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AN ACTION RESEARCH STUDY ON 6TH GRADE STUDENTS' ENGAGEMENT IN AN ONLINE FLIPPED EFL CLASS

YAZAR

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ETİK BEYANI

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HİLAL ŞAHİN ÖZATA

ÖZET

İNGİLİZ DİLİ VE EDEBİYATI

ÇEVRİMİÇİ TERS-YÜZ İNGİLİZCE DERSİNDE 6. SINIF ÖĞRENCİLERİNİN KATILIMI ÜZERİNE BİR EYLEM ARAŞTIRMASI

HİLAL ŞAHİN ÖZATA

Öğrenci katılımı, öğrencilerin özellikle çevrimiçi öğrenme etkinliklerine nasıl aktif olarak katıldıklarına ve akranları ve öğretmenleriyle nasıl etkileşime girdiklerine dair daha kapsamlı bir genel bakış sağlar. Bu eylem araştırmasının amacı tamamen çevrimiçi ters yüz edilmiş İngilizce derslerinin yetişkin olmayan öğrencilerin derse katılımları üzerindeki etkiyi araştırmaktır. Çalışma, özellikle öğrencilerin ters yüz edilmiş çevrimiçi İngilizce derslerinde katılımının dört yönüne (davranışsal, duygusal, eylemsel, bilişsel) odaklanmıştır. Çalışma, Türkiye'de Covid-19 salgınıyla çevrimiçi eğitime geçen bir devlet ortaokulunda yürütülmüştür. Bu eylem araştırması, beş hafta süreyle 6. sınıf katılımcılarıyla (11-12 yaş, 14 öğrenci) 2021-2022 eğitim-öğretim yılında yürütülmüştür. Veri toplamada 7 farklı araç kullanılmıştır (öğrencilerin yansıtma raporları, öğretmen günlükleri, haftalık gözlem kontrol listesi formları, öğrencilerle yapılan yarı yapılandırılmış görüşmeler, çevrimiçi sınavların ve oyunların raporları ve diğer çevrimiçi belgeler). Tematik analiz sonuçları, öğrencilerin çoğunun tamamen çevrimiçi ters yüz edilmiş İngilizce dersinde davranışsal (görevlerde sebat, çevrimiçi etkinliklere konsantrasyon, teknolojiyi kullanma çabası), bilişsel (öz düzenleme, öğrenen özerkliği ve zaman yönetimi), eylemsel (öğrenme alışkanlıkları geliştirme ve fikir üretme) ve duygusal (mutluluk ve zevk, coşku ve ilgi ve endişe) olarak katıldıklarını göstermiştir. Ayrıca, öğrenciler çevrimiçi ters yüz edilmiş İngilizce derslerine aktif olarak katılmış, birbirleriyle iletişim kurmuş, bilinçli olarak öğrenmiş ve etkinliklere katılmış ve öz yönetim ve öz kontrol kazanmışlardır. Çalışma, İngilizce öğretiminde çevrimiçi derslerde ters-yüz edilmiş uygulamayı önermektedir. Bu nedenle, çevrimiçi ters-yüz öğrenme yaklaşımının İngilizce dersinde öğrencilerin katılımları üzerindeki etkisini incelemek için eylem araştırmasının tasarlanmasına ve uygulanmasına katkıda bulunmaktadır.

Anahtar Kelimeler: Çevrimiçi eğitim, Çevrimiçi İngilizce dersi, Ters yüz öğrenme, Öğrenci katılımı

ABSTRACT

MA Thesis

AN ACTION RESEARCH STUDY ON 6TH GRADE STUDENTS' ENGAGEMENT IN AN ONLINE FLIPPED EFL CLASS

HİLAL ŞAHİN ÖZATA

Student engagement provides a more comprehensive overview of how students actively participate in especially online learning activities and interact with their peers and the teacher. The aim of this action research study was to investigate the impact of fully online flipped EFL classes on young learners' engagement. In particular, the study focused on four aspects (behavioral, emotional, agentic, cognitive) of students' engagement in online flipped EFL classes. The study was conducted in a state secondary school in Türkiye that switched to online education with the Covid-19 pandemic. This action research was conducted with 6th grade participants (11-12 years old, 14 students) for five weeks in the academic year 2021-2022. Seven data collection tools were used (students' reflection reports, teacher journals, weekly observation checklist forms, semi-structured interviews with students, reports of online quizzes and games, and other online documents). The results of the thematic analysis showed that most of the students engaged in the fully online flipped EFL course in behaviorally (perseverance in tasks, concentration on online activities, effort in using technology), cognitively (self-regulation, learner autonomy, and time management), agentically (developing learning habits and generating ideas) and emotionally (happiness and pleasure, enthusiasm and interest and anxiety). Moreover, students actively participated, communicated with each other, consciously learned and engaged in activities, and gained self-management and self-control in online flipped EFL classes. The study recommends the application of flipped learning in online courses in English language teaching. Therefore, it contributes to the design and implementation of action research to examine the impact of the flipped learning approach on students' engagement in an online EFL class.

Key Words : Online education, Online EFL class, Flipped learning, Student engagement

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<div align="right">Hilal ŞAHİN ÖZATA</div>

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ABBREVIATIONS

BL   : Blended learning

EBA   : Education Information Network

EFL   : English as a Foreign Language

EL   : E-learning

ELA   : English Language Arts

ELT   : English Language Teaching

ESL   : English as a Second Language

EWL   : English with Engagement

FC   : Flipped classroom

FCM   : Flipped Classroom Model

FCTM   : Flipped Classroom Teaching Model

FL   : Flipped Learning

FLL   : Foreign Language Learning

FLN   : Flipped Learning Network

F2F   : Face-to-face learning

HOTS   : High order thinking skills

LA   : Language Awareness

LMS   : Learning Management Systems

MEO   : My English Online

MoNE   : Ministry of National Education

NSSE   : National Survey of Student Engagement

OSE   : Online Student Engagement Scale

TRT   : Turkish Radio and Television Corporation

SEI   : Student Engagement Instrument

SOFLA   : Synchronous Online Flipped Learning Approach

1. INTRODUCTION

This chapter explains the definitions of student engagement, flipped learning, online learning, emergency remote teaching, online student engagement, and the background of the study underlining problems of student engagement in online flipped learning. Then it presents the current study's rationale, purpose, and research questions.

1.1 Definitions of the Terms

1.1.1 The Definition of Student Engagement

There has been a large number of definitions of student engagement. However, no explicit description exists (Halverson & Graham, 2019). Engagement has evolved into a course of action (Astin, 1984; Axelson & Flick, 2010; Kuh, 2009). Astin (1984) defined student engagement as student involvement which refers to the amount of physical and psychological energy a student committed to their academic experience. Finn (1989) referred to engagement as student and behavioral involvement in classroom activities and school rules. Student engagement was related to student attendance and academic success. Newmann (1992) described engagement as an attempt to learn, actual concentration, active involvement, and commitment as opposed to superficial participation, indifference, or lack of interest.

Student engagement is "a process and a product, experienced on a continuum, resulting from the synergistic interaction between motivation and active learning" (Barkley, 2010, p. 17-18). Engagement is an evolving concept. Student engagement relates to the student's family, friends, school, and society. When students' learning environments change, so does their engagement (Appleton et al., 2006; Axelson & Flick, 2010; Christenson et al., 2012b; Marks, 2000).

From the definitions, we can conclude that engagement is a strong interest in improving student learning. Engagement refers to active participation, focused interest, and commitment instead of superficial involvement, indifference, and lack of attention. Furthermore, students must understand, absorb information and put their energy into their work (Christenson et al., 2012a).

1.1.2 The Concept of Flipped Learning Model

The concept of the "flipped classroom" or "flipped learning" is not new (Baker, 2000). The flipped classroom model is a blended learning technique designed to engage and activate students. However, the flipped classroom is called reverse teaching and differs from blended learning regarding the roles of students and lecturers (Reidsema et al., 2017). The flipped classroom, also known as flipped learning (FL), is one of the blended learning models, as shown in Figure 1.1.
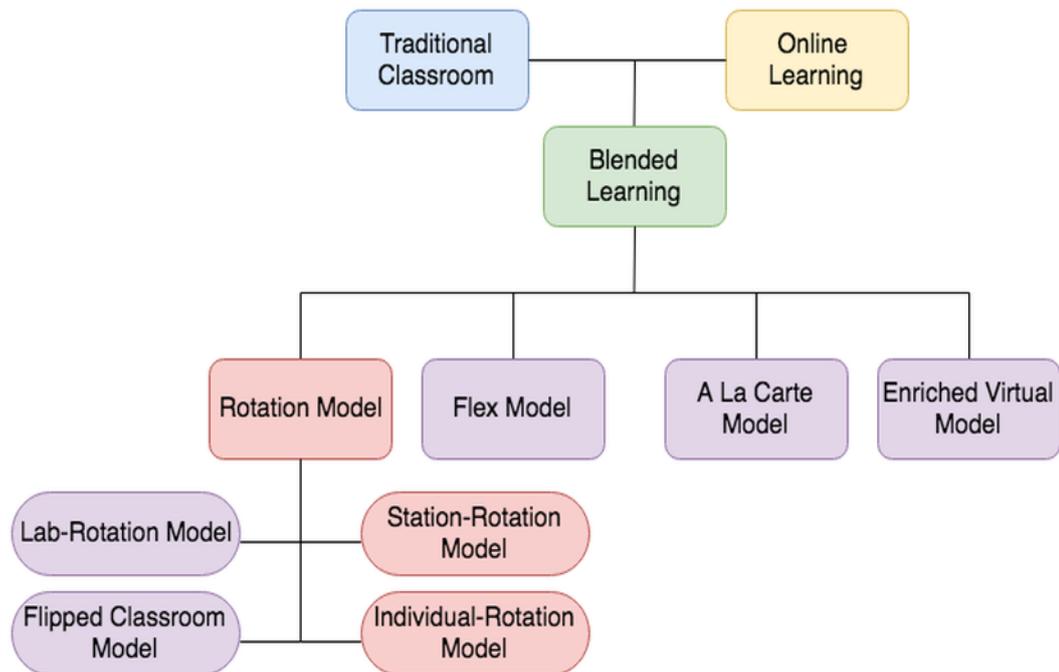
Figure 1.1 Models of Blending Learning

(taken from https://mathblendedlearning.weebly.com/models-of-blended-learning.html)

The founders of the flipped classroom, Sams and Bergmann (2012), stated that this method does not simply imply video courses; instead, the critical element of this method is the meaningful and engaging activities that take place in class. In addition, the flipped classroom can increase student-student and student-teacher interaction.

A pedagogical strategy known as flipping learning involves moving direct instruction from the group learning environment to the unique learning environment. It creates a dynamic, interactive learning environment where the teacher supports students and provides them with various methods to apply concepts and engage creatively with the subject matter (Bergmann & Sam, 2014).

Honeycutt and Garrett (2014) and Honeycutt (2016) broadened the definition of flipped, returning to the fundamentals of why we flip in the first place. Whether we call it a flipped classroom, flipped learning, inverted instruction, problem-based learning, or student-centered learning, the goal is to engage students and focus on the application and synthesis of higher-level education in the school. Reidsema et al. (2017) claimed that flipped learning is a critical transitional phase for students and academic staff. Students can acquire and apply knowledge and skills via the internet to a real-world problem or opportunity. Shifting our reliance on lectures as the primary means of providing students with their first exposure to fundamental concepts is one of the most pressing issues facing higher education today, and it appears to be one that will persist long into the future.

The flipped classroom, also known as reverse teaching, differs from blended learning regarding the roles of students and teachers. The central premise of the flipped classroom approach is that teaching is delivered via internet videos before class, leaving time in class for active learning. It is now recognized as a way to help students meet their educational goals, such as problem-solving and critical thinking skills (Lo & Hew, 2017; Wang, 2017).

1.1.3 Online Learning

Online learning creates educational resources, delivers instruction, and manages programmers using the Internet and other vital technologies (Fry, 2001). Online education is a newer form of distance education that increases access to educational opportunities for students defined as non-traditional and marginalized (Conrad, 2020). Oblinger and Oblinger (2005) emphasized the difference by referring to online learning as 'fully' online.

1.1.4 Emergency Remote Teaching

Emergency Remote Teaching (ERT) is a temporary shift of instructional delivery to an alternative mode due to crisis circumstances. It involves using fully remote teaching solutions for instruction or training that would otherwise be delivered face-to-face or as a blended or hybrid course (Hodges et al., 2020). ERT is "a temporary solution to an immediate problem" (Bozkurt et al., 2020, p. ii).

1.1.5 Online Student Engagement

Students devote time and energy to learning course material and improving their skills, interacting meaningfully with other students and instructors while emotionally engaging (Dixson, 2015).

1.2   Background of the Study

The redefinition of learning and teaching practices has focused on the stages of development of blended learning in the 21st century. However, different researchers have defined blended learning differently at other times (Graham et al., 2011; Halverson & Graham, 2019; Stein & Graham, 2020).

Drysdale et al. (2013) and Graham et al. (2011) defined blended learning as learning experiences that combine face-to-face and computer-mediated instruction, and an asynchronous forum and synchronous chat or video conferencing. In addition, several studies have shown the benefits of hybrid approaches that integrate face-to-face classrooms with online education (Finardi, 2015; Finardi et al., 2016; Maycock et al., 2018). Porcino and Finardi (2013) found that the hybrid method could help language development and digital literacy by increasing autonomy, motivation, and prolonged interaction with the target language. Finardi et al. (2016) concluded that: (1)

hybrid/blended approaches appear to be the best alternative for English teaching and learning; (2) the Internet and online educational resources play a central role in the development of language skills in another language development productive skills; and (3) My English Online (MEO) is a suitable choice for learning English to learn in a hybrid setting implemented in the inverted classroom. Furthermore, a study conducted by Ekmekçi (2017) found that blended learning had an impact on students' engagement and active learning in collaboration with the use of digital technologies for different purposes in a Turkish university context.

Bormann (2014) investigated the impact of a flipped classroom model on student engagement and achievement. Findings indicated that flipped learning could provide students a more engaging environment, leading to increased achievement and better preparation for 21st-century learning. In addition, Marshall & Kostka (2020) argued that flipped learning could be a practical approach, particularly for English learners, as it helps teachers to provide more interaction and exposure to English. Finally, a systematic review by Bond (2020) identified 107 publications on technology and cases of general behavioral, affective, and cognitive engagement in K-12 flipped learning research to understand better how different technologies used in flipped learning studies are related to engagement.

A flipped classroom allows for more flexible teaching time and dynamic and active student participation and promotes the development of an interactive learning environment, which contributes to academic achievement (e.g., Amiryousefi, 2017; Chen Hsieh et al., 2017; Lee, 2023). In addition, flipped learning improves students' self-regulation skills and contributes to understanding the performance and active learning in the classroom (e.g., Lo & Hew, 2017; Tütüncü & Aksu, 2018). It also supports students' comprehension, achievement, and confidence while learning a language (Lee & Wallace, 2018; Halili & Zainuddin, 2015). Furthermore, the flipped classroom approach can improve academic performance and satisfaction (e.g., O'Flaherty and Phillips, 2015), increase independence and variable working circle (e.g., Yıldırım, 2017), students' learning achievement, and learning motivation (e.g., Zheng, et al., 2020, Vinay, 2020). In addition, flipped learning encourages students to apply various learning strategies. For example, students can rehearse content multiple times before class, research, manage their time, and improve their cognitive thinking skills (e.g., Alsowat, 2016; Zainuddin, Kong, et al., 2019; Zheng et al., 2020). Furthermore, the findings of previous studies have

suggested that the use of flipped learning in L2 classrooms can help students to form favorable interactions with their classmates both inside and outside the school and create an appropriate learning environment as well as the development of L2 skills and knowledge (Amiryousefi, 2017; Arslan, 2020; Ayçiçek, 2018; Basal, 2015; Chen Hsieh et al., 2017; Cheng et al., 2020; Ekmekci, 2017; Gasmi, 2018; Lo & Hew, 2017; Namaziandost et al., 2020; Öztürk & Çakıroğlu, 2021; Zainuddin et al., 2019).

There are also some challenges of flipped learning. For example, in the evaluation paper by Shi-Chun et al. (2014, p.18), the disadvantages of flipped classrooms were presented as "difficulty in testing, fluctuating internet accessibility, considerable dependence on student motivation, promotion of a loose learning environment, a challenge to keep everyone focused on the same topic."

Akçayır and Akçayır (2018, p.11) grouped the challenges of flipped classrooms as "pedagogical (limited preparation, need for guidance at home, the problem of watching videos, application topics, inability to be permanent of flipped classrooms), teachers' perspective (time-consuming, higher work, difficulty in managing and planning tasks, activities), students' perspective (time-consuming, increase in employment, not preferred, adoption problems, fear of new methods, resistance to change), technical and technological (quality of videos, inequality in access to technology, need for students' and teachers' technological competence, specific requirements) in a systematic review. Kim et al. (2014) and Hojnack (2018) acknowledged no significant difference in the results of achievement scores in flipped learning. Chen et al. (2018) also found that some students struggled to adapt to the new approach. Students who did not watch videos before the synchronous class felt significantly behind those who watched videos, making it challenging to keep up during discussions and practical projects. The quality of the videos, students' poor use of videos, and preparation for the flipped class significantly negatively impacted homework performance and participation in the hybrid-flipped course (Fidalgo-Blanco et al., 2017; Harrison et al., 2016).

1.3   Theoretical Framework

The COVID-19 epidemic in 2020 led to a rapid transition from face-to-face teaching to online learning systems by implementing emergency online learning or emergency distance learning. The Ministry of National Education (MoNE) improved the Educational Informatics Network (EBA) infrastructure, a digital education portal in Türkiye. Students can collaborate synchronously with friends and teachers through videoconferencing, real-time chat, or virtual classrooms without classrooms (Aspden & Helm, 2004). Teachers use online platforms such as Zoom, Google Meet, and Skype for synchronous online learning. However, a student needs to participate and engage with others and the online aspects to develop knowledge independently and collaboratively to succeed as an online learner (Malan, 2020).

It can be challenging to encourage students to refocus, re-engage, and stay on topic when their attention and focus stray in online courses. However, student engagement is a crucial measure of a student's academic success, a necessary condition for ensuring the quality of learning and promoting deep understanding (Zhao et al., 2020). Student engagement is a multifaceted concept encompassing student behavior, cognition, emotion, explicit activity, and emotional and psychological reflection (Hu & Li, 2017). According to the National Survey of Student Engagement (NSSE), Laird, Nelson and Kuh (2005) found a strong positive relationship between the use of information technology for educational purposes and markers of engagement. Halverson and Graham (2019) provided an overview of learner engagement research, proposed a set of engagement indicators, and demonstrated the usefulness of indicators in blended environments. O'Flaherty and Phillips (2015) noted that using online activity to quantify student engagement is only one factor that impacts achievement. It affects students' academic performance, learning experience, intellectual capacity, and cognitive development. Therefore, student engagement has enormous potential as a critical objective in synchronous online teaching, where teachers can flip the classroom or lecture.

The flipped classroom is a grassroots movement of educators seeking a more effective teaching method. The benefits of using flipped learning in school have been researched and discussed among educators and scholars for the past two decades. Several studies have highlighted the need to study the research and application of flipped learning from different perspectives, including instructional design, supporting technology, educational

objectives, and learning models (Cheng et al., 2020; Halili & Zainuddin, 2015; Hwang et al., 2019; Zainuddin et al., 2019). In addition, meta-analyses and reviews focusing on K-12 students included the benefits, problems, and implementation of flipped learning in schools in Türkiye and other countries (Lo & Hew, 2017; Akçayır & Akçayır, 2018; Tütüncü & Aksu, 2018; Cheng et al., 2020; Lindeiner-Stráský et al., 2022; Turan & Akdag-Cimen, 2020; Van Alten et al., 2019).

Several studies on the flipped EFL course found that the flipped classroom model mainly contributed positively to the development of EFL skills (Arslan, 2020; Ayçiçek, 2018; Basal, 2015; Challob, 2021; Chen Hsieh et al., 2017; Cheng et al., 2020; Girgin, 2021; Ekmekci, 2017; Gasmi, 2018; Kawinkoonlasate, 2019; Lin et al., 2019; Lo & Hew, 2017; Namaziandost et al., 2020; Öztürk & Çakıroğlu, 2021; Shahnama et al., 2021; Sulaiman, 2018; Turan & Akdag-Cimen, 2020).

Basal (2015) introduced the flipped model in ELT by receiving the perspectives of potential English teachers in a Turkish state institution. Ekmekçi (2017) also applied flipped writing class in ELT preparatory class. Öztürk and Çakıroğlu (2021) investigated the relationship between students' self-regulated learning skills and their academic performance and development of language skills in flipped English foreign language. Turan and Akdağ- Çimen (2020) reviewed the trends and key findings of English language teaching studies using the flipped classroom method. Girgin and Cabaroğlu (2021) implemented a flipped classroom model with the support of Web 2.0 tools with 12th-grade students to promote speaking the target language in an EFL class. In the flipped classroom, students are encouraged to take responsibility for their learning by actively participating in learning activities. Finger (2020) argued for self-experimenting the transition from a traditional classroom to online learning by flipping the classroom, providing an engaging learning environment, and being accessible in COVID.

Marshall and Kostka (2020) integrated best practices from face-to-face teaching methods to make online learning more engaging, dynamic, and collaborative. When flipping focuses on the student's role during the course rather than what happens before and after class, any environment can be flipped: face-to-face, online, or hybrid (Honeycutt & Glova, 2014). For example, Honeycutt's (2016, p.4) FLIP concept is based on "Focusing on your Learners by Involving them in the Process. Involving can be achieved by flipping the course design so that students engage in activities, apply concepts and focus on higher-

level learning outcomes. Several studies have already demonstrated the success of flipped learning. Researchers have investigated whether using creative tactics or technology can improve the efficiency of flipped learning on student engagement. Within this context, student engagement in emergency online EFL learning is a factor to consider when evaluating students' learning processes. In addition, the level of engagement is a good indicator of how effective online learning is. Thus, as a teacher-researcher, flipped learning forces me to investigate whether there is a better way to engage my 6th grade students in a fully online EFL class. Our challenge is to engage them behaviorally, emotionally, intellectually, and actively, especially in our online EFL classes.

1.4   The Rationale for the Study

Although several studies have investigated the benefits of flipped language learning in different face-to-face contexts on various issues (e.g., Lo & Hew, 2017; Akçayır & Akçayır, 2018; Tütüncü & Aksu, 2018; Alten et al., 2020; Lindeiner-Stráský et al., 2022; Turan & Akdag-Cimen, 2020), to the best knowledge of the researcher of this paper, no studies have investigated how online EFL flipped courses enhance secondary school students' engagement in the Turkish context. This action research study can fill the following research gaps:

1) No study has investigated the relationship between student engagement and emergency online flipped EFL learning in Turkish. However, some literature review studies have investigated this issue in the U.S. and Chinese contexts (e.g., Marshall and Kostka, 2020).

2) Most studies investigated in flipped L2 classrooms often used quantitative and mixed methods (e.g., Alsowat, 2016; Chen Hsieh et al., 2017; Ekmekçi, 2017). Therefore, conducting this current action study with a qualitative design increases the significance of the research regarding the depth and the data.

3) Although several studies have investigated other aspects of flipped online classrooms (e.g., teacher presence, attitude, L2 skills) (e.g., El Garras, 2021; Isaias et al., 2017; Panicker, 2018), no study has investigated the issue of engagement in online L2 learning in the Turkish context. However, student engagement is essential both in terms of predicting critical short and long-term outcomes such as increased awareness, continuous learning, and individual improvement, retention (Finn & Zimmer, 2012), increased

academic achievement, learning environment, and motivation (Reeve et al., 2004; Christenson et al., 2012a), increased satisfaction (Akçayır & Akçayır, 2018; Lo & Hew, 2017; Van Alten et al., 2019), enjoyment (Tütüncü & Aksu, 2018), positive and increased interactions with the teacher and peers (Akçayır & Akçayır, 2018; Bond,2020; Lo & Hew, 2017; Tütüncü & Aksu, 2018).

4) Most studies on student engagement in flipped learning research have often used three dimensions of engagement, specifically cognitive, behavioral, and social or affective (Axelson & Flick, 2011; Fredricks et al., 2004; Groccia, 2018; Jimerson et al., 2003). The current research study conceptualizes four interrelated aspects of student engagement (cognitive, behavioral, agentic, and cognitive) during a flipped learning activity in an online EFL class.

5) In the systematic reviews by Akçayır (2018), Turan, and Akdag-Cimen (2019), 80% of the studies were conducted at the higher education level. Only 16% of the studies focused on K-12 students. However, this model is helpful for courses in all curricular areas (from primary to high school) and higher education (Bergmann & Sams, 2012).

6) Most of the empirical studies on flipped K-12 classrooms were related to science, mathematics, engineering, and technology (e.g., Bhagat et al., 2016; Chao et al., 2015; Clark, 2015), with limited studies on social studies and English (Mazur et al., 2015, Namaziandost et al., 2020).

7) Although there have been studies on the application of flipped learning in English language teaching in a face-to-face context (e.g., Amiryousefi, 2017; Arslan, 2020; Ayçiçek, 2018; Chen Hsieh et al., 2017; Girgin, 2021), there are no studies on flipped learning in an online Turkish context.

As explained above, more research is needed to examine cognitive, emotional, agentic, and behavioral engagement and to create a more comprehensive model that describes the relationship between different forms of engagement and achievement in an online flipped EFL classroom. While there is a large body of literature on the various aspects of student engagement, this study can be a significant addition to the literature by conceptualizing Reeve's (2012) model, which defines student engagement as interrelated aspects with four dimensions: behavioral, emotional, agentic, and cognitive engagement (Figure 2.1).

Thus, the current study aimed to fill this gap by flipping the EFL class to influence secondary school students' engagement in the distance, fully emergency online flipped learning in the Turkish context.

1.5 Research Questions

Based on the objectives based on the study contexts outlined above, one main and three sub-research questions were formulated to underpin the research:

Main question:

1. How does the emergency online flipped EFL class affect 6th grade Turkish EFL students' behavioral, emotional, agentic, and cognitive engagement?

Sub-research questions:

1.1. What are 6th grade Turkish EFL students' perceptions of fully online flipped EFL class regarding Web 2.0 tools?

1.2. What are the challenges of 6th grade Turkish EFL students and teachers during online flipped EFL class?

1.3. How do 6th grade Turkish EFL students engage in a fully online flipped EFL class?

2. LITERATURE REVIEW

2.1   Introduction

This chapter is essentially divided into two parts. The first section presents the significance, dimensions of student engagement, and engagement in online EFL classes. The second section focuses on the flipped classroom model, the comparison of the flipped classroom with the traditional classroom, the application of flipped learning in English language teaching, the flipped classroom and student engagement, and the research on flipping an online L2 classroom.

2.2   Research into the Significance of Student Engagement

Although student engagement has often been at the center of attempts to understand and improve student learning (e.g., Axelson & Flick, 2011; Christenson et al., 2012b; Groccia, 2018), even in the 1930s, Ralph Tyler investigated students on time study and its impact on learning. Astin (1984, p.552) emphasized the "student's active participation" in learning. When the classroom environment supports active student participation, learning is most successful. The idea of student engagement encourages educators to focus more on what students accomplish, such as how motivated they are and how much time and effort they contribute to their education.

According to Newman (1992), engaged students make a psychological investment in their education, which is necessary to understand lessons and succeed in class. Moreover, student engagement is attractive because of a meta-structure that includes internal cognitions, observable behaviors, feelings, and responses to changes in school and teacher applications.

A study by Mark (2000) included 3,669 students representing 143 social studies and mathematics classrooms in a nationally selected sample of 24 restructuring elementary, middle, and high schools in Ohio. This analytical approach found that student engagement in educational activities was positively influenced by students' histories, families, social environments, and supportive teachers at various levels of education. Because of its logical relationship to achievement and development, student engagement is crucial to students' educational experiences. Similarly, Kuh (2003) suggested that engagement provides a growing consciousness and soul by increasing continuous learning and

individual improvement. Engagement supports students' intelligence and emotions to improve their talent for constant learning. Engaging in rigorous academic tasks, having constructive conversations with academic staff, and participating in enriching educational experiences are all examples of active and collaborative learning.

Finn and Zimmer (2012) emphasized that students' participation is the core premise of student engagement in school. More engaged children and adolescents form peer and friendship groups with more engaged peers, while more disengaged children and adolescents join groups with more disengaged peers. High-quality engagement and achievement enhance students' positive self-perceptions, elicits more support from teachers and parents, and enable young people to join networks of engaged peers and friends. Similarly, Reeve (2012) highlighted that student engagement significantly impacts academic achievement, the learning environment, and motivation. Engaged students are purposeful, focused, passionate, persistent, and interested. Thus, engagement is significant in predicting critical outcomes and indicating underlying motivation and achievement.

Skinner and Pitzer (2012) highlighted students' participation as essential to understanding motivational dynamics emergence in learning activities. The study discussed how these cycles of engagement might affect academic resilience in general and how children and teens cope with difficulties and failures at school. In another study, Bond and Bedenlier (2019) examined the relationship between using educational technology and increasing student engagement in university and K-12 settings. This study noted an "in-depth analysis of a bio-ecological student engagement framework" (p.8) for student engagement. The model considers macro, exo, meso, and micro factors that affect student engagement, particularly emphasizing the microsystem or the student's immediate learning environment. In addition, a review of research on student engagement and educational technology found short-term (e.g., subject-specific knowledge and higher-order thinking skills) and long-term academic and social outcomes.

High engagement, learning, and academic achievement make students feel more academically competent and connected, and teachers respond with more positive interactions and support. We may conclude that student engagement significantly impacts their academic performance, educational experience, mental capacity, and cognitive growth. Lack of engagement leads to academic failure, behavioral problems, and dropping out of school. Student engagement is crucial because it predicts how well

students will perform in school when presented with learning activities by their teachers. Engagement helps to increase the chances of high motivation and practical learning. Overall, it is clear that increasing student engagement is essential to achieving the desired learning outcome. As a result, student engagement allows teachers to apply deep and conceptual learning tactics rather than relying on superficial feedback to assess students' performance are doing throughout the lesson (Christenson et al., 2012b).

2.3   Research into Dimensions of Student Engagement

Student engagement has been studied from multiple perspectives, including how students act (behavioral), feel (emotional), think (cognitive), and socialize. In other words, student engagement encompasses some distinctive qualities, including behavioral, emotional, cognitive, and psychological (Skinner & Pitzer, 2012). More recently, other dimensions of engagement models with three, four, or more components have been proposed.

Some studies propose a four-component structure for student engagement: a) behavioral, b) academic, c) cognitive, and d) affective (Appleton et al., 2006; Christenson et al., 2012b), while others prefer a framework that includes three dimensions of student engagement: a) cognitive, b) behavioral, and d) emotional engagement (Appleton et al., 2006; Christenson et al., 2012b; Fredricks et al., 2004).

Most researchers believe that engagement has three unique but interconnected dimensions: behavioral, emotional, and cognitive engagement (Axelson & Flick, 2011; Fredricks et al., 2004; Groccia, 2018; Jimerson et al., 2003). In other words, one author's concept of behavioral engagement may be identical to another author's operationalization of cognitive engagement (Christenson et al., 2012).

Fredricks, Blumenfeld, and Paris (2004) outlined engagement as a multidimensional concept that combines three components. First, combining behavior, emotion, and cognition under the engagement umbrella is helpful as it allows for a more comprehensive characterization of students than a single-component study. Second, participation in academic, social, and extra-curricular activities is the basis of behavioral engagement. It is crucial for achieving good academic results, avoiding dropping out, and following the rules. Third, emotional engagement includes positive and negative emotions, attention, values, and feelings. Finally, the investment principle underpins cognitive engagement; it involves forethought and the desire, effort, strategy, and self-regulation to put in the work required to grasp complicated ideas and master challenging skills. As a result, this

perspective on engagement is based on a complete description of engagement obtained by studying student engagement in terms of their actions, feelings, and ideas. Thus, engagement can be considered a meta concept. In another study by Skinner and Belmont (2013) also argued that engagement has behavioral and emotional aspects. The study focused on the effects of three elements of instructor behavior (involvement, structure, and autonomy support) on the behavioral and emotional engagement of 144 children in one academic year. The behavioral engagement was associated with more of all three teacher behaviors for students who reported higher levels of engagement. Behaviourally disengaged students accept teacher responses that further demotivate them. Teacher behavior influences students' motivation, beliefs, and attitudes toward engagement.

A student can engage in the learning process behaviorally (making some effort and being persistent in learning), effectively (being interested in the experience, increasing motivation and enjoyment, showing a level of commitment), and cognitively (demonstrating a group of mental activity, processing thoughts about the experience and establishing links with previous experiences) to achieve these goals. We can positively engage students in doing, feeling, and thinking (Groccia, 2018). However, Reeve and Tseng (2011) added agentic engagement as a complementary dimension to explore how students proactively contribute to the classroom. The study focused on a four-dimensional student engagement scale to quantify 365 high school students' engagement and the relationships between the four dimensions of student engagement and students' motivation and academic achievement levels. Furthermore, the results showed that such agentic engagement is conceptually distinct from the other three categories of engagement (behavioral, emotional, and cognitive) and strongly associated with a positive aspect of student motivation. It is necessary to include agency as a fourth dimension of student engagement. Students who take an active, purposeful, and constructive role in their education show how they learn, benefit from classroom learning opportunities, and create new learning opportunities. As a result, agentic engagement promotes performance-enhancing actions influenced by engagement's behavioral, emotional, and cognitive components (Reeve & Shin, 2020; Reeve & Tseng, 2011). Reeve (2012) explained that the four-aspect engagement model directly affected motivation and achievement. Assessments of the student's concentration, attention, and effort (behavioral engagement), the presence of task-enhancing emotions such as interest and the absence of task-distracting emotions such as distress (emotional engagement),

and their use of sophisticated racial language (cognitive engagement) would be used to determine how actively the student was engaged in the learning activity. Engagement is attributed to four unique, interrelated engagements, including the agentic dimension, shown in Figure 2.1.
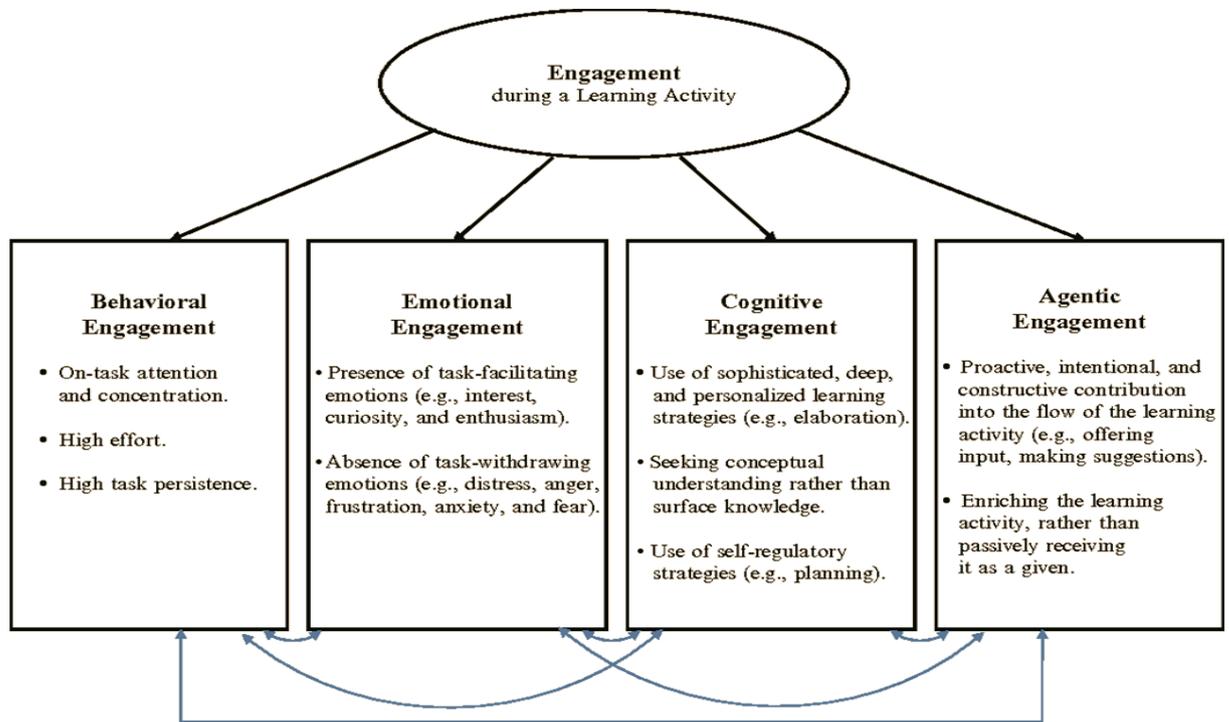
Figure 2.1 Four aspects of students' engagement (Reeve 2012, p. 151)

Similarly, in another study by Appleton et al. (2006), "Engagement is viewed as a multidimensional construct consisting of four subtypes: academic, behavioral, cognitive and psychological" (p. 429). Each subtype has different indicators. Although there are a variety of subtypes of engagement models in the literature, there is a consensus that student engagement is a multidimensional concept that includes students' behavioral, emotional, and cognitive aspects in common with academic, affective, psychological, and social engagement with diverse variable combinations of all (Appleton et al., 2006; Christenson et al., 2012b; Fredricks et al., 2004; Jimerson et al., 2003; Newman, 1992).

Student engagement links between contextual elements (facilitators) and academic, social, and emotional learning outcomes. Furthermore, cognitive and affective engagement are possible mediators of academic and behavioral engagement, meaning that cognitive and affective engagement precedes behavioral and academic improvements (Christenson et al., 2012a). Considering the issues addressed above, four dimensions of

student engagement (agentic, behavioral, emotional, and cognitive) are significant indicators of how effective online flipped EFL classes are in this action study. Thus, the current research study conceptualizes four interrelated aspects of student engagement in a way compatible with Figure 1.1 (Reeve, 2012) during a flipped learning activity in an online EFL class.

2.4   Studies on Student Engagement in Online Teaching

The COVID-19 epidemic has significantly changed educational advances by creating online lecture. This new online teaching and learning environment has forced us to use more data and digital tools to increase engagement. Therefore, student engagement has become increasingly necessary during online learning and teaching. Although the concept of engaged learning is not new, its implementation in an online environment requires special attention to enhance the learning process. For instance, Coates (2006) surveyed on-campus students taking online courses using Learning Management Systems (LMS) using a cluster sampling approach to improve student engagement in research and practice in the higher education system. Online learning management systems have the potential to play a significant role in the teaching and learning process. The typological model presented in this research enhances understanding of campus-wide and online student engagement. Similarly, Dixson (2010) reported that online student engagement significantly advanced our understanding of online education. The scale could be extremely useful in online learning and research with incredible validation. However, some activities were not always more effective in engaging students in the online learning community. This research underlined the need to make real connections in online courses. Teachers must create active learning environments where students can apply what they have learned in real-life situations.

Chen et al. (2010) investigated the use of technology and student engagement in online courses. The results showed that online and hybrid systems significantly positively impacted web-based learning technologies and outcomes. These technologies are also used in active online learning to increase student engagement through successful social networking activities. Encouraging and ensuring student engagement and positive learning outcomes is paramount, especially given the proportion of minorities and part-time students who choose to study online. This study has highlighted that a well-designed online course can actively involve students in the context of learning tasks. In addition,

using various online technological tools allows for rapid feedback and clear communication channels for student-student and student-facilitator interactions.

Dixson (2015) used the Online Student Engagement Scale (OSE) to assess student engagement, integrating self-reports of engagement from 34 students (from 13 sections of five upper-level undergraduate courses) with monitoring data from an online course management system. The study reported that student engagement on the OSE was significantly associated with two types of student behavior: observational learning behaviors (e.g., reading emails, reading discussion posts, viewing content lectures and documentation) and exploratory learning behaviors (e.g., reading emails, reading discussion posts). Another study by Redmond et al. (2018) proposed a conceptual framework to explore online student engagement from relevant literature in higher education. This framework comprises social, cognitive, behavioral, collaborative, and emotional engagement. These five factors depend on effective student engagement in the online learning and teaching environment. Therefore, this study provided numerous opportunities for students to engage online and connect with lecturers, educational institutions, and businesses while gaining solid disciplinary knowledge and transdisciplinary skills.

Martin and Bolliger (2018) emphasized that student engagement is critical to student learning and satisfaction in online courses. Participating in collaborative group work, having students facilitate presentations and conversations, actively sharing resources, designing course assignments with practical components, and incorporating case studies and reflections are all examples of active learning opportunities. Therefore, providing multiple options for student engagement in an online environment is essential. However, student engagement is crucial to address challenges such as learner isolation, dropout, retention, and academic success in online learning. Similarly, Dwivedi and Dwivedi (2019) proposed that students engage differently in an online course. By constructing a taxonomy of engagement patterns, the learning management system (LMS), and a socio-technological approach to e-learning, the study focused on the behavioral engagement of 152 postgraduate students and lecturers with online content in a blended learning environment in India. The postgraduate EFL students of this course were divided into two groups. The instructor of the first group was not required to interact with the online content and instead had to conduct his class in a traditional face-to-face setting. The teacher of the second group spent a considerable amount of time in the LMS, developing

new content, participating in online discussions, and responding to students. The data showed that the quality of the content influenced student engagement online. Student engagement increases when online information is linked to the curriculum. Students' online time is directly proportional to the instructor's online time; promptness of the instructor's response to students' online activity queries increased student engagement.

Benckendorff and Gannaway (2020) implemented a 12-item scale to measure student engagement with its application in four samples of the MOOC (massive open online course) learning process. The results showed four components of student engagement in MOOCs: behavioral, cognitive, emotional, and social engagement. In another study, Kennedy (2020) reported student engagement as interactivity in online learning. This study provided an overview of educational researchers' ideas about student engagement in online settings and how educators can consider these ideas when designing and delivering online courses. The real key to meaningfully engaging students online is to think about the learning design of your subject and the tasks and activities.

Another study by Malan (2020) explained how an engagement framework was used to integrate engagement into an accounting module (11-12) and PoB11 in a fully online degree. Online students (39) enrolled in these modules found an engagement framework helpful. In addition, they showed that introducing five types of engagement into the program was practical, resulting in a higher percentage of students completing the module. Xiao et al. (2020) investigated predictive learning competencies for the satisfaction and experience of hybrid learners. The sample consisted of 211 students enrolled in a finance course at Shanghai Open University. Student-to-content, student-to-instructor, and student-to-student interaction linkages are common in online classes. Only engagement skills, particularly cognitive engagement, can predict how happy and successful learners will be in hybrid learning environments. As a result, measuring students' happiness and their ability to be active learners in online learning can be critical criteria for student engagement.

Chiu (2021) used pre- and post-questionnaires completed by 1201 (grades 8 and 9) in online learning during the COVID-19 epidemic to investigate the correlations between the three perceived psychological criteria (autonomy, competence, and relatedness) in self-determination theory. According to the research, digital support solutions were more responsive to students' needs, and their needs were predictive of engagement.

As pointed out in the book Engaging the Online Learner by Conrad and Donaldson (2020, p. 78-91), online engagement is relevant to active participation, communication, and taking responsibility for one's learning. Although lectures are excellent for conveying information when used as the primary technique in an online environment when the course becomes a digital distance learning course, student engagement is essential. Students actively involved in their learning are more likely to benefit from being part of an online learning community. A high level of expressive communication, a deeper understanding, and the application to real-life problems all work together to keep students and teachers engaged in the learning environment.

2.5   Studies on Student Engagement in L2 Learning

Student engagement is crucial in teaching and learning foreign languages, especially in online courses. There are some studies about how engagement is achieved in language teaching. Svalberg (2017) reviewed the literature on engagement to better understand Engagement with Language (EWL) and Language Awareness (LA) by comparing and contrasting engagement with language and other related concepts (e.g., contextual, task engagement, and engagement with corrective feedback). The review has shown how engagement research can expand outwards by including learner interaction, external factors, and learner attitudes, perceptions, and reflections. Also, it can expand 'inwards' by using a micro-genetic approach to capture as much detail as possible about what happens during episodes of EWL. The results showed that various features such as purposefulness, usefulness, and enjoyment could give tasks or activities linguistic, social, or personal meaning.

Indartono (2019) analyzed an instructional syntax using different levels of lesson plans (282) to increase EFL students' engagement in online environments. They argued that web-based learning technology, teacher support, and classroom motivation could increase student engagement. The study identified four elements of engagement: skills, emotional, participation, and performance engagement in online learning. Student achievement, effective pedagogical practices, and student success are the outcomes of EFL students' engagement. In another study, Oga-Baldwin (2019) reviewed the fundamental theoretical and methodological issues of engagement in assessing and using engagement as a construct to understand better second and foreign language learning in the classroom. Classrooms focusing on games, fun, and communication may help younger children be

more engaged and learn more effectively. The engagement constructs are adaptable and helpful in any learning activities. Any theory of individual differences in formal language learning must include students' behavior toward their learning. Therefore, all learning models include flexible engagement constructs.

Dinçer et al. (2019) studied classroom engagement as a multidimensional construct with four dimensions (behavioral, emotional, cognitive, and agentic) mediating the relationship between context (autonomy-teacher support) and outcomes (achievement and absenteeism). The study examined EFL students' experiences and suggestions for improving teaching practice in the EFL classroom with the Self-System Model of the Motivational Development component. According to this study, different levels of engagement produced different results. Higher levels of emotional and agentic engagement were associated with higher grades, while higher levels of cognitive engagement were associated with lower absenteeism.

Prasetyawati and Ardi (2020) investigated how Instagram increased student engagement in two EFL writing sessions. They found that incorporating Instagram into the writing classroom increased student engagement in five ways: by allowing students to be more involved in the writing process, to choose their learning style, and providing a new learning environment, a larger target audience, encouraging collaboration and interaction among students. Sari (2020) investigated how 156 undergraduate students (from the Department of English Literature and the Department of English Education) viewed their participation in the online learning process. Students' roles in the online learning environment might impact their engagement or participation. This study identified roles, beliefs, and factors of student engagement and various online activities demonstrating learner engagement in online courses. Three key learner roles were identified: active learner, problem solver, and knowledge seeker during the online academic reading course.

Teng and Wang (2021) investigated the relationship between social networking systems, educational technology, and three dimensions of student engagement in EFL courses in Chinese universities. This study revealed a new extent of using educational technology in student engagement. In addition, the results showed a specific relationship between the use of educational technology, social networking systems, and student engagement and academic outcomes. Finally, this study provided some empirical support for research into applying educational technology in a specific area to improve student engagement.

For an academic year, Sulis (2022) examined behavior, cognition, and emotional engagement changes throughout four face-to-face L2 classes (26 students from three French and two Spanish classes at a British university). The research showed that engagement could be seen as a continuous, dynamic process over different periods. It also showed that engagement could take many paths, depending on the level of research and detail used to study the construct.

Thus, these studies contributed to online educators seeking different engagement tactics to use, develop, design, and manage strategies to increase student engagement in online courses. Therefore, the present study focuses on enhancing student engagement by flipping online EFL course.

2.6   Studies on Flipped Learning

The flipped classroom is new, but the idea of inverted instruction is not new. The earliest research found dates back to 2000. Lage, Platt, and Treglie (2000) were among the first to explore the concept of flipped learning and referred to it as inverted instruction. The inverted classroom included five sections with an average of 40 students at Mami University. Although the cost of setting up an inverted classroom is often higher than a standard classroom, this configuration has several advantages. Firstly, the inverted classroom allows extensive group work and active learning in the classroom without reducing the amount of course material. Although it is difficult to appeal to all learning styles in a classroom, the inverted classroom uses a teaching technique that engages a diverse group of students. This inverted course design methodology, active learning methodologies, and student-centered learning theories are incorporated into the flipped philosophy.

Studies on flipped learning have multiplied since 2013, when the keyword flipped learning was used to search the SCOPUS database for article-type research. The studies in this special issue show that flipped learning has entered a new phase, particularly in using creative strategies and technologies to achieve flipped learning outcomes. It has been implemented in various settings. Several studies have already demonstrated the effectiveness of flipped learning, motivating researchers to investigate whether using novel strategies or technologies could increase its effectiveness. As a result, the papers in this issue present the latest research on flipped learning, which provides a valuable

reference for teachers interested in applying flipped classrooms and encourages scholars to pursue new research avenues (Hwang et al., 2019).

Yıldırım (2017) investigated the attitudes of 34 volunteer undergraduate students towards flipped classroom (FC) practices and their differences from traditional learning approaches. In this regard, the results showed that different FC implementations have other effects. In particular, flipped classroom implementations increase autonomy and variable working circles, improve knowledge retention, and speed learning. Shyr and Chen (2018) proposed Flip2Learn, a technology-enhanced flipped language learning system that facilitates and guides learning performance and self-regulation. Researchers conducted a quasi-experimental study to explore whether Flip2Learn could help university students learn better in flipped courses by improving their self-regulation skills. Compared to traditional flipped classrooms, the results showed that Flip2Learn not only better-prepared students for flipped classrooms but also promoted higher learning performance.

Akçayır and Akçayır (2018) conducted a systematic review of the literature on the flipped classroom to examine the benefits and challenges for both students and instructors to identify in-class and out-of-class activities of the flipped model for future research. According to statistics, the most commonly mentioned benefit of the flipped classroom is improved student learning. However, the model also has some disadvantages. Most are related to activities outside of class, such as inadequate student preparation before class. Similarly, Zainuddin et al. (2019) attempted to identify and investigate the trends and content of flipped classroom research based on 48 articles published in 2017 and 2018. Using a comprehensive literature review and content analysis, the researchers investigated the advantages and disadvantages of the flipped classroom. The impact analysis showed that the flipped classroom positively impacted students' learning activities, such as academic achievement, learning motivation and engagement, social interaction, and self-directed learning skills.

Halitoğlu (2020) has created a theoretical application example for using the inverted classroom model in teaching Turkish to foreigners by analyzing the opinions of ten university students to track the impact. It is believed that the opportunity to watch again in a relaxed environment, free from stress, at the chosen time and place will be successful in language learning. In addition, students' repetition of words and content increases

persistence and reinforcement. The results showed that most students thought that lessons were practical (90%) in this way.

Similarly, Zheng et al. (2020) investigated the effects of the flipped classroom approach on students' learning achievement and motivation. Based on 95 eligible studies with a total of 15386 students between 2013 and 2019, the flipped classroom technique was found to have an overall positive effect on students' learning achievement and motivation. According to the findings, the flipped classroom method created an active learning environment, leading to a more vital conceptual understanding of learning engagement. The results of a comprehensive meta-analysis built on previous research showed that using the flipped classroom significantly impacted learning motivation.

Cheng et al. (2020) conducted a literature review in the field of flipped learning. Flipped learning was found to have a high level of consistency in good outcomes across all topics reviewed, demonstrating the effectiveness of knowledge learning in flipped learning. Researchers have emphasized the importance of being informed about current trends and known difficulties and approaches to flipped learning. Furthermore, they have also stressed the importance of flipped learning implementations and student learning outcomes from different perspectives, including instructional design, supporting technology, educational goals, and learning models.

Hwang et al. (2020) examined research trends and content by flipping from the top 100 most cited articles from 2013-2018 to understand the critical elements for the success of the flipped classroom. Similarly, Birgili et al. (2021) reported trends and findings in flipped learning studies published between 2012 and 2018. Using five significant databases that assign the highest impact factor to journals, they used descriptive content analysis to examine 316 research and conceptual articles published in academic journals. The study aimed to investigate the following questions: What were the trends in flipped learning research from 2012 to 2018 regarding research design, topic area, age, educational level (primary, secondary, and higher education), geographic region, and study group? What were the outcomes of flipped learning research in terms of student learning from 2012 to 2018? According to the findings, the flipped learning strategy improves student performance while promoting motivation and positive attitudes toward learning. It also contributed significantly to the diversification of teaching approaches. As a result, there is more evidence that flipped learning is a compelling strategy. Traditional approaches to education have given way to non-traditional, technology-based ways due

to flipped learning. In the classroom, students perceive active learning pedagogy as a successful strategy. As students take more responsibility for their education, this strategy positively impacts their achievement, attitude, cognitive, and soft skills.

2.7   Research Comparing the Flipped Classroom to the Traditional Classroom

Several studies have compared flipped classrooms with traditional classrooms. Şengel (2016) linked the effect of the flipped classroom model to a traditional classroom by combining problem-based learning and cooperative learning, as well as students' perceptions of the use of the flipped classroom format and the effects of watching videos and doing homework on performance in a physics course. A pre-test/post-test quasi-experimental approach was used with a control group. The results showed that the assignment and the video watched before class were much more helpful to students' performance in the flipped classroom. Furthermore, while students initially try to adapt to the new system, they are held accountable for their learning and can recover by engaging in more individual and group activities. Teachers can differentiate instruction to meet the needs of students with learning differences by flipping the classroom. Students can choose how they want to learn topics through self-paced, mastery learning.

Tütüncü and Aksu (2018) reviewed 38 studies on the flipped classroom (FC) in Turkey between 2014 and 2017. The results showed that FC-related research in Turkey focused on students' four main areas (achievement, attitudes, motivation, and perspectives) in both flipped and traditional classrooms. Flipped classrooms are more effective than typical lecture-based classrooms, especially in improving students' achievement, building positive attitudes, and increasing their motivation for the course. As a result, more studies should be conducted on implementing the flipped classroom in the Turkish context, considering the benefits and advantages of the flipped classroom over traditional teaching methods. Another study by Amstelveen (2019) compared the perceptions and satisfaction of 77 students (from two private university mathematics classrooms) in a flipped university-level mathematics class with a non-flipped university-level mathematics class in Florida. In a traditional classroom, students were given a lecture before an in-class assignment. According to descriptive statistics, students chose a flipped classroom over a non-flipped classroom, and the video lessons helped them learn the course. In addition, students in a flipped classroom outperformed student in a non-flipped classroom on the post-test and in-class assessments.

In another study, Talan and Gülseçen (2019) compared the flipped classroom with blended learning and traditional face-to-face learning environments to determine the impact of different learning environments on students' academic progress, satisfaction, and participation. For this purpose, one control group and two experimental groups were developed. One hundred nineteen students (40 in Experiment I, 39 in Experiment II, and 40 in the control group) participated in the Computer I course at a Turkish state university. Regarding the student-teacher dimension, students in flipped and blended learning environments participated more in class than in traditional face-to-face learning environments. In addition, students in the two experimental groups had higher academic achievement than those in the control group. When the current research findings are considered in the larger picture, the flipped classroom positively impacts students' academic success and engagement.

Bolatlı and Korucu (2020) compared a flipped classroom model (FCM) supplemented by a mobile application with the traditional learning environment. Significant differences were found in students' academic achievement. For the theoretical achievement variable, a semi-experimental pattern model with a pre-test and post-test control group was used in the quantitative research phase of this study. Forty-eight students in the experimental group and 48 in the control group were selected from a secondary school in Turkey. In addition, a flipped classroom method supported by a mobile application was used to evaluate students' attitudes toward collaborative learning and its impact on their academic progress. These studies showed that when FCM and collaborative learning were combined, students' attention, motivation, class participation, and empathy improved.

2.8   Studies on Applications of Flipped Learning in EFL/ESL

There is an increasing number of studies confirming the effectiveness of a flipped model in EFL/ESL learning as the primary point of investigation (Arslan, 2020; Ayçiçek & Yelken, 2018; Challob, 2021; Cheng et al., 2020; Ekmekci, 2017; Gasmi, 2018; Kawinkoonlasate, 2019; Lin et al., 2019; Lo & Hew, 2017; Namaziandost et al., 2020; Öztürk & Çakıroğlu, 2021; Shahnama et al., 2021; Sulaiman, 2018; Turan & Akdag-Cimen, 2020).

2.8.1 Research on Flipped Learning in Other L2 Contexts

Amiryousefi (2017) investigated the benefits of flipped learning on L2 (speaking, listening, and engagement with course materials and activities) and the characteristics of language learning. First-year students (67) from two Iranian universities were divided into flipped learning, semi-structured flipped learning, or traditional learning. The results showed that flipped learning could support and enhance EFL students' foreign language speaking and listening skills while increasing their engagement with materials and activities outside of class. Similarly, Chen Hsieh et al. (2017) investigated how to teach EFL using a flipped instructional design. The 48 sophomore English participants were from oral training classes in Taiwan. Student responsibility is crucial, and teachers must be able to identify and intervene with students who have not completed their homework outside of class. The flipped learning increased participants' motivation, activity, and success in achieving classroom goals.

The study by Cheng et al. (2018) examined how the flipped classroom technique affected student learning outcomes concerning moderating variables such as student level, publication type, study period, and subject. In this meta-analysis, seventeen databases were searched for literature yielding 55 papers with 115 cognitive student learning outcomes between 2000 and 2016. The effects of the flipped classroom vary by discipline. When planning the flipped classroom, the characteristics of the subject need to be considered (e.g., mathematics, science, social sciences, engineering, arts and humanities, health and business). Lee and Wallace (2018) investigated the impact of flipped learning on South Korean university students' performance, perceptions, and engagement in the educational process over two semesters. They conducted the action research study in four sections of the same English course at a South Korean university. The study involved 79 students (39 from a communicative language teaching approach and 40 from a flipped classroom approach) enrolled in the English 1 course. The flipped classroom students were found to be more engaged in the learning process throughout the semester than the non-flipped classroom students. The students in the flipped group appeared to be more engaged in both the process and the product. Students in the flipped classroom seemed better to understand the material than those in the traditional classroom. The results showed that the flipped group outperformed the non-flipped group on average in three final activities (exams, writing assignments, and presentations).

Hojnack (2018) investigated the impact of the flipped classroom model on foreign language learners' attitudes and use of technology during one or two semesters. The experiment focused on students' reading, writing, speaking, and listening performances in a German course at the university level. It highlighted the impact of putting the flipped classroom with the standard format. Students in the flipped group were equally likely to choose a flipped course over a traditional class. However, students in the control group were significantly more likely to choose a traditional course. These results showed a significant effect of course design on vocabulary learning. There were no substantial changes in the proportion of students reaching the standard score in any of the other categories of reading, writing, listening, or speaking during the first semester of the study. There were no significant differences in the performance test results during the second semester of the study.

In a case study, Sulaiman (2018) investigated the satisfaction and attitudes toward implementing blended learning and flipped classroom models in foreign language learning (FLL) scenarios. The approach of this study included a descriptive and quantitative examination of the students' responses at the Faculty of Foreign Languages. This study showed that blended learning and flipped classroom tactics could be excellent tools for transitioning from traditional to more contemporary educational models. Student-centered learning improves students' analytical and critical thinking abilities, promotes teamwork, and helps them learn content that matches their interests and learning preferences. Thanks to this method, the teacher's role shifts from a provider to a facilitator.

Kawinkoonlasate (2019) reviewed and defined a technology-enhanced flipped classroom approach and how it can be applied to English language skills and Thai English language teaching systems. The flipped classroom teaching style elicited a more positive response from students than a typical teaching method. The flipped classroom technology can improve English language skills in various courses, including reading, writing, speaking, and grammatical structure. These lessons were highly appreciated by the students, who eagerly prepared for each class by studying and practicing. In addition, the flipped classroom technique can motivate students and increase their attention to the learning process. Another study, Namaziandost et al. (2020) experimented with how the flipped classroom affected Iranian advanced EFL learners' listening comprehension in 14 sessions. Some students were taught using the flipped classroom (experimental group),

while others were taught using standard methods (control group). After seven weeks, the students were retested using a before and after design. The mean average score of the L2 listening test showed that both groups improved their listening scores, but the mean score of the experimental group was higher than that of the control group. As a result, implementing the FC model in teaching and studying L2 listening comprehension can have a good impact as it can engage students. A flipped classroom can support and accelerate the learning of listening comprehension and also help students gain confidence in learning outside the classroom.

In a meta-analysis that included 69 between-subjects design studies in the field of ESL/EFL, Shahnama et al. (2021) evaluated flipped and lecture-based classrooms in terms of improving the outcomes of students. The results showed that flipped learning improved student achievement in ESL/EFL statistically significantly. Furthermore, this strategy may be more effective if students are required to practice new concepts with more additional activities before entering the classroom. Also, the flipped group performed better when some extra materials, activities, and exercises were provided before class. Although flipped learning is new to the ESL/EFL field, it can potentially enhance student progress if adequately developed and implemented. Furthermore, flipped learning is still beginning in the ESL/EFL; so more empirical evidence and research are needed at all levels of education to assess its performance, especially in design and implementation.

Challob's (2021) study explored the impact of flipped learning on students' writing skills, autonomy, and motivation. It also explored the factors contributing to this impact in the context of flipped learning English writing. 3rd year male and female students (15) were selected by the English Department in Iraq to participate in three writing activities. A triangulated qualitative case study research design was employed. According to the findings, the interactive nature of the learning environment, flexibility of time and place, teacher and peer feedback, and a variety of learning sources were the most critical factors in supporting students to improve their English writing performance, autonomy, and motivation.

2.8.2 Research on Flipped Learning in the Turkish L2 Context

Basal (2015) conducted a study on the opinions of trained English language teachers (47) after being exposed to flipped learning in their advanced reading and writing curriculum

in Turkey. The data collected from the students were used to explore different approaches to implementing the flipped classroom. Learning at one's own pace, preparation of students, overcoming the limitations of class time, and increasing participation are examples of the benefits provided by the students' comments. For ELT teachers, a flipped classroom can offer several benefits, including videos of real-life scenarios where students can hear native speakers and teachers. In addition, once ELT teachers understand the flipped learning concept well, they can develop new and unique ways to increase its effectiveness in their classrooms.

Ekmekçi (2017) investigated the impact of flipped learning on students' writing ability in EFL. The mixed method study is with 20 ELT preparatory students (in the control group), who used the standard face-to-face lecture-based writing class format, and 23 ELT students (the experimental group), who received instruction using the flipped writing class model for fifteen weeks. There were significant differences between the groups. The majority of the students in the experimental group had favorable opinions about the flipped writing class model. In another study, Öztürk and Çakıroğlu (2021) investigated whether there's a relationship between students' self-regulated learning skills and their academic performance in a flipped foreign language class. Also, they developed self-regulated learning methods to see students' language skills in a flipped EFL course in Turkey. The research used a quasi-experimental design. The experimental group (24) received the course through a flipped classroom model with self-regulated learning tactics. In contrast, the control group (25) did not receive the course through a flipped classroom model with self-regulated learning strategies. The results showed a high correlation between the total self-regulated learning skills scores and the student's academic performance scores. In the flipped classroom model, self-regulated learning practices positively impacted the development of foreign language skills. In addition, the speaking, reading, writing, and grammar tests showed a significant difference in favor of the group using the self-regulated methods.

Ayçiçek (2018) investigated how a flipped classroom affected students' engagement in the classroom when teaching English. This study used a pre-test and post-test quasi-experimental design with a control group during a four-week English course. The participants were the 7th-grade students, 40 (20 experimental and 20 control groups) in a secondary school. The experimental group was taught using a flipped classroom format, while the control group was conducted using the curriculum. The flipped model ensures

that students are prepared for the course, makes the class more enjoyable and productive, provides teacher leadership and teamwork, and motivates students by creating a competitive climate in the classroom. In addition, the technology used in flipped classrooms allows for individualized learning, and achievement. As a result of these benefits, this model is believed to impact student classroom engagement positively.

Arslan (2020) assessed the benefits and limitations of flipped learning in teaching English as a foreign or second language. This systematic review selected 78 studies based on inclusion and exclusion criteria from journals indexed in the Web of Science, ERIC, ScienceDirect, SCOPUS, IGI Global, and Wiley Online Library databases. As a result, flipped learning can potentially improve language teaching by creating a more prosperous, inventive, flexible, and learner-driven environment. At its core, flipped learning is a potential approach to improving EFL/ESL education. Flipped language learning transforms traditional language teaching into self-directed and guided learning, allowing the teacher to improve classroom management and provide more opportunities for individual instruction and feedback on students' language learning progress. In another study, Girgin and Cabaroğlu (2021) demonstrated using a flipped classroom format combined with Web 2.0 technology to encourage students to speak the target language. The participants were EFL students in a 12th-grade language program in a public school in Turkey. The findings showed that Web 2.0 technology integrated with FCM is practical, and the participants' impressions of FCM learning combined with Web 2.0 technologies were largely positive.

2.9   Research on Flipped Learning and Student Engagement

Flipped learning impacts student engagement (Alsowat, 2016; Bormann, 2014; Clark, 2015; Honeycutt, 2016; Kaya, 2018; Ma, 2020; Moran, 2014; Zhao et al., 2020). However, more recently, researchers have investigated the impact of flipped classroom model on student engagement in a university context (Alsowat, 2016; Gasmi, 2018; Merlin-Knoblich et al., 2019; Smallhorn, 2017; Thai et al., 2020; Zhao et al., 2020). According to the Flipped Learning Network (2014), the flipped classroom model is a blended learning technique designed to engage and activate students.

Bormann (2014) critically analyzed and evaluated over thirty articles. This literature review aimed to discover how flipped learning affects pedagogy, the influence of a flipped classroom model on student engagement and achievement, and the advantages of

a flipped classroom model over a traditional one. The main findings show that flipped learning can provide a more engaging environment for students, leading to improved achievement and better preparation for 21st-century learning and work environments.

Using the flipped instructional approach, Moran (2014) evaluated student engagement in two seventh-grade English Language Arts (ELA) classrooms. According to the findings, the flipped method was a pedagogical tool in an ELA classroom; however, there was disagreement among students about how they felt about the instructional strategy. For example, organization, effort, and intrinsic and extrinsic incentives decreased compared to the typical classroom during the flipped unit. Initially, the students seemed satisfied, but in the end, they struggled to control their behavior and find the drive to work at their own pace.

The flipped classroom is a relatively new teaching technique that aims to increase student engagement and achievement by using technology to move lectures out of the classroom and learning activities to bring assignments and exercises with subject matter into the classroom. The action research study implemented the flipped classroom model to document and analyze changes in the performance, attitudes, and engagement of 450 high school students in two algebra classes in the United States. Compared to the usual classroom experience, findings showed that student participants preferred the flipped style and observed an increase in engagement and communication; however, there was no significant difference in academic performance (Clark, 2015).

Alsowat (2016) investigated how an EFL flipped classroom teaching model (EFL-FCTM) affected graduate students' English higher-order thinking skills (HOTS), engagement, and satisfaction. In addition, the relationship between higher-order cognitive skills, engagement, and enjoyment was also investigated. Female graduate students (67) taking an English course at Taif University in Saudi Arabia, were divided into two groups: an experimental group (33) and a control group (34). The study used a mixed methods approach that included a pre-post HOTS test and developing and administering two 5-point Likert scale questionnaires (an engagement and a satisfaction scale). According to the results, there was a significant difference between the pre-and post-administration of the engagement scale. As a result, the EFL-FCTM resulted in student satisfaction. In addition, the flipped classroom allowed students to take charge of their learning through various activities emphasizing student-centered learning. It also encouraged self-learning

by requiring students to check their knowledge of the material and understand the lesson content.

Smallhorn (2017) investigated the transition from a traditional teaching method to a flipped classroom model in an undergraduate second year on campus. The study compared data from a standard teaching approach to a flipped classroom model to see how this model affected student engagement, attitude, and achievement. Students were categorized as highly engaged, moderately engaged, or poorly engaged based on the number of flipped classes they attended during the semester to analyze engagement further. While there is substantial evidence that the flipped classroom approach improves student engagement, it is unclear whether the flipped classroom model improves academic performance. Another study by Gasmi (2018) examined the effectt of flipped learning on the four elements of student engagement (behavioral, cognitive, emotional, and agentic components) in writing courses of EFL university students in the Omani context. The quantitative and qualitative data analysis results revealed that the four characteristics of student engagement were improved. In addition, there was also a correlation between students' language proficiency and technological aptitude.

Kaya (2018) investigated the impact of the flipped learning paradigm on the classroom engagement of 8th-grade students in mathematics. The study used a quasi-experimental approach (control group, 18, and experimental group, 18). The flipped learning model resulted in more active participation and a more flexible way for students in a mathematics session regardless of the hierarchical structure. As a result, students' enthusiasm to participate in mathematics sessions increases, as in their affective, cognitive, and behavioral characteristics. Similarly, Merlin-Knoblich et al. (2019) examined the classroom engagement of 67 master's students (30 experimental, 37 control group) in flipped and non-flipped counseling classes at a public university in the mid-Atlantic region. In all but one category, participants in the flipped counselling course sections reported significantly higher levels of classroom engagement than those in the non-flipped counseling course sections. According to this research, students may experience a more engaging environment in the flipped classroom than in a lecture-based classroom experience.

A study by Zhao et al. (2020) surveyed students (177 females and 125 males) who completed a blended learning course at a traditional university. This study was crucial in understanding student engagement in blended learning and the inflecting elements. The

study highlighted the unique contributions of teacher support, situational interest, and self-regulation to three forms of engagement. As a result, teachers and assistants can primarily have good contact with students, participate in the learning process through instructional interaction, help students solve problems, and give immediate feedback to students to perceive teacher support and improve their learning engagement. The study revealed that personal factors have a more significant impact on student engagement than environmental influences. Self-control and situational interest are learner-specific, relatively stable characteristics of emotional engagement.

Bond (2020) reviewed 107 publications on the flipped learning strategy in K-12. This review focused on the markers of a revised bioecological model of student engagement and disengagement. Most research was conducted in North American and Asian high schools, focusing strongly on student perceptions of flipped learning and achievement in STEM disciplines, particularly mathematics. In this research, the approach can strongly support student engagement, with 93 per cent of studies identifying at least one component of behavioral, affective, or cognitive engagement and 50 percent identifying disengagement characteristics. In addition, most studies found at least one aspect of positive engagement (e.g., collaborative learning and teaching, increased enjoyment of knowledge, and positive peer and student-teacher relationships). Another study by Lo and Hew (2021) developed theoretical and empirical design-based research techniques to support students' engagement in flipped mathematics learning in a secondary school. First, exploratory research, randomized experiments, and a literature review were used to analyze practical difficulties. Secondly, a basic prototype of a flipped classroom was created based on empirical findings and relevant theoretical work in student engagement and self-determination theory. Finally, two empirical studies were used to improve. As a result, this study contributed to understanding how to support student engagement in a flipped mathematics course.

Implementing a flipped classroom is one way to engage your students and give them control over their learning environment. The Flipped Classroom is a curriculum that emphasizes active and engaged learning. The FC is advantageous for collaborative knowledge and high-level student competencies. The aim is to engage students in assignments requiring more critical thinking. It entails more than merely watching lecture videos or participating in icebreaker activities (Honeycutt, 2016; Honeycutt & Warren, 2014; Honeycutt & Garrett, 2014; Honeycutt & Ph, 2014; Honeycutt et al., 2018).

2.10 Research on Flipping the Online Classroom

Honeycutt and Glova (2017) stated that we should have technical tools that allow us to modify the tactics we use in face-to-face teaching, to engage and interact with our students in a different way in the online environment. Applying the flipped classroom principle to the online classroom is one way of doing this. We can use the flipped classroom model to create more participatory and intersecting learning experiences and use online classrooms to expand what it means to convert. How can we use the flipped classroom approach in an online class when the definition of the flipped classroom constantly distinguishes between in-class and out-of-class? If flipping focuses on the student's role during the course rather than what happens before and after class, we can flip any environment: face-to-face, online, or hybrid. We can flip an online class if we expand what it means to flip a class by rethinking the online experience, focusing on higher-level learning outcomes, and designing for interaction. Flipping is no longer limited to what happens in class versus what happens outside of class. Instead, the underlying principle of flipping is to turn the attention from teachers to students, engage with others, and critically think, analyze in both online and face-to-face settings.

Isaias et al. (2017) described an experiment conducted by the University of Queensland's School of Psychology involving flipping a course and establishing a series of four MOOCs. A survey of the student's opinions on the experience revealed that students generally have positive outcomes, particularly in assessing, collaborating, engaging, and grasping the topic. Various benefits of flipping courses with high-quality online learning tools include more opportunities for staff, students, and peer-to-peer connections, greater flexibility, cheaper expenses, and more instant feedback. Another study by Panicker (2018) described and investigated the benefits of flipping an online classroom with a sizable group of undergraduate nursing and midwifery students enrolling at a regional Australian university. The key to this successful flipped activity was the students' readiness to engage in a student-centered pedagogy that supported higher-order thinking and learning. Active learning techniques and various pedagogical approaches, including blended learning and flipped classroom models, are required for training future-generation learners. Thai et al. (2020) analyzed the learning performance of students in four different learning environments: "face-to-face learning (F2F), completely e-learning (EL), blended learning (BL), and flipped classrooms (FC)". Also, this study reviewed how students perceived "flexibility, intrinsic motivation, and self-efficacy beliefs and the

interaction effects" that emerged on learning outcomes (p.1-8). The participants were 3rd-year 106 undergraduate students enrolling in the university in Vietnam. The findings showed that studying in an FC or BL situation had a significant favorable differential effect on learning performance. Changes in perceived flexibility, intrinsic motivation, and self-efficacy showed no significant interaction effects. However, there were substantial changes in perceived flexibility between learning settings. Focus group research supports that students in FC, BL, and EL environments have more freedom regarding time and location. Furthermore, the FC environment showed significantly more significant improvements in self-efficacy. The results showed that students in the flipped classroom outperformed those in the online classroom. In both settings, students are likely to experience less unnecessary cognitive load than in the rapid knowledge transfer of the F2F lecture.

2.11   Research on Flipping an Online L2 Classroom

Teaching online has numerous difficulties during the COVID-19 pandemic. However, the internet is vital for building and maintaining our relationships with students. Thanks to technological advances, we can continue to teach and assess students even when we cannot meet them in person. We can also integrate best practices from face-to-face teaching methods to make online learning more engaging, dynamic, and collaborative (Marshall & Kostka, 2020).

Marshall and Buitrago (2017) began by flipping an online linguistics course with 24 students in a five-week grammar course to illustrate some of the benefits of synchronous, flipped learning in preparing TESOL teachers. They could not simply transfer the face-to-face flipping to an online session and needed a different flipping strategy. So, after several semesters of testing, they designed a new system called SOFLA (Synchronous Online Flipped Learning Approach). The popularity of online and video learning has grown among students. The synchronous sessions and the peer instruction component also received great feedback. Most of the students thought that the course's overall structure was great and preferred it to a traditional course.

This research investigated how a modified flipped classroom affected students' learning skills and attitudes. The target group of a non-randomized experiment was 40 students enrolled in an advanced English course at a private university in Thailand. The results showed that the student's English scores improved after being taught in a flipped

classroom. Most students were satisfied with the lecture videos and the Edmodo learning platform. They were optimistic about flipping the classroom (Santikarn & Wichadee, 2018).

Ma (2020) investigated the impact of synchronous online flipped learning (SOFL) in a university EFL course during the COVID-19 epidemic. SOFL contributed to the academic knowledge and practical application of synchronous online learning for students. The effectiveness of the SOFL training was evaluated using a combination of methods. Sixty students in a Chinese university's pre-service English teacher training program completed an online questionnaire, and 25 volunteered to participate in online interviews. In asynchronous online learning, anonymity enhanced understanding, but there were distractions and a lack of sustained attention in an asynchronous online learning session. Teaching evaluation and learning effectiveness were also essential to course completion. This study provides insightful information about synchronous online learning and academic knowledge and the effective use of synchronous online learning for tertiary EFL education.

El Garras (2021) investigated the benefits of flipped learning in online classes and the extent to which FL can help learners to develop their linguistic talents, particularly their speaking and writing skills. This qualitative study investigated the benefits of flipped learning in an online EFL class with ten intermediate-level students at a private language school for ten weeks. The participants were interviewed about their experiences with online learning and the FL model. Artefacts, semi-structured interviews, and observation were among the data sources used by the researcher. In this class, students had to complete two significant tasks. The first was a writing task that required them to write a short essay. The second was a three-minute speaking assignment on a topic of their choice. The data showed that flipped learning generally positively impacted learners' performance. The researcher also offered pedagogical advice on using flipped learning in the classroom.

This literature review has highlighted that a flipped classroom has the potential for active, student-centered, personalized learning. Also, flipped learning can improve higher-order thinking and learning skills. Furthermore, using a flipped classroom method has been extensively researched to improve learning outcomes and performance. Several studies investigated the effects of flipped learning and flipped classroom implementation in foreign language teaching. However, the Covid-19 pandemic has forced teachers to find

new approaches to meet students' educational demands in online learning. Based on these theoretical frameworks and practical experiences as a teacher-researcher, I implemented flipped learning in my fully online EFL course to introduce flipped learning to ensure student engagement. Therefore, this thesis will focus on how to flip online techniques to engage students in EFL teaching.

Table 2.1 Summary Data from Literature Review

Study	Investigation & context	Sampling	Method	Key findings
Research into the Significance of Student Engagement				
Astin (1984)	The longitudinal study about "a theory of student development, labeled the student involvement theory.	More than 200 college students	Qualitative	The amount of mental and physical effort the student applies to their studies.
Axelson & Flick (2011)	The concept of student engagement		Review	We need to be more specific and explicit about educational engagement and develop more specialized and valuable metrics to assess engagement in higher education.
Marks (2000)	Difference by grade level between minority status and student engagement	3669 students from 24 elementary, middle, and high schools in Ohio.	Analytical approach	All four models exhibit a consistent pattern of influence on students' participation in educational activities across all grade levels.
Finn and Zimmer (2012)	Research on engagement factor's connection to academic success		Longitudinal study	The connections between high school dropout rates, behavior and affective involvement, and academic achievement.
Fredricks et al. (2004)	Clarifying definitions and measures of engagement.	Elementary, middle, and high school	Longitudinal research	Engagement is related to positive academic results, including achievement and persistence in school.
Reeve et al. (2004)	Searching for a theory that can increase students' participation in class and a concept of teacher's autonomy.	20 teachers from high schools in Midwest	Quantitative	the more autonomy-supportive instructional practices teachers used, the more engaged their students were.

Skinner and Pitzer (2012)	A multilayered viewpoint on engagement in school		Literature review	Engagement cycles may affect academic resilience and "psychological needs".
Newman (1992)	Student engagement	16 high schools from diverse demographic	A mixed method	There was a correlation between student engagement and HOT skills, assessments.
Bond and Bedenlier (2019)	Relationship between using educational technology with enhancing student engagement in university and K-12.		Literature review	"A bioecological student engagement framework".

Dimensions of Student Engagement

Appleton et al., (2006)	The psychometric features of the Student Engagement Instrument (SEI)	9th grade students from a diverse urban population in terms of race and income in the Midwest.	Quantitative	Subtypes of engagement are amenable to various measurement approaches, with psychological and cognitive indicators
Skinner and Belmont (2013)	On the impacts of three aspects of teachers' behavior on children	144 children (3-5 graders), mainly rural, suburban, White, and middle class.	Quantitative	The role of student-teacher interaction, particularly interpersonal participation, is significant for students' engagement.
Groccia (2018)	The multidimensional model of student engagement		Review	Further direct initiatives to sustain holistic, integrated progress in higher education.
Jimerson et al., (2003)	A summary of terms and metrics related to student engagement in school		A review	Research and practice are affected by the multidimensional construct conceptualized as school engagement.
Reeve and Tseng (2011)	Validate agentic engagement measures as a distinct component and assess the significance of agentic engagement for education.	Taiwanese high school students (237 females and 128 boys)	A mixed method	The agentic engagement was conceptually distinct from the other three types of employment, substantially correlated with a positive component of students' motivation, and predicted independent variance in students' academic performance.
Reeve & Shin (2020)	Clarify how teachers might encourage students' agentic engagement in learning.	Teachers and students.	Qualitative	Teachers can provide a highly structured and autonomy- supported motivational style.
Reeve (2012)	Three new concepts concerning the nature		"Longitudin ally	Explains the motivation-to-

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	and purpose of student engagement within two well-known theoretical perspectives.		designed research"	achievement relation that changes in student engagement produce changes in the learning environment.

Student Engagement in Online Classes

Coates (2006)	Discuss how online learning management systems can improve student engagement on campuses.	Early-year undergraduate students at Australian universities	Qualitative	Online tools could be used to enhance student engagement on campuses.
Dixson (2010)	Identify the activities and modes of interaction that might be anticipated to increase students' levels of engagement.	186 students from six campuses in the Midwest	A mixed method	The value of creating genuine connections in online courses.
Chen et al. (2010)	Using technology and student engagement in online courses	45 students from U.S. and Canada baccalaureate degree-granting schools	Quantitative	"A positive relationship between Web-based learning technology and student engagement and desirable learning outcomes.
Dixson (2015)	To validate the Online Student Engagement Scale (OSE) by comparing student self-reports of engagement.	Thirty-four students from 13 sections of five upper-level undergraduate courses.	Quantitative	Only application learning activities are strongly linked with self-reported engagement.
Xiao et.al., (2020)	Investigating predictive learning competencies for the satisfaction and experience of hybrid.	211 students signed up for the financial course at Shanghai Open University's hybrid learning.	"Practical model with live-streaming techniques"	Only cognitive engagement can forecast how happy and successful learners would be in hybrid learning environments.
Redmod et al., (2018)	Identify "indicators for five key elements of online engagement" and guide a framework for researchers.		A review	Learning and teaching outcomes, give students online engagement possibilities while gaining strong discipline knowledge and transdisciplinary abilities.
Martin and Bolliger (2018)	To examine the value of engagement tactics for online students.	155 online students from eight universities around the United States	"Survey-based research study"	Institutions must create and deliver compelling learning experiences for students to succeed in online learning, and types of engagement strategies.
Dwivedi and Dwivedi (2019)	The significance of teachers' and students' engagement in blended learning with a focus on the variables	152 students from universities in India.	Qualitative	Student engagement rises when online information is connected to the curriculum but differs

Malan (2020)	An engagement framework was used to integrate engagement into an accounting module of an online degree	39 students enrolled for the Acc1,2, Acc11, and PoB11 modules.	An action study	from in-person classroom lectures. Contribute to the engagement framework by discussing the value of student engagement in an online accounting curriculum.
Benckendorff and Gannaway (2020)	A positive contribution to the complexity of conceptualizing and evaluating learner engagement in massive open online courses.	"Interviews (10), an exploratory survey (12), an expert review (10), a pilot survey (15), an item purification study (590), and (303) MOOC users".	A mixed method	Creates and validates a MOOC engagement scale to rate student engagement.
Kennedy (2020)	"The concept of student engagement in online learning"		Discussion paper	Overview educational scholars' ideas regarding student engagement in online settings.
Chiu (2021)	Investigate how three perceived psychological needs in SDT affected student engagement in online learning.	With 1201 students (8/9 graders)	Qualitative	Provides a critical analysis of the relationships between student engagement in online education in the K–12 environment
Student Engagement in L2 Learning				
Svalberg (2017)	Explains how student engagement in language learning has been conceptualized and studied during the past ten years.		Review	Demonstrated how engagement research can expand "outwards" by incorporating learner interaction and external factors, learner mindsets, perceptions, and reflections.
Indartono (2019)	An instructional syntax using different levels of lesson plans for increasing EFL students' engagement in online environments.	282 lesson plans from various levels	"The instructional syntax analysis"	revealed four elements of engagement: "skills, emotional, participation, and performance engagement in online learning."
Oga-Baldwin (2019)	Reviewed the fundamental theoretical and methodological problems of engagement in evaluating and employing engagement as a construct to understand second and foreign language learning.		Meta-analysis	Any theory of individual differences in formal language learning must include students' behavior toward their learning. Therefore, all learning models have flexible engagement characteristics.

Dincer et al. (2019)	Explores the causes and effects of student engagement in the classroom.	Turkish EFL learners (412)	A mixed method	Different levels of engagement recorded different outcomes.
Sari (2020)	To investigate how students view their participation in online learning and the roles of students in the online learning	156 undergraduate students from the English Literature Department	"Exploratory research design"	Three positions of learners were identified: "active learners, problem solvers, and knowledge seekers".
Prasetyawati and Ardi (2020)	Explored how Instagram boosted student engagement in two EFL writing sessions.	45 students enrolled in writing courses.	Qualitative	Incorporating Instagram into writing classes enhanced student engagement in various ways.
Teng and Wang (2021)	Investigated the relationship between social networking systems, educational technology, and three dimensions of student engagement in EFL courses.	268 undergraduates and graduates enrolled in EFL courses in Chinese universities.	A mixed method	offers some empirical support for research into the application of educational technology in a particular field to improve student engagement.
Sulis (2022)	Changes in behavior, cognition, and emotional activity throughout four intact face-to-face L2 lessons for an academic year.	26 students from five classes at a British university.	Qualitative	Engagement can be viewed as an ongoing, dynamic process playing out over various timescales.

Studies on Flipped Learning

Lage, Platt, and Treglie (2000)	To investigate the concept of flipped learning, referring to it as "inverted instruction.".	5 sections were taught from the inverted classroom with 40 students at Miami University.	Qualitative	The inverted classroom employs a method of instruction that engages a variety of students.
Yıldırım (2017)	Examined undergraduate students' attitudes toward FC and their differences from traditional learning approaches.	34 volunteered undergraduate students.	Case study	Flipped classroom implementations increase self-reliance and variable working circles, improve knowledge retention, and speed up learning.
Shyr and Chen (2018)	Proposed Flip2Learn that facilitates and guides learning performance and self-regulation.	81 sophomore university students enrolled in an Applied English course in Taiwan	Quantitative	Flip2Learn better-prepared students for flipped classes and promoted greater learning performance.
Hwang et al. (2020)	To comprehend the crucial elements for the success of the flipped classroom.	"100 highly cited articles"	Literature review	The most up-to-date converted learning research provides a good reference for schoolteachers to implement flipped classes and inspires researchers to find

				valuable research directions.
Zainuddin et al. (2019)	Investigate the trends and contents of FC research on 48 articles released in 2017 and 2018.	48 articles	Literature review	A beneficial impact on students' learning activities such as academic achievement, learning motivation.
Halitoğlu (2020)	To track the impacts of a flipped application, as well as a theoretical application for employing the inverted class model in the domain of teaching Turkish to foreigners.	Ten students from two universities in Kayseri.	Qualitative	The strategy is praised for "offering time advantage, introducing innovation, presenting vivid content, allowing repetition and learning in a comfortable environment".
Zheng et al. (2020)	Investigated the effects of the flipped classroom approach on students' learning achievement and motivation.	95 eligible studies with a total of 15386 students between 2013 and 2019.	A meta-analysis	Flipped learning method created an active learning environment by leading to conceptual grasp of learning engagement.
Cheng et al. (2020)	Identified the flipped learning and innovative learning methodologies proposed for the research areas.	"100 highly cited articles"	Literature review	Provide researchers with a resource for future flipped learning research and designing flipped learning activities.
Birgili et al. (2021)	The "trends and outcomes" were reported in flipped learning studies published between 2012 and 2018.	"316 research and conceptual articles"	A descriptive content analysis	The flipped learning strategy improves student achievement and encourages a positive attitude toward motivation and learning.
Comparing the Flipped Classroom to Traditional Classroom				
Şengel (2016)	The effect of the flipped-classroom model to that of a traditional classroom by combining problem-based learning and cooperative learning.	96 students	A mixed method	More effective for student achievement in the flipped classroom
Tütüncü and Aksu (2018)	To research the flipped classroom experiments carried out in Turkey	27 research articles, 9 master's theses, and 2 PhD dissertations	Systematic review	Flipped classrooms are more effective.
Amstelveen (2019)	To compare flipped and non-flipped college-level	77 students from two private college	An action study	Favorable direction for the effectiveness of the

	mathematics classes.	mathematics classrooms in Florida.		flipped classroom and student satisfaction.
Talan and Gulsecen (2019)	Comparing the flipped classroom with blended learning and traditional face-to-face learning to determine the impact on student's academic progress, satisfaction, and participation.	119 students (40 in Experiment-I, 39 in Experiment II, and 40 in the control group) participated in a Turkish state university's "Computer-I" course .	"A quasi-experimental design"	The flipped class has a beneficial impact on students' academic success and engagement.
Bolatlı and Korucu (2020)	Compared to FCM supplemented by a mobile application with the traditional learning environment.	48 students in the experimental group and 48 control group students from the secondary school in Turkey.	Quantitative	Students' attention, motivation, class involvement, and sympathy progressed when FCM and Collaborative Learning were combined.

Research on Flipped Learning in the Turkish L2 Context

Arslan (2020)	Evaluated the benefits and limitations of flipped learning in teaching English as a foreign or second language.	78 journals indexed in Web of Science (WOS), ERIC, ScienceDirect, SCOPUS, IGI Global, and Wiley Online Library databases.	A review	Flipped learning is a potential approach for improving EFL/ESL education.
Ayçiçek (2018)	Researched how a flipped classroom affected students' classroom engagement.	7th grade students, (experimental 20, and control groups,20) in a school in Turkey.	A quasi-experimental design	The using flipping model has a good impact on student engagement in the classroom.
Basal (2015)	A study on opinions of trained English language instructors after being exposed to flipped learning.	"47 prospective English teachers"	Qualitative	"Learning at one's own pace, advance student preparation, overcoming the time limitations, increasing participation" are advantages.
Girgin (2021)	To provide opportunities to use the target language and to motivate learners by implementing FCM supported with Web 2.0 technology	12th-grade EFL students at a state school in Turkey	An action study	Web 2.0 technology integrated with FCM is practical and positive.
Ekmekçi (2017)	Examined how flipped learning has affected pupils' ability to write in EFL.	20 ELT prep-students (control), 23 (experimental group)	A mixed method	Most of the experimental group's students favored the flipped writing class model.

Öztürk & Çakıroğlu (2018;2021)	To examine a link between students' "self-regulated learning skills" and academic performance in a flipped EFL class	Experimental group (24) and control group (25) in Turkey.	A quasi-experimental design	Self-regulated learning practices favorably impact the development of foreign language skills.
Turan and Akdağ- Çimen (2020)	Reviewed the "trends and key findings" from studies in the field of flipped English language instruction.	A total of 43 articles	Literature review	Mixed and quantitative research methods were found to be the most widely employed research methodologies in flipped classroom ELT studies.

Research on Flipped Learning in other L2 contexts

Sulaiman (2018)	To define attitudes regarding the implementation of blended learning and flipped classroom models in FLL scenarios	University students at the Faculty of Foreign Languages at the University of Jordan.	Case study	BL and FC techniques can be transitional between traditional and more modern educational methods.
Amiryousefi (2017)	To examine the benefits of flipped learning on L2, engagement with course materials and activities for EFL.	first-year English students (67) from two institutions in Iran.	Qualitative	FL can assist and enhance EFL students' foreign language speaking and listening skills while increasing their engagement with materials and activities outside of class.
Yang and Spitzer (2020)	Studied a hybrid ESL reading course	"female graduate-intent students"	Case study	A hybrid reading course is found to be effective and successful.
Lee and Wallace (2018)	Examined the impact of flipped learning on the performance and perception of South Korean college students and engagement.	79 E1 course students, and 39, participants communicative language teaching method, while flipped learning	An action study	The flipped group did better than the non-flipped group on average in three final activities
Chen Hsieh et al., (2017)	Investigated how to teach EFL using a flipped instructional design.	"48 sophomore English majors in two required English oral training classes" in Taiwan	A mixed method	Flipped learning increased participants' motivation, activity, and success in meeting class goals.
Hojnack (2018)	The impact of the flipped classroom model on foreign language learners' attitude and the use of technology.	German classes at the college level.	Experimental study	a significant effect of course design on vocabulary learning; but there is no significant difference in the results of the achievement test.

Challob (2021)	Flipped learning affects students' "writing skills, autonomy, and motivation" in English.	15 (male and female) third-year students in the English department, University of Anbar-Iraq.	Qualitative	The flipped learning improved English writing skills.
Namaziandost et al., (2020)	The effect of flipped classroom on Iranian advanced EFL learners' listening comprehension	60 Iranian advanced EFL learners	Experimental study	The use of a flipped classroom to absorb educational content can help and speed up the learning of listening comprehension.
Shahnama et al. (2021)	Evaluated the flipped and lecture-based classrooms in terms of improving students' results.	69 design studies in the field of ESL/EFL	Meta-analysis	Flipped learning improved students' achievement in the ESL/EFL environment significantly.
Research on Flipped Learning and Student Engagement				
Bormann (2014)	The influence of a flipped classroom model on student engagement and achievement.	"More than 30 peer-reviewed journal articles"	Literature review	Flipped learning can provide students with a more stimulating setting that can increase achievement and better prepare them for the learning and working environments of the 21st century.
Flipped Learning Network (2014)	Flipped Learning Network (FLN) published a clear definition of the term to dispel common misunderstandings		"Pedagogical approach"	Teachers must incorporate the following four pillars "Flexible environment, Learning culture, Intentional content, Professional Educator" into their practice.
Honeycutt & Warren (2014)	Flipped learning strategies to integrate reflection into the flipped classroom		A reflection paper	creating a learning environment that challenges and supports all students by incorporating reflection into the flipped classroom.
Gasmi (2018)	to explore how flipped learning affected the four elements of student engagement in EFL writing courses.	Omani EFL students in higher education	A mixed method	Four characteristics of student engagement were improved and support for EFL practice and students' success.
Kaya (2018)	The impact of the flipped learning paradigm on 8th grade students' classroom engagement in mathematics.	8th grade students (control,18, and experimental group,18) in Turkey.	A quasi-experimental approach	Concluded in more active participation, more flexible manner of students in a mathematics session regardless of the hierarchical structure.
Moran (2014)	Evaluated student engagement in English Language	"7th grade ELA teachers and their students	A mixed method	The flipped method was one way of

	Arts classrooms using the flipped approach of instruction	in Southeastern United States"		pedagogical tool in an ELA classroom.
Merlin-Knoblich et al. (2019)	Surveyed the classroom engagement levels of master students in flipped and non-flipped counseling classes	67 master students (experimental, control group) in a university in the mid-Atlantic region	A causal comparative design	In a lecture-based classroom, students may find the flipped classroom more engaging.
Zhao et al., (2020)	Three forms (teacher support, situational interest, and self-regulation) of engagement were highlighted.	College students (177 females and 125 males)	Qualitative research	Personal factors affected student engagement more so than environmental influences. Self-control and situational interest are a positive indicator of emotional engagement.
Bond (2020)	Examined the flipped learning strategy in K-12, focusing on a revised bioecological model of student engagement and disengagement.	107 publications in North American and Asian high schools	Literature review	One aspect of positive, and student-teacher relationships positively affected and linked to collaborative learning and teaching.
Lo and Hew (2021)	To help students engage in flipped mathematics learning in a secondary school.	"exploratory studies (Studies 1A and 1B), randomized experiments (Studies 2A and 2B), and a literature review (Study 3)".	Design-based research	Increases our understanding of strategies for encouraging student engagement in flipped mathematics.
Clark (2015)	Implemented the flipped model of education to document and analyze changes in students' performance, attitude and engagement.	450 high school students in two Algebra classes in U.S.	An action study	Flipped model has the potential to be beneficial in raising student performance and engagement in secondary mathematics classes; but no change in academic performance.
Alsowat (2016)	Explored how an EFL Flipped Classroom Teaching Model affected graduate students' higher-order thinking skills, engagement, and satisfaction.	(67) graduate female students from Taif University in Saudi Arabia.	A mixed method	Flipped instruction allowed students to take charge of their learning through various activities emphasizing student-centered learning.
Smallhorn (2017)	Investigated the transition from a traditional teaching methodology to a	Approximately 200 students in the College of	Qualitative	There is substantial evidence that the flipped classroom

	flipped classroom model.	Science and Engineering.		approach improves student engagement.

Research on Flipping the Online Classroom

Honeycutt (2017)	To involve students, boost engagement, and enhance online learning.	"101 Ways to FLIP Your Online Class"	Booklet	teaching and learning techniques can be applied to online, blended, flipped, or hybrid courses to increase student engagement.
Marshall and Buitrago (2017)	Illustrates some special benefits of synchronous, flipped learning in TESOL teacher preparation.	"5-week pedagogical grammar course with 24 students"	Instructional Model	Resulted in the SOFLA model (the Synchronous Online Flipped Learning Approach)
Isaias et al. (2017)	An experiment conducted involving flipping a psychology course	120- student workshop (4 times) and a 25-student tutorial (9 times) at the University of Queensland's School of Psychology	Qualitative	Positive outcomes in general, particularly at the level of assessment, collaboration, engagement, and grasp of the topic.
Panicker (2018)	Described and investigated the benefits of flipping an online classroom	600 students (undergraduate nursing and midwifery) from a regional Australian university	A mixed method	Supported higher-order thinking and learning was the key to this successful flipped activity.
Santikarn & Wichadee (2018)	Investigate how a modified flipped classroom affected students' learning abilities and attitudes	40 students enrolled in an advanced English course	Quantitative	positive attitudes toward flipping the classroom
Ma (2020)	Investigated the impact of synchronous online flipped learning (SOFL) in a college EFL course	A total of 60 undergraduates from pre-service English teachers at China university.	A mixed method	Provides insightful information about synchronous online learning and academic knowledge and effective use of synchronous online learning for tertiary EFL education.
Thai et al. (2020)	The learning performance of students in four environments "face-to-face learning (F2F), completely e-learning (EL), blended learning (BL), and flipped classrooms (FC)".	106, 3rd- year undergraduate students enrolling in the course "Animal and Human Physiology" at CanTho University in (Vietnam)	A quasi-experimental design	"A significant positive differential effect on learning performance when studying in a FC and BL setting. No significant interaction effects regarding changes in perceived flexibility, intrinsic motivation, and self-efficacy.

El Garras (2021)	To investigate flipped learning in online classes and how much FL can assist learners enhance their linguistic talents.	10 intermediate students at a private language school	Qualitative	Flipped learning generally has a positive influence on learners' performance
Marshall & Kostka (2020)	To encourage teaching presence in online courses, use the flipped learning strategy.		Literature review	We may integrate best practices to make online learning more engaging, dynamic, and collaborative.

3. METHOD

3.1   Introduction

This chapter aimed to explain the research design and provide an overview of the impact of online flipped EFL classes on 6th grade students' engagement. First, the chapter reviewed the study's design and explained the rationale for choosing action research based on the research problem, purpose and presentation process, and questions in the current study. It then explained the selection of participants, the data collection instruments and data analysis procedures, and the role of the researcher. The chapter also described the implementation of the online flipped EFL class. Finally, it concluded with a discussion of the ethical issues under the headings of trustworthiness: credibility, transferability, dependability, and confirmability of the study.

3.2   Research Design

This research was planned as an action study, a regular investigation aimed at gathering information and finding approaches to solving problems teachers face (Stringer, 2007). Mills (2013) explained that action research is valuable for teachers. It provides teachers with the technical skills and expertise needed to bring about positive change in their classrooms, schools, and communities. Action research can potentially become a standard part of the teaching-learning process. Through repeated planning, observing, and reflecting cycles, individuals and groups involved in action research can make changes essential for social progress (Hine, 2013). Action research has various implementations in classrooms, academies, and society. Action research methods have been introduced and explored in several ways (Cohen et al., 2020; Mertler, 2017; Stringer, 2019).

Action research aims to involve people directly in formulating solutions to their challenges in their communities and workplaces. The role of the researcher is not to determine the direction of these activities but to support and facilitate them. In this case, leadership is characterized by the ability to streamline organizational and operational processes rather than to define and control them. As a result, when actively involved, people are motivated to invest their time and energy in shaping the nature and quality of their actions, activities, and behaviors (Stringer, 2019).

With the transition to online education in secondary schools in Turkey due to COVID-19, the problems related to the student's engagement in English classes constitute the reason for this action researcher. In this sense, the underlying problem of the present action research is the lack of engagement of 6th grade students in the online EFL course in the first semester of the academic year 2020-2021. Therefore, this action research study was established to investigate whether flipping an online course can efficiently solve the engagement of 6th grade students in the flipped online EFL class. In addition, I planned to enhance four dimensions of students' engagement (physically, cognitively, actively, and behaviorally) by flipping my online EFL classes.

3.2.1 The Action Research Process

The steps of the action research process do not always follow a straight line (Johnson, 2012). Any action research project aims to improve things, a particular practice, or fix something that is not working as well as it should (Fraenkel, Wallen, Hyun, 2013). The general approach to conducting action research has been briefly described as a four-step process. This process has four stages: 1. The planning stage 2. The action stage 3. The developing stage 4. The reflection stages.

In this study, the steps that implement the action research process introduced by Mertler (2017, p. 84) are followed as the study's methodological framework.

Figure 3.1 The steps in action research (adapted from Mertler, 2017, p. 167)

As Figure 3.1 shows, after identifying and limiting the topic, gathering information, and reviewing the relevant literature, the researcher developed a research plan and implemented the program by collecting and analyzing the data. An action plan was also developed, and finally, the results were shared and communicated to reflect on the process. Thus, in this action research study, the teacher-researcher arranged the action plan for the problem in the following stages in the book Action Research (Mertler, 2017).

1.   The problem was identified: lack of student engagement in online EFL courses.

2.   Literature related to the research topic was reviewed in a theoretical context: The literature was divided into two parts (The first section presents the significance, dimensions of student engagement, and student engagement in online EFL courses. The second section focuses on the flipped learning model, the comparison of the flipped classroom with the traditional classroom, the application of flipped learning in English language teaching, the flipped classroom and student engagement, and the research on flipping an online L2 classroom).

3. Before starting the data collection process, an action plan was prepared, and the elements of data collection were determined: Four steps (planning, acting, developing, and reflecting) were identified in this action research.

4. Data: The qualitative data were collected from 6th grade students during the online flipped EFL class.

5. Teaching strategies and data sources changed during the data collection: Data collection tools, including lesson evaluation board, student reflection reports, teacher reflection journals, observation checklist form, semi-structured interviews with students, and other online documents.

6. The data were analyzed and organized to provide an overall framework for data analysis of the current action research study.

7. Drawing conclusions and making recommendations: The teacher-researcher attempted to answer the following with the main research question and sub-questions and concluded with implications and suggestions for further study.

8. Implementation as a cycle of action plan continues: The teacher-researcher implemented the flipped approach in the online EFL class to enhance students' engagement (behavioral, cognitive, agentic, and emotional) in line with the last units of the 6th grade curriculum.

9. Findings were reported: Findings on the main research question and sub-questions were defined.
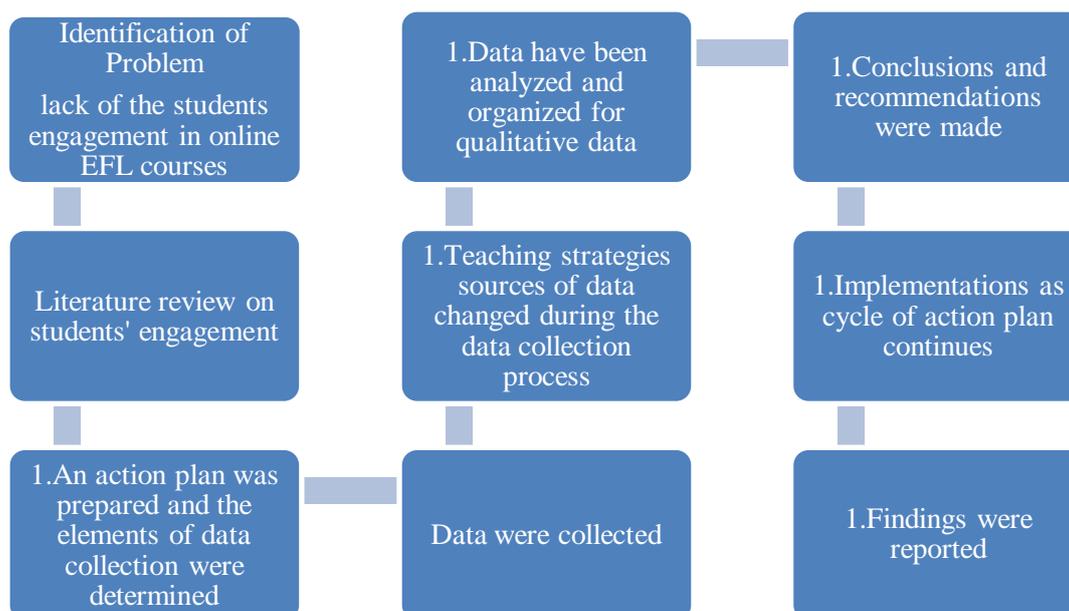
Figure 3.2 The process of the present action research study (Mertler, 2017)

3.3　Setting and Participants

As a teacher-researcher, I teach in a secondary school in a second service area of Turkey. The teacher-researcher has a significant role in identifying, limiting the topic, gathering information and reviewing the related literature, and developing and implementing the action plan through collecting and analyzing the data. The teacher also made an action plan and communicated the results to reflect on the process. I was the one who implemented the online flipped classes with the students during this action research study.

Due to the coronavirus, the schools moved to emergency online learning, and teaching was done through Zoom meetings on Education Information Network (EIN). However, students had problems and were reluctant to participate in online lessons during the emergency online lessons in the first term. Student engagement is a multifaceted concept encompassing student behavior, cognition, emotion, and academic and psychological reflection. Therefore, I decided to apply an online flipped learning approach to engage students by adopting the four dimensions of student engagement (behavioral, emotional, agentic, cognitive) from Reeve's model (2012).

This action research was conducted with the participants of the 6th grade of secondary school (11-12 years old, a total of 14 students for five weeks of the second term of the

2020-2021 educational school year). The purposive sampling method was used to select the participants in this action research (Büyüköztürk et al., 2008; Frankel & Hyun, 2006).

Permission to conduct action research was sought and granted by the school principal and the District Directorate of National Education. The parents of the students signed a consent form. Students were informed that they could withdraw anytime (see Appendix D). The teacher-researcher designed a five-week action plan for the English language syllabus curriculum within the Turkish National Education English Language Curriculum for grade 6 (see Appendix I, J, K, L, M). During the implementation of the action plan, the teacher-researcher kept following the process to make any necessary revisions to address any challenges. Then, the teacher-researcher prepared 18 different Web 2 tools (Mentimeter, Kahoot, Jeopardylabs, Answergarden, Gimkit, Educaplay, Wordwall, Scrumir.io, Blooket, Meetingwords, Quizlet, Tricider, Quizizz, Cram, Padlet, Gosoapbox). These tools match the goals and objectives of each week's online flipped course plan. Every week, the teacher-researcher and students discussed the video, and the teacher brainstormed the topic using different Web 2.0 tools. There was an online quiz for application and checked whether students had studied before the online EFL course. Then, the teacher made the students play online games in groups or individually via Web 2.0 tools. Then the students discussed the Padlet and evaluated the activities of the online flipped EFL course. After the online flipped class, the students were asked to answer the questions on Padlet and reflect on their feelings and comments about the online flipped activities after each week. Screenshots of the online flipped activities of all the weeks are shown in the images below. Students were expected to actively, cognitively, proactively, emotionally, and behaviorally engage with the academic content throughout the online flipped EFL class.

In this action research study, the Education Information Network (EIN) was selected as an online learning platform run by the Directorate General for Innovation and Education. EBA is ideal and an opportunity for flipping the online classroom for several reasons. First, it supports the effective use of materials, such as information technology tools, that allow students to learn at home or a distance. This learning network helps teachers to improve learning activities. It will enable learners to find appropriate learning resources, develop their particular learning skills, and collaborate on group tasks in a virtual classroom. In addition to watching videos or PowerPoint presentations, teachers and

students can easily share content, discuss topics and receive feedback from the teacher. It is also free and easy to use (Bolat, 2016).

3.4   Data Collection Tools

This action research study used seven qualitative data collection tools, including lesson evaluation boards, student reflection reports, researcher-teacher reflection journals, weekly observation checklist forms, semi-structured interviews with students, reports of online quizzes and games, and other online documents.

As Mcniff et al. (2006, p. 38) stated, teachers should study their work and see it as the basis for developing their conceptions of practice. Action research should be seen as more than a means of solving problems; it should also be seen as a means of learning and creating knowledge. The type of knowledge generated has the potential to improve personal and social well-being.

Student engagement is essential to keep students engaged in an online learning course. Thus, online researchers and educators must be able to assess student engagement effectively (Dixson, 2015). Dixson reported and correlated online student engagement with student self-reports, application, and observed learning behaviors. Similarly, Hu and Li (2017) addressed that early techniques for measuring student engagement were mostly observational and student behavior reports. In addition, these approaches primarily examined whether students were actively engaged in learning. Student engagement is challenging to assess and evaluate because many definitions and standards influence it. Therefore, the teacher-researcher used different sources of data collection tools to determine the questions of the current study.

3.4.1   Semi-structured Interviews

An interview is one of the most common data collection methods in qualitative research. The information provides detailed insights into the interviewees' ideas, attitudes, and actions (Dornyei, 2007). The purpose of conducting this semi-structured interview was to investigate students' engagement and perceptions with a flipped fully online EFL course and to gain more insight into the effect of the flipped learning approach on students' engagement. The researcher-teacher conducted a semi-structured interview with 12 students through an online meeting and WhatsApp to record the students' responses. The interview was conducted in the Turkish students' mother tongue to express their

feelings and thoughts quickly and freely. The researcher designed the semi-structured interview questions to include four interrelated aspects of students' engagement (behavioral, cognitive, emotional, and agentic). Items from Sever's (2014) adaptation of Wang et al.'s (2014) "Classroom Engagement Inventory" to Turkish culture and Eren's (2013) adaptation of Reeve & Tseng's (2011) Turkish from Agentic Engagement Scale were used in this semi-structured interview (See Appendix A, B). In addition, necessary permissions for adapted semi-structured interview questions were obtained (see Appendix E).

1. How did you prepare for the online flipped courses, watching videos and completing other tasks (activities, lecture notes)?

2. Have you had any trouble during the online flipped English courses? What are these challenges, and Have you experienced the desire not to attend the class?

3. How did you feel about online flipped English lessons? What emotion was dominant: interested, eager, curious, excited, confused, and just pretending to work?

4. What do you think about the activities and what you did during the online flipped English course? How do you evaluate its effects and qualities?

5. How has the online flipped English course changed your study habits?

6. Can you describe your feelings and thoughts (positive-negative) about the flipped online English course?

7. Do you want to add anything else?

3.4.2 Observation Checklist

"Qualitative observations" were arranged and conducted to observe the actions and activities of the students in the online flipped course (Creswell, 2009).

Observational data allows researchers to see behaviors and actions directly and objectively. The quality of observational data depends on the researcher's ability to observe (Dornyei, 2007). When making observations, a researcher has can both attend and feel. As Burns (2010, p.67) suggested, "Not every observation is counted." Some are written in a descriptive and narrative format and are less structured than observation checklists. They record descriptions and reports of what's going on in the classroom and what you're focusing on. This observation aimed to track learners' progress, observe

documents, and experience their engagement as they worked and interacted in flipped EFL online activities.

As the teacher-researcher, I observed each student's improvement, interactions, productions, actions, and engagement during only the fully flipped EFL classes in this study. I designed a weekly observation checklist that included two different types of engagement, behavioral engagement (watching videos, participating in quizzes, discussions, and online games) and agentic engagement (completing worksheets, participating in online class activities, participating in brainstorming, expressing opinions about the tasks) (see Appendix C). Then, I filled my observation checklists by inspecting the students' activities before, during, and after the online flipped course using EBA and online platforms. As Stringer (2010) states, this allows the teacher to observe how the students approach the activities and interact with each other.

3.4.3   Teacher Journal

In action research, keeping a journal, diary, or log is very common. Journal writing is a classic action research technique as it helps you keep track of events and happenings in your area, as well as your views, beliefs, teaching philosophies, ideas, and insights about your practice and personal history as a teacher-researcher. They are often used in conjunction with observations and interviews. However, they are precious for regularly recording critical reflections and events (Burns, 2010). The teacher kept a researcher's diary to collect some of the information.

As defined by Mills (2003), journals are more than just a collection of statistics; they represent an ongoing effort by teachers to methodically reflect on their work by creating a narrative that reflects the unique and strong voice of the teacher's language. Journaling is recommended as a tool for recording observations and feelings associated with the action research process, regardless of your specific area of focus.

I used my observation notes as a participant observer in my online classes. I took extensive notes soon after the online flipped activities of each weekly schedule were implemented to record my observations and reflections on student engagement. In addition, I recorded my online comments and experiences and student feedback, feelings, strengths, and weaknesses in a researcher-teacher reflection journal. It also contained extensive information about the teaching of the online course, such as the start and end dates of the online lessons, and the number of students who completed the pre-online

activities (watching the video, doing exercises, studying worksheets, and taking notes). I especially noted which activity increased and influenced their engagement, which online training got students excited, wanted to do more, talked, asked questions, and what problems they had. These notes helped me to reflect on my teaching methods. They also helped me to understand which flipped ways Web 2.0 applications were the most effective and practical for engaging students in online courses. As a result of this reflective journal, I became aware of what worked effectively during the implementations and thought critically about my methods and issues during the online courses. A sample page from the researcher's reflection journal is shown in Image 3.1 below.

As suggested by Burns (2010, p. 89) and Mcniff et al. (2006, p. 142), journals could help the researcher to understand better, plan their research, and show the development of the action research, including a personal reflection on successful and failed actions, realized with some unique and professional review, and keeping a record of one's impressions of events occurring in the researched setting. Furthermore, a research diary can help to contrast information obtained from different tools, thus contributing to the overall quality of the research (Dörnyei, 2007).

3rd March, 2021:

Today, our topic was "Holiday". Most of the students watched the video, completed worksheets and did vocabulary exercises on Eba before coming to online class. In the first lesson, we brainstormed about our topic and video on Answergarden web 2 tool. I supposed that engage students behaviorally, cognitively and affectically; at the same time I could measure how they learned, studied before. Then, all of the students joined in online quiz on Gimkit. This excited them because they were into two groups. I could see the results and check their understanding. In the second lesson, some of the students or many. They played online games about our topic on educaplay. They liked playing online with each other. I noticed that some of the students who don't want to speak,

Image 3.1 A sample page from the teacher's journal

3.4.4 Student Reflection Report

The most common method of measuring student engagement is through information provided by the students. Students may be asked to complete questionnaires or surveys about their level of engagement with the task. Self-report measures can provide some

insight into why students are engaged in learning tasks, in addition to answering the question of whether they are engaged or not (Chapman, 2003).

Students were asked to answer the following questions on Padlet and reflect on their feelings and comments about the online flipped activities and tasks each week after the flipped online EFL class (see Image 3.2).

- What do you think about today's online flipped EFL course? (focusing and exciting)

- What I learned/did was necessary for my goals and for overcoming future problems. Partly true or not at all true.

- How do you feel about today's course? I felt.

- Which activities do you find most engaging in this online flipped EFL course? Why?
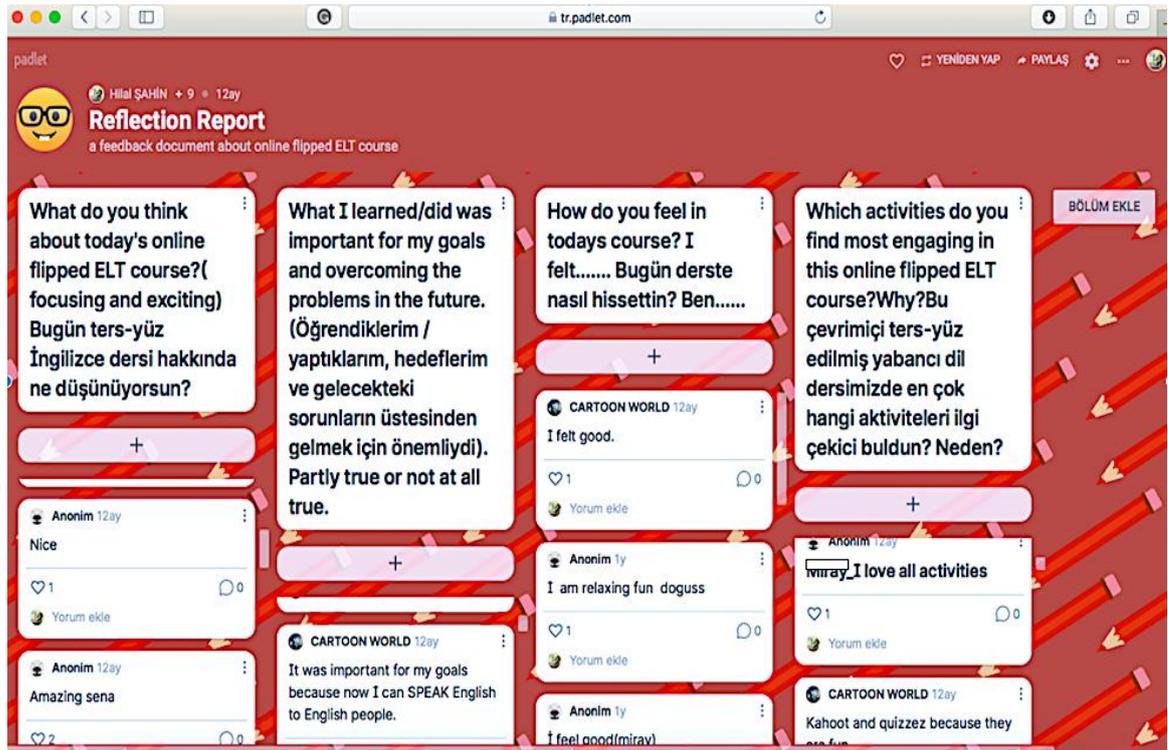
Image 3.2 Screenshot of students' reflection reports in online flipped EFL course

The questions were related to measuring cognitive, agentic, behavioral, and emotional aspects of engagement on Padlet. Padlet is a website and free application that allows you to create an online bulletin board to display information on any topic on a virtual bulletin board. You can add images, links, videos, and more to the wall and organize it as if it were a page of information (https://tr.padlet.com/sahinhilal11/ry0au5x9glx99dll).

3.4.5   Lesson Evaluation Board

Students completed the lesson evaluation board and rated the online flipped activities on Padlet immediately after each week's online flipped EFL course. There are two questions in the flipped EFL class activities:

1. Can you express your opinions, preferences, and questions about the online flipped assignments and activities?

2. What were your challenges before and after the activities during the online flipped EFL course?
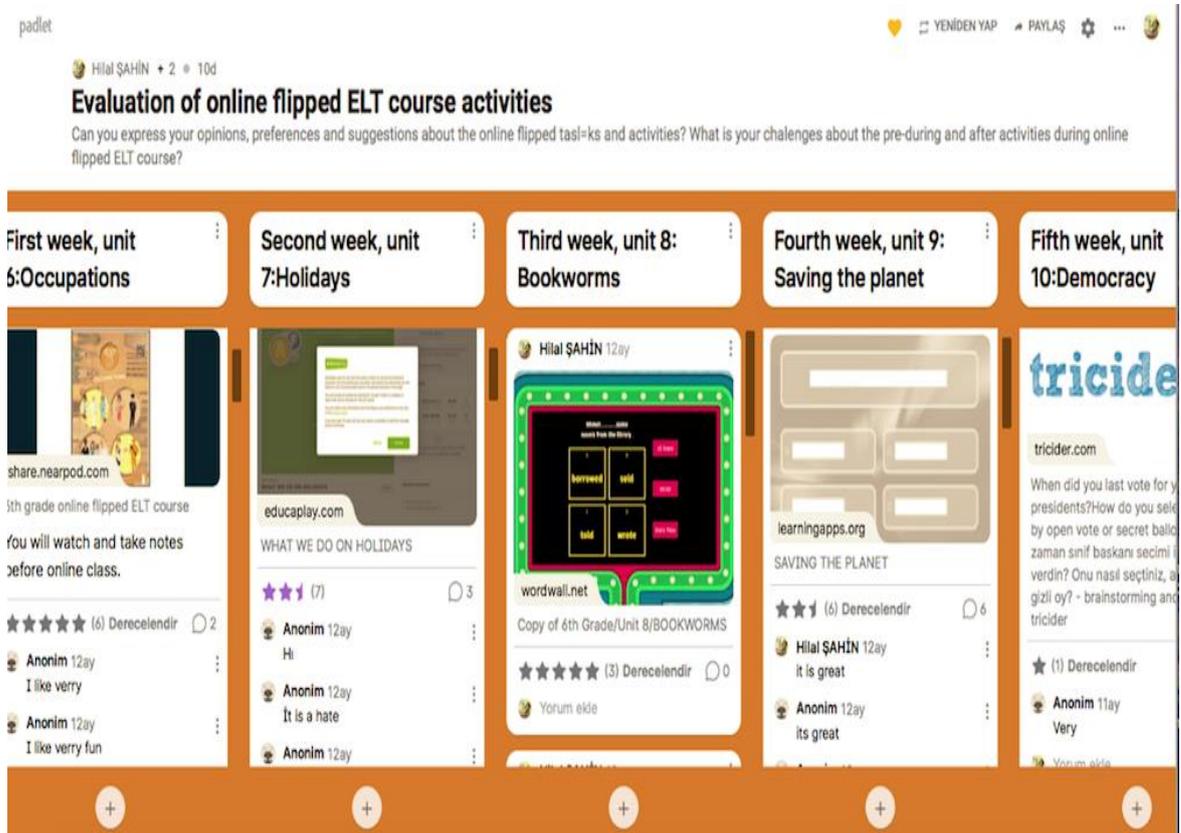
Image 3.3 Screenshot of the evaluation of online flipped EFL course weekly activities

This online board reflects the students' "task facilitating emotions" (e.g., curiosity, affection, and enthusiasm) and "absence of task withdrawing emotions" (e.g., anger, anxiety, disappointment) after the online flipped class. The researcher can also examine students' active contributions (e.g., suggestions, questions, and offers) to the online flipped activities (see Image 3.3) (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28).

3.4.6 Reports of Online Quizzes and Games

The researcher can collect public (e.g., newspapers, meeting minutes, government reports) or private documents (e.g., personal journals and diaries, letters, and emails) during the research process. These unique forms arouse the reader's curiosity about a proposition while capturing essential data (Creswell, 2009).

Students took online quizzes and played online games every week during the online flipped EFL course. The results of the online quizzes and game reports revealed the level of engagement, including their concentration, mental energy, and task persistence in areas related to the cognitive and emotional aspects of engagement during the online EFL class (See Image 3.4).
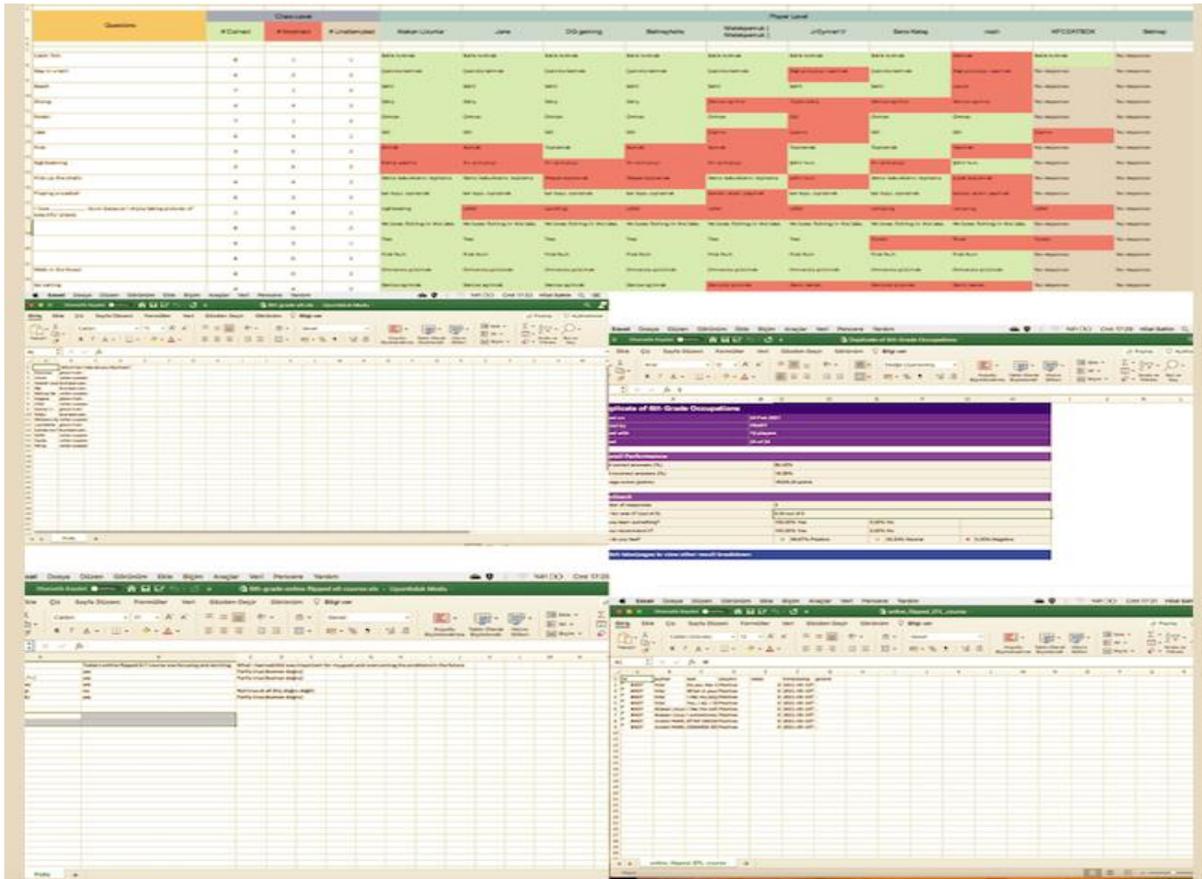
Image 3.4 Screenshot of the reports of online quizzes and games

3.4.7 Other Online Documents

Curriculum materials, textbooks, instructional manipulatives, attendance records, test scores, previous grades, discipline records, cumulative folders, attendance rates, retention rates, graduation rates, newspaper articles about school events, minutes of faculty or school board meetings, and standardized test scores are all examples of existing documents and records. Unfortunately, these multiple sources and forms of data are often underutilized, especially in the context of action research (Mertler, 2017, p. 233).

The teacher collected the other online documents on EBA and the other online platforms, such as course registrations, the number of likes, discussion and comment sections, questions about the lesson videos, student chat recordings, and the use of emojis during the online flipped course. Other online documents indicated students' engagement dimensions, perceptions, and challenges.

3.5   The Procedure

The online flipped learning model was implemented with 14 sixth-grade students for five weeks in an online EFL class. The students were prepared for the online flipped class by watching videos, reading worksheets, and completing the activities on the required topic each week. This action research study aimed to increase student engagement by implementing the flipped approach in online EFL classes.

3.5.1   Pre-implementation

As the teacher-researcher, I observed and kept a diary during the online EFL classes. An online pre-interview with students was conducted to determine the level of engagement during online classes in the first semester of the school and to identify disengagement problems. Students can be more engaged and active than just listening silently; online courses cannot be like a traditional class. Therefore, the teacher-researcher designed an action research study to engage students by flipping online EFL class.

Thus, the teacher-researcher searched for flipped strategies and benefited from the booklet "101 Ways to flip your online class" by Honeycutt (2017) to increase student engagement in the digital environment. She also took online courses and participated in the SOFLA online class by Marshall & Kostka (2020).

Before the application, a WhatsApp group and an online flipped learning class on EBA were created. The flipped learning approach was introduced through a video presentation. Students were informed about flipped learning and tasks, objectives, and academic goals during the online flipped class.

3.5.2   Study Schedule

Before implementing the flipping model in the online EFL course, the teacher-researcher prepared a weekly schedule related to the objectives of the 6th grade English curriculum following the Turkish National Education English Language Curriculum (for grades 2 to 8).

This weekly plan consisted of videos, lesson notes, and worksheets for each unit to implement online flipped learning. Online Web 2.0 tools and applications were also prepared and used to increase interactivity and engagement by the teacher-researcher. The online course plan was uploaded to the EBA platform, Google Classroom, and sent to a

WhatsApp group that all students could access anytime and anywhere. Students were asked to watch the videos, read the notes, and take notes before the online class. From the first week, I supported all students to work consistently and participate in all online activities. I also made regular announcements on the EBA and WhatsApp group.

3.5.3 Week 1:

The researcher flipped the online EFL classroom for five weeks and integrated Web 2.0 technology into the online classroom activities (e.g., videos, e-content, and worksheets) to engage students. Then, the online flipped EFL course plan and materials were uploaded to EBA and sent to the flipped WhatsApp group. Students could access the videos and e-content anytime and anywhere using their computers, laptops, tablets, and mobile phones. Students were instructed for each week's online class activities and prepared at home before the online flipped implementation. Finally, the teacher created a private online EBA and WhatsApp flipped classroom group where students could ask, answer, make comments, discuss, and share.

The teacher-researcher prepared a flipped online EFL course plan each week. The flipped online EFL course plan for the first week is presented in Appendix I. The first week's learning objectives were discussing careers and asking personal questions. Students watched the video, took notes, studied worksheets and notes on the topic, and did vocabulary exercises before the online flipped EFL class. In the first lesson, the teacher and students talked about the video, and the teacher brainstormed about careers using the Mentimeter. The students brainstormed and answered the questions: "What do your parents do? What do you already know about occupations?" Then she gave an online quiz about careers via Kahoot to apply and check whether they had studied before the online EFL class.

In the second lesson, the teacher guided the students to play online games via Jeopardy Labs in groups to engage actively, cognitively, and emotionally with the content. Students are expected to engage cognitively with the academic content throughout the online EFL class. Students then discussed on Padlet and evaluated the online flipped EFL course activities by answering the questions (Can you express your opinions, preferences, and suggestions about the online flipped tasks and activities? What are your challenges with the activities before, during, and after the online flipped EFL course?) (see Image 3.5).

After each online flipped class, students were asked to answer the questions on Padlet and reflect on their feelings and comments about the online flipped activities and tasks each week after the online class (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28).

Image 3.5 Screenshots of the first week's online flipped activities

3.5.4 Week 2:

The flipped online EFL course plan for the second week is presented in Appendix J. The topic of the second week was 'Holidays'. The learning objectives for this topic were talking about past events and making simple inquiries. The students watched the video, took notes, studied worksheets and notes on the topic, and did vocabulary exercises before the online flipped EFL class. The teacher and students discussed the video, and the teacher brainstormed about holidays in the past using the Web 2.00 tool Answergarden. The students brainstormed and answered, "What do you like to do on holiday, and can you remember what you did last summer?". Then the teacher created an online quiz using Gimkit to apply and check understanding during the first lesson of the online EFL course.

In the second lesson, the teacher made the students play online games via Educaplay to actively, cognitively, and emotionally engage with the content. Students are expected to

cognitively engage with the academic content throughout the online EFL class. Students then discussed on Padlet and evaluated the online flipped EFL course activities by answering the questions, 'Can you express your opinions, preferences, and suggestions about the online flipped tasks and activities? What are your challenges with the activities before, during, and after the online flipped EFL course? (See Image 3.6).

Image 3.6 Screenshots of the second week's online flipped activities

After the online flipped class, students were asked to answer the questions on Padlet and reflect on their feelings and comments about the online flipped activities and tasks for each week after the online class (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28).
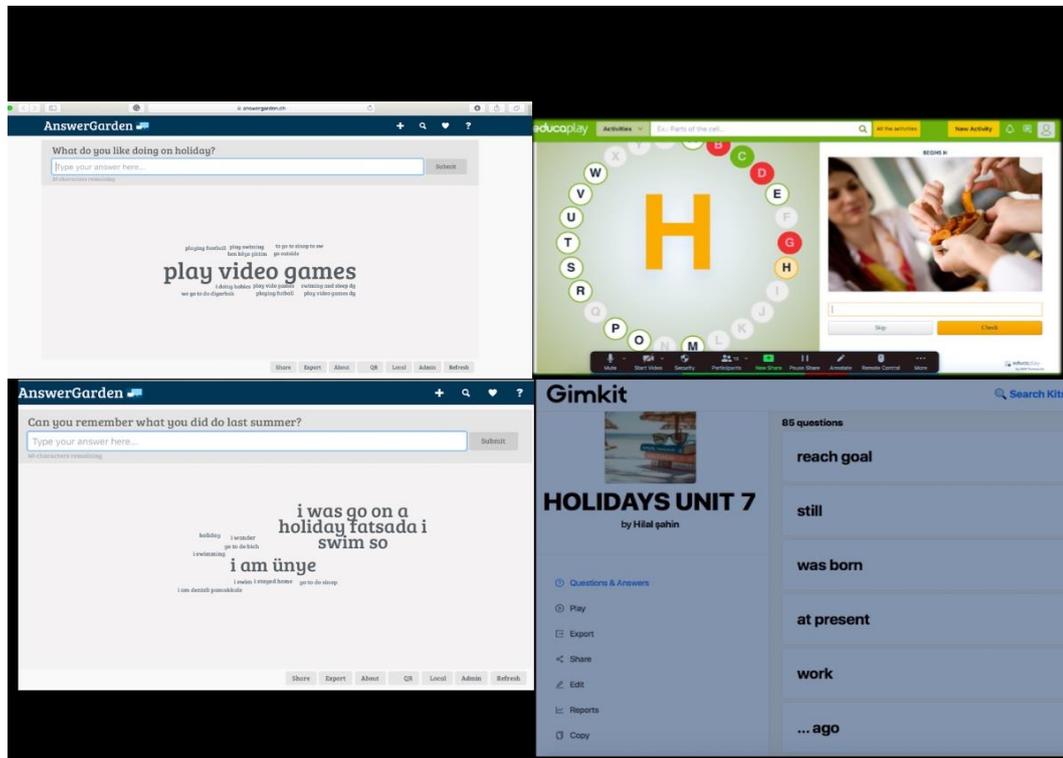
3.5.5   Week 3:

The flipped online EFL course plan for the third week is presented in Appendix K. The topic of the third week was 'Bookworms.' The learning objectives of this topic were talking about past events and locations of things and people.

Before the online flipped EFL class, the students watched the video, took notes, studied worksheets and notes on the topic, and did vocabulary exercises. The teacher and the

students discussed the video, and the teacher brainstormed questions about the subject using the Web 2.00 tool, Scrumir.io. For example, the students brainstormed and answered, "Do you like to read a book?" and "Where do you like to read most?". Then the teacher made an online quiz on Wordwall to apply and check understanding during the first lesson of the online EFL course. In the second lesson, the teacher made the students play online games in groups via Blooket to actively, cognitively, and emotionally engage with the content. Students are expected to cognitively engage with the academic content throughout the online EFL class. Students then discussed on Padlet and evaluated the online flipped EFL course activities by answering the questions, "Can you express your opinions, preferences, and suggestions about the online flipped tasks and activities? What are your challenges with the activities before, during, and after the online flipped EFL course?" (see Image 3.7).

After the online flipped class, students were asked to answer the questions on Padlet and reflect on their feelings and comments about the online flipped activities and tasks each week after the online class (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28).

Image 3.7 Screenshots of the third week's online flipped activities

3.5.6 Week 4:

The teacher-researcher prepared a flipped online EFL course plan each week. The flipped online EFL course plan for the fourth week is presented in Appendix L. The topic of the fourth week was 'Saving the Planet'. The learning objectives of this topic were to give and respond to simple suggestions. Before the online flipped EFL class, the students watched the video, took notes, studied worksheets and notes on the topic, and did vocabulary exercises.

The teacher and the students discussed the video, and the teacher brainstormed about the topic on the Web 2.00 tool, Meeting words. The students brainstormed and answered, "What can we do to protect the environment? Then the teacher made an online quiz on Learning Apps to apply and check the understanding during the first lesson of the online EFL course. In the second lesson, the teacher made the students play online games in groups via Quizlet to actively, cognitively, and emotionally engage with the content. Students then discussed on Padlet and evaluated the online flipped EFL course activities by answering the questions, 'Can you express your opinions, preferences, and suggestions about the online flipped tasks and activities? What are your challenges with the activities before, during, and after the online flipped EFL course? (see Image 3.8). After the online flipped class, students were asked to answer the questions on Padlet and reflect on their feelings and comments about the online flipped activities, ties, and tasks of each week after the online EFL class (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28).

Image 3.8   Screenshots of the fourth week's online flipped activities

3.5.7 Week 5:

The flipped online EFL course plan for the fifth week is presented in Appendix M. Last week's topic was 'Democracy'. The learning objectives for this topic were talking about stages of a process, past events, and making simple inquiries. Before the online flipped EFL class, the students watched the video, took notes, studied worksheets and notes on the topic, and did vocabulary exercises. The teacher and students discussed the video, and the teacher brainstormed about the topic on the Web 2.00 tool, Tricider. The students brainstormed and answered the questions: "When did you last vote for your class president? How do you elect them, openly or secretly?" Then the teacher made an online quiz via Quizizz to apply and check understanding during the first lesson of the online EFL course. In the second lesson, the teacher made the students play online games in groups via Cram to actively, cognitively, and emotionally engage with the content. Students then discussed on Padlet and evaluated the online flipped EFL course activities by answering the questions (Can you express your opinions, preferences, and suggestions about the online flipped tasks and activities? What are your challenges with the activities before, during, and after the online flipped EFL course?) (See Image 3.9). After the online flipped class, students were asked to answer the questions on Padlet and reflect on their feelings and comments about the online flipped activities and the weekly tasks after the online class (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28).
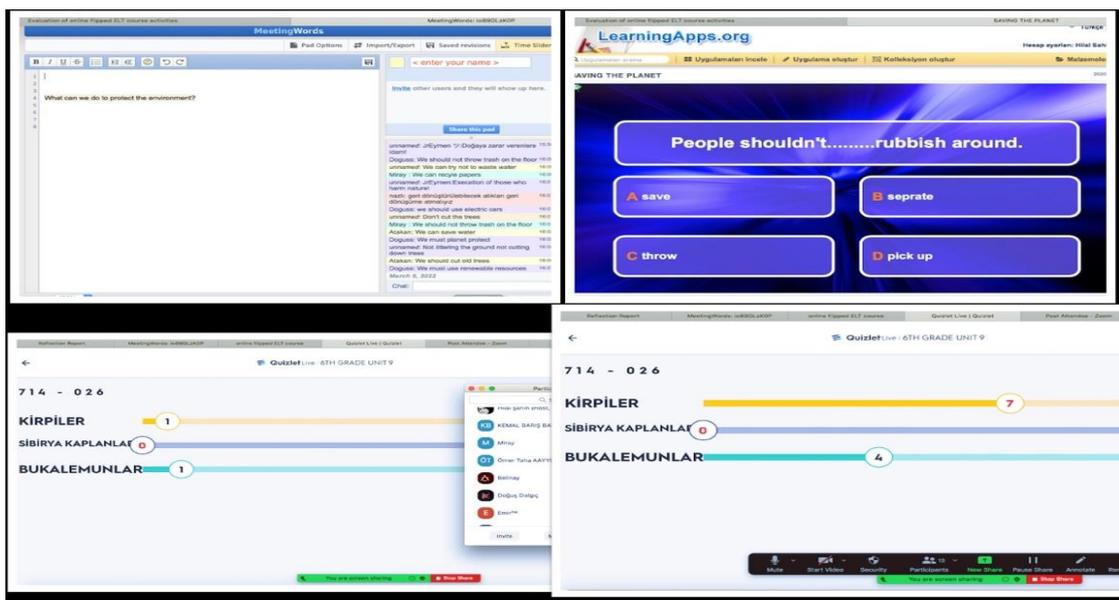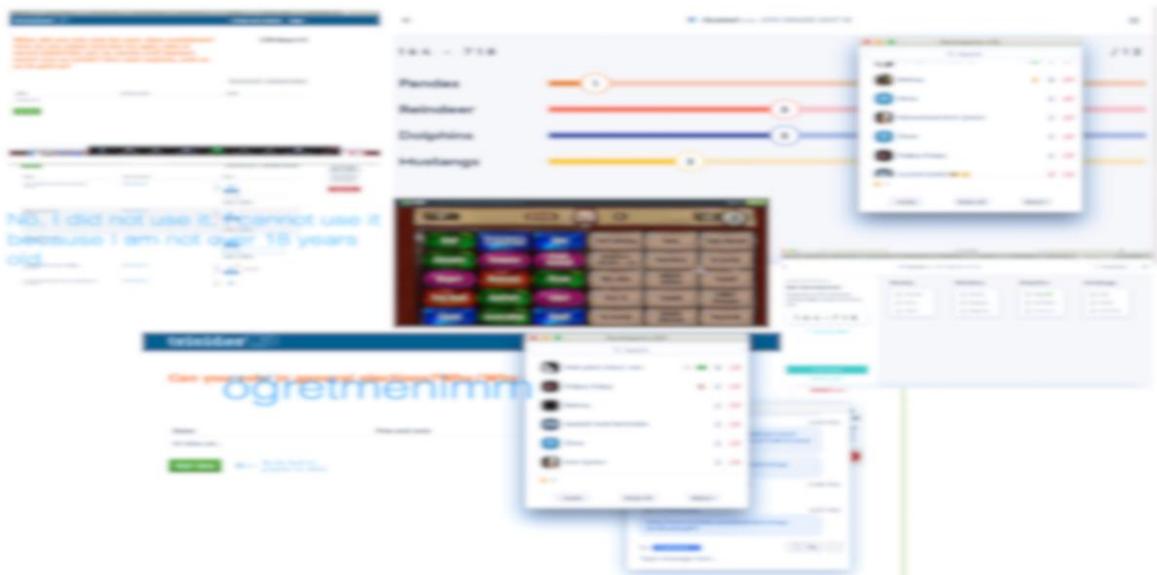

Image 3.9   Screenshots of the fifth week's online flipped activities

3.6 Data Analysis

Creswell (2009, p.174) stated that data could be grouped categorically and chronologically reviewed and coded regularly during data analysis. Data analysis is the "sense of textual and visual data." It involves preparing the data for analysis, exploring the data, representing it, and developing the interpretation of the meaning of the data.

Analyzing action research data is a never-ending process of reducing data to find patterns and explanations. Data such as journal/diary entries, interviews, classroom recordings of exchanges between you or your students, and observation notes are likely to yield a lot of qualitative information (Burns, 2010).

The action study included variety of the qualitative data sources that helped to define the analysis and research conclusions. The data were collected from the teachers' journals, students' reflective reports, semi-structured interviews, observation checklists, reports of online games, quizzes, and other online documents. The purposes of this data analysis were:

- To contribute to the engagement of 6th grade Turkish EFL students in behavioral, emotional, agentic, and cognitive aspects.

- To explore students' perceptions of online flipped EFL classes and Web 2.0 tools.

- To define EFL students' and teachers' challenges in online flipped EFL classes.

- To engage students in an emergency fully online EFL classes.

The teacher-researcher adapted Burns' (2010, p. 105) steps (1. Assembling, 2. Coding, 3. Comparing the data, 4. Building meanings and interpretations, and 5. Reporting the outcomes) to create an overall framework for the following steps of data analysis of the current action research study.

1. Assembling: The teacher-researcher collected and organized all the data, observed the action plan results, and revised the research questions by reading again to get the main idea.

2. Coding: Refined the data to find any apparent patterns, concepts, or labels and identified the data sources (e.g., interview responses, reflection reports, teacher's journal) to assign and categorize themes.

3. Comparing the data: examining the themes of the categories, organizing the themes logically, and determining the labels of the themes.

5. Constructing meanings and interpretations: visually presenting the categories and patterns, developing the theme table to represent the data set, and providing evidence to use the data to draw conclusions and verify the results.

6. Reporting outcomes: reporting the results of the analysis and findings.

"All qualitative data analysis is inductive and comparative to identify common themes, patterns, or categories" (Merriam, 2009).

The responses were subjected to content analysis and thematic categorization. The teacher-researcher coded, analyzed and compared the various data tools for similarities and differences. I determined codes with different characteristics and grouped the codes relating to each other in thematic coding. I sorted them to find common themes and categorized the same type form themes. In this respect, A thematic analysis of the data was carried out, which involved a systematic process of recording keywords and categorizing responses from interviews and observations to look for themes within the data.

As observations progressed and interviews began, there was a constant comparison between days and discussions to expand, contract, delete, or add codes and categories. The data was evaluated and re-analyzed until saturation was reached. Based on this analysis model, the data obtained during the research process was summarized according to the previously identified themes and divided into themes. Finally, the data were organized according to the themes revealed by the research questions.

3.7   Ethical Considerations

Ethical procedures are essential and affect any other type of research (Fraenkel, Hyun, 2013; Stringer, 2010). When I conducted the action research, I determined the value of the study based on how useful it was in supporting and achieving my teaching goals. Approval to conduct the action research was requested and granted by the school principal and the district directorate of national education in the city of Türkiye. The students were informed that they could stop their participation at any time. The parents of the students signed a consent form (see Appendix G for the research permission form and Appendix D for the consent form). The university's human subject ethics committee signed an ethics

approval form for the proposed study (see Appendix F) and permission for use in Figure 2.1 (Appendix H).

When designing the study, the researcher took special precautions to ensure that the students would not be harmed due to their involvement (Stringer, 2010). The teacher clarified to the students that their responses would be completely private and only be evaluated by the researcher and that the data used in the research would not be shared with third parties.

Action research is primarily qualitative or naturalistic and aims to develop a holistic understanding of the classroom and school's dynamic and complex social world. It reveals people's subjective experiences and how they construct and interpret events, activities, actions, responses, and issues meaningfully. Although these studies provide powerful insights that support the development of effective practices and activities, they are often context-specific and lack consistency over time (Stringer, 2019).

3.7.1   Trustworthiness of the action study

Action research should be 'trustworthy,' meaning it should not be biased or unsophisticated (Stringer, 2010, p.103). As an action study is primarily qualitative, it uses a different set of criteria to ensure the credibility of the research. Qualitative data's credibility, transferability, dependability, and confirmability are used to determine trustworthiness (Mertler, 2017; Mills, 2013; Stringer, 2010). Consequently, trustworthiness is determined by recording and evaluating the research techniques themselves to see how well they ensure that the phenomena being studied are accurately and sufficiently represented (Stringer, 2010, p. 51). In the validity of the data, the researcher is primarily concerned with the trustworthiness of the data, such as accuracy and credibility. Therefore, qualitative approaches are subjective and limited in scope, and the procedures for assessing the validity of research differ significantly from those employed in experimental research (Mills, 2013; Stringer, 2010).

As the teacher-researcher, I constantly checked my perceptions to ensure I was not being misled and that what I saw, heard, and thought was true (Fraenkel, Wallen, Hyun, 2013). The validity of research findings supported by various methods and data collection sources will only strengthen such conclusions to collect data and use various devices, procedures, and references. The current study used multiple data collection methods, including semi-structured interviews, video recordings, observation checklists, student

reflection reports, teacher journals, and observations. This varied perspective on the phenomenon assisted the researcher in describing the study methods and explaining the research findings. The researcher compared the data sources' conclusions to ensure the study's trustworthiness.

3.7.2 Credibility

The study's credibility is referred to as the researcher's ability to account for the complexity that arises in a study and to deal with patterns that are difficult to explain. From the perspective(s) of the various participants in the research, credibility means that the qualitative research findings are credible or believable. A researcher needs to assess and incorporate all the complexities of the study into data collection and analysis and deal with concerns that are difficult to describe (Mills, 2013; Stringer, 2014). The credibility of the results determines the credibility of the study. Prolonged engagement, persistent observation, triangulation, referential materials, and peer debriefing are all strategies to achieve credibility in this study (Stringer, 2007, Mertler, 2017).

The teacher-researcher spent enough time in prolonged engagement in the online flipped EFL class to observe and assess what is going on with the method. This analysis allowed me to be with the participants and reflect on the learning techniques at any time, providing reliable data. The more time you spend productively observing, interacting, and engaging with participants, the more you can build trust with them, get to know them, learn the culture of their setting, and observe patterns of behavior to the point of becoming routine (Mertler, 2017 p.237).

This study included two sources of data, me, as the teacher-researcher, and the students in the online flipped EFL class. All triangulated data collected, including video recordings, observation forms, teacher journals, reflection reports, other online documents, online flipped lesson evaluation boards and reports, student feedback documents for online quizzes and games were archived correctly as 'referential' materials whenever needed. Using various data collection tools was expected to enhance the credibility of this action. The MA EFL teacher also reviewed the qualitative results.

3.7.3 Transferability

Action research findings are specific to the individuals and places studied. However, it was emphasized that the results of an action research study are applicable elsewhere. The

overall description of the context(s), activities, and events provided in the study's findings served as a basis for transferability. Transferability involves including descriptive and contextualized comments that allow the reader to easily relate to the study situation (Stringer, 2007). As a result, in the methodology section of the current dissertation, the teacher-researcher of the present study provided a detailed description of the context, research objectives, data collection, and analysis processes, online flipped course procedures, and action research steps to assist readers in applying the study's methods or findings, and to eliminate any bias towards the research procedures.

3.7.4 Dependability

Dependability is attributed to the stability of the data. For example, student interviews can help you understand what you have witnessed during a lecture in overlap methods such as a triangulation process. This audit trail could include a written description of each step and access to original field notes, artifacts, video recordings, photographs, archival data, and other materials.

Dependability emphasizes the extent to which people can be confident that all the procedures necessary for a systematic research process have been followed. This action study provided a detailed description of the methods followed and a basis for judging their dependability (Stringer, 2010). Therefore, the teacher-researcher kept a teacher's journal in the current study. These comments helped interpret the triangulated data's conclusions when writing the research report. Furthermore, it is widely agreed that using computer software in data analysis improves the reliability of data analysis. It strengthens this process by allowing researchers to explore data sets from different perspectives. Further precautions were taken after data collection to ensure the dependability of this action research, including selecting appropriate analysis techniques and the triangulation of findings from the online flipped course, semi-structured interviews, observations, student feedback documents, and the researcher's reflective journal.

3.7.5 Confirmability

Mills (2013, cited in Guba, 1981, p. 106) emphasized that confirmability was a process that provided "neutrality and objectivity" to the data. This confirmability involved comparing a range of data sources and ways of cross-checking information, practicing

reflexivity or the deliberate disclosure of underlying assumptions or biases that lead a researcher to develop a set of questions or present findings in a certain way.

This action study's data were collected from various sources, including the teacher-researcher and the students. Furthermore, data collected in one way is corroborated in different ways. For example, students were asked to participate in semi-structured interviews after expressing their opinions in the online reflection forms so that data collected by one instrument could be triangulated with data collected by another.

3.8   The Researcher's Role

As a teacher-researcher, I physically and mentally organized the current action research study to increase students' engagement in online flipped EFL classes regarding behavior, cognition, emotion, and agency. The participants in the study were the students of the teacher- researcher. Thus, I had dual roles as a teacher and a researcher throughout the research. These two positions impacted other areas of the investigation, including the study design and data collection processes, the teaching-learning materials, and the online flipped learning environment.

I informed the students before teaching the online EFL class as part of my research for an MA dissertation. She explained that she aimed to create a flipped online EFL class and that their role as participants would influence the study's outcome by providing feedback during and at the end of the semester. As this was a voluntary process, the students and parents were asked for their permission to participate. During the online flipped EFL course, I was sometimes involved in the activities as a student and sometimes as a controller, observing the students. This process has brought a lot to me and my teaching life by constantly reflecting on and changing my beliefs and practices.

The teacher-researcher conducted a practical/first-person action research study to improve her teaching practice in the 2020-2021 academic year.

4. FINDINGS

4.1 Introduction

Data collection and analysis is a "recursive and dynamic" process (Merriam, 2009, p.172). The researcher-teacher continually reviewed a variety of data collection tools each week, and the students' interview responses were evaluated at the end of the online flipped application. Therefore, the findings consisted of iterative processes to assess students' engagement in behavioral, cognitive, emotional, and agentic dimensions, perceptions, and challenges in the fully online flipped EFL class.

The data analysis results concerning the main and sub-research questions are presented in the following.

4.2 Findings on the main research question: How does the emergency online flipped EFL class affect 6th grade Turkish EFL students' behavioral, emotional, agentic, and cognitive engagement?

Semi-structured interviews and reflection reports concerning the main-research questions were used to assess students' behavioral, cognitive, emotional, and agentic engagement. As the teacher-researcher, I interpreted students' feedback on each week's online flipped EFL course and activities on Padlet. I also reviewed the lesson evaluation board and reports of online quizzes and games. Also, I highlighted students' significant expressions and phrases and compared the transcripts with the results of the other online documents for compatibility with the study. Students who participated in the online flipped EFL course was identified as Student 1 and Student 2. The researcher then combined and coded these transcripts, results, online game and quiz reports, checklist forms, teacher journal notes, and student feedback. Finally, she created themes and categorized them according to the four dimensions of student engagement: behavioral, cognitive, emotional, and agentic (see Table 4.1).

Table 4.1 Students' Engagement Themes in Online Flipped EFL Class

Students' Engagement Themes	
Behavioral	**Agentic**
• Persistence in tasks	• Developing study habits
• Concentration on online activities	• Generating ideas
• Efforts to use technology	
Emotional	**Cognitive**
• Happiness and Enjoyment	• Self-regulating
• Enthusiasm and Interest	• Learner autonomy
• Anxiety	• Time-management

4.2.1 Findings on the Effect of Flipped Online L2 Teaching on Behavioral Engagement of Turkish Secondary EFL Students

The themes of persistence in tasks, concentration on online activities, and effort in using technology were developed from the data analysis of interview responses, observation checklists, teacher journals, student reflection reports, and other online documents. Implementing a flipped online teaching approach in the EFL class with 6th grade students increased students' behavioral engagement.

4.2.1.1 Persistence in tasks

This theme described how students persisted in dealing with the demands of the online flipped EFL class, such as completing online flipped tasks and activities on time and the challenges they faced.

The online flipped classroom approach was a new teaching strategy for the students. Therefore, the teacher prepared a weekly schedule, created groups on WhatsApp and EBA platform, and encouraged all students to participate in online activities from the first week. The teacher-researcher controlled a weekly observation checklist, including behavioral engagement aspects, to observe whether students watched videos and participated in quizzes, discussions, and online games before, during, and after online flipped EFL activities. The weekly observation checklist showed that most students completed these tasks on time. In addition, the teacher reviewed the video recordings and other online documents, such as reports on online learning applications (Web 2.0 tools) and reflection reports on Padlet. The results showed that most students completed the online forms and participated in the activities.

The first and second interview questions were related to behavioral engagement: How did you prepare before the online flipped English course, watch the videos, and complete other tasks (activities, lecture notes)? And did you have any difficulties during the online flipped English courses? What are these challenges?

The teacher-researcher realized that most students expressed that they could complete their assignments and showed high performance in the online learning activities and participation in the discussion. Most of the answers to the first and second questions of the semi-structured interview:

Student 1: Q1- *"I take my book and dictionary with me. I opened the EBA to do the exercises"*.

   Q2- *"The difficulty was when my phone didn't charge, and I had no negative feelings."*

Student 2: Q1- *"I believe in myself."*

   Q2- *"There were difficulties I could not remember or find solutions for."*

Student 3: Q1- *"At first, I didn't understand at all, then I tried to do it by asking the teacher and my friends; now I know."*

   Q 2- *"The only difficult thing is to be online."*

Student 4: Q1- *"Before the online flipped class, I didn't care about the activities, but I used to write the notes. I would reinforce what I learned in class with the notes".*

Q2- *"In the online flipped English class, the feeling of leaving the Internet and missing the activities is getting angry*."

Student 5: Q1- *"We used to listen to the teachers, but now I have a hard time doing these; I forgot how I did it."*

Q2- *"I am fearful of making mistakes."*

Student 6: Q1- *"I looked at the topics, watched the course videos, and completed any activity by following it."*

Q2- *"Sometimes the connection was broken, and the sound was gone."*

Student 7: Q1- *"I worked daily as much as possible and succeeded."*

Q2- *"I didn't have any difficulties."*

Student 8: Q1- *"I did it very well by typing from the videos."*

Q2- *"I didn't have any difficulties."*

Student 9: Q1- *"I watched the videos and researched the topics before the lesson."*

Q2- *"I didn't have any difficulties."*

4.2.1.2 Concentration on online activities

This theme defined how attentive students were before, during, and after a fully online EFL course when completing assigned activities. Several students stated that they struggled to concentrate initially, but their attention and concentration improved dramatically as the course progressed.

Student 4 explained: "*Before the online flipped class, I didn't care about the activity; I just wrote the notes. However, I learned I should pay attention to the activities before the online flipped class to participate in the online games and brainstorming part*". Student 1 explained: " *In the first semester, I did not like watching course videos. I found them boring, but I liked them, watched, and took notes this term* ". Student 7 explained: "*I couldn't understand how time passed in the online flipped activities."*

In addition, the teacher-researcher noticed the students' concentration, especially in the online group games and quizzes. Students all stayed focused on the content of this weekly plan; they could interact with each other in the chat box. I noted in the teacher's diary that when students were focused and understood the subject, they were motivated and scored

higher on the online quizzes. Also, more students participated in the second part for evaluation and reflection. As a result, students' attention and concentration in online flipped EFL class improved students' engagement.

4.2.1.3 Efforts to use technology

This theme explains the students' ability and effort to use technology in online education. To increase student engagement, the teacher prepared online flipped activities using Web 2.0 tools and other online platforms. All online flipped activities require the use of technology skills. As a result of systematic observations during weekly online lessons, I noticed a decrease in the inability of most students to use technology at first. Although most students were experiencing Web 2.0 tools for the first time, they performed well in practice. One of the students stated: "I was not good at technology at all. I learned new tools in online EFL classes. We continued to use online tools with our friends after class". This report showed that students' effort in using online platforms was also an essential factor in increasing students' engagement. The student's ability to use technology (e.g., accessing EBA and joining in the lesson through Zoom, in online quizzes and games, and commenting on Padlet) had also improved.

4.2.2 Findings on the Effect of Flipped Online L2 Teaching on Agentic Engagement of Turkish EFL Secondary Students

Reeve and Tseng (2011, p. 2) defined agentic engagement as "students' constructive contribution to the flow of the instruction they receive."

The themes of developing study habits and generating ideas were created from the data analysis of interview responses, observation checklists, teachers' journals, students' reflection reports, and other online documents.

4.2.2.1 Developing study habits

This theme is related to how each student contributed to their learning. The teacher-researcher interviewed the students through online meetings at the end of the online flipped EFL course. The fifth interview question related to agentic engagement: How has the online flipped EFL course changed your study habits? Some of the students responded:

Student 1: "*My working habits are more relaxed.*"

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Student 2: "*I felt that I was not fulfilling my responsibilities, so I took my responsibilities more seriously. My working habits have changed*".

Student 3: "*I think I'm better than before.*"

Student 4: "It's *helped a lot, I never liked watching lecture videos before, but now I'm starting to like it more. I started to work by watching videos*".

Student 7: "*I understood better, and my interest increased.*"

Student 10*: "Not much has changed for me."*

Then, the teacher-researcher checked the items on the weekly observation list concerning agentic engagement. It can be seen from the lists that most students completed the worksheet, engaged in online class activities, participated in brainstorming, and expressed their opinions about the tasks. In addition, the teacher observations also show that most students developed individual, organized working styles in online flipped EFL courses. While the homework uploaded to EBA was not done much before, in the second semester, the completion of the task increased in online flipped EFL classes.

4.2.2.2 Generating ideas

This theme showed how students actively participated in the fully online EFL class by expressing opinions and commenting under the theme of generating ideas.

The teacher prepared activities related to each week's topic on Padlet, using Web 2.0 tools to support students' active participation and to assess how hard they worked beforehand. Initially, most students started to generate ideas in a brainstorming part about the week's topic. A few students contributed to the class flow during the course by expressing their opinions when they did pre-online flipped tasks. And then, they evaluated and commented on the week's activities and the online flipped EFL course on Padlet. Students had an idea about themselves and what the teacher wanted to do.

The interview responses showed that most students defined *"I was active in the online activities voluntarily."* For example, in the brainstorming part of the course, all students participated and wrote down their ideas. Also, the lesson evaluation board and reflection reports on Padlet presented students' ideas, opinions, and comments about the online flipped activities and the course (Can you express your opinions, preferences, and suggestions about the online flipped tasks and activities? What are your challenges with

the activities before, during, and after the online flipped EFL course?). The responses to these questions showed that students felt comfortable making suggestions and expressing their opinions. They also evaluated the activities and commented on the challenges. For example, Student 5 stated: "*I lost; I didn't like this game. Teacher let's not play this game again*".

4.2.3   Findings on the Effect of Flipped Online L2 Teaching on Turkish Secondary EFL Students' Emotional Engagement

Students' responses revealed themes: Happiness and enjoyment, enthusiasm and interest for most students, and anxiety for some students. The current study's findings showed that flipped online EFL courses mainly affected students' emotional engagement, both positive and negative emotions.

4.2.3.1 Increased Happiness and Enjoyment

The teacher reviewed the results of online learning applications, other online documents, and the evaluation board on Padlet. The results showed that most students felt happy and enjoyed participating in online activities.

Students wrote their evaluation in response to reflective questions about emotional engagement (What do you think about today's online flipped EFL course? How do you feel in today's online flipped class? I felt...) via Padlet. The teacher-researcher evaluated students' reflection reports after weekly online flipped EFL courses. Most students' feedback was positive, as shown in images 7,8. Some comments were, "*It was great; I had so much fun; great, amazing.*"

Furthermore, the teacher interviewed the students in online meetings at the end of the online flipped EFL course. The third and sixth questions of the semi-structured interview showed their emotional engagement: 3- How did you feel in the online flipped English class? What emotion was dominant: interested, eager, curious, excited, confused, and just pretending to work? 6- Can you describe your feelings and thoughts (positive-negative) about the flipped online English course? Some answers were as follows:

 Student 1: Q3- "*My most dominant emotion is happiness because we were free, and I work.*"

Q6- *"I don't have any negative feelings positively; I always felt happy and free.*"

Student 3: Q3- *"I was excited and happy."*

Q6- *"I especially liked playing online games.*"

Student 4: Q3- *"I was happy but only working."*

Q6- *"It was fun, but sometimes I was afraid of making mistakes in online quizzes.*

Student 5: Q3- *"I was interested and sometimes confused."*

Q6- *"The negative side was that I had difficulties from a distance; the positive side was that I had the opportunity to work more and like in online EFL courses."*

Student 6: Q3- *"Curiosity was the predominated factor in my online English classes."*

Q6- *"I would like to continue the flipped online English course (positive). I have no negative thoughts".*

Student 7: Q3- *"I felt most of the feelings you said, but the most fear.*

Q6- *"I feel pleased after the online English lesson; I remember old memories in this lesson and other lessons.*

Student 9: Q3- *"I felt relaxed"*

Q6- *"Although it was not like a face-to-face lesson, it was beneficial and fun."*

Student 12: Q3- *"I felt happy and excited"*

Q6- *"I liked it when our English teacher smiled; I was comfortable in her online flipped class."*

Student 13: Q3- *"I was curious and enthusiastic"*

Q6- *"It was positive; I was curious and excited."*

Student 14: Q3- *"I felt excited"*

Q6- *"Online EFL courses were useful and fun."*

One of the students explained the enjoyment, saying: "*I cannot imagine an online English course without flipping."* [Student 7]

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4.2.3.2 Enthusiasm and Interest

Students' happiness and enjoyment with the online flipped EFL course was followed by enthusiasm and interest. This theme defines students' concerns and desire to use a flipped approach in online activities and tasks. The teacher noted students' increased interest and passion, especially in online games and breakout groups room in the teacher's journal. Students' interest and enthusiasm were also realized in the quiz results.

Students' interview responses supported online documents such as reflection reports and discussions on Padlet. One student explained: "*If my internet breaks and I miss activities in online flipped English lessons, I get angry. I do not want to miss any activity in this course*". The student's responses to the last question of the interview (Do you want to add anything else?) showed their interest in the online flipped EFL course. All of the students wanted to continue the online flipped approach.

4.2.3.3 Anxiety

This theme described some students' anxiety about tasks and activities and confusion about what to do in this current study.

The teacher reviewed the answers to the interview questions (How did you feel in the online flipped English class? Which emotion was dominant: interested, eager, curious, excited, confused, and just pretending to work? Can you describe your feelings and thoughts (positive-negative) about the flipped online English course?) Some students had negative perceptions about the flipped online EFL class.

Student 4 stated that he was afraid of making mistakes. *"It was unfamiliar to me; I was used to listening to teachers. We had a lot of responsibilities in the online flipped EFL course".*

Another student demonstrated her anxiety by saying: "*The first time, I felt confused and did not know what to do."*[Student 3]

The teacher-researcher observed tension levels in some students, especially those who missed online classes. In addition, they had some difficulties with online activities.

4.2.4 Findings on the Effect of Flipped Online L2 Teaching on Turkish Secondary School EFL Students' Cognitive Engagement

Students were expected to be cognitively engaged throughout the online flipped EFL course. Students were required to watch the video and take notes on that week's topic, watch the video, then do exercises and study worksheets on the topic before entering the online flipped EFL course. These were indicators of cognitive engagement before, online and after online flipped EFL classes. Findings from interview responses, observation checklists, teacher journals, student reflection reports, and other online documents showed that students were mentally active and could concentrate on tasks and activities. The themes were presented below: student self-regulation, learner autonomy, and time management.

4.2.4.1 Student Self-Regulation

The online flipped EFL class required students to manage their working time and be responsible for completing the pre-in-after online tasks assigned to them.

Data analysis of interviews, observation forms, reports, and other online documents showed the development of self-control techniques and a greater understanding of their learning process and academic development.

Responses to interview questions and teachers' journals showed that most students had a self-regulatory system throughout the online flipped EFL course. As a result, they paid more attention to the online lessons, and the students did most of the activities on time. Furthermore, the students who self-regulate had a more favorable attitude toward online flipping.

Student 2 stated: "*This course has made me aware of my responsibilities; I never paid attention before.*" Student 10 stated, "*I realized that even in online courses, there is a regularity, and I have to work accordingly.*"

4.2.4.2 Learner autonomy

This theme concerns recognizing students' learning and improvement in the online flipped EFL course. The teacher observed that most students took responsibility for their learning regarding what they learned and how they learned it. They were also able to develop an independent attitude toward their EFL learning. Students need to take responsibility for

their learning and decide for themselves in online flipped EFL courses. Thus, they stated that the ability to learn independently was the most helpful thing they had gained from this course. For example, students' responses to interview questions "*I learned better*" and comments on reflection reports when asked: "*What I learned/did was important for my goals and overcoming problems in the future.*" Most said: "*Yes, true. I have learned to manage my responsibilities*". In addition, students' perceptions of autonomy improved after participating in an online flipped class.

Results and reports from online quizzes and games showed that most students checked their understanding and evaluated their online flipped EFL course progress.

4.2.4.3 Time-management

This theme is defined as using time productively and efficiently. Time management skills are essential for students to complete their tasks and do what is required, especially in online classes. Online flipped EFL courses require students to work productively and prioritize their time throughout the online class. One of the findings from the teacher's journal was 'time management.' In this online flipped EFL class, students were required to complete online activities and assignments for a set period before, during, and after class. The teacher observed that while some students in the online course did this process well, some were unsuccessful in some tasks.

According to the reports from the online documents, the students who successfully managed time were also good at completing other online activities. However, some students did not identify what needed to be done and rejected some online flipped activities.

4.3 Findings on the first sub-research questions: What are 6th grade Turkish EFL students' perceptions of fully online flipped EFL class regarding Web 2.0 tools?

The teacher-researcher prepared a five-week action plan following English language curriculum for 6th grade. Then, the teacher prepared 18 different Web 2.0 tools (Mentimeter, Kahoot, Jeopardylabs, Answergarden, Gimkit, Educaplay, Wordwall, Scrumir.io, Blooket, Meetingwords, Quizlet, Tricider, Quizizz, Cram, Padlet, Gosoapbox). These tools match the goals and objectives of each week's online flipped course plan. In addition to increasing engagement, I also wanted to find out their

perceptions of different Web 2.0 tools and online flipped EFL courses. Students evaluated the online flipped EFL course evaluation board on Padlet immediately after each week's online flipped activities by answering this question: Can you express your opinions, preferences, and questions about the online flipped assignments and activities? The students discussed and reflected on their feelings and comments about the online flipped activities after each week on the Padlet and evaluated the online flipped EFL course activities.

The teacher-researcher reviewed students' reflection reports and feedback notes on EBA, Padlet, and other online platforms, researcher-teacher reflection journals, and analyzed weekly observation checklist forms, semi-structured interviews, reports of online quizzes, games, and other online documents. The findings from these various data collection tools showed that all students had a great time and rated the activities. Most of them found the activities fun and rated them five stars. Web 2.0 tools in online flipped EFL courses engaged students positively, emotionally, cognitively, agentically, and behaviorally. Students' responses, thoughts, and comments are positive and happy about these tools. Web 2.0 tools enable students to take control of their learning and improve their language skills. We can conclude that Web 2.0 applications can be the most effective and practical way to engage students in online courses.

Semi-structured interviews were conducted to learn more about students' perceptions of the online flipped model and Web 2.0 tools in an online emergency EFL course. Some of the interview questions about the first sub-research question of this action research study were: "How did you feel in the online flipped English course? What emotion was dominant: interested, eager, curious, excited, confused, and just pretending to work? What do you think about the activities and what you did during the flipped course? How do you evaluate its effects and qualities? Can you describe your feelings and thoughts (positive-negative) about the flipped online English course?". Some of the responses:

"I don't have any negative feelings positively; I always felt happy and free." [Student 1]

"I was excited and happy." [Student 3]

"It was fun, but sometimes I was afraid of making mistakes in online quizzes. [Student 4]

"I was interested and sometimes confused." [Student 5]

Most of the answers were positive. They seemed so happy and eager during the fully online flipped EFL course. However, some students stated they were initially fearful and anxious about online flipped EFL learning.

Also, the self-reports about the online flipped activities and tasks each week after the online class informed me about positive and negative perceptions during the data collection process. Students answered the questions of self-reflection reports on Padlet: "What do you think about today's flipped online EFL course? How do you feel about today's class? I felt..., Which activities do you find most interesting in this online flipped EFL course? Why?". Most students felt relaxed, amazed, and excited. They found the activities fun and exciting, although a few students commented some online activities were difficult. Two students responded: *"I got angry especially when I lost the online games in groups"*.

As can be seen from the teacher's daily notes and video recordings of the online course, even students who were reluctant and just online before were excited about the online flipped EFL course, especially in the quiz competitions. In addition, the teacher observed that students voluntarily expressed their views, likes, and dislikes, asked questions in the chat, and brainstormed on Padlet in an online flipped EFL class.

Table 4.2 Perceptions towards Web 2.0 tools and online flipped EFL activities

Positive perceptions of Web 2.0 tools and online flipped EFL activities	**Negative perceptions of Web 2.0 tools and online flipped EFL activities**
- fun - happy - practical - eager - exciting - self-controlling	- fear - anxiety - getting angry - difficult

4.4   Findings on the second sub-research question: What are the challenges of 6ᵗʰ grade Turkish EFL students and teachers during fully online flipped EFL classes?

The students' challenges were derived from the responses to the data collection instruments: "Excitement and anxiety, difficulty in preparation, network connection and technical and technological problems, confusion at the beginning, and fear of making mistakes." One of the semi-interview questions is: "How did you feel in the online flipped English class? What emotion was dominant: interested, eager, curious, excited, confused, and just pretending to work? Can you describe your feelings and thoughts (positive-negative) about the flipped online English course?"

Some students described anxiety about the tasks and activities and confusion about what to do in this current study. For example, one student stated he was afraid of making mistakes. "*It was unfamiliar; I was used to listening to teachers. Also, we had a lot of responsibility in the online flipped EFL course*" [Student 2]. Another student demonstrated her anxiety by saying: "*The first time, I felt confused and didn't know what to do.*" [Student 5] The teacher-researcher observed tension in some students, especially those who missed online classes. They found some online activities difficult and were reluctant to comment on them.

Student 1 stated, "*The difficulty was when my phone didn't have a charge."* Also, some of them had problems with the internet connection in some online lessons. In this online flipped EFL course, students were required to do online activities and assignments for a certain period before, during, and after class. The teacher observed that while some students in the online courses did this process well, some were unsuccessful in some tasks. However, according to the reports of the online documents, only a few students rejected some online flipped activities.

Another challenge was the difficulty of pre-preparation. The quick transition to online education had put an excessive responsibility on pre-preparation for both the teacher and the student. Emergency online teaching has forced teachers to motivate themselves to re-adapt lessons, obtain sufficient materials, think critically, and be adaptable. Teachers should therefore be prepared to facilitate situations and increase student engagement, especially in emergency online courses. It might be difficult if the students did not watch the videos and do some activities before the online flipped EFL courses.

4.5   Findings on the third sub-research question: How do 6th grade students engage in an emergency fully online EFL class?

"101 Ways to flip your online class" by Honeycutt et al. (2017) and Honeycutt & Warren (2014)'s flipped strategies were benefited to increase student engagement in the online environment. The teacher-researcher received training to engage students using the online flipped learning approach and participated in SOFLA's online class by Marshall & Kostka (2020).

Thus, as the teacher-researcher, I flipped the online EFL classroom for five weeks, integrated Web 2.0 technology in online after-class activities (videos, e-content, worksheets, quizzes, games...), and selected the videos for online flipped EFL courses to engage the students. The findings from various data sources of this current action research showed that students could engage with an online flipped learning approach by providing a well-organized online flipped EFL course plan before class, online digital tools and applications, Web 2.0 tools, and activities. In addition, various exciting and enjoyable methods could engage students, creating comfortable and enjoyable online meetings where children can communicate with each other and their teachers. Regular checking, asking for sharing of students' ideas to make them learn by themselves, and asking for their comments with various fun applications increased students' engagement.

Table 2.3 Summary of Key Findings

Action Research Questions	Data sources	Key findings	
Main research question:	-Semi-structured Interviews (Appendix E, F)	**Behavioral:** -Persistence in tasks -Concentration on online activities	**Agentic:** -Developing study habits -Generating ideas
-How does the emergency online flipped EFL class affect 6th grade Turkish EFL students' behavioral, emotional, agentic, and cognitive engagement?	-Observation Checklist (Appendix G)	-Efforts to use technology **Emotional:** -Happiness Enjoyment -Enthusiasm Interest	**Cognitive:** -Self-regulation -Learner autonomy -Time-management
	-Teacher Journal (Image 3.1)	- Anxiety	
First sub-question:		**Positive:**	**Negative:**

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--What are the 6th grade Turkish EFL students' perceptions of online flipped EFL classes regarding Web 2.0 tools?	-Students' reflection report (Image 3.2)	-fun -happy -practical -eager -exciting	-fear -anxiety -getting angry -difficult
	-Lesson Evaluation Board (Image 3.3)	-self-controlling	
Second sub-question: -What are the challenges of 6th grade Turkish EFL students and teachers in online flipped EFL classes?	-Reports of Online Quizzes and Games (Image 3.4)	**Challenges:** -Excitement and anxiety - difficulty in pre-preparation -net connection -technical and technological problems -fear of making mistakes and confusion -responsibility	
Third sub-question: -How do 6th grade students engage in a fully online flipped EFL class?	-Other online documents	**How to engage?** - online flipped learning approach -online digital tools and applications -Web 2.0 tools and activities -engaging and enjoyable methods -Well-organized EFL course plan -regular checking and feedback	

5. DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter provides a summary and a discussion of the findings in light of the relevant literature and research questions. Additionally, the chapter presents the limitations and implications of online flipped EFL classes and concludes with recommendations for further study.

5.2 Summary of the Findings

This current practical/first-person action research study has examined student engagement in the fully online EFL class in Türkiye. A flipped learning approach can be an efficient process to solve this issue. This study also discusses behavioral, emotional, agentic, and cognitive dimensions of student engagement during the fully flipped online EFL class. Furthermore, this chapter is based on the findings of similarities and differences in previous studies to understand how flipping affects students' engagement during emergency online EFL classes. The chapter then attempts to integrate and synthesize the issues raised throughout the study to provide solutions to the research questions.

Results of this current study findings show that student engagement is significant for students' learning and pleasure (e.g., Chen et al., 2010; Czerkawski &Lyman, 2016; Dixson, 2010, 2015; Martin & Bolliger, 2018; Redmond et al., 2018). Also, students have a chance to interact and connect with their friends and teachers, and also, they can develop learning skills by engaging in online EFL classes. Furthermore, this fully online flipped EFL class revolutionized traditional teaching, encouraging, engaging, and digital literacy and critical thinking.

This study has demonstrated that the four measures of student engagement have a positive relationship with flipped online EFL classes. Although flipping has been used in face-to-face EFL teaching, few studies have examined this issue in online EFL (e.g., Garras, 2021; Ma, 2020; Santikarn & Wichadee, 2018). Thus, this action research study adds to the evidence of student engagement in flipped online EFL classes in the Turkish context. Based on the qualitative analyses in this action research, the study's conclusions are discussed in detail to answer the main and three sub-research questions below.

5.3 Discussion of The Findings Relating to The Research Questions

5.3.1 Main Research Question: How does the emergency online flipped EFL class affect the behavioral, emotional, agentic, and cognitive engagement of 6th grade Turkish EFL learners?

The result of this study showed that the majority of the students engaged behaviorally (e.g., persistence in tasks, concentration on online activities, effort in using technology), cognitively (e.g., self-regulation, learner autonomy, and time management), agentically (e.g., developing study habits and generating ideas), and emotionally (e.g., happiness and enjoyment, enthusiasm and interest, and anxiety) in the fully online flipped EFL course. These findings were in line with the studies with a diverse variable combination of multidimensional engagement indicators (e.g., Appleton et al., 2006; Christenson et al., 2012; Fredricks et al., 2004, 2004; Newmann, 1992; Reeve & Shin, 2020; Reeve & Tseng, 2011; Reeve, 2012; Skinner & Pitzer, 2012). However, most studies were separate from four engagement factors (e.g., Appleton et al., 2006; Carter et al., 2012; Fredricks et al., 2004; Groccia, 2018; Jimerson et al., 2003; Skinner and Belmont, 2013).

At the level of behavioral engagement, this fully online flipped EFL class increased students' persistence in tasks, concentration on online activities, and effort in using technology, as in Hung's (2015a) experiment, where students showed more effort in learning performance and had a positive attitude towards flipped teaching. These findings are also similar to those of Öztürk and Çakıroğlu (2018), who indicated how students' language skills developed in a flipped English foreign language course. However, this finding contradicts the meta-analysis study by Zheng et al. (2020), who showed that the flipped classroom strategy moderately affected learning achievement and motivation.

The results obtained from observation checklists, videos watched on EBA, online student engagement documents, and students' comments on Padlet indicated behavioral and agentic engagement indicators (persistence in tasks and development of study habits). Also, they could follow the instructions of the online flipped EFL course regularly. This finding parallels the previous studies (Dixson, 2010, 2015) in which the application of the online student engagement scale correlates with observational and exploratory learning behaviors.

This study observed that students were actively involved in online flipped EFL classes, communicated with each other, consciously learned and participated in activities, and

gained self-management and self-control. These findings are similar to the previous research (e.g., Basal, 2015; Coates, 2007; Kuh, 2003, 2009). Also, as in the study of Conrad and Donaldson (2020), online engagement is relevant to active participation, communication, and taking responsibility for one's learning.

The findings from the online documents, semi-structured interviews, teachers' journals, and reflection reports showed that students who have done the pre-online class tasks seem more motivated and self-confident even in online flipped EFL classes. These results were in line with the studies of Halili and Zainuddin (2015), who similarly found that when teachers only acted as facilitators, students prepared by watching videos before class and became more confident and motivated. Furthermore, the results and reports of the online quizzes and games showed that students' academic success and engagement improved in this online flipped class. These findings supported the studies of Lee and Wallace (2018); Smallhorn (2017); Talan & Gulsecen (2019); Thai et al. (2020), who observed that FC has a significant positive effect on learning performance and academic achievement. However, contrary to this study, the study of Clark (2015), the flipped model has no change in academic performance.

The current study's findings from various data tools show that flipped learning benefits students' engagement in an online EFL class. For example, on an emotional level, students were happy, enthusiastic, and interested in the online EFL flipped activities. In addition, students' communication with their friends and the teacher increased, especially in online quizzes and games during the event in online flipped classes. These results are in line with the studies of Bergmann et al. (2014), Bishop and Verleger (2013), and Sams &Bergmann (2012), which engages students to engage in interactive flipped learning environments that provide opportunities to learn. Furthermore, Conrad and Donaldson (2020) found that online engagement is relevant to active participation, communication, and taking responsibility for one's learning. In addition, this current action study showed the development of students' study habits and self-regulation techniques. This result is compatible with Alsowat's (2016) study, which found a high correlation between "self-regulated learning skills," actively participating in different activities, and being responsible for their learning by determining when, where, and how they learned.

It was emphasized that students developed 21st-century skills such as digital literacy and creativity through online flipped EFL learning in the findings of this study. This finding is parallel with that of the previous studies by Bormann (2014), Lo and Hew (2017), and

Wang (2017), in which flipped learning better-prepared students for 21st-century skills and had a positive impact on student engagement.

According to the current results, the flipped technique improves students' performance and four aspects of engagement in the fully online flipped EFL class. The findings of this present study on students' engagement with the online flipped EFL class are consistent with expanding research and reviewed the literature on the effects of a flipped approach in language learning (e.g., Arslan, 2020; Ayçiçek, 2018; Basal, 2015; Challob, 2021; Chen Hsieh et al., 2017; Cheng et al., 2020; Ekmekci, 2017; Gasmi, 2018; Kawinkoonlasate, 2019; Lin et al., 2019; Lo & Hew, 2017; Namaziandost et al., 2020; Öztürk & Çakıroğlu, 2021; Shahnama et al., 2021; Sulaiman, 2018; Turan & Akdag-Cimen, 2020). However, most of these studies are face-to-face at the university level. This study differs in that it is online with secondary school students. Also, in emergencies, it has demonstrated a beneficial educational and motivating approach for emergency remote teaching for teachers.

5.3.2 Discussion of findings on the first sub-research question: What are 6th grade Turkish EFL students' perceptions of online flipped EFL class regarding Web 2.0 tools?

The results of the first sub-research question showed that students had both positive and negative perceptions towards Web 2.0 tools and online flipped EFL activities. Positive perceptions obtained from data sources were fun, happy, practical, eager, exciting, and self-controlling. Negative perceptions were fear, anxiety, getting angry, and being challenged.

The findings showed that students were motivated and self-regulated learners who actively participated in class activities and interacted with their peers. The results were consistent with several previous studies (e.g., Amiryousefi, 2017; Arslan, 2020; Ayçiçek, 2018; Basal, 2015; Chen Hsieh et al., 2017; Cheng et al., 2020; Ekmekci, 2017; Gasmi, 2018; Lo & Hew, 2017; Namaziandost et al., 2020; Öztürk & Çakıroğlu, 2021; 2018; Wu et al., 2017; Zainuddin et al., 2019) who suggested that the use of flipped learning in L2 classrooms can help students to form favorable interactions with their classmates both inside and outside the school.

Students were encouraged to take responsibility for learning by actively participating in learning activities during this fully online EFL flipped class. This finding is in line with

the study of Turan and Akdağ- Çimen (2020); Finger (2020). However, it was emphasized in the studies of Finn & Zimmer (2012); Zhao et al. (2020) that high-quality engagement and success increased by eliciting more support from teachers and parents.

Findings from various data sources showed that students in the online flipped EFL class controlled the time, place, and approach to learning and learned at their own pace. Similarly, as in the study of Alsowat (2016), they managed the time, location, and how they learned by actively participating and taking responsibility.

Students' responses, thoughts, and comments were cheerful and happy for Web 2.0 tools, and online flipped EFL activities contributed to students' positive perceptions in this action study. Web 2.0 tools enable students to take control of their learning and improve their language skills. Therefore, Web 2.0 applications can be the most effective and practical implementation for engaging students in online courses. These results were in line with the study of Shyr and Chen (2018), who proposed Flip2Learn, "a technology-enhanced flipped language learning system," which facilitated learning performance and improved self-regulation skills. Furthermore, the positive perceptions towards Web 2.0 tools and online flipped EFL classes in this current study were parallel with the results of the previous studies, showing that the blended approach could apply to language development and digital literacy, promoting motivation, enhancing learner autonomy and a lasting relationship in and with the target language (e.g., Finardi, 2015; Finardi et al., 2016; Porcino & Finardi, 2013; Stein & Graham, 2020). Also, Nelson, Laird, and Kuh (2005) found a strong positive relationship between the use of information technology for instructional purposes and markers of engagement.

Several studies investigated how the flipped classroom paradigm affects student engagement and academic outcomes in a university setting (e.g., O'Flaherty & Phillips, 2015; Syr and Chen, 2018; Smallhorn, 2017). However, as noted by O'Flaherty and Phillips (2015), using online activities to quantify student engagement is only one factor that affects students' academic performance, learning experience, intellectual ability, and cognitive growth.

According to the results of the current study, students felt happy, satisfied, and eager to learn during the fully online flipped EFL class. These findings were similar to the recent studies in which students mainly had positive impressions and enjoyable learning

experiences using flipped learning in teaching English (e.g., Alsowat, 2016; Arslan, 2020; Ayçiçek, 2018; Basal, 2015; Ekmekçi,2017; Girgin, 2021).

The data collection results of this action research showed that most students felt relaxed, amazed, and excited. They thought online flipped EFL activities were fun and exciting. These findings are similar to the study of Girgin (2021). However, the current research showed negative perceptions (e.g., fear, anxiety, and getting angry). Similarly, as in previous studies by Akçayır (2018), Finardi et al. (2014), Fidalgo-Blanco et al. (2017), and Harris et al. (2016) concluded that the lack of pedagogical feedback was a negative feature of the study results, the preparation of the flipped lessons had a significant negative impact on both homework performance and participation in hybrid-flipped learning.

5.3.3 Discussion of the second sub-research question: What are the challenges for 6th grade Turkish EFL students and teachers in online flipped EFL class?

The findings from the qualitative data tools of the current study showed some challenges of flipped learning (e.g., difficulty in pre-preparation, excitement, net connection, technical and technological problems, and afraid of making mistakes and confusion, and responsibilities) for students and teachers. These challenges were in line with the evaluation paper by Shi-Chun et al. (2014, p.18), who presented the disadvantages of flipped classrooms: "difficulty in testing, fluctuation of the internet accessibility, considerable dependence on student motivation, promotion of a loose learning environment, a challenge to keep everyone focused on the same topic".

The Internet connectivity problems and difficulty of pre-preparation were also a few challenges for teachers and students of this study. This challenge is similar to the systematic review of Akçayır (2018, p.340), who grouped the challenges as "pedagogical, teacher and student perspectives, technical and technological." In addition, as mentioned earlier (Malan, 2020), engaging all students in the online class was challenging for the teacher in this action study.

As mentioned in the current study's findings, students had problems following and doing the online flipped activities, especially if they did not watch videos and some assignments before the online class. Thus, excitement, fear, and afraid of making mistakes were disadvantages of this study. These are parallel with the investigations of Aspden and

Helm (2004) and Chen et al. (2014), who noted that some students had difficulties adapting to a new approach.

In addition, the rapid transition to online education has placed an excessive responsibility on pre-preparation for teachers and students. For example, digital literacy was needed for both students and teachers during the online flipped EFL course. These challenges were consistent with the results of these studies (Fidalgo-Blanco et al. 2017; Harris et al. 2016) in which the quality of the videos, the poor use of videos by students, and the preparation of flipped lessons significantly negatively impacted both homework performance and participation in hybrid-flipped learning.

Challenges from responses to data collection tools: "excitement and anxiety, the difficulty in preparation, network connection and technical and technological problems, confusion at the beginning and fear of making mistakes." Contrary to the studies of Kim et al. (2014) and Hojnacki (2018), there was a difference in the achievement results in flipped learning.

Our challenge is to engage behaviorally, emotionally, intellectually, and actively, especially in our online classes. Students' engagement in online flipped EFL learning is a factor to consider when evaluating students' learning processes, and the level of engagement is a good indicator of how effective online learning is.

5.3.4 Discussion of the third sub-research question: How do 6th grade students engage in fully online EFL class?

The current study showed that students could engage with a fully online flipped learning approach by providing a well-organized online flipped EFL course. Similar results have been found in studies reviewed in the literature (e.g., Reeve, 2013), which showed that student engagement is significant for academic success and learning.

The flipped classroom increased student engagement and attendance in this action research study. Consistent with the results of this study, Kostka and Marshall (2017) and Bormann (2014) found that flipped learning can provide a more engaging environment for students by investigating the impact of flipped classroom model on student engagement and achievement. This study also reported that online flipped classrooms provided an engaging learning environment and made online learning more interesting, dynamic, and collaborative. These findings are similar to the studies of Finger (2020), Marshall and Kostka (2020), and Sari (2020).

The findings showed that technologies used in online flipped EFL classroom learning studies are associated with engagement in the current study. This finding was consistent with a systematic review by Bond (2020), who identified 107 publications on technology and cases of general behavioural, affective, and cognitive engagement in flipped learning research in K-12. Also, these are parallel with the study of Honeycutt (2017), who summarized that as technology changed, flipping methods could improve learning whether you were teaching a fully online course or a blended or hybrid course, and Marshall and Buitrago (2017) who arranged a new system for online linguistics lecturers to flip to organize a problem-solving environment.

Another finding from the current study was that students were actively involved in the subject, received rapid feedback on their learning, and shared their ideas in this online flipped EFL class. In line with the study by Honeycutt (2016), students engage in activities, apply concepts, and concentrate on higher-level learning outcomes by flipping the course design.

Furthermore, the students' roles might impact their engagement in this online EFL flipped learning process. As discussed in several previous studies (e.g., Cheng et al., 2020; Chen Hsieh et al., 2017; Hu & Li, 2017; Lee and Wallace, 2018; Malan, 2020; Zhao et al., 2020; Zheng et al., 2020), it was demonstrated that the use of creative tactics or technology could improve the effectiveness of flipped learning to engage the students.

The current study showed that online flipped classes increased students' behavioral, agentic, emotional, and cognitive engagement. These were in line with some studies (Honeycutt & Garrett, 2014; Honeycutt, 2016, 2017; Hu & Li, 2017) that emphasized that flipped classroom was beneficial for active learning. The aim is to engage students in tasks that require more critical thinking. It is more than just watching lecture videos or participating in icebreaker activities.

5.4   Conclusions

This study investigated how 6th grade students engage with a fully online flipped EFL class, and the four student engagement dimensions were explored. First, the findings of the action study indicated that four characteristics of 6th-grade students' behavioral, cognitive, emotional, and agentic engagement increased through the online flipped model in EFL teaching. This action research showed that the online flipped model enabled students to prepare before the online course and to be aware of commitments and

responsibilities. Also, students were actively involved in the online flipped EFL class, communicating with each other, consciously learning, participating in activities, and gaining self-management and self-control. The online flipped classroom model can significantly impact the EFL teaching and learning process. This study result contributed to solving the problem of students' disengagement in the online flipped EFL class. This action research study proved that the four measures of student engagement have a strong positive relationship with the online flipped course. This revolutionized traditional teaching by encouraging and demanding digital literacy and critical thinking. Also, these are essential for twenty-first-century learning.

Second, students' feedback, teacher's journal, lesson evaluation board, and interview responses from interviews, reports of quizzes, and online games showed that most students were satisfied and had positive feelings, opinions, and enthusiasm about the online flipped EFL course. Also, observation checklists revealed high academic performance during the online flipped EFL class. Furthermore, the online flipped EFL course activities result showed that most students were satisfied with the online flipped activities such as brainstorming, online quiz, and games every week with different Web 2.0 tools and discussions on Padlet. Students emphasized how functional these activities were and how they helped them to engage more than before. Online quizzes and games were more enjoyable and effective than just listening to the teacher. It is understood from these results that it can be supported with Web 2.0 tools, especially in online flipped EFL courses. The Web 2.0 tools significantly increased engagement in the online EFL flipped class. Online flipped EFL learning allowed students not to be silent online and to use their mobile telephones, laptops, or computers they are connected to for teaching purposes. As a result, this paper contributes to the design and implementation of action research to investigate the impact of the online flipped learning approach on student engagement in EFL classes. The use of the online flipped classroom method improved EFL learning. Moreover, this action research showed that online flipped learning developed students' self-paced learning, concentration, technology, and timing skills. Also, student-student and student-teacher communication improved even in the online flipped EFL course.

This action study showed that online flipped learning could be an alternative approach for students' behavioral, agentic, emotional, and cognitive engagement in emergency online EFL classes, especially during epidemic diseases like Covid-19 and disasters like the province Kahramanmaraş earthquake.

5.5   Limitations

This action research study has several limitations. First, this study investigated a limited number (14) of 6th grade students' engagement in online flipped EFL classes. The effectiveness and application of this online flipped learning model at different levels and with more participants can be investigated. As a researcher, I, an English language teacher, conducted the current study as action research to analyze how an online flipped EFL class affected students' engagement. Finally, an external researcher can be invited into the study to provide a distinctive viewpoint and critical insights for further development.

Although students responded positively to the online flipped model during the five weeks of implementation, confirming these findings with a more extended, in-depth research study is necessary. The current action research relies primarily on qualitative data sources for pre-experimental study and post-data collection. Researchers may also need supporting quantitative data or a mixed-method design for the recent research to focus on the effectiveness of the online flipped EFL learning outcomes.

5.6   Implications

This current action research study focused on reducing students' engagement problems in online English classes using the flipped learning method. This method helped me change my teaching style in online EFL classses as an EFL teacher. This action study provided an alternative teaching method to increase students' multidimensional engagement in online EFL classes. According to this action study, online flipped learning may be a practical and alternative strategy for redesigning EFL courses to promote students' engagement and active learning in the twenty-first century at the secondary level. Students will be self-controlled by having responsibility for their education. Teachers may be experienced in using technological tools and knowledgeable about Web 2.0 tools in the case of fully remote learning. It will also be possible to digitize teachers' teaching environments to improve the online flipped learning experience and introduce online materials to students, especially in light of unforeseen events such as the COVID-19 pandemic and the province of Kahramanmaraş earthquake. Thus, teachers and students need digital literacy. Teachers can conduct action research in their environment and collaborate with their peers on professional platforms. In addition, researchers can gain confidence to apply and adopt various potential actions to promote student engagement

in the future. This study will contribute to future research by discussing the value of student engagement in an online flipped EFL curriculum. This strategy can provide opportunities for teachers to engage appropriately in an online learning environment and for students to succeed in their online studies. Therefore, careful preparation is needed before implementing online flipped learning.

5.7   Recommendations for Further Studies

The findings of the current action research provide several recommendations for future work for academics, EFL teachers, and policymakers in general. These are:

For EFL teachers:

- Although students usually love applications, quizzes, and videos, the procedure of online flipped courses is exceptionally challenging.

- Before the online flipped course, videos, implementations, materials, and questions should be meticulously planned and well organized.

- The student's academic level is essential to the choice of multimedia resources. In addition, they should be engaging and hold the students' attention.

- The online quizzes and games provided before the online flipped course should be adequately adaptable, and all students must actively participate.

- Before applying online flipped EFL classrooms, teachers should learn more about this strategy.

- Using technology is a requirement of the online flipped classroom approach. Therefore, instructors must ensure that students and themselves can access the required technologies.

- Flipping online EFL classes may increase teachers' workload; therefore, before engaging in extensive preparation of their courses, teachers should consider how to maximize the benefits of flipped EFL classrooms and minimize the need for additional time and effort.

For academics:

- Further investigation showed the challenges and advantages of the flipped EFL class approach. Additionally, in the studies reviewed on the effectiveness of the

flipped classroom method, the findings mostly indicated the benefits of the flipped classroom method.

- Different research methodologies can be used to explore students' and teachers' opinions about online flipped activities from various angles.

- Studying the impact of the online flipped course on other courses is possible.

- More research should be done on using online flipped EFL classrooms with K-12 students.

For policymakers:

- The study recommends incorporating an online flipping approach in teacher training programs as an alternative teaching method that increases student engagement in EFL and perhaps other courses.

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APPENDICES

Appendix A. Yarı – Yapılandırılmış Görüşme Soruları

Bu görüşme sizin dönem içinde çevrimiçi İngilizce dersine katılımınızda ters-yüz sınıf modelinin ne kadar etkili olduğunun anlaşılması için tasarlanmıştır. Görüşme boyunca bana söyleyeceğiniz her şey gizli kalacaktır. Araştırmacı dışında kimsenin bu verileri görmesi mümkün değildir. Doğru ya da yanlış cevabın olmadığını size hatırlatmak isterim. Lütfen, çalışma için önemli olan fikirlerinizi açık ve içten bir şekilde belirtiniz. Yardımlarınız için çok teşekkürler.

<div align="right">Hilal ŞAHİN/English Language Teacher</div>

1. Çevrimiçi ters-yüz edilmiş İngilizce derslerinden önce nasıl hazırlandın ve videoları izlemeyi ve diğer görevleri (etkinlikler, ders notları) tamamlamayı nasıl başardınız?
2. Çevrimiçi ters-yüz edilmiş İngilizce derslerinde zorlandınız mı? Bu zorluklar nelerdir ve derse katılmama isteği yaşadınız mı?
3. Çevrimiçi ters-yüz edilmiş İngilizce derslerinde nasıl hissediyordunuz? Hangi duygu ağırlıklıydı: ilgili, istekli, meraklı, heyecanlı, kafası karışık, kendimden geçmiş ve sadece çalışıyormuşum gibi yapıyorum?
4. Çevrimiçi ters-yüz edilmiş İngilizce ders sırasındaki etkinlikler ve yaptıkların hakkında ne düşünüyorsun? Etkilerini, niteliklerini nasıl değerlendiriyorsun?
5. Çevrimiçi ters-yüz edilmiş İngilizce dersi sende ve çalışma alışkanlıklarında nasıl bir değişiklik oldu?
6. Çevrimiçi ters-yüz edilmiş İngilizce ders sonrasında duygularını, düşüncelerini (olumlu-olumsuz) tarif edebilir misin?
7. Başka herhangi bir şey eklemek ister misin?

Appendix B. Semi-Structured Interview Questions

This interview is designed to understand how useful the online flipped classroom model is for your participation in English lessons during the semester. What you tell me during the interview will be confidential. No one can see data other than the researcher. I want to remind you that no "right" or "wrong" answers exist. Please state clearly and honestly your ideas that are important to the study. Thank you very much for your help.

Hilal ŞAHİN/English Language Teacher

1. Can you clearly and in detail state your general (positive-negative) thoughts about online flipped English lessons?

2. Have you had any trouble with flipped online English lessons? What are these challenges, and Have you experienced the desire not to attend the class?

3. Did you feel happy with your online flipped English lessons? Did you have your desire to participate in the online flipped English lessons class at all times?

4. In which processes of the flipped online English lessons did you feel more willing to participate?

5. What do you think of the flipped online English course videos? Did it make it easier for you to learn? Have you been able to watch it till the end?

6. What do you think of the activities during the online flipped English lesson? Did it increase the desire to participate in the class? Why do you think so?

7. Could you complete the tasks during the online flipped English course? In which activities did you feel most eager to attend the class?

8. Can you describe your feelings, and thoughts (positive-negative) about the flipped online English course?

9. Do you want to add anything else?

Appendix C. A form of weekly observation checklist

Names of students	Behavioral Engagement				Agentic Engagement			
	Watched video	Participated in quiz	Participated in discussions	Participated in online games	Completed worksheet	Engaged in online class activities	Participated in brainstorming	Expressed opinions about the tasks

Appendix D: Consents Form

VELİ ONAY FORMU

ORDU
ÜNİVERSİTESİ

Sevgili Anne/Baba,

Bu katıldığınız çalışma bilimsel bir araştırma olup, araştırmanın adı **'An action research on the 6th grade students' engagements in a flipped online ELT course'**'dir. Bu çalışma, İngiliz Dili ve Edebiyatı Bölümü öğretim elemanlarından Dr. Turgay HAN ve Yüksek Lisans öğrencisi Hilal ŞAHİN tarafından yürütülen bir çalışmadır. Bu çalışmanın amacı öğrencilerin uzaktan eğitimde yabancı dil derslerine çevrimiçi ters-yüz edilmiş öğrenme yaklaşımı ile katılımlarını sağlamaktır. Bu çalışmaya eğer çocuğunuz katılırsa çocuğunuzdan çalışma için beş hafta kadar zaman ayırması istenecektir. Bu çalışmada çocuğunuzdan çevrimiçi derslere katılması ve gereken uygulamaları yapması beklenmektedir. Çocuğunuzun çalışmaya katılımının onun psikolojik gelişimine hiçbir olumsuz etkisi olmayacağından emin olabilirsiniz. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden izin istenildiği gibi çalışma öncesinde çocuğunuzun da sözel olarak rızası alınacaktır. Çalışma sırasında yapılan uygulamalarda ve sonrasında çocuğunuzla görüşme yapmayı isteyeceğiz ve cevaplarını/davranışlarını not ederek (ses kaydı, görüntü kaydı, not ederek, yazılı) biçiminde toplayacağız. Sizden çocuğunuzun katılımcı olmasıyla ilgili izin istediğimiz gibi, çalışmaya başlamadan çocuğunuzdan da sözlü olarak katılımıyla ilgili rızası mutlaka alınacaktır. Çocuğunuzdan alacağımız cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla (yayın, konferans sunumu, vb.) kullanılacak, çocuğunuzun ya da sizin isminiz ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır. Bu formu imzaladıktan sonra da çocuğunuz katılımcılıktan ayrılma hakkına sahip olacaktır.

Çalışma hakkında daha fazla bilgi almak ve sorularınız için Hilal ŞAHİN, 507 206 077

sahinhilal11@gmail.com ile iletişim kurabilirsiniz.

Çocuğunuzun bu çalışmaya katılımı ile ilgili lütfen aşağıdaki seçeneklerden size uygun olanını imzalayıp çocuğunuzla birlikte okula gönderiniz.

Bu çalışmaya çocuğum...............'un gönüllü olarak katılmasını <u>*kabul ediyorum.*</u>

| Anne/Baba Ad Soyad	Tarih	İmza
....	..../..../2021	

Appendix E: Permissions for adapted semi-structured interview questions

Ölçme aracı ➤ DOC.

A **Altay EREN** 10:40
Alıcılar: ben ⌄

Sayın Şahin, ölçme aracı mesaj ekinde yer almaktadır. Ölçme aracındaki maddelerin hangi faktörlerle ilişkili olduğunu Reeve ve Tseng'in (2011) makalesinden hareketle bulabilirsiniz. Ölçme aracının yönergesini, planladığınız çalışmanın örneklemine uyarlayarak kullanmanızı öneririm. Çalışmanızda kolaylıklar dilerim.

Prof. Dr. Altay Eren,

W FASEQ.doc
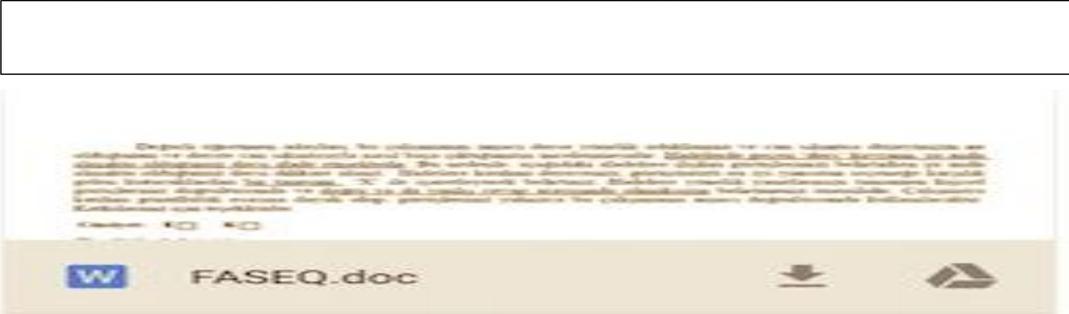
H **Hilal şahin** 10:47
Alıcılar: Altay ⌄

Cok teşekkürler hocam.İyi günler.

Sayın Mustafa hocam merhaba, Türkçeye uyarladığınız derse katılım anketinden, yüksek lisans tezimin görüşme soruları için faydalanmak istiyorum.Anketi izninizle kullanabilir miyim? İyi günler, teşekkürler.

13 Nis 11:29

merhaa Hilal envanteri kullanabilirsin. kolaylıklae

124

Appendix F: Ethics Committee Approval Form

T.C.
ORDU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

OTURUM TARİHİ	OTURUM SAYISI	KARAR SAYISI
24/03/2021	03	2021-51

KARAR NO: 2021-51

Doç. Dr. Turgay HAN'ın "An Action Research On The 6th Grade Students' Engagements İn a Flipped Online ELT Course" başlıklı çalışması etik yönden incelendi.

Doç. Dr. Turgay HAN'ın "An Action Research On The 6th Grade Students' Engagements İn a Flipped Online ELT Course" başlıklı çalışmasının etik yönden uygun olduğuna, toplantıya katılanların oy birliğiyle karar verildi.

ASLI GİBİDİR

Doç. Dr. Hasan Hüseyin MUTLU
Başkan

Appendix G: Research Permission Approval Form

Sayı   : E-18802389-44-24457323   20.04.2021
Konu   :Araştırma İzni (Hilal ŞAHİN)

VALİLİK MAKAMINA

İlgi   :a)Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 1563890 sayılı yazısı (Genelge 2020/2)
          b)Ordu Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğünün 07.04.2021 tarihli ve 587425 sayılı yazısı.

Ordu Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı Anabilim Dalı tezli yüksek lisans programı öğrencisi Hilal ŞAHİN"in "An action research on the 6 th grade students' engagements in a flipped online ELT course" konulu bilimsel çalışmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi (b) yazı ve ekleri, Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından ilgi (a) genelge hükümleri doğrultusunda incelenmiş olup, uygulanmasında sakınca görülmemiştir.

Söz konusu anket çalışmasının, yüz yüze eğitim öğretime ara verilmesi göz önüne alınarak örgün eğitimin tam olarak başlaması ile birlikte Ordu Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı Anabilim Dalı tezli yüksek lisans programı öğrencisi Hilal ŞAHİN tarafından, eğitim öğretim faaliyetlerini aksatmamak, uygulamalarda olur ekinde yer alan imzalı ve mühürlü formun kullanılması, öğrencilere ait çalışmaların veli izni doğrultusunda ve elde edilen verilerin herhangi bir haber, resmi özel web sayfaları, yerel ve ulusal basında paylaşılmaması kaydıyla, ilimiz genelindeki resmi ortaokul 6.sınıf öğrencilerine 2020-2021 eğitim ve öğretim yılı içerisinde online olarak okul ve kurum müdürlüğünün sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde Olur 'larınıza arz ederim.

Musa GÖZÜDİK
Şube Müdürü

Uygun görüşle arz ederim.

Fahri ZAİMOĞLU
Müdür a.
İl Millî Eğitim Müdür Yardımcısı

OLUR
Mehmet Fatih VARGELOĞLU
Vali a.
İl Millî Eğitim Müdürü

Ek :Komisyon kontrol tutanağı ve anket formu (7 sayfa)

Appendix H: Permission for Figure 2.1

Permission

Kime: ▭

Hi!Mr.Jang. I cannot contact with Mr.Reeve, I am MA student in Turkey. I studied four engagements on his engagement handbook.Can I use your figure "Fig. 7.1 Four interrelated aspects of students" engagement during a learning activity" for my thesis study? Thank you.Yours sincerely.

Gönderilen - Google Posta Kutusunda Bulunanlar

hilal sahin   Evvelsi gün 19:43

İlet: Permission

Kime: ▭

--------- Forwarded message ---------
Gönderen: **Hilal şahin** <▭

hilal sahin adlı kişiye ait metnin Daha Fazlasını Gör

Hye-Ryen Jang   ⚑   07:14

Ynt: Permission

Kime: hilal sahin

Dear Hilal şahin,

Thanks for your interest in our research.
You may use the figure in the book by JM.

He is on an international trip now. I will communicate with him about his issue.
I bet he would be happy with this.

Appendix I: Flipped Online EFL Course Plan of the First Week

First Week	Flipped Online English course plan for 6th grade
Topic	Occupations
Objectives and academic goals	➢ Talking about occupations ➢ Asking personal questions

Pre-online class

➢ Watching the video and taking notes
➢ Studying worksheets and notes about the topic and doing vocabulary exercises

In online- class

First Lesson 30`

➢ Talking about the video and Brainstorming on Mentimeter
➢ Online quiz via Kahoot for application and checking to understand

Second Lesson 30`

➢ Online games in groups via jeopardy labs to actively engaged in the content
➢ Discussion on Padlet

    After the class:

➢ A reflection report about today's online flipped class

Instructions for students

Dear friends, we will be starting our new unit this week. In this unit, you will get information about occupations and ask for personal information. Before coming to the live class, you are expected to watch the video I sent the link on EBA and do the worksheets and vocabulary activities. Taking note of the places you find interesting and want to meet with us will strengthen your research direction and prepare you to attend the class. (https://tr.padlet.com/sahinhilal11/m8olzchsd91zqk28)

Materials

- Mentimeter
- Kahoot
- Jeopardylabs
- Padlet
- GoSoapbox

Appendix J: Flipped Online EFL Course Plan of the Second Week

Second Week	Flipped Online English course plan for 6th grade
Topic	Holidays
Objectives and academic goals	➢ Talking about past events ➢ Making simple inquiries

Pre-online class
➢ Watching the video and taking notes ➢ Studying worksheets and notes about the topic and doing vocabulary exercises

In online- class
First Lesson 30`
➢ Talking about the video and Brainstorming on Answergarden ➢ Online quiz via Gimkit for application and checking to understand
Second Lesson 30`
➢ Online games in groups via Educaplay ➢ Discussion on padlet   After the class: ➢ A mini survey about today's online flipped class on the GoSoap box

Instructions for students
Hello friends, in our second week, we will begin our new unit, Holiday. In this unit, you can discuss the past tense and make simple inquiries. You will first watch the video about this unit, which I sent to EBA to our online flipped EFL course group. Then, you are expected to do the worksheet and vocabulary exercises related to the unit before coming to the class. Taking note of the places you find interesting and want to meet with us will strengthen your research direction and prepare you to attend the class (**https://tr.padlet.com/sahinhilal11/ry0au5x9glx99dll**).

Materials
• Gimkit • Answergarden • Educaplay • Padlet • GoSoapbox

Appendix K: Flipped Online EFL Course Plan of the Third Week

Third Week	Flipped Online English course plan for 6th grade
Topic	Bookworms
Objectives and academic goals	➢ Talking about locations of things and people ➢ Talking about past events

Pre-online class
➢ Watching the video and taking notes about the topic ➢ Studying worksheets and doing vocabulary exercises
In online- class
First Lesson 30`
➢ Talking about the video and Brainstorming on scrumir.io ➢ Online quiz via Wordwall for application and checking to understand
Second Lesson 30`
➢ Online games in groups via Blooket ➢ Discussion on padlet After the class: ➢ A reflection report about today's online flipped class
Instructions for students
Dear students, we will begin our new unit, Bookworm, in our third week. In this unit, you can talk about the past events and locations of things and people. You will first watch the video about this unit, which I sent to EBA to our online flipped EFL course group. You are expected to do the worksheet and vocabulary exercises related to the unit before coming to the class. Taking note of the places you find interesting and want to meet with us will strengthen your research direction and prepare you to attend the class. **https://tr.padlet.com/sahinhilal11/ry0au5x9glx99dll**
Materials
• Wordwall • Scrumir.io • Blooket • Padlet

Appendix L: Flipped Online EFL Course Plan of the Fourth Week

Fourth Week	Flipped Online English course plan for 6th grade
Topic	Saving the Planet
Objectives and academic goals	➢ Giving and responding to simple suggestions
Pre-online class	
➢ Watching the video and taking notes ➢ Studying worksheets and notes about the topic and doing vocabulary exercises	
In online- class	
First Lesson 30`	
➢ Talking about the video and Brainstorming on Meetingwords ➢ Online quiz via LearningApps for application and checking to understand	
Second Lesson 30`	
➢ Online games in groups via Quizlet ➢ Discussion on Padlet After the class: ➢ A reflection report about today's online flipped class	
Instructions for students	
Hello, students; we will begin our new unit, Saving the Planet, in our fourth week. In this unit, you can give and respond to simple suggestions. You will first watch the video about this unit, which I sent to EBA to online flipped EFL course group. You are expected to do the worksheet and vocabulary exercises related to the unit before coming to the class. Taking note of the places you find interesting and want to meet with us will strengthen your research direction and prepare you to attend the class. **https://tr.padlet.com/sahinhilal11/ry0au5x9glx99dll**	
Materials	
 • Meetingwords • LearningApps • Quizlet • Padlet	

Appendix M: Flipped Online EFL Course Plan of the Fifth Week

Fifth Week	Flipped Online English course plan for 6th grade
Topic	Democracy
Objectives and academic goals	➢ Talking about the stages of a procedure ➢ Making simple inquiries ➢ Talking about past events
Pre-online class	
➢ Watching the video and taking notes ➢ Studying worksheets and notes about the topic and doing vocabulary exercises	
In online- class	
First Lesson 30`	
➢ Talking about the video and Brainstorming on Tricider ➢ Online quiz via Quizizz for application and checking to understand	
Second Lesson 30`	
➢ Online games in groups via Cram ➢ Lesson evaluation on Padlet After the class: ➢ A reflection report about today's online flipped class	
Instructions for students	
Hello, students; we will begin our new unit, Democracy, in our fifth week. In this unit, you can talk about the stages of a procedure and past events and make simple inquiries. You will first watch the video about this unit, which I sent to EBA to the online flipped EFL course group. You are expected to do the worksheet and vocabulary exercises related to the unit before coming to the class. Taking note of the place you find interesting and want to meet with us will strengthen your research direction and prepare you to attend the class. **https://tr.padlet.com/sahinhilal11/ry0au5x9glx99dll**	
Materials	
• Quiziz • Tricider • Cram • Padlet	

CURRICULUM VITAE

Adı Soyadı	Hilal ŞAHİN
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Akademik Çalışmalar	1. Şahin, H., & Han, T. (2020). EFL teachers' attitude towards 21-st century skills: A mixed-methods study. *The Reading Matrix: An International Online Journal*, *20*(2), 167-180.