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# INTERNATIONAL JOURNAL OF GLOBAL EDUCATION

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## **Message from the Editor**

I am very pleased to publish first issue in 2023. As an editor of International Journal of Global Education (IJGE), this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Journal of Global Education (IJGE), For any suggestions and comments on IJGE, please do not hesitate to send mail.

**Prof.Dr. Ahmet PEHLIVAN**  
**Editor in Chief**

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## SOCIAL MEDIA USAGE AND SPELLING ERRORS AMONG SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA

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### Abstract

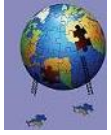
This study investigated the influence of social media platforms as predictor of spelling errors among selected senior secondary school students in Ibadan. Multi stage sampling technique was used to select 153 senior secondary school students from four local government areas in Ibadan. Two research questions were raised and answered in the study. Two research instruments were used collection of data namely: Achievement test on spelling (ATS) and questionnaire on social media usage (QSMU). The two instruments were subjected to reliability test using Cronbach Alpha and co-efficient values of 0.82 and 0.81 respectively were obtained. Data collected were analysed using descriptive and inferential statistics. The findings revealed that the level of usage of the social media is low which implies that the significant number of students do not use social media network for writing. The findings also established a significant correlation between social media usage and spelling errors among students. It was therefore recommended that language teachers should focus more attention on teaching spelling in isolation in the course of teaching vocabularies. In addition, language teachers should device more appropriate language teaching approach to teaching vocabulary items in language teaching class so as to alleviate spelling errors.

**Keywords:** language, social media, spelling error, secondary school students.

### INTRODUCTION

The use of social media platforms has revolutionized communication system across the world judging by the rate at which people exchange information among their associates and friends. Using communication networks such as Facebook, Twitter Instagram, Blogs and You Tube is not restricted to age, professional affiliate, educational attainment and technological knowledge. This phenomenon has practically reduced the world into a global village where communication gap has been bridged through the instrumentality of information and communication technology and social media platforms. Boyd and Ellison (2007) affirm that media platform gives ample opportunity to individuals to establish a link and relationship with users that belong to the same professional or academic discipline or share the same characteristics, view and experience among members of the same community on the web. Social media platforms enable users to exchange ideas, opinions, and views and also make new friends and consolidate on building old friendship and relationship.

The rate at which information is exchanged on the web among users of social media networking sites is quite unquantifiable and immeasurable and this information ranges from gossips, debates, views and analysis. Researchers have acknowledged the impact of social media platforms on the writing skill of students most especially their ability to spell words correctly in formal writing and public examinations. Contrary to the submission of people about the negative effect of social media platforms, Ito (2009) claimed that teens use social media technologies for positive and productive activities that involve active participation in activities on-line. Ahn (2011) affirmed that using social media networks help the youth to acquire knowledge in a particular domain or field of study and as well practice the skills and knowledge acquired. Otuteye (2005) acknowledged the quantity of writing that college students produced through the use of social media. Kirshchner and Kapinski (2010) concluded that the use of Facebook correlates with the performance of students in their



academics. In furtherance to this submission, it was affirmed that users of Facebook spend longer hours working on Facebook which eventually lead to poor academic output compared to those who do not use Facebook constantly. Junco (2012) on the other hand submitted that using Facebook does not have any effect on the academic achievement of learners. However, learners are always involved in abbreviating words while writing public examinations. Constant use of Facebook and resultant effects of abbreviating words has affected tremendously the spelling ability of students because students spell words in accordance with the way they perceive them which is at variance with the dictionary spelling of the words.

Facebook and Twitter enable students to share information, learn about their colleagues in the class and teachers and fosters interaction and deliberation on contentious and contemporary issues (Grosbeck, 2008) and this view was also corroborated by (Muñoz, 2009). Thuraijaj and Roy (2012) submitted that that Facebook and Twitter engenders positive improvement in the learning of languages in general. Craig (2003) and David (2008) opined sending and receiving text messages through the instrumentality of social media promotes literacy in language among students because it makes possible for them use languages in productive ends. Craig (2003) further revealed that sending text messages endangers students' acquisition of literacy in language learning because it creates undesirable reading and writing habits because students often use abbreviations and unusual slangs, thereby limiting students' ability to use languages for formal literacy forum. Sending Text messages is injurious to students' language proficiency since students confound informal language use with the standard language they learn at school. (Mphahlele and Mashamaite, (2005) stated that students displayed various errors in the use of language which vary from incorrect spelling to wrong grammatical structures. Spelling and grammatical errors are also visible in classroom exercises, examination scripts and research reports in the school system as reported by (Dansieh, 2008). Drouin (2011) affirmed that sending text messages has positive influence on the attainment of literacy skills among learners.

In the light of various research findings on the relationship between social media and spelling errors among second and foreign language learners, this study therefore investigates social media usage among students as predictor of spelling errors in selected schools in Oyo State.

### **Statement of the Problem**

There is a consensus of opinion among stakeholders in the field of language education that the students are generally deficient in spelling as observed in their essay writing or public examinations. The problem of spelling error has affected the performance of students mostly in public examinations where students are required to express themselves in written form. Several efforts have been made by researchers to investigate various strategies or methods that could be used to remediate the problem of spelling errors among students but the problem still persist. Researchers have suggested looking into social media usage among students and the influence on their spelling ability among the young adults. This study therefore investigates social media usage among students as predictor of spelling errors in selected schools in Oyo State.

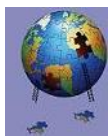
### **Research questions**

1. What is the level of students' usage of social media?
2. What is the relationship between social media usage and students spelling errors?

### **Significance of the study**

The findings from this study will be of immense benefit to stakeholders in the field of education in terms of sensitizing them on the variables responsible for the low performance of students in public examination which might not be unconnected with the problem of spelling errors emanating from constant use of social media platform as media of communication among young adults. The study will further help the language instructors in school to device effective method and strategies in the





teaching of lexical items and vocabularies and most importantly spelling with a view to inculcating language competence in the learners. The curriculum planners and policy makers will avail themselves of the opportunities to formulate educational policies and design viable language curriculum that will emphasize the teaching and learning of spelling among secondary school students.

### Design

The study is a correlational study where there was no manipulation of the variables because they are presumed to have existed prior to the research. All students at the upper echelon of the secondary schools in Oyo state constitute the population of the study. Four schools from four municipal areas were sampled and used for the study.

Two instruments were used in the collection of data in this study. They are Achievement test on Spelling (ATS). The achievement test was a self- designed instrument which contains thirty multiple choice questions designed to test the knowledge of students in spelling. The second instrument, Questionnaire on Social Media Usage (QSMU) which was adapted from online based questionnaire. Certain modifications were made on the items in order to ensure that the items conform to the purpose and intent of the study. The two instruments were subjected to face and content validity. Expert in the field of Educational technology validated the questionnaire on the use of social media platforms (QSMT) to ensure clarity, coverage and unambiguity etc. Achievement test on spelling (ATS) was validated by experts in the field of language and language education and instrument was considered valid for the study. The two instruments were subjected to reliability test using Cronbach Alfa and co-efficient values of 0.82 and 0.81 respectively were ascertained which made instruments valid for the study.

## RESULTS

The results and discussion will be presented in the following order: demographic characteristics of the respondents, answers to research questions, and discussion of findings.

### 1.1 Analysis of Socio-demographic characteristic of respondents

**Table 1: Table showing the gender distribution of participants**

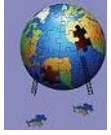
Gender	Number	%
Male participants	69	45.1
Female participants	84	54.9
<b>Total of participants</b>	<b>153</b>	<b>100%</b>

Table 1 revealed that 84 respondents representing 54.9% of the respondents were female, 69 of them or 45.1% of the respondents were male. However, it implied that majority of the respondents were female.

**Table 2: Table showing age distribution of participants**

Age distribution	Number	%
12 to 13yrs	13	8.5
14 to 15yrs	46	30.1
16 to 17yrs	58	37.9
18yrs and above	36	23.5
Total	153	100.0%

Table 2 revealed the frequency distribution according to age range of respondents. The result showed that respondents with age range of 16 to 17 years were 58 (37.9%,) while those with age range of 14 to 15 years were 46 (30.1%) of the total respondents, while those with age range of 18 years and



above were 36 (23.5%) of the total respondents, and those with age range of 12 to 13 years were 13 (8.5%) of the total respondents,. This showed that respondents with age range of 16 to 17 years have the highest percentage.

**Table 3: Do you have social media account**

Response	Frequency	%
Yes	81	52.9
No	72	47.1
<b>Total</b>	<b>153</b>	<b>100%</b>

Table 3 revealed that 81 respondents representing 52.9% of the respondents have social media account, 72 of them or 47.1% of the respondents did not. However, it implied that majority of the respondents have social media account.

**Table 4: If answer to above question is No give reason**

Response	Frequency	%
Do not know what a social network is	10	6.5
Not interested in joining social networking	42	27.5
Joined but did not enjoy it	9	5.9
It is against my culture	11	7.2
Not applicable	81	52.9
Total	210	100%

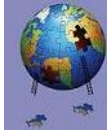
Table 4 revealed the frequency distribution according to reason for not having social media account. The result showed that 42 (27.5%,) of the respondents indicated not interested in joining social networking, 11 (7.2%) of the total respondents indicated it was against their culture, while 10 (6.5%) of the total respondents have no knowledge of social network. 9 (5.9%) of the total respondents joined but did not enjoy it and majority 81 (52.9%) of the total respondents have account. This showed that larger percentage of the respondents have account.

## 4.2 Answer to research questions

**Research Question One:** What is the level of students' usage of social media?

**Table 5: the level of students' usage of social media**

S/N	Items	SA (%)	A(%)	D(%)	SD(%)	Mean
1.	Do you think the use of social networking has affected your writing skill	0(0.0)	54(35.3)	58(37.9)	41(26.8)	1.92
2.	Are you using social networking technology for learning in schools/colleges	60(39.2)	26(17.0)	58(37.9)	9(5.9)	2.10
3.	Do you often abbreviate words while using social media network	49(32.0)	39(25.5)	49(32.0)	16(10.5)	2.21
4.	Using social media has affected my spelling in formal writing	46(30.1)	45(29.4)	39(25.5)	23(15.0)	2.25
5	I always abbreviate words while sending text message to friends and associates	34(22.2)	82(53.6)	33(21.6)	4(2.6)	2.05
6	I find it difficult to spell words correctly because of constant use of social media network	35(22.0)	69(45.1)	33(21.6)	16(10.5)	2.20
7	I am always confused spelling correctly	46(30.1)	55(35.9)	41(26.8)	11(7.2)	2.11



	while writing examination					
8	Using social media platforms has no influence on my spelling errors	37(24.2)	79(51.6)	31(20.4)	6(3.9)	2.04
Weighted mean = 2.11						

Table 5 presents results on the level of students' usage of social media. A total of 88 respondents representing 56 % often abbreviate words while using social media platforms. A total of 59.5 % of respondents experienced difficulty in spelling correctly in formal writing through the use of social media. A number of 104 respondents representing 66% claimed that they find it difficult spelling correctly because of constant use of social media network while 75.8% of the respondents have not experienced difficulty in spelling correctly despite the fact that they use social media constantly.. In all, the weighted mean for the level of students usage of social media is 2.11 which is lesser than 2.50. This implies that the level of usage of social media among respondents is low.

**Two:** What relationship exists between social media usage and spelling error among students?

**Table 6: Pearson Product Moment Correlation showing the relationship between social media usage and students spelling error**

Variables	Mean	S.D	N	R	P	Remark
Social media usage	30.20	3.83	153	.251**	.002	Sig.
Students spelling error	16.39	5.10				

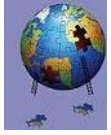
\*\* denote significant difference @0.05 level of significance

It is shown in the above table that the relationship between social media usage and spelling error among students is significant ( $r=.251$ ,  $N=153$ ,  $p < 0.05$ ).

## DISCUSSION

The study revealed that the level of usage of social network by the students is low. The result contradicts the submission of Otuteye (2005) who claimed that college students used media tools such as blog, email and other social media to produce a huge volume of writing. The implication of the low use of socio media network could be as result of low computer and internet literacy by the participants in this study. The hard economic indices that characterize majority of developing countries in the third world countries made it extremely difficult for the population of the youth to take good advantages of the existing social media networks which can bridge a gap between real life communication and communicating via the social media platforms. The commonest media platform available to the respondents are text messaging and Whatsapp which made it possible for them to abbreviate words in order to maximize the cost and space available to typeset the message.

The findings from this study revealed that social media usage has positive impact on spelling errors among the respondents. The findings supports the findings of Horton, Alloway and Dawson (2012) that states that using Facebook as social media site affects the students' ability to spell words correctly. Students displayed varied errors which include incorrect spelling of words and wrong grammatical structures (Mphahlele and Mashamaite, 2005). The negative effect of these spelling errors and wrongs grammatical structures could also be found in academic works of students which include class works and project writing. This implies that students cannot distinguish between writing in formal and informal setting. The use of abbreviation is not permissible in a formal writing such as writing report or examination. On the contrary however, Craig (2003) and David (2008) concluded that sending and reading text messages via the social media facilitates language literacy among students as it gives students more opportunities to be involved in language use. Exposure of students



to the use of graphical representation of sounds through texting message is more pronounced and this would increase their writing skills outside the formal classroom system that is sometimes tenses and monotonous. Paradoxically, Craig (2003) further revealed that sending and receiving text messages also hamper students' literacy in language because it encourages undesirable exposure to bad reading and writing habits because abbreviations and slangs are commonly used, thereby endangering students' ability to use language formally. The language teachers are expected to alleviate the incursion of the use of jargons and abbreviation that could inhibit the ability to acquire literacy in any language.

## Conclusion

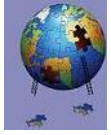
Social media networks as predictor of spelling error among some senior secondary school students in Ibadan was the focus of this study. The findings revealed that the level of usage of the social media is low which implies that the significant number of students do not use social media network for writing. The findings further revealed a significant relationship between social media usage and students spelling errors. The findings implies that majority of the students cannot spell words correctly due to constant use of social media networks. The level at which students abbreviate words while sending text messages to friends and associates and while on social media networks is highly monumental and this has affected them in formal writing. They are always confused arriving at the correct spelling of words in formal writing and this have adverse effect on their performance in public examinations.

## Recommendations

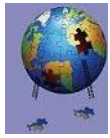
1. Language teachers should device appropriate measures and language teaching methodology to teach vocabulary items in isolation with special emphasis on correct spelling of words
2. Language teachers should not indulge the learners in the use of abbreviations both in speech and formal writing. The negative implication of the use of abbreviation on the general performance of students in public examinations should be adequately discussed with the students in the process of lesson delivery.
3. Language teachers should endeavor to enlighten the students on the difference between formal and informal writing. The relative features of both formal and informal modes of writing should be well articulated during teaching and learning process. Students' attention should be drawn to significant effect of spelling errors and over-dependence on computer for correct spelling on the general performance of students in public examinations.

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## ANALYSIS OF THE MURDER OF ROGER ACKROYD

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### Abstract

The plot of *The Murder of Roger Ackroyd* is built around a love triangle. Mrs. Ferrars who commits suicide in the beginning of the novel has had an affair with Roger Ackroyd, the richest person in King's Abbot. She poisons her alcoholic husband who she can no more stand and hopes thus to marry Roger Ackroyd, the richest person in King's Abbot. However, someone who is aware of this affair blackmails Mrs. Ferrars. Mrs. Ferrars, unable to resist guilty conscience and the pressure of the blackmail, commits suicide. It is Doctor James Shepard, the family doctor that blackmails her. At the same time with his intervention, the doctor functions just like Mrs. Ferrars and by killing Roger Ackroyd in the third corner of the triangle he condemns himself. The novel is the story of these condemnations. Yet, with a strange twist of fate, Roger Ackroyd and Mrs. Ferrars leave behind two healthy loves as they depart this life. All events in the work are shaped by the use of space, time, characters, diversions and solution. The novel takes place in a narrow space where everyone knows each other (in a mansion named Fernley Hall in King's Abbot). Space is narrow and defined within the limits of the village. The murderer makes a change in space and this change, by creating suspicion, helps in the discovery of truth. Time is very important in this work where events begin in media res. The story begins with "near past". "Past" comprises Mrs. Ferrars' death and the events related with Ackroyd. "Now" is the time dimension when the murder is solved and the murderer confesses. There are twenty-seven sections and fifteen characters. Three different incidents in the novel constitute the diversions, but the biggest diversion is that the murderer is the narrator. The discrepancy between appearance and reality complicates the plot and postpones the solution.

**Keywords:** Murder, characters, space, time, diversion, solution.

### INTRODUCTION

*The* first important novel of Agatha Christie is *The Murder of Roger Ackroyd*. This work which was published in 1926 resonated a lot, and the fact that the least suspected character is the murderer was criticized. For in this work Agatha Christie disobeys the rules of writing detective novels. Lubbock says "In a murder story there is one person who cannot be the murderer and that is the murderer himself or herself because if we are allowed to enter the mind of the murderer, ... the secret we have to find out by ourselves will be given away by the murderer" (Lubbock, 98) Yet, in time this work was defined as a detective novel classic, and it was listed in the literary works published by the British Cultural Committee.

Man lives in space. According to Merleau Ponty, "existence" is spacial. (Ponty, 293) According to Leibniz, space "is not any state of objects but a "series" of states that allow them to follow each other. (Leibniz, 678-679) Hence, in time this "series of events" reflect change. For this reason space has an important place in Agatha Christie's novels. While the murderer tries to do away the changes s/he makes in space, the detective works in the opposite direction and tries to restore the past and thus to understand what really happened.

This novel takes place in a narrow space where everyone knows each other (in a mansion named Fernley Hall in King's Abbot) It opens with a suicide and ends with a suicide. Mrs. Ferrars, who commits suicide in the beginning of the novel has had an affair with Roger Ackroyd, the richest person in King's Abbot. She poisons her alcoholic husband she can no more stand and hopes thus to be free to marry Roger Ackroyd. However, someone who is aware of this affair blackmails Mrs.





Ferars. Mrs. Ferars, unable to resist guilty conscience and the pressure of the blackmail, commits suicide. One day before the suicide she tells everything to Ackroyd except the name of the blackmailer. Roger Ackroyd invites his close friend, Dr. James Shepard, to talk about this subject. While the two friends are talking, the footman brings the letters of the day. One of the letters is the one Mrs. Ferars wrote before her suicide; on the first page of the letter she writes that she will disclose the name of the blackmailer. After Ackroyd reads the first page, he tells the doctor that he will read the rest later by himself and refuses to read the rest despite the doctors insistence.

At this point there are two sections, namely the section conveyed to the reader and the one kept

1. **The section kept from the reader:** The doctor, who is the blackmailer and who foreseeing what will happen to him has come all prepared, kills Ackroyd with the dagger he takes from the antique collection at 20:45. (Because he is the Ferars' family doctor he has easily understood that Mrs. Ferars poisoned her husband and makes a gain for a long while through blackmail.) After the doctor kills Ackroyd, he sets the dictaphone he took to repair and did not return until that day at 21:30. He places the dictaphone on the table, pulls the armchair in front of it and tells Parker, the footman, Ackroyd does not want to be disturbed. After he leaves the study, he goes to the summer house in the garden, wears the shoes of Ralph Paton, Ackroyd's stepson by his dead wife's first marriage, comes back through the window, locks the door from the inside, goes out the window, goes back to the summer house, wears his own shoes, and returns home. He leaves traces of his footsteps as he goes in and out.

2. **The section conveyed to the reader:** The doctor leaves Roger Ackroyd's study and tells Parker, the footman, Ackroyd does not wish to be disturbed and leaves through the garden gate at 21:00. (Within these ten minutes he does the things kept from the reader). At 21:20 he is at home. He receives a phone call while he is sitting with his sister, Caroline, at 22:15. On the phone is the footman who says Roger Ackroyd has been killed. The doctor tells his sister the message he received on the phone, and taking his briefcase he runs to the house of Ackroyd, but Parker says he has not made such a call. He thinks Ackroyd is busy in the study. When the doctor insists, he breaks in the study, and at 22:15 it is understood that Roger Ackroyd has really been murdered.

After this point, Flora Ackroyd, Roger Ackroyd's niece, appeals to Poirot, the famous detective, (According to Todorov, nothing bad happens to the detective. A rule of the genre gives them immunity. (Todorov, 1507) who has settled in the village of King's Abbot to spend his days of retirement peacefully and asks him to find the truth. Thus called to duty, Poirot investigates throughout the novel and uncovers the truth. This is the only murder to be solved in the novel. In other words, this is the main sequence of events.

"Space" is narrow and defined within the limits of the village. The fact that the house is in a garden and the presence of a summer house in the garden contribute directly to the discrepancy between appearance and reality and the "diversion" which makes the solution of the murder difficult. Similarly, that the study is on the ground floor and close to the stairs is important in the diversion and the solution. Space, in this novel, has to be taken into consideration both by the murderer and the detective. The success and the solution of the murder is directly linked to space. The murderer has made a change in space, this change attracted the attention of the experienced Parker footman, and he reports this change to Poirot. The doctor changes the place of the armchair in order to hide the dictaphone he has brought in his briefcase, puts it back in its place after he and Parker break the door and find Ackroyd dead. It is this change that makes Poirot suspicious and helps him in finding out the truth.

"Time" is also very important in this novel. In this work, where events begin in media res and are conveyed in an alternating order by going back to the beginning and moving toward the end, Roger Ackroyd has been killed for reasons that take place in "today"



As a result of the fact that the dictaphone rings at 21:30, forty-five minutes after Ackroyd dies, and that Geoffrey Raymond, the secretary and Major Hector Blunt who is the guest in the house both hear Ackroyd's voice on the dictaphone and think he is alive is the most important factor that absolves the doctor and delays the solution. What is more, that the murder was told the doctor over the telephone and this was verified by Caroline Shepherd, the doctor's sister, casts out the doubt regarding the doctor.

In this novel where solution depends on time, especially on the time of the murder., there are "two dimensions of time". The story begins with "near past" and develops with Poirot's taking matters into his hands. "Past" comprises Mrs. Farer's death and the events related with Ackroyd. "Now" is the time dimension when the murder is solved and the murderer confesses. Poirot's entering the picture complicates the situation for he is in a position to perceive the events in the past in the way they are told to him. For this reason, he is in a situation where he has to understand what happened in the "past" correctly and then bring forth a systematic explanation to all the events that happened in the "past" and reach the "present"

There are twenty-seven sections in the novel. They can be divided into two equal sections under the titles "what is told Poirot" (POIROT KNOWS 1-14) and "what Poirot detects" (POIROT FINDS 15-27). Right in the middle (in the fourteenth section) Poirot and the doctor who have collaborated till that point part ways. At this point, the "second book" begins. The doctor says "what is written here is the direct expression of what is told to Poirot. (30)

When the sequence of events that take place in the novel are listed within the past-now dimensions of time, there appears a symmetrical "pattern" as shown in the chart below.

## **POIROT KNOWS**

- 1 IPI Suicide (Mrs. Ferars)
- 2 IPI Narration of the past
- 3 IPI Narration of the past
- 4 !PI Narration of the past
- 5 INI Murder
- 6 IPI Disclosure of an event before the murder
- 7 INI A development after the murder (Flora wants Ralph to be exonerated)
- 8 INI goose feather found (clue)
- 9 INI Flora lies
- 10 INI Inquiry after the murder
- 11 INI Information is asked about Ursula
- 12 INI Speculation about the murder
- 13 INI Poirot establishes relationship between the goose feather and narcotic
- 14 INI Poirot and the doctor part ways
- 15 INI Poirot establishes relationship between the narcotic and Miss Russel

## **POIROT FINDS**

- 16 INI Speculation about the murder
- 17 INI Information asked about Mrs. Ferars
- 18 INI Investigation after the murder





- 19 INI Flora 'lie disclosed
- 20 INI The secret of the goose feather disclosed
- 21 INI A development after the murder
- 22 IPI an event Disclosure of an event prior to the murder
- 23 INI Solution of the murder
- 24 IPI Clarification of the past
- 25 IPI Clarification of the past
- 26 IPI Clarification of the past
- 27 INI Suicide (Doctor)

The plot of *The Murder of Roger Ackroyd* is built around a love triangle. Mrs. Ferrars who forms one corner of the triangle has tried to unite with Roger Ackroyd by killing her husband, but with the intervention of Doctor James Shepard kills herself. At the same time with his intervention, the doctor functions just like Mrs. Ferrars and by killing Roger Ackroyd in the third corner of the triangle he condemns himself. The novel is the story of these condemnations. Yet, with a strange twist of fate, Roger Ackroyd and Mrs. Ferrars leave behind two healthy loves as they depart this life. One of these is Ursula who appears to be a servant in the house and Ralph who is Ackroyd's stepson. The other one is the love between Ackroyd's niece and his old friend, Major Blunt. The first function of all the characters in the novel is to enlarge the story of Ackroyd's death to the size of a novel. A second and more important function is related with the murder, namely the performance of the murder, the effort to solve the murder, delaying the solution of the murder, and finally to enabling the solution of the murder. There are quite a number of characters in this novel which is full of many events. Even the number of characters directly related with murder reaches fifteen. The first one is the famous detective Hercule Poirot who is in the subject position in the novel. The solution of the murder sticks with him. Roger Ackroyd, the victim, is a close friend. He constitutes the subject of the novel by being killed.

The third character, Doctor James Shepard, is a close friend of Roger Ackroyd. His function is stated above. Another close friend of Roger Ackroyd, Hector Blunt, functions as a tool in the murder. The dagger is his present to Ackroyd. Thus, he contributes to the murder indirectly. Ralph Paton, the stepson of Ackroyd who lives in the same house with him, Mrs. Cecil Ackroyd, the niece Flora Ackroyd, Geoffrey Raymond the secretary Miss Russel the housekeeper, Parker the footman, Ursula Bourne the servant, Caroline Shepard the doctor's sister, Miss Ganett and Mrs. Foillot Ursula Bourne's elder sister all function as "proof" because they are the main characters of the three unrelated events and because they play a role in the clarification of these events. The fifteenth character in this group, Charles Kent, is a stranger in this city. His function in the novel, together with characters in the proof group, is both diversion and clarification of events.

Among the relationships formed by the characters in this novel are five "secret affairs" that attract attention. Of these, the first one is the Ackroyd-Ferrars relationship which forms the basis of the murder. Ackroyd's niece, Flora Ackroyd, and his stepson Ralph Paton each has a secret affair despite the fact that Ackroyd hopes they will marry each other. Flora Ackroyd is in love with Ackroyd's close friend Hector Blunt. Ralph, on the other hand, is married to Ursula Bourne who works as a maid in the house, and he keeps this secret for his relationship with his stepfather is not very good. His wife Ursula is the sister of Mrs. Foillot who has a respectable place in the village. Ursula who is from a family that has become poor has found this position with the letter of reference her sister secured for her. The housekeeper Miss Russell, has an illegitimate son who is a drug addict. All these secret relationships make the revelation of the truth Poirot is trying to reach extremely complicated and block the solution. Furthermore, they constitute the "subplot".



All these characters are brought together within the boundaries of the Ackroyd mansion and within the framework of kinship, love, business and friendship. The victim Ackroyd is associated with two of his close friends (Dr. Shepard and Hector Blunt) through the bond of friendship. However, both relationships are ironic. While Shepard kills Ackroyd, it is Blunt who supplies the tool .ie., the dagger.

The people living in Ackroyd's place have been brought together highly systematically. Ackroyd is living in his mansion with a total of nine people: three relatives, three servants and three friends. The fact that there are fifteen people in the novel and that twelve of them are witnesses brings to mind the jury of twelve in the British legal system, and the rest are the victim, the murderer and the detective who are essential in the functioning of the jury system.

While the murder of Roger Ackroyd constitutes the "subplot", there are three more events that develop simultaneously forming "sub-series" of events. In other words, there are three more incidents or events in the same place, on the same night, at the same time the murder is thought to be committed. These incidents are not related with each other or the murder. Yet, because they take place secretly and are kept secret, they appear as if they are related with the murder. Thus, they present a more complicated picture and make the solution more difficult. These three incidents are sequentially as follows:

### **THE FIST INCIDENT- Miss Russel-Charles Kent Meeting**

Miss Russel, the housekeeper, meets with her illegitimate son in the summer house in the garden at 21.10. She gives her cocaine-addicted son money. Her son drops the goose feather he uses to snort the cocaine on the floor. Later, this goose feather is thought to be related with the murder

### **THE SECOND INCIDENT- Ursula Bourne -Ralph Paton Meeting**

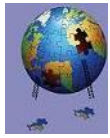
Ursula whom everybody thinks is the maid in the mansion is actually the wife of Roger Ackroyd's stepson, Ralph Paton, but nobody knows about this marriage. Having learned Ralph is going to get engaged with his step cousin, Ursula tells Ackroyd everything, and that night she meets with Ralph in the summer house at 21:30. A piece of her starched uniform gets torn. Later, this piece of cloth is thought to be related with the murder.

### **THE THIRD INCIDENT- Flora Ackroyd- Parker Meeting**

After the death of her father who is Ackroyd's little brother, Flora Ackroyd began to live in her uncle's house with her mother. She is hard up for money because her uncle does not give her regular allowance. That night she steals 40 Pound from the drawer in Ackroyd's room at 21:40, comes downstairs and sees Parker the footman just as she is passing by the study, and putting her hand on the door handle, she pretends to be leaving the study. She lies to Parker saying her uncle does not wish to be disturbed. Flora's lie verifies the statements of Hector Blunt and Raymond who have heard the long dead Ackroyd's voice over the dictaphone and completely absolves Doctor Shepard.

The novel characters who take place in the three independent incidents that constitute the "sub-series" of events mutually absolve and throw each other under the bus. While Flora-Parker meeting changes the hour of the murder, Flora-Ralph meeting changes the reason of the murder. The former changes the reason of the murder against Flora while the second changes it against Charles Kent giving the impression that the murder was committed for "money".

There are three important evidences concerning the murder. These are the telephone incident, Ackroyd's voice coming from the dictaphone, and the letter written to Ackroyd by Mrs. Ferars. The doctor asks a sailor who comes to his surgery on the morning of the murder and who will leave the country the next day to call him but not to talk on the phone. Thus, he acts as if he is talking with Parker, which makes him beyond suspicion. The function of the second evidence, the dictaphone, is to divert suspicion to someone else. Thanks to the voice coming from the dictaphone at 21:30, it will be believed that Roger Ackroyd was alive when the doctor is sitting at home with his sister even after a long while Ackroyd is dead. The letter which is the third evidence contains the identity of the blackmailer. Its disappearance hides the identity of the blackmailer. While Poirot reaches the points



related with these three evidences in the seventh, eighth, and eleventh sections, they are spread irregularly between the fourth and seventeenth sections.

There are three objects in this novel that are independent of each other and the murder. These are the goose feather of the Russel-Kent meeting, the starched piece of cloth of the Flora-Ralph meeting and the stolen 40 pound of the Flora-Parker meeting. Although the objects pointing at these three meetings come up in the eighth, ninth and tenth sections, these three meetings are placed irregularly between the second and twenty-second sections. Poirot plays a trick to reveal these incidents in the eleventh, fifteenth and twentieth sections. In the eleventh section he learns from the doctor's sister that a sailor came to the surgery on the morning of the murder by keeping the doctor away from the surgery with an excuse. In the fifteenth section he has Flora and Parker reenact their movements on the night of the murder. As a result of the experiment he carries out together with the doctor under the pretext that he wants to learn if Parker was lying or not, he understands whether Flora saw her uncle alive at 21:45 or not. Finally, in the twentieth section by having a false piece of news that Ralph has been caught as the murderer, he ensures that Ursula comes to him and tells everything that really happened.

To add to all of these, minor incidents related or unrelated with the murder also raise questions. Nearly every section ends with a question. These questions are answered one by one till the end of the eighteenth section. However, the order of the questions and answers do not correspond. For example, while the question asked in the fourth section is answered in the twenty-fifth, the question asked in the eighth is answered in the twelfth. In short, there is a deliberate effort to delay the solution of the murder.

Events with disrupted sequence constitute the "diversion" due to the contradictions they present. In "appearance": Roger Ackroyd and the doctor are close friends, Ralph and Flora are in love with each other, Ursula Bourne is a maid in the house, Roger Ackroyd is alive at 21:30 and 21:45, Doctor Shepard receives a phone call informing him of the murder. In "reality": The friendship of Ackroyd and the doctor is one-sided, Ralph and Flora are in love with other people not with each other, Ursula Bourne is not the maid but the daughter-in-law, Roger Ackroyd was killed before 21:30., The phone call is not about the murder.

The biggest "diversion" in the novel is that the narrator is the murderer, and he tells the truth. It is very difficult for the murderer to narrate the murder he has committed himself objectively. Yet, the doctor-except in the section not conveyed to the reader, puts into words everything that happens objectively. An advantage of this point of view is his ignorance of the three almost simultaneous events that take place on the night of the murder. By this way, he is able to tell Poirot Miss Russel's rushing out of the library in total objectivity. Miss Russel's situation thus contributes to diversion.

Linguistics tells us human language is a system of signs. According to Ferdinand Saussure who created this axiom, a linguistic "sign" comprises a "signifier" and a "signified". Signifier is the letters on the page or the sound that bounces off in our ears, and signified is the concept that appears in our brain when we read or hear the signifier.

The relationship between these two is arbitrary. (Saussure, 28) For example, when we say "apple" the red, green or yellow juicy fruit in nature is the "signified. Signifier is the word apple which is made up of the sounds a.p.p.le. With homonymy, we immediately think of the signifier, the word apple, and the signified, the apple in nature. But with polysemy the word bank is both the financial institution and side of a river. Therefore, it is possible to separate the the signifier and the signified or to change the relationship between them. This makes possible the idea of a single signifier which could be associated with more than one signified, or vice versa, which makes ambiguity and multiplicity of meaning possible.

Similarly, in Agatha Christie's novels solution of a murder is reached by the creation of situations or events where there is more than one relationship between the signified and the signifier. First, signifier is united with the wrong signified and thus "implicit sign" is formed. Solution is when signifier is united with the correct signified and "explicit sign" is formed. For this purpose Christie diverts the

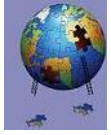


reader by making use of conflicting situations and events which we call “diversions”. “Diversion“ is uniting signifier with the wrong signified and forming “implicit signs”. Solution is forming “explicit signs” by uniting signifier with the correct signified. It is the job of the detective, Poirot, to observe the discrepancy between appearance and reality and resolve the issue.

Throughout the novel fist, some signs that reflect “appearance” (Ringing of the telephone in the doctor’s house, conveyance of the doctor’s words to the reader, Ackroyd’s voice being heard at 21:39) are formed. Next, the relationship between the “signifier” and the “signified” is disrupted, and the “signifier” (the telephone ringing and the dictaphone working) is united with the wrong “signified” (The doctor cannot be guilty, Ackroyd is alive at 21:30) forming the “implicit sign”. And then, as a result of the investigation Poirot conducts, the “implicit sign” turns into the “explicit sign” (The telephone call is fake, Ackroyd is dead at 21:30, and the voice coming from the dictaphone is prerecorded).

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## A LITERATURE REVIEW ON THE USE OF THE FLIPPED LEARNING MODEL IN LANGUAGE TEACHING

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### Abstract

In recent years, the interest and need for distance education has been increasing due to various reasons such as epidemics and natural disasters. One of the learning models used in this context is Flipped Learning. In this model, which is based on the replacement of the order of application of the learning steps in Bloom's Taxonomy at home and school, students try to develop their high-level learning skills in the classroom by making use of technological tools. The model, which is based on active learning and collaboration in classrooms, supports the development of four basic language skills (listening, speaking, reading, writing), and emphasizes critical thinking, has been the subject of many theses. In this study, an analysis of the theses prepared in Turkey on the use of the aforementioned model in language teaching was attempted. The theses were analyzed under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative findings on themes". When the data of the study were examined, it was revealed that master's theses were predominant, theses did not increase linearly over the years, English was used more frequently, achievement and attitude were emphasized, mixed methods were at the forefront, experimental design and content analysis were used more. In addition, it was concluded that more undergraduate students participated in the studies, participants between 0-50 were preferred more frequently, scales and interviews were mostly used, and the model revealed a significant difference in increasing attitude and achievement.

**Keywords:** Flipped learning, language teaching, document analysis

### INTRODUCTION

Studies on how language teaching should be done are ongoing. In the 21st century, students are asked to take responsibility for their own learning and to be aware of what and how to learn. It is observed that concepts such as autonomy of learning, self-efficacy, self-directed and metacognitive learning are tried to be implemented. With increasing class sizes and intensifying curricula, there are difficulties in achieving these goals. The changing world, developing technology and the growing human society increase the need for new learning models (Demirci, 2008). In Prensky's (2001) words, Generation Z, called digital natives who have been exposed to technology since birth, cannot get the desired efficiency from traditional teaching models. Studies have shown that traditional methods are insufficient in changing both academic achievement and attitude (Altunbay & Bıçak, 2018; Sarı & Altun, 2016). On the contrary, there are many studies that show that especially the models that include technology make a significant difference in attitude and achievement (Kayan & Aydın, 2020). At this point, it is necessary to use models that appeal to different types of intelligence to support individual learning, where learning will continue outside of school.





One of these models that incorporates technology is Flipped Learning (Basal, 2015). Flipped Learning is one of the sub-branches of Hybrid (blended) Learning within distance education models (Turan, 2019). In hybrid learning, face-to-face education and distance education are done together (Hayırsever & Orhan, 2018). In this model, it is aimed to create an effective and permanent learning environment by using many different methods and techniques (Yalçın, 2020). In this model, where the ratios of web-based learning and face-to-face learning vary according to the needs (Balaman & Tüysüz, 2011), learners realize flexible learning in out-of-class times with e-content prepared by educators (Uluyol & Karadeniz, 2009). Flipped learning and Hybrid learning differ from each other in some points. While the lower-order thinking skills (knowledge, comprehension, application) in Bloom's Taxonomy are given in schools, the higher-order thinking skills (analysis, synthesis, evaluation) are expected to be acquired by students by giving homework. In Flipped Learning, these understandings and practices are flipped, that is, they are changed. Students or learners watch videos prepared by the teacher at home to acquire lower-order thinking skills and participate in an active learning environment for the development of higher-order thinking level skills in the classroom (Kansızoğlu & Cömert, 2020).

Flipped Learning,

Increasing student readiness

Giving the responsibility for learning to the student

Allowing flexibility in learning space and time

Providing unlimited repetition of the subjects to be learned

Appealing to different types of intelligence

Increased time to be allocated for the acquisition of higher level skills in the classroom

Activities that allow for critical and creative thinking for problem solving

Increasing technological competence

Providing teacher-student, student-student interaction

Tracking homework and class attendance through the system

Providing the opportunity for absent students to make up for missed lessons

Positive, such as increasing course success and improving attitudes towards the course;

The preparation phase requires technological knowledge and infrastructure

Teachers spend more effort and plan the preparation process

Problems due to lack of technological equipment

Disruptions in internet access

Prepared materials do not match the learning outcomes

Negative aspects such as increasing technology addiction in students can be mentioned (Bergmann & Sams, 2012).

In language lessons in schools, rather than the use of language, the language itself is tried to be acquired by memorizing the rules and through direct expression (Güven, 2003). With this understanding, it is thought that basic language skills cannot be acquired by students (Aytaş & Çeçen, 2010). It is thought that the realization of in-class activities that increase students' motivation and include concrete examples of language will be effective in the comprehension of language skills (Engin, 2006). In fact, the use of technology support that will increase attitude and motivation both in and out of the classroom in language teaching offers students the opportunity to take responsibility for their learning and learn by doing and experiencing (Durukan, 2011). In this direction, many studies have been carried out on Reversal Learning, which is one of the technology-supported models for acquiring basic language skills.



## **Purpose**

This study aims to make a situation analysis of the postgraduate theses on the use of the Flipped Learning in language teaching. It is expected to guide future studies based on the current situation. In line with these aims, answers to the following questions were sought.

1. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching and other fields show a distribution in terms of thesis type?
2. What is the distribution of postgraduate theses on the use of the flipped learning model in language teaching in terms of the year of publication?
3. What is the distribution of the postgraduate theses on the use of the flipped learning model in language teaching in terms of the language used?
4. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of theme?
5. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of method?
6. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of design?
7. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of sample group?
8. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of sample size?
9. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of data collection tools?
10. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of quantitative findings related to themes?

## **METHOD**

Quantitative research is "a research method based on the collection and statistical analysis of numerical data" (Kıncal, 2010, p. 53). In this study, the survey model (Büyüköztürk, 2008), in which a general judgment is made about the whole universe based on a group of samples in which the variables related to quantitative research are evaluated within themselves, was utilized. In this direction, the numerical data obtained through document analysis were analyzed descriptively to describe the existing situation

### **Population and Sample**

In the National Thesis Center YÖKTEZ, there are 111 master's theses and 45 doctoral dissertations on Flipped Learning between 2015-2022. The study was limited to 33 master's and 9 doctoral theses related to language teaching. The literature review was examined under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative findings on themes".

### **Data Collection, Analysis and Interpretation**

The data were collected from the theses on the website of the Council of Higher Education (YÖK) through document analysis. In document analysis, sources are accessed, read and analyzed in line with a specific target (Karasar, 2012). In this study, descriptive analysis was used to reveal statistically, thematically and methodologically the theses on the use of Flipped Learning in language teaching. This analysis method is preferred because it sheds light on subsequent studies as well as showing in which direction the trends of the subjects are (Ültay, Akyurt, & Ültay, 2021).



## FINDINGS

In this section, theses on the use of the Flipped Learning Model in Language Teaching were examined through the National Thesis Center (YÖKTEZ). The examination was made under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative results for themes". Descriptive analysis method was used for the following problem statements.

1. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching and other fields show a distribution in terms of thesis type?

According to the table below, when the theses are examined in terms of their types, it is seen that they consist of master's and doctoral theses.

**Table 1.** Frequency and percentage values by type of study

Thesis type	f	%
Flipped learning in Master theses	111	71,15
Flipped learning in PhD theses	45	28,85
Total	156	100,0
Flipped learning in Language Teaching MA	33	78,57
Flipped learning in Language Teaching PhD	9	21,43
Total	42	100,0

When Table 1 is examined, most of the theses on Flipped Learning consist of master's studies with 71.15% (111). When the studies on the use of the Flipped Learning Model in language teaching were examined, it was determined that master's studies dominated with 78.57% (33) and doctoral studies remained in the background with 21.43% (9).

2. What is the distribution of postgraduate theses on the use of the Flipped Learning Model in Language Teaching in terms of the year of publication?

In the National Thesis Center YÖKTEZ, 33 master's theses and 9 doctoral dissertations on the use of the Flipped Learning Model in Language Teaching between 2016-2022 were identified.

**Table 2.** Frequency and percentage values by years

Years	f	%
2016	4	9,52
2017	2	4,76
2018	11	26,19
2019	8	19,05
2020	9	21,43
2021	4	9,52
2022	4	9,52
Total	42	100,0

When Table 2 is examined, it is seen that the least number of studies belongs to 2016 with 2 theses (4.76%) and the most number of studies belongs to 2018 with 11 theses (26.19%). According to the table, between 4 and 11 studies were included in the given years.

3. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of the language used?



**Table 3.** Frequency and percentage values according to the language used

Group	f	%
Master theses in Turkish	8	24,24
Master theses in English	25	75,76
Total	33	100,0
PhD theses in Turkish	4	44,44
PhD theses in English	5	55,56
Total	9	100,0

According to Table 3, when the language preferences used in the studies on the Flipped Learning Model used in language teaching are examined, Turkish was used in 8 (24.24%) of the master's studies, while English was used in 25 (75.76%). In addition, while Turkish was used in 4 (44.44%) of the doctoral studies, English was preferred in 5 (55.56%).

4. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of theme?

When 42 theses on the Use of the Flipped Learning Model in Language Teaching, which have been included in YÖKTEZ between 2016-2023, 23 themes shown in the table below have been the subject of research.

**Table 4.** Frequency and percentage values according to the theme studied

Themes	f	%
Writing success	4	4,76
Learning autonomy	4	4,76
Critical thinking	1	1,19
Reading anxiety	1	1,19
Language learning success	17	20,24
Attitude towards language	8	9,52
Attitude towards self-directed learning	2	2,38
Attitude towards writing	1	1,19
Attitude towards grammar	6	7,14
Motivation	3	3,57
Attitude towards technology	1	1,19
Attitude towards the flipped learning	15	17,86
Attitude towards digital literacy	1	1,19
Pronunciation success	1	1,19
Grammar success	3	3,57
Listening success	1	1,19
Attitude towards listening	1	1,19
Speaking skills	2	2,38
Self-efficacy	3	3,57
Anxiety	4	4,76
Metacognitive awareness	1	1,19
Classroom interaction	3	3,57
Syllabus	1	1,19
Total	84	100

According to Table 4, 23 different themes were investigated as the subject of the studies. These themes were utilized 84 times in the studies conducted between 2016-2023. While 9 of the 23 themes



(1.19%) were studied only once, one of the 2 most researched topics was language learning success with 17 studies (20.24%) and the other was attitude towards flipped learning with 15 studies (17.86%).

5. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of methodology?

Mixed, quantitative and qualitative methods were used as methods in the studies.

**Table 5.** Frequency and percentage values according to the method used

Method	f	%
Mixed	32	76,19
Quantitative	8	19,05
Qualitative	2	4,76
Total	42	100,0

According to Table 5, 32 mixed (76.19%), 8 quantitative (19.05%) and 2 qualitative (4.76%) methods were used by the researchers in 42 studies.

6. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of design?

In 42 thesis studies, 10 different designs were utilized 65 times.

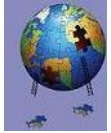
**Table 6.** Frequency and percentage values according to the design used

Design	f	%
Experimental	34	52,31
Action	2	3,08
Descriptive	5	7,69
Content analysis	11	16,92
Phenomenology	2	3,08
Embedded design	1	1,54
Explanatory sequential	6	9,23
Case study	2	3,08
Convergent parallel	2	3,08
Total	65	100,0

According to Table 6, when the designs used in the theses are examined, the experimental design was used 34 times (52.31%), and content analysis was used 11 times (16.92%) and the embedded design was used 1 time (1.54%). Apart from these, Convergent parallel design (3,08%), case study (3,08%), action research (3,08%), phenomenology (3,08%), descriptive analysis (7,69%) and explanatory sequence (9,23%) were used.

7. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of sample type?

The studies included participants at different levels of education.

**Table 7.** Frequency and percentage values according to sample group

Sample group	f	%
Primary School	3	6,98
Secondary school	6	13,95
High School	8	18,60
Associate Degree	6	13,95
Bachelor's degree	17	39,53
Teacher	2	4,65
Lecturer	1	2,33
Total	43	100,0

According to Table 7, the frequency of participants in the studies varies as lecturer (2.33%), teacher (4.65%), primary school (6.98%), secondary school and associate degree (13.95%), high school (18.60%) and Bachelor's degree (39.53%).

8. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of sample size?

**Table 8.** Frequency and percentage values according to sample size

Sample size	f	%
0-50	27	64,29
51-100	12	28,57
101-200	2	4,76
201-300	1	2,38
Total	42	100,0

According to Table 8, there were between 0-300 participants in the studies. While the group of 0-50 people constituted 64% (27) of the studies, 2.38% (1) of the group of 201-300 people participated the least.

9. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of data collection tools?

**Table 9.** Frequency and percentage values according to the data collection tools used in the Studies

Data collection tools	f	%
Achievement test	23	18,70
Scale	49	39,84
Interview	27	21,95
Focus Group Interview	4	3,25
Observation form	6	4,88
Teacher diary	8	6,50
Student diary	4	3,25
Student notes	2	1,63
Total	123	100,0

Table 9 shows that 123 data collection tools were used. While 39.84% (49) of the data collection tools were scales and 21.95% (27) were achievement tests, student notes (1.63%), focus Group interview (3.25%) and student diary (3.25%) were among the least used data collection tools. In addition, achievement test (18.70%), teacher diary (6.50%) and observation form (4.88%) were also used.

10. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of quantitative findings for the themes?

**Table 10.** Frequency and percentage values according to quantitative findings

Quantitative findings	f	%
Achievement (significant difference)	17	68
Achievement (no significant difference)	8	32
Total	25	100
Attitude (significant difference)	22	91,67
Attitude (no significant difference)	2	8,33
Total	24	100

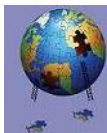
According to Table 10, quantitative findings were found in 25 studies in terms of achievement and 24 studies in terms of attitude in 42 theses analyzed. In line with the findings, while a significant difference occurred in 68% (17) of the studies in terms of achievement, no significant difference occurred in 32% (8). When analyzed in terms of attitude, a significant difference was found in 91.67% (22) of the studies, while no significant difference was found in 8.33% (2).

### DISCUSSION and CONCLUSIONS

In this study, the theses on the use of the Flipped Learning model in language teaching were examined under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative findings on themes". The knowledge of what, how much and how it was studied is important for researchers to structure their subjects. Some inferences were made according to the findings obtained. It is thought that these results will be a road map for future research.

Based on the findings of this study, it can be said that most of the theses on Flipped Learning consist of master's studies with 71.15% (111). When the studies on the use of the Flipped Learning Model in language teaching were examined, it was found that master's studies dominated with 78.57% (33), while doctoral studies remained in the background with 21.43% (9). The master's-doctorate ratios of the general studies on flipped teaching are in parallel with the types of theses on flipped learning in language teaching. While master's degree ratios are in the forefront as the type of thesis studied in language teaching, doctoral studies are in the forefront in the type of thesis related to flipped learning in general. It can be said that this difference is due to the fact that both the number of doctoral departments and the number of students in doctoral departments are far behind the number of master's departments and students. Accordingly, it can be suggested to increase the number of doctoral studies on flipped learning in language teaching.

In line with the data obtained from YÖKTEZ, when the years in which the theses were published are taken into consideration, the first studies were encountered in 2016 with 2 theses (4.76%), while the most studies were encountered in 2018 with 11 theses (26.19%). It is seen that a linear increase was not observed between 2016 and 2023, and between 4-11 theses were included in the mentioned years. In the meta-synthesis study conducted by Karakaş (2021) from the theses related to flipped learning in YÖKTEZ, it was determined that 3-36 theses were included between 2014-2019 and increased regularly. Doğan (2022) examined the theses prepared in Turkey related to the Flipped Classroom model and found that the process started with 2 studies (1.79%) in 2014, increased to 26 studies (23.21%) in 2019, decreased to 11 studies (9.82%) with the Covid 19 pandemic (2020), and increased again in 2021 with the decrease in the effect of the pandemic and completed with 22 studies (19.64%). Despite the increasing interest in this model all over the world in recent years, the transition to



distance education at all levels in Turkey with the Covid 19 pandemic caused the suspension of the experimental studies to be conducted. With the onset of this pandemic (2020), the interest and need for distance education has increased even more. It is thought that the number and rates will increase especially with the completion of doctoral theses that started after the pandemic.

When the language preferences used in the studies on the Flipped Learning model used in language teaching are examined, Turkish was used in 8 (24.24%) of the master's studies, while English was used in 25 (75.76%). In addition, while Turkish was used in 4 (44.44%) of the doctoral studies, English was preferred in 5 (55.56%). When we look at the language preferences used in master's studies, it is seen that approximately three quarters of the studies are in English, but in doctoral studies, this ratio is almost half and half between Turkish and English. It was determined that the reasons for the predominance of English language preferences in master's studies compared to doctoral studies were that the master's theses were conducted under the name of Teaching Turkish to Foreigners and Teaching English. Doğan (2022), in his study investigating the languages used in theses (112) on flipped learning, revealed that Turkish was used 82.14% and English 17.86%. From this point of view, it was determined that English was used predominantly in theses based on the use of flipped teaching in language teaching, while Turkish was used predominantly in studies on flipped learning in other fields.

It was determined that 23 different themes were studied 84 times in 42 theses related to flipped learning model in language teaching in YÖKTEZ. It was found that many different themes were investigated, and one of the 2 most researched topics was language learning success with 17 studies (20,24%) and the other was attitude towards flipped learning with 15 studies (17,86%). Looking at the literature, it is seen that success and attitude are at the forefront in theses where learning models are studied. Theses on this subject have also yielded results that support this view (Karakas, 2021). In addition, conducting research in areas such as metacognitive awareness, motivation and self-direction, where studies are more limited, will enrich the literature.

It was seen that most of the studies (76.19%) utilized mixed methods in which both quantitative and qualitative data were used. Eight quantitative (19.05%) and two qualitative (4.76%) methods were used respectively. It was determined that the researchers did not consider a single method sufficient in their studies and supported it with another method. When postgraduate theses on flipped learning were examined by Karakaş (2021) in terms of research methods, 75 (59.5%) were mixed method, 37 (29.4%) quantitative method and 14 (11.1%) qualitative method. In Doğan's (2022) study based on the theses prepared in Turkey related to the Flipped Classroom model, 52.68% of the theses were mixed methods, 33.93% were quantitative methods and 13.39% were qualitative methods. It was determined that all three studies were concluded in the same direction.

In 42 thesis studies on the flipped learning model in language teaching, 9 different designs were used 65 times. When the designs used in the theses are examined, experimental design was used 34 times (52,31%), content analysis was used 11 times (16,92%) and embedded design were used 1 time (1,54%). Apart from these, convergent parallel design (3.08%), case study (3.08%), action research (3.08%), phenomenology (3.08%), descriptive analysis (7.69%) and Explanatory sequential design (9.23%) were used. Since the researchers conducted studies to investigate the effectiveness of a learning model, they mostly utilized an experimental design. In order to examine and justify their findings in more depth, they used content analysis that included the views of the participants. In addition, it was found that the most frequently used mixed method designs were used with the same frequency in these studies. When the postgraduate theses on flipped learning were analyzed by Karakaş (2021) in terms of research models, 67 (53.2%) were found to be experimental interviews and 33 (26.2%) were found to be experimental designs, which is in line with the above findings.

The participants in the theses on the use of this model in language teaching come from all levels of education. Mostly undergraduate students (39.53%), for whom distance education is also used



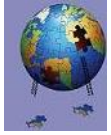


effectively and frequently, and high school students (18.60%), whose IT competence is more developed than lower levels, were used. When the postgraduate theses on flipped learning by Karakaş (2021) were examined in terms of sample groups, 42 (33.3%) were teacher candidates, 33 (26.2%) were secondary school students, 20 (15.9%) were high school students, 10 (7.9%) were undergraduate students, 8 (6.3%) were primary school students, 7 (5.6%) were associate degree students, and 3 (2.4%) were lecturers. In the 112 theses prepared on the Flipped Classroom by Doğan (2022), 35.71% (40) undergraduate level was selected as the target group. This was followed by 33.93% (38) secondary school, 16.96% (19) high school, 5.36% (6) associate degree, and 5.36% (6) primary school. It was determined that all three studies prioritized the same target group. Studies to be carried out with K-12 students are affected by the permissions to be obtained, the documents to be completed, and the study rates in line with the prolonged procedures. While undergraduate students, who are more easily accessible and more comfortable in terms of permission, are more preferred, fewer studies are carried out in primary and secondary school groups where there are difficulties in obtaining permission. Since distance education has been introduced at all levels with the Covid 19 pandemic, conducting such studies in a wide range starting from pre-school education to lecturers will ensure that the trainings will be more efficient and qualified.

It is seen that there are between 0-300 participants in the theses on the use of Flipped Learning model in language teaching. While the group of 0-50 people constituted 64% (27) of the studies, 2.38% (1) of the group of 201-300 people participated the least. 0-100 people constitute approximately 93% of the studies. When the postgraduate theses on flipped learning by Karakaş (2021) were analyzed in terms of sample sizes, 67 (53.2%) consisted of 1-50 people, 45 (35.7%) of 51-100 people, 8 (6.3%) of 101-200 people, 4 (3.2%) of 201-300 people, and 2 (1.6%) of 301 and above people. These data support the figures resulting from the use of 2 different branches as control and experimental groups in experimental studies. Conducting studies with more participants may pave the way for making predictions about the quality of learning in the period of mass distance education.

When the theses on the use of Flipped Learning model in language teaching are examined, it is seen that 123 data collection tools were used. While 39.84% (49) of the data collection tools were scales and 21.95% (27) were achievement tests, student notes (1.63%), focus group interview (3.25%) and student diary (3.25%) were among the least used data collection tools. In addition, achievement test (18.70%), teacher diary (6.50%) and observation form (4.88%) were also used. When the postgraduate theses on flipped learning were analyzed by Karakaş (2021) in terms of data collection tools, 68 (54.0%) were scales and interviews, 32 (25.4%) were scales, 7 (5.6%) were interviews and observations, 6 (4.8%) consisted of questionnaire and interview, 5 (4.0%) consisted of scale and questionnaire, 3 (2.4%) consisted of scale and observation, 2 (1.6%) consisted of questionnaire, 1 (0.8%) consisted of observation, document and interview, 1 (0.8%) consisted of observation and interview, and 1 (0.8%) consisted of interview. According to Doğan's (2022) findings on the distribution of data collection tools used in thesis studies in Turkey related to the "Flipped Classroom" model, a total of 387 data collection tools were used in 112 theses. The two most frequently used tools were interview form with 24.29% and achievement test with 21.19%. Considering all the studies, especially the fact that mixed research is frequently preferred has created a diversity in both quantitative and qualitative measurement tools. Achievement tests and scales are seen at the forefront to measure effectiveness due to experimental studies. Interviews supporting these test results are also among the frequently used measurement tools. The frequency of observation, student and teacher diaries and field notes can be increased to reflect the classroom environment.

When the theses (42) on the use of flipped learning in language teaching were analyzed, quantitative findings were found in 25 studies in terms of achievement and 24 studies in terms of attitude. In line with the findings, while a significant difference occurred in 68% (17) of the studies in terms of achievement, no significant difference occurred in 32% (8). When analyzed in terms of attitude, a significant difference was found in 91.67% (22) of the studies, while no significant difference was



found in 8.33% (2). Looking at the results of the search for a significant difference in the experimental studies, it was determined that the positive returns of the attitude variable with the flipped learning model were higher than the achievement variable. According to Kk (2018), the age range of the groups in which the experimental process was carried out can be shown among the criteria that change the interest in this type of applications and thus the success. Kazu and Yalın (2022) concluded that the level of education could not explain the effect of the flipped classroom model on academic achievement. The reason why achievement remained in the background may be the implementation period of the experimental study. In the meta-analysis study conducted by Kazu and Yalın (2022) in which the effect of flipped classroom model on academic achievement was investigated, it was concluded that the studies applied between 10-13 weeks had the highest effect size (EB=1,766), while the studies applied for 14 weeks or more had the lowest effect size (EB=0,726). The same study also concluded that experimental studies of the flipped classroom model conducted in Turkey increased academic achievement.

Due to epidemics, natural disasters or other reasons that may disrupt formal education, the need for the flipped learning model, which is a part of distance education, is increasing day by day. Studies to be conducted in this direction are expected to carry out a needs analysis by making use of the research conducted above and to bring new solutions to problem situations.

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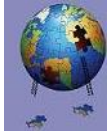


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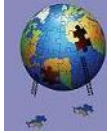
#### **Appendix: List of studies included in the research**

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