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**THE EFFECTS OF FLIPPED CLASSROOM MODEL ON
LEARNER AUTONOMY**

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THE EFFECTS OF FLIPPED CLASSROOM MODEL ON LEARNER
AUTONOMY

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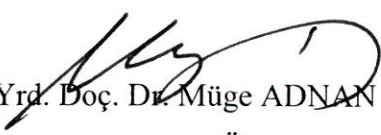
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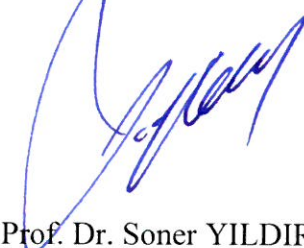
TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün 13/09/2017 tarih ve 208-2 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 24/6 maddesine göre, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Bayram ÇİBİK'in "The Effects of Flipped Classroom Model on Learner Autonomy" (Tersyüz Eğitim Modelinin Öğrenen Özerkliği Üzerine Etkileri" başlıklı tezini incelemiş ve aday 22/09/2017 tarihinde saat 14:30'da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 100.. dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin .kabal..... edildiğine .aybır.lığı... ile karar verilmiştir.


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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan “The Effects of Flipped Classroom Model on Learner Autonomy” (Ters-yüz Eğitim Modelinin Öğrenen Özerkliği Üzerine Etkileri) başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
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Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ABSTRACT

THE EFFECTS OF FLIPPED CLASSROOM MODEL ON LEARNER AUTONOMY

BAYRAM ÇİBİK

**Master's Thesis / Department of Foreign Languages Teacher Education / English
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Supervisor: Asst. Prof. Dr. Sezer Sabriye İKİZ

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This study aims to find out the effects of Flipped Classroom Model (FCM) on learner autonomy in English Language Teaching (ELT) context. It also tries to investigate students' perceptions on Flipped Classroom Model. Participants of the study were 37 senior ELT students who undertook the Materials Development and Evaluation course in Muğla Sıtkı Koçman University in spring term of 2016-2017 academic year. A mixed method approach was employed where qualitative and quantitative data were collected through multiple tools including questionnaires, semi-structured interviews and weekly student journals. Quantitative data were analyzed using SPSS software. Qualitative data were analyzed by the researcher, using descriptive analysis technique. Students' reflections on Flipped Classroom Model were mostly positive. They mentioned FCM as a motivating, flexible and an effective way of learning. The results revealed that using Flipped Classroom Model in ELT context enhanced students' learner autonomy and their learning process.

Keywords: Flipped Classroom Model, Flipped Learning, Inverted Classroom, Learner Autonomy, English Language Teaching

ÖZET

TERSİYÜZ EĞİTİM MODELİNİN ÖĞRENEN ÖZERKLİĞİ ÜZERİNE ETKİLERİ

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Bu araştırmanın amacı, İngiliz Dili Eğitimi (ELT) bağlamında Tersyüz Eğitim Modeli kullanımının öğrenen özerkliği üzerindeki etkilerini araştırmaktır. Bu araştırma aynı zamanda öğrencilerin Tersyüz Eğitim Modeli üzerine tutumlarını da incelemeyi amaçlar. Çalışmanın örneklemini Muğla Sıtkı Koçman Üniversitesinde okuyan ve 2016-2017 akademik yılı güz döneminde Materyal Geliştirme ve Değerlendirme dersini alan 37 ELT son sınıf öğrencisi oluşturur. Araştırma karma desenli olarak tasarlanmış olup, araştırma dahilinde hem nitel hem nicel veriler toplanmıştır. Verilerin toplanmasında anketler, yarı yapılandırılmış görüşmeler ve öğrenci günlükleri kullanılmıştır. Nicel veriler SPSS kullanılarak analiz edilmiş, nitel verilerin analizi ise araştırmacı tarafından betimsel analiz tekniği kullanılarak yapılmıştır. Öğrencilerin Tersyüz Eğitim Modeli üzerine çoğunlukla olumlu yorumlar yapmışlardır. Analizler sonucunda İngiliz Dili Eğitimi bağlamında Tersyüz Eğitim Modeli kullanımının öğrenen özerkliğini artırıcı ve öğrenme sürecini geliştirici etkisi olduğu görülmüştür.

Anahtar kelimeler: Ters-yüz Eğitim Modeli, Tersine Eğitim, Öğrenen Özerkliği, İngiliz Dili Eğitimi

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to Mom and Dad

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LIST OF ABBREVIATIONS

FCM: Flipped Classroom Model

ELT: English Language Teaching

LMS: Learning Management System

CALL: Computer-Assisted Language Learning

SRL: Self-regulated Learning



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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Technology is undoubtedly an important part of our lives, and thus an important part of education. Yet, it was not fully adapted to the teaching and learning environments in Turkey until very recently because of both insufficiencies and lack of technology-related educational policies. Today, with the high production rates and lower costs, technology is more and more accessible than ever (e.g. Fatih Project) but this accessibility did not promote the use of technology effectively in education. Smartboards and tablets could not go beyond being a new way of transferring course content. Hrk (2014), with his study on the perceptions of students and teachers on Fatih Project, revealed that the project provided many schools with satisfying technical equipment but not enough technical support and in-service training. Internet connection speed and compatibility of tablets with smartboards were other problems mentioned in the study. Therefore, smartboards and tablets were not put to use effectively according to teachers and administrators. Similarly, Kızılet's (2016) study mentioned that the project could be useful and effective in language learning context according to teachers and students; however, technical equipment was not supported with sufficient online content. The study also revealed that teachers and administrators stated the lack of necessary supervision of the project by the ministry.

To be able to use technology effectively in education it must be used in a systematic, pedagogical and integrated way. Bishop and Verleger (2013) defined Flipped Classroom Model (FCM) as one of the ways of integrating technology into education system since it is described as watching video lessons and practicing problems at home

and carrying out active, student-centered, group-based activities at school. To expand this definition, flipped classroom model requires students to watch pre-recorded or shared videos, listen to podcasts and do pre-readings and preparations before coming to the classroom. In the classroom, they discuss the topics in detail, present their materials, do peer-assessment and take quizzes (both individual and group quizzes).

Using flipped classroom in language classrooms has some significant benefits. As stated by O'Flaherty and Phillips (2015) flipped classroom application frees up classroom time for more student-centered activities. Interactive in-class practices are vitally important in foreign language education because teacher can keep track of students' needs and also their levels of improvement. Pluta, Richards, and Mutnick (2013) specify the importance of in-class activities as they say learning is easier when in-class time is spent on the applications rather than lecturing. Student-teacher interaction is more probable during in-class practices, which enable students to actively deal with more prominent details of the course subject. Another important benefit of using flipped classroom model in the classroom is that it supports learner autonomy. O'Flaherty and Phillips (2015) state that application of flipped classroom in language classes require students to do some preparatory work. They have to watch video lectures, read related articles, listen to podcasts and so on. Thus, flipped classroom puts more responsibility on students and encourages them to become more autonomous learners.

Learner autonomy is an important term in language learning and teaching process. Learner autonomy is defined most simply by Holec (1981) as 'the ability to take charge of one's own learning'. Chan (2003) mentioned learner autonomy as a significant component of language learning. Similarly, Scharle and Szabo (2000) claim teacher's efforts will not be enough unaided in language learning process and it is only possible if the learners also want to learn. Students who are eager to learn will also feel responsible for their language learning process. This concept of responsibility can be directly related to autonomy since it means active involvement of the learners. Smith (2003) mentions that using computers in education helps teachers to create a more learner-centered classroom environment by putting students in control. When students are in control of their own learning it means that they will be able to monitor and even evaluate their own products and performances. Gholami (2016) states that self-assessment has positive effects on learner independence and autonomy. This is most probably because self-assessment alters students' ideas of teacher and learner roles, making them much more

responsible in and out of the classroom when compared to traditional teaching models.

Littlewood (1996) offered a diagram (Figure 2.3) for learner autonomy, including the components and domains of learner autonomy. These components and domains included motivation, confidence, knowledge and skills. In other words, it can be summarized as the capacity of making choices and carrying them out. FCM, on the other hand, was reported as, motivating, providing active learning and student engagement, boosting self-confidence and a better way of learning in the literature. This suggests that there is a certain harmony between Littlewood's (1996) components of learner autonomy and mentioned benefits of using FCM in language context. Very few studies have been conducted on the relation between FCM and learner autonomy, and this study aims to contribute to the literature in that sense.

1.2. Purpose of the Study

The purpose of this research is to find out whether using flipped classroom model in an English Language Department lesson affects the participants' learner autonomy. This research also intends to gain detailed insight about adapting the Flipped Classroom model to an English Language Teaching lesson and students' perceptions of the flipped classroom. In that context, this study aims to answer the following questions:

- 1- How does using Flipped Classroom model affect pre-service ELT students' learner autonomy?
- 2- What is the process of implementing the flipped classroom model in an ELT Department Materials Evaluation course?
- 3- What are pre-service ELT teachers' perceptions on the flipped classroom model?

1.3. Significance of the Study

Although it is a rather newly introduced topic, importance and influence of Flipped Classroom on language teaching/learning are getting more and more attention. There are numerous studies in the literature about flipped classroom model, yet the majority of those studies are in STEM (Science, Technology, Education, and Mathematics) disciplines. In social sciences, there are fewer studies and the number shrinks when it

comes to the ELT discipline.

In general, variables frequently associated together with the flipped classroom are active learning, student engagement, motivation, student achievement and learner autonomy (Pierce & Fox, 2012; Roehl, Reddy, & Shannon, 2013; McLaughlin et al., 2014; Roach, 2014; Abeysekera & Dawson, 2015; Han, 2015; Hung, 2015; etc). While the variables such as motivation, achievement and active learning are studied comparatively more, studies that investigate the direct relationship between the flipped classroom model and learner autonomy is relatively fewer.

Few existing studies indicate the importance of FCM on learner engagement, responsibility, motivation and autonomy. Therefore, more studies are needed to prove FCM useful on a larger scale. This study will contribute to the limited literature on the relationship between FCM and learner autonomy.

Evseeva (2015) suggests that since the flipped classroom model requires students to learn how to manage their time in online lessons, it increases their responsibility for their own learning process. Yagcioglu (2015) mentions the importance of responsibility and autonomy as they create not only better and more joyful class hours but also more successful and happier students, who have self-confidence and self-respect. Ensuring such a stress-free and positive classroom environment surely makes a difference in the language learning process. It creates happier and more motivated students, therefore a better language learning experience.

Using technology effectively in the classroom helps students to be more independent and autonomous because it eliminates the place and time limitations of the traditional education system. Students use the classroom time to practice what they learn before the lessons. In order to learn the topic, they must be prepared beforehand. Constant repetition of this preparation process makes students more responsible and therefore more autonomous.

Using technology in education also creates equal opportunities for less developed countries and teachers/students since it provides new opportunities in reaching knowledge beyond what they have in course books. Crowded classrooms are also problematic in the less developed countries, making it almost impossible to deal with each student while in class time is wasted with lecturing. In FCM, exposure to course content takes places out of the classroom, which is an advantage in overly populated

classrooms. In addition, teachers spare in-class time to deal with students' questions and problems.

1.4. Operational Definitions

Flipped Classroom Model: “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (FLN, 2014).

Learner Autonomy: “the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning” (Cotterall, 1995).

Traditional Classroom/Method: Traditional classrooms mentioned in this study are the teacher-centered instructional settings where the teacher lectures in lesson time and students carry out practices and activities at home.

Self-regulated Learning: “learning that occurs largely from the influence of students' self-generated thoughts, feelings, strategies and behaviors, which are oriented toward the attainment of goals” (Schunk & Zimmerman, 1998).

CHAPTER II

LITERATURE REVIEW

Advancements in educational technologies have changed our perspectives on teaching and learning since technology always has an important role in education. Bates (2015) stated that until very recently, technology had an important supportive role in education with the help of computer-based learning and computer networking. However, since the 2000s, with the help of the uprising of online learning environments and social media, technology has been influencing the core practices of teaching and learning with practices such as online learning, blended learning and open learning. In this ‘digital age’, while old technologies continue to exist within a more specific area of use, new technologies are quickly integrated into the educational context.

This section presents the theoretical framework of concepts related to this research, and it provides an overview of the studies conducted in both other countries and Turkish context. The terms Computer-Assisted Language Learning, Blended Learning and Flipped Classroom Model explained in the first part. In the second part, Learner Autonomy is explained and studies associating FCM with Learner Autonomy are presented.

2.1. Computer-Assisted Language Learning

Following the spread of computer technologies, there has been a search to make the best possible uses of the opportunities that they provide. Although alternative names were used before 1990s such as Computer-Assisted Language Instruction (CALI), Computer-Assisted Instruction (CAI) and Technology-Enhanced Language Learning (TELL), the term “Computer-Assisted Language Learning (CALL) is a currently well-accepted term, which briefly refers to the use of technology in language learning and instruction. Levy (1997) defines CALL as “the search for and study of applications of the computers in

language teaching and learning.” The word *computer* refers to a broad sense of computer-based technologies and online tools rather than a limited view of a device.

The first uses of computers in language learning are reported to be during the 1960s, and three main stages are mentioned about the development process of CALL: behaviorist CALL, communicative CALL and Integrative CALL (Warschauer & Healy, 1998). During these stages, the advances and innovations in computer technology are followed by changing techniques and uses of computers in language learning and instruction.

Behaviorist CALL was designed in the 1950s and implemented in the 1960s and 1970s. During this period, computers were as big as a room and technical parts were in a much bigger size compared to today. In this stage, the use of CALL was affected by the use of the time-sharing system; the programmed instruction based on behaviorism and enhanced the sophistication of data processing (Atkinson & Wilson, 1969). Based on the understanding of behaviorist learning theory, CALL, at that time, consisted of repetitive language drills (Warschauer & Healy, 1998). Taylor (1980) states that computers took the same role as a tutor and delivered instructional materials to learners such as language tests and drill-practice activities. The best example to this is a tutorial system called PLATO. It had a special hardware to provide learners with grammar explanations, drills and translation tests (Ahmad, Corbett, Rogers and Sussex, 1985). Dina and Cironei (2013) mention certain advantages of repetitive language drills such as all-time-access to the same learning material, immediate and non-judgmental feedback and offering individualized study in students’ own rhythm.

Communicative CALL emerged in the 1970s and 1980s. It claimed that behavioral approach was restricting the authenticity of communication, and students could perform their individual work on the machine and interact with each other at the same time (Warschauer & Healy, 1998). At this period, personal computers started to be used with a greater opportunity for individual work and the role of the computers was seen as stimulus (Taylor & Perez, 1989). Communicative CALL suggested that intrinsic motivation should be the center of all activities and materials with an aim to foster learner-learner and learner-computer interaction (Han, 2009). Main activities were conversations, written tasks, grammar checks and text reconstruction. In order to support that these text-based activities help students develop their communication skills, Higgins and Johns (1984) claimed that cloze exercise variations and activities based on

text reconstruction were communicative. This stage focused on using forms, implicit grammar teaching, non-judgmental evaluation of students and freedom to produce original responses (Underwood, 1984). Thanks to corpus linguistics, this stage of CALL also allowed learners to find vocabulary and grammatical collocations of language on their own with the help of computer-assisted concordance activity.

Integrated CALL resulted from the move from a cognitive view of communicative language learning to socio-cognitive view. Different skills of language such as reading and listening were integrated into language learning. This stage emphasizes language learning in not only authentic but also a social way. It seeks to integrate language skills and technology into language learning. Warschauer (1996) states that multimedia computers and the internet made it possible to combine different inputs such as video, sound, text, etc. This possibility greatly facilitated the integration of different language skills.

To summarize the historical development of CALL, Warschauer (2000) later changed the name of the first stage to structural CALL and revised the dates as follows:

- Structural CALL (the 1970s – 1980s)
- Communicative CALL (the 1980s – 1990s)
- Integrative CALL (since 2000)

Practices of CALL include instructional and non-instructional applications. Instructional applications refer to the direct involvement of learner and computers in the process of learning while non-instructional applications include the use of computers as a technical assistant for research, data management and word processing (Kenning & Kenning, 1983). Both types aim to provide learners and instructors with control over the teaching and learning process. Schreck and Schreck (1991) suggest six applications in CALL:

- 1- Interactive tutorials aim to deliver information to learners. This type of an application may have problems with interactivity if learners' chances of contribution are limited. A good interactive tutorial allows learners to ask questions, get feedback and become actively involved.
- 2- Drill and Practice applications were one of the earliest among language learning software because of the limited capability of early computers. Their primary use is to help learners recognize, recall and apply the information learned by repetition. This application also gave immediate feedback to students until they find the correct answer (Salaberry, 2000).

- 3- Text-building applications ask students to modify, create or rewrite a sentence or paragraph. In some forms of text-building applications, students order randomized words in a random sentence of a paragraph while, in other forms, they may produce their own text or modify an existing text.
- 4- Simulations and games allow learning a wide range of creativity and possibilities for experiencing what could have been impossible to experience in real life. Simulations provide an imaginary or a real situation in which learners can discuss problems/solutions, role-play a character, participate actively in an event, etc. Games serve different purposes such as education, entertainment, socialization. They present certain drills and practices with a combination of audio, visual effects and other stimulating ways. Therefore, such an interesting way of providing learners with a drill can really motivate them. An educational game should require learners to use their language skills and create opportunities for learning useful vocabulary (Schreck & Schreck, 1991).
- 5- Intelligent CALL applications have the ability to analyze learners' responses, evaluate them in accordance with language rules and identify problems with a feedback. Although it is claimed that intelligent feedback is not capable of being a contextualized one because computers lack natural language-processing ability (e. g. Salaberry, 2000), the idea to make use of intelligent feedback is strongly supported (Nagata, 1993; Golonka, Bowles, Frank, Richardson, & Freynik, 2012) and ways to achieve better results are still being sought (Chapelle & Sauro, 2017).
- 6- Interactive multimedia applications allow learners to reach different kinds of media, links and other supportive elements on one computer very easily and simultaneously. They can provide pop-up windows for explanations and pronounce text or illustrate meaning with videos and graphics (Klassen & Milton, 1999). For researchers and teachers, they also allow keeping track of online searches and program preferences of learners (Ashworth, 1996).

Although applications of CALL are many and can increase by large numbers, having computers in a learning environment does not guarantee successful use and contribution of CALL to learning and instruction process (Marcinkiewicz, 1994; Fabry & Higgs, 1997). The reason can be that the applications are not used effectively or not used at all. In addition, teachers may not have enough time, training or suitable software and they

may be resistant to change (Graus, 1999).

To succeed in the integration of CALL into language instruction, teacher competence and method of instruction can be crucial factors. First, computers alone are not able to discriminate what is needed and to what extent it is needed for learners. It is teacher's responsibility to decide on learning goals, ways and outcomes (Beatty, 2003). Clark and Salomon (1986) even further state that computers have no effect if left alone with the learner. Therefore, teacher guidance and help are needed. On part of the teacher, it is plausible to say that better competence on computers and technology means better instruction and research (Pennington, 1991). In addition to competent teacher and a good software, instructional methods need to provide a social system that helps students deal with challenges and maximize their learning (Becker, 1983). For the sake of using a computer, students should not be deprived of opportunities of group-work and interaction. Other factors in a classroom such as learner motivation, physical context, etc. also apply to CALL classrooms and need to be taken into consideration (Egbert, 2005).

Researchers found a substantial amount of evidence that CALL can bring advantages in learning. As an example for reading skills, Healy (1999) states that computers are useful in the development of reading skills such as recognizing details, skimming, scanning, etc. Jones and Fortescue (1987) also agree that computers can contribute to text manipulation, reading comprehension and incidental reading. Current computer technology allows learners to use dictionaries, access related information about a topic and see comments or reviews on books or other kinds of written work with not more than a couple of clicks and not losing the focus on the main text. Effective use of a computer by the learner is timesaving, effective and motivating.

In terms of speaking skills, CALL can improve learners' pronunciation with voice recognition programs (Hoopingarner, 2009). Computers today have the ability to analyze the speaker's voice and give feedback. The Technology enhanced Accent Modification software in Kim's (2012) study provided visual feedback to learners and proven to improve pronunciation. In addition to personal studies, learners also have the opportunity to interact with their peers using online computer programs. This kind of an interaction also contributes to their speaking skills (Abuseileek, 2007).

Before the invention of voice recording machines, a language learner's only chance to practice listening was to find a person who spoke the target language. However, today

learners have the opportunity to listen to any language anywhere and anytime they wish. Podcast is one example of this. Learners can access podcasts outside the school and repeatedly listen to the activities to improve their understanding of the target language (Istanto, 2011). Listening activities can be in audio or video format. Videos also have the option to display captions or subtitles. This variety appeals to different learning styles of students. It was put forward by Winke, Gass and Sydorenko (2010) that using captions in videos helped learners to improve focus, have a better understanding and minimize anxiety. It is evident that CALL activities are beneficial for listening skills development through using different sources such as digital stories, recordings, videos, etc.

As for writing skills, auto-correction and spell-check are widely used applications on the computer. Learners can make use of such applications in order to see their mistakes and get immediate feedback. On a more collaborative scale, learners can interact with each other by writing e-mails or using forum discussion boards. This collaboration allows them to review each other's work and give peer feedback (Levy, 2009). Having learners to write blogs is also found to promote motivation and interactive peer feedback (Vurdien, 2013). Wikis and similar informative websites can also contribute to learners' writing by providing ideas and showing model essays or formats.

In addition to CALL's advantages on four language skills, Gunduz (2005) points out several other upsides. CALL applications make individualization possible in large classrooms. Computers have the ability to repeat the same activity in the same way without any errors. In addition, they can repeat feedback and make corrections without getting tired or angry. In addition to language skills, CALL programs also equip learners with computer literacy, which is an essential skill not only in language learning but also in professional and daily life.

Despite numerous advantages of CALL in language learning and instruction, there are also disadvantages, which are often occasional. The reasons behind vary from technical to personal. First, CALL may not be available equally to all students in a particular area or country. This situation may cause a disparity between students of different socio-economic backgrounds and unequal opportunities of learning depending on the accessibility of computers and other applications at home or school (Wang & Heffernan, 2010). Because integration of computers and its applications is a costly process, compulsory use of CALL activities for assignments and lessons harms fairness

of educational conditions (Gips, Dimattia, & Gips, 2004).

Secondly, not all students and teachers are from the same background. Therefore, there can be inequities in terms of access to computers and computer literacy. Teacher and learners are required to have a certain level of competence or training in order to make the most of the CALL applications. Learning a CALL application may take longer than a traditional textbook (Gunduz, 2005).

Moreover, traditional curriculum and methods do not correspond to CALL applications. New teaching methods that are convenient for CALL activities and educational setting need to be piloted and implemented pedagogically. Assessment methods should also comply with used teaching styles and programs (Warschauer, 2004). Especially for tests that are administered on a computer, learners' capability to use computers and write on a keyboard may yield different test results compared to pencil-and-paper tests (Hicks, 1989). Further problems can occur related to physical utilities such as internet connectivity, software crash, computer slow-downs, etc. Finally, some students may not feel comfortable using computers and have higher anxiety levels (Henning, 1991).

To summarize, CALL has gone through a considerable developmental process together with improving technology and its uses. As technological tools and computers are indispensable parts of everyday life, it is almost impossible to separate them from educational practices. However, careful implementation and necessary training of CALL applications should be made available to teachers and students under equal conditions in order to obtain the best results possible without causing discrepancies, inequalities and other possible problems in application. Just like every innovation, CALL applications may be considered unfamiliar or potentially problematic by certain people but they seem very promising in creating new possibilities and opportunities for language learning and instruction.

2.1.1. Blended Learning

Blended learning emerged in education as a result of advancements in information and communication technologies. The term 'blended learning' is difficult to define due to several reasons (Sharma & Barrett, 2007). It is used in different and somewhat unrelated fields such as corporate training. Some researchers (e.g. House, 2002) considered it as blending of different instructional methods with no specific reference to online learning. It is also referred as 'hybrid learning' (Stracke, 2007) or 'e-learning' (Shepard, 2005).

Therefore, the term has varying definitions.

In order to differentiate the term ‘blended learning’ from other variable terms, some researchers put forward different classifications. Smith and Kurthen (2007) distinguish between four terms: web-enhanced, blended, hybrid and fully online. Details are presented in Table 2.1.

Garrison and Kanuka (2004) divided e-learning into three terms: enhanced, blended and online. They especially mentioned that this is a rough measure and the portion of e-learning in blended learning is not specified.

Table 2.1

Smith and Kurthen’s (2007) Taxonomy of Terms associated with Blended Learning

Term	Percentage	Details
Web-enhanced	Minimal	Traditional face-to-face course with minimal use of online elements such as announcements
Blended	Up to 45	Instructors add online learning activities Online assessments(quizzes, discussions) make up limited portion of course grade Online activities do not replace regular face-to-face meetings
Hybrid	45 to 80	Online meetings replace the majority of face-to-face meetings
Fully online	80 or more	Most or all learning is e-learning

Just like the terminology of blended learning, its definitions varied. Some researchers did not refer to online components. For example, Rossett (2002) defined blended learning as a combination of different instructional methods while Singh and Reed (2001) considered it as a combination of different instructional modalities. Masie (2006) even claimed that “all learning is blended learning.” However, Tomlinson and Whittaker (2013) provides a brief summary of different views of blended learning and concludes that blended learning is “most commonly used to refer to any combination of face-to-face teaching with computer technology”. Many other researchers suggested

similar definitions to support this idea (Young, 2002; Ward & LaBranche, 2003). Bonk and Graham (2006) also argue that “blended learning systems combine face-to-face instruction with computer-mediated instruction.” It is logical to conclude that in the field of English Language Teaching, blended learning refers to an instruction method that makes use of both online tools and face-to-face instruction. In addition, it is necessary to mention that merely adding online tools on top of already-in-use face-to-face instruction is not considered blended learning. It requires combination and adjustment of two methods from the beginning and with their own rationale of curriculum and goals (Garrison & Kanuka, 2004).

The first attempts to conduct research were around the beginning of the 2000s and the research gradually gained popularity and interest. Güzer and Caner (2013) provided an overview of the number of studies on blended learning through analyzing google scholar website. The results are presented in Table 2.2.

Table 2.2

Güzer and Caner’s (2013) Summary of the Number of Articles on Blended Learning

Classification	Sub-Classification	Year range	Number of articles
	First attempts	1999-2002	125
Past	Definition period	2003-2006	1200
	Popularity period	2007-2009	1460
Present		2010-2012	1660

One of the first studies to use the term “blended learning” was carried out by Cooney, Gupton and O’Laughlin (2000) on kindergarten students to combine play and work activities together. Voci and Young (2001) conducted a research combining e-learning and instructor training. They found positive results but their study was in the field of corporate training, not education or language learning. Another early study was carried out by Bonk, Olson, Wisner and Orvis (2002) in a military course. As can be seen from early studies, blended learning concept started experimentally in different fields. Then it was incorporated into higher education and ELT (Tomlinson & Whittaker, 2013).

Blended learning can be applied in different levels – activity-level blending, course-

level blending, program-level blending and institution-level blending – and the factors in determining levels depend on program designer, instructor and learner (Bonk & Graham, 2006).

In activity-level blending, face-to-face learning and computer-mediated tools are used in order to perform an activity or training. For example, teachers can make use of activity-level blending for introducing a topic with videos, text and other tools along with face-to-face instruction in order to achieve authenticity.

Course-level blending requires learner engagement in computer-mediated tools and face-to-face learning as a part of a course. At this level, different types of activities overlap. Some may be completely face-to-face while other may be a combination of both.

At program-level blending, learners are offered compulsory or elective types of face-to-face and online courses. Students may be free to choose either one or some from each. This type of freedom allows students to attend the type of course that is of their learning interest and style.

Institution-level blending offers some programs as face-to-face learning and online learning. In another form, some programs may start with face-to-face learning and gradually include more online learning.

In terms of different blended learning combinations of face-to-face learning and online learning at different rates, Zhao and Breslow (2013) provide a very useful summary of 42 studies in different fields of instruction and with different application types of blended learning. They categorize these applications under four models.

The first model, replacement model, reduces face-to-face learning amount and substitutes this time with partial or fully online materials. Substitute materials are specifically designed for the course and may include lecture videos with a teacher or a power-point presentation and different types of assignments to be completed before coming to class. In this model, class time is generally used for answering student questions, providing remedial sessions and having students engage in discussion or other types of active learning because the subject matter is studied by students at home.

In the supplemental model, students are required to attend the same amount of face-to-face courses as the traditional one but can also access additional technological sources

outside the classroom. These additional sources can be specially designed for the course or another additional material related to the course, which is already available online.

Emporium model only has online work for students such videos, readings, tutorials, and exercises. However, different from online learning, this model offers a learning resource center where lecturers and teaching assistants provide on-demand help for students. Hours of the center can even extend to 24/7 to provide full support to learners.

In the last model, buffet model, learners are provided with a wide range of face-to-face and online activities. Students are free to choose any combination of activities. This model allows greater room for different learning styles and objectives.

As promising and transformative as it is mentioned in the literature, there are certain issues to be resolved in order to further improve and make the best use of blended learning. According to Garrison and Kanuka (2004), there are several issues in the application of blended learning:

- Education policy and operations should support blended learning approaches to provide accessible and cost-effective blended learning experience to students.
- Strategic planning (of available resources, identification of objectives and potential costs such as technology, infrastructure and human resources) and operational planning (of promotional strategies, managing technology, effective assessment, etc.) are crucial.
- Financial, human and technical resources should be carefully assessed with an aim to implement and sustain blended learning environment.
- Scheduling of courses needs careful thinking. The way courses are delivered and flexibility of time-shifts for both students and instructors are key elements in the smooth flow of blended learning process.
- Support with service (software, Internet connection, etc.), skills (computer literacy, technical competence, etc.) and faculty training (course development, time management, etc.) should be available to prevent unwanted flaws in the blended learning system.
- In addition to the points above, systematic evaluation of satisfaction and success, application of prototypes projects and providing a fund for innovation are needed to enhance the effectiveness of blended learning.

2.1.2. Flipped Classroom Model

In 2007, two teachers, Jonathan Bergmann and Aaron Sams, recorded videos of their Chemistry class lectures with a concern for students who miss class time due to different excuses. They wanted their students to take notes on lectures and prepare questions before each class. They found out that in-class student interaction increased and they had more time to spend with students and to provide feedback. The concept of flipped learning gained the top popularity around the same time when Bergmann and Sams' book 'Flip Your Classroom: Reach Every Student in Every Class Every Day' was published in 2012.

Roots of FCM can be traced back to 1970s when Calabro (1972) stated that learning processes and learning environments were becoming more and more important. In early studies, Baker (2000) and Lage, Platt and Treglia (2000) aimed to provide students with extracurricular study via flipped learning, corresponding with Calabro's ideas. Baker sent his students PowerPoint presentations to study before coming to class. Lage, Platt and Treglia recognized the need to interest different learning styles and they sent recorded course content videos to students to view before coming to class. They devoted classroom time to collaborative learning activities, aiming to ensure deeper learning. They named their practice as "inverted classroom". Another term used for FCM was Learn Before Lecture (LBL) (Moravec et al., 2010). Moravec and her team sent narrated PowerPoint presentation and a worksheet to the students. Inside the class, students take part in mini-lectures and active learning exercises. White (2012) proposed a 7-step model for flipping a course. The model can be seen in Figure 2.1.

As the uses of flipped learning increased in time, various definitions were provided. Anderson (2012) defines Flipped classroom as a kind of blended learning and claims it enhances effective learning by fully activating students in the learning process. Bishop and Verleger (2013) portray FCM in two parts: interactive in-class group activities and computer-based instruction out of the classroom. They also state rejecting very broad and generous definitions of the FCM such as "assigning students to read outside of class and organizing discussions in class". Strayer (2012) also states that what makes FCM different from reading the topic before coming to class is the systematic use of interactive technologies.

A Flipped Classroom in 7 Easy Steps

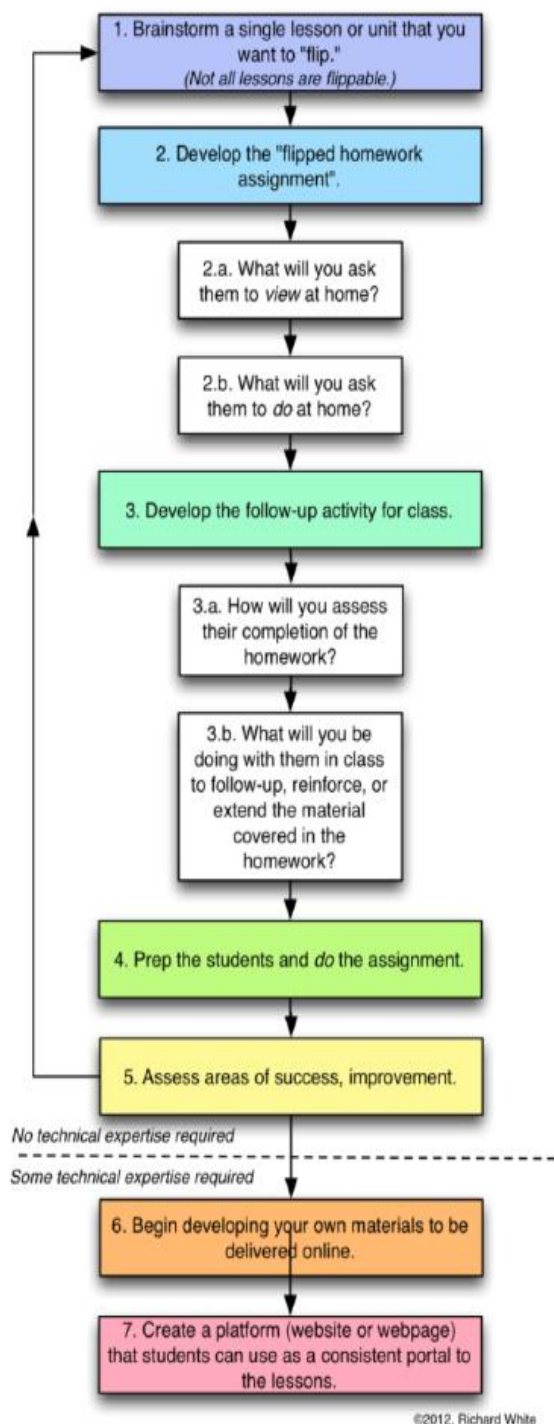


Figure 2.1. White's (2012) illustration of Flipped Classroom in 7 easy steps

Bishop and Verleger claim that there should be a more or less standard definition for FCM in order to be able to evaluate its effectiveness. Their ideal definition includes using teacher-centered explicit instruction methods with the help of computer technologies and learner-centered interactive classroom activities as shown in Figure 2.2.

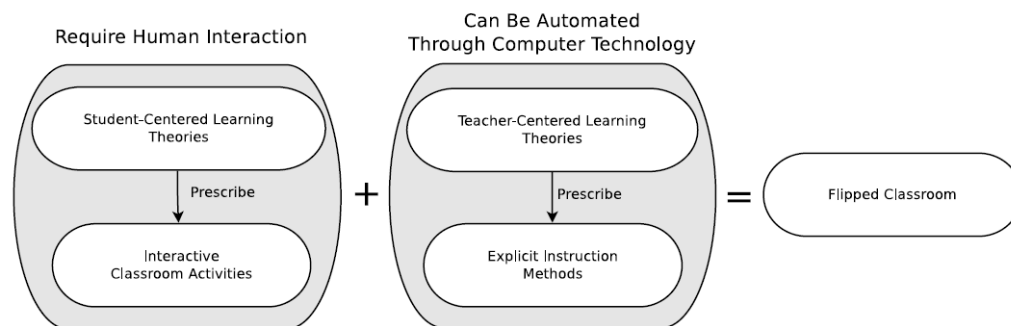


Figure 2.2. Bishop and Verleger's (2013) illustration of Flipped Classroom

While the importance of using video lectures cannot be denied, Bergman and Sams (2013) specify that watching video lectures is not the key point in FCM for it does not merely aim to use videos in lessons. It aims to find out the most effective use of classroom time. For this aim, FCM highlights terms as active learning and student engagement. Gojak (2012) also highlights that what is important while adapting FCM is using in-class time more effectively.

Flipped Learning Network (2014) defined FCM into four pillars: flexible environment, learning culture, intentional content and professional educators. Initials of these four pillars constitute F-L-I-P. Flexible environment means supporting different learning styles by giving different options to students in terms of time and space. Instructors may redesign the learning process and the learning environment in the direction of students' needs. Classroom environment of FCM is much more flexible and complex when compared to the traditional classes. Learning culture promotes student-centeredness. The whole point of having in-class activities is actively involving students in the learning processes. Instructors are no longer seen as the source of information in FCM. Instead, they provide guidance in a student-centered environment. According to the students' needs, instructors can rearrange the course materials, or in this context, intentional content. How much the instructor will teach and what students should access and learn by themselves is determined by intentional content. Intentional content is also

used to make connections between pre-class materials and in-class activities. Professional educators help the learning process run smoothly. They constantly monitor the students, provide them with help and feedback when needed and they evaluate the students. These basic pillars can be modified and changed according to the context.

2.1.2.1. Relevant Studies on Flipped Classroom Model

This section provides an overview of the studies conducted on flipped classroom model. First, studies in different countries around the world are mentioned to obtain a brief idea of what research suggests in general. Then, studies in Turkish context will be listed to present a more specific context in accordance with the current study.

Schwankl (2013) had a research where he studied the perceptions of students on FCM and effects of FCM on students' achievement in Mathematics context. He had a control group and an experimental group. Both groups had the same pretest and posttest and the same examinations. In addition to those, students also took a survey. Results of the study indicated that FCM increased students' performance. Students who were in the experimental group also reported themselves to be more successful in the FCM.

Wilson (2013) compared traditional statistics courses with a flipped statistics course, aiming to evaluate the effects of FCM on students' attitudes towards the lesson. The lecture part was flipped and results showed that contrary to traditional statistics courses, students attitudes towards the course are affected positively by FCM.

Zhao and Ho (2014) conducted a research, gathering data from 98 university students. A quasi-experimental design was followed aiming to make interpretations about the impact of FCM on student learning. FCM did not have any significant impact on students' achievement according to their findings. 46% of the students stated preferring FCM on traditional classes and 38% preferred traditional classes on FCM.

Davies, Dean and Ball's (2013) research aimed to find out the benefits of FCM for students. They utilize a pretest-posttest quasi-experimental design to determine the differences in students' achievement. While their findings revealed no significant difference in students' grades, they reported FCM was effective; it facilitated learning and motivated students.

McLaughlin et al. (2013) flipped a pharmaceuticals course in order to find out its effects on performance, engagement and perception. Participants consisted of 22 students.

similar to the previous studies, there was no significant difference in terms of student performance, authors reported that FCM increased class attendance, enriched interaction and promoted autonomy.

Another study by Mason, Shuman and Cook (2013) aimed to compare the effectiveness of FCM with traditional education. They compared content coverage, students' performance and students' perceptions of FCM. Results indicated that teachers could cover more content using FCM. The flipped group achieved better in the exams according to the comparison of two groups' exam results. Students mentioned adapting to FCM easily and referred to FCM as a more satisfactory and effective method.

Farah (2014) aimed to find out the effects of FCM on writing achievement in her study. The research was conducted in Abu Dhabi with 47 students. A quasi-experimental design was adopted in the study. Data were gathered through pretest and posttest. After the 15-week implementation of FCM, results showed that writing achievements of flipped group students increased significantly.

In Turkish context, Boyraz (2014) aimed to search the effects of FCM on students' academic success. He had control and experimental groups and used pretest-posttest control group design. Data were gathered through the tests developed by the researcher and analyzed with SPSS software. For student perceptions, semi-structured interviews were held. There was a significant difference between the groups' test scores in favor of FCM. 74% of the students commented positively on FCM while the remaining 16% commented negatively.

Ekmeççi (2014) conducted a research with the aim to overcome students' negative attitudes towards writing skill. His sample was 43 prep school ELT students. It was an experimental study including experimental and control groups. Pretest-posttest and questionnaires were used for quantitative data collection. For the qualitative data collection, semi-structured interviews were used. FCM was implemented for one semester (fifteen weeks). T-test analysis of the results indicated a significant difference between experimental and control groups in terms of writing skills. Responses to the FCM attitude questionnaire revealed the majority of the students held positive attitudes towards FCM.

Another study by Turan (2015), who conducted a case study with 116 participants, aimed to determine the effects of FCM on achievement, cognitive load and motivation.

She collected data with achievement tests, cognitive load and motivation scales and semi-structured interviews. She reported that FCM significantly increased achievement and motivation while decreasing their cognitive load. Students also reacted positively to the method.

Çalışkan (2016) aimed to examine the effects of FCM on student achievement and perceptions. Participants were 22 students from a higher education institution. A mixed method design was adopted in the study, gathering data through pretest-posttest for the quantitative part and focus group interviews for the qualitative part.

Adnan (2017) carried out one of the recent studies on FCM in ELT context. Designed as a case study, her study aimed to compare traditional instruction with flipped instruction on student achievement. She also examined students' perceptions of FCM. Data were collected through examinations, weekly student journals, guided final student journals and focus group interviews. Comparison of the exam results of two groups revealed no significant difference in students' achievement but flipped group was more successful in terms of essay scores. Students reported mostly positively on FCM and mentioned the process as satisfying.

2.2. Learner Autonomy

There have been many studies on learner autonomy and almost as much as those studies, there are different definitions of it. This section briefly defines and summarizes learner autonomy and explains it in language learning context.

The term “autonomy” was in existence long before it was used in educational context. Schmenk (2005) related the term autonomy with the Enlightenment Period of Europe. She even said it can be argued that autonomy is at the very center of the Enlightenment, harmonizing autonomy with independence. Schmenk also claimed in the article that popularity of learner autonomy in education could be partially related with the rise of educational technologies, providing more “independent” learning environments worldwide.

Holec (1981) provided a definition to learner autonomy, which can be acknowledged as the catchphrase in literature: “to take charge one's own learning”. This definition alone implies a shift in the roles in education, and focus should be on learning rather than

teaching. This shift in education led to other research and of course, other definitions. Cotteral (1995) defined learner autonomy as “the extent of learners ability to use strategies for taking charge of their own learning”. Macaro (1997) defined it as the ability to make decisions about one’s self. Little (2004) defined it as self-management. Littlewood (1996) interconnects what is meant by autonomy and what teachers have been trying to achieve in the classroom: to use learner-centered methods, to help learners take an active role in the learning process and to help them become independent learners.

Littlewood (1996) mentioned the components of autonomy as ability and willingness. These terms determine the capacity of making choices and carrying them out. Both terms are equally important since the lack of either one of them impairs the other. In other words, students may have the ability to make choices but feel unwillingness, or they may want to make choices but lack the ability to do so.

Above-mentioned components also have components of their own. Ability can be divided into two components: knowledge or in other words awareness of other choices and skills required to carry out those choices. Willingness also depends on two other components: motivation and confidence to take responsibility of the choices. So according to Littlewood, an individual must bear all those four components in order to act autonomously. Components are shown in the figure below. (Figure 2.3)

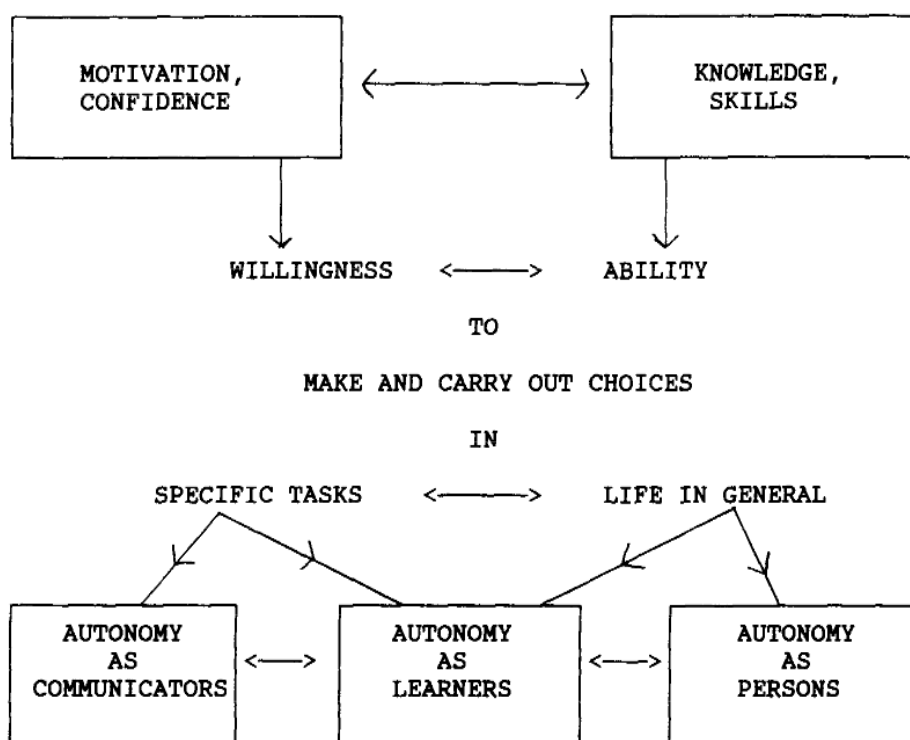


Figure 2.3. Littlewood's (1996) components and domains of autonomy in Foreign Language Learning

Littlewood (1996) also proposed a framework to develop autonomy in language learning context. He proposed that teachers must develop strategies to help learners make choices at higher levels in different domains of communication, learning and personal life. Communication includes the ability to use language creatively and to use appropriate communication strategies. Learning includes using appropriate learning strategies and the ability of self-directed learning. Personal life includes the ability to generate personal learning contexts. The framework can be seen in Figure 2.4.

In the framework, Littlewood presents what he calls the three main domains of autonomy around a circle. Four components of autonomy (motivation, confidence, knowledge and skills) are in the center. In addition, he located the more specific areas on the same circle regarding the relationship between them.

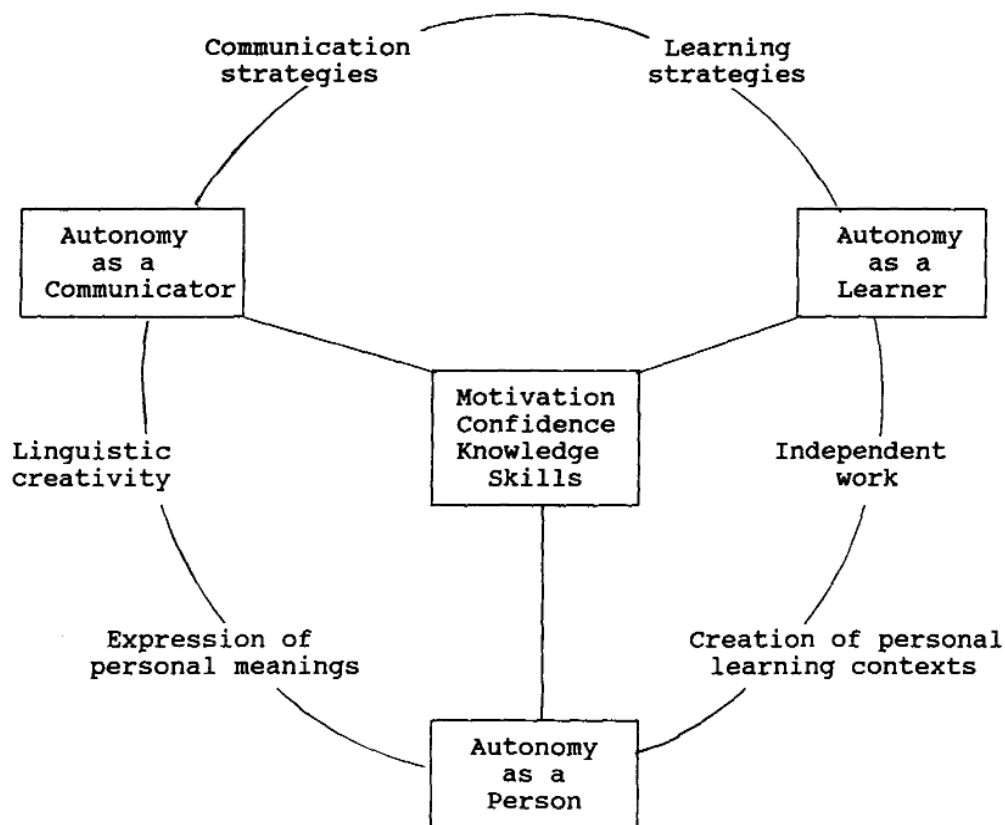


Figure 2.4. Littlewood's (1996) framework for developing autonomy in Foreign Language Learning

Along with Littlewood, many other researchers accept that autonomy can be learned and developed. Chan (2001) states that autonomy is not necessarily innate but it can be acquired and enhanced in the process of formal learning. In this context, Lamb (2008) defines the role of teachers as open to changes, have self-awareness, providing appropriate learning conditions and guidance to students while defining students as decision-making, critical thinking and actively engaging individuals in the learning process. According to Little (1995), autonomous teachers are needed to support learner autonomy. Since learning is no longer restricted with time and space and the term "lifelong learning is getting more and more important, teachers are responsible to raise autonomous learners.

Nunan (2003) proposed nine steps to incorporate into the educational process to enhance learner-centeredness and learner autonomy. The first step is to make instruction goals clear for students. Teachers need to share and discuss the pedagogical agenda and make sure that students understood the goals. Next step is letting learners create their own goals. Teachers should listen to their students' ideas and allow them to create their

own goals and content. The third step is encouraging students to use the foreign language outside the class aiming to active their language. The next step is raising awareness of learning processes. Just as teachers should listen their students' on what they want to learn, they also should listen to how students want to learn. The fifth step is to help students identify their preferred learning styles and strategies. Learners' capability of making these choices are sometimes questioned or limited to the Western Culture (Healey, 1999). However, further research has proven that autonomy and learner-centeredness can be learned and enhanced with proper training (Littlewood, 1996; Holden & Usuki, 1999; Chan, 2001). The sixth step is encouraging learner choice. When needed, teachers can start with providing students with simple options to familiarize them with the concept. Next step is encouraging students to become teachers by letting them produce materials and present course content as micro lessons. The last step Nunan offers is encouraging students to take part in the studies and become researchers themselves.

One of the terms that is closely related with learner autonomy is Self-regulated Learning (SRL). Schunk and Zimmerman (2008) defined SRL as learners' ability to transform their mental abilities to tasks. According to Wolters (2010), it can explain students' level of procrastination. He also reported that more self-regulated students tend to engage more and make more effort. So it is directly related with learner autonomy.

In FCM context, SRL is related not only with learning course content out of the classroom but also with participating to classes and engage in the in-class activities. So it has the potential to enhance both inside-class and outside-class learning.

2.3. Relevant Studies on Flipped Classroom Model and Learner Autonomy

This section provides a summative overview of studies conducted on flipped learning and learner autonomy in English language teaching field. First, studies in different countries around the world are mentioned to obtain a brief idea of what research suggests in general. Then, studies in Turkish context will be listed to present a more specific context in accordance with the current study.

In a recent study in New York, the USA, Han (2015) designed a flipped learning course for advanced level English students based on Nation's (2007) four strands of language

learning and Strayer's (2007) model of flipped learning. The students prepared for the course via a class website and Google Voice. The results showed a substantial increase in students' motivation and autonomy. Although the author raised questions of sustainability of autonomy and hidden factors that may have affected learner autonomy, it was clearly stated that flipped classroom model has great potential of use in language classrooms.

Homma (2015) conducted a study in Japan on a class of freshmen year general English students and a group of professionals in a conversational English classroom. The textbook used for instruction had an interactive CD, which allowed learners to go through the contents of the book before class time. In-class activities included class discussions and speaking exercises. After two sessions of five-week instruction, both groups of learners reported positive comments on flipped learning such as its efficiency and interactivity. Their level of autonomy was also concluded to increase despite some technical problems such as some learners' low level of digital literacy.

In a South Korean context, Sung (2015) carried out a case study on 12 students in an English disciplinary elective course called English Curriculum and Evaluation. Students were encouraged to read content-related texts, watch videos, engage in online discussions about the course on the Learning Management System website and share their thoughts by uploading Thought Papers with their classmates. In-class activities were based on reviewing and giving group and peer feedback to thought papers which students revised after each class. After analyzing student questionnaires and logs, the researcher concluded that flipped learning provided a collaborative and interactive learning environment, which fostered learners' autonomy levels despite limitations such as lack of materials and large class size.

Another study by Al-Harbi and Alshumaimeri (2016) in Saudi Arabia, compared two groups of Arabic secondary school students (N=43 in total) who were learning English. The study group received grammar explanation videos before class while the control group attended traditional grammar lessons. Although the researchers concluded that students reported an increase in their autonomy levels, student questionnaire results show that they mostly reported neutral answers. The reason behind this may be that this study only employed videos as a flipped learning tool. Other studies mentioned in this section generally employed at least three different tools such as blogs, discussion boards, etc. Therefore, it is possible that students did not feel true nature of flipped

learning.

In a similar context as the previous study, Elfatah and Ahmed (2016) conducted a study in Saudi Arabia, which employed a better version of flipped learning via a learner management system called PLATO. The study lasted for a semester and focused on writing skills of 60 English learners equally divided into study and control groups. As a result, students in the study group not only had better results in their writing skills but also greater confidence and attainment in their learning. These factors were interpreted as the contributors of learner autonomy in the study.

On language teacher attitudes toward flipped learning and learner autonomy, Sigurðsson (2016) analyzed online survey results from more than thirty teachers in Iceland. The researcher concluded that the most powerful aspect of flipped learning is its promotion of student discussions. In addition, teachers in the study mentioned that flipped learning contributes to learner autonomy.

In Turkish context, the number of studies that specifically focus on flipped learning and learner autonomy in language learning is limited. Therefore, studies which are relatable to learner autonomy and examined the effects of flipped learning method on language learning are also included. However, the findings and conclusions have a common agreement on the positive effects of flipped learning on the improvement of learner autonomy.

Ekmekçi (2014) conducted a study on Turkish university students who were attending English preparatory program at a Turkish university. The instruments were pre- and post-tests, interviews and questionnaires of students. The study group consisted of randomly selected 23 students while the control group consisted of randomly selected 20 students. The focus of the study was writing skills of students rather than a general English proficiency. The study group watched lesson videos prepared by the teacher at home and performed exercises or practices in class time while the control group attended traditional face-to-face writing lessons. The instruction was performed by the researcher to both groups and lasted for 15 weeks. As a result, he found that students in the study group outperformed the control group in terms of their writing performances. In addition, he concluded that flipped classroom model contributed to students' autonomy levels because students were responsible to watch videos at home. This responsibility led them to take control of their own learning, in other words, learner

autonomy.

Ediř (2016) examined the change in students' autonomy levels using the Learner Autonomy Questionnaire by Zhang and Li (2004). She compared study and control groups of 10th-grade Turkish high school students who are learning English. The study group watched grammar lesson videos on YouTube website before class while the control group continued with traditional grammar lessons. The results indicate that flipped learning method is beneficial in increasing learner autonomy.

Beyer and Bay (2016) carried out a study in a literature course at a fully flipped university in Turkey. They compared two types of flipped courses. In course one, the instructor sent class-related material to students before lessons. In course two, students posted thematic artifacts before lessons through a digital platform and discussed their choices in class time. The data was collected from student focus groups and surveys at the end of the semester. The results indicate that both types of flipped learning enhanced learner autonomy. However, course two had a higher impact and approval from students in terms of autonomy because it was more student-centered. They also claim that students will take full advantage of flipped learning method even if they are not accustomed to the methodology, as they did in their study.

In another study, Ceylaner (2016) analyzed 46 Turkish high school 9th-grade students who were learning English. She divided students into two equal-numbered groups as experimental and study groups. In the same way as other studies, the experimental group employed flipped learning method while the control group continued in traditional methods. At the end of 8-week-experiment, results indicated that autonomy level of students in the control group decreased. The experimental group, on the other hand, showed progress on their level of autonomy in English learning classroom.

Sađlam (2016) investigated 56 Turkish university preparatory class students who were learning English. She examined experimental and control groups with questionnaires and interviews. She concluded that flipped learning enabled students to realize how they learn rather than what they learn. They became more aware of their learning process and had more effect on how they learn. As a result, students' autonomy in language learning improved.

CHAPTER III

METHODOLOGY

This chapter includes the overall design and the methodology of the research. Research design, participants and setting of the study, implementation of Flipped Classroom Model, data collection tools and data analysis were explained in detail in this chapter.

3.1. Research Design

A mixed method design was adopted in this research since both qualitative and quantitative data were gathered and analyzed in the process. Johnson and Christensen (2008) state that mixed method is a combination of both qualitative and quantitative types of research that benefits from the advantages of each one. Creswell and Clark (2007) state that it is assumed by mixing both methods in a single study provides a better understanding of the research questions than using either method by itself.

Convergent parallel design, a form of mixed methods design, was adopted during the data gathering and data analysis processes. In convergent parallel design, the researcher converges the qualitative and quantitative data, which are equally valuable for the study, in order to have a comprehensive analysis. While quantitative data offers statistical information, qualitative data provides detailed information on the context and setting of the research. In this design, qualitative and quantitative data are gathered simultaneously and results are compared and integrated in the interpretation process (Creswell & Clark, 2007).

The main reason behind choosing a convergent mixed method design for this research is the difficulty of measuring learner autonomy and its improvement by using only quantitative data. Qualitative data were considered necessary to ensure triangulation.

3.2. Participants

Participants of this study were 37 senior students of the English Language Teaching Department in Muğla Sıtkı Koçman University. Their ages range between 21 and 31. 17 of the participants are male and 20 of them are female. All participants have taken the Materials Development and Evaluation in English Language Teaching course in the fall semester of the 2016-2017 academic year. It is a six ECTS (European Credit Transfer System) 3-hour lesson and requires computer use with internet connection so the lessons took place weekly at the Distance Education Center. Students were met at the computer laboratory from 13:30 to 16:20 every week for three 50-minute lessons. All students had a personal computer with headsets to work with.

Prior to Materials Development and Evaluation in ELT course, all students took two computer literacy courses in their first year at the university. None of them had any prior experience with Flipped Classroom Model. All of the participants are non-native speakers of English.

Participants of this study were selected through purposive sampling technique on a voluntary basis. Purposive sampling provides a researcher with an information-rich sample and helps the researcher to gather in-depth data on the topic of interest thus making it easier to answer questions of the study (Patton, 1990).

Senior students of the ELT department in Muğla Sıtkı Koçman University were selected for this study because they took two computer classes, theoretically meaning they have the required skills to perform in a flipped classroom environment. For the semi-structured interviews, participants consist of voluntary students. After the necessary announcements were made about the research and the interviews, a total of 15 students responded. Three groups of five participants were randomly created. The idea behind creating three groups was to set up an environment where all participants could have enough talk time without time concerns.

3.3. Research Setting: Flipping the Classroom

3.3.1. Preparation for Flipped Classroom Model

The instructor of the Materials Development and Evaluation course was an academic in the instructional technologies department. The researcher participated in the course as a teaching assistant during the semester. The flipped classroom model had already been implemented before for three ELT department courses at the distance education center. The instructor had already implemented FCM for two Materials Development courses and one Research Methods course. The researcher participated in all these previous courses as a teaching assistant.

University's institutional Learning Management System (LMS) was already used three times for previous flipped courses. Participants of this study were familiar with the course management system since they already used it before for online common core courses (Computer I, Computer II) Students could login the system with their registered email accounts. Written materials, video conferences and course videos were uploaded to the system. Course materials were prepared and uploaded to the system by the instructor herself, taking accepted instructional design principles into account. Submission buttons for the homework and projects were also added to the system. Online forums and a Facebook course page for discussions about the course were created and emailed to the students. A list consisting of literary texts and authors was created by the instructor and researcher and shared with students since they would create literature-based materials according to their interests.

3.3.2. Flipping the Classroom

This section includes the 14-week implementation process. One week was the midterm week, there were courses on remaining 13 weeks. One week the instructor was out of town so there was a make-up lesson for it. Students were informed about the flipped classroom in advance and the researcher or instructor of the course observed no confusions or hesitations. Table 2 summarizes the weekly course structure.

Table 3.1

Weekly Course Structure

Week	Topic	Before Class	In-Class
1	Introduction: Syllabus & Course Structure		-Ungraded Kahoot Quiz
2	Introduction to Materials Design, Development, Adaptation and Evaluation in ELT	-Reading Material -Video (Seminar)	-Writing Discussion Questions -Discussion -Individual Essay Writing
3	Basic Principles of Materials Development for Language Learning/Teaching	-Reading Material -Video Lecture -Online Quiz	-Discussion of Quiz Questions -Feedback on the Essay
4	Material Design in ELT: Practical Considerations	-Reading Material -Video Lesson	-Activity: Material Evaluation
5	Revisiting Instructional Design Principles	-Reading Material -Video Lecture	-Activity: Crossword -Activity: Instructional Design Challenge
6	Visual Design Principles	-Web Links -Video Lecture	-Activity: Assessment of a Presentation
7	Power of Technology in ELT Classrooms	-Guest Instructor Videos	-Quiz (Individual) Quiz (Group) -Discussion
8	Midterm Week		
9	Visual Literacy: Infographics & Still Visuals	-Lecture Demonstrations (PiktoChart, Easily)	-Group Work: Creating an Infographic on Educational Use of Visuals -e-Portfolio Artefact: Creating an Infographic
10	Digital Storytelling: Videos	-Lecture Demonstration (MovieMaker)	-Group Work: Creating a Video on Educational Use of Podcasts and Videos -e-Portfolio Artefact: Creating Videos
11	Digital Storytelling: Podcasts	-Lecture Demonstration (Audacity/ MovieMaker)	-Quick Recap of Soffwares -e-Portfolio Artefact: Creating Portfolios
12	Digital Storytelling: Animations	-Lecture Demonstration (Powtoon)	-Group Work: Creating an Animation on Educational Use of Animations -e-Portfolio Artefact: Creating an Animation
13	Developing Writing Skills: Blogging	-Reading -Lecture Demonstration (Wordpress/Blogger)	-Group Work: Creating a Blog on Educational Use of Blogs -e-Portfolio Artefact: Creating a Blog
14	Material Evaluation	-Lecture	-Group Work: Evaluating Materials

3.3.2.1. *Week 1*

The first week was an in-depth introduction of flipped classroom model and the course syllabus for the students. Course instructor made a presentation about the flipped classroom model after she went through the course syllabus. Students were mostly interested and curious about this new model. After a break, students attended an ungraded Kahoot quiz. After the quiz, students were asked to form groups of two or three for the group works that would continue all semester long. Finally, they were reminded to go over the course material and come back prepared next week.

3.3.2.2. *Week 2*

Before class, students were supposed to read an article on materials development by Brian Tomlinson and watch a seminar by British Council on writing effective classroom materials. These two materials were about the basics of material development. They were supposed to watch and read the materials then write two questions for classroom discussion, one from the video and one from the article. There were some students who asked for computers to watch the videos since they didn't have computers or internet connection at home. They used computers from the computer laboratory of distance education center.

Most of the students went over the course materials and prepared their discussion questions. Students and instructors checked the questions together and categorized them under umbrella terms. There was a whole class discussion on the questions, students read them and discussed the answers altogether. In the last part of the lesson, students chose one of the discussion questions and started writing an essay about it. Instructor and the teaching assistant helped students to decide and form an outline of the essay. Students were free to go after uploading a draft to the system.

3.3.2.3. *Week 3*

Before class, students were supposed to watch the video instructor recorded and uploaded to the course management system. The video was about materials development, evaluation and adaptation. They took an online quiz related to the video after watching it.

In this week's video students were announced that the quiz questions would be discussed in the class. Some of the students even wrote detailed answers of quiz questions as a preparation for the discussion.

After the discussion, students were given feedback for the draft essays. Students were informed that they could use the computers of the laboratory to finish the work or they could finish it at home if they chose so.

3.3.2.4. Week 4

This week students had a presentation and a video to check before the classroom. They were about materials design in ELT and practical considerations. After the presentation, they were asked some questions to search from the online library about materials evaluation.

In class, there was a quick recap of this week's topics. Students were asked to summarize the videos on a voluntary basis.

For the second part of the lesson, students were asked to find:

- 1- An ELT material from the internet that they could use in a lesson
- 2- An evaluation grid or rubric to evaluate that particular material

After they find a material and a rubric students were asked to evaluate the material and submit it to the system.

3.3.2.5. Week 5

This week's topic was instructional design principles. There were two videos to watch on the topic. One was instructor's own presentation on the instructional design models in general and the other was about ADDIE model which is one of the instructional design models.

In class, at first, students were given a crossword puzzle on the topic of instructional designs. Afterwards, instructors walked through the answers and definitions since they were key terms. For the last part of the lesson, students were asked to create a material as a group work that introduces an instructional design principle, model, researcher, or theorist. They were provided with examples before deciding their material or topic. The

theoretical part of this course was important for the production part, so instructors had many activities to repeat what they present in before class parts.

3.3.2.6. *Week 6*

This week's topic was visual design principles in materials design. There were 2 videos and one article on the topic for students to go over.

In class, students were asked to evaluate their last homework in terms visual design principles. They evaluated both their own materials and one from another group. They were informed at the beginning of course that peer evaluation was an important part of this process. It was a very active class-time. Many groups checked and even evaluated more than one homework.

For the last part of the lesson, they redesigned their materials taking both their own evaluation and the feedback from peers into account.

3.3.2.7. *Week 7*

This week's topic was power of technology in English Language Teaching classrooms. This topic was particularly suitable for conference talks, and relying on students' positive feedback on prior conference videos, instructors shared three presentations; one from Gökhan YÜCEL, another from Soner YILDIRIM and the last one was Sugata MITRA's talk.

In class, they took an eight-question graded quiz including the topics up to this week. After they finished, students took the quiz again altogether this time, to see their mistakes and discuss the questions. In the last part of the lesson, students were to write an essay about 'technology in language classrooms'. They have created the outline in class with instructors and completed it at home. Students were informed that they would start the material production process as of next week and a portfolio (blog) including all their previous work would substitute as their final exam.

3.3.2.8. *Week 8*

This week was the midterm week so no pre-class materials or in-class activities were involved.

3.3.2.9. *Week 9*

This week's topic was visual literacy and creating visual materials, students were supposed to watch two videos about two different infographic creation websites, easel.ly and piktochart.com. Besides providing them with materials about how to create infographics, instructors also uploaded a PowerPoint presentation and a book about the power of infographics and its use in education for further information.

In class, students were reminded that they would start producing their final portfolio this week. So first, they were asked to create an analysis report of their topic including their goals and objectives, target population and needs analysis after they were provided with a pre-made sample. They helped each other and contacted instructors when needed in the process. After they submitted it to the system, students started creating their infographics as a group. In group work, they prepared an infographic about what are infographics and how to use them in education. The aim of group work sessions and retelling how to use infographics in education was repetition of the theoretical part of the topic. In addition, instructors could identify students' troubles in using websites or software and step in to help them. After students completed and uploaded their group work to the system, they started producing their individual infographic material.

3.3.2.10. *Week 10*

Before class, students were to watch two videos about creating videos for educational purposes. One of them was Salman Khan's Ted talk on Using Videos to Reshape Education. The other video was a video lecture on using Windows Movie Maker. There were also an infographic and a PowerPoint presentation about digital storytelling because digital storytelling was the umbrella term for this week and next weeks' topics (videos, podcasts and animations).

In class, students made a video about how to videos in education as their group work. Their questions were answered and they were provided with feedback on their videos before they started their individual work.

3.3.2.11. *Week 11*

This week's topic was creating podcasts. There were two videos on creating a podcast, one was about audacity, a podcast production and sharing platform, and the other video

was about making a podcast on Windows Movie Maker. The idea behind offering two different tools was giving students an option. Students could even develop their materials on a completely different platform, instructors always encouraged students about trying new things.

Students could not produce podcasts in the classroom because of the noise; so after a quick recap of how to use both programs to produce podcasts, they were free to go. Students were reminded that they could use the studios in distance education center if they did not have computers or a silent environment to record audios.

3.3.2.12. Week 12

This week students watched a video on how to use PowToon to create animations. In class, first they produced a group work on how to use animations for educational purposes. After they completed they produced their individual animation on their topic.

As stated before, they had chosen literature related topics at the beginning of the course. When they start producing materials, they were warned about producing a different material for each of the production tools. Students decided whatever they want to present on each website or tool. For example, if students chose J. R. R. Tolkien as a topic, choosing what to produce about Tolkien was up to them. Some students preferred creating animations based on his life while others animated a section from one of his works.

3.3.2.13. Week 13

Last material students were to create was a blog involving all their previous work in accordance with materials design and visual design principles. For this purpose, many they were given three options to create blogs, Blogger, Tumblr and WordPress. There were videos on how to use them, there were videos on how to use blogs for educational purposes and there was an article on the use of social media in education since blogs are an example of social media.

In class, students created a simple blog on a website of their selection. Instructors gave them feedback and tried to solve any confusion they had in their mind about their topics or their materials. Then they started to create their blogs.

3.3.2.14. *Week 14*

This week was the evaluation week of students' blogs. Students were informed to come to class as their blogs completed. Instructors formed a list before class assigning students to each other randomly for peer evaluation. In class, instructors sent students an online evaluation rubric. Each blog was evaluated three times, by the maker of the blog, by the instructors and by a pre-assigned peer.

3.4. Data Collection

In this research, the data were gathered in three stages; before, during and after the implementation of the flipped classroom. Roles of Learner and Teachers questionnaire (Chan, Spratt, & Humphreys, 2002) was conducted before and after the implementation as pretest ($\alpha = .736$) and posttest ($\alpha = .888$), students wrote weekly journals during the flipped classroom implementation process and semi-structured interviews took place after the implementation process. In addition, Perceptions of Flipped Learning Experience questionnaire (Hsieh, Wu, & Marek, 2017) was also conducted after the implementation process. Table 3.2 indicates the data collection tools and aims of using each tool.

After the researcher had chosen the sample, required permissions were obtained from the Faculty of Education and ethical committee. Participants were thoroughly informed about the Flipped Classroom Model and the research before the implementation. They were informed that participation in the research was voluntary, they could be excluded in they want and they could drop out anytime they want. All participants were informed that the semi-structured interviews would be recorded with a camera in order to make transcription process easier. They signed relevant forms approving aforementioned terms and conditions.

Table 3.2

Data Collection Tools

	data collection tool	the aim of using the tool
before the implementation of FCM	-Roles of Learners and Teachers Questionnaire	-to learn participants' level of learner autonomy
during the implementation of FCM	-Weekly journals	-to gather data on participants perceptions of FCM and its relations with learner autonomy
	-Roles of Learners and Teachers Questionnaire	-to compare the results related to students' level of learner autonomy before and after they involved in FCM
after the implementation of FCM	-Semi-structured Interviews	-to gather data on participants perceptions of FCM and its relations with learner autonomy
	-Perceptions of Flipped Learning Experience questionnaire	-to evaluate the overall perceptions of students on FCM.

Before the implementation, participants took the 52-item “The Roles of Learners and Teachers” questionnaire. The questionnaire consists of four sections, first one is the 13-item “responsibility” section, the second one is an 11-item “abilities” section, the third one is the “motivation” section and has only one item and the last section is entitled “activities” and has two subsections: 22-item “outside class” and 5-item “inside class” sections.

After that, participants participated in the course prepared with flipped classroom model for a semester. The application started in September 2016 and ended in February 2017. The researcher also took part in that course as a teaching assistant.

In that process, participants wrote journals every week following that day’s lesson, reflecting on the flipped classroom model and the tasks and activities they had done in

class.

Right after the implementation of flipped classroom model, students were asked fill in The Roles of Learners and Teachers questionnaire once again to compare the results related to students' level of learner autonomy before and after they involved in Flipped Classroom Model.

Participants also filled in the Perceptions of Flipped Learning Experience questionnaire after the implementation. It was a 14-item questionnaire aiming to have an understanding of the overall perceptions of students on FCM.

Participants were asked to take part in semi-structured interviews. Semi-structured interview questions were created after reviewing the literature. Based on the interview questions of another study on the same topic and interest (Adnan, 2017), some changes were made and some new questions were added. The first draft of the interview questions was checked by 3 experts. One of them is the course instructor, expert in instructional technologies, one of them was an academic in ELT department and the last one is also an academic in instructional technologies department. After the reorganizing process, the interview was piloted with two 3rd-year ELT students who were familiar with the concept of Flipped Classroom Model since they took a flipped Research Methods course in the spring term of the 2015-5016 academic year from the same instructor. Interview questions were finalized taking the feedbacks from academicians and students into consideration. Final version of questions can be seen in Appendix 4.

All participants were informed about the content and the aim of the interviews. They were also informed that participating in the interviews was voluntary. A total of 15 students accepted attending so they were divided into three groups of five. The interviews took place in a room with enough seats in Distance Education Center. There was no one else in the room than the researcher and the participants so that they could comfortably express their ideas. Interviews lasted an average of 60 minutes each. There were no disturbances during the process. Language of the interviews was Turkish so that the participants could be more comfortable and fluent. Interviews were recorded with a video camera. Just before the interviews, the researcher stated the aim of the interviews and the research once more, replied the questions they had in mind and reassured that data would be used only for research purposes and all participant information would be confidential.

3.5. Data Analysis

Four sets of data were gathered during this research; The Roles of Learners and Teachers questionnaire and Perceptions of Flipped Learning Experience questionnaire results, weekly journals of students and transcriptions of semi-structured interviews.

Quantitative data (questionnaire results) were analyzed using the SPSS software version 22. Data gathered through the “Roles of Learners and Teachers Questionnaire” were entered into SPSS and paired sample t-test examined the significant difference between the frequencies of pretest and posttest datasets. Inferential statistics were not applied for the sub-categories of the questionnaire since the assumptions were not met. Data gathered through the Roles of Learners and Teachers questionnaire was analyzed using descriptive statistics.

Qualitative data (weekly journals and semi-structured interview transcripts) were analyzed using descriptive analysis technique. Yıldırım and Şimşek (2011) described descriptive analysis as summarization and interpretation of the data according to predetermined themes. The aim of using qualitative descriptive analysis is to present data in a systematic and interpreted way. There are four stages of descriptive analysis technique. The first one is creating and deciding a theme frame based on research questions and literature review. In this research five themes decided by another author in a similar study (Adnan, 2017) were used as a frame. The second stage is examining the data in accordance with the frame. After the researcher determined the themes and codes, an excerpt of the data was also checked and recoded by an external researcher. After meetings and discussions on the themes and codes, The third stage is statement of findings and the last stage is interpretation of the findings.

CHAPTER IV

FINDINGS

The findings of both quantitative and qualitative data were presented in this chapter. Convergent parallel design, among the mixed method designs, was adopted in this study so the qualitative and quantitative data were gathered and analyzed independently from each other.

Quantitative data were gathered through the “Roles of Learners and Teachers Questionnaire” and “Perceptions of Flipped Learning Experience Questionnaire”. Qualitative data were gathered through the semi-structured interviews and students’ weekly journals.

4.1. Quantitative Findings

4.1.1. Roles of Learners and Teachers Questionnaire

The Roles of Learners and Teachers Questionnaire was conducted twice, before and after implementing FCM, to find about any change in the learners’ levels of autonomy. The first application of the questionnaire was at the beginning of the first flipped Materials Design and Evaluation course. The second application was at the end of the last course. Findings are presented in this section.

To be able to compare the results for any FCM related change in students’ levels of autonomy or in total or in any sub-categories of the questionnaire, the first application of the questionnaire took place before FCM was introduced to students. Cronbach alpha coefficient of the application was found to be .736 suggesting that items have acceptable internal consistency. 37 senior ELT students answered the questionnaire. Table 4.1 includes the descriptive statistics related to the levels of students’ autonomy.

Table 4.1

Descriptive Statistics for the Roles of Learners and Teachers Questionnaire

Roles of Learner and Teachers Questionnaire	Pre-test		Post-test	
	Mean	SD	Mean	SD
Sub-categories				
Student's Responsibility	45,48	7,99	48,07	6,70
Teacher's Responsibility	48,45	6,14	51,16	7,54
Abilities	40,10	5,14	44,91	5,03
Outside Class Activities	63,43	9,90	63,54	8,65
Inside Class Activities	15,67	2,49	18,56	3,63

The findings indicated that the overall mean score of learner autonomy according to the answers to the questionnaire was (mean=213) in the pre-test. As can be seen from table 4.1, for the responsibilities sub-category, student's responsibility score was (mean=45,4) and teacher's responsibility score was (mean=48,4). For the abilities sub-category mean score was (mean=40,1), mean score for the outside class activities sub-category was (mean=63,4) and for inside class activities sub-category it was (mean=15,6). For item 25 which was not included in the questionnaire but designed as a separate section to measure motivation level of students, 9 students chose "motivated to learn English", 18 students chose "well motivated to learn English" and 10 students chose "highly motivated to learn English".

After conducting the questionnaire again to compare the scores of pre-test and posttest, results ($\alpha = .888$) indicated the overall mean score of learner autonomy of the students as (mean=226). Descriptive statistics for the post-test is included in table 4.1. According to the post-test results mean scores of categories are as follows: student's responsibility (mean=48), teacher's responsibility (mean=51,1), abilities (mean=44,9), outside class activities (mean=63,5) and inside class activities (mean=18,5). For item 25, the

motivation item, 8 students chose “motivated to learn English”, 17 students chose “well motivated to learn English” and 12 students chose “highly motivated to learn English”.

According to the findings, there was a significant difference between pre-test and post-test scores of the questionnaire. It can be seen that there was a significant increase at students’ mean scores of the questionnaire (mean pre-test=213) (mean post-test=226) [$t(36) = -3.6, p = .001$]. This result indicates that there is a significant increase in students’ total score of learner autonomy. Pre-test and post-test paired samples t-test results were given in Table 4.2.

Table 4.2

Paired Sample t-test Results for the Pre-test and Post-test

Roles of Learner and Teachers Questionnaire	n	Mean	SD	df	t	p
Pre-test	37	213	17,55	36	-3,58	,001
Post-test	37	226	20,83			

To see the changes in all sub-categories between two measurements, descriptive statistics were used (Table 4.1). Although there was an increase in almost all categories in favor of learner autonomy, in one sub-category, there was no increase or decrease: outside-class activities. To summarize, according to the findings, there is an increase in the total mean score of participants’ learner autonomy. For four of the categories, teachers’ responsibilities, students’ responsibilities, abilities and inside class activities, an increase was also detected. The scores of the remaining sub-category, outside class activities, did not change after the implementation of FCM.

4.1.2. Perceptions of Flipped Learning Experience Questionnaire

The Perception of Flipped Learning Experience questionnaire was administered to students after completing the FCM implementation to find out their perceptions of this course’s instruction method. The questionnaire included 14 items in four constructs: motivation (5 related items), effectiveness (4 related items), engagement (4 related

items) and overall satisfaction (1 related item). As shown in Table 4.3, mean scores for the constructs were calculated as 3.93 for motivation, 3.85 for effectiveness, 4.13 for engagement and 4.21 for overall satisfaction. Mean scores of the constructs indicates that in general students were satisfied with the FCM and reported it as motivating, engaging and an effective way to learn.

Table 4.3

Descriptive Statistics of the Perceptions of Flipped Learning Experience Questionnaire

Constructs	Mean	Min.	Max.	<i>n</i> of items
Motivation	3.93	1	5	5
Effectiveness	3.85	1	5	4
Engagement	4.13	1	5	4
Overall Satisfaction	4.21	2	5	1

As can be seen in Table 4.3, mean score of motivation construct is 3.93, which can be interpreted as a high value. Among the items that form motivation construct, items 2 (mean = 4.02) and 7 (mean = 4.05) were the highest scored. Item 2 was about enjoying FCM and item 7 measured how worthwhile was the time spent for FCM. According to these answers, students enjoyed FCM and they were happy with the outcomes of the method. On the other hand, item 9 was asking if participants would prefer FCM to a traditional classroom and it had the lowest (mean = 3.83) score in that construct.

For the effectiveness construct, the mean score was calculated as 3.85, the lowest value between the constructs even though it can be still considered as a high value in favor of FCM. Item 3 (mean = 3.94) had the highest mean score in that construct, it suggested that FCM is a more efficient way to learn. However, item 8 (mean = 3.78) was the lowest rated item of the whole questionnaire. It was asking if participants learned more and better in FCM. So according to students' answers, FCM is a better and more effective way to learn but they did not experience that in this process.

A relatively high rated construct was engagement (mean = 4.13). Items 6 (mean = 4.32) and 13 (mean = 4.37) had the highest mean scores of the whole questionnaire. Both items were about active learning and engaging the students into the lesson. It can be inferred from the answers that according to the students FCM activated students and engaged them in the process.

The last construct included only one item, overall satisfaction of the students, and it had one of the highest means of the questionnaire (mean = 4.21). According to the answers to that item, students were highly satisfied with the FCM.

4.2. Qualitative Findings

After the coding process of the data gathered from semi-structured interviews and weekly journals, five main themes were identified as “Learner Presence”, “Instructor Presence”, “Learning Environment”, “Learning Experience” and “Content Delivery”.

4.2.1. Learner Presence

The materials development and evaluation is a highly demanding and comparatively more practical course. Students are supposed to create materials almost every week using different software or websites. FCM is also known for activating learners by giving them many responsibilities. For these reasons, learner presence was by far the most mentioned theme among the others. 27 codes under five sub-themes (learner roles, empowerment, learner autonomy, interaction and reflections) were identified after the coding process. Table 4.4 indicates the sub-themes and codes under learner presence.

Table 4.4

Learner Presence

Theme	Sub-theme	Codes	n	
			Interviews	Journals
		Total	21	8
LEARNER PRESENCE	Roles	Readiness	6	2
		Responsible	6	1
		Technology Proficient	4	2
		Peer-support	3	1
		Help-seeking	2	2

Theme	Sub-theme	Codes	n	
			Interviews	Journals
		Total	55	5
		Responsibility	20	1
		Self-monitoring	10	1
		Decision Making	8	2
	Empowerment	Motivation	8	0
		Active Learning	5	0
		Creativity	3	1
		Confidence Boost	1	0
		Total	37	14
LEARNER PRESENCE	Learner Autonomy	Extra Study	18	4
		Watching Course Videos	12	10
		Improving Homework	6	0
		Class Attendance	1	0
		Total	27	6
	Interaction	Interaction with Instructors	8	1
		Social Media	8	0
		Classroom Practices	4	1
		Group work	3	3
		Interaction with Classmates	2	1
		Peer-evaluation	2	0

Table 4.4

Learner Presence (continues)

Theme	Sub-theme	Codes	n	
			Interviews	Journals
		Total	57	27
		On FCM	21	15
		Intensive Schedule	16	8
LEARNER PRESENCE	Reflections	Comparing FCM with Traditional Classrooms	13	1
		Suggestions on FCM	6	2
		Practice Time	1	1

4.2.1.1. Roles

Changing roles of learners in the classroom were mentioned many times. Most of the students had positive comments about the new roles and competencies required to manage this course successfully. They agreed that one of the most important requirements of the FCM from students is readiness. It was considered vital to make progress in this course.

P4: Unprepared students could cause a disadvantage because this was not a course to come unprepared and become successful.

P8: Some of the in-class activities consisted of things I practiced in the past. I even wanted Instructional Design as an occupation so they did not take too much time for me.

P18: This week's topic was infographic and we have learned how to prepare an infographic beforehand. At the lab, we worked with pairs, I mean, our groups, we prepared an infographic in order to show whether we understood to use it or not. It was simple for us who watched videos beforehand. (journal entry)

As prospective teachers, they were glad to be responsible for their own learning since they saw it as an important characteristic of a teacher. However, some of them complained about having too much responsibility in their graduation year.

P4: Yes this course requires responsibility and as students, most of that responsibility was on us.

P6: Since I followed the course systematically in every week, it did not take too much of my time.

P14: I never worried about this method because I thought it would be easy if I would watch the videos and do the requirements. At the end, I was right.

For the course students were expected to use many different software and websites to produce materials, also they were to use the LMS to follow the course and submit their homework to the instructors. Being part of such a course required technology proficiency. For some students, this was relaxing and even fun. However, for some of them, it was a heavy burden.

P9: There were some problems for us, integrating technology in education started and developed quickly with us. However, I thought FCM would work even better with the next generation because of the full integrity of technology into education.

P3: We will get more practical as we encounter technology and FCM more and more.

P7: From now on, I decided that we should be open to the changes and new technology. Maybe now, we have not an opportunity to use the technology ideally but it will be inevitable for the next 5 or 15 years. Since our education system is changing continuously and we need to incorporate the technology and education. (journal entry)

Fortunately for students though, help-seeking or being supportive to peers were also considered necessary. Some students even mentioned undertaking the mentor role for their peers. Peer support reportedly lightened the disadvantage of being highly dependent on technology proficiency.

P8: At some weeks, my role in my group was to be the mentor, because I helped them with the things that I know and they do not.

P13: Besides, we got help from our classmates all the time. I even asked for help when I am deciding on what to produce on which topic. It got easier as we helped each other.

P18: Environment was relaxing because we were friends and we could have fun. Sharing ideas, giving opinions, helping and cooperative learning were at the center. (journal entry)

4.2.1.2. *Empowerment*

Whether they enjoyed the FCM or not students talked a lot about in what ways it contributed to them. The consensus was that using FCM makes students responsible one way or another. Some of them are encouraged to be responsible out of obligation and other reported FCM motivated them to be responsible.

P1: I always want to feel content when I complete a task. It was the same for this course. I thought, since I have so much responsibility in the course, I better complete it as well as I can.

P2: FCM also contributed to us by helping us to realize our responsibilities not only as students but also as prospective teachers.

P6: If FCM can be implemented systematically and repeatedly, it would make a significant contribution to enhance responsibility of the students.

P7: If the instructor would present the course content in class, I would have thought 'why should I bother watching the videos' because I like evading responsibility. However, we were aware that FCM requires students to make an effort and there were deadlines one after another so we had to watch and learn.

Decision making and self-monitoring were highly mentioned features of the course in relation to the responsibility. They thought that being a part of decision-making processes made them feel more active and responsible in the course and this responsibility led them to monitor themselves more frequently.

P12: After all, we decided what to produce and when to produce. We also decided the mode of production.

P10: I always support having many choices in situations like this because I can go towards my interests and in that way, I can do better.

P6: In this system, we could at least see if we learned the topic well or not every single week.

P7: During the lesson, our teacher asked us to prepare an infographic about teaching infographic as a group. Even if it seems weird, actually it was a good technique to revise and practice our information about it. (journal entry)

When compared to the traditional courses, this course was more flexible in terms of time and space. For some students, it was an opportunity to boost their confidence since they are more active during the process and they have the many chances to correct their mistakes. However, for potential procrastinators, it could be problematic.

P13: Maybe you should focus on group works rather than individual portfolios. In individual studies, I had the opportunity to procrastinate, but in group works, I felt more responsible against my group.

P5: We were more active through this course, we asked you questions all the time and we kept updating our homework in accordance with your feedback. FCM does not restrict students in any way.

P12: It motivates us and helps us to overcome the fear of failure to have the instructors by our side ready to help when we need them most, in the practice process.

However, students reacted to this responsibility, freedom and being constantly active in different ways. Some students were happy that they finally got the chance to act comfortably, work their imagination and creativity. Some other students, on the other hand, were not closely excited as their peers about being this active and free.

P10: I did not spend much time. I waited as much as I need and produced my materials when I believed I should. For example, when preparing a lesson plan, I may not do it with a 2-hour struggle but at the right time, I can do it in 15 minutes.

P7: It may be more effective to learn the topics all by ourselves but it is hard and time-consuming.

P3: I was inspired by the movies and series I watched and games I played. I enjoyed the flexibility to do this.

Overall, students' answers revealed that using FCM empowers motivation even if the objectives can be widely different. Some students targeted having high grades and passing the course, some of them were motivated because of the practicality of the lesson knowing that it would be useful to them at some point and some of them found their motivation at the flexibility of the FCM.

P9: Sometimes, when we could not do something, we just let go. However, sometimes we think 'I should be able to do this', got furious and struggle more. FCM provides us with 'I should be able to do this' feeling.

P10: George Orwell was one of my favorite authors and I always wanted to produce materials about him. That was a huge source of motivation for me.

P13: Moreover, we followed the lesson and produced the materials because we liked the method, not because we had to.

4.2.1.3. *Autonomy*

As hinted in many answers given to the semi-structured interview questions, some students believed that FCM could boost learner autonomy while others experienced it at first hand. A student mentioned attending to all classes even though it was not compulsory. That same student also accepted refusing to attend some of the other attendance compulsory courses.

P2: We had distance computer courses in the first year of university. They required us to watch videos at certain hours but we did not watch the videos. We just opened them on the browser and slept again. At this course we did not have certain hours to watch the videos, we were free to watch them as we want.

P5: I did not watch some of that distance courses either even though they were compulsory. Attendance to this class was not compulsory but I attended all of them.

Apart from attending classes, students also mentioned watching course videos at home, even though they did not have to. Watching the course videos at home was completely students' responsibility. Instructors did not grade or supervise watching videos outside classroom or course attendance. Most of the students appreciated this flexibility and got motivated by it.

P5: Our instructors did not check if we watched videos at home or not, even though they could check it easily but I always tried to download the videos on my computer and watch them.

P10: I even watched the videos about the topics I already knew. I thought there might be something extra in them that I did not know.

P14: I watched all of the videos since there were many topics I did not know about. Even when I do not want to watch the video, I opened it and fast-forward to the parts that interest me. That was enough for me to produce the materials.

P20: Today we started to the lesson with a crossword puzzle about the subjects that we learned from the before class video. (journal entry)

11 out of 15 students that attended the semi-structured interviews mentioned doing extra studies that they did not have to during this lesson. Some of them tried to produce unique works, some compared their materials with their friends, and some enjoyed the pre-class materials and did extra studies on the subject or even on the guest lecturer and some made contacts with the older students who had taken the course before them.

P10: I especially liked the videos about Homo sapiens and Sugata Mitra. I even took some notes during those videos, which I never did before. Normally I do not like taking notes; I like focusing on the video but contents of those videos were interesting and similar to what I think about education.

P8: It did not take too much time but it encouraged me to study more. While I tried to enhance my portfolio, online materials constantly directed me to other online materials in the process.

P9: So I want to do something beautiful but to do this, I need to use all the ingredients that I want. I tried very hard to find those ingredients. (journal entry)

It is also frequently pointed out by students that they tried to improve or reorganize their materials for different reasons from time to time. Some were impressed by the works of their peers and felt challenged, some improved their homework in accordance with the feedback from their instructors and some students mentioned trying to enhance their produced materials simply because they got better at using technology with repetition in class practices.

P7: When I was doing my final blog, I realized how superficial my infographic was and I redesigned it completely. Reproducing it took only 20 minutes because I learned it well.

P9: When I thought I completed my blog I realized there were things I did not like about it. I found video editing tools; I tried new software for picture editing. I especially spent a lot of time on picture editing. I found different software for editing, coloring and sizing.

4.2.1.4. *Interaction*

Since the introduction and presentation of the subject matter took place out of the classroom and students did not have to listen to a presentation from the instructors, it provided them with a certain flexibility in the classroom. In such flexible classroom environments, it is not only inevitable but also desirable to have interactions, both between students and between students/instructors. Constant availability of the instructors was the most appreciated aspect of classroom interaction by the students. They underlined the importance of reaching the instructor when they needed both in and out of the classroom.

P18: Student-teacher, student-student also teacher- teacher interaction were very high during this course. It was relaxing for us. (journal entry)

P1: We communicated with our instructors on LMS or social media out of the classroom. It was effective to reach them when we made a mistake or could not do anything at all.

P8: FCM provides students with direct interaction with instructors. Otherwise, when the instructors present the topic in class, students have to reach them out of class. Therefore, you need to struggle to communicate with the instructor. You can ask questions at break times or out of class. In FCM however, if you are interested in the course, you can directly communicate with the instructors during the course. I observed that as an important advantage of FCM.

P11: When we had a problem we just told you and you fixed it. Interaction with instructors was easy and effective.

Interaction with classmates was also frequently pointed out to be helpful and facilitating. Students stated interacting with peers to get help, correct their mistakes, learn from each other and compare their works. Peer evaluation and group work processes were believed to increase the chance of productive interaction between students.

P8: When you do not understand a topic, you can ask the instructors or your group mates.

P9: As I remember, P20 wanted to make her animation character walk. She insisted trying to make it and when she could not, she walked around the whole class and asked everyone if they could help her.

P1: Anyway, working in groups created new ideas and suggestions. It contributed to our essay and us. (journal entry)

In-class practices are an important part of FCM. One of the advantages of FCM is ensuring learning through classroom practices. This was also believed to be so by the students according to their answers. They asserted that classroom practices made classroom environment more fun and dynamic and the main reason for that was the chance of interaction during the practices.

P6: We always had the chance to ask questions to the instructors during in-class practices.

P4: I understood that group works were very beneficial for the learning process. (journal entry)

As students referred to the importance of interaction between themselves and the instructors, they kept referring to the active use of social media as a part of the lesson. Instructors created a Facebook group at the beginning of the course. It was used to make announcements, share knowledge and discuss course-related concerns and problems. Some students also mentioned using social media to improve their homework by getting hints from their peers' shared homework (both from previous years and from this year). They enjoyed social using social media because it was practical, constantly available and more fun.

P8: We constantly interacted with our instructors on social media. (can)

P9: Besides, seeing previous students' works on social media motivated me because I saw very successful portfolios there, especially some were related to my own topic.

P15: Some weeks, even when I completed my work, I waited for some of my friends to upload their works to our Facebook page. The good ones always inspired me and taught me new things.

4.2.1.5. *Reflections*

During the semi-structured interviews, students reflected on many aspects of FCM. They mostly agreed on FCM being effective and useful. They also frequently compared FCM with traditional education and they made some suggestions to improve the FCM process in favor of both students and instructors.

One of the most frequently stated facts about FCM was the intensity it causes to learners. Some students claimed it demanded too much time for senior year students since they had important exams and teaching practicum. While it was a major problem for some students, some believed that it was not a problem about FCM; on the contrary, it was the responsibility of the students to cope with FCM process along with other duties. Few remaining students objected with intensive schedule complaints and said it

was just another course with requirements.

P9: We tried to explain infographics and their use in education. It was easy but if you want to do something beautiful, it takes time. (journal entry)

P14: After watching course videos at home, producing materials in class for 3 hours was a bit tiring, I felt like I spent too much time.

P11: FCM requires students to study all the time. We watch course-related topics at home, we produce materials in class and after all that, we reorganize our materials in accordance with the feedback we get.

P6: Frankly, I do not think it was time consuming probably because I like both the course and working with technology.

Despite complaining about its intensity, most students underlined enjoying FCM in general. Some students appreciated FCM for adapting technology in education, some enjoyed the change in the delivery method and some were satisfied with the outcomes of the course even though they were not fancy the process.

P4: However, I realized that the lesson wasn't boring and it drew my attention in short time. (journal entry)

P10: I already had a glimpse of an idea about FCM from TED talks or Youtube videos before the lesson. Being a part of it was a great experience. I had some thoughts about its practicality in our context, but over time I saw the possibility and the potential. Especially when we think that it is the age of technology, it will only get easier to implement FCM.

P13: To be honest, whenever I see a syllabus loaded with tasks and content, I almost immediately hate that course. I thought the same about this course at first. However, in time we saw that it was not as terrifying as we thought.

During the semi-structured interviews, students often compared FCM with the traditional method. They generally referred to the role of teachers in both methods. They also compared both methods in terms of following the lesson, interaction with the instructors and in-class activities. Their overall assessment indicated that students

mostly preferred FCM to traditional education regardless of the course or level of education.

P4: It is always proposed that instructors should be guiding students in the process, yet we do not see it in any of the traditional courses.

P8: Students should have the opportunity to watch again and again when they do not understand the course topic. Since there are many factors affecting the learning process, what I cannot learn today, I can learn tomorrow easily. Traditional classes do not provide us with this opportunity.

P2: We do not have the opportunity to intervene the lecturing and ask questions as much as this course or we do not have this many questions to ask at all.

Along with complaining about FCM's intensity and pointing out that first, second or third years would be better for implementing FCM, students made some suggestions to improve its effectivity. Majority of the suggestions were about implementing FCM multiple times consecutively because they believed the first implementation was more like an introduction and adaptation to the method. A couple of students also suggested introducing FCM to students at younger ages. In that way, they believed that young students would grow up responsible and autonomous and they would integrate technology in education more effectively.

P3: I think we liked FCM as soon as we understood that it would be useful for us. Maybe with a demo lesson including what is to come through the FCM process, students can get more aware of that practicality.

P7: Implementing FCM regularly would greatly enhance the responsibility of students. In fact, it would even be better at young ages.

4.2.2. Learning Environment

Along with the traditional learning environments as schools, classrooms, libraries; FCM requires also an online learning environment to follow the course. The change in their learning environments emerged different results (both positive and negative) for the students. 7 codes under 2 sub-themes (physical learning environment and digital

learning environment) were identified for learning environments. Table 4.5 indicates the sub-themes and codes of Learning Environment.

Table 4.5

Learning Environment

Theme	Sub-theme	Codes	n		
			Interviews	Journals	
LEARNING ENVIRONMENT		Total	9	20	
	Physical Learning Environment	Technological Conditions	6	1	
		Classroom Atmosphere	3	6	
		Physical Conditions	0	13	
			Total	31	0
	Digital Learning Environment	Continuous Access to Materials	14	0	
		Learning Management System	10	0	
		Flexibility	4	0	
		Technological Problems	3	0	

4.2.2.1. *Physical Learning Environment*

Students took courses in the IT labs in distance education center since they needed to use personal computers for this course throughout the semester. First two weeks the IT lab was under construction so those weeks lessons took place in different classrooms. Students mentioned this situation in their journals but they did not complain about it in the semi-structured interviews. They mostly talked about technical conditions and

classroom environment.

As stated before, FCM provided students with a highly interactional classroom environment and it had negative and positive effects on them. They mostly liked it thinking it was less boring when compared to traditional classrooms since they were more active and free, but from time to time, they had concerns about classroom management.

P6: Classroom environment was enjoyable and group works were informative and cheerful. We generally did not get bored in this course.

P3: Sometimes classroom management could be a problem when a couple of students started asking questions at the same time.

P1: For the second part of the lesson, we sat in the garden because of the condition of IT labs. This type of lesson does not appeal to me since everyone relaxes too much. (journal entry)

P3: The meeting part was entertaining because we had our lesson in the grass while sitting randomly and enjoying the last sunlight of summer. (journal entry)

There were some minor technical problems during the semester but it did not cause an important problem either for students or instructors. Students were more concerned about the technical issues they would face when they become teachers in the rural areas.

P8: Since some websites had paid features, we had to look for other websites of software. Because we knew that we could produce better materials but the website did not let us.

P15: Some students had problems when logging into the LMS but I did not.

P21: We were not able to prepare our podcasts in the classroom because of the noises so we did them at home. (journal entry)

4.2.2.2. *Digital Learning Environment*

Students had more to say when it comes to digital learning environment since they spent more time online according to their answers. Their answers indicated that they liked flipped instruction of course topics better because of the flexibility and constant availability of the course materials. They commented about LMS and mentioned having some technological problems in terms of paid software/websites and accessing to LMS.

Learning management system of Muğla Sıtkı Koçman University was used as a digital learning environment. Instructors used it to upload course materials and make announcements, and students used it to upload their homework and contact the instructors when needed. Students commented mostly positive on LMS, enjoying its simplicity, smoothness and purposiveness.

P4: LMS was generally adequate. We enjoyed the simple interface.

P8: To me, it was more than adequate. We did not have technical problems. It was organized and we did not have any problems when uploading or downloading materials. It was an appropriate website for FCM.

P11: It was easy to use and goal oriented. Even when we had a problem, we just told you and the problem was solved.

Constant availability of the materials was believed to be one of the most advantageous features of FCM according to students' answers. They spoke of pausing, restarting or rewinding when needed and they underlined that it supported different learning styles and paces.

P2: We could pause the videos and check other sources when we needed to. In traditional courses, we could miss some important points while trying to take notes when the instructor presented the subject matter. Sometimes we simply could not follow or see the presentation. In FCM, we could pause and restart as many as we need or do some extra research on the topic.

P6: We do not miss anything when listening to a recorded material. When we miss, we have the chance to rewind and rewatch.

P8: I always supported recordable educational materials because students should have the chance to repeat as much as they need.

To be able to reach course materials without time and space limitations provided students with flexibility. They mentioned watching course videos at different times and in different numbers. Some claimed to watch all videos even though they knew the topic, some accepted watching as much as they need to complete the task and skipping the rest of the videos.

P9: I can be distracted easily, so I had some difficulties when there were too many materials on the LMS. I had to watch them repeatedly.

P14: Even if I did not watch the videos completely, I watched the necessary parts and that was enough for me.

P8: FCM also supports different learning styles. Students can decide when and how to learn the subject matters.

Some minor problems were also stated during the interviews concerning LMS and technological problems yet students mentioned that those problems were dealt with without any major effect on the learning process. They were either access problems to the LMS mostly due to the maintenance checks or upper limits of upload.

P4: We only had a problem when there was an upper limit of upload to the LMS.

P10: Powtoon deleted our characters after a while.

4.2.3. Learning Experience

Many students referred FCM as an enlightening and innovative experience. From their comments about FCM, 10 codes emerged under this theme. Table 4.6 indicates the codes emerged in Learning Experience

Table 4.6

Learning Experience

Theme	Codes	n	
		Interviews	Journals
	Total	55	28
	Flexibility	11	0
	Peer-learning	9	4
	Relevance	8	14
LEARNING EXPERIENCE	Learner-centered	7	0
	Retention	5	2
	Materials Development	4	0
	Enhancing Learning	3	3
	Process Assessment	3	0
	Educational Culture	3	0
	Learning by Doing	2	5

Students underlined experiencing a flexible learning environment. That flexibility included both theory and practice parts of the lesson. For the theory part, students could choose when and how to learn the subject matter. For the production part, they decided the topic they wanted to study and they decided what kinds of materials they wanted to produce on that topic.

P2: We had distance computer courses in the first year of university. They required us to watch videos at certain hours but we did not watch the videos. We just opened them on the browser and slept again. At this course, we did not have certain hours to watch the videos, we were free to watch them as we want.

P9: I definitely cannot study effectively at daytime. I can study better at night. Sometimes I studied from midnight till morning.

P12: After all, we decided what to produce and when to produce. We also decided the mode of production. Even this flexibility motivated us.

Students also underlined experiencing a change of their roles as students. They enjoyed FCM's learner-centeredness and often compared it with other courses complaining that learner-centeredness was always appreciated but never really put into practice.

P4: There have to be some changes in education. Learner-centered education must spread and FCM seems suitable for this.

P13: FCM is learner-centered but instructors are ready to help when students need it during the practice process. It comforts the students.

P11: It is much more learner-centered when compared to other courses. We are right at the center.

A flexible and learner-centered classroom highly increased in-class interactions between students. Students' answers referred that when combined with interactions on social media, in-class interactions inspired a peer-learning environment. In-class group activities were also stated to stimulate peer learning.

P2: For example, I never used Moviemaker before; I learned it from two of my groupmates. I watched the pre-class videos too, but I learned more from the interaction in the classroom.

P15: Since I did not know some programs and they were complicated, as infographics, I could not learn them by myself. However, I learned them easily in the in-class practices.

P6: Sharing ideas, giving opinions, helping and cooperative learning were at the center. (journal entry)

Students experienced the FCM first time with this course and they mentioned one of the reasons they liked it was the practicality and relevance of FCM. Many students stated planning to use FCM when they became teachers.

P11: However, after I started to learn and do better in class, and saw that what I was learning was actually useful for me as a prospective teacher, I started to like the FCM.

P5: I think I have spent a lot of time for this course because I really wanted to learn. Not just for passing the course too, I knew that I would use that information as a prospective teacher.

P1: I liked it and I can do different materials thanks to infographics. It is also useful for teaching when I become a teacher. (journal entry)

Some students claimed FCM enhanced learning and helped retaining what they learned. According to them, flexibility, full responsibility for their own learning and increased interactions helped enhancing learning while retention was reinforced by constant repetition, and learning by doing.

P4: Later we checked the answers as a group and it was very necessary for effective learning. (journal entry)

P7: I know that we learn better when we figure things out by ourselves.

P13: Since we learn by doing, the chance of forgetting decreases significantly.

P6: The group activity will be useful for us because we had a chance to look at our findings one more time. That is why repetition and interactive group work can make the learning consistent. (journal entry)

Students also mentioned being satisfied with the outcomes and especially with the final forms of their materials. However, they mentioned many times in their journals and answers; they experienced intensity and complexity during the process.

P5: Since it is over now and I have seen the outcomes, I am happy with the materials I produced but I felt tired during the process.

P15: I chose a slightly difficult topic and I had some difficulties but I managed it by asking my instructors and classmates. Group works made the process a lot easier. I enjoyed what I did.

Finally, some students accepted having some problems in terms of flexibility, autonomy and responsibility. They that responsibility, autonomy and flexibility are strongly related with culture. They linked some of the problems they had during the FCM process to Turkish educational culture.

P3: Some students did not want to do extra studies maybe because we grew up in a teacher-centered educational system.

P9: There may be some problems when implementing FCM but they would be student-related problems as we are not responsible students in general.

P8: Yes, it may seem unsuitable to our student profile since we do not like responsibility.

4.2.4. Content Delivery

Eight codes under three sub-themes were identified in terms of content delivery after the analysis of semi-structured interview transcriptions. They were “in-class activities”, “delivery method” and “pre/in-class materials”. Table 4.7 indicates the sub-themes and codes of Content Delivery.

4.2.4.1. Delivery Method

The content of the course was delivered in Flipped Classroom Model. None of the students were familiar with the method, so they reacted in many different ways. There were positive and negative comments on the delivery of course content. While some students enjoyed the method as it was a different and contemporary method, some of them complained about tiring workload it causes to them.

P7: Sometimes I thought if in-class lectures would be better for learning. This way we may remember more when we learn, but it is harder to learn like this. It takes a lot of time.

P6: Yes, it takes time but in-class practices aim to help us learn better. With in-class lectures, when you did not understand the course content compensation would be harder. With FCM, we at least can see if we have learned the topic or not.

P2: Sometimes I think that if we study this course out of class, why we are going to the class. Of course, this is the idea of the flipped classroom but I do not think it is beneficial for us. (journal entry)

Table 4.7

Content Delivery

Theme	Sub-theme	Codes	n	
			Interviews	Journals
	Delivery Method	Flipped	6	4
CONTENT DELIVERY	In-class Activities	Total	18	53
		Group Work	7	20
		Effectiveness	7	20
		Temporal Issues	2	6
	Variety	2	6	
		Total	8	8
	Pre/In-Class Materials	Duration of Videos	3	0
	Effectiveness	3	6	
		Variety	2	2

Another point students made was course suitability. Some students stated that the materials development course was one of the best courses to implement FCM while others object. For those who thought practice is more important than theory, it was the perfect course to flip. However, some students argued that theory was more important in that course and they could not produce good course materials unless they understand the topic well.

P13: Maybe we would like it more if it were not Materials Development Course.

P14: I strongly disagree. Materials Development is the perfect course to implement FCM. We can watch the videos at home and produce materials in class. We may not have the same practice process for another course.

4.2.4.2. *In-Class Activities*

The effectiveness of FCM in teaching a subject matter was argued many times. Some thought it was a better way to learn because most of the classroom time was spared for in-class practices since the lecturing part took place at home. Other students confessed that at the beginning they thought FCM would not work.

P14: Doing the activities in the classroom is an important advantage.

P8: It increases the time instructors spend with the students. Since they do not spend time lecturing, they can provide feedback to students' questions.

P19: For me, it was an effective lesson. Because we knew that we had a quiz. Hence, everybody in the class watched the videos carefully and we had a chance to check our understanding with the quiz. (journal entry)

P6: For this day's lesson, we were responsible for an essay and find a question related to it. We exchanged our questions with other groups and searched for the question during the lesson. Then we discussed our answers altogether.

P1: Therefore, we inferred from the results that while we were searching we added to our knowledge about material development in language teaching and learning. And, we got the main point of the essay better. (journal entry)

Some students underlined that there must be a variety of activities in order to keep students active and concentrated. They also mentioned their time-related concerns since they had many things to do for this lesson.

P19: I think it was an effective lesson. Because I like the activities we made in the class together. They were good for thinking, sharing and learning. (journal entry)

P5: When I compare the previous Material Design lesson, I can say that there are many practices in this lesson. (journal entry)

P4: However, this week I had suspicious about the flipped program we apply because the time which was given to complete tasks or activities was very short or the tasks were very difficult, I did not know where the problem was, but I had difficulty in completing the tasks. (journal entry)

Almost every week there were two in-class activities for this course, one being group work and one individual work. Students created their groups themselves, they were informed that they would be with the same group for the rest of the course. They mentioned group works in their answers mostly entertaining, informative and supportive.

P4: Practicing the course content as a group was an advantage for us. We could see where we had problems and we tried to overcome those problems.

P6: Especially group works were fun and informative.

P1: Working in groups created new ideas and suggestions. It contributed to our essays and us. (journal entry)

4.2.4.3. *Pre/In-Class Materials*

Course materials were uploaded to the system beforehand and instructors tried to variate materials as much as possible. Every week, there was generally a presentation of the course topic by the instructor and an article on the topic. Along with topic related presentations, there were videos from conferences and panels, guest lecturer videos and how to use videos of software/websites. Students mentioned enjoying the materials, as they were educating and fun.

P5: I liked the pre-class materials, they were well designed and got our attention.

P1: These materials make lesson better and more understandable. They also get students' attention. (journal entry)

P13: In FCM, materials are very important. They should motivate the students, they should be interesting and they should also be educational. In this sense, our materials were good.

Course content presentations and how to use videos of software/websites were generally 15-20 minutes long and students thought 20 minutes were ideal for instruction as they can take a coffee break between videos. But some guest lecturer or conference videos were longer than an hour and declared to be “too long to stay focused” by students.

P8: Sometimes videos can be longer than the duration of courses.

P10: Since I enjoyed the videos and learned a lot from them, I did not mind their duration.

Providing many different materials to students were also criticized and appreciated by different students. Some accepted it discouraged them to see so many materials together and some said being able to choose the material for themselves was motivating.

P5: It was good to have both visual and auditory materials.

P9: I can be distracted easily, so I had some difficulties when there were too many materials on the LMS.

P2: We had an article and a video in the LMS this week. I preferred watching the video instead of reading many pages of articles in this kind of lesson which is mostly consist of using the technology, it was good to have choices.

4.2.5. Instructor Presence

Students’ reflections on instructor presence were examined under two sub-themes (instruction and roles of instructors) and 8 codes. As similar to the learner presence, they mentioned significant changes in the roles of instructors in FCM. Sub-themes and codes of Instructor Presence are indicated in table 4.8.

Table 4.8

Instructor Presence

Theme	Sub-theme	Codes	n	
			Interviews	Journals
INSTRUCTOR PRESENCE	Roles	Total	21	3
		Guiding/Facilitating	9	1
		Contemporary	5	0
		Monitoring	3	0
		In-Class Assistance	3	2
		Technology Proficient	1	0
		Total	14	3
	Instruction	Delivery of Content	9	1
		Immediate Feedback	3	1
		Communication	2	1

4.2.5.1. *Instruction*

FCM relocates the instruction and homework sessions in courses, taking instruction of the course topics out of class and production and homework part in the class. This changes what learners and students do in class. This course was a different experience for students since they had never experienced a similar course before. Under this sub-theme, students commented on the communication, delivery of content and immediate feedback.

Some students were happy with the changes in the way instructors delivered the content, they believed instructors' active presence in the class were more contributing to their learning process rather than the "old-school lecturing instructor (P10)." On the other hand, some other students did not approve such approach declaring to prefer the old way.

P8: It increases the time instructors spend with the students. Since they do not spend time lecturing, they can provide feedback to students' questions.

P13: It requires extra work from the instructors too. Instead of going to the classroom and transfer what they already know, which some of the teachers do, FCM requires extra effort from the instructors too.

Being free from lecturing in the classroom let instructors be more interactive. Having the instructors by their side and open to communication when they need was highly appreciated by the students.

P8: In general, I think FCM lightens instructors' burden because they can directly engage with the students.

P13: Our instructors' attitude towards us was relieving and they always asked our opinions while making a decision.

P18: Teachers could help whenever we asked. (journal entry)

4.2.5.2. *Roles*

Role of instructors in FCM was also mentioned many times in the semi-structured interviews. Students claimed that teachers' roles were supposed to change in the direction that FCM leads. One of the things that students compromised on was the interacting, assisting and guiding presence of the instructors. Five codes emerged under the roles sub-theme: guiding/facilitating, technology-proficient, contemporary, monitoring and in-class assistance.

Guiding/facilitating role of the instructors was underlined and appreciated by the students.

P5: You made us realize things in this course such as infographics, animations, and podcasts. It was up to us to learn more.

P10: In the past, teachers used to lift us when we could not reach a point, now they show us how we can reach them. I appreciate this approach.

P8: Instructors' role was mostly guidance. They help us to reach knowledge and overcome problems.

P17: They showed us some paths about how to write a good essay. I think this was exactly scaffolding. (journal entry)

Students pointed out that this course was the first course where technology was efficiently and fully integrated into education. They also believed such integration requires a certain amount of technology proficiency for the instructors since they would produce and provide course materials and assist students through the progress. Students also underlined that instructors should follow the changes and innovations in educational technology. In general, they mentioned teachers should be technology proficient and contemporary.

P9: Yes, from now on, teachers and students must be autonomous since it gets more and more important.

P10: We need to update ourselves constantly. I cannot even follow the applications and games from my mobile phone anymore. I feel outdated day by day.

P11: I agree, we have to be contemporary to keep our students' attention.

Availability of instructors in classroom time for guiding and giving feedback resulted with in-class assistance to students when needed. Students also helped each other and solved problems together in accordance with the feedback from the instructors. When they could not solve the problem they always had the chance to ask the instructors for help.

P4: We can ask the instructors whenever we had a problem and they can help us at that moment.

P13: Students study in class and instructors interfere when they need to.

P3: I like the idea much, because it gives the opportunity to the students to complete their study at home but complete the homework in the classroom with the help of teacher. (journal entry)

Students believed that beyond helping students when they asked for help, instructors should also constantly supervise students during the process. Instructors should be aware of the students' progress and monitor their works as they upload their homework to the system.

P15: Group works were beneficial in terms of monitoring our learning, both for instructors and us.

P4: Uploading homework to LMS every week was necessary in my opinion; instructors should monitor students and the process constantly.

P5: I agree that instructors should monitor students and give feedback constantly.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

In this section, findings of the study are discussed in relation to the related previous studies. This section also includes the conclusion, implications of the study and suggestions for further research.

5.1. Discussion

5.1.1. How does using a Flipped Classroom Model affect pre-service ELT students' learner autonomy?

The first research question of the study was about the effects of FCM on learner autonomy. To find out about possible effects, a questionnaire was conducted in pretest-posttest design, semi-structured interviews were held and students were asked to write weekly journals following the lessons.

According to the results of the "Roles of Learners and Teachers Questionnaire", 15 weeks of FCM implementation increased students' learner autonomy. This result corresponds with previous studies on the subject (Ekmekçi, 2014; Han, 2015; Homma, 2015; Sung, 2015; Ceylaner, 2016; Sağlam, 2016).

Paired-sample t-test results of the questionnaire revealed a significant difference between the mean scores of pretest and posttest, latter being higher than the pre-test results.

There was a statistically meaningful difference in the total mean score of the questionnaire but when five sub-categories were calculated individually, in four of them there was an increase while in remaining sub-category, there was not. For responsibilities, abilities and in-class activities sub-categories, there was an increase. In

the literature, student engagement and taking an active role in the learning process is considered to have an important role on autonomy (Littlewood, 1996; Nunan, 2003; Little, 2004; Chitashvili, 2007; Lamb, 2008). In this course, students constantly and actively took part in the in-class activities since it is crucial to enhance student engagement and active learning when flipping a course (Lee, Platt, & Treglia, 2000; Moravec et al., 2010; Anderson, 2012; Bishop & Verleger, 2013). As students mentioned many times during semi-structured interviews, in-class activities have enhanced learning and helped students feel more confident. In conclusion, having multiple in-class activities almost every lesson may be the reason students feel more self-confident and more capable in terms of making choices and decisions in the educational process.

For outside classroom activities sub-category, there was not an increase in the mean scores of pre-test and post-test. Although students mentioned doing extra studies for this course in particular, outside classroom activities almost did not change in terms of the total mean score. The most obvious reason for that is another frequently mentioned issue: intensive schedule. Most of the students suggested moving this lesson to another academic year. As a reason, they put forward their teaching practicum, KPSS exam and being a senior student. Similar complaints and suggestions were also present in Adnan's (2017) research.

Analyses of semi-structured interviews and weekly journals also revealed supportive data on FCM enhancing learner autonomy in this course. Researchers mention various terms in the literature that are related to learner autonomy such as independence (Sheerin, 1997), taking charge of learning (Holec, 1981; Cottrel, 1995; Littlewood, 1996; Chan, 2001; Chitashvili, 2007) and self-management (Little, 2004). Littlewood (1996) came up with his framework of developing learner autonomy. In the framework, he mentioned some key components affecting autonomy: motivation, confidence, knowledge, skills, independent work, learning strategies, and communication strategies. Codes emerged from the quantitative data of research corresponds with these terms.

Students mentioned FCM as a method that empowers the responsibility, self-monitoring, decision-making, motivation, active learning, creativity and self-confidence. These skills are highly coherent with what Littlewood (1996) proposes to enhance autonomy. Decision-making, motivation and self-confidence were also proposed by Nunan (2003) in order to develop a curriculum supporting learner

autonomy.

Roles of students and instructors were also mentioned to transform thanks to FCM. Similar to how Lamb (2008) defines the roles of students and teachers; students were referred as responsible, peer-supportive and ready to learn, while the instructors were identified as guiding, monitoring, and help/feedback providing individuals.

In-class activities and taking part in these activities with their peers were highlighted as highly increasing in-class interactions and student engagement, which are considered important components of learner autonomy (Littlewood, 1996; Nunan, 2003; Little, 2004; Chitashvili, 2007; Lamb, 2008).

Although students mentioned the term autonomy itself a few times in relation to the FCM, they claimed doing lots of extra studies that they never did in traditional classes. They also claimed trying hard to learn well, produce good materials or redesigning those materials in line with the feedback from instructors. Most of the students specified watching course videos at home and attending to classes even though they were not controlled.

5.1.2. What are pre-service ELT students' perceptions on the flipped classroom?

In order to find out student perceptions on FCM; three kinds of data were used: transcriptions of semi-structured interviews and weekly journals and the “Perceptions of Flipped Learning Experience” questionnaire. Results revealed that perceptions of students were highly positive and they reflected on FCM as a motivating, flexible and contemporary method that enhanced in-class interactions and responsibility.

Mean scores for the constructs of the “Perceptions of Flipped Learning Experience” questionnaire indicate that FCM is regarded as an effective learning method motivating students and enhancing their engagement in the activities, and the course in general. Students rated all constructs positively, which may be interpreted as doing so, they validated the implementation of FCM.

Highest rated items of the questionnaire were items measuring the overall satisfaction of students with FCM (Item 14), and one about active learning (Item 6). This was no surprise since active learning was referred as a key component of FCM in both literature (Lee, Platt, & Treglia, 2000; Moravec et al., 2010; Anderson, 2012; Bishop & Verleger,

2013) and in the semi-structured interviews. The item with the highest mean score was item 13, stating, “I spent more time and effort than usual on my flipped classroom learning activities”. That can be certainly interpreted in favor of FCM, relating with inside and outside classroom activities, student engagement and learning by doing. However, with the perspective of students, that item also is in line with one of the most mentioned codes in semi-structured interviews and weekly journals: intensive schedule. And it also helps to explain one of the lowest rated items in the questionnaire: item 9 asking if the students would prefer FCM to traditional methods. While it is still a positive rating in favor of FCM, the reason behind this item to be rated comparatively lower than others can be FCM’s intensive nature. Supporting this claim, students constantly stated that being a senior-student had its burdens (examinations, teaching practicum) and they suggested moving FCM along with Materials Design and Evaluation course to earlier academic terms.

Analyses of semi-structured interview transcriptions and students’ weekly journals revealed that students reflected on FCM mostly positively. Positive comments included a shift in the roles of students and instructors, empowerment in responsibility, motivation, engagement and autonomy, lastly FCM was reported to increase in-class interactions and activities. Students also made some suggestions on FCM such as introducing FCM more before implementing it or reconsidering its implementation year.

Students mentioned being in a more interactive, effective and less boring classroom environment as also mentioned in the literature (Strayer, 2012; Bishop & Verleger, 2013; Boyraz, 2014; Turan, 2015). The density of the in-class activities may be the reason behind this because “when students compared FCM to traditional courses they frequently repeated that in-class time was more enjoyable because of the increased student-student and student-instructor interaction. Another contribution of in-class activities was letting students make mistakes, thus making them more supportive, cooperative and self-confident. Chance of making mistakes and correcting them together with peers created a more flexible environment, both physically and mentally.

Finally, students also made suggestions about the FCM. They specified enjoying FCM more once they had seen it would be useful for them as a student and a prospective teacher. A student suggested making a demo lesson including sample activities so that students could know what they should expect from the system. There were also adaptation problems of some students to FCM mostly because it was the first time they

faced the method but they got used to it quickly. Students claimed FCM would even be more beneficial when used systematically, especially when it started at young ages.

5.2. Conclusion

This study aimed to investigate the possible effects of Flipped Classroom Model on Learner Autonomy. It also tried to find out students' perceptions on Flipped Classroom Model. In order to answer the first research question, "Roles of Learners and Teachers" questionnaire was conducted twice as pretest and posttest, students were asked to write weekly journals reflecting on FCM and semi-structured interviews we conducted. To find out students perceptions on FCM, "Perceptions of Flipped Learning Experience" questionnaire was conducted after the implementation and the data from the semi-structured interviews and weekly journals were used. Results of "Roles of Learners and Teachers" questionnaire revealed that implementing FCM in a Materials Design and Evaluation course in ELT context have positive effects on learner autonomy. Students reported in the semi-structured interviews and weekly journals that FCM enhanced their abilities, sense of responsibility and motivation. They also mentioned engaging in autonomous behaviors as doing extra studies and watching course materials at home despite having no obligations. Analysis of "Perceptions of Flipped Learning Experience" questionnaire revealed that students consider FCM as a motivating, engaging and effective way to learn.

Five main themes (learner presence, learning environment, learning experience, content delivery and instructor presence) emerged from the data gathered through semi-structured interviews and weekly journals. Under these five themes, 12 subthemes and 60 codes were determined.

The most mentioned theme was learner presence, as could be predicted from FCM's learner-centered nature. Under that theme, students mentioned their new roles as more active, responsible, peer-supportive and help-seeking individuals. They stated that FCM enhanced their responsibility, motivation, active learning and decision-making skills. Highly interactive in-class activities were appreciated by students. Interaction with students and instructors increased thanks to the use of social media and classroom practices.

The second most mentioned theme was learning environment since FCM caused drastic changes in the learning environments by switching the purpose of home and school. This shift in their learning environment resulted in a fun classroom atmosphere. They mentioned technological conditions as vitally important when flipping a course even though they stated not having technological problems in this course.

Students frequently compared what they experienced through FCM with traditional education. They pointed out that FCM enhanced their learning by supporting peer learning and offering a flexible and learner-centered education. According to them FCM not only was a better way of learning, but it was also superior to traditional education in terms of retention.

Next theme was content delivery, where students commented on obtaining information and practicing. Pre-class materials were considered as a good source of information. Students mentioned in-class activities and group work as instructive and fun.

The last theme was instructor presence. The roles of instructors, just as the roles of learners, were considered important. They stated instructor roles as guiding, monitoring and assisting, unlike traditional education. They also stated that instructors should follow innovations and they should be technology proficient in order to be able to appeal next generations.

5.3. Implications of the Study

1. Since the results of the study indicated that using FCM enhanced learner autonomy it can be integrated into the educational system and implemented systematically to enhance learner autonomy.
2. Since it is a comparatively new method, instructors should spare time and make sure students are familiarized with the method when implementing FCM.
3. Implementing FCM requires a set of technological skills from instructors. There can be in-service training for instructors who want to implement FCM.
4. Shifting lecture part from home to school, FCM requires instructors to provide students with pre-class materials. Duration and amount of materials should be balanced in order not to discourage students.
5. Students may have problems or questions while they are watching course videos at home. Providing practical and continuous communication opportunities is important. Instructors can use course management systems, e-mails, forums or social media for that purpose.

5.4. Limitations of the Study and Suggestions for Further Research

1. This study is limited to senior students in Muğla Sıtkı Koçman University. More studies should be conducted in order to have a wider understanding of the topic and to contribute to the literature.
2. This study was conducted with 37 students, only with one experimental group. A larger sample size and a control group - experimental group design could make statistical analyses more reliable.
3. Data of the study were gathered after implementing FCM for only one academic term. A longitudinal design could provide more accurate data on the subject.
4. This study aimed to find out the effects of FCM on learner autonomy but variables such as age and gender were not taken into account. In further studies, these variables can be included in the study.
5. Effects of FCM on student achievement can be investigated in further studies.

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APPENDICES


Appendix 1. Etik Kurul Onay Formu


**MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ BİLİMSEL ARAŞTIRMALAR
VE YAYIN ETİĞİ KURULU DEĞERLENDİRME FORMU**


Protokol No: 22	SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU	Karar No:22
Araştırmanın Yürütücüsü	MSKÜ Eğitim Fakültesi Araş. Gör. Bayram ÇİBİK	
Araştırmanın Başlığı:	The Effects of Flipped Classroom Model on Learner Autonomy	
Başvuru Formunun Etik Kurula Geldiği Tarih:	11.04.2017	
Başvuru Formunun Etik Kurulda İncelendiği Tarih:	14.04.2017	
Karar Tarihi:	14.04.2017	


SONUÇ


1.	<input checked="" type="checkbox"/> Kabul. Araştırmanın/Projenin uygulanabilirliği konusunda bilimsel araştırmalar etiği açısından bir sakınca yoktur.
2.	<input type="checkbox"/> Düzeltme gereklidir.
3.	<input type="checkbox"/> Red.



 Prof. Dr. Bayram COŞKUN
Başkan

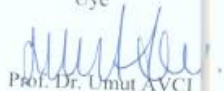

 Prof. Dr. Nevide DELLAL
Başkan Yardımcısı


 Prof. Dr. Pamil ŞAMILOĞLU
Üye


 Prof. Dr. Mehmet Naci ÖNAL
Üye


 Prof. Dr. Sebahattin ÇEVİKBAŞ
Üye


 Prof. Dr. İbrahim GÜNER
Üye


 Prof. Dr. Umut AVCI
Üye

Appendix 2. Roles of Learners and Teachers Questionnaire

Dear students,

Data obtained from this scale will be used in my Master's Degree thesis. It will be confidential and won't be used in any other way. Thank you for your contribution.

Name:

Gender:

Age:

Section 1- Responsibilities (Please fill both "yours" and "teacher's" boxes.)

When you're taking classes in MSKU, whose responsibility should it be to:

			not at all	a little	some	mainly	completely
1	make sure you make progress during the lessons?	yours					
		teacher's					
2	make sure you make progress outside class?	yours					
		teacher's					
3	stimulate your interest in learning English?	yours					
		teacher's					
4	identify your weaknesses in English?	yours					
		teacher's					
5	make you work harder?	yours					
		teacher's					
6	decide the objectives of your English course?	yours					
		teacher's					
7	decide what you should learn next in your English lessons?	yours					
		teacher's					
8	choose what activities to use to learn English in your English lessons?	yours					
		teacher's					
9	decide how long to spend on each activity?	yours					
		teacher's					
10	choose what materials to use to learn English in your English lessons?	yours					
		teacher's					
11	evaluate your learning?	yours					
		teacher's					
12	evaluate your course?	yours					
		teacher's					
13	decide what you learn outside class?	yours					
		teacher's					

Section 2- Abilities (Please fill the appropriate boxes.)

If you have the opportunity, how good do you think you would be good at:

		very poor	poor	OK	good	very good
14	choosing learning activities in class?					
15	choosing learning activities outside class?					
16	choosing learning objectives in class?					
17	choosing learning objectives outside class?					
18	choosing learning materials in class?					
19	choosing learning materials outside class?					
20	evaluating your learning?					
21	evaluating your course?					
22	identifying your weaknesses in English?					
23	deciding what you should learn next in your English lessons?					
24	deciding how long to spend on each activity?					

Section 3- Motivation (Please fill the appropriate box)

25	How would you describe yourself:	highly motivated to learn English?	
		well motivated to learn English?	
		motivated to learn English?	
		slightly motivated to learn English?	
		not at all motivated to learn English?	

Section 4- Activities**OUTSIDE CLASS**

		often	sometimes	rarely	never
26	read grammar books on your own?				
27	done assignments which are not compulsory?				
28	noted down new words and their meanings?				
29	written English letters to penpals?				
30	read English notices around you?				
31	read newspapers in English?				
32	sent e-mails in English?				
33	read books or magazines in English?				
34	watched English TV programmes?				
35	listened to English radio?				

		often	sometimes	rarely	never
36	listened to English songs?				
37	talked to foreigners in English?				
38	practiced using English with friends?				
39	done English self-study in a group?				
40	done grammar exercises?				
41	watched English movies?				
42	written a diary in English?				
43	used the internet in English?				
44	done revision not required by the teacher?				
45	attended a self-study center? (e.g. CILL)				
46	collected texts in English (e.g. articles, brochures, labels etc)?				
47	gone to see your teacher about your work?				

INSIDE CLASS

		often	sometimes	rarely	never
48	asked the teacher questions when you don't understand?				
49	noted down new information?				
50	made suggestions to the teacher?				
51	taken opportunities to speak in English?				
52	discussed learning problems with classmates?				

Appendix 3. Perceptions of Flipped Learning Experience Questionnaire

Perceptions of Flipped Learning Experience

This survey is to have an overall understanding of your perceptions of Flipped Classroom Model. Your answers are anonymous and confidential.

Thank you for your time.

1	A flipped classroom is a better way of learning.	1	2	3	4	5
2	I enjoyed the flipped classroom teaching approach more.	1	2	3	4	5
3	I think the flipped classroom is a more effective and efficient way to learn.	1	2	3	4	5
4	I feel more motivated in a flipped classroom.	1	2	3	4	5
5	I participated and engaged myself more in learning in the flipped classroom.	1	2	3	4	5
6	I became a more active learner in the flipped classroom.	1	2	3	4	5
7	I thought the time and effort I spent in the flipped classroom was worthwhile.	1	2	3	4	5
8	I learned more and better in the flipped classroom.	1	2	3	4	5
9	I prefer the flipped classroom to a lecture-based classroom.	1	2	3	4	5
10	I think the flipped classroom learning guided me toward a better understanding of the course topics.	1	2	3	4	5
11	I experienced pleasure in the flipped classroom.	1	2	3	4	5
12	I devoted myself more to the instructional/class activities in the flipped classroom.	1	2	3	4	5
13	I spent more time and effort than usual on my flipped classroom learning activities.	1	2	3	4	5
14	Generally, I am happy and satisfied with this flipped learning experience.	1	2	3	4	5

Appendix 4. Semi-structured Interview Questions

- 1- Genel olarak tersyüz eğitim sisteminden memnun kaldınız mı?
- 2- Ters yüz eğitim modelinin avantajları sizce nelerdir? Güçlü yönleri nelerdir?
- 3- Ters yüz eğitim modelinin dezavantajları, zayıf yönleri sizce nelerdir?
- 4- Bu ders için ne kadar çaba gösterdiniz? Ekstra çalışmalarınız oldu mu?
- 5- Ders dönemi boyunca tersyüz eğitim sistemine yönelik tutumunuzda bir değişiklik (olumlu ya da olumsuz) oldu mu?
- 6- Derslerin çevrimiçi izlenebilmesi için seçilen ders yönetim sistemi/web sitesi hakkında görüşleriniz nelerdir?
- 7- Sizce ters yüz eğitim modeli geleneksel eğitimden farklı olarak öğrenciye kendi öğrenimine hakim olma, kontrol etme fırsatı veriyor mu?
- 8- Sizce bu uygulamada öğrenci öğretmen rolleri geleneksel eğitime göre farklılık gösteriyor mu?
- 9- Tersyüz eğitim sistemi ile ilgili eklemek veya tavsiye etmek istediğiniz bir şey var mı?

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