



**FLIPPED INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS
TO ENHANCE LEARNER AUTONOMY**



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M.A. THESIS

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

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İngilizce Dil Öğrencilerinin Öğrenen Özerkliğini Pekiřtirmek İçin Tersine Yapılandırılmış Öğrenme Modeli

DECLARATION OF ETHICAL PRINCIPLES

I adhere to scientific and ethical principles in the process of writing the thesis. I have fully cited and referenced all material and results that are not original to this work. This is a true copy of the thesis approved by my advisor and thesis committee at Gazi University.

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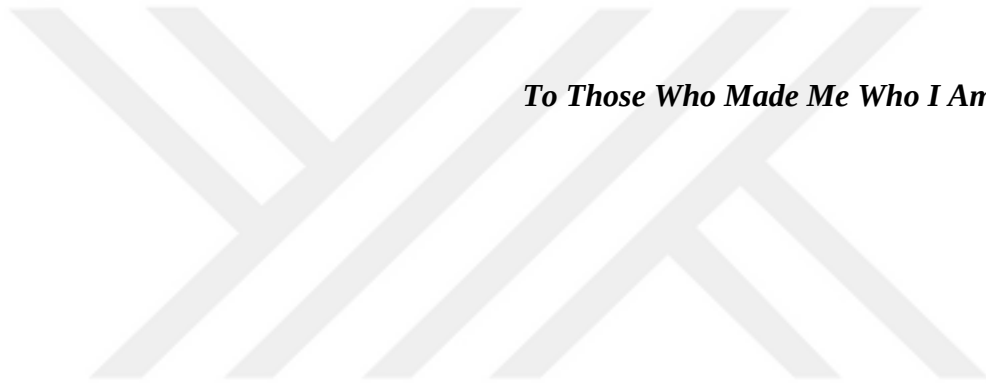
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To Those Who Made Me Who I Am Today

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ABSTRACT

Flipped classroom model, which has revealed along with the integration of the technology into the education, is based on the idea that assessments are covered at school, and the classes are covered at home. Flipped classroom model became quite popular in recent times due to its unique features which differ from the traditional model of instruction. According to the flipped classroom model, a student learns the subject at home by watching previously prepared videos by the instructor, and strengthens his/her comprehending with performed activities by the guidance of the teacher in class. In this study, it is aimed to investigate the effect of flipped classroom model, based on the idea that learning process is still sustained out of the school, and controllable by the students, on student learner autonomy. Additionally, it is also aimed to find out perceptions and attitudes of the students towards flipped classroom model on their English learning class. In the direction of declared aims, flipped classroom model was applied to the 10th grade students of an Anatolian school located in Turkey for eight weeks in 2015-2016 school year. In this study, qualitative and quantitative instruments were administered for data collection, and experimental and control group students were chosen. Flipped classroom model attitude survey was performed as a qualitative data collection method. Learner autonomy questionnaire was applied for

quantitative data collection method for both experimental and control group students. A pre-test was applied before the application of flipped classroom model for experimental and control group students, but it was found that there was no statically significant difference between the groups. Following the pre-test, a post-test was conducted, and similar results were obtained with the pre-test. There was no significant effect observed for the application of flipped classroom model on learner autonomy level. Students' attitudes towards the flipped classroom model were investigated from experimental group students in which they watched the twelve videos, prepared by the researcher, prior to coming to the class, and it was found that students had positive attitudes towards flipped class model. Also, they were considerably satisfied with experiencing

flipped instruction.

Key Words: Flipped class model, learner autonomy, technology, video lecture

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İNGİLİZCE DİL ÖĞRENCİLERİNİN ÖĞRENEN ÖZERKLİĞİNİ PEKİŞTİRMEK İÇİN TERSİNE EĞİTİM

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ÖZ

Teknolojinin eğitime entegresinin artmasıyla son zamanlarda ortaya çıkan bir yöntem olan tersine yapılandırılmış öğrenme okulda ödev evde ders esasına dayanmaktadır. Geleneksel yöntemden ayrılan birçok özelliği ile tersine yapılandırılmış öğrenme eğitim alanında son dönemlerde oldukça popüler olmuştur. Bu modele göre, öğrenci öğreneceği konuyu öğretmeni tarafından hazırlanan video dersler aracılığıyla evde öğrenir ve sınıfta aynı konuyu öğretmeninin rehberliğinde aktivitelerle pekiştirir. Bu çalışmada, öğrenmenin öğrencinin elinde olduğunu ve okul dışında da devam ettiğini destekleyen tersine yapılandırılmış öğrenme yönteminin öğrencilerin öğrenen özerkliğine etkisinin araştırılması amaçlanmıştır. İkinci olarak ise, tersine yapılandırılmış öğrenme ile İngilizce dersi işleyen öğrencilerin bu yöntem hakkındaki tutumları incelenmek istenmiştir. Bu amaçlar doğrultusunda, Türkiye’de bir anadolu lisesinde öğrenim gören bir grup 10. Sınıf öğrencisine 2015-2016 eğitim öğretim yılında sekiz hafta tersine yapılandırılmış öğrenme modeli uygulanmıştır. Çalışmada deney ve kontrol grupları rastgele seçilmiş olup, hem nitel hem de nicel veri toplama araçları kullanılmıştır. Araştırmada, nicel veri toplama aracı olarak her iki gruba da öğrenen özerkliği ölçeği kullanılmış, nitel veri toplama aracı olarak ise deney grubu öğrencilerine tersten yapılandırılmış öğrenme modeli tutum anketi uygulanmıştır. Deney ve

kontrol grubu öğrencilerine, tersten yapılandırılmış öğrenme modeli uygulanmadan önce öntest uygulanmış ve istatistiksel olarak anlamlı bir fark bulunmamıştır; uygulama sonrasında iki gruba da sontest uygulanmış ve önteste benzer sonuçlar alınmıştır. Tersten yapılandırılmış öğrenme modelinin öğrenen özerkliği seviyesinde anlamlı bir etkisi gözlemlenememiştir. Araştırmacı tarafından hazırlanan 12 video dersi evde izleyerek okula gelen deney grubu öğrencilerinin bu modele karşı tutumları incelendiğinde, öğrencilerin modeli sevdiği, zevk alarak video dersleri izlediği, aynı zamanda tersine yapılandırılmış öğrenme modelini tecrübe etmekten memnun kaldıkları görülmüştür.

Anahtar Kelimeler: Tersten yapılandırılmış öğrenme modeli, öğrenen özerkliği, teknoloji, video ders

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LIST OF ABBREVIATIONS

ICT	Information Communication Technologies
SPSS	Statistical Package for the Social Sciences
VR	Virtual Reality

CHAPTER ONE

INTRODUCTION

Continuous developments in technology have brought forward new learning environments. Thus, fresh methods for teaching and learning have been employed in modern training applications. One of most popular training applications among many is the flipped classroom model of instruction. This technique has been significantly broadened its popularity during recent years (Johnson, 2013; Tucker, 2012). The flipped classroom, introduced by Bergmann and Sams in 2012, is an innovative pedagogical approach that focuses on learner-centred instruction (Gilboy, Heinerichs, & Pazzaglia, 2014). In this model, online lectures which are related with class context are presented to the students. Following the completed task of video watching prior to the classes, students are exposed to group activities and assessments in a social interaction atmosphere at class. Creating such an environment is demanding, but it is also necessary to foster active learning to create an awareness for student-centred learning. Enhancing learner autonomy by features of flipped learning is feasible with online learning tools. Similarly, flipped classrooms bring great advantages for language learners by re-designing learning processes in which even the most challenging parts by students, such as grammar sections, can be effectively handled. In the process of learning a foreign language, grammar part is commonly found as difficult by learners. The reason behind this fact that traditional grammar teaching methods force the learners for a pre-think process before they set up a sentence in their brain. As we all know, language learning as a child starts from incomplete and grammatically wrong sentences in which speaker (child) aims to transfer personal needs in a fastest and easiest way, and generally, learner (child) starts to

speak with slight mistakes but certainly speaks fluently at age of two. However, language learners in many teaching settings start the learning by complete grammar rules. Moreover, a student who is already loaded with many sophisticated rules is exposed to the listening section which shows how the learner should speak at the end of education. As the speakers are native in many English teaching packs, and they speak very fluently, the learner starts to think that learning and speaking in English is an impossible task to complete after they could not catch the originality and fluency of native speakers naturally has, and thus; students give up in a short period. Consequently, learning grammar has been accepted as a standing handicap in the way of fluent communication, which covers ease of speaking listening and writing. To proceed through an active and effective learning, grammar-based teaching should be terminated until to the level 5 when it is assumed that complete process of learning language takes place through six levels as in most language courses in the USA, and UK. In language teaching, the teacher should not play the main role in the class. Flipped classroom can change the way of teaching for instructors, and the way of learning for students with significant results by making the whole process much easier. In this way, an instructor is not the only source of knowledge anymore, and students can discover their weak points, and take control when it is required. Thus, this model can promote learner autonomy, and provide an environment for students to be aware of their own learning ability and responsibility. Enhancing autonomy leads into changes on learning strategies and teaching styles. At this point, it is required a new breath such as flipped instruction by moving the role of the student from a passive receiver to the active participant. Today, one of the most well-known flipped education platforms is Khan Academy, which was established in 2006 by Salman Khan. His method of teaching classes was applied as Flipped education in Los Altos School District outside San Francisco. At first, one can realize no textbook and no blackboard, and the student just watches lecture videos at night before the classroom, and they come to the class next day and do the problem sets. Khan Academy platform involves instructional videos, exercises, and personalized learning dashboard that encourage learners to study at their own pace in and outside of the classroom. It is a perfect platform to use for flipped education in all fields, such as mathematics, science for mainly English speakers. It is also partially translated into the Turkish language in Turkey in recent years. However, there is no English language teaching section for Turkish or non-native learners currently.

1.1 Statement of The Problem

Wolk reported (2011) that the more educational opportunities available to young people both in and out of school, the more likely to find a pathway to success that is compatible with their unique needs and talent. Language learning should be carried along with social activities. By doing so, learners can likely have opportunities to proceed to depend upon their needs. Since our goal is to help our students teach how to use the English language accurately, meaningfully, and appropriately (Celce-Murcia, Brinton & Snow, 2014), it is important to create an atmosphere where students can learn English by socializing and entertaining. To achieve this, technology integration to the lesson is inevitable in modern training. Computer, audio-visual materials, interactive boards are some examples for technological equipment to use for educational purposes. Through two decades, video lectures were popular in Turkey, but flipped class model broaden its capabilities by adding unique application techniques, which may present more than a standard video lecture. Robinson (2011) criticized the school system by mentioning that traditional system has passivation effect for the learner groups. In the traditional education system, a routine flow of steps is applied to the students to teach subjects. In brief, instructors teach the subject in class in short time periods, commonly 40 minutes, and the classes are completed by giving assessments to the students for the next day or week. This system accepts all students in the equivalent level by eliminating comprehending speed of the individuals due to limited given time to the instructors, and this short time prevents focusing on the students who are struggling to understand some specific points. For instance, one can learn slowly some parts in science while others in English even if they are in the same grade. Thus, it can cause lack of confidence, and this situation can make students lazy, and cause loss of critical-thinking ability while obstructing independent learning ability.

While English teaching starts in primary school in Turkey, a great majority of students suffer from learning English. There are several problems with this fact, but the main issue can be defined as the obligatory application of central curriculum, which carries very strict specific goals in short time. Because of performing obligatory central curriculum, non-autonomous student profile emerges that can be classified as the most critical problem as it affects the students' lives in each step. In fact, initiation of problems comes from narrowing down the language-learning process such as exposing to language study solely in class hours in a common classical pressured school atmosphere which is mainly far from social activities in

the learning process. Education system should be modified along the way of creating awareness of techniques of studying to support the students to be independent learners. Both students and teachers should be a part of active education. Without a doubt, lecturers can break a fresh ground with flipped model once both instructors and students leave the following traditional model. Furthermore, lecturers and learners can benefit advantages of the flipped class model such as using time much efficiently, encouraging student-centred learning, and promoting independent learning.

All information given in this section is focusing on the benefit of flipped education by giving drawbacks of the traditional education system. Concisely, fundamental problems can be classified as lack of progress of independent learning, and so; lack of confidence, lack of time management of instructors, passive teaching with mainly homework base education, and promoting laziness of students by restraining personal attendance and effort, which are normally expected to be experienced by students to feel confident enough in their study.

1.2 Aim of the Study

Piaget says that learning occurs along with acting on the subject rather than copying it. For that reason, across the Europe, and in the USA, in other words, developed countries, mainly focusing on the importance of paraphrasing while writing. Environments of student-centred learning promote the active learning strategies into a classroom. There are plentiful ways to build up the student-centred learning process. For instance, students can be divided into small groups in which group members actively communicate by discussing each other as well as other members from different groups to solve integrated problems. Similarly, students can be encouraged to give short presentations in order to develop self-confidence, or they can actively be part of the decision-making mechanism by doing peer reviewing (Zappe, Leicht, Messner, Litzinger, & Lee, 2009). In the past, accessing to the book or other stationary stuff were difficult, and so; the ratio of educated people was far away from today's numbers. In the same manner, along with developments in technology and its applications in education, it became possible to create functioning learning environments, and Flipped education emerged following through the development of technology. Flipped classroom model assists students to switch their role from passive to active in lectures. In this study, it is aimed to determine the applicability and feasibility of Flipped classroom by checking the level of students along with questionnaires to decide whether it is found to be desirable or

undesirable. In detail, the main purpose of this study was to investigate high-school students' attitude towards flipped class education in which students had a chance to discuss given online classes as a solid full-time available source. Additionally, it is aimed to investigate whether flipped class model has effects on learner autonomy or not. In this study, student-centred education was provided in order to enhance autonomous learning along with developing self-confidence for promoting individual learning skills. Furthermore, the study suggests a flipped model in English language-learning process for high-school students. This model was planned, and designed by choosing the subjects which will be given during flipped classes, preparing the manuscripts of classes, combining with suitable animations, and examples, which are used during filming the courses, deciding the right platform to create access for students to the prepared lecture videos, and evaluating the experiences of students by lecture-related discussions in class time.

The researcher tries to find answers to the following research questions:

- Which types of virtual environments can be successfully used with the flipped classroom model of instruction?
- What are students' attitudes and perceptions towards the flipped classroom model of learning?
- Did the flipped class model enhance learner autonomy?
- Is there any statistically significant difference between the pre- and post-test scores within the control groups in terms of learner autonomy?
- Is there any statistically significant difference between the pre- and post-test scores of the experimental groups in terms of learner autonomy?

Hypotheses of this study are:

- Flipped learning will improve responsibility of students' dependent learning.
- Flipped instruction will encourage students to continue learning out-of-class.
- Watching class-related lecture videos at home provide a framework for learning that promotes students for becoming an active learner while improving their critical-thinking ability.

- Students exposed to flipped class model will experience learning English in a much easier and enjoyable way.

The researcher assumed to find answers to the presented question above by analyzing the obtained data before-during-after treatment. The answer to the first research question can be found out by literature reviews, and the answers to other questions are expected to be found via conducted questionnaires. The answers are expected to contribute to the related literature studies.

1.3 Importance of the Study

In these days, knowledge is synonymous with power without a doubt. Accessing the knowledge never became that easy. However, the ways of getting information about anything are as important as the information itself due to prevent clutter of information. For this reason, determining the best way to reach an information is the most important step in the learning process. Especially in language learning, there are many clutters of information, which makes one likely to be mixed up. Thus, through studying languages, learning strategies along with teaching styles should be carefully classified before deciding to apply in and out of class. It is expected from foreign language learning that a person should have sufficient understanding of target language with various inputs such as simultaneous listening, reading, and writing. This cannot be provided by only school experience, so learning must be maintained out of the school as well. However, the general curriculum is too strict to flex or re-modify, and it requires to achieve specific goals in short time. Within this framework, flipped model forms a basis to solve these problems. Traditional model drains all energy as well as the enthusiasm of instructors and students resulting with passive and lazy students who are directed by robotic teachers following the curriculum strictly to educate all students in the term. However, it can be possible to ensure that students receive personalized education related to their needs by flipping the classroom (Bergmann, 2012).

1.4 Assumptions and Limitations

The data from this research is collected from a public high school. Although there were lots of 10th-grade classes at Anatolian High School, just two classes were available to be arranged for this treatment process. In this research, a low number of participants were accessible as it only covered two classes.

Therefore, it is unlikely to generalize the results for larger populations of students. The researcher assumes that all participants have an access to computer connected to the Internet or have a video player to use, and all participants are accepted in a similar level in English language class.

1.5 Definitions of Terms

Flipped Learning: Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is dynamic, and interactive learning environment where the students are guided as they apply concepts by engaging creativity in the subject matter (Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™).

Flipped Classroom: The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material via video lectures at home generally a night before the next-day class session, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates (Vanderbilt University, Center for Teaching).

Learner Autonomy: A fundamental principle in language learning that learners should be encouraged to assume a maximum amount of responsibility for what they can learn and how they can learn it. This will be reflected in approaches, and analysis content selection, and choice of teaching materials and learning methods (Longman Dictionary of Language Teaching & Applied Linguistics by Jack C. Richards Richard Schmidt).

Computer- Assisted Language Learning (CALL): Computer is used for the process of learning and teaching. CALL may take the form of activities which parallel learning through other media, but it uses the facilities of the computer and activities which cover extensions or adaptations of print-based or classroom-based activities (Longman Dictionary of Language Teaching & Applied Linguistics by Jack C. Richards Richard Schmidt).

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Integration of Technology to Education

The Association for Educational Communications and Technology, the professional society for ET, defines it as: Educational technology is the study and ethical practice of facilitating, learning and improving performance by creating, using, and managing appropriate technological processes and resources. It can be defined as the application in different types of technologies in the learning process which can lead to the positive changes in pedagogy and teaching methods around the world.

Edutopia Team (2007) defines that technology integration is the use of technology in the management and in daily classroom practices such as computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, and the Internet use.

Technology has become integrated into the classroom both physically and pedagogically. Integration technology to a classroom means more than using basic computer skills and some software programs as well in class time. Efficacious technology integration should be integrated throughout the curriculum in ways, which can enhance the learning process. According to Edutopia Team (2008), technology changes the way teachers teach, in other words; technology offers various facilities to the educators, such as efficient ways to reach different types of learners, and assessing student understanding through multiple mean. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun.

Stanley (2013) classifies learning technologies under three headings: the Internet (blogs, podcasts, social networks, video-sharing websites, etc.), software (apps, e-books, email, presentation software, etc.), and hardware (computer room, data projectors, interactive whiteboards, laptops, mobile phones, tablets, voice recorders, etc.). These pedagogic technological tools can help teachers to create different activities, assign homework, and motivate students. Additionally, educational technologies can also help students to engage the courses by making them much more enthusiastic about the classes.

Technology also contributes to student motivation along with assisting to the student to have higher-order thinking ability and mastery of basic skills. Students respond more to real communication in contrast to the more structured kind of education into a classroom. Motivation with ease of communication makes students more relaxed and engaged, which brings eager to the students to learn a new language with increased risk taking. In brief, the student will not feel unconfident to speak and ask by actively being a part of learning and teaching process. Technology is not a complete replacement of a physical instructor. It is crucial to have a teacher to check the variety of things to arrange the order of inputs in language learning.

Expeditious development of online learning with various related technologies presents a tremendous opportunity for educators to design courses that engage students using technology. For example, in Turkey, language-related technologies started to be well-known in the mid-1990s by book sets given with audio cassettes, and FONO language sets can be given as an example was available with newspaper coupons. Later, video base lectures to have been sold in CDs by various companies from at last quarter of the 1990s to the date, but the way of delivering video lectures in today turned from CDs to the online available video sources thanks to the increased speed of the Internet. Although a brief chronological development given above makes one feel the educational technologies will not proceed anymore, it is in fact, is much further now thanks to virtual reality (VR), and hologram technologies, and there are many others still in the development process not announced yet. When it is used appropriately, technology can teach students to take their own responsibility in the learning process which many students found favorable and research has shown to decrease attrition while enhancing the student satisfaction, and learning outcomes (Revere & Koach, 2011). Still, technology has not been considered widely as a possible cure to many educational related problems; it is absolutely a pleasurable tool to enhance learning

techniques in different, and unique ways. In the past decade, technology in education was a debatable topic due to its negative sides, but as time passes, it was realized that its advantages outnumbered disadvantages when it is used properly. In today, technology and education are a great combination if used together in coherence. In order to benefit in the best way from this combination, the main consideration should be the way of integration to facilitate learning. Fundamentally, it depends on the design of the instruction, and the method of transferring knowledge. The current curriculum should be modified in which rather than presenting a strict assessment base education, the modern modified curriculum should direct teachers about how to benefit from a computer, how to integrate technology with their goal, and what teachers can contribute to the way integration of technology to their classes.

With the development of technology, its significance has substantially increased in education. Recently, technology-based learning and computer-based learning have arisen as an instruction method. According to Association for Talent Development, Technology-based training is the delivery of content via the Internet, LAN or WAN (intranet or extranet), satellite broadcast, audio- or videotape, interactive TV, or CD-ROM. TBT encompasses both CBT and WBT. Also, Mercer (2009) states that computer-based instruction defines the ways of the interaction of student who has a computer as a key element in the learning process. An interactive computer-based training can motivate learners with dynamic processes in which computers can be used as assistant in order to increase the amount of available data as ready for use by allowing customization of formats depending on learning style and pace of students. For example, a student who is a visual learner can easily focus the content in the video in a lesson or activity with the opportunity of re-watch and pause the video occasionally to digest the content fully. It also allows saving time by making it simpler to share information and ideas with others. Students find the Internet much easier and faster way to search information than searching in books. Thanks to the computer, education is not limited to the classroom; far locations have come to be closer due to Internet accessibility. The computer can be a tool for learning in many areas of the curriculum such as language learning, math, science, art. It is also an ease for educators in terms of researching information about any topic, finding activities to use and gathering ideas, experiences which were given by other teachers for presenting lessons.

In this era, technology-enhanced instruction is inevitable. Although the idea of a student-centred instruction is still unfamiliar to most students who trained in a teacher-centred

classroom, the use of the computer as an educational tool can help students to be motivated, and satisfied for studying on the computer. In order to ensure this transition to a new technology-based instruction model, students' needs, desires, lacks should be known by teachers, curriculum designers, and the researchers.

2.1.1. Technology and English Language Teaching

Technology can be a highly engaging and interactive tool to motivate learners to produce more language than they might have done by providing a source of real language, both written and spoken, in the classroom (Stanley, 2013).

The aim of English teaching can be defined as developing the ability of students to communicate with people in English in real-world situations. However, most countries cannot provide learners with a real and natural English environment. Furthermore, most schools have large groups, teacher-centred instruction, and mainly course book based lectures. Therefore, language learners can only be exposed English in the class atmosphere; and they do not acquire and practice new language in a contextualized way in daily life.

English language teaching in Turkey generally takes place at state and private schools, and it may be supported by additional English courses for further development of English level of learners. The access to the Internet can be considered as a sparking point in English language teaching because it can provide learners to access numerous English language resources by presenting opportunities to communicate with native speakers as well. The growth of information communication technologies (ICT) provides convenience ways to the teachers to prepare their lessons by using information communication technology. According to European Union's decision in 2006, the countries have been directed to invest in ICT in the schools, and they have set objectives for promoting digital learning. The reason behind this encouragement is that computer-enhanced language learning can facilitate more communication, less anxiety, by encouraging discussion along with enhancing student motivation and fostering cultural awareness. According to Warschauer and Meskill (2000), each language teaching method has its own technical tools; when the language teachers followed the grammar-translation method in their classes, one of the most common technological tools was the blackboard, and later, it was supplemented by an overhead projector, which followed by early computer software programs. Although traditional

curriculum allows very limited time to apply, language teachers have also used the audiotape while using the audio-lingual method.

Along with rising of the technology-facilitated learning environment, learner- centered instruction has been advocated as the trend for teaching 21st-century learners (Hao, 2014). Language teachers have benefited from various kinds of technologies to engage their students in the learning process by providing authentic examples of the target culture. In brief, technology is proceeding by developing its role as a tool to facilitate instructors of foreign languages by mediating language learning for their students. Most learners and teachers have recently started to be aware of the Internet, and its tremendous potentials in language learning.

In 2008, while reviewing the way English was taught within the school, based on feedback from learners and teachers, Vicky became convinced about a required change needed to be performed by feeling that students were not being offered the best option for their learning (Saumell, 2010). The main observed problem comes from the course book which is strictly expected to be followed given by the English course curriculum. When teachers are forced to follow a chosen course book in each brief period of a term in a year, they cannot be able to provide their students to gain confidence normally are obtained by exercises and other social activities in learning. Terrell (2011) points out the significance of the similar problem of a short period of instructional time because language learners need exposure to the language outside of the classroom in order to practice four skills: listening, speaking, reading, and writing. Especially listening, and speaking may be neglected at the class time because of limited time. In order to overcome this problem, the learners should practice at home by doing these: assigning task regularly given by a teacher, watching English visual media, such as movie, cartoon, etc., listening English music with lyrics, watching video lectures related class context, reading newspapers, books, playing games in English, and following enjoyable websites assisting to the learning process of English, etc. In recent years; students have turned into networked learners via the widespread availability of the Internet, so it is easy to do these activities outside of the classroom. Only they need to be encouraged, and taught to study English in every place and when they desired. Such spreading educational resources can facilitate realizing these attempts and can lead to learners taking responsibilities for their learning process. Technologies are used by numerous teachers have anecdotal evidence of their learners being motivated, and engaged (Stanley, 2013).

According to Stanley (2013), a typical handicap for integration of technology into a language course can be a teacher's fear of what to do if something goes wrong. As a result of this possible fear, some teachers prefer to avoid using technological tools in class. However, this kind of common situations can easily be overcome by teachers with a basic backup plan in case something can go wrong.

2.2. Flipped Instruction Model

2.2.1. The Background of Flipped Model

Flipped model's pioneers are Jonathan Bergmann and Aaron Sams who thought that the class should not centre on us, and their goal was to assist students on the way of becoming learners who aim to teach them that they can learn by their own. Aaron and Sams are working as teachers in a chemistry department, and they have the similar philosophies about education. They realized that students from rural schools can likely miss lessons because of activities such as joining sports events, and students of nearby school can miss classes as well because of traveling with buses. While Aaron and Sams were looking for the feasible solutions to surpass these sorts of issues, they came up to an article which helped them to create a solution. The solution was, in fact, very basic in which a program was recording PowerPoint slides while allowing to add voice record. The program could be able to convert recorded slides into the video. Then, these video files could be uploaded online for access students. They noticed that they could keep their missing students in learning progress with the assistance of this software and the Internet. Thus, they started to record their lessons using screencast and uploaded them online in 2007. However, this method was not only for missing students in which other students could also re-watch as well especially was useful in exam weeks. As a result, video lectures were taken notice by students, and chemistry teachers from all over the country. The teachers tried to facilitate personalized education for overscheduled students because all students may not be able to come to lessons to learn and stay interested with subjects. All students can have differences in education level in specific subjects, or they can have psychological needs. As a rule, at first, all students had to watch the identical video on the same night, but then teachers created a library of video lectures. Thus, students can be able to watch video whenever and wherever they want. This is a transition from the flipped model to flipped mastery model.

Bergmann and Sams tried to figure out an international name to their model by first calling it as a Pre-Vodcasting model and Reverse Instruction, and Later, they came up a much more convenient name called Flipped Model which is an internationally accepted name in today.

The fundamental intellectual of a flipped class is this: that which is traditionally performed in class is now performed at home, and that which is traditionally done as homework is now accomplished in class (Bergmann & Sams, 2012). In flipped classroom, first exposure to a new subject is gained out of the class with video lectures and uses class time to deepen understanding of students by activities.

When the literature is reviewed in detail, many educators have attempted to reverse their class with different sort of techniques. In 1993, King offered opinion that class time should work as a making sense mechanism in which students should try to learn to use what they are taught rather than information transmission in his article called From Sage on the Stage to Guide on the Side. In 2000, Lage, Platt and Treglia published a paper entitled "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment." They tried to flip their classes by carrying information base presentations via interactive media such as a computer. However, perhaps the most significant contributor of the flipped model is Salman Khan founding Khan Academy in 2004. Khan Academy is a non-profit educational website aiming to provide free instructional videos for anyone. Its story is similar to Bergmann and Sams in terms of beginning to create video lectures in which both aimed to assist small group or individuals. At first, Khan also was tutoring to his cousin for her math lesson, and then other relatives wanted to take similar help for their lessons. Khan decided to share these videos on YouTube because it has an ease access by anyone from anywhere. Then, a video library consisting of 3,000 videos each approximately 10 minutes long related to math, physics, biology, and chemistry; and the humanities were created by the officially founded organization in 2006. Bill Gates says, "Khan is a teacher in the world; he is giving all the glimpses of the future of education." Today, Khan academy has 5000 different topic videos translated seven other languages and used in many high schools as adapted to Flip model in the USA. One of the first applied schools of Khan Academy videos is Los Altos School District at outside San Francisco in 2012.

When it comes to practicing, chemistry teachers Bergmann and Sams flipped their classes in Woodland Park High School in 2007 for the first time. Michigan's Clintondale High School followed Woodland Park school by flipping every classroom. They have observed

that students started to become more successful in their classes than traditional model applied terms. It is also important to note that here, the foundation of official Khan Academy and the Bergmann and Sams studies are very close dates.

2.2.2. Defining Flipped Instruction Model

Flipped classroom is an instructional technique which facilitates to students gain the first introduction of the subject outside of class without a lecturer in an online environment. Students are introduced to the content at home and consolidating information in a class atmosphere. Clark (2015) defines that the flipped model of instruction is a relatively new teaching strategy as it endeavours to improve student engagement, and performance by carrying the lecture context to outside the classroom via technology, and moving homework and exercises with concepts inside the classroom via teacher-student base learning activities. Roach (2014) explains the reason of it named flipped classroom by mentioning the fact that learning process is, in fact, “flipped” from its traditional scheme. Instead of spending entire periods of time for watching a lecture, the student can watch a lecture on-line at the outside of class time, and use the class time to perform activities with classmates. The distinctive feature of flipped model from traditional instruction method is underlying of supreme time management in which introduction to subject given in available online lectures, and student-teacher interaction plays the main role at a class time with student engagement. In today’s world, instructors are not solely the resources of the transformer of knowledge; students can search information whenever or wherever wants by individual efforts. Therefore, teachers should specifically search for teaching models, which should look at the way of transfer of knowledge with minimum useless information in the purest form to carry the key points in the target subject.

A typical flipped classroom model of instruction provides students online video lectures, presentations, and exercises prior to in-class time; and thus, students attend the lesson more actively. Du, Fu & Wang (2014) shortly summarize flipped classroom that it constitutes a role change for instructors who give up their front of the class position in favor of a more cooperative and collaborative contribution to the teaching process, and the roles of students change positively. The flipped classroom puts more responsibility on the shoulders of students by giving them the greater impetus for the process of learning. One of the primary goals of flipped learning is to move students from the passive role to the active role. It can

also be defined as modifying from the instructor-centred model into student-centred learning.

Summarized schematic description of the Flipped classroom model is demonstrated in Figure 1. Basically, a circle is shown to describe that what flipped model provides, what it uses, and how it influences learning environment. Strayer (2007) states the central of classroom flip idea as delivering course content by using extensive use of educational technology. This circle drives the conceptual framework for flipped class model.

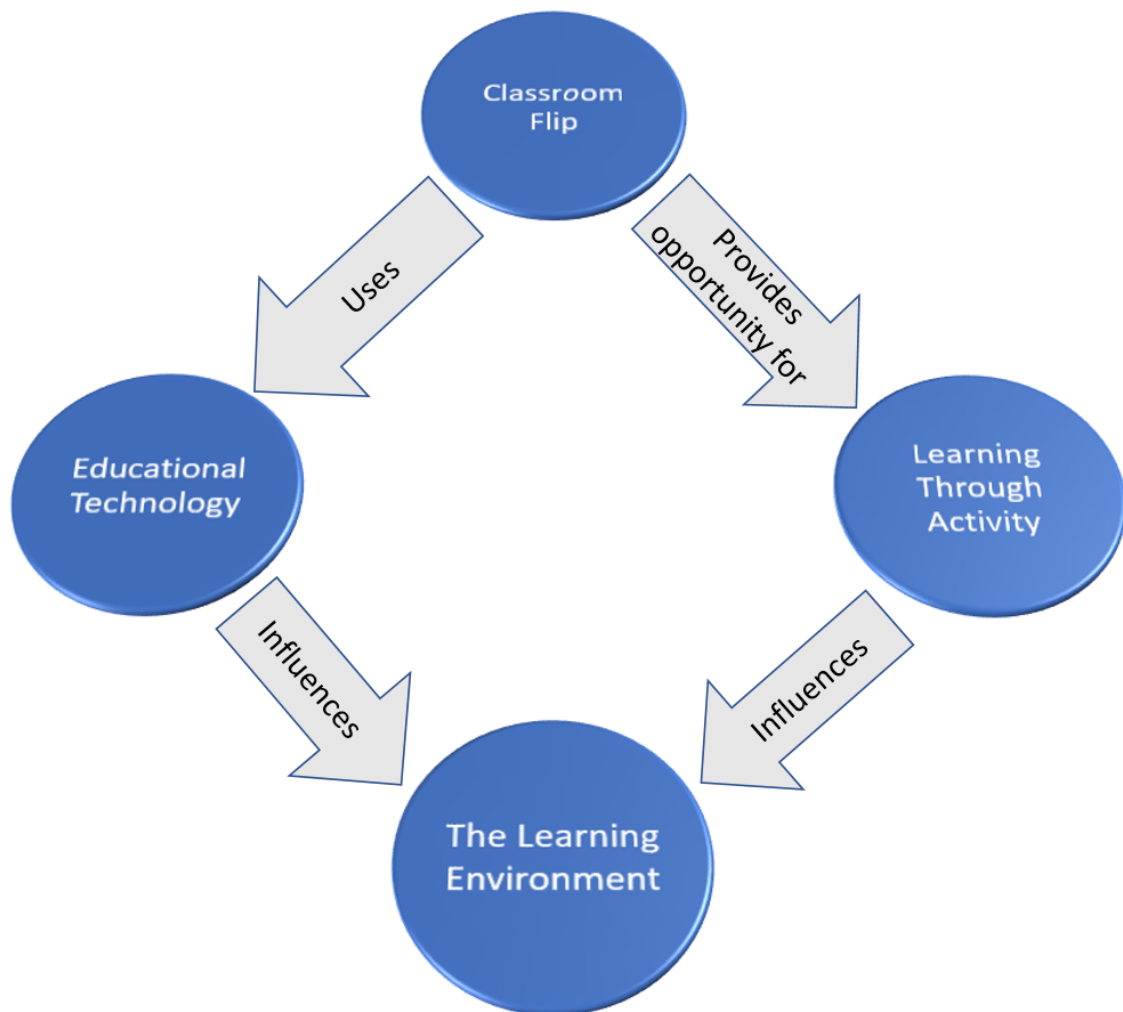


Figure 1 Theoretical Framework for the Flipped Classroom

(Strayer, J. (2007). *The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.)

According to Brame (2013), key elements of the flipped classroom are as follows;

- Students gains first exposure prior to class by Flipped Classroom model

Flipped classroom model is based on pre-class exposure. Using high-technology is not required. Reading assignments, worksheets, pictures are enough to apply it. Flipped model is not to be associated with the recorded video.

- Provide a stimulation to the students for preparing the class

When students get used to preparing for day's subject, the rate of participation will be quite higher due to an increased number of students with background knowledge. This will be an incentive for other students who will want to come pre-prepared for next lesson. They can notice that they have better understanding ability than before.

- A mechanism will be likely to be set up in time to assess student understanding.

Students can focus on parts with pre-class activities which they have problems for understanding. So, the teacher can observe the students during class time by considering their feedbacks.

- Higher level cognitive activities can be applicable in-class activities

Brame (2013) states that class time can be used to reinforce the knowledge of students to promote deeper learning if the students gain the basic knowledge outside of the class.

Dr. Barbi Honeycutt refers to the FLIP as Focusing on your Learners by Involving them in the Process. In other words, the way you design the learning environment is reversing. Thus, students can be able engaging in activities, applying concepts, and focusing on higher-level learning outcomes during class time. "Using technology, lectures are moved out of the classroom by delivering online to free up class time for students for interaction and collaboration," says Shimamoto (2012). Wilson (2013) supports earlier sentence by saying that the Internet and other technologies provide students with access to the types of information typically included in a traditional classroom lecture 24 hours a day, seven days a week, wherever, whenever they desire to access. Accordingly, a great flexibility for students supported by flipped classroom in learning in which students can choose what they want to learn when they want to learn and where they want to learn from a wide range of resources by themselves. Flipped classrooms benefit from technology to invert the

traditional teaching environment by delivering lectures online as homework and opening the class period for interactive learning (Tucker, 2012).

First flipped model has gained its popularity in non-academic or partially academic areas covers personal and group blogs, and private websites. Then, it turned into an area which required to be understood in much more detail. Today, it already applied in mainly developed countries such as the USA, and an intensive study has in progress by many groups of educational, and physiological researchers.

Flipping a classroom mainly assists to gain extra time to be used for the class by off-loading some of the non-interactive aspects of class subjects outside of the class (usually by the Internet). Thus, instructors can arrange their time more efficiently for activities that take advantage of the teacher's immediate presence (White, 2012).

A brief and clear explanation of Flipped classroom can be given in Table 1. by comparison with a traditional classroom system.

Table 1

Description chart of standard classroom and Flipped classroom in Math Class

	At school	At home
Standard classroom	Student listens to teacher introduce new math topic	Student goes home and tries to do homework, often unsuccessfully and without the opportunity to get questions answered in a timely manner.
	At school	At home
Flipped classroom	Student watches brief video explanation of new topic online, or reads new material to be discussed in class the next day.	Student works on "homework" problems, with teacher answering questions or providing clarifying follow-up as necessary.

(White, R. (2012). How to Flip Your Classroom. Retrieved from <http://hybridclassroom.com/blog/?p=819>).

One of the major benefits of the flipped concept is that it frees up more class time. By doing so, teachers can create engaging learning experiences for their students. It's essential that when teachers flip their classrooms, they put careful thought into how they spend that gained extra time if the flipped model of learning is to have the most significant possible effect on the way of learning the progress of their students (Flipped Institute).

Table 2

Comparison of Class Time in Traditional versus Flipped Classrooms

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30–45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20–35 min.		

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

According to Bergman and Sams (2013), in the flipped model, the class time is completely restructured because class begins at home prior to coming to the school for each student. All students watch a video which is related to planned lesson of the following day. In other words, students watching their video lecture at home before coming to the class in the next day possibly with fewer questions in their minds. In the class day, firstly, they are warm up with activities take places in class, and then teacher directs them to discuss video lecture content 10-15 minutes, and a teacher discusses ambiguous points if there are. The remaining class time allows a teacher to direct the students through guided, and independent practice or/and lab activities. It is obvious that flipped model provides more time both students and

teachers by allowing more practice exercises, and interactions with their students respectively.

As it is demonstrated in Table 1 and Table 2 flipped classroom model provides to be created an autonomous learning environment, and student-centred learning. Furthermore, it leads to one-on-one interaction between students and teachers.

2.2.3. The Advantages of Flipped Class Model

Flipped classroom is a new learning and teaching model that is gaining so much in popularity due to easily access to educational websites. It consists of two parts: active learning inside the classroom, and computer-based learning outside the classroom. It has a lot of advantages from both aspects. The primary aim of flipped model is to enhance student engagement and deepening their understanding by reversing the traditional instruction. To achieve this, Acedo (2013) states that short video lectures should be prepared, and uploaded online for students to view at home prior to the next class session. By doing so, it gives an opportunity to be devoted to expanding on and mastering the material through collaborative learning exercises, and discussions. Flipped model has effects on students, teachers, parents, and curriculum. Teachers no longer stand in front of the class during the class time, and so teachers have a chance to begin searching for different roles. Many instructors applying the flipped classroom so far have relied on generally 10-minutes long video lectures for their classes. Therefore, educators are no longer solely transformers of information; the roles of them turn into through to the guidance counselor, leader, and video recorder.

Slezak (2014) points out that there are two major advantages of the flipped classroom model which allows instructors to have greater flexibility in the use of class time while enhancing the quality, and rate of one-on-one interactions between intuition, and students.

According to Roehl, Reddy, and Shannon (2013), a flipped classroom allows teachers greater insight into students' grasp of information, and learning as a result of increased student-teacher interaction; the time gained by removing the lecture portion from class allows for more one-on-one personal engagement between the teacher and students. As Tucker (2012) mentioned, students utilize the time in class to work through problems, advance concepts and engage in collaborative learning.

Based on the literature, it can be said that flipped model contains many approaches such as active learning, collaborative learning, and computer-based instruction. Hence, it has

tremendous advantages encompassing these techniques. In the traditional classroom, students simultaneously need to catch the information as possible as they can in given class time. As it possibly happened to all of us in our education life, they may not understand what is being taught. While they are trying to analyze and transcribe the words coming from a teacher, they may miss some critical points. It may be also quite possible to see some students who slow down the rest of the class by interrupting, and asking for an additional explanation as they are expectedly struggling to understand in a natural way of learning a new language. In contrast, the application of video, and other pre-recorded media unarguably gives flexibility to the students; they can watch, and rewind, and fast-forward if needed (Du, Fu, & Wang, 2014). Students can review and replay any parts of the lecture that they're having trouble with as many times as they need. Especially, pausing is an effective feature for many reasons, such as personal needs, relaxing the brain, and having time to digest the information. Flipped model gives students a sort of remote control on their classes. Giving students the ability to pause their teacher is the truly revolutionary way of learning.

With the flipped classroom, students are kept more engaged to class. It is hard to say that all students focus the subject during the lesson. However, in flipped class students comes to class by exploring the new concepts beforehand; and so, teachers can see immediate feedback about the subject during class time, which helps students improve their learning.

In a traditional classroom, time that already limited is mostly spent for direct instructing such as explaining the subject, giving examples by teachers. Thus, teachers do not find time to spend with their students in the one-on-one interaction way. Flipped instruction has an aim of engaging in students to class; and it has more time to talk with individual students assisting them, answering their questions, and assessing their understanding of the material. Hence, flipping increases both student-teacher interaction and student-student interaction. Because teachers is seen as friends, counselor, experts by students, having an in-person interaction is an invaluable experience for them.

In flipped model, students can control their own learning by providing short video lectures at home. It allows students to have freedom to learn. Thus, this helps improve both student's achievement and self-confidence. It encourages students to partake in their own learning process; and so, it promotes student-centred learning.

Acedo (2013) states that students who are forced to be absent class due to illness, vacations, or emergencies, can let catch up quickly by making video lectures available for them at all time in an online platform. This also gives teachers more flexibility in the case of their absence. Furthermore, this accessibility allows parents to observe the quality of instruction for their children in which they can check the videos as well. Furthermore, flipped classroom limits the outside workload; this lets students have more time to be used and spend with their families, and friends.

In an online video lecture library, multiple teachers can teach the same course; students can have access to digital contents of different teachers, and videos to increase their comprehension speed and level of a subject.

Bergmann and Sams (2012) point out that flipping is a great advantage for absent teachers. Similarly, in some rural schools, it is not very common to find qualified teachers; and so, it can be provided for the students via computer by allowing to the students to the video lectures recorded by other teachers in the world. Thus, it may be possible to ensure an equality for students living in rural areas.

2.2.4. The Challenges of Flipped Class Model

Flipped model, as with anything, has some disadvantages about teaching, and learning. The most crucial point in flipped education is having a good control on transition time of students from the traditional classroom of learning to the flipped class model. Although there is no certain time to be used to be familiar with the flipped system for students, it certainly requires a period to learn, and understand the new way of teaching they are in. There are several negative points in the application of a flipped model which brings inevitable fact, lack of success, at the end. One of the most inaccurate things is not to motivate to the students due to lack of action of a guidance counselor. The second crucial mistake is to apply the flipped model in only one class rather than a full-scale application. Thus, students cannot be able to quit the traditional system, or they cannot be capable of realizing its full of potential. Therefore, a flipped model application should be applied in full scale by covering the classes in the school in order to avoid the possible case of partial failures.

This model claims that everyone can learn, and develop skills at a different pace, and on their own. Thinking that students can learn by themselves brings about heavy reliance on student motivation. However, all students do not have the same motivation level; some

students are not as motivated as others; this may cause those less motivated students to get less done. Chen (2010) defines today's children as "born digital," so they can find this new model digital learning to be very motivating. Although many students can be bored, and unmotivated because of the way, they are being taught, with heavy reliance on reading textbooks, memorizing pages, and figures, and listening to lecture, over and over, some of them may not take pleasure from learning via technology or in a digital platform. In flipped model, the student should be self-motivated, and eager to learn out of class without any enforcement or heavy advice. At this point, teachers can encourage the students to study without needing external force; and parents can follow what their children do, when they study, how much they have learned.

Jamaludin and Osman (2014) point out a significant disadvantage of a flipped classroom which can be challenging because of a lack of facilities such as the Internet accessibility, and effective models; however, it is important to help students learn, and develop their learning skills using innovative methods of instruction. The main condition is to have access to the Internet or to possess the computer for students in this flip model. All students in all areas do not have the same facilities. Students who do not have personal computers or network would be forced to use public computers or network at a library or a school. When it is thought, in traditional lecturing students do not have the same facilities such as expert, missing teacher, outdated materials which they are problematic issues. As a solution, if a student possesses the computer, but there is no Internet connection; a CD carries the video lectures can be a perfect solution. Additionally, school managements can allow the students to use the computer lab whenever students want.

The other disadvantage of a flipped model is keeping students on the same subject can get tricky. Flipped classroom has a relaxed atmosphere; and so, it enables students to be one different level of their education. If the students from a class have the different level of progression, the teacher should catch up to introduce a new lesson.

In the past, flipped classroom required some critical conditions when compared to the traditional classroom. These conditions are as follows; teachers should be a complete expert in their area; a platform specialist is needed to arrange the online accesses; a video editor was needed with sufficient equipment such as a camera to record screen and programs to arrange the videos. However, one can easily do everything by personal effort. A video lecture can be recorded similar to the Khan Academy by using a cheap pen integrated cell phone,

which eliminates needs of sophisticated devices. There are plenty of platforms from public to more private such as YouTube, which eliminates to apply someone to upload videos. However, a teacher who is responsible for recordings should be well-prepared and good at in the field. It is also not enough to sustain a sufficient level of education by using a flipped class model.

2.2.5. Related Studies with Flipped Classroom Model

This section focuses on research works and case studies highlighting Flipped learning experience. In 2007, Woodland Park High School in Colorado faced a problem that students were missing too many classes because of extracurricular activities. As a solution, chemistry teachers Jonathan Bergmann and Aoran Sams found out a solution by flipping their classrooms to ensure that those students who were missing class could still access the performed classes. They began to record and post their live class lessons using screencast software. After flipping, it was observed that students' interaction with each other and teacher in these classes were dramatically increased.

In 2009, Byron High School determined to implement a flipped model in their math classes because gained grades by students were below expected values. Following the application of flipping their classes, the teachers found that engagement was increased. By 2011, nearly three-quarters of students passed the state math test, more than double the performance from just three years earlier. Besides, Byron High School won the Intel Schools of Distinction award for High School Mathematics in 2011.

In 2011, Clintondale High School is a school in the suburb of Detroit. Due to its location, their students were coming from low-income families; there was not sufficient communication between students and teachers. The school management decided to apply a flipped model as it was in media in that times, and management decided to implement a flipped model in all freshman classes. After the obtained results were showing that a dramatic decrease in failure rate, 33%, entire school system was converted to the flipped learning model.

Flipped model was also implemented in higher education. In 2008, Faculty at California State University applied flipped model in their freshman, and sophomore classes to increase student engagement. This change helped the students to learn the content better. They all agreed that this model was very effective depending on coming positive feedbacks.

In 2012, Joseph Chipps, a high school math teacher, conducted a research with his 72 students in Calculus lesson at Granada Hills Charter High School. He created a website called “beyond calculus” and chose experimental, and control groups among his classes. The purpose of this study was to determine the efficacy of watching online instructional videos at home. The results demonstrated that gained scores of students in experimental class significantly higher. Then, they reported that the flipped classroom individualized learning, provided more support than traditional classes, and emphasized content and understanding.

In 2012, Johnson and Renner employed a dissertation research with approximately 62 participants at Study High School in the USA. The purpose of this study was to examine the efficacy of traditional, and flipped course delivery methods using a mixed-methods switching replications design. It was hypothesized that students in the computer applications class would benefit from the flipped method due to the transitioning of class time from lower-level activities to collaborative group work. Although their results do not support the hypothesis presented, the current study does provide insight into further research into the topic as well as observations in relation to their findings (Johnson & Renner, 2012).

It is known as “Flipped Writing Class Model with a Focus on Blended Learning” in a Ph.D. study by Ekmekci (2014) conducted in Ondokuz Mayıs University, it was aimed to suggest that flipped writing class model as an alternative method for traditional lecture-based writing instruction. Two selected groups constituted the experimental and control groups within the study. Both quantitative and qualitative data collection instruments were employed for the study. The results indicated that the students in the experimental group outperform the students in the control group after the treatment process.

In 2015, Clark conducted an action research aiming to bring about improvements in student engagement, and performance in the secondary mathematics classroom through the implementation of the flipped model of instruction, and compared student interaction in the flipped classroom with a traditional format. According to results and findings from this study, totally 42 students in an algebra course were in an experimental group in a high school in the USA; they indicated that students were more engaged, and more involved in the flipped model of instruction when it was compared to the traditional delivery approach as students experienced quality instruction that was student-focused in the flipped class model.

2.3. Learner Autonomy

2.3.1. Definitions of Learner Autonomy

Learner autonomy was defined by Holec, the "father" of learner autonomy, (1981) as the ability to take charge of one's own learning. He noted in his book called *Autonomy and Foreign Language Learning* in which this ability is not inborn, but must be acquired either by natural means or by formal learning. In order to take charge of one's own learning, it is necessary to have the responsibility for all the decisions by concerning all aspects of learning process such as determining the objectives, defining the contents, selecting methods, techniques, and evaluating what has been learned. Learner autonomy is generally defined in educational terms as involving students' capacity, teacher, and learner. Little (2007) describes autonomy as a shared experience with the teacher and learners who will progressively grow as learners begin to be able to take more responsibility in their process of learning. Little (2007) states that learner autonomy is the product of an interactive process in which the teacher tries to enlarge the scope of the autonomy of learners by allowing them to have more control of the entire process, and content in the way of learning progress. Learner autonomy is present in a classroom atmosphere, and it can turn into a habit in time. Thus, all learners can benefit from this habit in their education process and in all their lives. Learner autonomy can be associated with learner responsibility and awareness of their own process. Wenden (1991) corroborated this relation by claiming that true learner autonomy refers to how students reflect on their learning process, and how students realize opportunities of effective learning, which indicates the importance of metacognitive awareness, and attitudes of learners.

According to Little (1991), there are five misconceptions about autonomy;

- Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without the teacher.
- In the classroom context, autonomy does not entail an abdication of responsibility.
- On the part of the teacher; it is not a matter of letting the learners get on with things as best they can.
- Autonomy is not something that teachers do to learners, that is it is not another teaching method.
- Autonomy is not a single, easily described behaviour.
- Autonomy is not a steady state achieved by learners (Little, 1991, p. 81).

Benson (1996) categorizes three levels for a learner which involves learning: learning management, cognitive process; and learning content. Benson (1996) states that a psychological view of autonomy focuses on the importance of the psychological or internal capacities of the learner such as cognitive, and learning styles, motivation, attitudes, aptitudes. Campbell (2004) defines learner autonomy as “a quality enabling a person to interact with text or accomplish some other language task in a self-directed manner without significant or constant assistance from others”. Littlewood (1996) also defines an idea that autonomy is an ability. Furthermore, Littlewood relates this ability with the willingness by stating that knowledge and skills should be learned while motivation and confidence require an encouraging learning environment; all of the statements assist functional autonomous learning. After all, the aim of learner autonomy is to enhance effective instruction. It is a reality that learning can be effective if the learners involve in the learning process, and integrate their knowledge to instruction. Learner autonomy can lead to being better about effectiveness. To compensate for the limits of time given to a classroom, and boost the possibilities for successful language learning, and acquisition, students need to be encouraged to develop their own learning strategies in which students can progress as far as possible, and they become autonomous learners (Harmer, 2007). Whereas it is expected from students are being aware of their responsibility to learn, some students are less enthusiastic about taking responsibility for their learning process in which numerous efforts and encouragements are provided by their teacher to turn them into autonomous learners. Autonomous learning may also be called student-centred instruction because of its principal aim described as changing focus from teacher to student through the process of learning.

Language teachers along with other teachers should see autonomous learning as a principal goal of their existent. It is assumed that being a good language learner is coming from taking responsibility in the first point. Autonomous learning requires awareness of learning styles along with the awareness of proceeding level during the learning process by regular self-check.

2.3.2. Fostering Autonomous Learning

Holec (1979) who first defined learner autonomy describes that autonomous learner can determine the objectives, contents, progressions as well as selecting methods, and techniques to be used, monitoring the procedure of acquisition properly speaking (rhythm, time, place,

etc.); by evaluating what has been acquired. The autonomous learner takes a (pro-) active role in the learning process by generating ideas, and availing himself/herself of learning opportunities, rather than simply reacting to various stimuli of the teacher (Kohonen, 1992). According to Candy (1991), the autonomous learner is a self-activated maker of meaning. An autonomous learner performs as an active agent in his own learning process. An autonomous learner is not being merely directed by others, but it causes to modify, and upgrade the instructor by supporting feedback in a self-awareness. The learning process is seen as the result of his own self-initiated interaction with the world.

Within the context of education, though, there seem to be seven main attributes characterising autonomous learners (see Omaggio, 1978, cited in Wenden, 1998: 41-42):

1. have insights into their learning styles and strategies;
2. take an active approach to the learning task at hand;
3. are willing to take risks, i.e., to communicate in the target language at all costs;
4. are good guessers;
5. attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
6. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
7. have a tolerant and outgoing approach to the target language.

According to Little (2004), autonomous learners have the capacity to determine realistic and reachable goals, selecting appropriate methods, and techniques to be used, monitor their own learning process and evaluate the progress of their own learning. An autonomous learner is an active participant in the social processes of learning, and an active interpreter of new information in terms of what she/he already, and uniquely comprehends (Dam 1990).

Holec (1981) explains that an autonomous learner means that one is able: to have, and to hold the responsibility for all the decisions concerning with all aspects of learning process, i.e. determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedures of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired.

Fostering learner autonomy may be defined in simple terms as helping learners to become more independent. This process can only occur with an appropriate training to use language learning strategies effectively in their language learning process. At the end of the training period, learners should be able to take the responsibility to control, evaluate, and monitor their language learning process (Ceylan,2015).

Dickinson (1992, p. 330) identifies six ways “in which the teacher can promote greater learner independence”:

1. Legitimizing independence in learning by showing that we, as teachers, approve, and by encouraging the students to be more independent;
2. Convincing learners that they are capable of greater independence in learning - give them successful experiences of independent learning;
3. Giving learners opportunities to exercise their independence;
4. Helping learners to develop learning strategies so that they can exercise their independence;
5. Helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books;
6. Sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning.

Fostering autonomy can cause changes in what students do and how they can learn in and out of the class. However, students are not expected to be able to take responsibility for their own learning process, if they do not have the fundamental idea of how learning works. Teachers can foster an awareness of the skills that are involved in learning, and demonstrate the learning strategies in use through the activities that they plan during the course. In this way, teachers encourage learners to understand the rationale behind teaching methodology, such as learning through discovery. In courses that seek to promote learner autonomy using technology, it can be useful to draw upon a constructionist view of language learning. A constructionist approach can encourage students “to learn in a social context and help them to develop an ability to readily create new knowledge, solve new problems and employ creativity and critical thinking” (Sadik, 2008). The development of the capacity, and willingness to act independently is perceived by many others as an important goal in language education. To do this, an appropriate learner-autonomy-based pedagogy, for example, project-based learning or flipped learning should be adopted. Different

technologies have their own affordances and constraints with the result of supporting the development of learner autonomy in different ways. It is, therefore, necessary to consider the potential benefits of the technological environment that we ask our students to engage with and consider how effective technologies might be useful as a learning tool (Hafner & Miller, 2011).

Technology offers a lot of resources about linguistics such as authentic text, graphics, audio, and video online. Therefore, technology's role in fostering autonomy has increased incrementally over the years. Thanks to technology-enhanced language learning, it can be supported different learning styles; that computers and the Internet provide a wealth of resources to independent learners; and that certain software packages can offer a complete curriculum for language learning. Learner autonomy can be summarized in three points according to Dickinson (1995): learning is more focused, purposeful, and effective; there are no barriers between learning and living, and learners are able to transfer their autonomous behaviour to other areas of their lives.

Benson (2003) emphasized that “autonomy can be fostered, but not taught”. He identifies six approaches as supportive of autonomy;

- 1) Resource-based approaches provide independent interaction with learning materials.
- 2) Technology-based approaches emphasize independent interaction with educational technologies.
- 3) Learner-based approaches emphasize the direct production of behavioural and psychological changes in the learner.
- 4) Classroom-based approaches emphasize learner control over the planning and evaluation of classroom learning.
- 5) Curriculum-based approaches extend the idea of learner control to the curriculum as a whole.
- 6) Teacher-based approaches emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners.

In order to enhance autonomy, it is necessary to adopt non-traditional teaching models which are controlled under the leadership of students, the teacher takes part as a facilitator and evaluator to observe, and detect the missing parts or the parts required to be modified to serve better education.

CHAPTER 3

METHODOLOGY

In this chapter, the design of research, setting of the study, data collection procedure applied instruments, data analysis method, and treatment process are explained in detail.

3.1. Research Design

Research design includes all systematic-study-oriented actions for finding answers to researcher's questions. Firstly, in accordance with the purpose of the study, the design of the research should be determined. This current study comprises of two groups: experimental and control groups. For all study purposes, throughout the research pretest posttest quasi-experimental method is followed to find true answers for the research questions. The experimental group was given a specific treatment; while the control group was not given any new specific treatment. The use of a control group in the study enabled the researcher to discount many alternative explanations for the effect of treatment (Bernard, 2010). According to the aim of the research, while the experimental group is instructed by flipped classroom model, the control group is instructed by a traditional classroom of learning.

In order to reach a clear conclusion, some studies may use quantitative research method based on numerical data and analysis, other studies may use qualitative research method based on non- statistical data. The current study researcher has used a combination of both qualitative and quantitative research methods in this study. Within this scope, Learner Autonomy Questionnaire as quantitative data collection instrument has been applied for all study purposes. Flipped Classroom Attitude Interview as a qualitative data collection

instrument which was answered by a small number of experimental group students has been conducted. The answers to the interview questions were analyzed by the researcher by assisting from the descriptive analysis, using two scales developed by Johnson (2013) and by Zhang and Li (2004). However, scales are specifically adapted according to the purposes of the study.

The questionnaire has been applied to both the groups as pre-test and post-test. The subsequent results have been analyzed by the researcher with the help of descriptive statistics. The students in the experimental group received general English lessons based on Flipped Class Model during the treatment process, while the control group's lessons were taught using traditional instruction model. Prior to starting the research implementation, the researcher evaluated the students based on a test to find out their background knowledge of English. The experimental group students were given a video-lecture created by a researcher. In this way, it was purposed to have one control group relative to the other experimental group. Thus, it was observed an improvement in English language education by using a similar method to the current study at Khan Academy in the recent years, mainly in the USA and many other countries (Khan, 2004; Morgan, 2014; Sparks, 2011).

The researcher mainly aims to find out whether Flipped Class Model affects students' learner autonomy. Because flipped model promotes to autonomous learning in contrast to traditional-lecture based instruction, the researcher argues that Flipped Class Model is effective on enhancing students' learner autonomy.

3.2.Population and Setting

The research took place at a high school with 1500 students located in Turkey. The high school was one of the public schools serving students between grade nine and grade twelve. The population of the study was consisting of Anatolian High School 10th grade students. Two classes were selected for research and classified as experimental and control groups consisting of 33, and 29 students respectively. The subject group's English level was determined as pre-intermediate. The implementation took place in the second semester of the 2015-2016 school years.

3.3.Procedure

Prior to starting the treatment process, the researcher applied the experimental and control groups Learner Autonomy Questionnaire as a pre-test to find out the study subject's readiness of learner autonomy.

During the research implementation, the researcher gave the online links of video lectures to the experimental group in which students were responsible for watching the lessons prior to traditional classroom learning of the same lesson. The underpinning idea was to sustain a level of focus by using 6-10 minutes' short videos without showing human face or body language interactions. Thus, it was aimed to keep students' concentration as possible as awake by avoiding any distortion. Another critical point was to ease of the job that student loaded by letting him/her get pure information specifically prepared about next day class which helps to prevent one to have the possible clutter of information. All the given videos were kept in the same flow of information with perfectly designed, animated examples. All the information used in the manuscript of videos and examples came from an officially followed course book for the 10th grades given by Ministry of National Education. Additionally, all nouns, verbs, and adjectives used in the video were chosen in alignment with the nouns, verbs, and adjectives from the course book followed in class. Hence, it was aimed to make study subjects much more familiar to the words used in the book as they watch nine-ten minutes' videos prior to the class.

Although the destination is similar to the Khan Academy, the technology applied to record both voice and video was little different. For the current study, a screen recorder and video editing program along with Microsoft PowerPoint program were used to prepare final video classes loaded on YouTube.

Class teacher implemented the treatment as shown in Table 3, and the results were shared with the researcher to use just for research purposes, to remove any bias and retain the confidentiality of the students. A web-based platform was used with obtained links each of which was classified depending on the subject, links were given to the students to let them access easily. A YouTube channel was first attempted to set for an online access. By accounting that not all students were able to access the Internet, but it is assumed that all have access to the video player such as Computer or DVD player, they were provided with a CD containing the tutorial videos inside. Each educational video had an introductory part

which covers first three to four minutes. The introductory part was not mandatory to be watched. However, these introductory parts were providing the brief descriptions of video context. Finally, students did their homework during class hours. The control group students were taught the same subject in the traditional way. By using the collected data, gained results were analyzed whether there were any changes between the two groups using a post-test.

Table 3

Procedure of conducting the survey

Activity	Time	Venue	Number of Classes	Number of Participants
Research Study	8 weeks	At high school	2	62

3.4. Data Collection Instruments

Learner Autonomy Questionnaire originally designed by Zhang and Li (2004) is comprised of items including 10 multiple choices, 5 open-ended questions, and 11 items Likert scale options. However, it was decided to choose only two parts including 15 items of the complete questionnaire. Following to the choosing parts and items, more items were adopted into the questionnaire to analyse learner autonomy much more reasonably. The final prepared questionnaire was comprised of totally 28 items due to attaching more items which were reasonably related to the applied questionnaire. Prepared scale in native language was given to the participants before the treatment. In order to analyse the given responses, a five-point Likert scale was used, which consist of the choices of never, rarely, sometimes, often and always (see Appendix 1). The reason of behind the preferring this questionnaire was due to its appropriate structure for aimed measurement especially when the conditions of the profile of students considered such as their level of English, and current degree. Moreover, a long-term study was not able to be performed due to common reasons, such as arranging a school, persuading the instructor to apply the tests, and available limited time.

In the original study, (Dafei, 2007; Zhang & Li, 2004) the reliability and content validity of the questionnaire is mentioned as “high” (Dafei, 2007). In this study, Cronbach’s Alpha value was found as .863 having 24 questionnaire items. Reliability statistics demonstrated that the items on the questionnaire had high reliability according to the results of the study statistics.

The other data collection instrument is Flipped Classroom Attitude Interview (Johnson, 2013). The purpose of the interview is to gain insight into students' ideas related to videos in class lectures which were seeking the answer some questions such as whether the in-class support is more helpful than homework, and whether they enjoy the flipped classroom. The interview consists of ten items, and it is aimed to learn students' perceptions about flipped learning model as well as its effects on their progression.

3.5. Materials

The materials that were used in the experimental group (flipped classroom), and control group (traditional classroom). Video manuscripts were prepared by the researcher in accordance with the course book titled "Yes You Can". The contents of coursebook and video lectures were parallel to each other (See Appendix 3). While traditional classroom uses English course book with additional materials based on contents of lessons, flipped classroom uses the English course book, and additional materials based on contents of lessons along with 12 recorded video lectures. All the video lectures in this study lasted for approximately 6-12 minutes. Each video lecture contains different topic or a different part of given topic. Each video has an introduction part, summary part, lecturing, and exercises; finally, dialogue part and dialogue part was performed by non-native fluent English speakers. Flipped lecture videos have visual elements such as very short animations to pass the idea much easily to the students and dialogues related to the given lectures. The video contents were decided by researcher and English class instructor to be ready to apply in the second semester of the education term.

After lesson plans and all manuscripts were completed, an intensive research was performed to choose suitable materials in the process of preparing videos. All video lectures were recorded by using a video studio software, and then uploaded on YouTube channel called "Flip Education". The experimental group students were invited to follow this channel. In addition to video lectures, other supportive materials such as hard copy exercises, pictures, audial and visual materials were prepared by instructor and teacher in order to ease the comprehending the subjects by students. The English course was following four hours course time in a week. During the treatment process, experimental group students received grammar lessons through flipped class model. They watched the prepared video lectures which were

given as assessments to the students to complete prior to coming to the class (See attached DVD).

3.6.Data Analysis Procedure

The data of the study was gathered in May 2016 from a state high school located in Turkey. The data was collected from two classes chosen by their instructors. With the teachers' consent, the data was collected during class. In order to have a proper data collection process, the researcher was present when the participants filled in the questionnaire.

After all the data were collected, all responses were coded into the numeric form followed by entering into Microsoft Excel for quantitative analysis of data. After the data was entered in Microsoft Excel, the numerical values were calculated in the Statistical Package for Social Science (SPSS). In order to measure the reliability of the questionnaire, Cronbach Alpha coefficients were calculated and found as .863. Descriptive analysis was cared to obtain data conclusions. In the questionnaire, the items on the five-point Likert scale were ranged from 1 to 5. As Mann-Whitney U test is the most appropriate test to find the median of two populations for equal sample sizes, it was preferred to use to compare differences between experimental and control groups.

CHAPTER 4

RESULTS

In the previous chapters, it was concentrated on what the research questions are, what needed to be done to answer these questions. In this chapter, the results of the study will be reported in accordance with the research questions.

4.1. Reliability Analysis

Reliability analysis calculated based on questionnaire included 24 items for experimental, and control groups as given in Table 4.

Table 4

Reliability Analysis

Cronbach's Alpha	N
.863	24

The reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency (Goforth, 2015). The closer the Cronbach's Alpha coefficient is to 1, the more reliable a questionnaire is. Additionally, if the reliability coefficient exceeds .700, a questionnaire can be considered reliable. As is seen in Table 4 the reliability coefficient was calculated .863, and this result meets adequate reliability condition in order to continue the research.

4.2.Demographic Information

In this research, gender statistics of control (n=29) and experimental groups (n=33) performed questionnaire form is given in Table 5.

Table 5

Gender Statistics

Group	Female		Male		Total	
	n	%	n	%	n	%
Control	18	62	11	38	29	100
Experimental	19	58	14	42	33	100
Total	37	60	25	40	62	100

When the table was analysed, 62 % (n=18), and 38 % (n=11) of control group participants were revealing female and male ratio respectively. 58 % (n=19), and 42 % (n=33) of experimental group participants was demonstrating female and male respectively. Gender distribution for total sample was as below: 60 % female (n=37), and 40 % male (n=25).

Age distribution of the total sample is given in Table 6.

Table 6

Age Statistics

Group	15 Age		16 Age		17 Age		Total	
	n	%	n	%	n	%	n	%
Control	2	7	24	83	3	10	29	100
Experimental	4	12	23	70	6	18	33	100
Total	6	10	47	76	9	14	62	100

Age distribution of sample is as below: Control group 15 age 7% (n=2), 16 age 83% (n=24), 17 age 10% (n=3). Experimental group 15 age 12% (n=4), 16 age 70% (n=23) 17 age 18 % (n=6). Age distribution for total sample: 15 age 10% (n=6), 16 age 76 % (n=47) and 17 age 14% (n=9).

4.3.Instrument Statistics

In this part of the study, comparisons of Pre-test, Post-test, and experimental control groups were performed by the students for questioned 24 learner autonomy questions. Group means were used in comparisons for a questionnaire from total questions of five Likert-type non-parametric test types without a normal distribution were performed for some groups in which small sample ($n < 30$), and maximum $n = 33$ in other groups. The adequate testing value was obtained by Mann-Whitney U testing statistics for comparisons of two-choice Pre-test/Post-test, experimental/control groups, and gender.

Learner Autonomy questionnaire score statistics for experimental, and control groups is given in Table 7.

Table 7

Learner Autonomy Questionnaire Statistics of Experimental and Control group

Experimental/Control	Mean	n	Standard deviation
Experimental Group	73,28	33	13,72
Control Group	73,89	29	14,98
Total	73,57	62	14,27

While Learner Autonomy Questionnaire Mean and standard deviation values for the experimental group were found 73.28, and 13.72 respectively, Learner Autonomy Questionnaire Mean, and the standard deviation was calculated as 73.89, and 14.98 respectively.

Discriminant analysis for two groups can be done with the following hypothesis given below in detail.

H 0: There is no significant difference between experimental and control groups in terms of Learner Autonomy Questionnaire points.

H 1: There is a significant difference between experimental and control groups in terms of Learner Autonomy Questionnaire points.

Mann-Whitney U statistics used in hypothesis testing is given in Table 8.

Table 8

Mann-Whitney U-Statistics

Learner Autonomy Questionnaire	
Mann-Whitney U	18,72
Wilcoxon W	35,83
Z	-,210
Asymp. Sig. (2-tailed)	,833

Significance value by Mann-Whitney was found as .833. Thus, H₀ hypothesis was irrefutable due to obtained value higher than 0.05 as presented in Table 8. In other words, there is no meaningful difference in obtained scores by Learner Autonomy Questionnaire for experimental and control groups at the level of 95%.

Calculated statistics of Learner Autonomy Questionnaire scores for Pre-test and Post-test is given in Table 9.

Table 9

Learner Autonomy Questionnaire Statistics of Pre-test/Post-test

Pre-test/Post-test	Mean	n	Standard deviation
Pre-test	75,4	62	12,19
Post-test	71,74	62	15,97
Total	73,57		14,27

While mean and standard deviation of Learner Autonomy Questionnaire results for performed pre-test to the students were 75.4, and 12.19 respectively, they were obtained as 71.74, and 15.97 for mean and standard deviation of applied Post-test.

Hypotheses given below can be used to testing meaningfulness of statistical differences between the two means.

H₀: There is no significance difference between pre-test and post-test Learner Autonomy Questionnaire scores of students.

H₁: There is a significance difference between pre-test and post-test Learner Autonomy Questionnaire scores of students.

Mann-Whitney U statistics of related hypotheses are given in Table 10.

Table 10

Mann-Whitney U-Statistics

Learner Autonomy Questionnaire	
Mann-Whitney U	16,13
Wilcoxon W	35,66
Z	-1,545
Asymp. Sig. (2-tailed)	,122

Significance value by Mann-Whitney was obtained as .122. Thus, H₀ hypothesis is irrefutable due to a value higher than .05 as presented in Table 10. In other words, there is no meaningful difference in obtained scores by Learner Autonomy Questionnaire for experimental and control groups at the level of 95%.

Statistics of Learner Autonomy Questionnaire scores for applied Pre-test and Post-test to the male and female students is given in Table 11.

Table 11

Learner Autonomy Questionnaire Statistics of Male and Female Students

Gender	Mean	n	Standard deviation
Female	77,68	37	13,43
Male	67,68	25	13,45
Total	73,57	62	14,27

While Learner Autonomy Questionnaire Mean, and standard deviation for female students were obtained as 77.68, and 13.43, Learner Autonomy Questionnaire Mean and standard deviation were found as 67.68, and 13.45.

It can be utilised from the following hypothesis to test statistical differences of girls and boys in respect to Learner Autonomy Questionnaire.

H₀: There is no significant difference between female and male in terms of Learner Autonomy Questionnaire points.

H 1: There is a significant difference between female and male in terms of Learner Autonomy Questionnaire points.

Mann-Whitney U of related hypotheses is given in Table 12.

Table 12

Mann-Whitney U-Statistics

Learner Autonomy Questionnaire	
Mann-Whitney U	11,75
Wilcoxon W	25,01
Z	-3,48
Asymp. Sig. (2-tailed)	,000

Significance value by Mann-Whitney was obtained as .00. Thus, while H0 hypothesis is deniable due to obtained value less than .05, the H1 hypothesis is acceptable as presented in Table 12. In other words, there is a statistically significant difference between male and female students in obtained scores by Learner Autonomy Questionnaire for experimental and control groups at the level of 95%.

It can be seen in Table 11 female students revealed higher scores in Learner Autonomy Questionnaire than male students from obtained statistical significant difference.

Analysis of the Questionnaire Items:

As indicated Table 13, Table 14, Table 15 and Table 16, the students of the experimental group marked the item which they felt closer on learner autonomy. The results of these items were discussed in conclusion part in detail.

In order to analyse questionnaire items by evaluating each item, descriptive statistics were utilized. The result tables of this questionnaire provided an opportunity to evaluate values in detail as given in Table 13.

Table 13

Pre-Test Percentage of Experimental Group Students' Learner Autonomy Questionnaire

Items	Experimental Group									
	Never		Rarely		Sometimes		Often		Always	
	n	%	n	%	n	%	n	%	n	%
1	1	3	4	12.1	9	27.3	10	30.3	9	27.3
2	7	21.2	8	24.2	16	48.5	1	3	1	3
3	2	6.1	8	24.2	21	63.6	2	6.1	0	0
4	12	36.4	13	39.4	5	15.2	2	6.1	1	3
5	1	3	6	18.2	14	42.4	9	27.3	3	9.1
6	2	6.1	3	9.1	14	42.4	7	21.2	7	21.2
7	6	18.2	4	12.1	10	30.3	7	21.2	6	18.2
8	4	12.1	8	24.2	8	24.2	5	15.2	8	24.2
9	2	6.1	9	27.3	15	45.5	5	15.2	2	6.1
10	2	6.1	7	21.2	14	42.4	9	27.3	1	3
11	2	6.1	4	12.1	9	27.3	12	36.4	6	18.2
12	6	18.2	11	33.3	10	30.3	6	18.2	0	0
13	3	9.1	2	6.1	4	12.1	16	48.5	8	24.2
14	2	6.1	2	6.1	8	24.2	12	36.4	9	27.3
15	0	0	3	9.1	10	30.3	10	30.3	10	30.3
16	1	3	1	3	9	27.3	9	27.3	13	39.4
17	1	3	12	36.4	12	36.4	4	12.1	4	12.1
18	4	12.1	7	21.2	8	24.2	4	12.1	10	30.3
19	1	3	4	12.1	14	42.4	7	21.2	7	21.2
20	9	27.3	12	36.4	8	24.2	2	6.1	2	6.1
21	6	18.2	8	24.2	8	24.2	4	12.1	7	21.2
22	11	33.3	4	12.1	9	27.3	7	21.2	2	6.1
23	2	6.1	1	3	15	45.5	7	21.2	8	24.2
24	I	12.1	5	15.2	5	15.2	11	33.3	8	24.2

As Table 13 makes it clear, most of the experimental group students reported that they had the ability to learn English. 90 % of students agreed that if they knew what they would learn next lesson, they would believe that they could be successful. This result shows that flipped class model may increase their motivation to learn English.

Table 14

Pre-Test Percentage of Control Group Students' Learner Autonomy Questionnaire

Control Group										
Items	Never		Rarely		Sometimes		Often		Always	
	n	%	n	%	n	%	n	%	n	%
1	0	0	4	13.8	9	31	4	13.8	12	41.4
2	4	13.8	12	41.4	9	31	3	10.3	1	3.4
3	6	20.7	12	41.4	9	31	0	0	2	6.9
4	17	58.6	8	27.6	4	13.8	0	0	0	0
5	4	13.8	10	34.5	11	37.9	2	6.9	2	6.9
6	2	6.9	2	6.9	4	13.8	8	27.6	13	44.8
7	7	24.1	5	17.2	7	24.1	6	20.7	4	13.8
8	3	10.3	9	31	4	13.8	5	17.2	8	27.6
9	1	3.4	4	13.8	13	44.8	6	20.7	5	17.2
10	1	3.4	7	24.1	12	41.4	8	27.6	1	3.4
11	1	3.4	8	27.6	5	17.2	8	27.6	7	24.1
12	5	17.2	10	34.5	9	31	3	10.3	2	6.9
13	0	0	2	6.9	10	34.5	4	13.8	13	44.8
14	2	6.9	7	24.1	5	17.2	4	13.8	11	37.9
15	0	0	0	0	4	13.8	9	31	16	55.2
16	1	3.4	2	6.9	8	27.6	9	31	9	31
17	2	6.9	2	6.9	12	41.4	10	34.5	3	10.3
18	3	10.3	4	13.8	6	20.7	8	27.6	8	27.6
19	6	20.7	6	20.7	4	13.8	6	20.7	7	24.1
20	7	24.1	11	37.9	6	20.7	3	10.3	2	6.9
21	4	13.8	11	37.9	4	13.8	3	10.3	7	24.1
22	11	37.9	9	31	7	24.1	1	3.4	1	3.4
23	1	3.4	2	6.9	8	27.6	8	27.6	10	34.5
24	0	0	4	13.8	6	20.7	10	34.5	9	31

As Table 14 makes it clear, the great majority of control group students believe that they had the ability to learn English well. The good point of results shows that all the control group students consider if they were informed about next lesson subject, they would be successful in English classes. It can be concluded that flipped class model is required to implement into all classes. In order to enhance learners' achievement and engagement, the students should be supported reinforcing materials and video lectures.

Table 15

Post-Test Percentage of Control Group Students' Learner Autonomy Questionnaire

Items	Never		Rarely		Sometimes		Often		Always	
No	n	%	n	%	n	%	n	%	n	%
1	3	10.3	2	6.9	7	24.1	4	13.8	13	44.8
2	9	31	7	24.1	6	20.7	3	10.3	4	13.8
3	13	44.8	8	27.6	5	17.2	0	0	3	10.3
4	11	37.9	9	31	5	17.2	1	3.4	3	10.3
5	4	13.8	6	20.7	9	31	3	10.3	7	24.1
6	2	6.9	2	6.9	7	24.1	9	31	9	31
7	9	31	5	17.2	9	31	1	3.4	5	17.2
8	3	10.3	6	20.7	8	27.6	2	6.9	10	34.5
9	6	20.7	5	17.2	9	31	8	27.6	1	3.4
10	5	17.2	7	24.1	7	24.1	7	24.1	3	10.3
11	6	20.7	4	13.8	10	34.5	2	6.9	7	24.1
12	6	20.7	6	20.7	8	27.6	3	10.3	6	20.7
13	3	10.3	3	10.3	9	31	5	17.2	9	31
14	8	27.6	4	13.8	7	24.1	5	17.2	5	17.2
15	3	10.3	3	10.3	9	31	6	20.7	8	27.6
16	4	13.8	4	13.8	9	31	4	13.8	8	27.6
17	4	13.8	5	17.2	8	27.6	7	24.1	5	17.2
18	2	6.9	4	13.8	13	44.8	4	13.8	6	20.7
19	4	13.8	4	13.8	9	31	4	13.8	8	27.6
20	7	24.1	4	13.8	12	41.4	2	6.9	4	13.8
21	6	20.7	6	20.7	7	24.1	7	24.1	3	10.3
22	9	31	8	27.6	4	13.8	6	20.7	2	6.9
23	2	6.9	4	13.8	11	37.9	5	17.2	7	24.1
24	3	10.3	6	20.7	7	24.1	7	24.1	6	20.7

After treatment, the results of conducting post-test for control group students are shown in Table 15. These results will be discussed in next sections.

Table 16

Post-Test Percentage of Experimental Group Students' Learner Autonomy Questionnaire

Items	Experimental Group									
	Never		Rarely		Sometimes		Often		Always	
	n	%	n	%	n	%	n	%	n	%
1	5	15.2	3	9.1	14	42.4	3	9.1	8	24.2
2	6	18.2	15	45.5	8	24.2	0	0	4	12.1
3	6	18.2	13	39.4	11	33.3	2	6.1	1	3
4	14	42.4	9	27.3	6	18.2	2	6.1	2	6.1
5	9	27.3	9	27.3	10	30.3	1	3	4	12.1
6	1	3	9	27.3	5	15.2	12	36.4	6	18.2
7	10	30.3	4	12.1	10	30.3	5	15.2	4	12.1
8	6	18.2	8	24.2	10	30.3	3	9.1	6	18.2
9	3	9.1	7	21.2	16	48.5	4	12.1	3	9.1
10	2	6.1	13	39.4	9	27.3	7	21.2	2	6.1
11	1	3	7	21.2	14	42.4	7	21.2	4	12.1
12	1	3	14	42.4	12	36.4	3	9.1	3	9.1
13	2	6.1	4	12.1	8	24.2	11	33.3	8	24.2
14	2	6.1	8	24.2	8	24.2	4	12.1	11	33.3
15	1	3	4	12.1	6	18.2	10	30.3	12	36.4
16	2	6.1	6	18.2	11	33.3	6	18.2	8	24.2
17	3	9.1	10	30.3	8	24.2	6	18.2	6	18.2
18	6	18.2	5	15.2	12	36.4	5	15.2	5	15.2
19	5	15.2	8	24.2	7	21.2	8	24.2	5	15.2
20	6	18.2	6	18.2	13	39.4	5	15.2	3	9.1
21	4	12.1	8	24.2	10	30.3	7	21.2	4	12.1
22	5	15.2	8	24.2	15	45.5	4	12.1	1	3
23	4	12.1	5	15.2	11	33.3	5	15.2	8	24.2
24	3	9.1	6	18.2	5	15.2	10	30.3	9	27.3

The results of post-test for experimental group students are shown in Table 16. The interpretation of the results will be given in detail in next sections.

4.4.Second Part Test Statistics

The second part of Learner Autonomy Questionnaire is composed of four multiple choice sentence completion items. This part was more difficult to analyse statistically. In this part, students expressed their preference by selecting one answer for each item.

The questionnaire item Q25 is as follows;

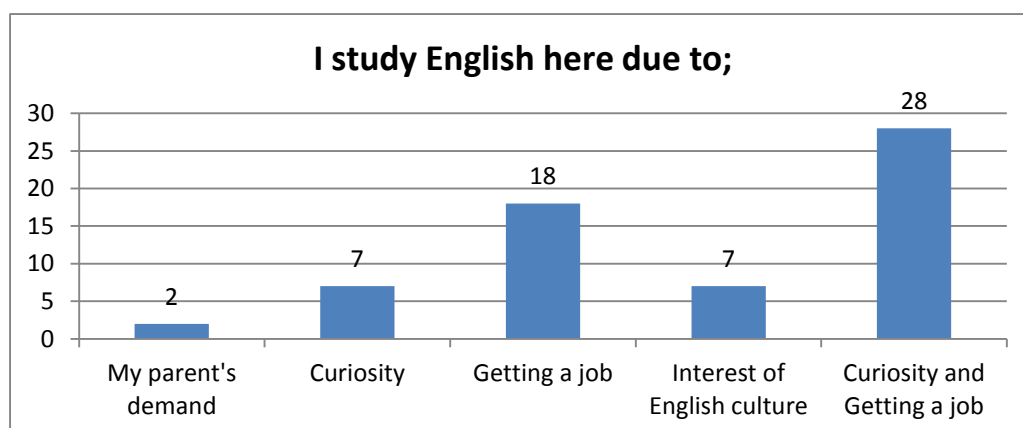


Figure 2 Above chart demonstrate the ratio of given answers by students to the Item 25. Item 25 examined the students' reasons for studying English and given answers by students are presented in *Figure 2*. Most of the students (n=28) chose curiosity, and getting a job as their primary reason for studying. It was deduced that students had concerns for their future, so they possibly feel that learning English was a step of accessing their purpose. When the given answer analysed by counting the grade they are in right now, it is quite expected that students are aware of the contribution to the English language to in his or her life. Curiosity possibly comes from the great expose of the students to the English by media and games in which things become more enjoyable once you learn English such as playing group games.

The questionnaire item Q26 is as follows;

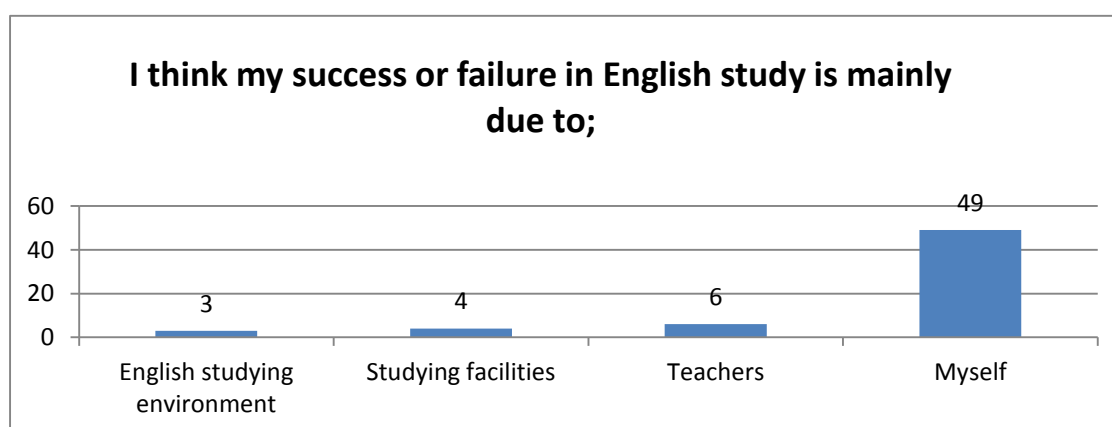


Figure 3 Above chart demonstrate the ratio of given answers by students to the Item 26

Item 26 examined the students' answers for their failure or success dependency in the process of English language learning, and the ratio of given answers is demonstrated in *Figure 3* *Figure 2*. In response to item 26, almost all of students (n=49) were having the opinion that their success or failure in learning English was purely depended on themselves. In one point, it is good to get this answer because it indicates that students are mostly aware of the importance of improving their learner autonomy.

The questionnaire item Q27 is as follows;

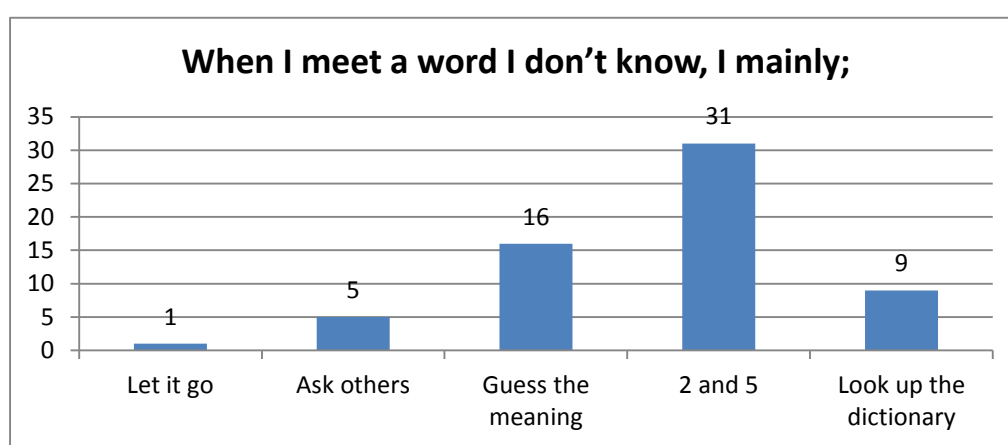


Figure 4 Above chart demonstrate the ratio of given answers by students to the Item 27.

Responses to item 27 were looking for a case of encountering an unknown word, and obtained answers indicate that when most of the students (n=31) encountered an unknown word, they mainly intended to ask others, and looked up the dictionary. Given answer shows that most of the students are aware of the correct way of approaching an unknown word. Asking the others or looking dictionaries help to the students to learn about pronunciation, and increase social interaction as well speeding up the meaning of an unknown word in class related subjects.

The questionnaire item Q28 is as follows;

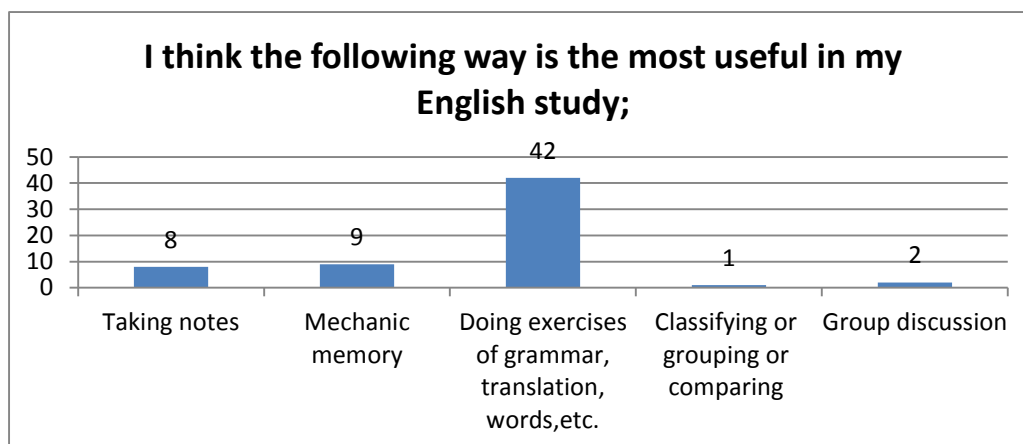


Figure 5 Above chart demonstrate the ratio of given answers by students to the Item 28.

Item 28 examined the students for their answers to the most useful way of English language learning. In response to item 28, almost all students ($n=42$) think that doing exercises of grammar, translation, and learning words are the best ways for the process of learning English. Given answer actually shows one of the lacks points of learning tendency. Students feel that group discussion is one of most useless ways of learning English. In fact, group discussion is one of the best ways of learning progress in any field.

4.5. Qualitative Results

An interview was conducted with twelve students at the end of the flipped classroom treatment period. The interview questions were used to find out insight into student attitudes, and perceptions toward the flipped classroom model.

There were ten open-ended qualitative response questions in the post-treatment study. These questions were asked to evaluate perceptions and attitudes of students toward understanding English in a flipped classroom environment. Three questions of the interview were related to students' thoughts about teaching with video lectures, and seven questions were related to students' attitudes toward flipped classroom model. Randomly chosen twelve of twenty-nine experimental group students were asked these open-ended questions. Question 1 was "Have you ever had to watch videos for instruction?" All students responded to this question. They came to agree about this question, and all answered "yes". It is important to

note that here, even they have not watched so far, they had a chance to experience via to this treatment. Therefore, it was expected to get “yes” answer to this question.

Question 2 asked students to “*How were they effective, if at all?*” All students answered this question, and the great majority responded “positively”, the answers of three students were recorded “when I watch a video, I can understand better”. Two students claimed that they did not feel, and get a beneficial point from watching videos. Question 3 asked students to “*Did the videos on YouTube Channel help you to understand the topics?*” Two of the students stated that there was no effect of videos on their understanding while the majority of the attendee students agreed that the instructional videos helped them to learn recorded lessons. In general, students mentioned that they liked instructional videos, and found that video teaching was an effective technique in the way of learning English.

Question 4 asked students to “*explain what the difference between lectures in class and instruction from videos is.*” Two students responded that there was no critical difference between lectures in class and instruction from videos. Additionally, while two students claimed that traditional method for teaching English was more effective than video teaching, other eight students were mentioned that there were positive differences between lectures in class and video teaching, and some responses of eight students were given in below as follows;

- ❖ *I feel relax on the video lessons. I often experience distractibility in class.*
- ❖ *I can't focus on the teacher because the class atmosphere is crowded and noisy. However, I feel more relax while I am watching video lesson at home.*
- ❖ *In video teaching, there is no chance to disrupt the lesson and the students have a chance to learn one-to-one.*
- ❖ *Video teaching is more specific than the traditional instruction model.*
- ❖ *Silence and concentration.*
- ❖ *I had a great chance to listen repeatedly by rewinding the part of video till fully comprehending the specific part I struggled to understand.*

Question 5 asked students to “*Is working in groups in class more effective than doing homework at home? How so? Why not?*” Seven students responded positively to this

question. They thought that group working was more efficient than doing homework at home. Student 5 stated that they got a chance to see the horizon broaden ideas at the time of group discussion. Student 6 pointed that the students can learn to cooperate with the performed study with the result of exchanging information in teamwork. Five students answered negatively for this question. Student 8 mentioned that all members of the group did not discharge their responsibility as normally expected. Student 11 expressed that it was likely possible to experience conflicts in teamwork as they just started to change the way of doing exercise.

Question 6 asked students to *“explain what the difference between the way you learned English this year and the way you learned last year is.”* Most of the students thought that there was no notable difference between the way they learned English this year and the way they learned last year. A theme that deduced from this question was: students did not experience any different instruction method excepting from their treatment process for this study. They mentioned that they experienced different instruction for a period of short term.

Question 7 asked students to *“what would you change if you could change the program?”* This question revealed that all students had some criticisms about the course material as well as applied curriculum. They wanted to follow the more enjoyable way of learning. Student 10 says that education system should alter from rote learning to student-centred learning. It is also deduced from the study that students claimed if the more grammar lessons were available, they can learn English more effectively.

Question 8 asked students to *“Did the flipped classroom reveal insights into how you learn? What did it reveal?”* Eight students answered positively for this question. They mentioned that they had insights into their learning style via instructional videos. Student 1 noted that *“I found watching the instructional videos more helpful than reading the course book”*. Student 9 stated that *“Flipped class model is a more effective method for my learning. I could pause, rewind or fast-forward to see video content”*. Student 12 mentioned that *“I was able to engage with the instruction better at home with fewer distractions.”* Although some students thought that flipped class model did not reveal insights into their learning, most of the students stated that controlling the pace of learning was a positive aspect of the flipped classroom, and instructional videos were the quite effective methods for English learning.

Question 9 asked students to *“Did you feel more responsible for your work than in a lecture-based class? Why or why not?”* There was no common theme for this question. Students had different perspectives about the responsibility of flipped class model. While some students stated that they did not feel more responsible to the process of learning English in flipped class when compared to traditional instruction model, some students mentioned that they feel more responsible in instructional videos than lecture-based classes. Most of the students pointed out that having a virtual teacher on instructional video was a more effective way for their learning. They noted that they felt much more relaxed because the teacher was not a threat on video lecture. Student 10 explained that when he was bored, he can pause and restart the class. This is an advantage for students having an attention deficit problem. Most of the students are not be able to keep focusing on teacher, and board during class time. Thus, all the concentration of the student will be given on the screen while they are watching instructional videos. Students noted another critical point that flipped model was making a student task easier by letting the student sit, and watch alone rather than read and write.

Question 10 asked students to *“Would you rather take a class using the flipped classroom or the traditional method from now on? Why?”* When it came to this question, students were confused and hesitated. Although they liked flipped class model during treatment, most of the students were in a dilemma about the traditional method and flipped class model. Because they have been learning English with traditional method for seven years. Student 2 stated that if I had to choose a method, I preferred traditional classroom, but I would continue watching video lectures at home as well. Student 3 and 12 agreed that flipped class model was more enjoyable than lecture-based method. Student 6 and 8 mentioned that flipped learning was more efficient learning style than other methods because the class atmosphere was so noisy that students could not focus on teacher due to possible disruptions coming from around.

It can be summarized these answers that experimental group students have positive attitudes towards flipped class model. They are considerably satisfied with experiencing flipped instruction.

4.6.Class Observation Notes

Some opportunities were given to the researcher to observe the students during the flipped learning treatment process. Several examples of student engagement were noted in the

classroom atmosphere. It is aimed to see and hear how the students reacted to a flipped classroom. The goal was to pass the idea of discovering individual learning methods to the students in their learning process of English language. According to nature of flipped learning, students should watch instructional videos at home, which should be followed discussions about video once students come to the school, and doing exercises. In order to get students to engage, students were encouraged to create group discussions during performing their exercises.

Before the process started, the researcher presented “what flipped class is” and advertised her channel for students. While the researcher was mentioning this new method, some students raised their hands. One student said, “I have already watched the video lectures especially for math lesson”. Another student stated, “I have also watched instructional videos at home, but only when I have had exams”. When they heard about a YouTube channel’s name, they opened their tablets and viewed page. It was a great advantage for flipped instruction that everyone has a tablet.

After watching the instructional videos at home, students were able to make connections between video content and the class activities related to the unit learning goals. The researcher pointed out that when students watched the video lesson, students needed less direct instruction, and additional help normally they were required. It was deducted that students needed to have more time to understand the content of lesson in English class in the traditional system. Therefore, they liked to have access to web-based videos for added support. The researcher kept the videos less than fifteen minutes in length, and inserted content providing added interest to the information being conveyed to the students. At the end of the treatment, students were observed as much more comfortable in this environment.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, a summary of the study along with detailed discussions of the analysed results were presented. Finally, the chapter was completed with implications for teaching the English language by giving suggestions for further research.

5.1. Summary of the Study

This study has two focus points. The first point was to determine whether flipped class model has effects on learner autonomy or not, and the second point was to investigate high school students' attitude towards flipped classroom model. Until now, a great number of studies were conducted on learner autonomy, and web-based learning as well as educational technologies. There are very rare studies which investigate the relation between learner autonomy and flipped class model. In order to investigate this relation, a treatment process was applied to a group of high school students. The population of the study was coming from registered students for the spring semester of the 2015-2016 academic year into the 10th-grade classes at a public high school located in Turkey. Two selected groups constituted experimental, and control groups of the study. Both quantitative and qualitative data collection instruments were conducted during the study. Pre-test and post-test techniques were used as the quantitative data collection instruments. An interview called *Flipped Class Attitude Interview* was conducted as a qualitative data collection instrument for the experimental group.

Prior to the treatment process, the pre-test was conducted for both groups, and it was found that no statically significant difference existed between them. After the experimental group students were introduced YouTube channel called Flipped Education created by the researcher, they were instructed for eight weeks through Flipped Class Model. Following the eight weeks flipped class model, a post test was applied to the student groups, and it was found that no significant difference was observed from the analysis results while statistically significant difference was observed between male and female students.

5.2.Findings and Discussion

The learner autonomy of students in a flipped classroom environment was discussed to answer the guiding research questions:

- ❖ What is students' attitude towards flipped classroom model of learning?

The results demonstrate that students are found the flipped model education an effective way of teaching, and learning. Total of 83.33% of all students stated that flipped model was an effective way to the question 2 asked to check whether students were satisfied with the way of delivering class in flipped classroom model. Moreover, the majority of the students also stated that videos presented in YouTube channel were beneficial in their progress of learning English. Although it was a short test period conducted to the students, a larger part of students found a positively inclined difference between the flipped class model of education and the traditional model of education. The most crucial point was to detect the reason why students stated that a positive difference existed when they watched video lectures. It was found that the flipped model gives the opportunity to focus on classes without a disruption of listeners, and teacher in a noisy crowded atmosphere along with a chance of repeating the parts of the lesson which is specifically requiring much more time, and focus to understand. In the same manner, although more than half of the participants stated that group working is a much more effective way of learning than doing homework at home, the minority of the students stated that all group members did not discharge the responsibility they required. Participants were asked about the satisfaction level of the current applied program in English learning classes. As it was expected from previous reactions to the asked questions, the majority of the students were certainly unsatisfied. They would have

experienced with different teaching methods and searched for the ways to enjoy the classes. An interesting answer given by them was on grammar. Students stated that they would have to be taught grammar classes to learn English. In fact, teaching grammar based English in the process of learning English have started to be terminated by instructions for over 10 years in many countries. It is a fact that nobody can learn his/her own language with the rules of grammar such as subject, object. Any parents do not tell their children at the age of one or two, subjects or objects in their sentences. Grammar is an automatic way of learning English; it can deeply fit its place by a basic grammar teaching which must be followed with a great expose of listening. Thus, if students do not experience other ways of teaching methods, they have a great difficulty to understand the grammar which is purely based on memorizing. However, it is all known that learning a language start from listening. Thus, it is believed that students gave this answer to the question seven as they have very little experience on flipped model learning. It was also deducted that in this study if students have a chance to engage with different skills during the process of learning English such as listening, writing, speaking, reading, they will likely realize that they were wrong on this issue. The reason behind this deduction is the importance of exposing a learner to different learning techniques in which the brain can connect the parts (listening, reading, speaking and writing) with faster progressing.

❖ Did the flipped class model enhance learner autonomy?

When it comes to learner autonomy, it is obvious that learner autonomy plays a significant role in web-based learning and flipped model classroom. However, the impact of learner autonomy was found to be small in the pre-test and post-test results for this study. The main reason behind this fact that majority of the students were neutral. In other words, most of the students were neither dependent nor autonomous at the end of the treatment process. Although students declared that they found video lectures quite helpful, students were not sure that whether this method of education made an impact of their learner autonomy. It is expected that application of flipped class model process was quite short to be aware of its contributions. It is believed that for a longer period and different field applications of flipped class model can give the students a much more clear idea about flipped class model's impact.

- ❖ Is there any statistically significant difference between the pre- and post-test scores of the control groups in terms of learner autonomy?

Pre-test and post-test results of the control group were statistically analysed through Wilcoxon Signed-Ranks Test in SPSS to determine the effect of learner autonomy for flipped class model. As it is given Table 17.

Table 17

Comparison of control groups of pre-test and post-test results

Control	n	Mean	SD	P
Pre- Test	29	31.67	12.73	0.545
Post-Test	29	27.33	16.98	

* $p < .05$

A Wilcoxon Signed-Ranks Test indicated that participants in the control group did not significantly differ on the scores of pre-test and post-test ($p = .545$) measured with Learner Autonomy Questionnaire. That is, those who are applied traditional method of education did not vary in the score of pre-test and post-test.

- ❖ Is there any statistically significant difference between the pre- and post-test scores of the experimental groups in terms of learner autonomy?

In order to understand the effect of flipped model on learner autonomy, it was required to analyse this research question which was the backbone of this research. With this aim, results of pre- and post-test belonging to the experimental group was found out through Wilcoxon Signed-Ranks Test in SPSS. As it is given Table 18.

Table 18

Comparison of experimental groups of pre-test and post-test results

Experimental	n	Mean	SD	P
Pre- Test	33	36.45	17.78	0.881
Post-Test	33	30.55	15.29	

* $p < .05$

Wilcoxon Signed-Ranks Test showed similar results for the experimental condition as a control condition. The analysis indicated that participants in experimental condition did not significantly differ on the scores of pre-test and post-test ($p = .881$) measured with Learner Autonomy Questionnaire.

Findings of the study clarified that there was no significant difference between the control and experimental group in terms of learner autonomy change. However, conducted interviews demonstrated that students were quite satisfied with the applied flipped model in their English class, analysis results did not show a significant difference for applied tests. There should be several reasons behind this fact that research findings did not reflect the desired results as it did interview responses of the students. If one considers the time, and the way of the applied flipped model can come up following inferences. Flipped model treatment was quite short in which students who were coming from the traditional classroom of learning for more over ten years, changed their way of learning through flipped model for eight weeks. Similarly, the teacher has also met the flipped model for the first time. In this kind of experiments, it is quite important to make the instructor aware of the flipped model, and his/her role in this process of learning. For instance, when the flipped model was decided to apply to the Los Altos School District outside San Francisco, the class teacher was chosen among others as she has a great interest in technology. Moreover, Microsoft Corporation arranged a technical person to inform the teacher for a week in class performances of flipped model. Therefore, the teacher got a sufficient experience about flipped model and consisted of the model as it should be. It was clear that tracking of the students was not efficient as it was estimated, and tracking is one of the most important steps to fully ensure that students watched the videos at least one time. For example, as it was declared before, one of the first schools that flipped model applied was the Los Altos School District outside San Francisco in which students first required to watch the videos at class till the teacher decide that they were ready to continue these practices at home night before the classes. Thus, the study conducted in this research had some missing points due to the difficulty of changing the system. Another notable reason can be a potential danger to the digital world. Students allowed to use the Internet or computer at home may likely spend this time with much more enjoyable activities. As it demonstrated above, students first time engaged with this kind of serious application of class which is requiring to access, and use the digital world. Moreover, they had extra time to spend in computer or tablet, which were normally not allowed by their

parents, and they were strongly directed to study course book and notebook by their families. In brief, it is expected to see attention-shifting from the students who met the new method of teaching, flipped model, just eight weeks, and possibly with the lack of awareness. As we all know, changing the habit is not an easy task in any age group, students who were attendees of this performed flipped class model application were only responsible in English learning class. When this method was applied to many other schools, it was applied at least two, and generally three and more classes at the same time. As we all know, students have already been exposed to the traditional methods for more over ten years in which they have already an idea that they can only understand properly by memorizing and studying the test books with given assignments. The most important starting point in flipped classroom model should be to change students' point of view to the flipped class model. For instance, thoughts of a student can be enhanced by exposing him/her to the several classes such as language, math, and science in flipped model. By doing so, the student can believe that flipped model is helpful because he/she will likely get the benefit at least one of the flipped model applied classes, and started to be aware of its importance in a short time. All flipped models applied properly so far have depended on an instant feedback mechanism in which students were giving feedback with unknown names, and the instructor was changing or upgrading the videos to be much clearer or focus a part of the video class. A generative feedback system was required to apply this kind of research conduct to improve the results.

5.3.Conclusion

There were several findings in this research that contributed to the study of the flipped learning model. Firstly, students were pleased to having access to the available web-based instructional videos which were covering specific subjects related to their class, and thus; students were quite satisfied to get help in their learning process of English language. Flipped class model assisted students to understand the importance of experiencing English learning interactively related to their class study.

Thus, students should be supported to be familiar with the video lectures. The importance of watching video lectures at least night before should be understood, and students should motivate themselves to watch videos not to stay behind from their friends. When it is considered they are teenagers with full of energy, it is not reasonable to expect them to directly adapt to the flipped model. In the meantime, several areas of classes should be

available and should be applied at the same time because it helps students as a new and valid way of learning presented by the education system. Thus, students can willingly accept the model, especially when they gain benefit from potentials of flipped model. There are other things which can be performed to make the students familiar by increasing their eagerness. Students can be awarded by just depending on watching videos regardless how much they focused on and get from the video. The reason behind this idea is to accomplish the first step in which students will be aware of the videos and its potentials. Even if a student does not watch in full care, he/she will get the idea that watching and understanding as possible as he/she can do is quite important in the next day class to get the award, and the award will leave its position to the concern of staying behind from his/her friends. Thus, students will study to be able to stay active by understanding that there is no teacher to be accused of low grades in the case of failure due to coming to the class without watching video lectures. In the meantime, flipped model should be applied to the all of the classes given at school. In this way, the student will start to be aware of its importance while she/he is watching maths, science, and physic videos because the student will get the benefit at least one of them by watching, and this will create a sparkling in student's brain that video lectures are in fact works.

As a result, a complete and perfect loop of teaching methods can be prepared in time. For instance, prepared videos can be modified once required depending on given feedback of attendees of classes with the result of a perfect way of teaching the subjects in years. A continuous progress of a standardized way of transfer of knowledge on a specific subject, turn the media lesson into an impeccable video in time. Therefore, people who studied with Khan Academy videos five years ago, find the current modified videos much better than the past. In fact, Khan Academy changes the uploaded videos depending on the given feedbacks of viewers by canceling or focusing more on some subjects or examples in videos.

Although Brame (2013) states that recorded video is not essential as it mainly requires high technology, it is a fact that having technology in a middle-class level, even bottom class level in today's world, some smartphone series are more than enough to apply everything fully without using tens of thousands cost recording devices. Moreover, the main aim of the teacher at first attempt is to meet students with new ways of learning because students who already became full of assignments, and worksheets. Thus, colourful actively moving slides contain short animations related to given example and the subject will be much more useful

to process the data into the student's brain. Consequently, it is not wrong to say that better application of flipped class model comes from the use of technology.

Brame (2013) claims that a mechanism will be provided to assess student understanding. Although it is purely true, it is, in fact, not a feasible situation for the case of not benefiting digital devices. The reason behind this claim is the difficulty of checking students' needs in a classical way. If a teacher has five students it is purely easy to follow the students on paperwork and with paperwork feedbacks. However, it is quite difficult for a teacher who has 2-3 classes in which instructor will be responsible for checking 20-30 students in each class. Thus, it is very beneficial to take the advantage of using the Internet to get student's feedbacks. Moreover, it is also possible to use or prepare some platforms similar to YouTube in which teacher account shows the number of viewings to the videos along with re-watched parts of the video. Therefore, the teacher will have a chance to see what minutes are re-watched to be understood by students, and later teacher can modify the part of the videos to make them much clearer and wait for feedback again by the system. Although the things written here seem to be complicated, they are very practical and require no investment or little investment. An average website provider company can prepare a system given here with unique passwords to access students to their videos, and keys for the teacher to access their accounts for feedbacks. By doing so, the teacher can also see students who are not watching the videos along with given IP addresses which prevent to access from a computer to different students' accounts. Briefly, it is very important to have an electronic follow system in this kind of flipped classroom applications.

As it is stated by Bergmann and Sams (2012), a possible global video lecture library can be created. This system can carry the flipped education concept to the much more advanced levels in which for a specific lecture, videos prepared by hundreds of teachers can be available with given feedback scores similar to the presented applications given in google play store. Therefore, students can be able to credit the videos as well, and this will create a natural competition among the instructors to be the best. In order to look for the best way of delivering knowledge, a competition can be carried out.

The world all believe the importance of equality, although it is not completely possible to follow. Ministry of National Education of any country wants to ensure that all students in their country get the same quality of service in education. However, it is a fact that rural areas generally have a low quality of education when it is compared to the metropolitan

schools. If a national video library can be able to be created by Ministry of National Education, it can be a masterpiece of the country. Students can access the same quality of classes regardless their location, and progress with the same quality of materials with their age-mates getting their education in the same grade at metropolitan cities.

As Chen (2010) stated, flipped model in education can cause some drawbacks in the progress of learning. The main reason of this fact is when students born today, they come into a digital world which is extremely enjoyable, and they already find pleasure in it at the age of four. Therefore, they can be able to find things possibly enjoyable than the watching video lectures given by teachers. The problem is that students will feel that watching a video is a heavy job while many other things were available in the digital world. Thus, a perfect control, and follow are required. However, the first step is to motivate students about the importance of learning, and knowledge. By doing so, the student will gain self-awareness and understand the importance of school tasks.

5.4. Implications

The ultimate purposes of the study were to search the relation between learner autonomy and flipped class model, and revealed students' insights about flipped classroom. The researcher and students conducted the goal-directed processes. Some inferences were obtained in the light of recent research, and several implications were drawn for English Language Teaching. Firstly, this study revealed that there was a heavy loaded curriculum, and course material. Unfortunately, this situation created teacher-centred instruction. In teacher-centred instruction, students were passive in class, and busy with homework at home. Therefore, most of the students were not aware of their own learning potential, and they could not be able to realize that learning also sustainable with great resources at out-of-class. There is a significant role of instructors whom they should encourage students to have experience about out-of-class activities, and mention about advantages of these important opportunities. They should clearly state that out-of-class learning is undeniable, and its potential influence in success cannot be overestimated especially in language learning process. Some limitations such as class time, facilities, and intense unit content are the barriers in front of student's achievements. Besides, technological improvements are one of the most significant assistants to use in education. In this field, many researchers have been conducted to investigate importance of technology in education, effects of technology in success, etc.

However, it is strongly claimed that the most important thing is the way of application of decided method into practice. When those innovations are not integrated into instruction, it can be likely faced with lack of learning the foreign language because of insufficient infrastructural design. At the end of the study, the foremost desire was to use present and developing educational technologies in order to unearth students' competence, and learners should be given the chance students to enhance their potential learner autonomy. To achieve this, it is desired to make some changes in language teaching curriculum to quit solely teacher-centred education for increasing tendency of communication of students along with broadening their insight into the techniques, and sources for learning English language. For instance, teacher can create an online chat group by using one of the Web 2.0 tools such as Facebook, YouTube, and Edmodo, etc. As a result, students can continue to be exposed to English in and out of class, and it can be transformed from lesson in class to out of class and from online conversation to interactive class.

In order to realize all these, instructors should be open to innovations, and be eager to integrate technological facilities into teaching by letting their students use time more efficiently. Instructors should give up teacher-centred teaching by encouraging their students to be more active in lessons. Moreover, language learning curriculum should leave monotone methods: curriculum designer can follow the trendy teaching, and learning techniques, and adapt them into all lecture plans of different grades. Although the application of flipped class model known as a difficult process to apply, in fact, it is quite easy thanks to a lot of available platforms in today, such as YouTube. Moreover, today instructors do not require to make new videos and spent the time to prepare these videos and upload them an arranged platform because there are many websites are available for any kind of subject, and in fact, Khan Academy is even sufficient for itself for any subject. However, Khan Academy has recently started to be translated into the Turkish language, thus; it is likely to possible to access limited classes in the Turkish language.

Morgan (2014) stated that when flipped classroom implemented effectively, it let students have more chances to work at an appropriate pace, and teachers have more opportunities to assist their students with struggling contents. There is no doubt that all students at the class are not the same in terms of comprehending speed of some specific subjects, although they are in the same grade. Thus, teachers are likely to be found either quite fast or slow in the progress of teaching the lecture by different students. However, when students have access

to the lectures related to their class in video formats, they have a chance to pass over the content they are good at or slow down and rewind the part they are struggling to comprehend once the lectures presented in the online form.

5.5.Suggestions

As a result of the findings from the research, there appeared several suggestions for future research. It can be concluded that Flipped Class Model has many advantages, and it can be preferred as an instruction model in education. Some suggestions can be made for the researchers and teachers who want to flip their classes in language lessons.

The research can be replicated on a larger sample of students on a long-term treatment to obtain much more reliable results. It can require that a pre-test and a post-test for students in order to measure the difference. In addition to that, this method can be adopted to all training stages and all departments from science to math. Therefore, it is recommended to the instructors that they should deal with this applied model, and evaluate it for their classes.

Student Tracking Systems are increasingly popular in the field of educational technologies, so the teachers can record their all lessons for students who have missed the class for different reasons such as being ill or having some issues with reasons to be absence. Thus, they can easily track their students through some programs. However, these kinds of specific tracking systems can be only available for a certain group of students rather than public availability as experienced with YouTube uploaded videos. In an objective opinion, it is likely to better to upload videos to the publicly available websites in order to contribute the education globally.

Flipped classroom model can be integrated into the language learning curricula by educators. Contrary to common belief, flipped class is not only watching the video at home, it also provides to use time efficiently spent in class. Additionally, instructors and students can have more time for social interaction in class time.

At last but not least, flipped class encourage students to control their own learning. In other words, they can discover their potential by conquering their fear arising in time due to struggling to comprehend some subjects given in the class in which students can access different lecture videos prepared for flipped class purposes in native language, and he/she

can overcome, and understand what he/she struggling in class. Thus, it is important to support this trend in the Turkey in order to create as much as videos in different subjects. If it cannot be managed to do so, students can gradually learn to be in the role of passive student profile, and without a chance of learning autonomous student profile

The suggestions mentioned above are generally related to Flipped Class Model. Now, it can be stated that some recommendations may be listed specifically for flipped class in language learning classes.

This study was employed for research of flipped class effects on learner autonomy and conducted on specifically grammar lessons as it is a main struggling part presented in the current traditional curriculum. Further research can be conducted by others as listed below in detail.

- This study was conducted in grammar teaching through flipped class. Another study can be conducted in other skills such as reading, writing, listening and speaking. Flipped model can be adopted to all stage and all grades of language learning process.
- In this study, the treatment process lasted eight weeks with two groups of students. A more extensive research can be conducted in a longer period of time with a larger sample.
- Video lectures can be recorded by using more technological innovations such as professional camera, smart pen, and presentation programs, even by using interactive boards, etc. In addition to these, many pictures can be added into videos to increase the ease of understanding as we all agree that sometimes a picture can be worth of a thousand words.
- Video lectures can be recorded in three styles; recording of an interactive screen with voice-over as Khan Academy example, recording class teaching without the audience as some universities provided in their distance learning program in the UK, such as UCL, and recording the classes while they are in the class, and publishing them for students for several purposes, such as letting the students who are absence, or providing the extra source for next year students.

Von Kinsky, Ivins and Gribble (2009) found that the availability of recordings was not seen to impact lecture attendance, although students showed some tendency to listen to the recording for a missed lecture. Additionally, this can easily be prevented as compulsory attendance is required with allowed absence for short time. Thus, students cannot be able to

abuse the video lecturing flipped education by being absent by planning to watch classes later.



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APPENDICES



7.1. Appendix 1: Learner Autonomy Questionnaire

Dear students,

Please rate each item on the scale provided to indicate your agreement. There are no true or false answers to this questionnaire. Your sincere responses will contribute to my study. Thanks a lot in advance.

Please give your personal information as asked.

Name:

Age:

Gender:

PART I

		Never	Rarely	Sometimes	Often	Always
1.	I think I have the ability to learn English well.					
2.	I think it is a chance for me to study English when I have free-time.					
3.	I preview before the class.					
4.	I attend out-class activities to practice and learn English.					
5.	During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.					
6.	I know my strengths and weakness in my English study.					
7.	I try to talk to teachers and friends outside the class in English.					
8.	I use audio-visual materials to develop my speech such as listen to BBC, watch English movies, etc.					
9.	I try to make connections between old and new subjects I've learned.					
10.	I do all requirements for my learning goals.					

11.	I would like to use new styles while learning English.					
12.	I try to make connections between old and new subjects I've learned.					
13.	I can maintain my studies independent from the class environment.					
14.	I am responsible for my language learning, my improvement and my level by myself.					
15.	Knowing about what I'm going to learn in the next lesson gives me feeling that I'll be successful.					
16.	If I fail, I accept it and try to correct that.					
17.	I like trying new things while I am learning English.					
18.	If I cannot learn English in the classroom, I can learn working on my own.					
19.	In the future, I would like to continue learning English on my own/ without a teacher.					
20.	I believe that I will reach a good level in the English language.					
21.	I think that I learn English better when I work on my own.					
22.	I do not like the situation in which I have to learn English on my own.					
23.	I can learn English only by teachers' help.					
24.	I want to choose materials for foreign language lessons.					

PART II

25. I study English here due to;

1. My parents' demand
2. Curiosity
3. Getting a good job
4. Interest of English culture
5. 2 and 3

26. I think my success or failure in English study is mainly due to;

1. Luck or fate
2. English studying environment
3. Studying facilities
4. Teachers
5. Myself

27. When I meet a word I don't know, I mainly;

1. Let it go
2. Ask others
3. Guess the meaning
4. 2 and 5
5. Look up the dictionary

28. I think the following way is the most useful in my English study;

1. Taking notes
2. Mechanic memory
3. Doing exercises of grammar, translation, words, etc.
4. Classifying or grouping or comparing
5. Group discussion

7.2. Appendix 2: Flipped Classroom Attitude Interview

ATTITUDE INTERVIEW QUESTIONS FOR FLIPPED INSTRUCTION

Ten students in the experimental group will be interviewed after the semester regarding their feelings about the flipped classroom and its effects on student learning. The purpose of the interview is to gain insight into how students view instructional videos over in class lectures, whether the in-class support is more helpful than homework, and whether they enjoy the flipped classroom.

[Question 1]: Have you ever had to watch videos for instruction?

[Question 2]: How were they effective, if at all?

[Question 3]: Did the videos on YouTube Channel help you to understand the topics?

[Question 4]: In your opinion, what is the difference between lectures in class and instruction from videos?

[Question 5]: Is working in groups in class more effective than doing homework at home? How so? Why not?

[Question 6]: What, do you feel, is the difference between the way you learned English this year and the way you learned last year?

[Question 7]: If you could change the program, what would you change? Why?

[Question 8]: Did the flipped classroom reveal insights into how you learn? What did it reveal?

[Question 9]: Did you feel more responsible for your work than in a lecture-based class? Why or why not?

[Question 10]: Would you rather take a class using the flipped classroom or the traditional method from now on? Why?

7.3. Appendix 3: Content of Video Lectures

7.3.1. Present Tense 1

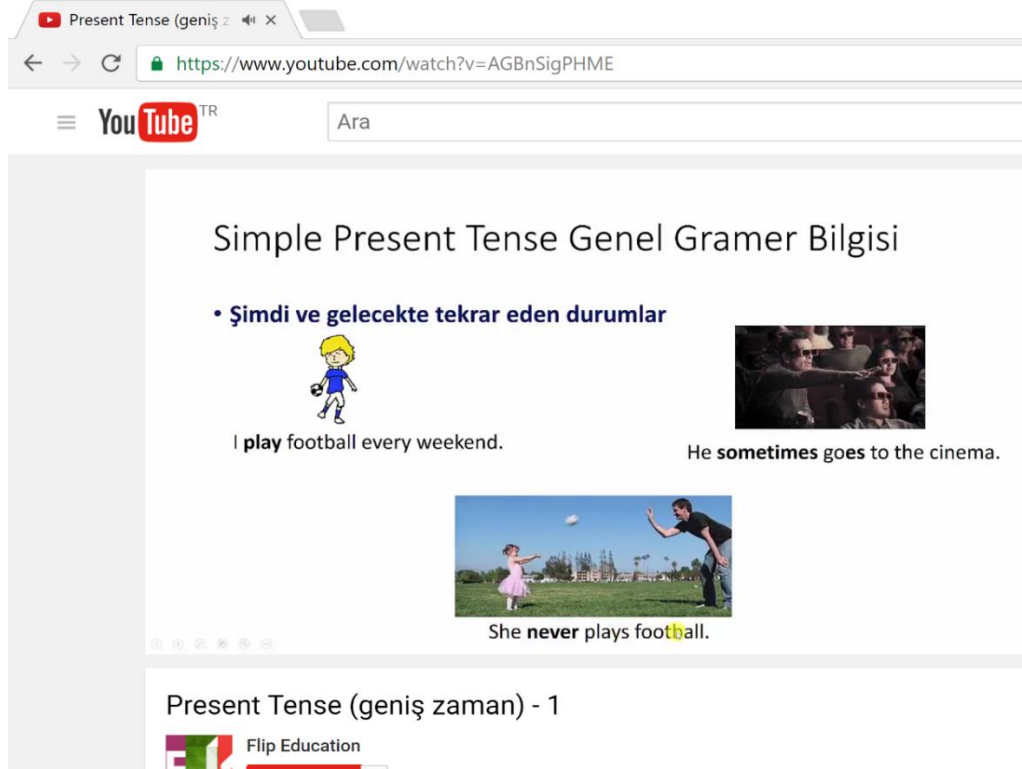
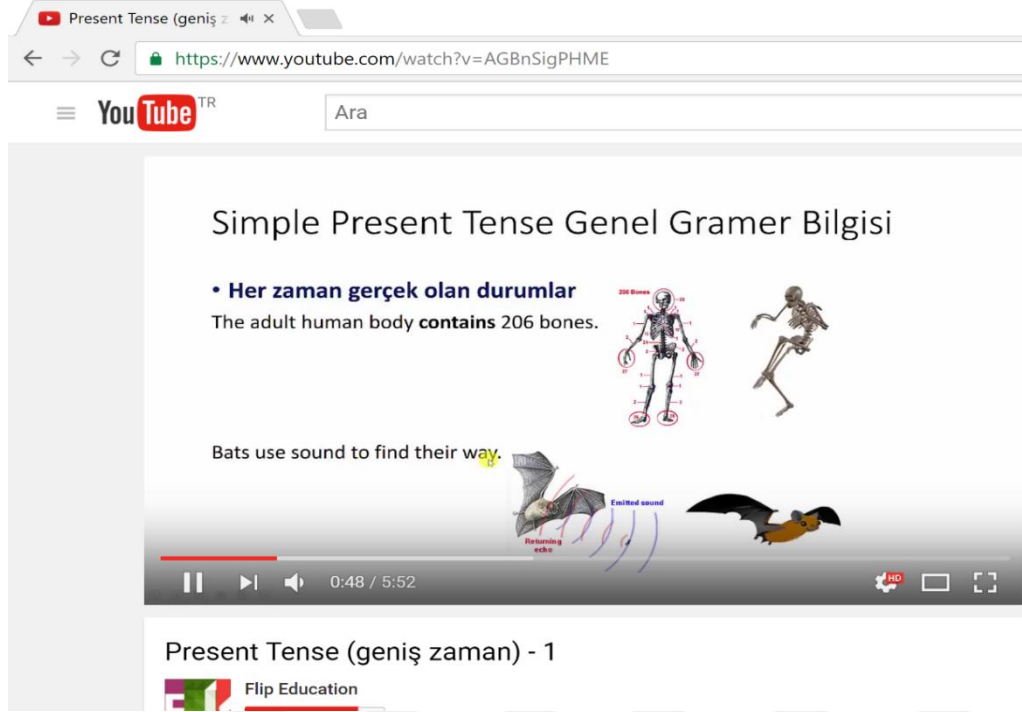


Figure 6 Uploaded online video link for present tense-1
(05:52 <https://www.youtube.com/watch?v=AGBnSigPHME>)

7.3.2. Present Tense 2

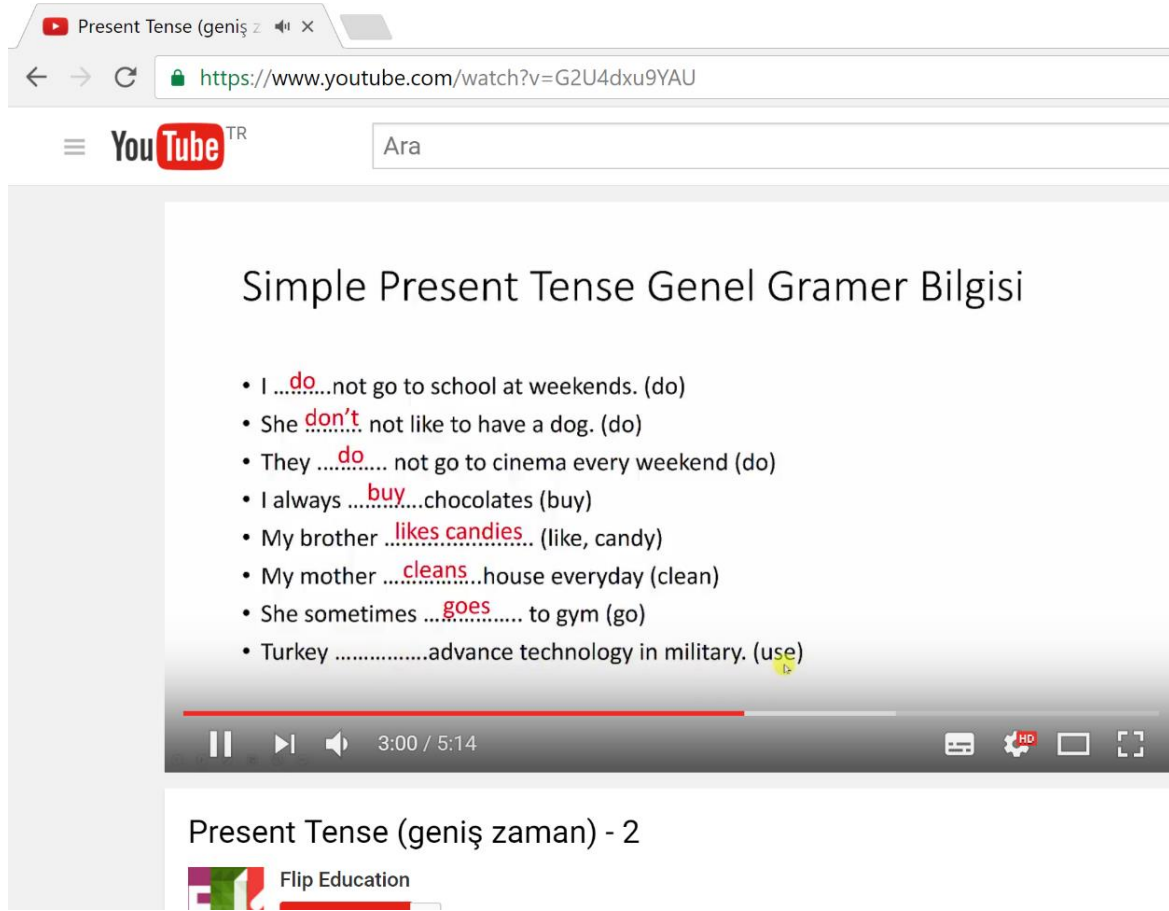


Figure 7 Uploaded online video link for present tense-2
(05:14 <https://www.youtube.com/watch?v=G2U4dxu9YAU>)

7.3.3. Past Tense 1

Past Tense (geçmiş zaman)

https://www.youtube.com/watch?v=XBfnlxXSICo

YouTube

Ara

Past Tense (Geçmiş Zaman)

Fiillerin Halleri

Fiil	Past Simple	Fiil	Past Simple
arise	arose	live	lived
be	was / were	start	started
become	became	die	died
begin	began	visit	visited
break	broke	play	played
bring	brought	watch	watched
buy	bought	phone	phoned
catch	caught	marry	married
choose	chose	call	called
come	came	clean	cleaned
cut	cut	look	looked
hit	hit	talk	talked
read	read	wait	waited
break	break	wash	washed

Geçmiş Zaman Açıklama

Biz şu ana kadar **"be"** yani olmak fiilini **am/is/are** olarak preset tense (geniş zaman) ve present continuous tense (şimdiki zaman) ile öğrendik.

Past tense yani geçmiş zamanda durum çok daha kolay öğrenilir şeklindedir. Olumlu cümlede **"be"** ortadan kalkar **fiil in 2. hali** kullanılır. Olumsuz cümlede **"did not"** gelir **fiil değişmez**. Soru cümlesi did ile başlar sonra özne ve fiil gelir, fiil yine değişmez

Özetle olumlu cümle dışında fiil değişmez ve **"did"** olumsuz ve soruda kullanılır

Past Tense (geçmiş zaman) - 1

Flip Education

Figure 8 Uploaded online video link for past tense-1

(06:46 <https://www.youtube.com/watch?v=XBfnlxXSICo>)

7.3.4. Past Tense 2

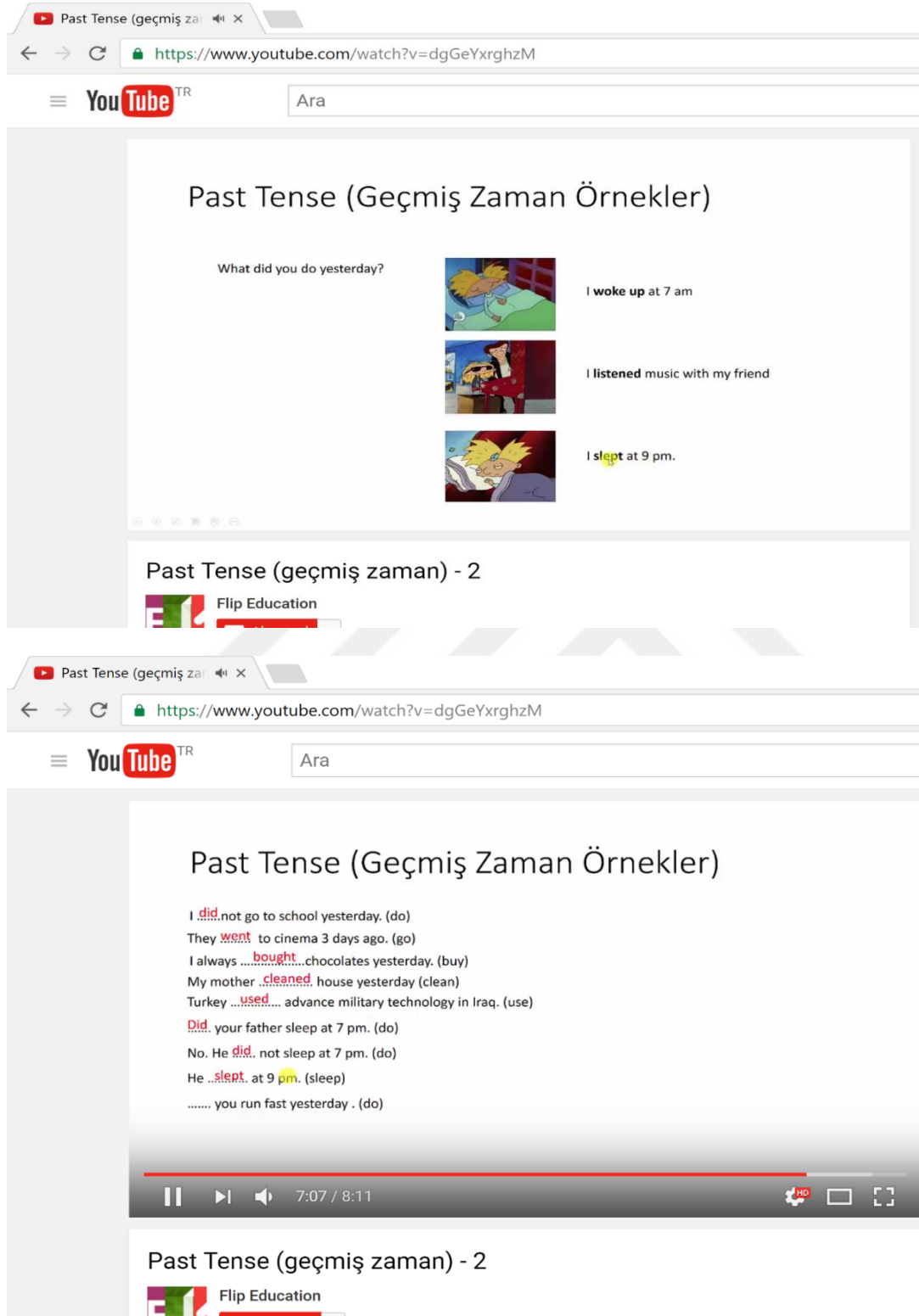


Figure 9 Uploaded online video link for past tense-2
(08:11 <https://www.youtube.com/watch?v=dgGeYxrgzhM>)

7.3.5. Future Tense 1

The screenshot shows a YouTube video player with the title 'Future Tense (Gelecek Zaman)'. The video content displays the following grammar rules:

Olumlu, olumsuz ve soru cümlelerinde be fiilinin kullanımı

❖ Olumlu : özne + will + fiil I will buy a pen tomorrow	veya özne + am/is/are + going to + fiil (ilk hali) I am going to buy a pen tomorrow
❖ Olumsuz : özne + will + not + fiil I will not swim tomorrow	veya özne + not going to + fiil (ilk hali) I am not going to swim tomorrow
❖ Soru : will + özne + fiil Will we go to cinema tomorrow	veya am/is/are going to + fiil (ilk hali) are we going to go to cinema tomorrow

The video player shows a progress bar at 5:18 / 6:02. Below the video, the title 'Future Tense (gelecek zaman) - 1' and the channel name 'Flip Education' are visible.

Figure 10 Uploaded online video link for future tense-1

(06:03 https://www.youtube.com/watch?v=0neEhI_klcM)

7.3.6. Future Tense 2

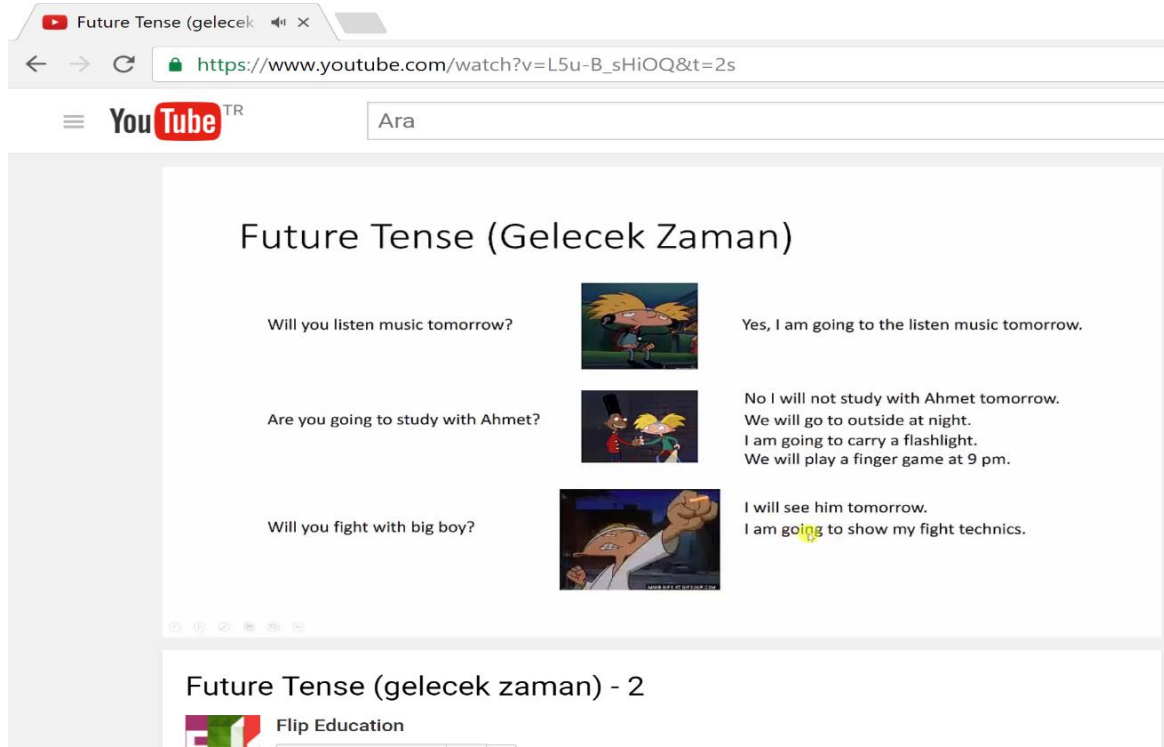


Figure 11 Uploaded online video link for future tense-2

07:15 https://www.youtube.com/watch?v=L5u-B_sHiOQ&t=2s

7.3.7. Present Continuous Tense

Continuous Tense (şimdi) ×

← → ↻ <https://www.youtube.com/watch?v=on6cPzG-VkE>

≡ YouTube^{TR} Ara

Present Continuous Tense Örnekler

Are you reading a book?	No. I am listening a music
	
What are you doing ?	
	
I am dancing	Now, I am feeling tired

Continuous Tense (şimdiki zaman)

 Flip Education

Figure 12 Uploaded online video link for present continuous tense

05:52 <https://www.youtube.com/watch?v=on6cPzG-VkE>

7.3.8. Modals 1

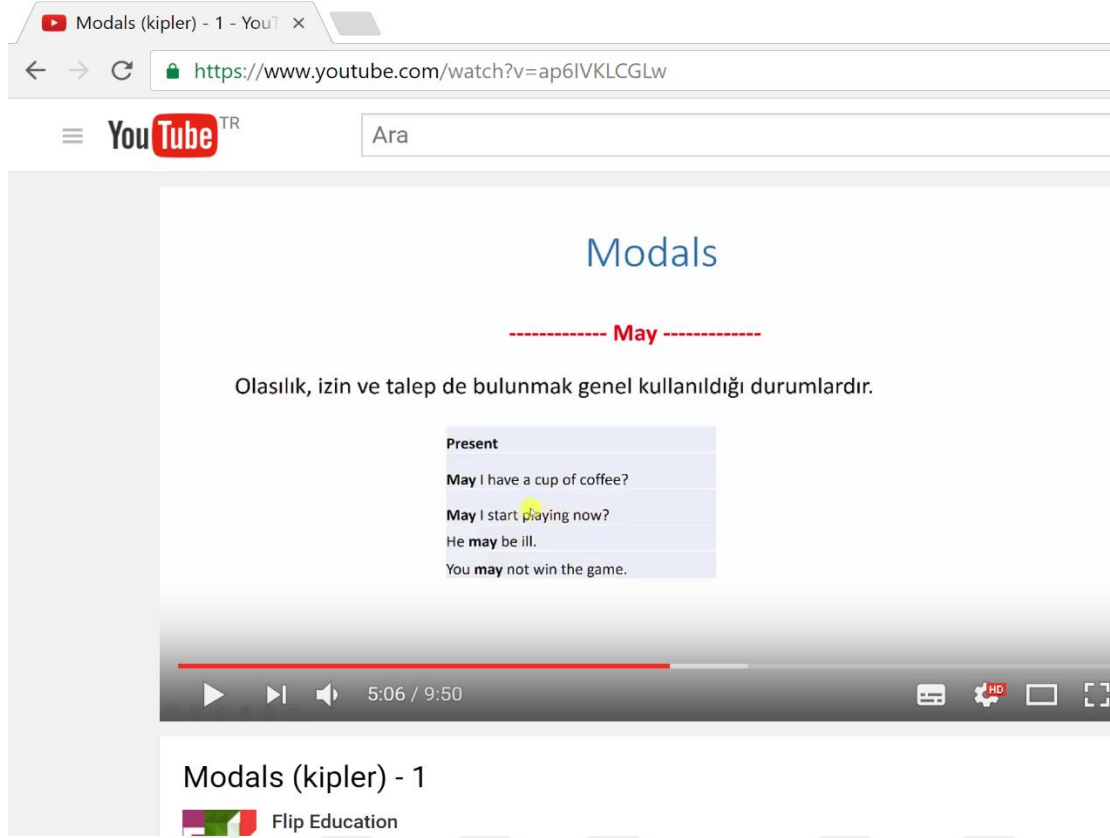


Figure 13 Uploaded online video link for modals-1

09:50 <https://www.youtube.com/watch?v=ap6IVKLCGLw>

7.3.9. Modals 2

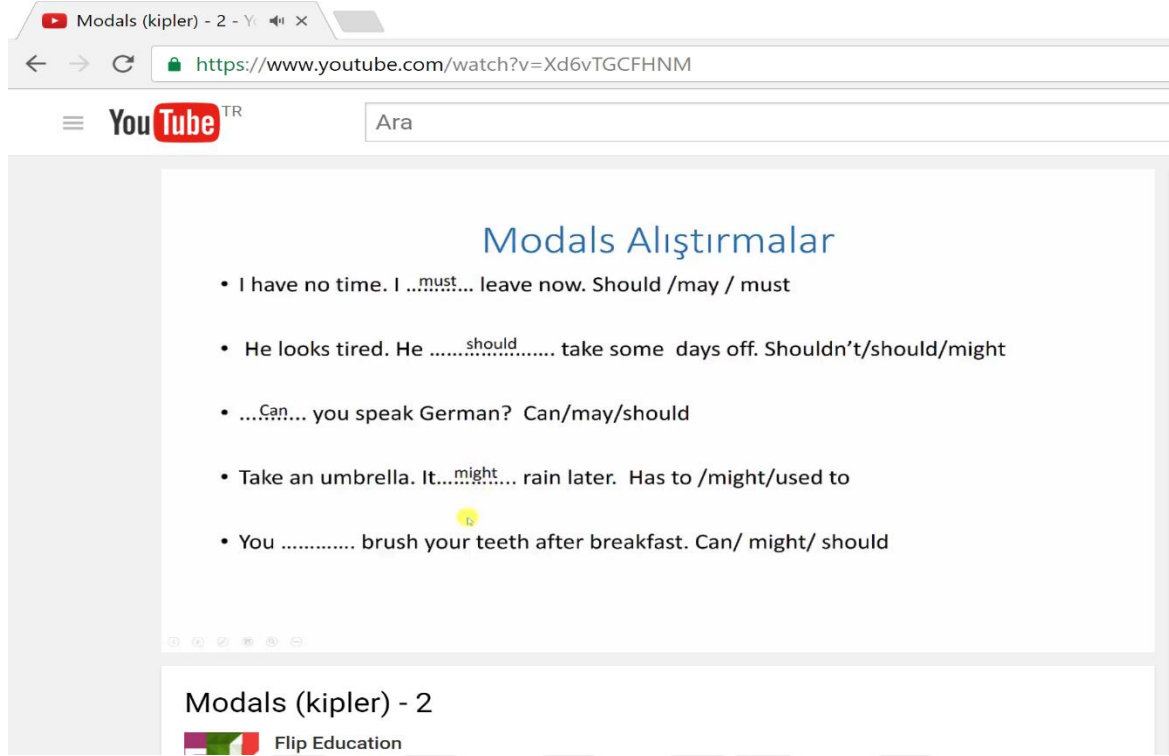


Figure 14 Uploaded online video link for modals-2

11:58 <https://www.youtube.com/watch?v=Xd6vTGCFHNM>

7.3.10. Comparatives & Superlatives 1

Comparative & Superlative

İKİ HECELİ SIFATLARDA UYGULANAN KURALLAR

Durum	Adjective	Comparative Form	Superlative Form
"e" ile biten SIFATLAR	fickle handsome polite	fickler handsomer politer	ficklest handsomest politest
"y" ile biten SIFATLAR	heavy shiny tiny bumpy icy	heavier shinier tinier bumpier icier	heaviest shiniest tiniest bumpiest iciest
kelimeleri sonu "le" veya "ow" ile biten SIFATLAR	simple narrow able gentle	simpler narrower abler gentler	simplest narrowest ablest gentlest

Comparative & Superlative (karşılaştırma ve üstünlük) - 1

Flip Education

Figure 15 Uploaded online video link for comparatives & superlatives-1

05:05 <https://www.youtube.com/watch?v=jcaWkmbQitI>

7.3.11. Comparatives & Superlatives 2

Comparative & Superlative Örnekler

Burak is **taller than** Mert.
Görüldüğü üzere burada karşılaştırma yapılmaktadır ve Mert'in Burak dan **daha uzun** olduğu vurgulanmaktadır.

My grandfather **older than** me.
Görüldüğü üzere burada torun dedesi ile yaş kıyaslaması yapıyor.

I make **the most** delicious cakes
Mert burada **en** lezzetli kekleri kendisinin yaptığını belirtiyor.

Diğer durumlar (tek heceli SIFATLAR)
tall taller tallest

Diğer durumlar (tek heceli SIFATLAR)
old older oldest

iki veya daha fazla heceli SIFATLAR
delicious more delicious most delicious

Comparative & Superlative (karşılaştırma ve üstünlük) - 2

Flip Education

Figure 16 Uploaded online video link for comparatives & superlatives-2

08:12 <https://www.youtube.com/watch?v=FuznqaMMDug>

7.3.12. Wh- Questions

Wh- and How Questions

https://www.youtube.com/watch?v=-ERKfxcf--s&t=1s

YouTube

Ara

Wh- Questions (Wh- Soruları)

- Wh- sorularında genel bir gramer kuralı vermek yerine şunu söylemek doğru olur her zaman soru cümlesi başında kullanılırlar.

Wh- question + do/does + ozne + fiil / Wh- question + am/is/are + ozne + fiil/object

Question words	Meaning	Examples
who	person - kişi	Who's that? That's Nancy.
where	place - yer	Where do you live? In Boston
why	reason - sebebi	Why do you sleep early? Because I've got to get up early
when	time - zaman	When do you go to work? At 7:00
how	manner - durum	How do you go? By car
what	object, idea or action - nesne, fikir, eylem	What do you do? I am an engineer
which	choice - seçim	Which one do you prefer? The red one.
whose	possession - sahiplik	Whose is this book? It's Alan's.
whom	object of the verb - fiilin nesnesi	Whom did you meet? I met the manager.
what kind	description - tanımlama	What kind of music do you like? I like quiet songs
what time	time - zaman	What time did you come home?

Wh- and How Questions (nerede, ne zaman, nasıl, ne kadar, niçin, kim ile, kimin)

Flip Education

Figure 17 Uploaded online video link for Wh- questions

07:11 https://www.youtube.com/watch?v=-ERKfxcf--s&t=1s



GAZİ GELECEKTİR...