fiilleri kullandınız?
   ....,..........................,..........................,..........................,..........................,..........................

...........,..........................,..........................,..........................,...........

mutfak ile ilgili başka hangi fiiller var?

....

Bölüm 2

5. Bu tarifi arkadaşınız istiyor. Ona bu tarifi emir cümleleriyle sözlü olarak anlat. (mesela: önce soğanları soy ve patlıcanları yıka...)
6. Aşağıdaki durumlara uygun emirler ver.
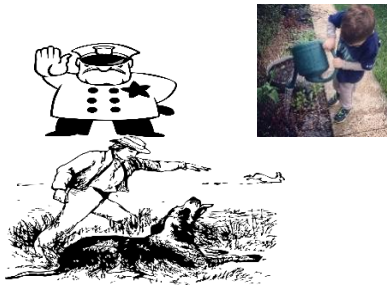
ÇALIŞMA KAĞIDI

Bölüm A: Türkçede doğum günlerini kutlamak için hangi şarkıyı söylüyoruz? Araştırınız.

Bölüm B: Aşağıdaki resimleri karşılaştırınız. Karşılaştırma yaparken kutudan kelimelerden kullanın.

en üstteki yandaki sağındaki	yanındaki	solundaki	resimdeki

Sigara içmeyenlerin Akciğeri — Sigara İçenlerin Akciğeri !

Bölüm C: Duruma uygun diyaloglarla rol yapınız.

Durum 1: A: İki kardeşsiniz. Küçük kardeşin oyun oynamak için senin bilgisayarını istiyor, çünkü senin bilgisayarın son model, dolayısıyla çok hızlı. Ama bilgisayarını kardeşine vermek istemiyorsun, çünkü bilgisayarına internetten virüs girer. Küçük kardeşin çok inatçı ve yaramaz. Bakalım kim kazanacak!

Durum 2: İki arkadaş futbol maçı izliyorsunuz. Maç Roma ve Milan takımları arasında. Sen Milan, arkadaşın Roma'yı tutuyor. Senin takımının daha iyi olduğu konusunda arkadaşını ikna et.

Durum 3: İki arkadaş kuaför/berber konusunda konuşuyorsunuz. Kuaförünü/Berberini öv ve arkadaşını, senin kuaförünün/berberinin şehrin en iyisi olduğuna ikna et.

Çalışma Kağıdı

Bölüm 1

1. Diyelim ki köpeğiniz 3 gün önce kayboldu. Onu aramak için bir ilan hazırlayın.

....
....
....

2. Aşağıdaki yazılar arasında ne fark var? İtalyanca olsalar, ne yazar?

ONUR LOKANTASI
1989'dan beri hizmetinizde…

NEHİR PİDE
 32 yıldır hizmetinizde...

Bölüm 2

3. Aşağıdaki doğrular zamanı gösteriyor. Bir olay başlıyor ve günümüze kadar devam ediyor. Bu iki doğruya "-den beri" ve "-dir" yapılarını doğru olarak yerleştir.

1

2   *şimdi*

4. Aşağıdaki durumlar için **–den beri** ve **–dir** kullanarak cümleler yazın ve siz de 2 tane cümle ekleyin.

1...

Bağlı değil
Bağlantı yok
Sorun Gider   2...

3...

4...

215

WEEK 6- WORKSHEET

Çalışma Kağıdı

Bölüm 1- Bağlantıyı tıklayıp şarkıyı dinleyin. Sözlerine bakmayın. Ne ya da hangi kelimeler tekrarlıyor? Aşağıya not alınız.

https://www.youtube.com/watch?v=l5zOvBQGmek

....
....
....

Bölüm 2- Bu insanlar ne yapıyorlar? Bu bir yetenek mi?

Bölüm 3- Aşağıdaki tabloyu kendinize göre doldurun.

(Mesela: ☺ Sıcak çay içebilirim.

☹ Gömlek ütüleyemem.)

☺							
☹							

Bölüm 4- -ebilmek ekini sadece yetenek için mi kullanıyoruz? Araştırın.

....
....
....

Vestel V-Cook serisi ürünler ile yemekler şahane...

WEEK 7 – WORKSHEET

Çalışma Kağıdı

Bölüm A

Aşağıdaki sorulara cevap veriniz.

1.Hangi kişi (a) daha zeki (b) daha ciddi (c) daha düşünceli (d) daha üşümüş (e) daha şık?

2. Hangi resim müzik daha hareketli?   3.Hangi divan (a) daha rahat (b) daha ucuz?

Bölüm B

4. Yukarıdaki soruları aşağıdaki fiilimsilerden faydalanarak yeniden cevaplayınız. Başka fiilimsiler de kullanabilirsiniz. Sağdaki ve soldaki kelimelerini kullanmak yasaktır.

oturan	dinleyen	bakan	giyen	takan
oturduğu	dinlediği	baktığı	giydiği	taktığı

5. Aşağıdaki cümleleri aynı anlama gelecek şekilde yeniden yazınız (Birden fazla şekilde yazabilirsiniz).

a-Hiç bozuk param kalmamış. Bakkaldan para bozdurmalıyım.

-…………………………………………………………………………………………..

b- O filmi daha önce defalarca izledin. Tüm replikleri bilmen normal.

-………………………………………………………………………………………….

c-Kotum siyah. Siyah bir gömlek seçeceğim.

-………………………………………………………………………………………….

d-Doktorun verdiği ilaçları kullanmadı. Şimdi yine hastanede.

-………………………………………………………………………………………….

WEEK 8 – WORKSHEET

Çalışma Kağıdı

Bölüm A

1. Aşağıdaki iki cümleyi okuyun ve bunların arasındaki farkı açıklamaya çalışın (hem dil hem de anlam yönünden).

a- He carried the heavy shopping bag.

b- The heavy shopping bag was carried.

c- The heavy shopping bag was carried by him.

2. Bu cümleleri İtalyancada nasıl söylersiniz? Anlam ve dil yönünden değişiklik var mı? Tartışınız.

………

Bölüm B

3. Yukarıdaki cümleleri Türkçeye çeviriniz.

a- ……………………………………………………………………..

b- ………………………………………………………………………

c- ……………………………………………………………………..

4. Aşağıdaki durumlar için Türkçede ne söylenir?

APPENDIX C

The URL of the Lecture Video
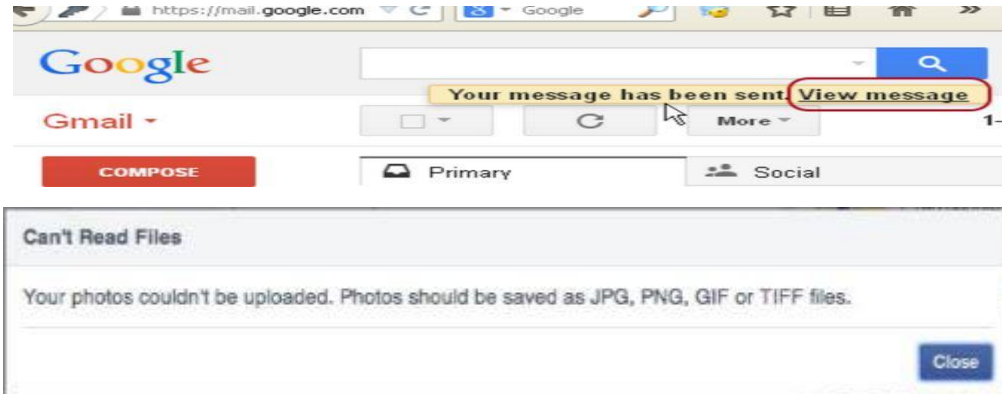
https://www.youtube.com/watch?v=a00UUCbZQGo

Transcript of the Lecture Video

Merhaba arkadaşlar. Yeni bir ters yüz Türkçe dersinde birlikteyiz. Bugünkü konumuz gereklilik. Burada iki tane insan görüyoruz. Bu iki kişi Venedik'e gelmişler, Venedik'te turistler. Peki, Venedik'teki turistler ne yaparlar? Gezerler, müzelere giderler, tarihi mekanları /yerleri ziyaret ederler, gondola binerler, alışveriş yaparlar. E diciamo che questi turisti vogliono avere dei suggerimenti da voi. Cosa fare a Venezia? Cosa potete dire? Posiamo usare questi verbi: tadına bakmak, görmek, almak o qualsiasi cosa che pensate voi. Nasıl söylersiniz? Böyle söyleyebiliriz. İzmir'de hangi tarihi mekanları görmeliyiz diyor Şerif Yenen Bey, Uzman TV'de. İzmir'de hangi tarihi mekanları görmeliyiz. Dobbiamo vedere hangi tarihi mekanları nerede İzmir'de. Şimdi lütfen bu videdoyu durdurun, çalışma kağıdından Bölüm A'ya bakın, oradaki egzersizleri, alıştırmaları yapıp tekrar videoyu oynatın. Gereklilik aslında Türkçede –meli / -malı eki ile yapılan bir ihtiyaçtan bahseden kalıplardır, yapılardır. Quindi stiamo parlando della necessità. Mesela Hasan diyor: Yarın Hıdırellez pikniği var, mutlaka gitmeliyiz. Dobbiamo andare per forza. Hıdırellez, se vi ricordate dallo scorso anno, abbiamo studiato, è una festa per la primavera. Özlem: Gerçekten gitmeli miyiz? Soru. Tabii ki, bu şenlik kaçmaz! Ama yanına şemsiye al. Havaya güvenmemeliyiz. Bu kısa diyalog ne diyor? Ne anlama geliyor buradaki –meli ekli olan yüklemler? Lütfen Mustafa Sandal'ın Bu Kız Beni Görmeli şarkısını Youtube'dan aratıp dinleyin. Ne diyor Mustafa Sandal? Mustafa Sandal ne istiyor? Aslında en basit haliyle, possiamo smontare il nostro predicato. Gör come sempre, -mek, -mak non c'è più.Ağiungiamo –meli/ -malı e poi şahıs ekleri. Şimdiki zaman için. Quelli che usiamo per il tempo presente: -im, -sin,- (dir) –se ci serve-, -iz, -siniz, -(ler). Görmeliyim mesela mi fa capire io devo vedere. Come facciamo sempre rendiamo il verbo negativo prima, quindi görme, e aggiungendo sempre il modo, -meli più le persone facciamo il negativo. Görmemeli; görmemeliyim, non devo vedere, possiamo tradurre così. E poi arriviamo anche alla

domanda; le domande che richiedono sì o no come la risposta. Görme o görmeli, quindi sia negativo che positivo più mi staccato che porta le persone. Görmeli misin? Mesela, devi vedere, poşiamo dire. Turistler Venedik'te ne nyapmalılar öyleyse ya da ne yapmamalılar? Mesela turistler Venedik'te Rialto Köprüsü'nü görmeliler. Turistler çöplerini yere atmamalılar. Infatti quando parliamo delle nostre idee, possiamo usare alcuni cümle başlangıçları. Mesela, bence, kesinlikle, mutlaka, hiç şüphesiz. Bence è quello che avevamo già imparato: Secondo me. Aggiungiamo qui altri tre. Kesinlikle, mutlaka ve hiç şüphesiz. Compito: Che cosa vogliono dire queste tre parole? Kesinlikle, mutlaka ve hiç şüphesiz, una domanda. Bence ağır bavullarla gelmemeliler. Secondo me non devono venire con le valigie pesanti. Poi, in Turco esiste un'altro modo sempre per dire è neceşario, magari ogni tanto possiamo tradurre con il verbo dovere. En basit haliyle, come si usa? Görme iyelik ekleri e più aggiungiamo lazım staccato sempre. Görmeliyim mesela avevamo detto, io devo vedere. Qui invece görmem lazım. Görme più -m che fa iyelik per io possessivo, lazım, görmem lazım. Devo vedere o è necessario che io lo vedo. Come abbiamo fatto sempre, rendendo il verbo negativo possiamo dare un significativo negativo. Görmemem lazım, non lo devo vedere possiamo dire. Altrimenti...c'è... esiste un'altro modo ancora per rendere negativo con değil in Turco. Però questo non è comune, è molto raro quindi, è meglio che impariamo noi quella forma di görmemem lazım. E come avete già capito in effetti da değil, lazım è lazım olmak in effetti. E' un verbo. E facciamo come abbiamo fatto per il verbo essere sempre la domanda anche per la terza persona singolare per esempio sarebbe görmemesi lazım mı, possiamo dire. Marketten su almam lazım. Turistlerin çoğul, plurale, Rialto'yu görmeleri lazım. Çocuk için de bilet almamız lazım mı? Ora sentite questa canzone, bu şarkıyı dinleyin. Sertap Erener şarkıcı, şarkının adı, Kendime Yeni Bir Ben Lazım. Sentirete che nella canzone lei dice ogni tanto anche gerek. Invece di lazım, possiamo usare gerek, è un sinonimo possiamo dire. Vogliono dire la stessa cosa. Söylemem lazım, è necessario che dico io, o devo dire, söylemem gerek, söylemem lazım aynı anlamdalar. Peki, gereklilik bazen Türkçede çıkarım, la deduzione, için de kullanılabilir. Ancak sadece olmak fiili ile. Mesela Buğra ve Defne konuşuyorlar. Defne, Buğra'nın annesi. Anne, kapı çalıyor. Bak annecim kapıya, Suzan teyzen olmalı. Quindi, qui abbiamo una deduzione. Non sapiamo chi è la persona ma possa essere, dovrebbe eşere Suzan teyze. Aksanından belli, İtalyan olmalısın. Aksan è l'accento, belli è chiaro; devi essere, possiamo dire. Sonra bir de yapmak lazım yapmak gerek gibi impersonale yapılar var. Bu ödevi yapmak için iyi araştırma yapmak gerek. Quindi non riferiamo a nessuno, una terza persona, magari ci vuole, possiamo tradurre così in questo caso yapmak lazım

yapmak gerek. Si può tradurre ci vogliono o ci vuole. Per questa frase per esempio per esempio ci vuole una buona ricerca, fare una buona ricerca per fare questo compito. Şimdi lütfen çalışma kağıdını tamamlayınız. Derste görüşmek üzere.

Week 2 A

The URL of the Lecture Video

https://www.youtube.com/watch?v=dIsk_oVajt8&t=1s

Transcript of the Lecture Video

Merhaba arkadaşlar, yine bir Türkçe ters yüz dersinde yine birlikteyiz. Bugünkü konumuz – (y)ken ve –diğinde ekleri. Şimdi başlamadan önce lütfen çalışma kağıdından 1., 2. ve 3. alıştırmaları yapınız. Videoyu burada durdurup alıştırmaları yaptıktan sonra tekrar oynatın. Türkiye'de gençlerin arasında böyle yeni bir akım oluştu. Adına caps diyorlar. Caps ne? İfadeler ile, yüz ifadesi, vücut ifadesi de olabilir le espressioni ile durumlari, le situazioni, birleştiriyoruz ve bu durumlara uygun komik cümleler oluşturuyoruz. Mesela bu kedinin yüzü biraz üzgün, masum, innocente. E invece la situazione che la persona che ha creato questo caps ha scelto babamdan para isterken ben. Quindi, dice in effetti letteralmente mentre io voglio dei soldi da mio padre. Questa faccia, questa espressione innocente. Babamdan para beklerken ben. Questa volta inceve beklerken, mentre aspetto. Para istediğimde babam, quindi l'espressione del mio padre in questo caso quando? Para istediğimde. Hocadan not isterken ben, sempre un'altra faccia innocente. Ve eski sevgilimi mutlu gördüğümde ben, hoca espri yaptığında ben ve sınavın son dakikasında arkadaştan kopya isterken ben yani umutsuz bir şekilde arkadaşından kopya isterken mentre chiede della kopya dalla sua amica / amico; quando? Sınavın son dakikasında, l'ultimo minuto dell'esame. Ecco qui possiamo vedere la differenza tra questi due suffissi che impariamo oggi. Okula geç kaldığımda kahvaltı yaparken ben. Okula geç kaldığımda quando okula geç kalmak, kahvaltı yaparken, mentre ben. Şu durumda o maymun bir öğrenciyi temsil ediyor. Diciamo così, temsil etmek rappresentare. Okula geç kaldığımda yani zaten okula geç kalmış bu öğrenci mentre o işi yapıyorken, o iş

üzerindeykenki halini gösteriyor bize. Şimdi biraz daha detaylı olarak bakalım bu eklere. –(y)ken geniş zaman ve şimdiki zaman ile kullanılabilir. Geniş zaman l'aoristo, şimdiki zaman il tempo presente. Ora cerchiamo di capire che significati abbiamo qui. Okula gelirken bir arkadaşımla karşılaştım. Karşılaşmak? Incontrarsi. Quando? Okula gelirken. Quando, in questo caso, siccome vediamo qui che il predicato passato, anche questa parte della frase dobbiamo interpretare che è successo in passato. Okula gelirken ben quindi mi fa capire mentre venivo alla scuola. Ora, abbiamo detto che qui abbiamo karşılaştım il passato e appunto per questo motivo è importante... qui deviamo geniş zaman, l'aoristo e şimdiki zaman che è presente. Però con –(y)ken, quando li usiamo insieme, questi suffissi insieme con –(y)ken, noi capiamo chi fa l'azione e quando fa l'azione sempre dal predicato. Ok, quindi non porta né tempo né persona. La stessa cosa possiamo riferire dicendo okula geliyorken bir arkadaşımla karşılaştım. Il significato non cambia praticamente. Bunlar en sık kullanılan halleri. Questi sono i più comuni, pià frequenti. Birkaç tane daha örnek söyleyelim. Okula gelirken yine otobüse binerim. Vedete qui abbiamo l'aoristo. E qui niente, nessun tempo; quindi dobbiamo interpretare che questo succede nel tempo aoristo. Mentre vengo alla scuola, io uso o prendo l'autobus. Türkçe konuşurken yavaş yavaş konuşurum. Arabayla giderken yolda bir kaza gördük. Duş alırken telefon çaldı. Makyaj yaparken radyo dinlerdi. Possiamo riferire le stesse frasi con lo stesso significato usando –iyor. Makyaj yapıyorken radyo dinlerdi. Non cambia niente. Poi, -(y)ken quando usiamo con geniş zaman, l'aoristo, mi fa capire anche karşıt durumlar, il contrasto. Ben yemekten sonra tatlı isterken, eşim kahve ister. Burada aslında İtalyancaya çok benziyor. Mentre io chiedo qualcosa, in questo caso il dolce, eşim kahve ister. Il mio marito o la mia moglie chiede o preferisce il senso il caffé; quindi bir karşıt durum. Ablası köpek severken, kardeşi kedi hastasıdır. Mentre alla sua sorella piace tanto il cane, kardeşi kedi hastasıdır, la sua sorella o il suo fratello adora i gatti. Come vedete ho usato in effetti hastasıdır qui. Türkçede bir şeyin hastası olmak bir şeyi çok sevmek, çok beğenmek için kullanılır. In questo caso non è solamente piacere ma adorare qualcosa. –(y)ken gelecek zaman ile de kullanılabilir – ecek/-acak. Tam evden çıkacakken telefon çaldı. Dün gece film bitecekken elektrikler kesildi. E mi fa capire che l'azione non termina. Stavo per fare qualcosa ma succede un'altra cosa e non finisce la prima azone. Tipo; tam evden çıkacakken quindi non sono uscita dalla casa, mi fa capire telefon çaldı, ha suonato il telefono. Di nuovo gelecek zaman... mi fa capire anche cambiare l'idea. Appunto, come abbiamo detto bir olay gerçekleşmiyor. Ya başka bir şey olduğu için gerçekleşmiyor ya da bu fikirden vazgeçtiği için kişi gerçekleşmiyor. Mesela, bu evi satın

alacakken son anda vazgeçtik. Quindi non abbiamo comprato questa casa; abbiamo rinunciato l'idea, abbiamo cambiato l'idea, possiamo tradurre così. Tatilde İtalya'da kalacakken karar değiştirip Türkiye'ye gittiler, gibi. –(y)ken belirsiz geçmiş zaman ile de kullanılabilir. Belirsiz geçmiş zaman –mış, -miş, -muş, -müş, hatırlıyorsunuz. Mesela, kantine gitmişken, bana da çay al. Ne olabilir bunun anlamı sizce? In effetti possiamo tradurre con già che in Italiano. Kantine gitmişken, già che sei andato in questo caso possiamo dire al kantin, bana da çay al, prendimi un tè anche. Aslında çok işim ve acelem var. Ama gelmişken bir kahveni içerim, böylece biraz dedikodu da yaparız. Per questa frase, possiamo dire già che sono qui; içerim i fa capire chi fa l'azione, gelmişken già che sono qui, già che sono arrivata, letteralmente venuta, bir kahveni içerim, berrei un tuo caffé letteralmente. E che senso ha questa frase? Bu aslında çok Türkçe bir cümle. Biz Türkiye'de birinin evine gittiğimiz zaman, birinin evindeyken, genellikle bir kahve içeriz. Ev sahibi genellikle bir kahve sunar. Çok temel olarak böyle anlatabiliriz. Bu yüzden de gelmişken bir kahveni içerim çok Türkçe bir cümle diyebiliriz. İsiml ve sıfatlarla -y)ken yine kullanabiliriz. Dikkat etmemiz gereken şey, gerekirse, -y kaynaştırma harfini kullanmamız. Sogukken içiniz mesela, ne olabilir? Hava güneşliyken fırsatı değerkendirdik. Ya da en ilginci, vaktin varken ona hemen bir özür maili at. Soğukken mi fa capire mentre, letteralmente, mentre è freddo/a. Quindi ancora è freddo. Soğukken içiniz, bevete mentre; ancora è freddo. Hava güneşliyken, mentre è sollegiato diciamo, fırsatı değerlendirdik, abbiamo colto l'opportunità. Vaktin varken hemen bir özür maili at diyebiliriz. E ora andiamo a vedere come possiamo dire quando in Turco. Çok kolay, -dığında ve –diğinde; -dık, -dik. Bunları ve iyelik, possessivo, kullanarak söyleyebiliriz. Iki tane seçeneğimiz var, l'opsione: o –diğinde e locativo altrimenti, staccato, zaman possiamo usare. Va attaçato al verbo che vogliamo riferire con la frase quando. Tipo; ilkbahar geldiğinde çiçekler açar. Quando arriva la primavera, letteralmente, si aprono i fiori. Qui vedete un albero che vi può aiutare magari (*per ricordare*). İlkbahar geldiği zaman çiçekler açar. Non cambia niente, vogliono dire la stessa cosa. Qui fate l'attenzione a o usare –diğinde altrimenti zaman. Seni gördüğümde üniversite günlerimi hatırlarım. Mi ricordo i miei giorni dell'università quando ti vedo. Aynı şeyi seni gördüğüm zaman diye de söyleyebiliriz. Dikkat! Seni her gördüğümde mutlu oluyorum dogru bir cümleyken, seni her gördüğümde mutlu oluyorum Türkçede non possiamo dire. Seni gördüğüm zaman mutlu oluyorum invece possiamo. Quindi her e zaman insieme non possiamo usare. Poi, quando parliamo invece –eceğinde o –acaği zaman e anche sırada stiamo parlando di un evento che succede appena prima o subito dopo un'altra azione. Yemek yiyeceğim zaman ellerimi yıkarım. Quindi, qui possiamo dire

magari vagamente un abitudine anche. Cioe, mi lavo le mani quando mangio. Mi fa capire che prima di mangiare è il senso yiyecegim zaman. O trene bineceğin zaman ben çoktan Verona'da olacağım. Sarò a Verona già, çoktan, quando tu prendi il treno. Ders çalışmaya başlayacağınızda haber verin! Fatemi sapere quando iniziate a studiare! Per esempio. Trene bineceğin sırada poşiamo usare ma non è comune in effetti, è molto raro però (*si usa*).

Week 2 B

The URL of the Lecture Video

https://www.youtube.com/watch?v=KZ-jkyLcv-A

Transcript of the Lecture Video

Yeniden buradayız, kaldığımız yerden devam edelim. Şimdi siz de caps yapın bakalım. Bu ifadeye ne uygun olabilir? Bu ifade ne anlatıyor? Peki bu ifade ne anlatıyor? Peki ya bu? Bu? Şimdi çalışma kağıdını tamamlayınız. Tamamladıktan sonra lütfen Candan Erçetin'in Bahar adlı şarkısını dinleyiniz. Şarkıya ne zaman? Diye sorun. Cevabı ne? Eğer sunumu indirirseniz, şu aşağıdaki oku tıklayarak da şarkıyı dinleyebilirsiniz. Derste görüşürüz, kolay gelsin.

Week 3

The URL of the Lecture Video

https://www.youtube.com/watch?v=RxsT-WhBaEM

Transcript of the Lecture Video

Merhaba arkadaşlar, yeni bir ters yüz derste yine birlikteyiz. Bugünkü konumuz emir kipi. Ancak her zamanki gibi başlamadan önce lütfen çalışma kağıtlarınızı alınız ve 1. bölümü doldurunuz

ve daha sonra bu videoyu izlemeye devam ediniz. Yani şimdi videoyu durdurup 1. Bölümü doldurunuz lütfen. Peki, biraz konuşalım. Bu filmi izlediniz mi? Filmin adı ne anlatıyor? Peki sizce bu filmin adı bir rica mı? Mesela, verir misin? Gelir misin? Alır mısın gibi bir rica mı yoksa başka bir yapı mı? Aslında bu yapı Türkçedeki emir kipi. In Italiano possiamo dire l'imperativo. Ye, Dua Et, Sev filmin Türkçedeki karşılığı bu. Aslında burada Türkçe afişini de görebilirsiniz, sağ üst köşede. Burada üç tane emir var. Yer misin demiyor. Mangiaresti, no. Ye! Mangia! Dua Et! Prega! Sev! Ama! Yani birisinden aslında kısaca bir şey yapmasını istiyoruz. Ve bu bir rica değil. Verir misin, alır mısın, gider miyiz gibi değil. Burada bir zorunluluk var. C'è un obbligo. Başka örnekler verirsek, mesela, buraya gel! Vieni qui! Ödevini yap! Fai il tuo compito gibi. Peki biz nasıl emir vereceğiz? Biz aslında bugüne kadar hep sen öznesi için pek çok örnek verdik sınıfta gel, git, otur, aç, kapa. Bugün diğer özneler için nasıl emir yapabileceğimizi görelim. Come facciamo sempre, abbiamo dei suffissi. E giustamente, per la prima persona sia singolare che plurale non abbiamo emir l'imperativo. Fate attenzione a sesli harf bekle mesela, a, e, ı, i, o, ö, u, ü sesli harfler ve dokun fiilinin sonunda da sesiz bir n harfi var. Bu iki fiil üzerinden çekim yaparak emir kipini öğrenmeye çalışalım. Ben niente, hiçbir şey yok onun için. Sen come avevamo detto bastava eliminare –mek, -mak mastar eki Türkçede. Bekle, gel, ye, iç, kal, gör. Olumsuzunda ise, il negativo invece –me eklemek yeterli. Ci basta aggiungere, come abbiamo fatto quasi sempre, il suffisso –me, negazione. Bekleme, gelme, yeme gibi. O öznesi için, lei, lui, beklesin –sin kullanıyoruz. Gelsin, görsün, yesin, içsin. Olumsuzunda ise, beklemesin, gelmesin, görmesin, yemesin gibi. Biz hiçbir şey yok yine. Siz burada iki tane seçeneğimiz var, l'opsione. Bekleyiniz, uguale bekleyin. Geliniz, gelin. Görünüz, görün. Bulunuz, bulun. Olumsuzunu yaparken de beklemeyiniz ya da aynı şekilde beklemeyin. Kalmayınız, kalmayın. Gitmeyiniz, gitmeyin diyebiliriz. Son olarak, onlar öznesine geliyoruz ve burada yine –sin yani 3. tekil şahısa –ler ekiyle emir kipini yapabiliyoruz. Beklesinler, gelsinler, dokunsunlar. Tam tersine ya da olumsuz yapmak istersek, il negativo, beklemesinler, gelmesinler, yemesinler. Burada dikkat edeceğimiz şey, ünlü uyumu; en önemli konulardan bir tanesi Türkçede biliyorsunuz. Devam edelim öyleyse, dikkat ettiyseniz, Türkçede o ve onlar için de emir var. Quando pensiamo in Italiano, può suonare un po strano, però in Turco abbiamo l'imperativo per lui/lei e loro. In effetti quando parliamo di emir 3. tekil ve 3. çoğul şahıs zamirleri için, possiamo parlare del congiuntivo in Italiano. O gelsin! Mi fa capire per esempio, che venga, lei venga. Ya da onlar gelsinler! Che loro vengano gibi. Bu şekilde çevirebiliriz tam anlam olarak Türkçeden İtalyancaya. Possiamo fare certamente come abbiamo fatto sempre il negativo; o gelmesin ya da onlar gelmesinler. Che loro

non vengano possiamo dire. Bunun yanısıra tabii ki Türkçede o ve onlar için soru emir yapabiliyoruz. O gelsin mi? Onlar gelsinler mi? şeklinde mesela bir sekreter patronuna dışarıda bekleyen birisi için bu soruyu sorabilir. Sekreter patronuna o içeri girsin mi, diye sorabilir mesela izin almak için. Devam edelim, burada bir kaçtane alıştırma yapacağız. Bardaklar düşüyor, lütfen dikkat ..... ne söyleyebiliriz burada? Özneyi siz olarak kullanalım. Bardaklar düşüyor, lütfen dikkat ediniz diyebiliriz. I bicchieri stanno cadendo, per favore, stia attento altrimenti state attenti diyebiliriz. Peki buna bakalım. Lütfen burada sigara iç ...... içmeyiniz. Genellikle kapalı ortamlarda, okulda mesela sigara içilmiyor. Devam edelim. Giuseppe'ye .....çabuk ödevini bitir. Çabuk, subito. Giuseppe'ye söyle çabuk ödevini bitirsin. Mesela annesi söyleyebilir bunu Giuseppe'nin kardeşine. Devam edelim. Acele et.... onlar öznesini kullanalım. Yoksa otobüse onlarsız bineceğiz. Yoksa, altrimenti. Acele et... acele etsinler diyebiliriz. Yaşına göre makyaj yap... böyle çok çirkin oluyorsun. Aslında cevap da yap çünkü sen öznesi için bizim mastar ekini çıkarmamız yeterli oluyor fiil kökünden. Hayvanat bahçesinde bir uyarı: Lütfen hayvanları besle ... beslemeyiniz. Beslemek? Nutrire. Però poşiamo dire magari in Italiano dare il cibo. Şimdi çalışma kağıdını tamamlayınız ve ek olarak bu şarkıyı dınleyiniz. Şarkıyı Youtube'a Candan Erçetin Saçma yazarak bulabilirsiniz. Aynı zamanda eğer slaytları internet sitemizden indirirseniz, şu aşağıda gördüğünüz ses işaretine, ses ikonuna basarak da hoparlör ikonuna basarak da şarkıyı dinleyebilirsiniz. Kolay gelsin, derste görüşmek üzere.

Week 4

The URL of the Lecture Video

https://www.youtube.com/watch?v=Z0qtMBFH2hE

Transcript of the Lecture Video

Merhaba arkadaşlar. Yeni bir Türkçe ters yüz dersinde yine birlikteyiz. Bugünkü konumuz ki ve ek olan –ki. Lütfen şimdi videoyu durdurun, çalışma kağıtlarınızı alın, bölüm A'ya bakın, oradaki alıştırmaları yaptıktan sonra tekrar videoyu oynatın. Şimdi şu diyaloğu bir okuyalım. Geçen ay bir araba aldım. Gerçekten mi? Ne marka? XYZ345. Senin arabana benziyor. Beyaz mı? Hayır. Giuseppe'nin arabası gibi kırmızı. O zaman neresi benim arabama benziyor? Benim arabam da

senin araban gibi son model. Kendi kendine park edebiliyor. Evet, o çok işe yarıyor. Ama sen yine de dikkat et. Ederim. C'è qualcosa di strano. Riuscite a vedere? Anzi, riuscite a sentire? In effetti, non è naturale parlare sempre della stessa cosa in questo modo. Araba, arabana, araban, arabam, arabama. E cosa possiamo fare? Sì, possiamo usare dei pronomi. Geçen ay bir araba aldım. Gerçekten mi? Ne marka? XYZ345. Seninkine benziyor. Beyaz mı? Hayır. Giuseppe'ninki gibi kırmızı. O zaman neresi benimkine benziyor? Benimki de seninki gibi son model. Kendi kendine park edebiliyor. Evet, o çok işe yarıyor. Ama sen yine de dikkat et. Ederim. Gerçekten de, normalde, doğal dil akışında, biz çok da fazla aynı kelimeden bahsetmeyiz. Ekonomiktir Türkçe dili. Bu yüzden tekrarlamak yerine, zamir kullanmaya çalışır. Yani –ki; ilgi zamiri. Tamlayna eklenir ve ismin yerini tutar. In fatti si chiama pronome. İsmin yerini tutar. Mesela benim evim merkezde. Kardeşimin evi biraz şehir dışında. Biz bu durumda, evim, evi tekrarlamayız. Ripetere. Biz benim evim merkezde kardeşiminki biraz şehir dışında. Usando questo suffisso –ki, non ripetiamo lo stesso oggetto: evim evi. Kedi ne diyor? Bunu lütfen Türkçe söylemeye çalışın. Kısa bir diyalog. A ile B konuşuyorlar. Geç olsun ama güç olmasın! Bak, ne güzel. Siparişlerin sonunda geldi... Benim siparişlerim kim bilir ne zaman gelecekler... Üzülme, bir hafta daha kitap okumazsan, ölmezsin. Eminim seninkiler de yoldadır. Burada seninkiler aslında B'nin siparişlerine gönderi yapıyorlar. Burada belki bir şeyi hatırlatmam lazım. Geç olsun ama güc olmasın ne demek? Aslında meglio tardi che mai, diyebiliriz bunun için. Bir kısa diyalog daha. Giuseppe ve Giulia konuşuyorlar. Sen de kahve ister misin? Giuseppe soruyor, Giulia evet lütfen. Çok iyi olur. Şeker koy benimkine. Sağ ol. Kahveyi tekrar etmektense, kahveyi tekrarlamak yerine benimki yani –ki ile kahvenin yerini tutuyoruz. Gördüğünüz gibi aslında bütün hal eklerini de koruyoruz isme eklenen. Benim futbol ayakkabım sağlam, Selim'in ayakkabısının tabanı yırtık. Tekrar ayakkabı kullanmaktansa, ayakkabım, ayakkabısı possiamo dire benim futbol ayakkabım sağlam. Selim'inkinin tabanı yırtık. E come vedete di nuovo, portiamo i casi che i nomi originalmente hanno. Ve tabii Türkçede bir de sıfat yapan –ki var. Allora, questo –ki invece produce, deriva degli aggettivi dai nomi. Hangi sorusuna cevap verir. Quindi, risponde alla domanda; quale? Ardından isim gelir, giustamente perché è un aggettivo; quindi ağettivo più nome. Genellikle –daki, -deki, öteki, beriki olarak kullanıyoruz. Mesela, dünkü sınav zordu mi fa capire l'esame di ieri. Quale esame? Quello di ieri. Çocuk elindeki parayı düsürdü. Quale soldo, letteralmente. Da ora in poi, potete pensare sempre così per questo –deki, -daki: quello che si trova, dove nel o sul nome che aggiungiamo questo –deki, -daki. In questo caso, elindeki; quello che si trova nelle sue mani. Aşağıdaki örneklere bakınız.

Quali esempi? Aşağıdaki, quelli che si trovano giù. Sağdaki kolyeyi çok beğendim. Mi è piaciuta di più la collana, quale, sağdaki. Quale? Quella che si trova, dove, sağ, la destra. Bu Türkiye'deki bir gazeteden alınmış bir fotoğraf. Sıcaklar artınca, Kapalı Çarşıdaki pervane sayısı artırıldı. Çarşıdaki. Bu yıl sokaktaki gösterilerde ben de rol alacağım. Sokaktaki. Nerede? Hangi gösterilerde? Sokaktaki. Gösteri? Lo spettacolo. Bizim mahalledeki tüm ağaçları kestiler. Hangi ağaçları Mahalledeki. Mahvetmişler güzelim konuyu. Filmdeki hiçbir olay kitaptaki olayla örtüşmüyor. Örtüşmek? Combaciare. Giulia ve Giuseppe yine konuşuyorlar: Oh be! Dünya varmış! Ne iyi ettik de bu otele geldik. Acaba bu civarda güzel yemekli bir lokanta var mı? Giuseppe cevap veriyor. Resepsiyondaki bayana soralım. Hangi bayan? Resepsiyondaki. Çin'deki gelişmeler baş döndürüyor. Bu Türkiye'de bir gazetenin manşetiydi. Buradan aldım. Gelişmeler, gli sviluppi. Quali? Çin'deki. Quelli che si trovano, letteralmente sempre, in Cina. E peki, bu iki zamir ve sıfat olan ki'yi aynı cümlede kullanalım mı? Mahvetmişler güzeliom konuyu. Filmdeki hiçbir olay kitaptaki olayla örtüşmüyor. Mahvetmişler güzelim konuyu. Filmdeki hiçbir olay kitaptakiyle örtüşmüyor. Böyle de birleştirebiliriz. Tabii dikkat her zaman için, orijinal isme eklediğimiz ekleri, özellikle durum eklerini yine aynı şekilde koruyoruz. Quindi non possiamo lasciare olayla; ile lì. Lo portiamo sempre anche se non vediamo più olay. Aşağıdaki cümlelerden hangisi yanlıştır? Quello che vi chiedo sempre. Aşağıdakilerden hangisi yanlıştır? Se si capisce a che cosa riferiamo, ossiamo anche eliminare quindi i nomi. Sınıftaki öğrenciler henüz dışarı çıkmadı. Sınıftakiler henüz dışarı çıkmadı. Riuscite vedere la differenza? Gli studenti che si trovano nella stanza, nella classe non sono ancora usciti fuori. E siccome, magari dal contesto si capisce chi sono, possiamo evitare öğrenci; e così possiamo usare sınıftakiler, quelli che si trovano nella classe non sono ancora usciti fuori. Poi, abbiamo anche eki bağlaç. Ve, ile, de bağlaçlar. Ayrı yazılır. Quindi non è un suffisso in effetti questo ve ayrı yazılır quindi staccato sempre. Birbirine yakın cümleleri bağlar ve anlam ilişkisi kurar. E ora cerchiamo di capire. Belli ki bu konuyu iyi biliyorsun. Ki Persiano; assomiglia moltissimo al 'che' Italiano. Belli ki, è chiaro che bu konuyu iyi biliyorsun, sai bene questo discorso, questa tema. Duydum ki Ho sentito che artık derslere gelmeyecekmişsin. Yemin ederim ki hepsi yalan. Ti giuro che. Eminim ki bu sınavı geçeceksin, sono sicura che passerai questo esame, possiamo. Ora abbiamo anche quelli kalıplaşmış, fissi. Sono sempre bağlaç, e in fatti abbiamo già imparato alcuni tipo belki, çünkü. Oggi aggiungiamo altri ki kalıplaşmış ancora. Belki forse, çünkü perché, mademki visto che, halbuki in realtà, sanki mi sembra che possiamo tradurre così. Cercate di trovare (*i significati*) oysaki e meğerki a casa. E qui vi presenterò un breve dialogo. Giuseppe Giulia ile konuşuyor yine. Bugün

belki yağmur yağar. Çünkü dün hava durumunda Venedik'te yüksek nem olacak dedi. Quindi, çünkü spiega il perchè. Giulia: Haklısın, mademki yağmur yağacak ve dışarı çıkmayacağız, o zaman sinemaya gidelim. In questo caso, mademki visto che mi fa capire il risultato di un evento. Giuseppe dice, Bana uyar. Halbuki ne güzel plan yapmıştık. Yine, in realtà, però. Evet. Sanki biraz hava serinledi. Ne dersin? Aynen öyle! Oysaki tepemizde hala güneş var. Quindi, sanki possiamo dire in questo caso per questo contesto mi sembra che. Oysaki e meğerki sono i compiti. Bu iş bitmeyecek meğerki siz de yardım edesiniz. Meğerki non è comune in Turco in effetti. E' molto molto raro, ma esiste e lo usiamo ogni tanto. Haydi bugünkü dersi bitirelim. Şimdi çalışma kağıdını tamamlayın. Derste görüşürüz.

Week 5

The URL of the Lecture Video

https://www.youtube.com/watch?v=xnSKYD_yMN0

Transcript of the Lecture Video

Merhaba arkadaşlar. Yine bir Türkçe ters yüz dersinde yine birlikteyiz. Bugünkü konumuz –den beri ve dir. Aslında siz –dir'i tanıyorsunuz ama bugün biraz daha farklı bir şekilde karşımıza çıkacak. Burayı biliyor musunuz? Nerede? Evet, burası Venedik'te bir pastahane. Ve burası 1886'dan beri açık. Uzun zamandır pamuk şeker yemedim. Kim diyor? Kim diyor. Ne diyor? Otuz yaşından beri mükemmel erkeği bekliyor. Vampir uyanıyor, hangi yıldayız? Biz tabii korkarak kaçıyoruz. Vampir: Kaç yıldır uyuyorum ben ya? Çalışma kağıdı 1. Şimdi arkadaşlar, lütfen burada bu videoyu dondurun, durdurun ve çalışma kağıtlarınızdaki 1. bölümü, çalışma kağıtlarınızdaki 1. bölümü doldurun, tamamlayın. Daha sonra tekrar videoyu izlemeye devam edin. Sizin de köpekler için yaptığınız lanlar, buradaki ilanlara benziyor mu? Neresi benziyor? Peki bu iki kayıp köpek ilanı arasında ne fark var? Evet, doğru. Bir tanesinde, 3 yıldır kayıp, diğerindeyse, bir tarih, 20 Kasım 2011'den beri kayıp diyor. Öyleyse –dır ve –den beri arasında ne gibi bir fark var? Evet, bir tanesi, bir periodo, bir süreden bahsediyor, bir tanesi de kesin bir tarihten bahsediyor. Un punto in

passato definitivo. Kurallara birlikte bakalım. –den beri, -dir. Possiamo usare tutti due per riferire agli eventi, azioni che hanno continuato per un po' di tempo, un periodo di tempo. Mesela, 2 yıldır Ca' Foscari Üniversitesi'nde okuyorum. Questa frase mi fa capire da due anni. 2 yıldır. 2012'den beri Ca' Foscari Üniversitesi'nde okuyorum ise mi fa capire da 2012 studio all'Università di Ca' Foscari. Quindi, è molto facile all'inizio. Mesela başka örnekler, son bir aydır hiç spor yapmıyorum. Son bir aydır; dall'ultimo mese; un mese. Beş aydan beri Türkçe öğreniyorum. Beş aydan beri, -den beri. Qui vi lascio con 1 domanda e 2 risposte. 1 soru 2 cevap. Quindi possiamo avere 2 risposte diverse per la stessa domanda. Off! Otobüs hala gelmedi. Tam bir saat…. burada bekliyorum. Ne dersiniz? Cevap ne olabilir? Evet. Cevap aslında, tam bir saattir ya da tam bir saatten beri burada bekliyorum olabilir. Burada da gördüğünüz gibi, -dir ya da –den beri. Şimdi 2. kurala bakalım. Sadece solamente –den beri. Quindi parliamo di –den beri solamente in questo caso. Belirli bir zaman, süre, an riferice. Un punto in passato, una data precisa riferice. Temmuz'dan beri sigara içmiyorum. Dal luglio. Quindi, possiamo capire subito da quale punto in passato. Temmuz'dur sigara içmiyorum invece non è possibile. Çocukluğumdan beri piyano çalarım mesela. Çocukluğum, geçmişte bir dönem, bir süredir. O zamandan beri anlamını veriyor burada. Mesela saat üçten beri elektrikler yok mi fa capire dalle ore. Non da tre ore. O altrimenti possiamo dire doğum günümden beri sigara içmiyorum. Doğum günüm belirli bir tarihtir, è una data precisa. Şimdi 1 soru 1 cevap var. Aynı numara dün sabah……. sürekli arıyor. Ne olabilir cevap? Tek bir cevabı var. Evet, aynı numara dün sabahtan beri sürekli arıyor. Da ieri mattina. 3. durum, -den beri ve –dir. Bu kısım önemli çünkü her ikisi de olumlu geçmiş zaman, positivo/affermativo tempo passato *(ile)* non si possono usare. Perche logicamente non ha nessun senso. 2 yıldır Ca' Foscari'de okuyorum possiamo dire, ma okudum no. Onu iki haftadır görmedim. Onu iki haftadır gördüm è impossibile çünkü tamamen mantıksızdır, anlam geçmişte kalmıştır. 2 yıldır Ca' Foscari'de okuyorum, tekrar ya da onu iki haftadır görmedim tekrar burada görebilirsiniz. Şimdi bir soru ve bir sürü cevap var. Bir sürü ne demek? Vuoldire un sacco. Un sacco di risposte quindi. Yaz tatilinden beri... cosa fate? Mesela, yaz tatilinden beri çalışıyorum, memleketime dönmedim, bacağım iyileşmedi, her gün en az 3 Türkçe kelime öğreniyorum diyebiliriz. 4 ve sonuncusu. –dir ölçü anlatan sözcüklerle kullanılır. Epeydir, quindi sono sempre kalıp, epeydir, bayağıdır, çoktandır da tanto tempo mi fanno capire tutti. E poi, questo è interessante magari, iki, üç biz bunlara da –dır, -dir ekleyebiliriz: ikidir, üçtür. Peki anlamı ne olabilir? Gelin birlikte bakalım. Çoktandır anladım, senin gözün dışarda. Gözün dışarda se vi ricordate avevamo già fatto che guarda agli altri diciamo. Çoktandır invece mi fa

capire da tanto tempo ho capito. Üçtür bu adamı görüyorum, herhalde mahalleye yeni taşındı. İnvece qui con il numero –dir, -dir mi fa capire la quantità delle volte. Üçtür bu adamı görüyorum vuoldire sono 3 volte che vedo questo uomo. Şimdi 1 soru 2 ayrı anlamlı cevap var. .... telefon ediyorum, kimse cevap vermiyor. Bakalım ne diyeceksiniz. Mesela, ikidir, üçtür, beştir telefon ediyorum kimse cevap vermiyor mi fa capire quante volte ho chiamato. Invece se usate bayağıdır, çoktandır etc. Mi fa capire da tanto tempo telefon ediyorum e nessuno mi risponde, kimse cevap vermiyor. Bu kısıma kadar olanlar hep zamanla ilgilydi. Şimdi zamandan çok olayın bir başlangıc olduğunu düsünerek da quando succede una cosa bu açıdan bakalım. Bunlarda zamanı öğrenmiştik hatırlıyorsanız orada sadece locativo yerine artık –den, ablativo kullanıyoruz ve beri'yi mutlaka, mutlaka ekliyoruz. Avevamo detto, ilkbahar geldiğinde çiçekler açar. Da ora in poi, per dare un'altro significato useremo l'ablativo più beri. İlkbhar geldiğinden beri mi fa capire da quando è arrivata, letteralmente, la primavera hava ısındı fa caldo. Mezun olduğumdan beri bir işte çalışıyorum. Come abbiamo fatto, qui il possessivo. Mezun olduğumdan beri, chi? Io. Da quando mi sono laureata bir işte çalışıyorum lavoro. Ya da mesela, Twitter kullanmaya başladığınızdan beri daha sosyal misiniz? Bu internette bir anketin sorusuydu. Un questionnario era. Una domanda. Bir sürü soru, bir sürü cevap. Haydi yapmaya çalışın. Seninle tanış......... kendimi daha iyi hissediyorum. Lütfen burada videoyu durdurun ve cevaplamaya çalısın. Daha sonra cevaplarını göreceksiniz. İşte burada da cevaplar var. Haydi bitirelim. Şimdi lütfen çalışma kağıdında eksik kalanları tamamlayınız, bütün çalışma kağıdını bitiriniz. Derste görüşmek üzere.

Week 6

The URL of the Lecture Video

https://www.youtube.com/watch?v=h2C68gLY7uk

Transcript of the Lecture Video

Merhaba arkadaşlar. Yeni bir Türkçe ters yüz dersinde birlikteyiz. Buğunkü konumuz yeterlilik. Ancak, başlamadan önce, lütfen çalışma kağıdınızı alın, 1. ve 2. bölümleri tamamlayın, bu

videoyu burada durdurun ve bitirdikten sonra, alıştırmaları bitirdikten sonra tekrar videoyu oynatıp dinlemeye, izlemeye öğrenmeye, devam edin. Az önce şarkkida, çalışma kağıdınızda bağlantısı olan şarkıda bazı sesler, bazı kelimeler tekrar ediyordu. Ripetere. Neydi bunlar? En sık tekrar eden aslında olabilirim diyordu sürekli bir şekilde. Peki bu tekrar eden söz ya da ek, aşağıdakilerden hangisinde var? Kayak yapabilirim, kayak yapamam. Peki, bunlar ne anlama geliyorlar sizce? İlk resimde dağda kayak yapan bir adam görüyoruz, diğer resimde ise bu adam düşmüş. Gelin birlikte inceleyelim ne anlama geldiğini. Yeterlilik yani –ebil. Türkçe konuşabilirim. Se una persona mi dice, Türkçe konuşabilirim, cosa posso capire? Türkçe anlayabilirim. Sesin çok güzel, şarkı söyleyebilirsin. Köpeğim emirleri anlayabilir ve uygulayabilir. Applicare. Dedem çok becerikliydi. Yemek yapabilirdi. Aferin ona. Qui doveva essere size. Aferin size, sınavı geçebilmişsiniz. Peki şimdi anlamlarına bakalım. Türkçe konuşabilirim. Eğer bir kişi bana Türkçe konuşabilirim derse, ben ne anlarım? Nilay Türkçe konuşabilir. Nilay İngilizce'de konuşabilir. Ama Angela? İtalyanca konuşabilir, biraz Türkçe konuşabilir. Evet aslında potere fiilinden bahsediyoruz ve Türkçede come vedete, abbiamo in effetti konuşmak, anlamak, söylemek etc. e poi questo suffisso che assomiglia ad un verbo, un'altro verbo che è bilmek, sapere. In effetti in Turco quando parliamo del potere noi diciamo letteralmente saper fare. Quindi Türkçe konuşabilirim vuoldire, io posso parlare in Turco. E mi fa capire che io so a parlare il Turco. Bunu diğer bütün örnekler için aynı anlamda kullanabiliriz. Mesela burada bir tane geçmiş zamanlı bir örnek yazdım. Yapabilirdim. L'aoristo più passato che abbiamo fatto una volta se vi ricordate lo scorso anno. Dedem çok becerikliydi. Yemek yapabilirdi. Il mio nonno era molto bravo, yemek yapabilirdi quindi in passato, riuscivo a fare, poteva fare, letteralmente, in Turco yemek yapmak vuoldire cucinare quindi poteva cucinare, riusciva a cucinare buono il senso possiamo dire. Öğleden sonra size gelebilirim. Yapabilirdi, geçebilmişsiniz etc. Quindi kuralı siz söyleyin. Come funziona questo suffisso quindi? Aynen öyle, gel, yap geç, getir, çalış arkasından hemen eki ekliyoruz; -ebilmek ya da –abilmek ekini daha sonra zaman passato, presente, futuro qualsiasi tempo che abbiamo imparato e più şahıs zamirleri, daha doğrusu, şahıs ekleri ki bunlar da zamana bağlıklar. Peki olumsuz ve soruyu nasıl yapabiliriz? Nasıl olabilir? Onlar da çok kolay. Normalde –ebil, -abil diye olumlu yani positivo yaptığımız cümlelerin yüklemlerinde –eme –ama kullanıyoruz. Gelebilirim, posso venire; gelemem non posso venire. Alamayız, non possiamo prendere; geçememişsiniz, non siete riusciti a passare l'esame per esempio, gibi. Şu şarkıyı dinlemenizi tavsiye ediyorum. Bu şarkıyı Çelik söylüyor ve sevemem kelimesini çok fazla tekrarlıyor, sevemem yüklemini çok fazla tekrarlıyor. Bence

öğrenmek için iyi bir adım olabilir. Burada dikkat etmemiz gereken quindi dobbiamo fare l'attenzione al geniş zaman l'aoristo, 2. ve 3. şahıs ekleriyle çekimler. Abbiamo detto di usare – eme, -ama. Però quando parliamo del 2° e 3° suffisi personali dobbiamo usare –emez, -amaz per il negativo. Giremezsiniz, non potete entrare o non può entrare possiamo tradurre così in Italiano anche; yiyemezsin, non puoi mangiare; kalamazlar, yapamazdı, yapamazmış gibi. Şimdi lütfen videoyu durdurun ve çalışma kağıdının 3. bölümünü tamamlayın. Daha sonra videoyu tekrar oynatıp öğrenmeye devam edin. Peki soru yapsak? Evet ve hayır sorularından bahsedersek, mı, mi, mu, mü kullanıyoruz Türkçede, come sapete ormai. Konuşabiliyor mu? Konuşabildi mi? Konuşabilecek mi?Konuşabilmiş mi? Konuşabilir mi? Bunların hepsine cevap olarak ya evet ya da hayır diyebiliyoruz. Come vedete, la desinenza è per la terza persona singolare qui. Quindi se facciamo per ben, konuşabiliyor muyum? Konuşabildim mi? Konuşabilecek miyim? Konuşabilmiş miyim? Konuşabilir miyim? Come sempre modifichiamo solamente il verbo poi applichiamo tutto quello che abbiamo imparato fin ora (*i tempi*). Devam edelim. Şimdi lütfen tekrar videoyu durdurun ve çalışma kağıdının 4. bölümünü tamamlayın. Daha sonra videoyu tekrar oynatıp öğrenmeye devam edin. Peki, potere. –ebilmek, Türkçede hangi anlamlara gelir. Lütfen bu kelimelerin anlamlarını evde bulmaya çalısın. Yeterlilik ne demek? Mesela keman çalabilirler, gitar çalabilirim. Quindi cosa vuldire yeterlilik? Evet aynen öyle, yeterlilik aslında bir abilità. Yani bir beceri. İzin verme. Ders bitti çıkabilirsiniz. Peki buradaki anlamı ne? Dare il permesso. Çıkabilirsiniz, potete uscire. Ya da isteme için kullanabiliriz. İsteme? Richiedere. Meşgul müsünüz? Girebilir miyim? E' impegnata? Posso entrare? Tahmin, olasılık ya da ihtimal diye de adlandırabiliriz. Üzgün olabilir, una probabilità per esempio. Parleremo di questo tahmin dopo. Emir,rica, istek, öneri. Mesela, adınızı söyleyebilir misiniz? Mi può dire il suo nome? Gibi. Ya da istek dışı gerçekleşen olaylar için kullanabiliriz. Quando succede qualcosa contro la nostra volontà. Tipo, çok uğraştı, çok çalıştı ama sınavi kazanamadı. Ha studiato molto ma non ha passato l'esame. Burada kısa bir diyalog var. Lütfen cümlelerdeki yeterlilik, -ebilmek ya da olumsuz –eme kullandığımız kelimelerin, yüklemlerin cümlelere ne anlam verdiğini bulmaya çalışın. Cercate dicapire che senso danno alle frasi questi predicati. Metin: Alo? Merhaba Sevgi, Dün derse gelemedim. Bugün ders notlarını bana getirebilir misin? Alo! Merhaba Metin, tabii. Neden gelemedin peki? Kendimi iyi hissetmedim. Grip olabilir. Hoca konuyu bitirdi mi? Geçmiş olsun. Hayır, bitiremedi. Peki bugün nasılsın? Derse gelebilecek misin? Sanırım. Dersten önce buluşabilir miyiz? Böylece fotokopi çektirebilirim. Tamam. Umarım erken gelebilirim. Görüşürüz. Söylediğim

gibi, lütfen anlamlarını bulmaya çalışınız. Derste tartışacağız. Qui doveva essere un'altra pagina degli esercitazioni. Per piacere scaricate la presentazione dal nostro sito, fate gli esercizi e potete trovare anche le risposte. Parleremo di nuovo durante la lezione. Ve şimdi devam edelim. Bazı bağlaçlar. Bağlaçlar. Biz neleri öğrendik mesela? Ve, ama, fakat, bu yüzden, ile. Peki neden bağlaçlara ihtiyaç duyarız? Aslında biz bağlaçlarla fikirlerimiz arasında sebep, sonuç, zıtlık, ek bilgi gibi bağlar kurarız. Sebep sonuç mesela çünkü; zıtlık, ama, fakat; ek bilgi, dahası, de, ek olarak. Oggi invece aggiungiamo altri quattro bağlaç. Avevamo già visto quelli che danno l'informazione aggiuntive alle frase. Ve, de, bir de... bunları zaten öğrenmiştik. Öyleyse bunları da öğrenelim bugün. Dahası. Politikacıların çoğu yalancıdır, dahası bunu yapmaktan utanmazlar. Per favore, cercate di capire il significato della frase prima della lezione. Poi la discutiamo durante la lezione. Siccome stiamo parlando di ek bilgi, quelli che impareremo saranno sempre per aggiungere più l'informazione. Dahası quindi possiamo dire inoltre. Bunun (bunların) yanısıra. İncir Akdeniz ulkeleri için çok değerlidir. Sağlıklıdır, enerji verir ve bunların yanısıra kilo aldırmaz. Ayrıca. Param yok ayrıca bir işte de çalışmıyorum. Hatta. Derse gittim, hatta not aldım. Lütfen internetten ayrıca, hatta, dahası gibi bağlaçlarla örnekler bulunuz. Derste görüşürüz, son bir hatırlatma.

Week 7

The URL of the Lecture Video

https://www.youtube.com/watch?v=9qku8IZEtbg

Transcript of the Lecture Video

Merhaba arkadaşlar. Yeni bir ters yüz Türkçe dersinde birlikteyiz. Bugünkü konumuz, sıfat cümlecikleri. Bunları aslında yan cümle çeşitleri altında işleyeceğiz. Biz bugün –en ve –dik olan iki tane sıfat cümleciğine bakacağız, daha sonra –acak ve –miş işleyeceğiz. Şimdi lütfen videoyu burada durdurun, çalışma kağıdınızdan A bölümünü tamamlayın. Daha sonra videoyu tekrar oynatıp devam edin. Resimde bir tane kadın görüyoruz. Bu kadını nasıl tanımlayabiliriz? Bence mesela siyah saçlı, beyaz kazaklı, siyah gözlü. Peki, güzel. Burada da iki tane kadın var. Peki bunları

nasıl tanımlayabiliriz? Diğer kadın da siyah saçli ve beyaz kazaklı. Peki biz bu kadınları nasıl birbirinden ayırabiliriz? Biz onların ne yaptıklarına bakabiliriz. Bu iki kadın ne yapıyor? Birinci kadın, üstteki kadın gülüyor, alttaki kadın kahve içiyor mesela. Biz bunları detaylar olarak kullanabiliriz Türkçede. Yani, fiili sıfat haline, fiilimsi haline getirebiliriz. Yani gülen kadın. Kahve içen kadın gibi. Letteralmente sarebbe la signora che ride. La signora che beve il caffè. Quindi aggiungiamo semplicemente più dettagli. Detay. Peki. Fincanı nasıl anlatırsınız? Beyaz, kulplu, resimsiz. Peki ya şimdi? Burada iki tane beyaz, kulplu, resimsiz fincan var. İşte burada daha fazla detay vermek için bu fincanlar için mesela hangi fiilden etkilendiklerine bakabiliriz. Mesela, kadının elinde tuttuğu fincan. Ya da kahve içtiği fincan diyebiliriz. Böylece la tazza che la signora tiene in mano. Aynı kuralı kahve içtiği fincan için de kullanabiliriz. Yani aslında sıfat cümleleriyle, şöyle hepsini açayım böylece daha iyi olacaktır. Mesela bir örnek cümle. Çocuk gülleri kadına verdi. Il predicato è verdi. Usando questo verbo noi possiamo creare degli aggettivi in Turco. Uno con –en l'altro invece con –dık forma. Vediamo come possiamo fare adesso. Özne olarak kullanmak istiyorsak, yani gülleri kadına veren çocuk. Quando cerchiamo di definire il soggetto noi usiamo –en, -an. La bambina, la ragazza che ha dato le rose alla signora. Invece se vogliamo riferire agli oggetti, che sono nesne, e in questo caso sono le rose; çocuğun kadına verdiği güller. Le rose che la bambina ha dato alla signora. Nello stesso modo possiamo definire anche la signora. Çocuğun gülleri verdiği kadın. Mesela; öğretmen dilekçeyi müdüre verdi. Dikelçe? Dilekçe ne demek? Bulunuz. Dilekçeyi müdüre veren öğretmen. Burada öğretmeni tanımlıyoruz. Quale insegnante? L'insegnante che ha dato, veren in questo caso. Öğretmen dilekçeyi müdüre verdi. Cerchiamo di definire dilekçe. Quale dilekçe? Öğretmenin müdüre verdiği dilekçe. Aynı şekilde müdürü de tanımlayabiliriz. Örnek 1. Giuseppe dün bir kitap aldı. Eğer Giuseppe'yi tanımlamak istiyorsam ne kullanabilirim? Evet, almak fiilini yani yüklemimizi kullanabilirim. Dün bir kitap alan Giuseppe. Nesneyi yani kitabı tanımlamak istersem yine almak fiilinden yararlanabilirim ama –an, –en ile değil, -dik,- dık ile. Giuseppe'nin dün aldığı kitap. İtalya'ya her yıl turist gelir. İtalya'ya her yıl gelen turist. Her yıl turistin geldiği İtalya. Şimdi buraya kadar sadece –en ve –dik eklerini görmüş olduk, fiilimsi eklerini, sıfat fiil eklerini. –dik nasıl çalışıyor biraz ona bakalım. Geldiği gördugünüz gibi burada bir possessive, hep aynı, hiç değişmeyen kuralı var. Özneyi belirtmek için iyelik ekini kullanıyoruz. Ve özne eğer 3. tekil ya da 3. çoğul şahıs ise genitive ekini alıyor. Turistin geldiği. Peki şu durumda eğer bu cümlede turist değil de ben olsaydım nasıl olurdu? Her yıl benim geldiğim İtalya olurdu. Bunu daha da fazla örnekle sınıfta inceleyeceğiz. Şimdiki zamanla olan bir de 3.

örneğe bakalım. Radyo saatlerdir çalışyor. Saatlerdir çalan radio. Quale radio? Non dimenticate che stiamo facendo degli aggettivi. Çalan radio. Nesne var mı bu cümlede peki? Hayır. Yok. Şuna bakalım, sunucu günlerdir seçimlerden bahsediyor. Seçim, l'elezione. Nesneyi tanımlamak istersek nasıl söyleyebiliriz? Sunucunun günlerdir konuştuğu seçimler diyebiliriz. L'elezione, quale? Günlerdir konuştuğu seçimler. Sunucunun konuştuğu. Bu örnekleri bir de siz deneyin bakalım. Dün bir yoldan geçtim. Hangi yoldan geçtin? Biraz daha detay verebiliriz mesela bununla ilgili. Ne dersiniz? Dün geçtiğim yol çok ağaçlıydı. Peki şuna bakalım. Öğrenciler Giampiero hocanın sınavına girdiler. Yüksek not aldılar. Giampiero hocanın sınavına giren öğrenciler. Quali studenti? Sınava giren öğrenciler. O köfteleri yemedim. İnanılmaz lezzetliydiler. Lezzetli olan ne? Köfteler. O yemediğin köfteler. Burada cümle ben ile olduğu için, sen kullanmayı tercih ettim ben yemediğin kısmında, özne olarak. Şimdi lütfen videoyu durdurun ve çalışma kağıdından B bölümünün 4. alıştırmasını yapın. Daha sonra tekrar videoya devam edin. Şimdi size bazı atasözlerini vereceğim Türkçede. Ütfen bunların anlamlarını araştırın ve hangi durumlarda söylüyoruz araştırın. Deniz düşen yılana sarılır. Acıkan doymam sanır. Anlayana sivrisinek saz, anlamayana davul zurna az. Şimdi –dik, -dik yapısını gördüğümüze göre, bir de -diği için yapısını da ekleyebiliriz bence bu derse. Neden telefona cevap vermedin? Neden ıspanak yemiyorsun? Ben buraya bir sürü neden cümlesi, sorusu yazdım sizin için. Neden telefona cevap vermedin? Neden ıspanak yemiyorsun? Neden dışarı çıkmıyoruz? Neden bu kadar çok mail birikmiş? Neden, neden? Biz buğüne kadar bunlara hep çünkü ile cevap verdik ama Türkçede başka bir yol daha var. Bu da –dık, -dik ile yapılan bir yapı. Nasıl yani? Şöyle. Neden telefona cevap vermedin? Çünkü duymadım. Fin ora abbiamo risposto sempre così. Çünkü sevmiyorum. Çünkü saat geç oldu ya da çünkü günlerdir okumuyorsun. Da ora in poi invece possiamo rispondere con questo –dık, -dik forma invece di çünkü. Neden telefona cevap vermedin? Perché non hai risposto al telefono? Telefonu duymadığım icin cevap vermedim. Prima dicevamo perché non l'ho sentito, e invece lo stesso significato si può dare con la –dık forma. Duyma è il negativo, rendiamo sempre il verbo negativo e poi aggiungiamo o il modo o il tempo etc. Duymadığım için; e –ım mi fa capire chi fa l'azione. Il possessivo. Neden ıspanak yemiyorsun? Invece di dire çünkü sevmiyorum, ıspanak sevmediğim için yemiyorum. Saat geç olduğu için dışarı çıkmıyoruz ya da günlerdir okumadığın için bu kadar çok mailin birikmiş, gibi. Evet, aslında kural özneyi iyelik ekiyle belirtiyoruz, -dık, -dik ike hep öyle yaptık zaten. Cümleler ise geniş ve geçmiş zamanda olabilirler. Peki gelecek zaman? Onu daha

sonra göreceğiz. Şimdi lütfen, videotu tekrar durdurun ve çalışma kağıdının bölüm B 5. alıştırmasını yapın. Sonra tekrar videoyu oynatın. Derse katıldığınız için teşekkür ederim. Sınıfta görüşürüz.

Week 8

The URL of the Lecture Video

https://www.youtube.com/watch?v=GtBa0pfI2WA

Transcript of the Lecture Video

Merhaba arkadaşlar. Yeni bir ters yüz Türkçe sınıfında birlikteyiz. Bugünkü konumuz edilgen çati. Lütfen şimdi bu videoyu durdurun ve çalışma kağıdının A bölümünü tamamlayın. Daha sonra videoyu tekrar çalıştırın, oynatın ve izlemeye devam edin. Sizce bu işaret ne demek? Nerede kullanılır? Bu aslında izinsiz girilmez, non si entra senza il permesso, letteralmente, diyebiliriz. Dikkat! Bonesiz girilme. Bu işaret nerede olabilir? Havuzlarda olabilir mesela. Mesela havuza bonesiz girilmez diye bir işaret olabilir. Non si entra letteralmente riferisce ad entrare nell'acqua, nella piscina. Dikkat park etmeyniz ve park yapılmaz. Türkçede her ikisi de park edilmemesi için kullanılabilir. Biz aslında sol taraftaki işareti daha önce görmüştük. Park etmeyiniz bir emir. Non parcheggiate. Sağ taraftaki ise edilgen bir yapı. Non si parcheggia diyebiliriz. Bu da Türkiye'deki bir gazeteden alınmış bir fotoğrafttır. Türkiye'nin çeşitli illerindeki merdivenler boyandı. Şimdi bu fotoğraf üzerinde biraz konuşalım. Biz neden edilgen kullanırız Türkçede? Çok kısa açıklamaya çalışayım. Ne zamanki bir olay, bir aktivite yapan kişiden daha önemli, o zaman edilgen kullanırız. Şu durumda benim için önemli olan bu fotoğraflarda gördüğünüz merdivenlerin boyanması. Bunları yapan kişiler önemli değiller benim için. Daha çok yapılan iş önemli. Boyanma önemli. Yani il passivo. Damsız girilmez. Bu Türkiye'de bir barın kapısında çekilmiş bir fotoğraf. Yukarıda göreceğiniz siteden aldım. Bunu açıklamayacağım tek tek. Lütfen evde bar bağlamında, contesto, düşünerek lütfen anlamaya çalışın. Ne demek bu cümleler? Damsız girilmez, bir arkadaşa bakılmaz, bir bira içip çıkılmaz, şöyle bir içeri bakılmaz, ısrar da edilmez. Bir inceleyin, araştırın bakalım. Ora andiamo a vedere un po' come si forma il passivo in Turco. Come sempre abbiamo dei suffissi e

abbiamo tre categorie. La prima è –n, la seconda è –il e la terza è –in. –n alan birinci grup; yıkamak, beklemek, harcamak, uygulamak. –il alan ikinci grup; çözmek, açmak, vurmak, bozmak. –in alan üçüncü grup; bulmak, bilmek, kalmak, silmek, çalmak, almak. Peki sizce kural ne? Evet aslında sesli harfle biten fiil kökleri –n alıyorlar. Yıkamak, yıkanmak, beklemek, beklenmek gibi. Sessiz harf ile bitenler ise –il alıyorlar. Çözülmek, açılmak, vurulmak, bozulmak gibi. Eğer sessiz harf 'l' ise bulmak, bilmek, kalmak gibi, -in ekliyoruz. Bulmak, bulunmak, bilmek, bilinmek, kalmak, kalınmak gibi. Burada tekrar bütün fiillerin çekimlerini göreblirsiniz. Şimdi birkaç örneğe bakalım. Adam bulaşık yıkıyor, kadın yemek pişiriyor. Biz hep böyle hep etken çatı ile konuştuk aslında. C'era sempre il soggetto che faceva delle azioni. Da ora in poi, magari possiamo scegliere di usare edilgen per far capire che l'azione è più importante del soggetto che la fa. Mesela, bulaşık yıkandı ve yemek pişirildi mi fa capire che è importante che sono stati lavati i piatti sporchi. Bulaşık yıkandı. Non importa chi l'ha fatto però l'azione è stata fatto alla fine. Ed è importante questo. Yemek pişirildi. La stessa cosa, è importante che, in questo caso, è stato cucinato il cibo, gibi yemek pişirildi. Ama bazı durumlarda özneyi de belirtmemiz gerekebilir. Peki bunu nasıl yapabilriz? İngilizcede 'by' İtalyancada 'da parte' için kullanabileceğimiz Türkçede tarafından ve bir de-ce diye bir ekimiz var. Tarafından 'da parte'yi çok güzel karşılıyor aslında. Adam bulaşık yıkadı, bulaşık yıkandı, bulasık adam tarafından yıkandı. Da parte dell'uomo. Hırsız üç gün takip edildi ve sonunda polis tarafından yakalandı. Toplanan para, belediye tarafından fakirlere dağıtıldı. Dağıtmak? Distribuire. Dağıtıldı, è stato distribuito. E vedete dove troviamo tarafından sempre. 3 soru. Deneyin bakalım. Dünkü yemek bitirdiniz mi? Bitirildi mi? Ne dersiniz? Lütfen burada videoyu durdurup cevaplamaya çalışın. Daha sonra cevaplarını göreceksiniz. Cevaplar şöyle olmalı. Dünkü yemek bitirildi mi? Bu film önceden izlendi ve yemeğe et suyunu ekledi. Peki neden? Çünkü, aslında Türkçede özneler hiçbir zaman ek almazlar. Dünkü yemek bitirildi mi? Yemekte gördüğünüz gibi, -i hal eki, l'accusativo, yok. Yani bu burumda bir özne. E' stato finito? Eğer –i hal ekini getirirsek, bu zaten direkt olarak bir cümlenin, nesnesi, belirli nesne hatta haline geliyor. Bu yüzden edilgen kullanamıyoruz. Bu film önceden izlendi. Questo flm è stato guardato prima. Bu filmi önceden izlediler. Hanno visto/guardato questo film prima. Yemeğe et suyunu ekledi. Lui/lei ha aggiunto il brodo. Yemeğe et suyu eklendi. Invece in questo caso, il brodo è stato aggiunto. Quindi attenzione a –i hal eki. Burada kısa bir diyalog var yine. Çok otantik bir diyalog. Bir karı koca arasında geçiyor. Tarafından ve –ce'yi göreceğiz burada yine. Yakup ve Yasemin bir restorandalar ve yemek yemişler. Şimdi hesap ödeyecekler. Pagare il conto. Yemek çok güzeldi. Kalkalım mı artık? Evet, gerçekten

öyleydi. Olur canım, kalkalım. Hesabı ister misin? İstedim bile. Ama yanımda sadece kredi kartım var. Umarım sorun çıkmaz. Bekle, çantamda bozuk para olmalı. Ne demek! Hesabı erkekler öder. Hesap benim tarafımdan ödenecek. Ayıp ediyorsun. Lütfen bu Yakup'un son cümlesini evde iyice anlamaya çalışın. Sonra zaten birlikte sınıfta işleyeceğiz. 2 örnek daha, tarafından kullanabileceğimiz. Sunum, onların tarafından yapılacak. Bu dersler sizin tarafınızdan onaylanmış. Che cosa cambia tra di loro? Perché non è più tarafından ma tarafınızdan? Aslında hep yaptığımız şey. Onların , sizin. Yani iyelik değişiyor. Bu yüzden tarafınız sizin gönderi yaparken, tarafından onlara gonderi yapıyor. Burada da vardı aynı şey. Benim tarafımdan diyoruz. Peki tarafından bu işi görüyorsa, -ce ne işimize yarıyor? –ce aslında özne eğer bir grup, bir topluluksa o zaman kullandığımız bir ek. Yani hırsız polislerce yakalandı diyoruz. Bu durumda ben anlıyorum ki polisler bir grup, kalabalık bir grup. Bu son çalışma, İsveçli bilim adamlarınca yürütüldü. Yani tarafından yerine. Tarafından daha çok bir kişiyle kullanılıyor. Gruptan bahsediyorsak da –ce, -ca kullanıyoruz. Mesela, şarkı yarışmasındaki oylar izleyicilerce verildi. Dünkü rapor şirketin yönetim kurulunca hazırlandı. Yönetim kurulu ne demek? Bunu da araştırın. Ve tabii ki doğru aslında. Hırsız polislerce yakalandı ve hırsız polisler tarafından yakalandı Türkçede her ikisi de kabul edilir, kabul edilebilir. Genellikle tarafından kullanılır ancak dediğim gibi gruptan bahsediyorsak –ce, -ca tekil ise daha çok tarafından kullanmayı tercih ediyoruz Türkçede. Bütün örneklerde görebilirsiniz. Hepsi doğrudur, hepsi kabul edilebilir. Lütfen şimdi videoyu ddurdurun, çalışma kağıdından bölüm B'yi inceleyin, oradaki alıştırmaları yapın ve tekrar videoyu çalıştırın, oynatın. Son olarak. Bazen katmerli dediğimiz, iki edilgen ek alan fiiler var. Ben buraya en yaygın, commune, olanları yazdım. İsterseniz kitabınızdan da bir listesi var ona bakabilirsiniz. Demek, dire. Denmek diyebilirsiniz ya da denilmek. Accettabili tutti due quindi scegliete quello che volete usare. Yemek mesela, en sık kullanılanlardan bir tanesi. Yenmek ve yenilme gibi kullanılabiliyor. Lütfen şu alıştırmaları videoyu durdurup yapın. Daha sonra zaten cevaplarını göreceksiniz. Bunlar da cevapları kontrol ediniz lütfen cevaplarınızı. Ve tabii derste görüşürüz burada bitiriyoruz bu dersi de. Boş zamanlarınızda şu iki şarkıyı dinlerseniz de size yardımcı olur, öğrenmeye yardımcı olur edilgeni. Biraz nostalji yapabilirsiniz Ajda Pekkan dinleyeek ya da biraz depresyona girebilirsiniz Göksel dinleyerek. Görüşmek üzere.