

**THE EFFECTS OF FLIPPED LEARNING MODEL ON EFL STUDENTS'
GRAMMAR PROFICIENCY AND LEARNER AUTONOMY**



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**THE EFFECTS OF FLIPPED LEARNING MODEL ON EFL STUDENTS'
GRAMMAR PROFICIENCY AND LEARNER AUTONOMY**

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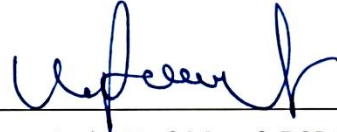
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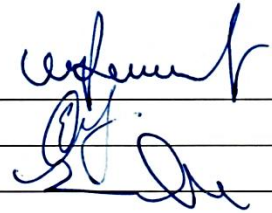
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ABSTRACT

THE EFFECTS OF FLIPPED LEARNING MODEL ON EFL STUDENTS' GRAMMAR PROFICIENCY AND LEARNER AUTONOMY

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With the advances in educational technologies, many teachers begin to design their classes in innovative ways to draw digital native students' attention and consequently address their needs. Flipped Learning is one of such advances that inverts the way of instruction. It is a transformative approach where in-class time is devoted to practice and lectures are taken out of the class via technology.

The current study was conducted to find out the effects of flipped learning on students' grammar proficiency and learner autonomy. Additionally, it was aimed to discover students' attitudes towards flipped grammar class. The population of the study is comprised of 37 A2 level students attending English preparatory classes at a military school during the spring semester of 2018-2019 academic year. The study is based on a mixed method approach and quasi-experimental research design. To this end, the quantitative data was collected by administering a questionnaire of flipped grammar class attitude and learner autonomy. Furthermore, pre-test and post-test were utilized to reveal the differences in students' grammar proficiency. Besides, a semi structured interview was employed as a qualitative data to gain insights into the flipped model through students' opinions. The quantitative data was analyzed through SPSS 23, on the other hand the qualitative data was analyzed manually.

Findings of the study demonstrated that flipped learning model has worked well in grammar instruction and compensated for the drawbacks caused by the lecture-based instruction. Additionally, it can be deduced from the questionnaire and interviews that students were quite positive to the flipped model and satisfied with the treatment process. It was also found out that there had been significant difference in students' learner autonomy level.

Key words: Foreign Language Learning, Flipped Learning Model, Learner Autonomy, Inverted Instruction, Computer Assisted Language Learning, Blended Learning, Video Lecture



ÖZ

TERS-YÜZ EDİLMİŞ ÖĞRENİM MODELİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN DİLBİLGİSİ YETERLİLİĞİ VE ÖĞRENEN ÖZERKLİĞİ ÜZERİNE ETKİLERİ

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Eğitim teknolojilerindeki gelişmeler ile birçok öğretmen, öğrencilerin ihtiyaçlarına uygun ve dikkatlerini çekebilecek şekilde derslerini tasarlamaya başlamıştır. Ters Yüz öğretim modeli ise ders anlatımını değiştiren yeniliklerden birisidir. Ters Yüz öğretim, ders anlatımının teknoloji aracılığıyla sınıfın dışına çıkarılıp sınıftaki zamanın pratik yapmak için kullanılması şeklinde eğitimi dönüştüren bir yaklaşımdır.

Bu çalışma Ters-Yüz edilmiş öğrenme modelinin İngilizceyi yabancı dil olarak öğrenen öğrencilerin dilbilgisi yeterliliğine ve öğrenen özerkliğine olan etkilerini araştırmak için yapılmıştır. Ayrıca, öğrencilerin bu modele olan tutumları da araştırılmıştır. Çalışmaya askeri okulda okuyan 37 hazırlık sınıfı öğrencisi 2017-2018 akademik yılı bahar döneminde katılmıştır. Çalışma karma araştırma yöntemi yaklaşımına dayanarak yapılmıştır. Bu amaçla, nicel veri tersten yapılandırılmış dilbilgisi sınıfı tutum ölçeği ve öğrenen özerkliği ölçeği ile toplanmıştır. Ayrıca, öğrencilerin dilbilgisi yeterliliklerindeki farkı görebilmek için ön ve son testler uygulanmıştır. Öğrencilerin yeni model ile ilgili görüşlerini almak için yarı yapılandırılmış görüşme tekniği nitel veri toplama aracı olarak kullanılmıştır ve bu

verilerden belli temalar çıkarılarak sonuçlar incelenmiştir. Toplanan nicel veri ise SPSS 23 programıyla analiz edilmiştir.

Sonuçlara göre, Ters-Yüz edilmiş öğrenme modeli dilbilgisi öğretiminde etkili olmuştur ve geleneksel ders anlatımına dayalı öğretimde ortaya çıkan sorunlara çözüm üretmiştir. Öğrencilerle yapılan görüşmelerde öğrencilerin yeni öğretim modelinden memnun oldukları ve uygulama sürecinde keyif aldıkları görülmüştür. Ayrıca, Ters-Yüz öğretim modeli öğrencilerin öğrenen özerkliğinde anlamlı fark oluşmasını sağlamıştır.

Anahtar sözcükler: Yabancı Dil Öğrenimi, Ters-Yüz Öğrenme, Öğrenen özerkliği, Harmanlanmış Öğrenme, Bilgisayar Destekli Dil Öğrenimi, Ders Videoları



To my beloved wife and family

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Chapter 1

Introduction

This chapter aims to provide an introduction to the present study titled as “The Effects of Flipped Learning Model on EFL Students’ Grammar Proficiency and Learner Autonomy”. The chapter consists of statement of the problem, research questions, aim and significance of the study and definitions.

1.1 Statement of the Problem

Teachers of English as a Foreign Language (EFL) are mostly described as an “unattractive grammar monger whose only pleasure in life is to point out the faults of others” (Baron, 1982, p.226). “Traditionally, grammar teaching has been conducted by means of activities that give learners opportunities to produce sentences containing the targeted structure” (Ellis, 1995, p.87). However, in this traditional method, students are exposed to rote learning, which “is a process of acquiring and storing items as relatively isolated entities” (Brown, 1972, p.263-264). Freeman (2014) states that “if they knew all the rules that had ever been written about English but were not able to apply them, we would not be doing our jobs as teachers” (p.255). “Language is context-sensitive,” which means “in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase” (Thornbury, 1999, p.69). Thus, grammar teaching can be defined as “any instructional technique that draws learners’ attention to some specific grammatical forms in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it” (Ellis, 2006, p. 84). There has been a shift in grammar teaching from memorization of rules to developing communicative competence (Bikowski, 2018). Communicative competence can also be regarded as “the ability to communicate using readily accessible second language (L2) technology aids” (Chappelle, 2009, p.750). Teachers are today benefiting from technology to deal with the challenges relevant to teaching grammar to teach English more effectively. Additionally, teachers make efforts to integrate grammar into a classroom in non-threatening, creative and entertaining way (Al-Mekhlafi & Nagaratnam, 2011). Technology usage is favored by both teachers and students. Arulselvi (2011) asserts that students can learn the rules in the books or tape recorders; however, they are unable to get feedback about their mistakes. McEnery, Barker and Wilson (1995) found out that

technology integrated grammar teaching was much more effective than traditional teaching with books and long lectures. Additionally, Nutta (1998) states that students who receive computer-assisted grammar instruction get better results than teacher directed-instruction.

Sasvari (2013) puts forward that technology is observed in all aspects of life and has transformed the life of humankind. Especially, for the last two decades, education has been shaped by technology. Smartboards, projectors and laptops have come into our lives in education. Particularly, they began to be normalized with high production rates, easier accessibility and lower costs. Undoubtedly, this new trend affected the learners' perceptions, attitudes, needs and learning styles accordingly. It is impossible to resist these changes in education. Usual techniques and traditional methods do not prepare learners for real life. Learners of 21st century are born into a digital world. They are surrounded by digital devices. Digital natives are defined by Prensky (2001) as "native speakers of the digital language of computers, videos, social media and other sites on the internet". He further discusses "The fields of education and pedagogy have today become needlessly and painfully over-complicated, ignoring our students' real needs and instructors speak an outdated language to a population that speaks an entirely new language" (p.2).

According to Gökdemir (2005) and Kabaharnup (2010), the failure of EFL in Turkey is based on the heavy dependence on traditional teaching methods. Also, Akkuş (2009) states that teachers complain about overcrowded classrooms and a lack of modern technologies. That's why time allocated for every one of the students is so low. Merç (2015) draws attention to the lack of teachers who are able to integrate technology into classes effectively. Another reason for the failure of EFL in Turkey is students' lack of interest, attitudes and motivation. (Akkuş 2009, Kabaharnup 2010, Çatal, 2015).

In order to deal with the problems in EFL classes where the time allocated for a student is limited and students' interests and motivation are not enough to acquire the language, it is a must to integrate technology into classes. Stosic (2015) states that students have an opportunity to choose their own materials and to decide their learning pace. Technology provides an opportunity to learn anything at any time. In this concept, learners are responsible for their own learning. Livingstone (2012) asserts that the quality of teaching, learning and classroom management can be enhanced and, in this way, help increase standards. Technology promotes learner

centered environment and makes learners more active to utilize the target language in an authentic environment (Alsied & Pathan, 2013). However, without a systematic and reasonable approach to integrate technology into classes, it does not bring any advantages to learning and teaching. For instance; Vale, Özen and Alpaslan (2013) set forth that Turkey cannot benefit from the technology although the ministry of education equipped schools with the latest devices since there was no technical support or in-service training. Moreover, technical equipment was not supported with appropriate content (Kızılet, 2016).

To benefit from all these advantages of technology, there should be a systematic and alternative way to traditional teaching methods. As a response to this, Jonathan Bergmann and Aaron Sams came up with a pedagogical approach called as ‘flipped learning’ in 2008. Sams and Bergmann (2012) report that “in foreign language classes, teachers are recording grammar lessons and conversation starters in order to create time in class to use the language more practically” (p.48). They further comment that students could not transform the content they received in the classroom into useful information. Also, class time was not used effectively because of long lectures due to knowledge transfer to students. That’s why they took lecturing out of the class and created content with videos and shared them with students. With flipped learning, teachers no longer give speeches for twenty to forty minutes at a time. Flipped learning transformed teaching and learning. Arnold-Garza (2014, p.8) states, “flipped classroom model developed out of a history of experimentation with the concept of hybrid, or blended learning and problem-based learning, using active learning techniques and new technologies to engage students”. It is also defined as “events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (Lage, Platt, Treglia, 2000, p.32). This new model brings a new perspective to the design of in and out of class activities. Students receive the instruction at home through slides, videos, podcasts or other tools. In this way, the flipped model enables learners to spend more time in the class to enhance skills engagement techniques (Educause, 2012). Learning becomes better, faster and easier when in-class time is devoted to the applications instead of lecturing (Pluta, Richards, & Mutnick, 2013). This environment in classes meets students’ expectations and interests, promote students’ active participation. Thus, it can be used in many different disciplines such as business, statistics and engineering

(Arnold-Garza, 2014). Notwithstanding the merits of flipped learning, it is not still applied in many institutions and by teachers.

1.2 Purpose of the Study

Abunowara (2016) expresses that “technology is considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material to meet an objective or solve a problem” (p.2). Technology helps teachers to create engaging and student-centered classroom atmosphere, improves student-teacher interaction, increases learner autonomy, promotes critical thinking and fosters collaborative learning (Hoven 1999; Arno, 2012; Alsied & Pathan, 2013; Cutter, 2015; Ockert, 2018). However, teachers need a model and pedagogy to implement in the classroom. “Pedagogy should always drive technology, never the other way around” (Aaron & Bergmann, 2012, p.21). Flipped learning is one of the latest innovations in education. It is a design to cope with troubles caused by the traditional classrooms. It “speaks the language of today’s learners and allows for differentiation” (Bergmann & Sams 2012, p. 20). Furthermore, Gavranovic (2017) emphasizes that “the flipped model is a new educational paradigm dominated by learner-centered approach, and letting students have control over learning is one of the hardest things to do for many educators” (p.4).

Within this respect, this study suggests flipped grammar class model as an alternative for traditional lecture-based writing instruction. Additionally, the aim of this study is to provide insights about the effects of the flipped model on EFL learners’ grammar proficiency. Also, it attempts to shed lights on the effects of the flipped classroom on EFL learners’ autonomy since they need to be actively involved in the learning process by taking the responsibility of their own learning. Moreover, it will reveal the attitudes of students to the flipped model. Furthermore, it brings a new concept to eliminate the disadvantages of traditional instruction.

1.3 Research Questions

Bearing the above-mentioned issues in mind, the researcher implemented essentials of the flipped classroom to find out to what extent it affects the learner autonomy and grammar achievement. In this way, the present study sought to answer the following research questions:

1. Does flipped learning affect students’ scores in the experimental group with regard to grammar proficiency test?

2. Do the students in the flipped classroom outperform students in the traditional classroom with regard to their pre- and post-grammar proficiency test scores?
3. What are the attitudes of students in the experimental group to the flipped classroom model?
4. Does the flipped classroom model enhance learner autonomy?

1.4 Significance of the Study

In traditional classrooms, the setting can basically be defined as “a combination of long lectures and demonstrations by the teacher, with the application of learned concepts done through homework assignments, tests, exams and projects” (Murphy, 2011, para. 2). Eric Mazur (2012) criticizes educators to be ineffective in the way they present the materials. He further argues that “Frequently, lectures come straight out of textbooks and/or lecture notes, giving students little incentive to attend class” (p.9). He believes that educators deliver their presentation mostly as a monologue to a group of disengaged learners. Also, Donald Clark (2007) states, “lectures are easy to turn up and listen. It is a lazy format for lazy learners” (para. 1). According to Clark, lectures create passive observers and decrease the attention of audience. He defines lectures as “tyranny of location and time” (para. 3). Furthermore, lecturing is increasing the teacher talking time. Harmer (2000:4) expresses that classes where student talking time is maximized, are regarded as the best places for EFL education. He further discusses, “getting students to speak the target language as much as possible is a vital part of a teacher’s job”. Gökdemir (2005) points out that one of the reasons why EFL fails in Turkey is teacher-centered lessons based on long lectures. Moreover, lecturing is not the language of today’s learners (Prensky, 2001). Digital natives are looking for a way to learn the target subjects in digital platforms. With these problems in mind, the flipped classroom suggests a model to solve these problems. It carries the lecturing to an online platform. It includes short video lectures and creates an active class time. “Flipping the classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs” (Aaron & Bergmann, 2012, p.6). It leaves the lower stages of Bloom’s taxonomy out of the classroom and provides more time for higher stages such as application and creation, which facilitates the retention of the language (Brame, 2013).

The study is important in that in a military school where this research took place, students live in a different and isolated environment. They cannot go out of the campus on weekdays. They take not only academic education but also military training. These trainings make students to be both mentally and physically exhausted in class time. Cadets at military school have limited time for sleep. They wake up at 6 am every morning. They get much less sleep than their peers at civilian universities. That's why they are more liable to daydreaming and more vulnerable to lectures. In addition, every student has duties weekly and duty hours overlap class hours, which causes missing students in the classes. These students generally come after the day and ask for help to compensate for the missing parts. In this respect, taking lectures out of class time with short videos help them to follow the lesson.

To sum up, there are limited studies over the flipped classroom model in Turkey. This study suggests a new model to cope with grammar instruction and learner autonomy. It aims to remove the obstacles caused by traditional classrooms.

1.5 Definitions

Digital native: “the generation of people who grew up in the era of ubiquitous technology, including computer and the internet” (Prensky, 2001, p.1)

Flipped Classroom Model: Flipped classroom “developed out of a history of experimentation with the concept of hybrid, or blended learning and problem-based learning, using active learning techniques and new technologies to engage students” (Arnold-Garza, 2014, p.8).

Blended learning: “a combination of online and face to face instruction” (Graham, 2006, p.5)

Computer-Assisted Language Learning (CALL): “the search for and study of applications of the computer in the language teaching and learning” (Levy, 1997, p.1)

Learner autonomy: “to have, and to hold the responsibility for all the decisions concerning all aspects of this learning, 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” (Holec, 1991, p.3)

Chapter 2

Literature Review

2.1 Introduction

This section sheds light on the concepts relevant to this research and provides insights into the concepts of the flipped classroom model. In this respect, the first part of the review will present the definition, background, and characteristics of Computer Assisted Language Learning (CALL). Later, the second part will touch on the basics of the flipped classroom model and there is also an overview about learner autonomy. Lastly, relevant studies over flipped classroom are reviewed. The review yields a rich body of information to theoretically conceptualize the model.

2.2 Language Teaching and Technology

Technology is defined as “the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge” (İşman, 2012, p.207). Also, technology integration is described as “the use of technology to improve the educational environment” (Dockstader, 2008, p.180). Computer technology dates back to 1970s in education. The earliest form of educational technology was a radio instruction conducted by W. W. Charters in 1948 (Saettler, 1990). From these days on, there has been innovations in technology such as radios in 1920s, televisions in 1950s, computers in 1960s and World Wide Web in 1990s. Developments in technology and educational tools have affected instructional practices. For instance; Programmed Logic for Automatic Teaching Operations (PLATO) emerged as the first education system based on computer to provide automated individual instruction (Molnar, 1997). Since the invention of PLATO, technology integration into education has gained importance and drew researchers’ attention.

The spread of technology has brought significant changes in education. Most of the researchers state that technology has an important role in enhancing second language learning (Levy, 1997; Salaberry, 2001; Chapelle, 2009). Additionally, technology is an engaging tool to motivate learners to acquire the target language better (Stanley, 2013). In language learning, people aim to develop the ability to communicate with other people in English. However, most of the countries are having difficulty in creating real life like environment in language classes. Besides, the population of the classes is pretty high and lectures are based on course books. Therefore, students have few chances to learn and practice English due to these

restrictions. In this respect, technology can bring solutions to in and out class practices in education to create better atmosphere for students. Implementation of computer technology in education leads to the development of teaching and learning (Bennett, Culp, Hone, Tally, and Spielvogel, 2000). Ahmad (2012) expressed that in 21st century, various media technologies such as social networks, videos, chat rooms have dramatically impacted how we learn and teach a language. Technology enhanced language learning is much more effective than traditional lecture-based classes where teachers give instruction in front of students by using blackboard or whiteboard (Patel, 2014). According to Arifah (2014), learners' motivation can be increased through the use of the internet. Particularly, films and movies assist students to understand the topic with excitement and improve their knowledge. Additionally, the internet usage in foreign language education helps students to learn meaningfully. Furthermore, the use of technology increases students' cooperation. It supports cooperation by providing opportunities to work together and learn from their peers (Keser, Huseyin and Ozdamli, 2011). To sum up, technology contributes to interaction between students and teachers, creates comprehensible input and output, increases students' self-confidence and motivation and fosters learners' autonomy.

2.3 Computer Assisted Language Learning (CALL)

2.3.1 Definition, Background and History.

Levy (1997) provided a definition of CALL as “the search for and study of applications of the computer in the language teaching and learning” (p.1) Likewise, another definition of CALL was made by Beatty (2013) as “a process in which a learner uses a computer and as a result, improves his or her language” (p.7). Before CALL, it was called “Computer Assisted Language Instruction” (CALI). In the 1980s, CALL began to be used instead of CALI (Davies & Higgins, 1982). In 2000s, technology enhanced language learning (TELL) came out as a new term. However, CALL is the well accepted and the most common term (Levy, M., & Hubbard, P., 2005, p.148). The history of CALL goes back to 1960s (Warschauer & Healy, 1998; Bax, 2003). Warschauer and Healy classified three phases of CALL: Behaviouristic CALL, Communicative CALL, Integrative CALL. Every phase matches to a level of technology and specific pedagogical approach. Behaviouristic CALL model conceptualized in the 1960s was in use between the 1960s and 1970s. During this time, computers were thought as a mechanical tutor. They were used for featured repetitive language drills. The best-

known project of this model is PLATO which was developed in the University of Illinois. It was produced to deliver interactive, self-paced activities for students. For Hart (1981), PLATO was created for “more mechanical types of vocabulary and grammar drill, thereby freeing class time for more expressive activities”. According to Levy (1997), CALL can be said to start with the PLATO. However, behaviourist approach was far behind to meet pedagogical and theoretical level. Also, new computers were getting better and providing more opportunities. Therefore, the next phase, Communicative CALL, came up between 1970s and 1980s. Communicative CALL coined by Underwood (1984) derives from Communicative Approach. Grammar is taught implicitly, and the focus is more on fluency rather than forms themselves. Although communicative CALL was perceived as an improvement over behaviouristic CALL, it started to be criticized (Kenning & Kening, 1990, p.90).

With the advent of multimedia (sound, animation, graphics) and World Wide Web, we saw many more communication opportunities in CALL. Also, a shift from communicative CALL to integrative CALL began between the 1980s and 1990s. There was a move from cognitive views of learning to sociocognitive views of learning where authentic materials are used and learners are using the Internet with different tools to improve their language skills such as reading, writing and speaking in authentic contexts instead of going to a computer lab in a school for restricted exercises. Warschauer (1998) states “task-based, project-based, and content-based approaches all sought to integrate learners in authentic environments and also to integrate the various skills of language learning and use. This led to a new perspective on technology and language learning, integrative CALL” (p.58). The technology of the behaviouristic CALL was mainframe. Later in communicative CALL, the PCs began to be used for communicative purposes. However, in integrative CALL, computers with multimedia networks and communicative tools were used for authentic purposes.

Table 2.1

Three levels of CALL (Warschauer, 2000)

<i>Stage</i>	1970s–1980s: Structural CALL	1980s–1990s: Communicative CALL	21st Century: Integrative CALL
<i>Technology</i>	Mainframe	PCs	Multimedia and Internet
<i>English-teaching paradigm</i>	Grammar-translation and audio-lingual	Communicate [sic] language teaching	Content-Based, ESP/EAP
<i>View of language</i>	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
<i>Principal use of computers</i>	Drill and practice	Communicative exercises	Authentic discourse
<i>Principal objective</i>	Accuracy	And fluency	And agency

Bax (2003) analyzed the study of Warschauer and Kern (1998) and did not agree on some points. He says, “Warschauer and Healey (Warschauer & Healey, 1998; Warschauer, 2000) as the only substantive, systematic attempt to analyze and understand the history of CALL in anything more than ‘factual’ terms” For Bax (2003), historical periods defined in the study do not represent the phases clearly and communicative CALL should be defined in detail with more support and tighter reference. There is a need for a new and more accurate analysis. Therefore, Bax (2003) proposed alternative three phases with more general approaches and better historical validity. He calls the first approach ‘Restricted CALL’ as a more comprehensive and acceptable in terms of theory of learning, the software and activity types. The second approach is ‘Open CALL’. It is open from different dimensions such as feedback, software, role of the teacher (Figure 2). He further commented that it is not exactly open, but it is rather open compared to Restricted CALL. The last approach is “Integrated CALL”. According to Bax (2003), there is a relationship between normalisation and Integrated CALL. Do we say Pen Assisted Language Learning or Book Assisted Language Learning? They are fully normalized and invisible in everyday life. We cannot think of education without these tools. Computers should be as normal as pens or books, as well. To reach Bax’s integrated stage, computers should be integrated into our everyday life without fear or inhibition. Bax (2003) defines the stages of normalisation as follows:

“Early Adopters. A few teachers and schools adopt the technology out of curiosity.

Ignorance/scepticism. However, most people are sceptical, or ignorant of its existence.

Try once. People try it out but rejects it because of early problems. They cannot see its value.

Try again. Someone tells them it really works. They try again and see it does in fact relative advantage.

Fear/awe. More people start to use it, but still there is a fear and exaggerated expectations.

Normalising. Gradually, it is seen as something normal.

Normalisation. The technology is so integrated into our lives that it becomes invisible and normalised” (p.24).

For Bax (2003), the target of CALL can be explained through normalisation. Integrated CALL can be accomplished after experiencing these stages. The ultimate goal is that computers should be used in everyday life without any difficulty.

2.3.2 Role of the Computer. This framework was suggested by Taylor (1980) to understand roles of the computer in education. Even if it has been quite many years since Taylor (1980) came up with this framework, it still sheds light on the matter. He stated that computers could be used as a tutor, tool or tutee. In tutor mode, computers teach learners. Computers should be programmed by others and then they can tutor students with installed programs tailored to learners’ needs. The computer presents materials chosen by learners and the student responds. Then, the computer checks the response and gives feedback to learners. The computer can keep records of the process. “The principle is that the knowledge resides in the machine, from where it is delivered to the learner in small chunks with frequent reinforcement” (Walker & White, 2013). The underlying process originates from the behaviourist approach, which is based on the study of psychologists such as Skinner (1974). Despite knowing that learning a language is more than simply studying vocabulary and grammar, drill based programs can still be used for independent revision. There are apps particularly in mobile phones to practice in short blocks. However, the disadvantage of this mode is that it requires money and time to produce any programs or apps.

In the role of ‘tutee’, the learner teaches the computer. The framework is based on the constructivist approach which originates from the study of Piaget. Knowledge should be constructed by learners through experience. To do that, learners should learn to program or have computer literacy however, to teach something you must learn it first, which affects the quality of learning process and make learners to understand better. According to Papert (1993), if learners are forced to produce or create something, they can construct knowledge more effectively. Although Papert suggests that learners must learn to program computer, it is not a must in some cases for example; there’re lots of user-friendly programs available on the Internet. Learners can create videos or presentations and share them in internet easily.

The last role of the computer is ‘tool’. This role can be applied in any context in which technology is used to achieve a task. One of the most common tools is word-processor to write anything in various types or presentation suites to present something in the computer. Using the computer as a tool facilitates learning. With the arrival of the Internet and smartphones, the role of tool is turned into the one which provides opportunities for communication between people. It is called ‘social constructivism’ developed by Vygotsky (1978) who highlighted that social interaction is significant for language education. He further discussed that learning occurs within the “zone of proximal development” (ZPD), which is defined as:

“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

This process is also coined as ‘scaffolding’ by Wood et al. (1976). He defines ‘scaffolding’ “that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts” (p.90). It should also be noted that within the literature, terms such as guided learning, collaborative learning, cooperative learning or scaffolding have the same meaning.

2.3.3 From CALL to TELL. The integration of digital tools and technology into language learning has been studied and discussed within the broad framework of the term, ‘CALL’ for the last three decades. CALL is also used as a synonym of

TELL. However, Bush and Terry (1997) states that they are different, and this difference comes from the fact that “the computer simultaneously becomes less visible yet more ubiquitous” (p.7). They further emphasize, “the change in emphasis from computer to technology places direct importance on the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself.” TELL supports Computer Mediated Communication (CMC). CMC helps learners to write and speak in a foreign language. Computers are used to enhance teaching and learning in TELL by employing multimedia platforms such as online discussion boards, reading an online newspaper, online dictionary and playing games in English.

Table 2.2

Comparison of CALL and TELL in Different Approaches (Walker & White, p10, 2013)

Approach	Structural/ restricted CALL	Communicative CALL Open CALL	Integrative CALL	TELL
Technology	From mainframe to mobile	PCs	Multimedia, internet	Mobile devices, tablets, multiplayer games, virtual worlds
English-teaching paradigm	Grammar-translation and audio-lingual	Communicative language teaching	Content-based ESP/EAP	Communication, interaction
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)	Structural, cognitive, socio-cognitive, adaptable
Principal use of technology	Drill and practice	Communicative exercises	Authentic discourse	Normalized
Principal objective	Accuracy	Fluency	Agency	Autonomy within community
View of learning	Behaviourism	Constructivism	Social constructivism/ situated learning	Connectivism
Role of technology	Tutor	Tutee	Mediational tool	Environment, resource

2.4 Flipped Learning

2.4.1 Background, Definition and History. Flipped Classroom is coined by Sams and Bergmann; however, there are some other terms to explain the model such as inverted classroom (Lage, Platt & Treglia, 2000), just in time teaching (Novak, 2011), inverted learning (Davis, 2013). Sams and Bergmann (2012) defines the process “attending the lectures online; at home, which has traditionally been done in the classroom environment before. And then the process is completed by doing related homework in the classroom” (p.14). Bishop and Verleger (2013) assert,

“flipped classroom is usually a focus group-based interactive learning activity in the classroom referring to student-centered learning theories of Piaget and Vygotsky” (p.5). Moreover, Flipped Learning Network (FLN) describes the model “in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment” (2014, para. 1).

Flipped model was founded by Jonathan Bergmann and Aoran Sams who aimed to help students to learn in a better way. They were working as chemistry teachers in Woodland High School, in 2007. They noticed that some students who were coming from rural areas, sometimes missed lessons due to travelling with busses, and students who lived close to the school could not attend the class on time because of their sport events or some other excuses. As they were thinking about a solution for these problems, they came up with a good idea. They began preparing videos of presentations with voice recordings, and later these videos were uploaded online for students to reach faster. At the same time, students were required to take notes while watching videos and prepare questions about the topic before classes. They found out that as a result of this new approach, student interaction in the class increased and teachers had more time to give feedback. Furthermore, weak and slow learners, students who could not follow the lesson because of some reasons, and also students who studied for exams benefited from videos, as well. In other words, the approach has affected the quality of lessons in a quite positive way. The aim was to keep students engaged in their learning process. Based on their experience, they published a book (2012) entitled as “Flip your Classroom: Reach Every Student in Every Class Every Day.”

In fact, Jonathan and Aoran are not the first people who attempted to flip or reverse the instruction. Hamd et al. (2013) stress that the flipped classroom model has been a cumulative process thanks to the studies of some researchers such as King (1993), Mazur (1997), Lage, Platt, and Treglia (2000), Baker (2000), Tenneson and Mcglasson (2006), Strayer (2007), Khan (2012), and Bergmann and Sams (2012).

As a first step, King (1993) stated in his article entitled as “From Sage on the Stage to Guide on the Side” that teacher should use the class time much more effectively. Later, in 2000 Lage, Platt and Treglia thought that traditional classroom did not address learners’ needs and the class time was not used effectively. They designed a model called as inverted classroom which is quite similar to Flipped

Learning. As another milestone, Baker put forward the concept between 1996 and 1998 in his conferences. Baker (2000) strived to invert the instruction to use classroom time effectively. To achieve it, he planned the model around four verbs: clarify, expand, apply and practice. Another example is that Mazur (2009) inverted his instructions by taking videos to prepare students in advance. As a result of his study, he came up with a term called 'Peer Instruction' which means exposing students to the content before the class.

The next step was taken by Salman Khan. He founded Khan Academy which is an educational website that includes free videos. At the beginning, he was assisting his cousin for her math lesson and later his other relatives wanted to have the same tutoring. Therefore, Khan took videos of his lessons and shared them on YouTube (2012). Realizing that the videos were quite informative and worked well, He created a website and uploaded his own video collection and also videos from other educators. Today, Khan Academy has thousands of videos with many other languages and is used in schools all over to the world. Bill Gates (2010, October 21) says "Khan is a teacher in the world. He is giving all the glimpses of the future of education".

2.4.2 Theoretical Framework. Flipped model is based on blended learning and active learning. Anderson (2012) asserts, "flipped classroom is actually one way of employing blended learning to facilitate how students can access information and get the maximum benefit by being fully involved in the learning process" (p.56-57). Graham (2006) defines blended learning as combining online and face to face instructional method. For Graham (2006), blended learning is formed of three different types as enabling blends, enhancing blends and transforming blends. Flipped classroom model can be classified under enhancing blends as it enriches the traditional classroom with the integration of technology. The model primarily helps students to use in class time more effectively by leaving non-interactive activities to outside the class. Hence, teachers are able to plan their time efficiently for tasks which take advantage of the teacher's immediate presence (White, 2012). The following table clearly explains flipped classroom in comparison with traditional classroom.

Table 2.3

Comparison between Flipped and Traditional Classroom in Math Class (White, 2012)

	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 home	At school
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.

Strayer (2007) defines the flipped classroom model as having course content by manipulating educational technology. He further elaborates on the model as follows:

“Extensive use of educational technology to deliver course content outside of class is central to the classroom flip idea. Active learning during class time is the other necessary feature of the classroom flip. These two features influence student learning environments in fundamental ways” (Strayer, 2007 p.16).

The figure below shows Strayer’s framework for the Flipped model.

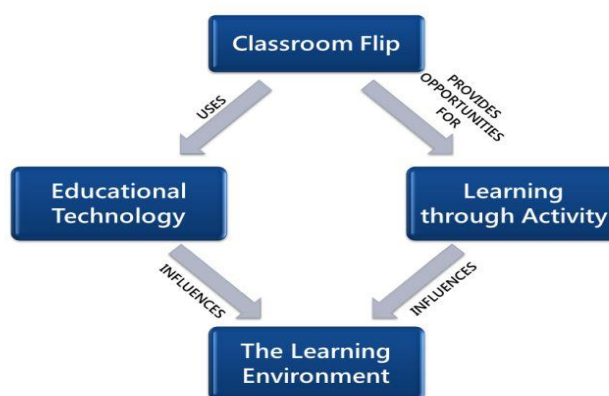


Figure 2.1 Framework for the flipped Classroom (Strayer, 2007 p.16)

In the flipped classroom, one of the most important strategies is to minimize lecturing and spend more time in class activities. Bergmann and Sams (2012) state that in the traditional model, they would spare time to go over previous night’s

homework and lecture new content. Therefore, the time allocated for in class activities was not as much as in the flipped classroom.

The following table presents the difference between flipped and traditional classes.

Table 2.4

Comparison of Class Time Allocated for Activity Periods (Bergmann & Sams, 2012 p.15)

Traditional Classrooms		Flipped Classrooms	
Activity	Duration	Activity	Duration
Introduction	5 min.	Introduction	5 min.
Revision of homework	20 min.	Questions and answers on course videos	10 min.
Instruction of the new subject	30-45 min.	Guided and independent practice or in-classroom activities	75 min.
Guided and independent practice or in-classroom activities	20-35 min.		

Zainuddin and Halili (2016) assert, “applying flipped classroom approach also contributes to better understanding of technology use in teaching and learning activities” (p.315). Particularly students must use different technology tools in learning activities independently. The study of flipped model is grounded on the theory of Bloom’s revised taxonomy of cognitive domain. The taxonomy consists of six levels of learning, from lowest to highest: remembering, understanding, applying, analyzing, evaluating and creating. In flipped learning, students carry out lower level cognitive tasks such as remembering and understanding out of the classroom on the other hand, they concentrate on higher level cognitive tasks such as applying, analyzing, evaluating and creating (Brame, 2013) Figure 2 below shows learning level of students in flipped model according to Bloom’s revised taxonomy:

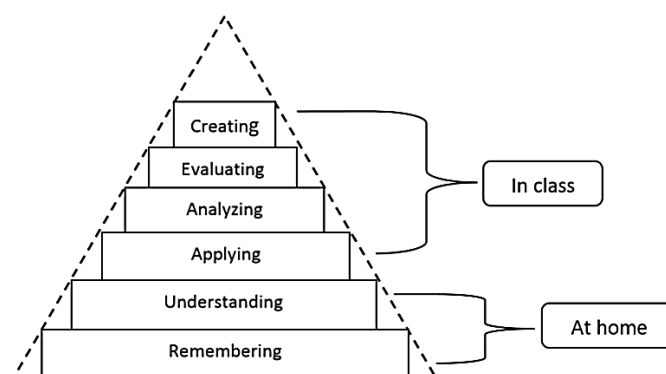


Figure 2.2. Revised version of Bloom’s Taxonomy in the flipped learning (Zainuddin& Halili, 2016, p.316)

In the flipped model, lower levels of the taxonomy are delivered to students through video lectures so that in class time can be used for higher levels such as creation, evaluation and application. Nederveld and Berge (2015) emphasize that in flipped classroom, in class activities are based on higher levels of learning instead of following lectures and other lower level tasks. As presented in figure 2, students have more time to support higher level tasks which include group discussions, student projects, presentations, peer – evaluation and instructor – evaluation; on the other hand, tasks that do not require higher level of thinking such as comprehension and knowledge are completed at home.

Table 2.1

The Difference between Traditional Classroom and Flipped Classroom in Bloom's Taxonomy (Zainuddin & Halili, 2016 p.316)

Level of learning	Traditional classroom tools	Flipped classroom tools
Remembering	Face-to-face lecture	Pre-recorded lecture, reading material, and watching video lectures independently
Understanding	Question and Answer	Reflection, peer-to-peer discussion and collaboration
Analyzing	Homework	Classroom activities such as a group discussion
Applying, Evaluating, Creating	Homework or nothing	Student projects, presentations, peer-evaluation and instructor-evaluation.

Flipped Learning Network and School Support Team of Pearson made a team to study and research about the flipped classroom model (Hamdan, et al., 2013). As a result of the research, the team described the four key features which underlie the theoretical framework of the model in four pillars of F-L-I-P: Flexible Environment, Learning Culture, Intentional Content and Professional Educators (Hamdan, et al., 2013). Flipped Learning Network defines the framework:

“Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice” (2014).

2.4.2.1 1st Pillar: Flexible Environment. Educators provide more flexible spaces where students can make a choice about what to learn and when to learn. Besides, teachers are flexible in students' learning and assessment timelines. The flipped classroom is arranged in different formations to enhance the group work rather than traditional classes which are arrayed in the form of the rows of the desks. According to Tomlinson (2003, p25), "environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom".

2.4.2.3 2nd Pillar: Learning Culture. The traditional model centers the teacher as a source of information. By contrast, in the Flipped Learning the instruction is shifted to a learner centered-approach, where in-class time is devoted to studying topics in depth and providing rich learning environment. Students are given opportunities to engage in activities. Thus, students actively participate in the class and assess their own learning. The key in this learning is that "students are using class time to deepen their understanding and increase their skills at using their new knowledge" (Brame, 2013, para. 14).

2.4.2.4 3rd Pillar: Intentional Content. Teachers are thinking about how they can benefit from the model effectively to assist students' understanding. They find out what they need, and which materials can work well. Intentional content is employed to maximize classroom time to put the methods of student centered and active learning into practice. Moreover, every student is not at the same level, and activities should address their needs. By considering learners' needs, personalized instruction can be developed. It helps students in different readiness levels. Differentiated instruction is the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learners" (Tomlinson, 2003, p.1)

2.4.2.5 4th Pillar: Professional Educator. One of the most important elements of the flipped model is professional guidance to facilitate the learning for the students (Hamdan et al., 2013). It is more demanding and important to teach with a Flipped Model. Therefore, educators need to monitor their students, give them meaningful feedback, and evaluate their work. Professional Educators collaborate with other educators, reflect in their practice and accept the critiques. The table below summarizes all four pillars thoroughly.

Table 2.6

Four Pillars of Flipped Learning (FLN, 2014).

<i>Flexible Environment</i>	It contains the possibility of different teachers implementing different methods or techniques. Flipped learning makes it possible for students to learn anywhere and whenever they would like to learn.
<i>Learning Culture</i>	It expresses the active status of students in flipped learning, who are passive in traditional method and their interactive participation in structuring information.
<i>Intentional Content</i>	It entails teachers considering what information students should attain whilst learning. The content should be targeted for a purpose and should allocate more time for active learning activities and be student-centered.
<i>Professional Educator</i>	This individual is defined as someone that improves themselves using self-regulation in the teaching-learning process, provides a healthy learning environment and immediate feedback to students on course videos and activities.

2.4.3 The Challenges of Flipped Class Model. Flipped classroom model requires integration of technology into education. However, there can be lack of access to technological tools. Although it is getting cheaper and easier to have these tools, still a great number of students do not have access to necessary technological tools at schools and homes (Nielsen, 2012). Waddell (2012, p.7) warns us not to force students to use the internet at home as follows:

“Making technology use at home mandatory would serve only to increase the academic gap between high and low- income students that is already prevalent in education. Until broadband is in every home, the flipped classroom will disenfranchise a segment of students, leaving them lacking in necessary instruction while their more affluent peers continue to succeed”.

Besides, flipped model puts the burden on teachers’ shoulders since they need to prepare the content to flip the classroom. A substantial amount of time should be devoted to planning, preparation of video lectures, assignments and adapting students to the flipped model. However, only in the first time, it takes time to prepare the whole content. Later, the materials can be reused and edited quickly. Another challenge is that many parents think that assignments steal students’ time to spend time with family and connect with friends. Too much mandatory homework may reduce the motivation of students. Moreover, the flipped teachers are not expected to create professional video content for the classes. Yet, they should be able to find the

ready-made videos, modify and apply them appropriately. Educause (2012) assert, “the flipped classroom model requires the teachers to have and develop the ability to use the technology and the learners to have the literacy media skills to learn from the media” (p.2).

2.4.4 Current Research Studies on Flipped Classroom Model. The Flipped Model has been in practice since the beginning of 2000s. Compared to other trends in education, FCM is a relatively new concept. Therefore, studies in this field are limited both in international scope and Turkish context. Yet, some important researches were conducted on the flipped model in various disciplines in education. Within this respect, this section highlights Flipped learning experience.

Lage, Platt, and Treglia (2000) conducted a study in university context in *Microeconomics* course. The concept was coined as *The Inverted Classroom*. The researchers provided different ways to follow the lesson such as video content, PowerPoint presentations or studying on textbook. Students were totally free to choose one. 80 students participated in the research. At the end of the course, researchers collected their opinions through a Likert scale to see students’ ideas toward flipped classroom model. The results clearly showed that students were quite positive to this model. Lage, Platt, and Treglia (2000) assert that flipped classroom better refer to various learner styles.

Strayer (2007) carried out his study on the Flipped Model as a doctorate thesis. His aim was to compare students’ perceptions toward the flipped model in his *Statistics* classrooms in university. In one of his class consisting of 23 students, the content was delivered through video lectures. In the class, engaging activities were provided to students. However, the other classroom was designed in traditional lectures with 27 students. At the end of the course, students’ reports were asked to assess their perceptions toward FCM. The result revealed that the cooperation between students increased dramatically. Another doctoral dissertation was employed by Johnson and Renner (2012). About 62 students participated in the research at Study High School in the USA. The researchers aimed to analyze the efficacy of flipped and traditional delivery methods. Although the result was not as expected, the study still provides insight into the flipped model.

One of the most well-known pioneers in integrating flipped model into EFL is Hung (2015). He designed a study to investigate the effect of flipped model on 75 students at a university in Taiwan. *Test of English as International Communication*

(TOEIC) was used as a pre-test to assess students' proficiency level and there was no significant difference between students. Thus, students were distributed haphazardly to three different groups; structured, semi structured and non-flipped lessons. The study lasted for three weeks. Webquests and TED-Ed tools were utilized in structured and semi-structured classes. On the other hand, traditional model had non-flipped lessons. The data was gathered through end-lesson tests, study logs, a five-point likert questionnaire. At the end of qualitative and quantitative analysis, the study revealed that the flipped classroom affected students in a positive way. Students in experimental groups were much better than the control group since they had more time to practice in the school.

Another study in EFL was conducted by Hao (2016). He studied students' readiness for flipped classroom. There were 387 7th grade participants in Taiwan. To collect the data, a 5-point Likert *Flipped Learning Readiness Scale* was created by the researcher. The scale consists of five subscales as follow: "technology self-efficacy, motivation for learning, in-class communication self-efficacy, doing previews and learner control and self-directed learning" (Hao, 2016, 297). As a result of the study, Hao (2016) states that although gender has no effect on the readiness, factors such as availability of online resources, students' language performance, time allocated for studying, use of the internet affected the level of flipped classroom readiness. Furthermore, this information rich study presents theoretical tips for teachers to implement the flipped model.

In Turkish context, Ekmekçi (2014) employed a doctoral dissertation to overcome students' negative attitudes toward writing skills. He focused on blended learning for writing classes. The study involved 43 prep class students in Ondokuz Mayıs University. To obtain data, a 5-point Likert *Flipped Writing Class Attitude Questionnaire* including 25 items and *Information and Communication Technologies (ICT) Literacy Survey* were developed by the researcher. There were experimental and control groups. While the video-based content was delivered to the experimental group, the control group had traditional lecture-based classes. The results of the study indicated that students in experimental group performed much better than the ones in control group. Additionally, the results yielded a rich body of information to theoretically conceptualize flipped model in EFL.

In another study by Boyraz (2014), the impacts of the flipped model on students' proficiency level with 42 students assigned to both an experimental and a

control group in two groups at Aksaray University were studied. The study was based on a mixed method research design in which both qualitative data and quantitative data collection instruments were employed. Pre-test post-test were designed by the researcher himself. Also, students' opinions were collected through focus group interviews. In the experimental group, the videos prepared by the teacher were delivered to the class in *Edmodo*. Before the class, students watched the videos and had short tests. On the other hand, the control group was based on traditional lectures. The results showed that 74% of the students had positive attitudes toward the flipped model. There was a significant difference between the classes' test scores in favor of the flipped classroom model.

Karakurt (2018) conducted a mixed-method study to support students with flipped grammar model. The study lasted for seven weeks with 40 students of B1 level at Başkent University School of Foreign Languages during the spring semester of 2015-2016 academic years. She collected the data through grammar tests, ICT literacy survey, a flipped grammar class attitude questionnaire and an interview. At the end the study, students' overall score in experimental group were much higher than the other group. Additionally, students gained positive attitudes towards flipped learning.

To deepen the understanding of the flipped model in EFL, a mixed method study was conducted by İyitoğlu (2018) as a doctorate thesis. İyitoğlu aimed to suggest flipped classroom model with a focus on students' academic achievement and its retention, learners' attitudes toward and self-efficacy beliefs in EFL. Hence, the study included 41 university students in School of Foreign Languages at Gebze Technical University. In this study, İyitoğlu (2018) followed a mixed method design by employing both qualitative and quantitative data collection instruments. In the fall term of 2016-2017 academic years, the treatment in experimental group lasted the whole year. The quantitative data gathered through *EFL Achievement Test* created by the researcher, *Self-Efficacy Belief in English Scale*, *Attitude toward English Scale*. Also, the qualitative data attained through semi-structured interviews to understand the learners' perception deeply. In this respect, students in the experimental group were provided with videos created by the researcher or other sources. The videos were shared through a course management system called as Edmodo. Students watched the videos at home and had more time practice during the class time. As a result of the analysis of the collected data, it revealed that flipped classroom model

was much more effective than traditional lecture-based instruction. Implementation of this model in long term yielded positive results about attitudes toward and self-efficacy beliefs in EFL in Turkey.

A recent study performed by Seçilmişoğlu (2019) contributed to the expansion of literature on flipped classroom in Turkey. She examined the effectiveness of flipped model on students' perceptions and achievement through teaching grammar. The study was conducted with 22 students in B2 level at a government high school during the spring semester of 2017-2018 academic year. The study is based on a mixed method approach and the data was collected through pre- and post- tests for five grammar points and a Likert-scale questionnaire of students' attitudes towards the model and a semi structured interview. The results revealed that flipped model enhanced the impact of it on EFL students' grammar accuracy.

All in all, it can easily be understood from the review of the literature on flipped classroom in both national and international scope that the integration of the flipped model into education enriched the teaching and learning. There has been an increase in students' motivation, and their attitudes toward English changed dramatically. The model provides more student-centered classroom atmosphere and promotes higher order skills.

2.5 Learner Autonomy

Holec (1981) who is the writer of *Autonomy and Foreign Language Learning*, describes the term as “the ability to take charge of one's own learning” (p.3). He further elaborated on autonomy as follows:

“to have, and to hold the responsibility for all the decisions concerning all aspects of this learning, 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” (Holec, 1981, p.3).

Cotteral (1995) provided a definition about learner autonomy as “the extent of learners' ability to use strategies for taking charge of their own learning”. Furthermore, Little (2004) describes it as self-management. Moreover, Littlewood (1996) calls the term as “learners' ability and willingness to make choices independently” (p.427). Ability is based upon skills and knowledge. Also,

willingness involves motivation and confidence Benson (2001) asserts that autonomy in language learning is described as being in the center, and some other elements such as adult education, political philosophy, educational reform and psychology of learning are also involved.

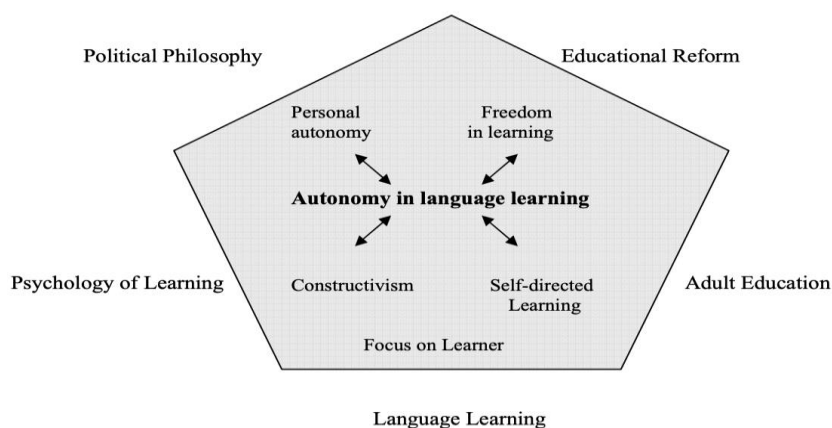


Figure 2.3 Main elements on autonomy in language learning (Benson, 2001, p.22)

As presented above, different factors are interrelated with autonomy. Between these factors, self-directed learning is the one which involves learning out of class, and defined by Knowles (1975) as follows:

“In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goal, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (p.33).

When we review the literature, it is clear that self-directed learning is an umbrella term which includes instructional processes and the psychological characteristics of the students (Benson, 2001, p.33). The difference between autonomy and self-directed learning is that the former is a characteristic of a person, on the other hand the latter is a mode of learning.

2.5.1 Fostering Autonomy in Language Classrooms. Fostering autonomy can be described as assisting students to become more independent. There are several reasons to foster learner autonomy in classes. Firstly, learner autonomy affects the motivation of learners (Jiao 2005, p.28). Autonomous learners are decision makers,

on the contrary in traditional classes teachers are the only power. Chan (2001, p.507) states “students with low autonomy see knowledge something to be transmitted by the teacher rather than discovered by themselves.” Hence, students lose confidence and become more dependent on teachers without autonomy (Figura & Jarvis, 2007). Secondly, autonomous learners can use the target language in non-native environments, which facilitates improving their language skills (Reinders & Hubbard, 2013). Particularly, online tools can be used by autonomous learners.

Another reason for fostering autonomy is that “learner autonomy caters to the individual needs of learners at all levels” (Jiao, 2005, p.28). If a student has learner autonomy, he will manipulate every chance to acquire the target language. It is also a skill that can be used all along our lives. McGarry (as cited in Jiao, 2005) claims that “students who are encouraged to take responsibility for their own work are more likely to be able to set realistic goals, develop strategies for coping with unforeseen situations and plan programs of work”. Therefore, learners are engaged in the learning process. Furthermore, Littlewood (1996) set forth elements to be an autonomous learner in Figure 3.

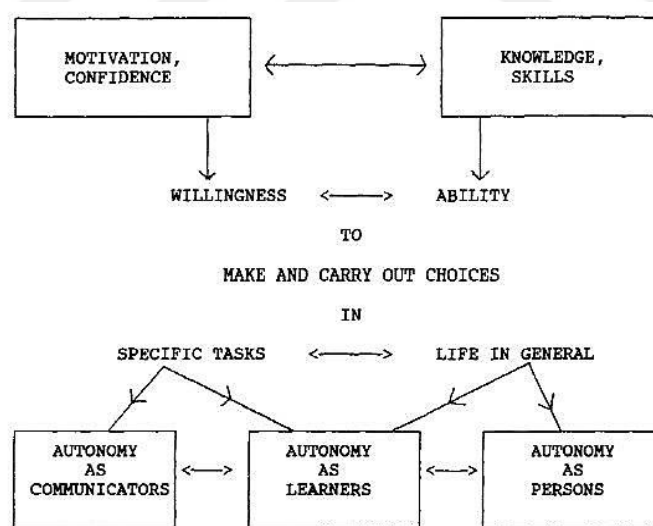


Figure 2.4 Elements of autonomy in Foreign Language Learning (Littlewood, 1996)

However, conditions are of great importance to develop learner autonomy. Three primary conditions put forward by Scharle and Szabo (2000) are raising awareness, changing attitudes, and transferring roles” (p.9). Fostering autonomy results in changes in students’ attitudes however, it does not necessarily mean that students will take care of their learning process since they may not get the concept of

how learning works. Therefore, awareness of the skills should be fostered by teachers and learning strategies can be taught. Furthermore, Dickinson (1993) identifies six ways to promote learner independence as follows:

- “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 learning 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” (p.330).

Brajcich (2000) made some suggestions to create opportunities for students to learn their own learning styles. He emphasizes that students should be encouraged to be interdependent, which diminishes their dependence on teachers. Then, students are asked to reflect on their learning experiences to raise awareness about themselves. Later, students can be promoted from interdependence to independence step by step to aid them to apply new learning strategies. At the end, out class projects are provided to students in order to develop responsibility.

2.5.2 Autonomous Learners. Omaggio (1978) claims that autonomous learners are aware of their learning styles and strategies. Additionally, they “take an active approach to the learning task at hand and are willing to take risks, i.e., to communicate in the target language at all costs” (cited in Wenden, 1998, p.41-42). Chan (2001) sets forth that “autonomous learners are developing study plans and reflect on their learning” (p.506). Moreover, Rubin (1975) states, “they use as many opportunities as possible to practice their language skills” (p.45-47). They are not only good language learners but also taking responsibility in other parts of their lives

(Little, 1994, p.4). Autonomy can be regarded as a non-stop dynamic process. Hence, autonomous learners can be defined as life-long learners in their whole life.

2.6 Grammar

2.6.1 Introduction to Grammar. According to Thornbury (1999), there have been various opinions over grammar teaching. Thus, grammar has emerged one of the most discussed aspects of language teaching. He states that while some teachers are quite indifferent to grammar, many teachers focus on grammar teaching much more than it should be. Although grammar has been discussed and written a lot, teaching grammar is still hot topic in language teaching because it has been accepted as a key component of language teaching and learning. Nassaji and Fotos (2011) believe, “Without grammar, language does not exist” (p.1). However, ‘grammar’ has been described in many ways by educators who was influenced by different approaches (Ellis, 2006). Therefore, it is hard to find an exact definition and the most effective way to teach. For Chomsky (1965), grammar can be described as “the systematic description of the linguistic abilities of native speakers of a language” (p.4). Additionally, Celce-Murcia and Hilles (1988) explain:

“We can think of language as a type of rule governed behaviour. Grammar, then is a subset of those rules which govern configurations that the morphology and syntax of a language assume. These rules are a part of what is ‘known’ automatically by all native speakers of a language; infact, they do not exist outside of native speakers.” (p.16)

Another description is put forward by Thornbury (2002). For him, “grammar is the study of forms or structures in a language” (p.2). He further comments that grammar is about defining the rules of sentence forms. Besides, Harmer (2001) reports that “The grammar of a language is the description of the ways in which words can change theirs forms and can be combined into sentences” (p.12).

As briefly summarized above, it can be easily noticed that various views have been put forward by different researchers and educators over grammar. Burgess and Etherington (2002) assert that notwithstanding the different beliefs regarding grammar, it is commonly accepted as an inseparable component of language learning.

2.6.2 Grammar Teaching. Ellis (2006) reports that “traditionally, grammar teaching is seen as the presentation and practice of discrete grammatical structures” (p.84). He further comments that grammar lesson can involve different techniques.

For example; grammar lesson may be based on solely the presentation of a new item or only practice without presentation. Additionally, it can focus on the discovery of functions without practice and presentation. This is generally used for young learners in order to make them internalize the functions of a language. Pinter (2006) pointed out that children are good at using a number of grammatical structures and they are capable of speaking the target language clearly. However, they are not aware of why they use them. He further comments that teaching through presentation is a boring and highly cognitive process for young learners. Another design of a grammar lesson is to expose students to input and get them to elicit the target structures. There is no presentation and practice in this technique. In another type, grammar teaching is conducted through providing corrective feedback when students make errors while they're speaking or writing. Such grammar classes take place beyond planning. It occurs incidentally during students' communicative tasks. To sum up, there has been different ways of grammar teaching and language teachers use one of them deliberately or without awareness. They need to adjust it according to students' needs. That's why it is unwise to ignore the importance of grammar teaching language learning.

2.6.3 Approaches to Grammar Teaching. Different approaches and methods have emerged in grammar teaching with the studies on educational theories. The most popular approaches in grammar teaching can be named as “focus on forms”, “focus on form” and “meaning focused instruction” (Long, 1991).

‘Focus on forms’ approach involves traditional way of teaching grammar, which is the explicit teaching in order to develop understanding of the structures (Doughty, 2003). This kind of instruction puts emphasis on formal aspects of language instead of meaningful activities (Carter and Nunan, 2001). Language is taught in isolated linguistic units in the order of their linguistic complexity. Additionally, language is studied systematically. It is implemented in traditional methods such as the grammar translation method and the direct method. Larsen-Freeman (2001) mentions that ‘focus on forms’ approach prefers activities based on structure and practice. However, one of the most important rules of this approach is to comprehend grammatical rules for specific formations. Larsen-Freeman (2009) further comments that a number of researchers do not agree this idea. Even if a student knows the target structure well, he or she can have hard time to use it. According to Long (2000), this approach neglects the process of language learning

and it produces unattractive and boring lessons where students do not participate activities enthusiastically and lose motivation.

‘Focus on Meaning’ was put forward by Krashen and Terrel (1983) in a way that neglects presenting the target structures explicitly. The aim is to put emphasis on meaning through activities based on interaction. Howatt (2010) states that “Learners acquire a foreign language best when their attention is focused on meaning rather than forms” (p.119). In this instruction, it is believed that explicit teaching and providing error correction do not make any improvements in students’ language learning. Students are expected to expose the target language with “comprehensible input” (Krashen, 1982). The point of departure of this instruction is to follow the principles of first language learning in order to acquire the second language. Compared to other approaches, meaning focused instruction creates meaningful communication environments and provides engaging activities aiming meaning. It has also distinct characteristics such as authentic language, negotiation of meaning, risk taking in communication. These characteristics are compatible with communicative language teaching and task-based language teaching. However, Swain (1995) claimed that second language acquisitions cannot occur solely by exposing learners a comprehensible input. He further mentioned that after seven years of input, learners had difficulty in producing some linguistic features. Thus, there is a need for comprehensible output to complete the learning process. Gass and Selinker (2000) assert that teachers cannot expect students to be nativelike without comprehensible output. Long (1991) emphasizes that “focus on meaning alone is insufficient to achieve full native-like competence” (p.35).

Fotos (1998) states that “focus on form is a context-based presentation of grammatical forms rather than overt teacher-led instruction” (p.302). Despite their similarity in their names, ‘focus on forms’ and ‘focus on form’ are totally different approaches. While the former puts emphasis on memorizing the linguistic forms and grammatical rules traditionally, the latter is giving importance on activities based on communication in language learning. Doughty and Williams (1998) report that “a focus on form entails a focus on formal elements of language whereas focus on formS is limited to such a focus, and focus on meaning excludes it” (p.4). Focus on form approach is a kind of instruction which draws attention to communicative language teaching principles such as authentic input and at the same time puts emphasis on the study of L2 grammatical forms (Long, 1991). He further mentions

that “focus on form refers to how attentional resources are allocated, and involves briefly drawing students ‘attention to linguistic elements in context’” (1997, p.40).

2.6.4 Explicit Grammar Teaching Versus Implicit Grammar Teaching.

Explicit grammar “refers to a conscious knowledge of grammatical forms and their meaning” (Purpura, 2004, p.42). In other words, learners acquire the target structures consciously in a classroom where explicit grammar takes place. Scott (1990) mentions that “an explicit approach to teaching grammar insists upon the value of deliberate study of a grammar rule, either by deductive analysis or inductive analogy in order to organize linguistic elements efficiently” (p.779). In this approach, grammatical rules are demonstrated evidently and profoundly enough to make students learn with their consciousness (DeKeyser, 1995). Nassaji and Fotos (2004) assert, “noticing or awareness of target forms plays an important role in L2 learning” (p.128). This approach is primarily viewed as a traditional grammar teaching. However, there exist a few problems in this method. First of all, teachers do not put emphasis on the application of language in a way that will improve students’ communicative competence. Besides, students are more liable to learn the meaning in various contexts. That’s why they are not interested in and pay attention to the lesson where teachers teach only grammar rules. Therefore, students get bored and lose motivation.

The way children acquire their first language is an outstanding example for language teachers. It can easily be understood that children do not expose to explicit teaching. They learn everything unconsciously through observation in a natural communicative environment. That’s the departure point of implicit grammar teaching. Scott (1990) describes implicit grammar as “an approach which suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that they may acquire, as naturally as possible, the grammar of the target language” (p.779). Implicit knowledge can also be called as indirect knowledge (Ellis, 2008). Some researchers favor this approach due to the similarity to first language acquisition. Ur (2011) states that “the main means of acquisition of new language features through negotiation of meaning that takes place during interaction between the learner and another interlocutor” (p.510). That’s why language teachers choose more contextualized and authentic activities in classes.

Chapter 3

Methodology

This chapter will explain the methodology of the research by giving details about research design, participants and settings, procedures, limitations. The procedures involve data collection instrument, data collection procedures, reliability, validity and data analysis.

3.1 Research Design

Dörnyei (2007 p.15) describes the concept of research as follows: "... trying to find answers to questions, an activity every one of us does all the time to learn more about the world around us". Also, Best and Kahn (2006) assert, "Teachers and other educational professionals continually need to examine what they are doing. You may need to compare your practices with different methods used by others in similar settings" (p.3). Furthermore, Kuhn (1962) provided a definition about research paradigm as the group of ideas put forward by researchers about problems and the way they solve them. To accomplish this, researchers strive to find a suitable method for the studies. While some researchers focus on quantitative research by gathering statistical data, others employ qualitative research which involves non-numerical data. However, mixed methods research is also used in studies by combining qualitative and quantitative data. Creswell (2012) states that "mixture of different research methods will assist "better understand the research problem and question than either method by itself" (p.535).

In this study, the aim is to find out whether the flipped classroom model enhances students' grammar proficiency and learner autonomy. In order to reach a clear conclusion, learner autonomy questionnaire and flipped grammar class attitude questionnaire were employed as a quantitative data collection instrument. Furthermore, pre- and post-test quasi-experimental design was applied with control group. In order to gain a better insight into the flipped classroom and students' attitudes, semi-structured interviews were conducted as a qualitative data collection instrument.

Research Questions

- Does flipped learning affect students' scores in the experimental group with regard to grammar proficiency test?
- Do the students in the flipped classroom outperform students in the traditional classroom with regard to their pre- and post-grammar proficiency test scores?
- What are the attitudes of students in the experimental group to the flipped classroom model?
- Does the flipped classroom model enhance learner autonomy?

Research Type

- Mixed-methods research design
- Qualitative and Quantitative action research
- Quasi-experimental research
- Pre-Post Test design

Participants

- 37 military students, pre-intermediate level students

Instruments

- Pre- and Post- Grammar Tests
- Flipped Grammar Class Attitude Questionnaire
- Semi structured Interview
- Learner Autonomy Questionnaire

Data Analysis

- Qualitative
- Quantitative

Treatment

- 11 different grammar videos in 10 weeks.

Figure 3.1 Research Design of the Study

3.2 Setting and Participants

Participants of this study were 37 preparatory students of English language preparatory class at a military school in the spring semester of 2018-2019 academic years. Experimental and control groups consisted of 19, and 18 students respectively. Their ages range between eighteen and twenty and all the participants were male. 30 class hours a week were allocated for English language education as 18 hours for main course and 12 hours for skills. In the beginning, students at the military school took an English proficiency exam. Those who were under B1 level had to study in English preparation school for one year. The ultimate goal of the school is to reach

B1 level. At the end of the academic year, students are expected to pass B1 level proficiency exam. Otherwise, they do not have a second chance to study again in the school. Students take military training along with academic subjects.

The researcher conducted an ICT Literacy Survey (adopted from Ekmekçi 2014) in order to collect information about students' strengths and weaknesses (see Appendix B). The results indicated that students are familiar with computers and smart phones. Additionally, all the students have access to the Internet and 53% of the students use the internet for 4 or more hours a day, 31% use it for 3-4 hours a day and 16% of them use it for 1-2 hours a day. Moreover, 53% of them used learning management system such as Edmodo, Moodle or Google Classroom before. Hence, it could be understood from the results of the survey that students were suitable for this study.

As for the sampling strategy, the groups were chosen from those who were available and eager to participate in the experiment (Creswell, 2012). Convenience sampling strategy was employed in the study in order to select the students "who are convenient and represent some characteristics the researcher seeks to study" (Creswell, 2012, p.145). The proficiency level of the participants was pre-intermediate according to Common European Framework of References for Languages (CEFR). In the school, there were twelve preparatory classes which were designed homogeneously as a result of the average of the first term test scores. The target groups were the last two classes.

3.3. Procedures

In this section, data collection instruments, data collection procedures, data analysis procedures, reliability and validity of the study were explained in detail respectively.

3.3.1 Data Collection instruments. Various data collection instruments were used in this study. They are made up of flipped grammar class attitude questionnaire, grammar proficiency tests, learner autonomy questionnaire and semi-structured interview. In the following sections, they are explained in detail.

3.3.1.1. Flipped Grammar Class Attitude Questionnaire. The questionnaire was taken from Flipped Writing Class Attitude Questionnaire (Ekmekçi, 2014). It was originally designed for flipped writing class by Ekmekçi to analyze students' attitudes towards course management system, video lectures, learning writing through flipped classroom, preparing for the exams, flipped versus face-to-face

learning. He states that his questionnaire was analyzed by three different experts to ensure the validity. At first, Ekmekçi (2014) conducted a pilot study with 115 students through Flipped Learning Network (www.flippedlearning.org) which involves different groups who use screen casting in education. The result of the analysis demonstrated that some items had problems in terms of inter-item correlation and reliability. The researcher removed some items and designed the questionnaire with 25 choices as strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. The Cronbach's Alpha was reported as .926 which was highly reliable as an instrument. Likewise, in this study, the Cronbach's Alpha was found as .899.

3.3.1.2. Grammar proficiency tests. The tests were adopted from the pre-selected coursebook. The coursebook that the researcher used in the class provided achievement tests for four skills. The researcher used the grammar parts for the pre- and post-test. There are ten parts in the test, 38 multiple choice items, 17 gap filling items, 21 error correction items and 10 transformation items. The final form of the test was examined by two experts. The test was used before and after the treatment to see whether there is a significant difference or not in terms of students' grammar proficiency.

3.3.1.3. Interview. Interviews are conducted in educational studies for obtaining data such as motivations, feelings, attitudes, and experiences of people which cannot be concluded from the quantitative data (Gall, Borg, & Gall, 1997). In the current study, the type of the interview was semi-structured with seven open-ended questions. As a qualitative data collection instrument, interviews were conducted with seven students in the experimental group after the treatment process in order to gain insights about treatment process and flipped learning. The researcher selected the students from different levels in the classroom to get data better. All the participants were informed about the interview in advance. The interviews took place in a library. There was only the researcher and the students in the room. The process lasted for about 8 minutes per student.

3.3.1.4. Learner Autonomy Questionnaire. The instrument was originally created by Zhang and Li (2004) after the revision and prediction based on the learning strategies categorized by Oxford (1990). The reliability and content validity of the questionnaire is defined as "high" (Dafei, 2007; Zhang & Li, 2004). Sibel Ediş (2017) adopted this instrument since it was suitable for her study in terms of

students' English level and profile. The Cronbach's Alpha of the study (Ediş, 2017) was reported as .863 with 24 questionnaire items. In this research, the scale was applied to the experimental group students in English before and after the treatment process to see the difference. A five-point scale involves choices as never, rarely, sometimes, often and always (see Appendix F). In this study the Cronbach's Alpha was found as .858. The statistics showed that the items were pretty reliable.

3.3.2 Data collection procedures. Data collection procedures took place during the spring academic semester of 2018-2019 (see Appendix I). Prior to the treatment process, the participants were informed about the content of the study. Also, the researcher gave information about Flipped Classroom Model through a video (see Appendix J). Then, ICT literacy survey was conducted to collect information about students' relationships with computers and internet. Then, grammar proficiency test (see Appendix D) was applied to both experimental and control groups as a pre-test to see their grammar level and also the researcher applied Learner Autonomy Questionnaire (see Appendix F) to the experimental group to explore students' autonomy characteristics. During the treatment process, the experimental group received flipped grammar videos; on the other hand, the control group had traditional lecture-based instruction. The proficiency level of the students was pre-intermediate; therefore, the lessons were designed in line with the school's curriculum and students' needs. 11 different grammar videos were chosen from YouTube (see Appendix A). There were plenty of videos about the topics; however, the researcher selected the ones which fit into the context accurately. The videos were delivered to students with follow up online activities provided by the coursebook through Google classroom which is an online platform to create, distribute and grade assignments without using any paper and facilitates the interaction between students and teachers. The platform that students used for online study is "MyEnglishLab". The activities are in line with the units in course books and provide opportunities to practice in and out of the classroom.

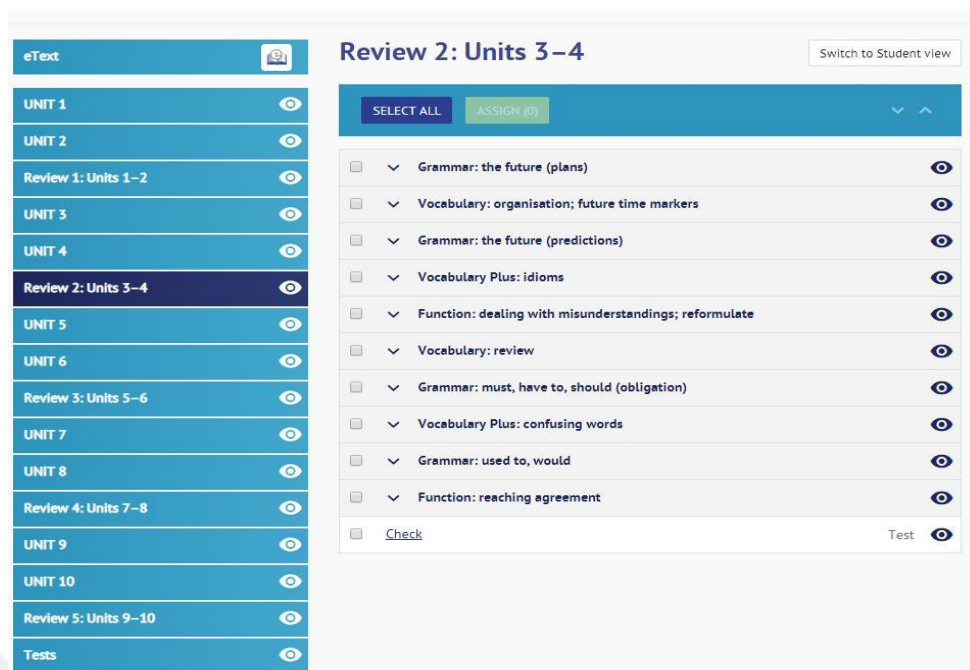


Figure 3.2 MyEnglishLab Online Workbook

During the class time, worksheets and some other materials were utilized to provide more practice time for students. The materials were based on meaning-focused output. The students were asked whether they need any clarification about the video they watched and any questions about the topic. In contrast to the experimental group, students in the control group got traditional lectures based on the pre-selected coursebook. Assignments were sent to students to be completed out of class time. The treatment process took place for 10 weeks. At the end of the treatment process, post grammar proficiency test and learner autonomy questionnaire and flipped grammar class attitude questionnaire were applied to see whether flipped classroom model affected the students or not.

Table 3.1

Data Collection Procedures

Step	Time
Review of the related literature	September-February 2018-2019
Creating Google classroom	1 st Week, March 2019
Tutorial video about flipped learning	2 nd Week, March 2019
Pre-testing of data collection instruments	3 rd Week, March 2019
Analyzing the results	3 rd Week, March 2019
Flipped classroom intervention	4 th Week, March – 1 st Week, June 2019
Post-testing of data collection instruments	3 rd Week, June 2019
Semi-structured interviews	3 rd Week, June 2019
Analyzing the data	1 st and 2 nd Week, July 2019
Concluding the results	3 rd Week, July 2019

3.3.3 Data analysis procedures. Four sets of data were collected for this study. The quantitative data collected from grammar proficiency tests, learner autonomy questionnaire and flipped grammar class attitude questionnaire were examined through SPSS 23 (Statistical Package for Social Sciences). Firstly, pre- and post-grammar scores were entered into SPSS and calculated whether there is a significant difference of pre/post-tests between experimental and control groups by utilizing independent samples t-test. Then, paired samples t-test was also employed to examine the data within groups. To analyze students' attitudes towards flipped grammar learning, the data was calculated through frequency analysis. Furthermore, the results were supported with students' interviews and qualitative data (semi-structured interview) was first recorded and transcribed according to the responses. Thematic and categorical patterns were diagnosed to analyze these transcriptions. The collected data was clustered under the categories of advantages and disadvantages. As for learner autonomy, the number of participants was less than thirty. That's why Shapiro-Wilk test was conducted to check normality of the distribution and the result showed that there was not a normal distribution. Then, learner autonomy scores of the students were calculated through five Likert types Wilcoxon Signed-Ranks Test in SPSS. It was aimed to find the significant difference within the group.

3.4 Limitations

All the steps were planned carefully by the researcher to carry out the study. In this way, the study provides insights into flipped classroom for EFL settings. However, there are a few limitations in this study. Firstly, the treatment process is limited to one semester. Secondly, it is limited to 37 prep EFL learners in two different classes. The number is not enough to generalize the results. It is also limited to the EFL contexts in the School of Foreign Languages in a military school. In future studies, it can expand to K-12 educational settings. The results might be quite different in different parts of Turkey. Furthermore, the participants were all male. That's why it is hard to know whether the gender would affect the results. Moreover, the videos used in the study were all in English. Some students believe that it would be easier to understand structures in Turkish.

Another challenge is the characteristics that this school has. It is a military school. Therefore, it is quite different from any other schools. There are pretty strict rules for students. For instance students have daily fixed schedule from morning to night. They cannot even decide their sleep hours. It is impossible for them to go out of the schedule due to restrictions. This removes the advantage of flip classroom model's anywhere, anytime principle. They can only watch the mini video lectures at fixed hours given by the administration. Additionally, they cannot go out of the campus during the weekdays. The accommodation is provided in the campus.

Chapter 4

Findings

This chapter presents the analyzed data gathered from the questionnaires, pre-post grammar proficiency test scores and interviews. Quantitative data was collected through Flipped Class Attitude Questionnaire, Learner Autonomy Questionnaire and grammar tests. On the other hand, qualitative data was collected through semi-structured interviews. In this way, various statistical analyses were performed by using SPSS 23.

4.1 Findings about Pre – Post Scores of the Experimental and Control Groups' Students

Research Question 1: Does flipped learning affect students' scores in the experimental group with regard to grammar proficiency test?

Paired samples t-test was implemented to examine the pre-test and post-test grammar proficiency scores of the experimental group. The following table gives information about whether the flipped classroom model affected grammar proficiency of students within the group

Table 4.1

A Comparison of the Experimental Group's Pre-Test and Post-Test Results

	N	Mean	SD	DF	Sig.
Pre - Test	19	35.94	9.60	18	.000
Post -Test	19	60.42	11.34		

The level of significance of Table 4.1 is .000 ($p < 0.05$). The result showed that there is a statistically significant difference between pre and post-tests. It can also be concluded that there has been a noteworthy rise in students' grammar proficiency. The table is also demonstrating the increase in mean scores of students. The result confirms the effectiveness of the flipped model.

Research Question 2: Do the students in the flipped classroom outperform students in the traditional classroom with regard to their pre- and post-grammar proficiency test scores?

It was necessary for the study to ensure that there was not significant difference between the groups in terms of grammar proficiency. That's why the same test was implemented to both groups at the beginning. Independent samples t-test

was used to analyze the results in SPSS. The table below demonstrates the statistical outcomes of the test.

Table 4.2

A Comparison of the Experimental and Control Groups' Pre-Test Results

Group	N	Mean	SD	DF	Sig.
Experimental	19	35.95	9.60	35	.83
Control	18	36.56	6.96	32.81	

The level of the significance is .83 ($p < 0.05$). The result indicates that there is not a significant difference between the experimental group and control group in terms of grammar proficiency as expected. As shown in the table 4.2, mean scores of the groups are quite close to each other. Mean score of the control group is slightly higher than the experimental group.

After the ten week treatment process, the same test was applied to both groups. The results were analyzed through an independent samples t-test in SPSS. The results of the analysis are as follows:

Table 4.3

A Comparison of the Experimental and Control Groups' Post-Test Results

Group	N	Mean	SD	DF	Sig.
Experimental	19	60.42	11.34	35	.00
Control	18	49.72	8.55	33	

The table illustrates that the significance level is .00 ($p < 0.05$). The results indicated that the experimental group students' post-test scores differed considerably from the control group students' post-test scores. Furthermore, mean scores shown in the table proves the significant difference. It can be easily understood from the tables that the flipped classroom model is an effective way of improving grammar proficiency of the students. Moreover, these results verify the fact that the model had influence on students' grammar proficiency.

4.2 Findings about Flipped Grammar Class Attitude Questionnaire

Research Question 3: What are the attitudes of students in the experimental group to the flipped classroom model?

After the ten week treatment process, FGCA was applied to students to see their attitudes to the model. The data was analyzed through frequency analysis. It was aimed to enrich the study with the findings below and the results were separated according to the categories they belonged to such as video lectures, learning grammar, learning management system, studying for the exams and flipped versus traditional learning.

4.2.1 Students' Attitudes towards Video Lectures. Students' attitudes to the video lectures are significant for the research since it is the main principle of flipped learning. Lectures were taken outside of the class in flipped learning and sent to students through videos. In this respect, the data in Table 4.4 illustrates the perception of the model by students.

Table 4.4

Percentage of Students' Attitudes towards Video Lectures

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1- I like watching the video lectures.	26,3	63,2	10,5	-	-
2- I regularly watch the video lectures.	10,5	42,1	47,4	-	-
6- I am able to follow the lesson through videos even if I miss a lesson in actual class.	21,1	42,1	36,8	-	-
9- Videos uploaded in YouTube by the teachers are very useful.	31,6	52,6	15,8	-	-
10-Videos uploaded in YouTube are informative enough to understand the form, meaning and use of language structures (grammar).	15,8	68,4	15,8	-	-
15- I can watch the videos anywhere, anytime I want by downloading the videos.	5,3	63,2	21,1	5,3	5,3
21- Videos are too boring to watch.	5,3	-	21,1	57,9	15,8

Based on quantitative data collected through FGCA questionnaire, it was found out that 63,2% of the participants expressed that they enjoyed watching video lectures while 26,3% reported a strong agreement in this respect. On the other hand,

only 10,5% of the total participants had a neutral stance toward watching videos, and none of the participants expressed any negative feelings for watching videos before the class sessions. From these results, it can be inferred that most of the participants liked watching the video lectures. Also, more than 50% of the students watched the videos regularly while there were 47,4% undecided. Another statement was about following the lesson even if they missed a lesson in actual class. 53% of the students stated that they followed the lesson with the videos on the other hand, 47% of the students were undecided. In the last two statements, percentage of undecided students may seem high; however, it stems from the characteristics of the university setting. The university does not allow students to go out of the campus in weekdays. The compulsory accommodation is provided in the campus and students have fixed daily schedules. Students cannot access the internet whenever or wherever they want. These strict rules are put into practice by the administration. Despite these limitations, the percentage of agreed students is still more than 50%, which proves the effectiveness of the videos.

The next statement is about whether students find the videos useful or not. While there were only 15,8% neutral students, 84,2% of them agreed that the videos were useful. It means that the videos were worth watching according to students. Moreover, 84,2% of them found the videos rich enough to comprehend the form, meaning and use of language structures. Furthermore, 68,5% of the students agreed that they have the flexibility of watching videos whenever they want. The last statement was about whether students found the videos boring. The results showed that 73,4% disagreed this statement while there were only 21,5% neutral and 5,1% strongly agreed.

It can be deduced from these results that participants are quite positive to the flipped learning. They found the videos useful and worth watching. Also, even if they missed an actual lesson, they tried to follow the content through video lectures.

4.2.2 Students' Attitudes towards Learning Grammar in Flipped Classroom Model. Students' attitudes toward learning grammar were of great importance since it was aimed to teach it through videos. In order to analyze their attitudes, the researcher prepared 10 questions and implemented them at the end of the treatment process and analyzed through frequency analysis. Table 4.5 below illustrates the outcome of the questionnaire.

Table 4.5

Percentage of Students' Attitudes towards Learning Grammar in Flipped Classroom Model

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
3- I feel that Flipped Grammar Class has improved my grammar accuracy.	5,3	73,7	15,8	-	5,3
4- I am more motivated to learn grammar structures in the Flipped Grammar Class.	-	68,4	21,1	10,5	-
5- I believe that Flipped Learning is an effective way of improving grammatical accuracy.	15,8	57,9	21,1	5,3	-
8- Watching the analysis of several sample language structures (grammar) helps me produce more accurate sentences in English.	5,3	68,4	26,3	-	-
12- When I watch grammar course through videos, I enjoy grammar more.	10,5	68,4	21,1	-	-
14- Thanks to Flipped Grammar Class Model, we have more time to practice grammar in class.	21,1	57,9	21,1	-	-
16- I would not recommend Flipped Grammar Class to a friend.	5,3	10,5	15,8	31,6	36,8
18- I think that Flipped Learning is a waste of time for improving my grammatical accuracy.	5,3	15,8	31,6	36,8	10,5
19-If I were a teacher, I would not prefer a Flipped Grammar Class.	-	-	26,3	52,6	21,1
20- I believe that Flipped Grammar Class didn't contribute much to my accuracy in grammar.	5,3	-	21,1	57,9	15,8

With regard to the findings highlighted above, 79% of the learners thought that flipped grammar class improved their grammar accuracy and 68,4% of them agreed that their motivation rose dramatically to study target structures through flipped learning. Also, 73% of the participants believed flipped learning was a good strategy in increasing grammatical proficiency. Moreover, 73,7% of the students were of the opinion that watching the analysis of sample target grammar points helped them to produce more accurately. Furthermore, 79% enjoyed the grammar learning process through flipped learning on the other hand, there were only 21%

neutral. The results also point out that the majority of the students had more time to practice grammar in class thanks to the model.

There were also reverse statements in the questionnaire. Among these statements, 68% of the participants disagreed the statement that “I wouldn’t recommend this model to friend”. In the next statement, while 47% of them thought that flipped grammar class was not a waste of time, there were 31% neutral, 21% disagreed. Percentage of Undecided and disagreed learners may seem high in this statement. It can be the fact that students thought the videos took their time at nights and even if it is an effective model, they sometimes prefer traditional learning because of time issue. Additionally, the table points out that 71% of the students were against the statement that “if I were a teacher, I wouldn’t prefer flipped grammar class” and 73% of them also disagreed the statement that “I believe that flipped grammar class did not contribute to my accuracy in grammar”. Bearing these results in mind, it is important to note that almost none of the students were negative to the statements about grammar in flipped classroom. There are only a few of them who were neutral. These results are quite satisfying for the research.

4.2.3 Students’ Attitudes towards Learning Management System (LMS).

It was the first time for most of the students to use a learning management system like google classroom. It was a different experience for them to carry out their education through this system. That’s why the researcher inserted two statements about it to understand their attitudes. The following table illustrates the percentage of the students’ attitudes towards learning management system.

Table 4.6

Percentage of Students’ Attitudes towards Learning Management System (LMS)

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
24- Learning Management System (Google Classroom) is a useful tool for following the course requirements.	31,6	42,1	21,1	5,3	-
25- LMS (Google Classroom) is an important part in my learning.	42,1	36,8	10,5	10,5	-

It can be clearly concluded from the table that the majority of the students found the learning management system useful to follow the course requirements. Only 5,3% disagreed and 21,1% were neutral. In the next statement, 79% of the

students agreed that LMS (Google Classroom) is an important part in my learning. Only 10,5% of them disagreed with the statement. These results verify the efficacy of flipped classroom model with regard to learning management system (LMS).

4.2.4 Students' Attitudes towards Studying for Exams in Flipped Classroom Model. Exams are of great importance for both learners and instructors since they are the reflection of students' learning performance. The flipped grammar class offered many advantages for students to prepare for exams. For instance; the videos were uploaded in online platform. That's why students could access to them anytime. They can also watch the videos again or pause and play anytime. It was aimed to facilitate preparation through this model. In this respect, Table 4.7 indicates the frequency analysis of the statements with regard to preparation for exams.

Table 4.7

Percentage of Students' Attitudes towards Studying for Exams in Flipped Classroom Model

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
7- Flipped Learning helps me prepare for the exams since I can watch all related videos before the exams.	10,5	73,7	15,8	-	-
13- I can study for the exams by re-watching the videos.	15,8	42,1	36,8	5,3	-

As Table 4.7 makes it clear, 84% of the students reported that they could get ready for the exams better and more efficiently as they had an opportunity to watch videos about the target structures before the exams while there were not any negative answers. Additionally, 58% of the students agreed that re-watching the online lessons helped them to study for the exams. These results verify the fact that flipped learning plays a key role in preparation for exams.

4.2.5 Students' Attitudes towards Flipped versus Traditional Learning. The researcher implemented four statements to explore the students' attitudes towards flipped versus traditional learning. The data below gives information about students' preference about the type.

Table 4.8

Percentage of Students' Attitudes towards Flipped versus Traditional Learning

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
16- I feel more motivated when I watch the videos rather than listening to the teacher in the class.	36,8	31,6	15,8	10,5	5,3
17- I would rather watch a traditional teacher led lesson than a video lecture.	-	10,5	31,6	42,1	15,8
22- Traditional classes are always more enjoyable.	-	5,3	36,8	47,4	10,5
23- Traditional classes are always better than Flipped Classes.	10,5	5,3	26,3	36,8	21,1

As indicated in Table 4.8, 68% of the students were more motivated when they used videos instead of in class lectures. In addition, the majority of them disagreed the statement which suggests traditional teacher led lesson. Moreover, 58 of them reported that flipped classes are much more attractive and entertaining than traditional classes. Similarly, 58% of the participants believed that traditional classes are worse than flipped ones. The table clearly shows that students are in favor of flipped classroom. The percentage of students' attitudes toward flipped learning is quite positive.

4.3 Findings about Interviews on Flipped Grammar Class

The researcher prepared seven interview questions to gain insights into Flipped Grammar Class. Interviews were conducted after the treatment process. Seven students participated in interviews voluntarily. The results shed lights on students' attitudes and beliefs towards flipped classroom. The interviews were translated into English by researcher. 6 themes were obtained during the interviews which will be presented in the following sub-topics below.

4.3.1 Advantages of Flipped Learning. According to the interviews with participants, the advantages of the flipped learning model were recorded large in amount. After an analysis of interviews, various themes emerged under the advantages category. The themes considering the advantages are presented below.

4.3.1.1 Fostering Retention. In the interviews, the concept of retention was pointed out frequently by students ($n=4$.) It was recorded that students were more likely to remember and used the structures they watched in the videos. They thought

that visual learning helped them remember better. Additionally, it improved comprehension and retention. One of the students stated, *“Through flipped learning, I can remember the structures easily and use them appropriately”*. And another one mentioned, *“Flipped learning makes me remember grammar topics since the videos are attractive and suitable for my level”*. Besides, another one expressed, *“Watching videos about grammar topics make me comprehend it faster and understand the content permanently”*. Lastly, the other student mentioned, *“I usually forget information I read in a book, however; I never forget when I learn with visuals. That’s why I really liked flipped learning”*. From these utterances, it can be concluded that flipped learning makes learning permanent and fosters retention. Students are aware of its’ distinct characteristics and realized that it really helped them.

4.3.1.2 Accessibility. It was clear in the interviews that flipped learning provided an opportunity to study anywhere and anytime. A number of students ($n=4$) admired the concept of accessibility to the content in this model. Compared to traditional learning where students have to sit and listen to lecturers for hours in a classroom, direct instruction moves from group learning to personal learning space in the flipped model. Within this respect, one of the students mentioned, *“At the weekends, I used to take my laptop with me and watch the videos in a café. When I did not carry my laptop, I used my smart phone”*. Another student said, *“It is impossible to carry a lot of books in your bag. However, I can access to a rich body of content about different topics through my mobile phone”*. Additionally, another interviewee stated, *“I downloaded all the videos into my laptop and watched them whenever I need. I feel like I always have a teacher with me”*. The other student asserted, *“Flipped learning made it possible to reach video lectures whenever I was stuck in something”*. In addition to retention, accessibility affected students’ attitudes towards flipped learning. They think that accessibility helps them reach content easier and provides better learning experience.

4.3.1.3 Time Saving. With the experience of flipped instruction, students started to neglect in-class lectures. As they know that there are videos in the Internet, they do not need to listen to instructors during the lesson at all. For them, giving long lectures in classes is a waste of time since they can watch them whenever they need. Actually, it was one of the aims set by the researcher. That’s why it was an expected situation. In flipped learning, in-class time is devoted to activities to practice the

target language. It saves time by taking long lectures of classrooms. Within this respect, in the following excerpt, an amazing opinion of one of the students who participated in the study is presented:

“Compared to traditional techniques, flipped learning saves time for more activities in the classroom. We used to spend twenty to forty minutes for only one grammar structures. We can learn this information without teachers at home. We need teachers to help us when we make mistakes in the classroom. Due to the limited time, none of our teachers can spend enough time for every one of us. In short, I liked flipped learning since we can practice more.”

Most of the students believe in parallel to the statement above. One of them asserted, *“Education can be supported with video lectures. It really saves time for better learning. I do not understand why teachers in my previous school did not benefit from this”*. It can be understood from the findings about time saving concept of flipped learning that students view this approach as a chance to practice more.

4.3.1.4 Motivation. As aforementioned, digital natives as Prensky (2001) stated are not satisfied with usual techniques and methods. It does not motivate them to study more effectively and engage in learning. Our approach in language learning should address their needs and interests. In this respect, flipped learning emerges as a pedagogical approach which integrates technology into classes in an entertaining way and promotes motivation. In this way, students are more motivated to study. The effects of motivation can be observed in students' grammar achievement in the experimental group. Despite hard work required for flipped learning, students managed to watch each of the videos in advance and completed related assignments. One of the students mentioned, *“I like studying with videos. It is more motivating for me”*. Another student expressed, *“When I use computers in education, I feel more motivated to study because there are many features which facilitate learning”*. Additionally, one of the participants stated, *“I realized that I could improve my English through these videos because they were quite informative and fun. It affected my motivation. I hate listening to long lectures in a classroom”*. It can be inferred from these findings that the concept of motivation in flipped learning increased students' attention and contributed to their academic outcomes. Besides, flipped learning emerged as a solution to lack of motivation which is also one of the most crucial problems in this generation.

4.3.2 Disadvantages. This category represents the hardships of flipped learning in grammar instructions from the perspectives of students in the experimental group. Despite positive attitudes towards the model and its' benefits, two themes emerged under the title of disadvantages. These are called "hard work" and "language of the videos"

4.3.2.1 Hard Work. Notwithstanding the benefits of this new model, students complained about the hard work which has to be done before the class time. If they do not prepare themselves for upcoming lessons, they have difficulty in following the lesson and participate in activities since there is not a long lecture in the class. They not only watched the video lectures but also complete the online activities assigned after each video. However, it was so rare to see students who did not complete assignments as students in military school never disobey teachers. Thus, they were able to watch all the videos and complete online assignments. During the interviews, some students mentioned about the problem of heavy work to be done before class. One of them asserted, *"We were so active in the class, however; before the class I had to study a lot. Sometimes it was challenging for me"*. Additionally, another student reported, *"It takes time to watch the videos and complete the assignments."* Following excerpt reported by a participant gives insights into the current study.

"There are many advantages in flipped learning. Particularly in the classroom we did great activities and had more time to practice. Furthermore, the teacher talked and listened to each one of us one by one. However, we had to study before the class to benefit from this. Once I could not watch the video because of my illness. That's why I had hard time during the class time and asked for the teacher to explain the subject."

Overall, some students complained about the heavy work before class time. However, it did not impede their motivation to study.

4.3.2.2 Language of the Videos. The language of the videos was in English and they involve explanations about the target structures. The researcher selected the videos which address students' needs and appropriate for their level. However, some students ($n=3$) complained about the language of the videos since they got used to Turkish explanations in their previous schools. In this respect, one of them complained, *"I would prefer Turkish grammar videos rather than English ones since it is easier to understand in my mother tongue"*. Another student asserted, *"When I was in high school, our English teacher used to give grammar lectures in Turkish. In*

this way, I could learn better”. Similarly, the other interviewee stated, “*Sometimes, I did not understand explanations in the videos because there were some words, I was not familiar with*”.

Bearing the above-mentioned issues in mind, it can be concluded that students have positive attitudes to flipped learning. Additionally, advantages of the flipped learning model outnumber the disadvantages in interviews.

4.4 Findings about Learner Autonomy Questionnaire

Research Question 4: Does the flipped classroom model enhance learner autonomy?

Before and after the treatment process, learner autonomy questionnaire was implemented in order to see whether there has been significant progress in students’ learner autonomy in the experimental group ($n=19$). The data was analyzed through five Likert types nonparametric Wilcoxon Signed-Ranks Test in SPSS 23. The number of participants was less than thirty. It was found that there was not a normal distribution as a result of normality test. In these circumstances, it is better to use nonparametric tests to analyze the data accurately.

Table 4.9

A Comparison of the Experimental Group’s Pre-Test and Post-Test Results

	N	Mean	Min.	Max.	SD	Z.	Sig.
Pre-Test	24	52,26	1,05	3,11	0,52	-3,40	0,001
Post-Test	24	61,84	0,63	3,37	0,54		

* $p < .05$

As indicated in Table 4.9, there is a statistically significant difference between the pre- and post-test scores of the students in the experimental group. The significance level is .001 ($p < 0,05$). This means that there has been a remarkable progress in students’ learner autonomy. The table clearly makes it evident that the sum of the mean scores increased from 52,26 to 61,84. It can also be concluded from the table that flipped grammar class has positive effects on learner autonomy.

Chapter 5

Discussion and Conclusion

The primary purpose of this study is to implement an alternative model of teaching grammar and understand the effects of the flipped model on students' grammar accuracy and learner autonomy. To fulfill this purpose, the necessary data was gathered by means of questionnaires, pre- and post- tests and semi- structured interview. This chapter discusses the results in the light of relevant literature and serves the implications and suggestions of flipped learning in EFL.

5.1 Discussion of Findings

5.1.1 Discussion of Findings for the Effects of Flipped Learning on Grammar Proficiency

The main focus of the study was to explore the effects of flipped learning on grammar proficiency. In this respect, the researcher attempted to seek how flipped learning model differed between the groups and within the experimental group through pre- and post-test administration as a quantitative data collection instrument.

The results of the pre-test showed that there was not a significant difference between the groups whereas the post-test results indicated that students in the experimental group outperformed those in the other group. The study proves itself in terms of students' grammar proficiency through flipped instruction. This type of instruction was found to have impact on students' grammar accuracy. The reason for the effectiveness of this model is based on the application of the model and its contribution to teaching and learning. In flipped learning, students carry out lower level cognitive tasks such as remembering and understanding out of the classroom. On the other hand, they concentrate on higher level cognitive tasks such as applying, analyzing, evaluating and creating (Brame, 2013). In class activities are based on higher levels of learning instead of following lectures and other lower level tasks. Students have more time to support higher level tasks which include group discussions, student projects, presentations, peer – evaluation and instructor – evaluation; on the other hand, tasks that do not require higher level of thinking such as comprehension and knowledge are completed at home. This can also be simply attributed to the fact that “direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment” (Flipped Learning Network, 2014, para.1). Besides, this study is proved to be in line with the assumption put forward by

Sams and Bergmann (2012, p.48), “in foreign language classes, teachers can record grammar lessons and conversation starters in order to create time in class to use the language more practically.” A number of valuable studies in the related literature in national context show a strong relationship between flipped learning and language learning performance (Boyras and Ocak 2017; Köroğlu and Çakır, 2017; Ekmekçi, 2017; İyitoğlu, 2018; Karakurt, 2018; Seçilmişoğlu, 2019). The current study also produced results supported by a number of studies conducted in international context (Strayer, 2007; Bergman & Sams, 2014; Hung, 2015; Chien, 2012; Alsowat, 2016; Amiryousefi, 2019; Yu & Wang, 2016).

5.1.2 Discussion of Findings for the Attitudes of Students Towards Flipped Learning

The questionnaire which consists of twenty-five Likert scale items and a semi-structured interview with seven items were implemented in order to shed lights on the attitudes of the students in the experimental group towards flipped learning. The data collected through the questionnaire was presented in five different categories which are students’ attitudes towards video lectures, learning grammar, learning management system (LMS) and studying for exams. Additionally, the data gathered through the semi structured interview was presented in six different themes under the category of advantages and disadvantages.

It can be observed in the data that 90% of the students liked video lectures while there is only 10,5% neutral. Besides, more than 80% of them found the videos useful and informative enough to understand the form meaning and use of language structures. It was actually an expected result since the videos were carefully selected from YouTube in order to address students’ needs. They are both short and informative. Additionally, the videos include interactive step by step approach in teaching grammar. 53% of the participants watched the video lectures regularly on the other hand almost half of them stated that they were undecided on that statement. It stems from the distinct features of the school itself. In military schools, students have to follow the daily plan given by superiors. From 6 am to 11 pm, it is impossible for them to go out of this plan. Otherwise, they are punished harshly. Every day, they have limited and fixed time to study English though it is mostly enough to complete assignments and revise the subjects. 3 students out of 19 were likewise neutral in the statement “watching the videos anywhere, anytime I want” while there are 2 students who did not agree the statement. 5 out of 19 students

cannot be underestimated. It seems that this finding originates from the hardships caused by the school. Yet, it did not affect students' positive attitudes to video lectures.

As for the findings about students' attitudes towards learning grammar in flipped classroom model, approximately 80% of the learners feel that flipped grammar class improved their grammar accuracy and enjoyed grammar more. This finding can be explained with the flipped model's four pillars for the practice put forward by Flipped Learning Network (2014). 'Flexible environment' where students can make a choice about what to learn and when to learn, 'learning culture' which provides opportunities for students to engage in activities and lets them take their own responsibility in learning, 'intentional content' to address students' real needs and 'professional educator' to monitor students, give meaningful feedback and evaluate their work, contribute to learners' English learning performance in and out class practice. Additionally, 70% of them think that they have more time to practice in class thanks to the flipped model. This finding is proved to be in line with the assumption came up with by Sams and Bergmann (2012, p.15), "in the flipped model, the time is completely restructured". Although teachers spend some time on clearing up the misconceptions about videos and topics at the beginning of the lesson, it does not take more than 10 minutes. The rest of the time is utilized for extended hands-on activities. Besides, 68% of the participants stated that they were more motivated during the treatment process while there is only 10,5% for disagree and 21,1% neutral. Some students may feel that this process puts burden on their shoulders since they need to study before the class time. Therefore, some of them complained about this extra study. Nevertheless, most of them did their best to complete the pre-study as they realized that it was beneficial for them. Furthermore, nearly all the students found flipped learning helpful for exam preparation as they could see all the videos uploaded by the teacher in YouTube archives. Some of them were able to download them into their laptops. In interviews, students also stated that they were able to watch the videos when they did not remember the rules or got confused. Another outstanding finding in students' attitudes towards flipped versus traditional learning is that more than half of them prefer flipped learning to traditional teacher led lesson. It is more attractive and engaging for them since flipped learning speaks the language of today's learners.

It can be clearly understood from the results that the current study proves itself in terms of the students' positive attitudes toward flipped learning. The results are consistent with the study conducted by Webb and Doman (2016). In their study, students had overwhelmingly positive attitudes to flipped learning. The results are also in parallel to the results of other studies conducted by Bergman and Sam (2012), Bishop and Vergler (2013), Ekmekçi (2014), Al Harbi and Alshumaimeri (2016), Karakurt (2018), Seçilmişoğlu (2019). These studies reveal the results in favor of positive attitudinal effects similar to the current study.

5.1.3 Discussion of Findings for the Effects of Flipped Learning on Learner Autonomy

The researcher implemented learner autonomy questionnaire to find out whether flipped classroom model enhance students' autonomy or not. The results made it evident that there has been a significant difference between the pre- and post-test of the learner autonomy. The researcher observed the rise in students' autonomy. Students got used to studying on their own through flipped classroom. 74% of the students believe that they are responsible for their own learning and improvement (see Appendix G-H). Additionally, 63% of them think that if they cannot learn in the classroom, they can learn working on their own. These results verify the fact that there has been a rise in their autonomy. A closer look at the frequency analysis (see Appendix G-H) reveals that 37% of the students were attending out class activities before the treatment process; however, this percentage increased to 74% after the treatment process. Similarly, only 5% of them were previewing the lesson before the flipped learning, however in the post test, they stated that 42% of them previewed the lesson. Additionally, 52% of the students stated that they could maintain my studies independent from the class environment while it was only 31% before the treatment process. As a result, flipped learning has positive impact on learner autonomy as it teaches students to take responsibility for their own learning. In traditional classes, students are expected to sit and listen to instructors and wait for instructions about what to learn, when to learn and how to learn. For some students, it can be suitable; however, most of them get lost and disengaged in this type of classroom atmosphere. This finding can also be attributed to the fact that "the flipped model is a new educational paradigm dominated by learner-centered approach, and lets students have control over learning" (Gavranovic, 2017, p.498). Furthermore, Han (2015) confirms the impact of flipped learning on learner autonomy. He states that "flipped

classroom requires students to be actively engaged in learning in parallel with learner training” (p.105).

There seems to be a lack of efficient number of studies searching the effect of the flipped learning on learner autonomy in EFL. According to the study conducted by Turan and Akdag-Cimen (2019) to review articles about flipped learning in EFL, there are only four studies related to the current study (Homma, 2014; Han, 2015; Zainuddin & Perera 2017; Tsai, 2019). However, this limited related literature provides consistent results with those of the current study that indicate the positive impact of flipped learning on learner autonomy. On the other hand, there is also another study (Ediş, 2017) in Turkish context as a master thesis designed to explore the effects of flipped learning on learner autonomy. However, the study (Ediş, 2017) yielded results which indicate that flipped learning did not enhance learner autonomy in her study. Thus, due to the lack of necessary studies to crosscheck the results of the study, this study makes a valuable contribution to the related literature.

5.2 Conclusions

The findings of this study have indicated that Flipped Grammar Class Model contributed to students’ grammar proficiency and enhanced learner autonomy. A variety of conclusions can be drawn from this study.

Firstly, it has been proved that flipped learning is an effective model compared to traditional lecture-based learning. There has been a significant difference between and within the groups in terms of grammar accuracy and learner autonomy. Along with the pre- and post-tests, flipped grammar attitude questionnaire and interviews confirms the positive effects of the model on students.

The study proved that theoretical framework for flipped learning put forward by Strayer (2007) was successfully integrated into EFL context. The researcher was able to provide well-balanced learning opportunities based on Nation’s (2007) four strands. Students were exposed to English out of the classroom through technology assistance. Learning management system worked as a platform to contact with students and send assignments. In line with flipped videos, cooperative, meaning focused activities were implemented.

The study also proved that it was successful in meeting individual needs through differentiated instruction and created better learning compared to traditional instruction with “one size fits all” approach. It provided flexible learning environment. For instance; students could watch the videos anywhere and anytime. It

removed the restrictions students have and tailored instruction according to students' interests. In this point, the study supports the findings of Chien (2012), who proved that personalized learning made learning more flexible and provided different opportunities for learning in EFL classes.

The study has also proved that flipped learning has enhanced learner autonomy. It can be concluded from the findings that flipped learning fostered learner autonomy. Thus, it helped improve learner autonomy. Since students in the flipped classroom are expected to be engaged in learning process, it was possible to see the development of learner autonomy. The results verify the findings of the related studies (Han, 2015; Homma 2014; Zainuddin & Perera 2017; Tsai, 2019). What they put forward is that flipped learning fosters autonomy in terms of language teaching and learning gains by giving more control to students over their learning.

Another conclusion drawn from this study is that the researcher observed the rise in students' motivation. A closer look at the flipped grammar class attitude questionnaire reveals that students enjoyed in the flipped model and it was a more satisfying experience for them compared to lecture-based instruction. They were more active during the lesson. In interviews, students reported that they were more enthusiastic to learn in the flipped classroom since it provides many advantages for students.

It was also observed that the study was able to deal with the hardships which military students had in the school. Due to their special duties in the school, they missed some classes throughout the year and fell behind the syllabus in English language classes. In interviews, students stated, "*We can follow the lessons even if we do not attend the classes*". Through videos and follow up activities, they were able to study on their own.

All in all, conclusions mentioned above demonstrate that flipped grammar class model has been successful in improving students' grammar proficiency and enhancing learner autonomy. It has positive effects on students. It can be inferred from these findings that it can be effective in foreign language learning if applied properly.

5.3 Recommendations

A number of suggestions can be made for further studies and for those who desire to study on flipped learning. The suggestions can make their work easier. Since the researcher had to deal with some problems during the implementation of the study, following suggestions are of great importance.

- Teachers should plan each step carefully in advance. Each class has its own characteristics and differences from others. The differences can stem from environmental factors, educational system, students' profile etc. That's why flipped learning should be tailored to students' needs. Students' ICT literacy should also be taken into consideration to decide whether they are capable of carrying out this model smoothly.
- Students should be informed about the flipped learning model before the treatment process. By raising consciousness about the model, students will have fewer problems during the process.
- One of the necessities in flipped learning is to use a learning management system to facilitate the process. These kind of educational technologies provide better learning experience and increase students' motivation. It also allows effective course and content management. Additionally, educators can track students' progress.
- Flipped learning is based on pre-recorded videos. However, it is an extra workload for teachers. If videos about the target content are already created in platforms such as YouTube or Khan Academy, there is no need to spend time to create videos. However, educators should bear in mind that long videos can be boring and distracting for students. It can be designed for 5-20 minutes at most.
- Flipping classroom does not mean sharing videos with students to take the instruction out of class. It is only the first step in the process. In-class activities are important for the success of flipped learning. Activities should promote collaborative and cooperative learning and lectures should be student centered instead of teacher centered. They had better enhance higher order skills in Blooms Taxonomy to prevent washback effect. Students must be encouraged to actively participate in the lessons.

It is believed that this study will contribute to the literature in EFL. The number studies conducted with regard to flipped learning is not enough in EFL context. Thus, it would be better to see the effects of flipped learning model in different aspects of EFL learning and teaching. Following recommendations can be made for further studies.

- The study focused on the efficacy of flipped grammar classes. Also, most of the studies in flipped learning have investigated productive skills. That's why further studies can work on productive skills.
- Another study can be implemented to investigate the efficacy of in-class activities. The majority of current studies emphasize out-class activities; however, they neglect in-class procedures.
- Flipped learning may be implemented as a school policy. Thus, educators can check the overall benefits in education by integrating it into curriculums of the schools.
- Further studies may be conducted in K-12 education by taking age and gender into consideration.

As a result, this study yielded significant results in EFL context in Turkey. Also, with its unique setting and participant profile, the study sheds light on different aspects of flipped learning model. Hopefully, this research will inspire people for further studies with regard to flipped learning to enhance foreign language learning.

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APPENDICES

Appendix A: Flipped Grammar Class Syllabus

Week	Date	Unit	Grammar
1 st	March 25 - 31	Unit 1 Identity	Review of Verb Tenses
2 nd	April 1 - 7	Unit 2 Tales	Must - Have to (Obligation) Used to - Would
3 rd	April 8 - 14	Unit 3 Future	Comparative – Superlative
4 th	April 15 - 21	Unit 4 Jobs	Tag Questions
5 th	April 22 - 28	Unit 5 Solutions	Real Conditionals Hypothetical conditional: present, future, past
6 th	April – May 29 - 5	Unit 6 Emotion	Quantifiers
7 th	May 6 - 12	Unit 7 Success	Relative Clauses
8 th	May 13 - 19	Unit 8 Communities	Active – Passive
9 th	May 20 - 26	Unit 9 History	Reported Speech
10 th	May – June 27 - 02	Unit 10 World	Verb Patterns

Appendix B: Information and Communications Technologies (ICT) Literacy Survey

Dear students,

This survey has been designed for my MA Thesis at Bahçeşehir University
Department of English Language Teaching (ELT). Your sound and sincere responses
will contribute to my study a lot. The results of the survey will be used only in this
research and kept confidential. Thanks for your cooperation in advance.

Nazmi Dinçer
Instructor of English
ndincer@hho.edu.tr

Age: _____

Gender:

- ☐ Female
- ☐ Male

1. Do you use a computer?
2. Do you have a PC (personal computer or Laptop at home or dormitory)?
 - ☐ Yes
 - ☐ No

If No, how do you use a computer?

- I use my friend's computer.
- I use computers in computer lab in the school.
- I use computers in computer labs in the dormitory.
- I go to internet cafes.
- I use computers in multimedia rooms in the library.

3. Do you have a TabletPC?

- ☐ Yes
- ☐ No

4. Do you have a Smart Phone?

- ☐ Yes
- ☐ No

If Yes, do you have access to the internet in your smartphone?

- ☐ Yes
- ☐ No

5. How often do you use computers?

- Every day
- 3-4 times a week
- Once a week Twice a week
- More than 5 times a week

6. How often do you use a computer to complete the following tasks?

	Never	Once or Twice a Year	Monthly	Weekly	Almost Daily
Playing online games					
Do homework					
Prepare documents in Word					
Study language skills					
Create presentations					
Follow social media					
Read Newspapers					
Produce multimedia projects					
Use the internet					
Search for information on the web					
Communication through e- mail					
Use drill & practice software					
Watch videos in YouTube					

Others: (Please list below other programs you use)

7. Do you have access to the internet?

- Yes
- No

8. How often do you use internet?

- 1-2 hours a day
- 3-4 hours a day
- 4 or more hours a day

- ☐ Never
- ☐ Once a week
- ☐ Twice a week
- ☐ Other (please specify) _____

9. What do you the internet for?

- ☐ Reading Newspapers
- ☐ Learning English
- ☐ Surfing just for pleasure
- ☐ Watching videos
- ☐ Following social media
- ☐ Checking my mails
- ☐ Listening to music
- ☐ Shopping online

10. Have you ever used a Learning Management System (LMS) such as Google Classroom?

- ☐ Yes
- ☐ No

Appendix C: Flipped Grammar Class Attitude Questionnaire

Please rate how strongly you agree or disagree with each of the following statements by putting a check mark in the appropriate box. There are no right or wrong answers in this list of statements. Your sound and sincere responses will contribute to my study a lot. The results of the survey will be used only in this research and kept confidential.

Thanks for your cooperation in advance.

Nazmi Dinçer
Instructor of English
ndincer@hho.edu.tr
National Defense University
School of Foreign Languages
Department of English

		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1.	I like watching the video lectures.					
2.	I regularly watch the video lectures.					
3.	I feel that Flipped Grammar Class has improved my grammatical accuracy.					
4.	I am more motivated to learn grammar structures in the Flipped Grammar Class.					
5.	I believe that Flipped Learning is an effective way of improving grammatical accuracy.					
6.	I am able to follow the lesson through videos even if I miss a lesson in actual class.					
7.	Flipped Learning helps me prepare for the exams since I can watch all related videos before the exams.					
8.	Watching the analysis of several sample language structures (grammar) helps me produce more accurate sentences in English.					
9.	Videos uploaded in YouTube by the teacher are very useful.					
10.	Videos uploaded in YouTube are informative enough to understand the form, meaning and use of language structures (grammar).					
11.	I feel more motivated when I watch the videos rather than listening to teacher in the class.					

12.	When I watch grammar course through videos, I enjoy grammar more.					
13.	I can study for the exams by re-watching the videos.					
14.	Thanks to Flipped Grammar Class Model, we have more time to practice grammar in class.					
15.	I can watch the videos anywhere, anytime I want by downloading the videos.					
16.	I would not recommend the Flipped Grammar Class to a friend.					
17.	I would rather watch a traditional teacher led lesson than a video lecture.					
18.	I think that Flipped Learning is a waste of time for improving my grammatical accuracy.					
19.	If I were a teacher, I would not prefer a Flipped Grammar Class.					
20.	I believe that Flipped Grammar Class did not contribute much to my accuracy in grammar.					
21.	Videos are too boring to watch.					
22.	Traditional classes are always more enjoyable					
23.	Traditional classes are always better than Flipped Classes.					
24.	Course Management System / Learning Management System (CSM/LMS) (Google Classroom) is a useful tool for following the course requirements.					
25.	CMS/LMS (Google Classroom) is an important part in my learning.					

Appendix D: Pre – Post Grammar Proficiency Test

GRAMMAR TEST

1) Choose the correct answer.

- 1(sing) in the shower helps me to relax.
- 2 Amy..... (write) a text message to Carl when Rob(phone).
- 3 I can't believe how much you(change) since the last time I(see) you.
- 4 Tonight, between 9.00 and 9.30, we(watch) our favourite Tv show.
- 5 He is usually very serious. He.....(not/often/smile) but he(smile) at her now because he is happy.
- 6 In ten years' time, you(leave) university and perhaps you will be living in another country.
- 7 The attacker(just/leave) the building when the police arrived.

	10
--	----

2) Underline the correct alternative. If both are possible, choose *would*.

When I was a child, I (1) *would / used to* sometimes go to work with my dad. He (2) *would / used to* be a travelling salesman and we (3) *would / used to* drive hundreds of miles each day in the car for meetings in different parts of the country. You might think it was boring for me as a young child, but I (4) *would / used to* love it. I (5) *would / used to* go into the meetings with my dad and sit there quietly drawing a picture or reading a comic. And the people in the meetings were always nice to me. They (6) *would / used to* play with me or tell me jokes. I also spent a lot of time with my dad, and I have good memories of that. On the day I (7) *used to start / started* school and couldn't go with him anymore, I (8) *used to be / was* really sad.

	8
--	---

3) Complete the sentences with the words in the box.

all enough few little many much no none plenty some

- 1 I like _____ English food, but not all of it
- 2 I've only got a _____ days of my holiday left.
- 3 Yuck! There's too _____ ketchup on this burger! It's swimming in sauce.
- 4 The lesson was so much fun that _____ of the students wanted to leave at the end.
- 5 Stay for dinner, we've got _____ of food.
- 6 Has Janet got _____ time to get there?
- 7 There are too _____ people coming. I don't think we have enough chairs.
- 8 There are _____ more tickets left, I'm afraid. We've sold out.
- 9 _____ of those colours are horrible – I don't like any of them, sorry.
- 10 Just add a _____ salt - not too much

10

4) Underline the correct alternative.

I never used to like history lessons at school. The teacher never (1) *was brought* / *brought* history to life and it was really boring. We (2) *were always told* / *always told* to just read out long passages from textbooks to the class. You never (3) *were known* / *knew* when it was going to be your turn and then, suddenly, you (4) *were chosen* / *chose* by the teacher to read the next paragraph. Since then, I've (5) *been discovered* / *discovered* that history is actually really interesting. I've (6) *been shown* / *shown* some really interesting documentaries over the years by friends, which have really got me interested. At the moment, I'm (7) *being done* / *doing* a course on twentieth century history, and we've (8) *been given* / *given* various topics to research and present to the class. It's absolutely fascinating, and next week I'll (9) *be given* / *give* the opportunity to present what I found out. I hope children (10) *are taught* / *teach* history in a similar way at school these days.

10

5) Correct two mistakes in each sentence.

1 A cat is more small than an elephant, don't it?

2 A child can never be the gooddest worker, can't he?
_____.

3 I think her children are little bit younger as yours.
_____.

4 Chile has the dryest desert in the world, haven't it?
_____?

5 His house is the most biggest in the town, hasn't it?
_____.

6 I probably want to do something much serious with your money, do you?
_____.

	12
--	----

6) Rewrite the sentences using the words "have to, must, should".

1 It's not necessary to be rich to be happy.
You _____

2 It's very important to me to do more exercise.
I _____

3 It's not a good idea to gossip at work.
You _____

4 You can't park in front of the exit.
You _____

5 It's important to get there early if we want to get good seats.
We _____

6 I think it's a good for Kerry to apologize.
Kerry _____

7 It was necessary for us to wear a uniform at school.
We _____

8 Do you think it's a good idea for me to get him a present?
Do _____

9 It's not necessary to go to school on Saturdays.
You _____

10 It's obligatory for all drivers to have a driving license.
All Drivers _____

	10
--	----

7) Correct one mistake in each sentence.

1 He's the man that son won the lottery last week.
_____.

2 The restaurant which we had lunch was near the airport.
_____.

3 The shop what I went to didn't have any milk.
_____.

4 Original stories were written in the late nineteenth century, a time that the internet and mobile phones didn't exist.
_____.

5 She got a new laptop for her birthday, that she loved.
_____.

	10
--	----

8) Choose the correct words in *italics* to complete the text.

In court this week Maggie Givans reports from Brentford Magistrates' Court

On Tuesday, local shopkeeper Barry Southgate appeared in court for dangerous driving. Police Constable Harriet Diamond said that on the night of 14 February she had seen a dark blue Volkswagen Golf travelling at high speed through a residential area. She stopped the motorist, Mr Southgate, and asked him to tell her his driving speed. He replied that he (1) *has / had no idea*. When PC Diamond asked to see his driving license, he replied that he (2) *would / will bring* it to the police station (3) *tomorrow / the following day*, closed his door and drove off, again at high speed. In response to Magistrate Richard Pound's questions Mr Southgate said (4) *I / he* knew he had been over the speed limit, but he didn't know exactly what speed he (5) *was / had been* travelling at. He also said that he (6) *has / had* forgotten to take his license to the police station the next day. The magistrate wanted to know how he could forget something important like that, and Mr Southgate explained that his wife (7) *has had / had had* their first baby that day, so he (8) *can't / hadn't been able to* take his license to the police station. He added that he had been rushing to the hospital (9) *the evening before / yesterday evening*, and that was why he had been driving so fast. Magistrate Pound said that Mr Southgate still (10) *must / had to* pay the fine for speeding but that he wished him and his new family all the best.

	10
--	----

9) Underline the correct alternative.

- 1 I promise *to pay / paying* you back next week.
- 2 He recommended us *to eat / eating* at La Bella.
- 3 I warned *to not tell / you not to tell* him too much.
- 4 We managed *to get / getting* an earlier flight.
- 5 Graham and Sally have invited *us to stay / to stay us* with them for the weekend.
- 6 What do you enjoy *to do / doing* in your spare time?
- 7 Do you fancy *to eat / eating* out tonight?
- 8 I never wanted *to hurt / hurting* you.
- 9 Will you please stop *to argue / arguing*? I'm trying to work.
- 10 Could you let me *to know / know* what time the meeting starts.

	10
--	----

10) Correct two mistakes in each sentence.

- 1 I know Sam would've paid me if I saw him. He said he already would have the money.
_____.
- 2 You are always tired. If you wouldn't go to bed so late every night, you weren't tired all the time.
_____.
- 3 We had gone to the party if we would've known you were going too.
_____.
- 4 I think there are too many cars. If there aren't so many cars, there won't be so much pollution.
_____.
- 5 I am glad that you reminded me about Rachel's birthday. I would forget if you didn't remind me.
_____.

	10
--	----

Appendix E: Interview Questions on Flipped Grammar Class

1. Did you enjoy the videos uploaded in YouTube?
2. Did you enjoy using Learning Management System (LMS) (Google Classroom)?
3. Did you think you have learnt grammar rules better in Flipped Grammar Class?
4. What are the pros and cons of Flipped Grammar Class?
5. If you had a chance, would you prefer Traditional or Flipped Grammar Class?
6. Were there any problems you encountered during Flipped Grammar Class?
What are they?
7. Do you recommend any changes in the Flipped Grammar Class model to improve learning?

Appendix F: 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 1

		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 like the situation in which I have to learn English on my own.					
23.	I can learn English by myself.					
24.	I want to choose materials for foreign language lessons.					

Appendix G: Pre-Test Frequency Table of Learner Autonomy Questionnaire

		Never	Rarely	Sometimes	Often	Always
1.	I think I have the ability to learn English well.	5,3	21,1	42,1	21,1	10,5
2.	I think it is a chance for me to study English when I have free time	-	5,3	21,1	36,8	36,8
3.	I preview before the class.	15,8	52,6	26,3	5,3	-
4.	I attend out-class activities to practice and learn English.	-	26,3	36,8	26,3	10,5
5.	During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.	5,3	31,6	26,3	36,8	-
6.	I know my strengths and weakness in my English study.	15,8	21,1	15,8	31,6	15,8
7.	I try to talk to teachers and friends outside the class in English.	5,3	47,4	21,1	26,3	-
8.	I use audio-visual materials to develop my speech such as listen to BBC, watch English movies, etc.	5,3	21,1	21,1	42,1	10,5
9.	I try to make connections between old and new subjects I've learned.	10,5	26,3	36,8	26,3	-
10.	I do all requirements for my learning goals.	-	15,8	36,8	31,6	15,8
11.	I would like to use new styles while learning English.	-	31,6	15,8	42,1	10,5
12.	I try to make connections between old and new subjects I've learned.	10,5	26,3	36,8	26,3	-
13.	I can maintain my studies independent from the class environment.	-	31,6	36,8	26,3	5,3
14.	I am responsible for my language learning, my improvement and my level by myself.	-	15,8	26,3	36,8	21,1
15.	Knowing about what I'm going to learn in the next lesson gives me feeling that I'll be successful.	5,3	26,3	26,3	10,5	31,6
16.	If I fail, I accept it and try to correct that.	-	5,3	31,6	42,1	21,1
17.	I like trying new things while I am learning English.	-	15,8	36,8	47,4	-
18.	If I cannot learn English in the classroom, I can learn working on my own.	5,3	21,1	26,3	21,1	26,3
19.	In the future, I would like to continue learning English on my own / without a teacher.	-	10,5	15,8	26,3	47,4
20.	I believe that I will reach a good level in the English language.	10,5	5,3	10,5	31,6	42,1
21.	I think that I learn English better when I work on my own.	5,3	31,6	21,1	31,6	10,5
22.	I like the situation in which I have to learn English on my own.	31,6	36,8	26,3	5,3	-
23.	I can learn English by myself	15,8	42,1	21,1	15,8	5,3
24.	I want to choose materials for foreign language lessons.	5,3	26,3	31,6	36,8	-

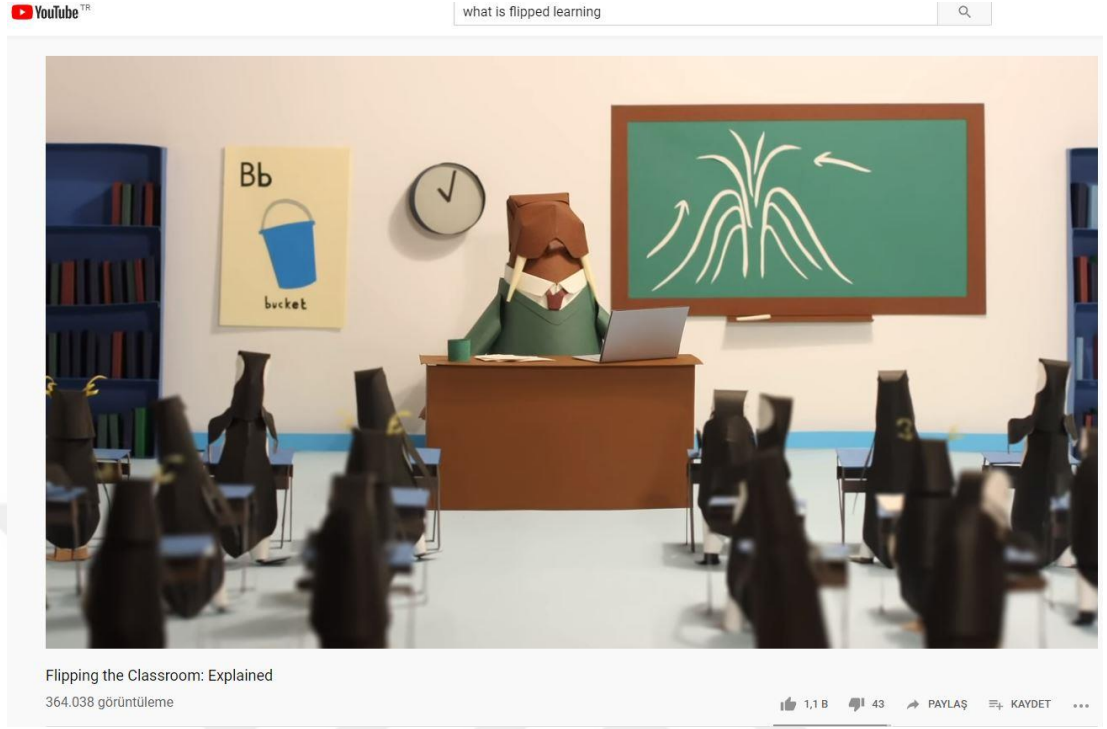
Appendix H: Post-Test Frequency Table of Learner Autonomy Questionnaire

		Never	Rarely	Sometimes	Often	Always
1.	I think I have the ability to learn English well.	-	10,5	31,6	52,6	5,3
2.	I think it is a chance for me to study English when I have free time	-	-	31,6	57,9	10,5
3.	I preview before the class.	-	5,3	52,6	36,8	5,3
4.	I attend out-class activities to practice and learn English.	-	15,8	10,5	63,2	10,5
5.	During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.	-	5,3	10,5	68,4	15,8
6.	I know my strengths and weakness in my English study.	5,3	5,3	26,3	57,9	5,3
7.	I try to talk to teachers and friends outside the class in English.	10,5	26,3	10,5	42,1	10,5
8.	I use audio-visual materials to develop my speech such as listen to BBC, watch English movies, etc.	-	15,8	26,3	31,6	26,3
9.	I try to make connections between old and new subjects I've learned.	-	5,3	31,6	26,3	36,8
10.	I do all requirements for my learning goals.	-	5,3	31,6	52,6	10,5
11.	I would like to use new styles while learning English.	-	10,5	36,8	42,1	10,5
12.	I try to make connections between old and new subjects I've learned.	-	5,3	21,1	42,1	31,6
13.	I can maintain my studies independent from the class environment.	-	-	47,4	36,8	15,8
14.	I am responsible for my language learning, my improvement and my level by myself.	-	5,3	21,1	47,4	26,3
15.	Knowing about what I'm going to learn in the next lesson gives me feeling that I'll be successful.	-	5,3	31,6	47,4	15,8
16.	If I fail, I accept it and try to correct that.	-	5,3	26,3	36,8	31,6
17.	I like trying new things while I am learning English.	-	5,3	31,6	52,6	10,5
18.	If I cannot learn English in the classroom, I can learn working on my own.	-	15,8	21,1	42,1	21,1
19.	In the future, I would like to continue learning English on my own / without a teacher.	-	-	15,8	31,6	52,6
20.	I believe that I will reach a good level in the English language.	5,3	10,5	15,8	26,3	42,1
21.	I think that I learn English better when I work on my own.	-	10,5	42,1	21,1	26,3
22.	I like the situation in which I have to learn English on my own.	-	15,8	31,6	15,8	36,8
23.	I can learn English by myself.	-	36,8	5,3	5,3	52,6
24.	I want to choose materials for foreign language lessons.	-	5,3	42,1	36,8	15,8

Appendix I: Data Collection Procedures

Step	Time
Review of the related literature	September-February 2018-2019
Creating Google classroom	1 st Week, March 2019
Tutorial video about flipped learning	2 nd Week, March 2019
Pre-testing of data collection instruments	3 rd Week, March 2019
Analyzing the results	3 rd Week, March 2019
Flipped classroom intervention	4 th Week, March – 1 st Week, June 2019
Post-testing of data collection instruments	3 rd Week, June 2019
Semi-structured interviews	3 rd Week, June 2019
Analyzing the data	1 st and 2 nd Week, July 2019
Concluding the results	3 rd Week, July 2019

Appendix J: An Image of the Tutorial Video about Flipped Classroom



Appendix K: Images of Video Lectures on YouTube

A Video Lecture on “Tenses”

YouTube Ara

3. the past simple

Finished action in the past,
usually with a time reference.

I **lived** in London for 5 years.



regular verbs + ed irregular verbs list

2:59 / 18:39

All English tenses in 20 minutes | Present, Past, Future | Simple, Continuous, Perfect

32.540 görüntüleme

781 19 PAYLAŞ KAYDET

A Video Lecture on “Must – Have to”

YouTube Ara

MUST vs. HAVE TO

What is the difference?

MODAL VERBS

MUST
The speaker thinks it is necessary.
Personal opinion.
Written rules/instructions.

HAVE TO
Another person thinks it is necessary.
External obligation.
Facts, not opinions.

The teacher is giving the students an obligation / instructions.
TEACHER: You **must** complete the essay by Friday.
STUDENT: We **have to** complete the essay by Friday.
The teacher has given us the obligation / instructions.

We use **Had to** instead of **Must** in the past tense.
- I **had to** pay my speeding ticket yesterday.

Have to is more common than **Must** in questions.
- When do you **have to** finish the report?

MUST vs. HAVE TO
To express obligation, responsibility or necessity.
MUST
The speaker decides that something is necessary.
I **must** book a hotel for my trip next week.
I am reminding myself that it is necessary to do. I have decided it is necessary.
HAVE TO
Someone else other than the speaker has made the decision.
We **have to** wear a uniform at work.
Our boss makes us wear a uniform. It is an obligation that our boss has decided.

MUST vs. HAVE TO
To express obligation, responsibility or necessity.
The teacher is giving the students an obligation.
TEACHER: You **must** complete the essay by Friday.
STUDENT: We **have to** complete the essay by Friday.
The teacher has given us the obligation.

MUST vs. HAVE TO
In informal English, **have got to** is sometimes used instead of **have to**.
The subject and **have/has** are almost always contracted before **got to** in spoken English.
I've got to = I have got to = I have to
He's got to = He has got to = He has to
I've got to tidy my room before I can go out.
= I **have got to** tidy my room before I can go out.
= I **have to** tidy my room before I can go out.

Must vs. Have to - What is the difference?

19.785 görüntüleme

616 6 PAYLAŞ KAYDET

A Video Lecture on “Used to – Would”

YouTube Ara

things that happened regularly
in the past but don't happen anymore

past

now

I **used to** play tennis every Tuesday when I was at school.

How to use USED TO | WOULD | GET USED TO & BE USED TO in English

35.636 görüntüleme

1,2 B 19 PAYLAŞ KAYDET

A Video Lecture on “Comparative – Superlative”

YouTube Ara

Comparatives & Superlatives

Woodward ENGLISH

dog horse elephant

COMPARATIVE A dog is **faster** than an elephant.
A comparative compares two things.

SUPERLATIVE The horse is **the fastest**. (of the three animals)

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

#Comparatives #Superlatives #EnglishGrammar
Comparative and Superlative Adjectives - English Grammar Lesson

222.575 görüntüleme


2,5 B 165 PAYLAŞ KAYDET

A Video Lecture on “Tag Questions”

YouTube Ara

Tag Questions: Negative Statements

They **aren't** coming to the meeting, **are they**?




Tag Questions
15 görüntüleme

0 0 PAYLAŞ KAYDET ...

A Video Lecture on “Conditionals”

YouTube Ara



Conditionals
how to use them (all)

0:11 / 7:56

Simplifying rules for CONDITIONAL sentences
1.262 görüntüleme • 23 Şub 2018

30 1 PAYLAŞ KAYDET ...

A Video Lecture on “Quantifiers”

YouTube ^{TR}

Ara

The video player shows a blue screen with the title 'Quantifiers with Count and Noncount Nouns' in white text. Below the video, the title is repeated, followed by '4 görüntüleme' (4 views). The video has 0 likes and 0 comments. The share button is labeled 'PAYLAŞ' and the save button is labeled 'KAYDET'.

Quantifiers with Count and Noncount Nouns

4 görüntüleme

0 0 PAYLAŞ KAYDET ...

A Video Lecture on “Relative Clauses”

YouTube ^{TR}

Ara

Q

The video player shows a slide with the title 'RELATIVE CLAUSES in 4 Steps' and the URL 'www.insightstoEnglish.com'. The slide contains a list of relative pronouns: 'who', 'which', 'where', 'when'. It also shows a sentence: 'We watched *Toy Story*, was the first Pixar film, at Dave's house last night.' with a star above the comma. To the right, there are four steps for forming relative clauses: 1. Find the noun used in both sentences. 2. Decide which clause is 'relative'. Place it after the star in the main clause. 3. Delete the star from the relative clause. 4. Add a pronoun at the front of the relative clause.

who
which
where
when

We watched *Toy Story*, was the first Pixar film, at Dave's house last night.

1. Find the noun used in both sentences.

2. Decide which clause is 'relative'. Place it after the star in the main clause.

3. Delete the star from the relative clause.

4. Add a pronoun at the front of the relative clause.

www.insightstoEnglish.com

RELATIVE CLAUSES in 4 Steps

32.585 görüntüleme

432 21 PAYLAŞ KAYDET ...

A Video Lecture on “Active – Passive”

YouTube ^{TR}

Ara

Passive voice

normal sentence structure

Sam and Alex are driving to the store.

I love pizza.

Kevin gave his book to Jennifer.

www.insightstoEnglish.com

How to use the PASSIVE VOICE structure

2.042 görüntüleme

33 0 PAYLAŞ KAYDET ...

A Video Lecture on “Reported Speech”

YouTube ^{TR}

Ara

DIRECT SPEECH

USE SPEECH MARKS

HE SAID “I’M BATMAN”.

FLY WAY

Reported Speech | ENGLISH GRAMMAR VIDEOS

33.742 görüntüleme

353 18 PAYLAŞ KAYDET ...

A Video Lecture “Verb Patterns”



Ara



Verb Patterns

We **need to get** to the station
early tomorrow morning.

Would you **consider
trying** some sushi?

I **forgot to lock** the door!

Don't **delay doing** your
homework.

I **felt it creeping** up
behind me.

He **hopes to travel**
to Africa very soon.

She **allowed them to take**
one slice of pie each.

They **invited us to
come** to their house.

Do you **fancy
going** for a swim?

www.insightstoEnglish.com

Verbals: VERB PATTERNS 'after certain verbs'

1.574 görüntüleme

👍 28 🗨️ 1 ➡️ PAYLAŞ 📌 KAYDET ...

Appendix L: An Image of Learning Management System (Google Classroom)

[Akış](#) [Sınıf Çalışmaları](#) [Kişiler](#) [Notlar](#)

Super Improvers

Section 12

Sınıf kodu: cuxaq5


Tema seç
Fotoğraf yükle

Teslim tarihi yaklaşan ödevler

Teslim tarihi yaklaşan ödev/soru yok

Tümünü görüntüle

Sınıfınızla bir şeyler paylaşın...

 **mustafa mert**
10 Haz

Dear teachers
Can you give us some information about the exams? For example, you can attach some writing, listening, reading speaking examples. We are waiting for your help.
Thank you.

Sınıf yorumu ekle...

Windows'u Etkinleştir
Windows'u etkinleştirmek

CURRICULM VITAE

PERSONAL INFORMATION

Surname, Name: Dinçer, Nazmi

Nationality: Turkish (T.C.)

Phone: +90 212 663 24 90 – 4528

Fax: +90 212 663 28 37

E-mail: ndincer@hho.edu.tr , teachernazmi@gmail.com

Website: myeltcafe.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2020
BA	Marmara University	2016
High School	Burhaniye High School	2012

WORK EXPERIENCE

Year	Place	Enrollment
2016-2017	International Vega Schools	English Language Teacher
2017-...	National Defense University	English Language Instructor

FOREIGN LANGUAGES

English (Advanced)

PERSONAL INTERESTS

Photography, Football, Technology, Blogging