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EFL STUDENTS' PERCEPTIONS OF THE FLIPPED CLASSROOM IN TERMS OF AUTONOMY, LANGUAGE SKILLS, TECHNOLOGICAL ATTITUDES AND MOTIVATION AT SECONDARY LEVEL

MASTER'S THESIS

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This thesis entitled "EFL Students' Perceptions of the Flipped Classroom In Terms of Autonomy, Language Skills, Technological Attitudes and Motivation at Secondary Level" submitted by Funda KÖMEÇ was examined and accepted by the Thesis Board unanimously/by majority as a MA thesis.

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DECLARATION

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FOREWORD

ABSTRACT

Recent advances in technology have given rise to a number of innovations in education. The conventional classroom and the traditional roles of teachers and students are changing. Research justifies a learner-centered approach in English Language Teaching (ELT) for significant learner gains. The teacher acts as a facilitator rather than a lecturer and students assume an active role in the learning process. The flipped classroom is an innovative instructional strategy that combines learner-centered education with technology. It reverses the traditional lecture-homework cycle. Students watch video lectures at home and then engage in group based problem solving tasks in class. Many teachers have been flipping their classes and reporting positive impacts on student learning.

The purpose of this study is to investigate EFL students' perceptions of the flipped classroom in terms of learner autonomy, development of language skills, motivation and technological attitudes at secondary level. The study was conducted with 113 students at Mehmet Vergili Science High School in Karabük. The data collected through a questionnaire and interviews with students from different grade levels were analyzed. The results revealed that EFL students' perceptions of the flipped classroom at secondary level are generally positive. Students perceive themselves as autonomous learners in the flipped classroom and believe that it helped improve their language skills. Students also find the in-class activities motivating and express positive attitudes towards the use of technology to learn English. It can be concluded that the flipped classroom increases learner autonomy and motivation and promotes the development of language skills as well as positive technological attitudes. This study has important implications for English language education in Turkey. The findings illustrate that the flipped classroom can provide English teachers with effective means to enhance student learning and satisfaction.

Keywords: flipped classroom/learning, learner autonomy, language skills, technological attitudes, motivation, student perceptions

ÖZ (ABSTRACT IN TURKISH)

Son yıllardaki teknolojik gelişmeler eğitimde pek çok yeniliğe yol açmıştır. Geleneksel sınıf ve öğretmen ve öğrenci rolleri değişmektedir. Araştırmalar İngilizce öğrenmede önemli öğrenci kazanımları için öğrenci merkezli öğretimi önermektedir. Öğrenme sürecinde öğretmen ders anlatıcıdan çok öğrenmeyi kolaylaştırıcı olmalı, öğrenci ise öğrenmede daha etkin bir rol almalıdır. Ters-yüz eğitim öğrenci merkezli öğrenme ile teknolojiyi bir araya getiren yenilikçi bir eğitim yöntemidir. Geleneksel konu anlatımı-ödev döngüsünü tersine çevirmektedir. Öğrenciler evde ders videoarı izleyip sınıfta grup etkinlikleri yaparlar. Ters-yüz sınıf yöntemini pek çok öğretmen kullanmakta ve öğrenmeye olumlu etkisi olduğunu bildirmektedir.

Bu çalışmanın amacı bağımsız öğrenme, dil becerilerinin gelişimi, motivasyon ve teknolojik yaklaşımlar açısından orta öğretim öğrencilerinin ters-yüz eğitime yönelik algılarını incelemektir. Çalışma Karabük Mehmet Vergili Fen Lisesi'nde 113 öğrencinin katılımıyla gerçekleşmiştir. Anket ve mülakat yöntemleriyle toplanan veriler analiz edilmiştir. Sonuçlar genel olarak öğrencilerin İngilizce öğrenmede ters-yüz eğitime bakışının olumlu olduğunu göstermektedir. Öğrenciler ters-yüz sınıfta bağımsız öğrenici olabildiklerini ve dil becerilerinin geliştiğini belirtmişlerdir. Ayrıca sınıf içi etkinlikleri motive edici bulmuş ve İngilizce öğrenmede teknolojinin kullanımına olumlu yaklaşımları olduğunu ifade etmişlerdir. Ters-yüz eğitimin öğrenici özerkliğini ve motivasyonunu arttırdığı ve dil becerilerini ve teknolojiye yaklaşımlarını olumlu yönde desteklediği sonucuna varılabilir. Bu çalışma Türkiye'deki yabancı dil eğitimi için önemli sonuçlar içermektedir. Bulgular ters-yüz sınıf yönteminin öğrencilerin öğrenmesini ve memnuniyetini arttıran etkili yöntemler sunduğunu göstermektedir.

Anahtar Kelimeler: ters-yüz sınıf/eğitim, bağımsız öğrenme, dil becerileri, teknolojik yaklaşımlar, motivasyon, öğrenci algıları

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ABBREVIATIONS

CEFR   : Common European Framework of Reference for Languages

CLT   : Communicative Language Teaching

EBA   : Eğitim Bilişim Ağı (Education Information Network)

EFL   : English as a Foreign Language

ELT   : English Language Teaching

ESL   : English as a Second Language

FATİH   **:** Fırsatları Arttırma ve Teknolojiyi İyileştirme Hareketi

               (The Movement for Increasing Opportunities and Improving Technology)

SPSS   : Statistical Package for the Social Sciences

TEPAV   : Türkiye Ekonomi Politikaları araştırma Vakfı

               (Economic Policy Research Foundation of Turkey)

SUBJECT OF THE RESEARCH

The increasing presence of technology in our lives has necessitated its integration into education. It has become an indispensable part of every school. Interactive boards have already replaced chalk boards and tablets are commonly used instead of books and notebooks. Yet, it is not only the face of schools that is changing. Digital learning materials and online learning have paved the way for a more personalized learning. Education is no longer confined to school buildings, but is available anytime and anywhere. It follows that today's teachers and students are faced with the task of adapting to the ever-changing conditions in education. With the immense amount of information at students' fingertips, teachers' role has to shift to 'guide on the side' from 'sage on the stage' (King, 1993). The focus of activity shifts from the teacher to the learners. Teachers are no longer the sole providers of information. Rather, they are expected to arrange the learning environment in such a way that it facilitates learning. Students, on the other hand, are no longer passive recipients or observers but are to be active participants of the learning process. They need to interact with each other, the teacher and the materials. This way, they learn to "think for themselves, pose and solve problems, and generally produce knowledge rather than reproduce it" (King, 1993). This dynamic view of learning came to be known as learner-centered pedagogy.

Despite the enhancement of learning, it is often complained that it takes a longer time to meet the curriculum targets with a learner-centered approach. Teachers are able to cover more topics in their lectures than when they let students work out the meaning through active learning tasks.

The "flipped classroom" is a recent instructional model that offers a solution to time constraints of learner-centered education by using technology. It deals with content delivery through multimedia resources outside class and frees teachers and students for dynamic activities in class. Knowledge and comprehension, the lowest levels of Bloom's Taxonomy, are taken care of in students' own time. This way it also ensures personalization of learning as well as autonomy. Students are expected to take responsibility for their own learning at their own pace. In the conventional classroom the teacher can lecture about a topic only once or twice, but in the flipped classroom

students can watch the lesson videos as many times as they need. Having mastered the subject matter in advance, they can actively engage in the activities in class. This is a fruitful integration of technology into education without losing the human touch. The teacher is always there to guide students as well as to inspire and motivate them.

A number of studies have shown that using online sources and technology empower students in the learning process and lead them to become lifelong learners. Schemenk (2005) points out that "the popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide." Thus, the flipped classroom is expected to foster learner autonomy with its integration of technology and multimedia resources under the supervision of the teacher.

The literature offers a lot of research into its implementation for various school subjects including English as a foreign language. Most of these studies were set in higher education institutions in Turkey and abroad. Thus, flipped learning is almost unknown in secondary education circles in Turkey. It is definitely worth a closer look to find out its implications for a better foreign language education in the age of technology.

PURPOSE AND IMPORTANCE OF THE RESEARCH

Today English is considered as a way of ensuring success and progress in many areas including commerce, science and technology. It is also used as a common language of communication that connects people all over the world. Thus, having a good command of English is a top priority for millions of people worldwide and English has taken precedence in the language curricula all over the world. Turkey, too, wants to integrate with the globalized world and teaching English is one of the primary goals of Turkish educational system. However, Turkish students, especially those at state schools, rarely attain the desired level of English proficiency even at the end of higher education (Gökdemir, 2010).

Given the current state of English education in Turkish state schools, it is necessary to try out new methods that are in line with recent educational philosophies. Today, we know that we need to adopt a learner-centered approach and empower our

students with autonomous learning skills. Research suggests that the flipped classroom offers opportunities for autonomous, personalized and active learning with the integration of technology. The literature offers numerous findings that support the efficacy of flipping classrooms in various subjects. The majority of these studies are set in higher education institutions in Turkey and abroad. Little is known about flipping English classes at secondary level. The present study aims to gain insights into EFL students' perceptions of the flipped classroom in terms of autonomy, language skills, motivation and technological attitudes at secondary level. Finding out student perceptions can allow for a thorough understanding of the potential impacts of flipped classroom on student learning from their unique perspectives. The findings of this study will not only contribute to the literature, but also it will address the major problems that interfere with English language teaching at the local level.

It is hoped that the findings of this research will inform and support teachers as well as policy makers to recognise the potential of the flipped classroom for student learning. Then, they will be more open-minded to reconsider traditional teaching practices.

Last but not least, this study will introduce the flipped method into EFL classrooms at secondary level and raise the awareness of students and teachers in Turkey. Although the flipped method is being used at some universities in Turkey, it is barely known by teachers or students in secondary education institutions.

METHOD OF THE RESEARCH

This is a descriptive study which adopted a mixed research approach. Employing both a quantitative and a qualitative method it was aimed to ensure depth and clarity. A quantitative method was considered the best to collect data from a large sample of students. Students' perceptions of the flipped classroom in terms of autonomy, skills development, technological attitudes and motivation were gathered through a questionnaire. A qualitative method was considered useful for collecting data at the individual level, and it was employed to find out, in depth, about EFL students' flipped classroom experience. Both the questionnaire and the interview were administered in Turkish to prevent any miscomprehension problems.

RESEARCH PROBLEM

A number of studies have looked into the failure of foreign language teaching in Turkey. According to Işık (2008) the extensive use of the traditional teacher-centered method is the main problem. It limits students' opportunities for meaningful practice and interaction in the target language. Similarly, several other studies (Richards and Rogers, 2001; Oktay, 2015; Solak and Bayar, 2015) have highlighted the fact that teacher dominance in English classes leads students to passivity and badly affects their motivation. Besides, Oktay (2015) points out that too much emphasis is given to grammar lecturing in most language classes in Turkey. English is treated as a subject of study rather than as a tool for communication. Akalin and Zengin (2007) and Büyükyavuz and İnal (2008) also note that grammar teaching is the focus of attention rather than other language skills. In a similar vein, Gökdemir (2010) reaches the conclusion that the main challenge in English teaching is "focusing on mostly theory-based rather than practice-based and teacher-centered rather than learner-centered instruction."

Another constraint cited is teaching large classes with varying levels in most Turkish schools. According to Büyükyavuz and İnal (2008), the classrooms at state schools are overcrowded and the students greatly vary in level and learning styles. Oktay (2014) also reported that "foreign language teaching is negatively affected by crowded classes" (p.6). Thus, most English teachers in Turkey are faced with the challenge of successfully teaching large groups of students, who has different personalities, different competencies and different learning styles and preferences. Besides, the traditional seating arrangement hardly allows any interaction in classes.

Learner autonomy, which is considered an important prerequisite for learning, is almost non-existent in teacher-dominated classrooms in Turkey. Büyükyavuz and İnal (2008) found that students were not advised to take responsibility for their own learning outside the classroom. In a study by Karabıyık (2008), most of the participants reported that at high school, they were rarely engaged in activities that required autonomy. Her findings also suggest that students see the teacher as an authority figure that is responsible for making the decisions related to their learning in class. Similarly, Koçak (2003) reports that preparatory class students at Başkent

University held the teacher responsible for deciding on the tasks, materials and pacing. In a study by Oktay (2014), the insufficiency of students' active participation in classes was also identified as a reason for failure in foreign language instruction in Turkey.

Similar findings were gathered with a nation-wide study that looked into the state of foreign language education, particularly English, in state schools. It was conducted collaboratively by TEPAV and the British Council. The findings were released in a report in March 2014. The data was derived from classroom observation of 80 English language classes across Turkey and, uniquely, a mass survey administered to almost 20,000 students, parents and teachers of English. The critical findings are consistent with the aforementioned studies. The findings revealed that a grammar-based approach to instruction led to the failure of students to speak/understand English on graduation from high school and a teacher-centered classroom practice dominated all English lessons in which grammar-based exams drove the teaching/learning process. It was also pointed out that teachers failed to organize students in pairs or groups for independent, communicative language practice in the classrooms. Moreover, varying levels and needs of students were not taken into account by the official textbooks and the curricula. As a result, students became disengaged and ended up learning nothing (British Council, 2013).

In the light of these findings, it is clear that English education in Turkey is not satisfactory and it is time it was reformed for the twenty first century. There is definitely a need for learner-centered instructional models that give students autonomy as well as opportunities for meaningful practice in all language skills.

Flipped classroom is an innovative instructional strategy that holds students responsible for their own learning and requires application of knowledge in an interactive learning environment. It is described as a learner-centered approach based on an active and participatory learning theory (Bergmann & Sams, 2012). It holds considerable promise for improving foreign language education.

In fact, many teachers worldwide have already changed their instructional styles from traditional lecture-based to a more learner-centered one with the help of web-based instructional technologies. They provide students with the course content through videos, online reading assignments outside the classroom and use the class

time for more interactive activities, e.g. projects, themed discussions, practical exercises or lab work (Bergmann & Sams, 2012).

The present study investigates this new approach with a view to improving foreign language education at state schools in Turkey.

The questions this study seeks to answer are as follows:

1.   What are EFL students' perceptions of the flipped classroom in terms of learner autonomy?

2.   What are EFL students' perceptions of the flipped classroom in terms of language skills?

3.   What are EFL students' perceptions the flipped classroom in terms of technological attitudes?

4.   What are EFL students' perceptions of the flipped classroom in terms of motivation?

5.   Do EFL students' perceptions of the flipped classroom differ based on (a) gender and (b) grade?

POPULATION AND SAMPLE

A sample of 113 students at Mehmet Vergili Science High School in Karabük participated in this study. Out of 113 participants, 68 (%60) were females and 45 (%40) were males. 55 (%49) of the students were at grade 11 and 58 (%51) of them were at grade 9. 11th graders received flipped instruction at level B1 for three semesters and 9th graders were taught in the flipped classroom at level A1 for one semester. Following the instruction period, they were given a questionnaire about their perceptions of the flipped classroom. After the questionnaire, 5 students were interviewed to find out their individual perceptions of the flipped classroom.

SCOPE AND LIMITATIONS

This study draws on the perceptions of students that received flipped English instruction during the school years 2016-2017 and 2017-2018 at Mehmet Vergili Science High School in Karabük. The aspects looked into were autonomous learning, skills development, technological attitudes and motivation for learning English. The

data were collected through a questionnaire and a semi-structured interview. The flipped method involved presenting the content before classes through videos on YouTube website and consolidating the target language through collaborative activities in class.

Although this study provides vital insights into flipped language teaching, it has its limitations, as well. One limitation is the lack of a diverse student population. The participants of this study were from one particular high school. Other types of high schools were not involved in the study because there were no other teachers flipping their classes in the area. Therefore, the results cannot be generalized to all types of high schools in Turkey.

Another limitation is the absence of teacher perspectives concerning student learning in a flipped classroom. For this research the researcher herself flipped her English classes at the high school where she was teaching. Therefore, the focus is only on the students' perceptions of the flipped classroom.

1. CHAPTER ONE: Literature Review

This chapter presents the theoretical background to the study, defining the concepts "the flipped classroom," "constructivist learning," "learner-centered education in comparison to teacher-centered education," "learner autonomy" and "Communicative Language Teaching." It moves on to give the history of the flipped classroom and its variances. It ends with a literature review of studies on the flipped classroom.

1.1. Theoretical Background

The flipped classroom is an innovative instructional approach that inverts the traditional classroom by taking the lecture outside, and moving activities, which are traditionally considered homework, into the classroom. In their book *Flip Your Classroom: Reach Every Student in Every Class Every Day*, Bergmann and Sams (2012) describe a flipped classroom as a setting where that "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p. 13). Flipped Learning Network (2014) provides a more comprehensive definition; "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."

The flipped classroom allows students to shape their own learning experiences by viewing, listening and reading the assigned content materials prior to class. In this regard, the structure that the flipped classroom creates draws on the constructivist learning theories put forward by John Dewey, Jean Piaget and Lev Vygotsky, who basically argue that "students use their own existing knowledge and prior experience to help them understand the new material; in particular, they generate relationships between and among the new ideas and between the new material and information already in memory" (King, 1993; Benson, 2001). In the classroom, students engage in activities to apply the knowledge that they have constructed. By interacting and collaborating with each other as well as with the teacher, they process the information

on a deeper level. The teacher acts as a mentor who guides students through this process, affirming or correcting their interpretations of the content knowledge.

With its focus on active learning in class, the flipped classroom has adopted a learner-centered approach rather than a traditional teacher-centered one. Traditionally, teachers deliver the course content through lectures in class. Students listen to the lectures and do some controlled practice. At home they do some revision and extension exercises. In this model, the teacher controls all aspects of the learning environment: the content, the pacing, the materials, the methods and the assessment. Learner-centered models, on the other hand, encourage students to take control of their own learning by being involved in decisions regarding those aspects so that learning can be "more focused and more purposeful, and thus more effective both immediately and in the longer term" (Little, 1991, p.8). In learner-centered education, individual differences are also taken into consideration for a personalized learning in contrast to a 'one size fits all' approach. Rather than having a fixed manner, teachers adjust the content, the materials and the pacing to the interests, needs, learning styles and abilities of each learner. They become more of a facilitator than a lecturer.

Unlike the traditional teacher-centered model, the learner-centered model suggests that learners construct meaning, that is, they make meaning for themselves by actively engaging with the information. Its basic assumption is that "the only learning which significantly influences behavior [and education] is self-discovered" according to theorist Carl Rogers (Kraft, 1994).

Numerous advantages of the learner-centered education over the teacher-centered one have been cited in literature. Research proves that active learning leads to better retention as well as better performance. According to King (1993), "when students are engaged in actively processing information by reconstructing that information in such new and personally meaningful ways, they are far more likely to remember it and apply it in new situations." In a recent study on undergraduates the researchers concluded that "teaching approaches that turned students into active participants rather than passive listeners reduced failure rates and boosted scores on exams by almost one-half a standard deviation" (Freeman et al, 2014).

By placing the learner at the center of the learning process and emphasizing construction of meaning, the flipped classroom develops learner autonomy, as well. Most researchers argue that autonomous learner is the one who is successful in finding the best strategy to learn and to be successful (Little, 1991; Wenden, 1991; Pemberton et al, 1996; Nunan, 1996).

The notion of learner autonomy in language learning was originally conceived through the Council of Europe's Modern Languages Project. In 1971, the project set out to provide adults with opportunities for lifelong learning and led to the establishment of the Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL) at University of Nancy, France. Henri Holec, who became its director in 1972, remains a leading figure in the field of autonomy today. In his report to the Council of Europe, *Autonomy and Foreign Language Learning*, Holec defines learner autonomy as "the ability to take charge of one's own learning" and notes that it involves "determining the objectives, defining the content and progression, selecting methods and techniques to be used, monitoring the procedure of acquisition, and evaluating what has been acquired" (Holec, 1981, p. 3). He further explains that this ability "is not inborn but must be acquired either by 'natural' means or by formal learning, i.e. in a systematic, deliberate way" (Holec, 1981, p. 3). Similarly, Little (1991) sees autonomy as a "capacity for detachment, critical reflection, decision making and independent action" (p.4) and distinguishes it from self-instruction where a learner studies without the guidance of a teacher. Dickinson (1987), on the other hand, relates autonomy to "situations in which learners work under their own direction by taking all decisions for their own learning outside the traditional classroom and describes autonomy as both "an attitude towards learning and a capacity for independent learning" (Dickinson, 1995).

Despite the varying definitions of learner autonomy, there is a common agreement on the way it affects language learning. Most researchers seem to agree that autonomous learners are highly motivated, and therefore, more likely to be successful (Dickinson, 1995; Chan, 2001b; Chan, Spratt, & Humphreys, 2002; Cotterall, 1995, 1999; Dickinson, 1987; Littlewood, 1999). Accordingly, learner autonomy is one of the basic principles of Common European Framework of Reference for Languages (CEFR). In the *Principles and Guidelines* (Council of Europe 2000) "the development

of the capacity for independent language learning" is listed as one of the major concerns of European Language Portfolio. Through promoting autonomous learning it ultimately aims "the development of plurilingualism as a lifelong process" (Little, 2006).

While there have been efforts to challenge the traditional classroom since the 1970s, autonomous learning has been on the rise since the advent of the Internet, which has become a tool for learning and communication. Video recordings of lectures have been put online to address a generation of students learning everything from computers, websites and social media. With its emphasis on using videos as the primary means of content delivery, the flipped classroom has accelerated the efforts to promote learner autonomy in a dynamic learning environment.

The flipped model is complementary to Communicative Language Teaching, which holds that "second language learning is facilitated when learners are engaged in interaction and meaningful communication" (Richards, 2006). As in the flipped classroom, in CLT the social nature of learning is emphasized and learners are viewed as negotiators, communicators and discoverers of information, not as passive receptors of knowledge transmitted from the teacher (Nunan, 1991). Both the flipped classroom and CLT aim to foster learner autonomy by giving learners greater choice regarding content, materials and tasks, and by training them to use learning strategies. In the flipped classroom, the time saved by delivering content outside the classroom can be used for interactive and communicative tasks. The teacher can monitor and facilitate the communication in the classroom. Thus, the flipped classroom is a means to promote Communicative Language Teaching.

To sum up, the flipped classroom is a learner centered approach that draws on constructivist learning theories and autonomous learning. It views the learner as an active participant of the learning process and encourages interaction and collaboration in the classroom. This way it emphasizes the social nature of learning. As for the role of the teacher, it is facilitation of learning as in CLT, which views the teacher as "a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning" (Richards, 2006). Thus, flipped learning is

compatible with the educational theories that are directed at promoting language learning.

1.1.1. The History of the Flipped Classroom

The flipped classroom, which reverses the traditional lecture-homework cycle, has received considerable attention lately. However, it dates back to 1990s when Eric Mazur, Harvard professor of physics, envisioned a shift from "teaching" to "helping students learn." He viewed education as a two-step process: "information transfer, and then making sense of and assimilating that information." He pointed out that in the standard approach the emphasis in class was on the first, and the second was left to the student on his or her own outside the classroom. "If you think about this rationally, you have to flip that, and put the first one outside the classroom, and the second inside," he said (Lambert, 2012). That is when he began to ask his students to read his lecture notes before class, and have them discuss questions in groups. In this collaborative learning environment, he observed significant learner gains such as longer retention of knowledge and development of problem solving skills.

In 2000, J. Wesley Baker introduced the concept of "flipping the classroom using web-based learning management tools" in his paper presented in the 11th International Conference on College Teaching and Learning, in Florida. In the same year, Lage, Platt, & Treglia (2000) highlighted the inadequacy of the existing teaching styles in the face of the diverse learning styles of students. The authors suggested integrating technologies and multimedia resources in teaching and learning processes, so that learning would be more personalized.

However, the people who are credited with the application of the concept of the flipped classroom at secondary level are Jonathan Bergmann and Aaron Sams, two chemistry teachers from North America. In 2006, they began recording their live classes and creating lesson videos with screen casting software and slides to help students who missed classes because of sport activities and other events. Later on, they completely changed the format of their teaching. They uploaded pre-recorded lectures to be viewed before class and used class time for hands-on learning activities. Shortly after, they began receiving positive response from students and teachers around the world (Bergmann & Sams, 2012). Since then, they have popularized this concept

through workshops, books and webinars. In their book "Flip Your Classroom" (Bergmann & Sams, 2012), Bergmann and Sams wrote "the flipped and flipped mastery model have allowed us to empower students to want to learn more content more deeply in an interactive, relationship-rich environment that helps them succeed" (p.112).

1.1.2. Types of the Flipped Classroom

Within the literature there is a range of flipped classroom formats. Various interpretations of flipped classroom include a "traditional" flip, "mastery" flip, "partial" flip and "Khan Academy" flip (Ash, 2012; Bergmann and Sams, 2012). Bergmann and Sams (2012) argue that "There is no single way to flip your classroom…flipping the classroom is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning. Every teacher who has chosen to flip does so differently (p.11). Similarly Ash (2012) points out that "Some teachers assign a video for homework, while others allow students to watch those videos in class. Still others make videos for the lesson, but do not require students to watch them at all, giving students a variety of resources and allowing them to choose what they utilize to learn the required information." Thus, it can be argued that the way a teacher flips his or her classes depends on the content, needs of students as well as curriculum requirements.

1.1.2.1. The Traditional Flipped Classroom

Bergmann and Sams (2012) define flipped classroom as "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.13). In this version, all students watch the same video by taking notes and come to class prepared. The lesson begins with a quick question- answer session to check students' understanding. After that, students engage in the same hands-on tasks which are completed in groups. During this stage, the teacher monitors and assists students one-on-one and provides targeted feedback. Bergmann and Sams (2012) found out that in the flipped classroom their students performed better in tests than they did in the traditional classroom. However, their dialogues with the students about end-of-term projects revealed that some students

learned only for the test and failed to get to the heart of key concepts. Reflection on this fact led them to restructuring their format as the "flipped mastery" class.

1.1.2.2. The Flipped Mastery Class

Instead of pushing the students through the curriculum at the same pace, Bergmann and Sams (2012) decided to let students progress through the material as they mastered the content at their own pace. This involved providing students with a whole library of videos which they watched to master each topic and moved onto the next level. Not all students worked on the same topic at the same time. In the classroom students would be working with the teacher one-on-one or in a small group.

Mastery learning was first popularized by Benjamin Bloom back in 1970s (Bergmann and Sams, 2012). He argued that any student could master any subject given enough time and support. In today's educational institutions this is hardly possible due to time constraints in crowded classrooms. The mastery flipped classroom holds the student responsible to master the content. It allows the teacher to work with the students who most need additional support.

1.1.2.3. The Partial Flip

In the partial flipped classroom watching the content videos is not compulsory. This format is employed by teachers who are sensitive about the digital divide that exists among students in some areas. Considering students who have no access to Internet or computers, the teacher does not penalize students for not watching the videos. The videos are used to enrich activities but they are not required to pass any tests (Springen, 2012).

1.1.2.4. The Khan Academy Flip

Salman Khan is a leading figure in promoting the use of video lectures to deliver content for personalized mastery learning. Starting out with recorded tutorials of math and science for his niece, he addressed a much larger audience when he founded Khan Academy in 2006. It is a non-profit database of educational videos aimed to provide "on-demand access to information" (Berger, 2015). Khan points out that the ideal way to use their resources is with the support of a teacher in a learning

community. He advocates personalized, mastery-based schools where students learn actively. In an interview Khan stated that "tools like Khan Academy can empower teachers to connect with students on a deeper level. Teachers can spend less time on routine tasks like lecturing and grading and more time mentoring students and building relationships with them" (Berger, 2015).

1.1.3. Review of Studies

The greatest challenges facing today's teachers are dealing with curriculum demands as well as diverse abilities and time constraints in the classrooms. Presenting knowledge to students with varying learning styles takes such a long time that there is little time left for meaningful practice or active learning. As a result, students are pushed into passivity with little control over their learning. Such an instruction fails to prepare them for real life tasks ahead. Since flipped learning offers a solution to this problem, it has been widely implemented and studied worldwide. While its efficacy in student achievement, motivation, engagement and satisfaction has been demonstrated in these studies, some challenges, such as students' adjustment to active learning, have also been reported in the literature.

1.1.3.1. Review of Studies in Subjects outside EFL

Strayer (2007) set out to see how flipping a classroom influenced the learning environment and the learning activity in an introductory statistics classroom. While he implemented the flipped method in one of his classrooms, he used the traditional lecture-homework method in the other one. The data analysis revealed that "students in the flipped classroom preferred and experienced more innovation and cooperation in their classroom learning experience when compared to the traditional classroom students." However, the analysis also showed that "the variety of learning activities in the flip classroom contributed to a feeling of unsettledness among students that students in the traditional classroom did not experience." Therefore, students in his study were initially reluctant to follow the procedures. Strayer (2007) recommended teachers to structure the learning activities in a step by step fashion to prevent disequilibrium among students in a flipped classroom.

Mason, Shuman and Cook (2013) compared the effectiveness of a flipped classroom to a traditional one in an upper-division engineering course. The results demonstrated that the instructor was able to cover more content in the flipped classroom. As for student performance on quizzes and exams, students in the flipped classroom were superior to those in the traditional classroom. Student perceptions of the flipped classroom were also measured through surveys and in-class discussions. Though initially students needed some time to adjust to the flipped method, most of them soon felt that "the flipped classroom was a better use of class time and that the format better prepared them for engineering practice." However, the instructor also observed that some students often expressed frustration with the course structure and having to decide for themselves which videos they needed to watch. This need for structure agrees with the findings of Strayer (2007). In this regard, the authors suggest that the instructors begin flipping their classrooms with some structure and guidelines which can gradually be reduced and removed eventually.

Bajurny (2014) interviewed teachers about "their experiences and perspectives with flip teaching and about the impacts that they have observed on students' learning experiences" in a range of secondary subject areas. She noted potential advantages of flipped teaching on student learning as observed by the participating teachers. These included "increased student motivation, increased student self-regulation, increased curriculum content knowledge, and increased engagement for all learners." The most significant disadvantage they observed was "their acknowledgement that the model was not ideal for all types of learner; in particular, students who prefer to be lectured to by their teachers in person."

Zhao and Ho (2014) evaluated the impact of flipping an undergraduate history course using videos and resources from an online learning platform supplemented with in-class discussions and activities. The study took place from 2011 to 2013 and the researchers used midterm scores to measure student learning. They found no statistically significant differences between the traditional and the flipped classrooms in terms of achievement test scores and grade point averages. A survey was administered to learn the student perceptions of the flipped classroom. According to the survey, students' opinions about the flipped classroom varied with 46% preferring the flipped method and 38% preferring the traditional method. As for the main

components of the flipped classroom, the majority of the students believed the online videos and readings were valuable to their learning. They found discussions effective since they refined and deepened students' understandings of the concepts in the module content or in the readings. The students who preferred the traditional method thought that class time should be used for lectures and that history courses should not be discussion-based. They also complained about the heavy workload of the flipped learning. The researchers noted that it was important to make sure students came to class prepared, so that they could actively participate in discussions and learn from each other. Therefore, they emphasized the role of assessment to keep students on track and suggested developing both online and in-class assessment tools to keep students focused.

Davies, Dean and Ball (2013) conducted a research to explore "how technology can be used to teach technological skills and to determine what benefit flipping the classroom might have for students taking an introductory-level college course on spreadsheets in terms of student achievement and satisfaction with the class." They found out that flipping allowed for personalized instruction to the satisfaction of students. Class time was efficiently used since it was used to offer remedial help to those who needed it. Students involved in the study highly valued the learning activities in the flipped classroom and they were willing to recommend it to other students. The researchers concluded that technology enhanced flipped classroom better facilitated learning and students found it more motivating than the regular classroom.

Driven by the lack of adequate studies of flipped classroom at secondary level, Winter (2018) set out to investigate the relationship between motivation and performance in a flipped 6th grade social studies course in a middle school in Hawaii. Following an eight-week of study, performance data was collected and a Likert-type survey was administered. The results indicated that technology-based content in flipped classroom may lead to increased motivation and improved performance. Also, the findings suggested that flipped learning helped average achieving students through differentiated instruction.

1.1.3.2. Review of Studies in General EFL/ESL classes

Some researchers looked into flipping the foreign language classroom as well. Han (2015) tested the applicability of the flipped classroom to second language acquisition and its role in fostering learner autonomy. The author implemented a flipped classroom model in an adult community language program in the United States and observed a positive impact among the ESL students at the end of the program. Han (2015) concluded that "the model provides a platform for successful language learning and results in the significant development of learner autonomy."

Başal (2015) investigated the perceptions of prospective English language teachers at a state university in Turkey on flipped classrooms. After two semesters of flipped instruction in advanced reading and writing classrooms, participants were asked to report the benefits of video lectures. The content analysis of the responses showed that pre-service English teachers had positive attitudes towards the use of the flipped classroom as an integral part of face-to-face courses. Başal (2015) concluded that flipped classroom was beneficial in terms of four categories: learning at one's own pace, advance student preparation, overcoming the limitations of class time and increasing the participation in the classroom. He also suggested that the teacher implementing the model modify it based on the needs and interests of the students, content of the lesson and the changeable dynamics of the classroom.

Alsowat (2016) sought to explore the effect of a suggested EFL Flipped Classroom Teaching Model on graduate students' English higher-order thinking skills, engagement and satisfaction. Throughout the study the experiment group outperformed the control group in overall English skills. The data analysis revealed that flipped model was effective in increasing students' foreign language higher order thinking skills, engagement and satisfaction. According to Alsowat, "students are satisfied with the idea of changing the traditional practices to a more autonomous learning that fulfils their needs and incorporates new technology in classroom."

1.1.3.3. Review of Studies in EFL Skills Development

There are also several studies that evaluate the impact of flipped method on the development of language skills in EFL classrooms.

Zhang, Li, Jiao, Ma and Guan (2016) compared vocabulary teaching in a flipped classroom with vocabulary teaching in a traditional classroom. The participants were the freshmen English majors of the foreign languages department of a university in China. After the instruction period, students in both classrooms were given a test of target vocabulary items. Students in the flipped classroom got better test scores than those in the traditional classroom. Besides the test, students from both classrooms were interviewed about different aspects of the learning situations and their attitudes toward each method. The students in the flipped classroom said they could learn the vocabulary before class by the video and get clarification about the problematic areas from the teacher or other students in class discussions. They thought the in-class activities helped them master the new vocabulary in an engaging way. The students in the traditional classroom, on the other hand, found the teacher's explanations about the words boring and time-consuming, and they reported they could not remember most of the words taught. The researchers concluded that flipped instruction improved students' interest in vocabulary learning and enhanced their language output.

Roth and Suppasetseree (2016) focused on the effects of flipped classroom on learners' listening comprehension. Applying both quantitative and qualitative methods, they explored the effectiveness of the flipped classroom in enhancing Cambodian pre-university students' English listening skills and investigated the students' opinions on the flipped classroom to enhance English listening comprehension. The results indicated that the flipped classroom enhanced Cambodian pre-university students' English listening skills. In the questionnaire and semi-structured interviews, students expressed positive views on learning English through the flipped classroom. The authors reached the conclusion that "the flipped classroom generally helped learners to be independent learners, highly responsible for their own learning, yet it improved relationship between teacher-student and student-student."

Li and Suwanthep (2017) conducted a research on the integration of flipped classroom model for EFL speaking. The research involved two groups of non-English major students at a university in Thailand. Li and Suwanthep employed speaking pre-tests and post-tests, student questionnaires and student interviews to gather data. The results showed that the experimental group received higher scores in the post-test than

the control group and the majority of the students expressed positive views on the flipped classroom in the questionnaire and the interviews.

Another study that aimed to explore the benefits of flipped learning for learners of English as a foreign language was carried out by Hsieh, Wu and Marek (2016). 48 sophomore English majors in two required English oral training classes participated in the study. They were taught English idioms through flipped learning, using LINE smart phone app. Multiple sources of data collection, including pre- and post-tests on idioms, two questionnaires ("Perception of Flipped Learning Experience" and "Technology Acceptance Model"), the teachers' in-class observations, and semi-structured focus-group interviews were used to gather data. The results indicated that "flipped instruction using online written and oral interaction not only enhanced the participants' motivation, making them more active in using idioms in class, but also significantly improved their idiomatic knowledge."

The effects of flipped instruction on pre-service English language teachers' speaking skills development were examined in a recent study by Köroğlu and Çakır (2017). The study was carried out at a state university in Turkey. While a flipped instruction based syllabus was used to develop the speaking skills of the students in the experimental group, the control group received instruction based on the traditional classroom model. The data analysis revealed a statistically significant difference between the post-test scores of the two groups with regard to different dimensions of speaking skill. It was found that flipped instruction was effective in terms of developing students' fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.

Ahmed (2016) conducted a study to investigate the effect of flipping on writing skill as well as students' attitudes toward flipping. The sample of university students were divided into experimental and control groups. The groups were pre-tested on EFL writing. After that, the experimental group was taught using the flipped format, while the control group received traditional instruction. The post-test results of EFL writing showed that the experimental group outperformed the control group. In addition, a questionnaire was employed to find out the attitudes of the experimental group before and after flipped instruction. A statistically significant difference was found between

the mean scores of pre and post questionnaires, which the researcher attributed to flipping.

1.1.4. An Overview of Advantages and Disadvantages of the Flipped Classroom

The efficacy of flipped learning is evident as a result of the literature review. The benefits can be summarized as increased learner autonomy and motivation, differentiated learning, better content coverage, more class time allocated to the application of knowledge, higher rates of participation and performance, and skills development. In most of the studies reviewed, teachers' and students' perceptions of the flipped method tended to be positive. As for the participants' attitudes towards technology, the studies report that they found it motivating and beneficial. It was also noted that the participants mostly favoured the flipped classroom.

However, the studies also report on students who resisted the change and preferred in-class lectures to video lectures. They either complained about the active learning tasks or expressed their preference to listen to the teacher in person. They would much rather sit, listen and take notes the way they used to do in the traditional classroom. Another drawback cited in the literature relates to the students who felt daunted by the change. They seemed to experience a sense of unsettledness and a loss of direction. The researchers recommended easing the process by progressing gradually, in a step by step fashion so that students would adjust to flipped learning easily.

Although it was not reported in the studies reviewed, another critique aimed at flipped classroom is the "digital divide" (Bergmann and Sams, 2012). There is reasonable concern about students who may not have access to technology outside the classroom. Springen (2013) thinks that students in parts of the country not as technologically advanced may be left out. She warns that teachers flipping their classrooms have to find ways to overcome the "digital divide." In their book "Flip Your Classroom" Bergmann and Sams (2012) suggest varying choices of where to access the materials such as, through online video sharing sites, flash drives and DVDs. They also recommend getting grants and donations in order to bridge the

digital divide. Thus, they believe "lack of equitable access can be overcome with a little creativity and resourcefulness" (Bergmann and Sams, 2012).

This review also shows that studies of flipped classroom have been conducted mostly in higher education both in Turkey and abroad, while research in secondary classrooms is very limited. It definitely points to the need for the implementation and evaluation of flipped learning at secondary level as a major contribution to the literature.

2. CHAPTER TWO: Methodology

In this chapter the setting and the participants, the instruments used to collect data, the procedure followed and the data analysis techniques administered in the study are described. The findings of the study are also covered in detail.

2.1. Setting

The setting, Mehmet Vergili Science High School, was established in 2005 in Turkey. Mehmet Vergili Science High School provides education to exceptionally gifted mathematics and science students. Fourteen-year-old students are admitted into this school after receiving top scores in a competitive placement exam at the end of their basic education. Class size is limited to 34. Regardless of their actual level of English, they receive the same English instruction based on the national curriculum which begins from A1 level of CEFR and progresses to the next level each school year. Due to this fact, the classrooms have a mixed level grouping in terms of English proficiency and there is a need for a differentiated language instruction. The students are given books published by the Ministry of Education. The students at this school are mostly high achievers who study hard to receive high grades from all subjects as their grade point average is added to their university entrance exam scores. The graduates of this school mostly score well on the university entrance examinations and they usually get into medicine or engineering faculties.

2.2. Participants

A total of 113 students at Mehmet Vergili Science High School in Karabük participated in this study. The characteristics of the participants are presented in Table 1 and Table 2 below.

Tablo 1: The participants' profile by gender

Gender	%	n
Female	60%	68
Male	40%	45
Total	100%	113

Tablo 2:The participants' profile by grade

Gender	%	n
9	51%	58
11	49%	55
Total	100%	113

Based on the national curriculum, the 9th grades received English instruction at A1 level, and the 11th grades received English instruction at B1 level as specified by CEFR.

2.3.   Instruments

The instruments used to collect data in this study were a Likert-type questionnaire and a semi-structured interview.

2.3.1. Questionnaire

The questionnaire (see Appendix A) was aimed at investigating the participants' perceptions of flipped learning and it was developed for this purpose by the researcher. The questionnaire was comprised of six sections: the gender and grade of the participants; items related to the flipped classroom in terms of autonomous learning; items related to the flipped classroom in terms of language skills; items related to the flipped classroom in terms of technological attitudes; items related to the flipped classroom in terms of motivation; open-ended questions related to advantages of the flipped classroom, disadvantages of the flipped classroom and suggestions to make the flipped classroom better. Each item had a five-point Likert scale ranging from '1' representing *strongly agree* to '5' representing *strongly disagree.* Both the questionnaire and the interview were administered in Turkish so as to prevent any miscomprehension problems. The reliability analysis of the questionnaire was conducted using SPSS and the values of the items are as follows:

Tablo 3: The reliability analysis of the questionnaire

Variable	Number of Items	Cronbach's Alpha
Autonomy	6	,855
Language Skills	5	,839
Technological Attitudes	6	,531
Motivation	5	,688

The reliability value of the items on autonomy is ,855 and the items on language skills have a reliability value of ,839. The reliability value of the items on technological attitudes is ,531 and the items on motivation have a reliability value of ,688.

2.3.2. Interview

A semi structured interview was used to collect qualitative data in this study. The interviews were conducted to explore the participants' perspectives on the flipped classroom in detail. Five students consented to the interview and they were interviewed face to face. The interviews were digitally recorded and transcribed.

2.4. Procedure

The implementation of the flipped classroom lasted three semesters. As the teacher of the classes involved in the study, the researcher created a YouTube channel through which the videos of the subject matter in the course syllabi were shared (see Appendix B). Prior to the classes, the videos were uploaded and the students were told to watch them and learn about the upcoming subject.

In the classroom, the lesson usually started with a round-up of the subject conveyed in that week's video. At this stage, the teacher elicited the form and functions from the students and offered clarification or more examples if needed. The round-up sessions were sometimes alternated with quizzes that tested some points conveyed in the videos. In this way, it was aimed to ensure that the videos were viewed by most or all of the students. After this stage, the students were given

collaborative tasks that required some form of language production. The tasks generally involved role-plays, problem-solving and information-gap activities, written assignments, group presentations and discussions. The teacher monitored the students and assisted the struggling ones.

Tablo 4: The flipped classroom paradigm implemented in the study

Before class	Inside class
Video lectures	Question-Answer round-up/ Quiz
Note taking	Collaborative tasks
Close-ended practice exercises	Integrated-skills practice

Eleventh graders received flipped instruction for three semesters and ninth graders' English classes were flipped for one semester. The topics presented in the videos are as follows.

Tablo 5: Topics covered in online videos

Order of videos	Grade of students	Topic
1	11	Narrative tenses
2	11	Conjunctions
3	11	Exclamations
4	11	Passive Voice
5	11	Present Perfect Simple and Continuous Tense
6	11	Book and Film Reviews
7	11	Past habits
8	11	Future Forms
9	9	Asking for and giving directions
10	9	Prepositions of place
11	9	Comparing things
12	9	Daily routines

Following the flipped instruction period, the students were asked to answer a questionnaire about their flipped learning experience. After the questionnaire, five students were interviewed about their individual flipped classroom experiences.

2.5. Data Analysis

The data obtained from the questionnaire were analyzed quantitatively using the Statistical Package for Social Sciences (SPSS). Descriptive statistics and independent samples t-test statistics were used to analyze the Likert items of the questionnaire. General categories and sub categories were identified to analyse the responses to the open-ended questions and the interview.

2.5.1. Analysis of the Questionnaire
2.5.1.1. Findings Regarding Students' Perceptions of the Flipped Classroom in Terms of Autonomous Learning

Students' responses to the first item concerning autonomy show that the majority agreed they became independent and self-sufficient language learners in the flipped classroom (M=2,50). As for the second and the third items, students felt that the video lectures helped them come to class prepared (M=2,39) and have control over their learning in terms of pace (M=2,54). The students also agreed that they were able to use the language that they learned from the videos in class activities (M=2,41). As shown in Table 6, they thought that flipped learning put them in charge of their own learning (M=2,56) and boosted their confidence in learning English (M=2,74).

Tablo 6: Students' Perceptions of the Flipped Classroom in Terms of Autonomous Learning

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
	%	n	%	n	%	n	%	n	%	n	
1) I can learn on my own by watching video lectures.	15,0	17	39,8	45	30,1	34	10,6	12	4,4	5	2,50
2) I can come to class prepared by watching video lectures.	13,3	15	51,3	58	24,8	28	4,4	5	6,2	7	2,39
3) I can learn at my own pace by watching video lectures.	8,8	10	49,6	56	25,7	29	10,6	12	5,3	6	2,54
4) I can use the knowledge that I learned from the videos in class activities.	13,3	15	48,7	55	26,5	30	7,1	8	4,4	5	2,41
5) Flipped method has put me in charge of my own learning.	10,7	12	46,9	53	25,9	29	7,1	8	8,9	10	2,56
6) Flipped method has boosted my confidence in learning English.	9,8	11	33,0	37	35,7	40	16,1	18	5,4	6	2,74

2.5.1.2. Findings Regarding Students' Perceptions of the Flipped Classroom in Terms of the Development of Language Skills

Regarding perceptions of language skills in a flipped classroom, students were asked whether the method improved their writing, speaking, listening, reading skills and their ability to use English communicatively. In Table 7, their responses to these items indicate that students thought the method enhanced all their language skills, but listening skills the most (M=2,39). This might have been due to the fact that the video

lectures they watched were extensively in English. Since the lectures were dealt with in students' own time, there was more time to engage in hands-on activities in class, which might have boosted their language skills. 50,4% (n=57) of the students thought that their speaking skills improved in the flipped classroom (M=2,58). As for responses to item 4, the data show that 52,2% (n=59) of the students thought they could communicate better in English thanks to flipped instruction (M=2,69). Likewise, students agreed that flipped instruction developed their reading skills (M=2,72) and writing skills (M= 2,83).

Tablo 7: Students' Perceptions of the Flipped Classroom in Terms of the Development of Language Skills

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Means
	%	n	%	n	%	n	%	n	%	n	
1) My writing skills have improved thanks to flipped learning.	10,6	12	31,9	36	31,0	35	16,8	19	9,7	11	2,83
2) My speaking skills have improved thanks to flipped learning.	9,7	11	40,7	46	35,4	40	10,6	12	3,5	4	2,58
3) My listening skills have improved thanks to flipped learning.	16,8	19	43,4	49	29,2	33	5,3	6	5,3	6	2,39
4) I can use English communicatively thanks to flipped learning.	7,1	8	45,1	51	26,5	30	14,2	16	7,1	8	2,69
5) My reading skills have improved thanks to flipped learning.	9,7	11	38,9	44	29,2	33	14,2	16	8,0	9	2,72

2.5.1.3. Findings Regarding Students' Perceptions of the Flipped Classroom in Terms of Technological Attitudes

As shown in Table 8, most of the students disagreed with the first item, which stated that teacher's in-class lectures were not necessary to learn English (M=3,66). The responses to the second item indicate that students do not prefer content videos to in-class lectures (M=3,41). Furthermore, most of the students expressed satisfaction with using technology to learn English as their responses to the third item show (M=2,13). As for the fourth item, most of the students thought they knew how to use technology to learn English (M=2,90). We can understand from the responses to the fourth item that students preferred homework that required using the Internet and computers rather than traditional paper and pen homework. Hence, they agreed with the last item, which stated "it is necessary to use technology to learn English (M=1,68). The results show that students value in-class lectures more than content videos or video lectures. After all, in-class lectures prevail as the standard method of instruction at secondary schools and it is hard to change long-existing practices and attitudes. On the other hand, students want technology to be a part of English instruction. They enjoy using technology and find it useful.

Tablo 8: Students' Perceptions of the Flipped Classroom in Terms of Technological Attitudes

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Means
	%	n	%	n	%	n	%	n	%	n	
1) Teacher's in-class lectures are not necessary to learn English.	3,5	4	15,9	18	20,4	23	31,0	35	29,2	33	3,66
2) I prefer content videos to teacher's lectures in class.	7,1	8	16,8	19	24,8	28	31,0	35	20,4	23	3,41
3) I enjoyed learning English by using technology.	25,0	28	47,3	53	18,8	21	7,1	8	1,8	2	2,13
4) I know how to use technology to learn English.	12,5	14	31,2	35	22,3	25	21,4	24	12,5	14	2,90
5) I prefer homework that requires technology to homework that is done without technology.	25,9	29	33,0	37	18,8	21	16,1	18	6,2	7	2,44
6) It is necessary to use technology to learn English.	45,1	51	45,1	51	5,3	6	2,7	3	,9	1	1,68

2.5.1.4. Findings Regarding Students' Perceptions the Flipped Classroom in Terms of Motivation

The first item checked whether students found in-class lectures boring. 47,3% of the students (n=53) disagreed with this item as they generally have a tendency towards teacher-centred instruction, which is the norm in most secondary schools in Turkey. As for the second item, 62,1% of the students (n=69) agreed that their motivation to take part in class activities increased when they learned about the subject from the video lectures in advance. Thus, advance learning motivates students to be active learners in class. The majority also agreed with the third item, which asked whether integration of technology boosted their motivation to learn English (M=2,44). The fourth item asked students if they found flipped classroom more motivating than the way they previously learned English and 57,1% of them (n=64) agreed. Finally, most of the students responded positively to the last item expressing an overall satisfaction with the flipped classroom practice (see Table 9).

Tablo 9: Students' Perceptions the Flipped Classroom in Terms of Motivation

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Means
	%	n	%	n	%	n	%	n	%	n	
1) I think teacher's in-class lectures are boring.	9,8	11	10,7	12	32,1	36	34,8	39	12,5	14	3,29
2) Coming to class prepared increased my motivation to participate in class activities.	17,1	19	45,0	50	29,7	33	5,4	6	2,7	3	2,32
3) Integration of technology has boosted my motivation to learn English.	13,4	15	46,4	52	25,9	29	11,6	13	2,7	3	2,44
4) Flipped classroom is generally more motivating than traditional classroom.	11,6	13	45,5	51	32,1	36	8,0	9	2,7	3	2,45
5) Flipped learning has had a positive influence on my motivation to learn English.	22,3	25	39,3	44	32,1	36	2,7	3	3,6	4	2,26

2.5.2. Statistical Differences between the Means of Two Groups
2.5.2.1. Findings on Gender Differences in Perceptions of the Flipped Classroom in Terms of Autonomous Learning

As for perceptions of the flipped classroom in terms of autonomous learning, it was found that there was no statistically significant difference between female students and male students (p>,05).

Tablo 10: Independent Samples t-test Comparing Gender and Perceptions of the Flipped Classroom in Terms of Autonomy

Item	Gender	n	M	SD	t	p
1) I can learn on my own by watching video lectures.	F	68	2,44	,968	-,696	,488
	M	45	2,58	1,097	-,679	,499
2) I can come to class prepared by watching video lectures.	F	68	2,28	,826	-1,465	,146
	M	45	2,56	1,179	-1,366	,176
3) I can learn at my own pace by watching video lectures.	F	68	2,41	,885	-1,718	,089
	M	45	2,73	1,095	-1,646	,104
4) I can use the knowledge that I learned from the videos in class activities.	F	68	2,46	,937	,662	,509
	M	45	2,33	1,000	,654	,515
5) Flipped method put me in charge of my own learning.	F	68	2,51	,985	-,585	,560
	M	44	2,64	1,203	-,560	,577
6) Flipped method has boosted my confidence in learning English.	F	68	2,79	1,030	,683	,496
	M	44	2,66	1,010	,685	,495

2.5.2.2. Findings on Gender Differences in Perceptions of the Flipped Classroom in Terms of Language Skills

Regarding perceptions of the flipped classroom in terms of language skills, no significant difference was found between girls and boys (p>,05).

Tablo 11: Independent Samples t-test Comparing Gender and Perceptions of the Flipped Classroom in Terms of Language Skills

Item	Gender	n	M	SD	t	p
1) My writing skills have improved thanks to flipped learning.	F	68	2,82	1,092	-,096	,924
	M	45	2,84	1,205	-,094	,926
2) My speaking skills have improved thanks to flipped learning.	F	68	2,65	,877	1,006	,317
	M	45	2,47	1,014	,976	,332
3) My listening skills have improved thanks to flipped learning.	F	68	2,38	,947	-,091	,928
	M	45	2,40	1,095	-,088	,930
4) I can use English communicatively thanks to flipped learning.	F	68	2,59	,950	-1,291	,199
	M	45	2,84	1,147	-1,242	,218
5) My reading skills have improved thanks to flipped learning.	F	68	2,57	,997	-1,747	,083
	M	45	2,93	1,176	-1,690	,095

2.5.2.3. Findings on Gender Differences in Perceptions of the Flipped Classroom in Terms of Technological Attitudes

As shown in Table 12, the t-test indicates that there is a statistically significant difference between girls and boys in their attitudes toward traditional paper and pen homework and homework that requires using technology ($p < 0,05$). We understand from mean scores that boys (M=2,14) prefer homework requiring technology more than girls (M=2,63). This difference can be attributed to boys' generally being more tech-savvy than girls (Sorensen, 2013).

Tablo 12: Independent Samples t-test Comparing Gender and Perceptions of the Flipped Classroom in Terms of Technological Attitudes

Item	Gender	n	M	SD	t	p
1) Teacher's in-class lectures are not necessary to learn English.	F	68	3,68	1,043	,143	,887
	M	45	3,64	1,334	,136	,887
2) I prefer content videos to teacher's lectures in class.	F	68	3,35	1,143	-,592	,555
	M	45	3,49	1,272	-,579	,564
3) I enjoyed learning English by using technology.	F	68	2,24	,916	1,433	,155
	M	44	1,98	,952	1,422	,159
4) I know how to use technology to learn English.	F	68	2,79	1,114	-1,147	,254
	M	44	3,07	1,404	-1,091	,279
5) I prefer homework that requires technology to homework that is done without technology.	F	68	2,63	1,158	2,146	**,034**
	M	44	2,14	1,250	2,111	**,038**
6) It is necessary to use technology to learn English.	F	68	1,71	,714	,463	,644
	M	44	1,64	,865	,444	,658

2.5.2.4. Findings on Gender Differences in Perceptions of the Flipped Classroom in Terms of Motivation

According to the t-test, female students and male students do not significantly differ in their perceptions of motivation in a flipped classroom (p>,05). The result shows that the gender of students did not play an important role in their perceptions of motivation to learn English in a flipped classroom (see Table 13).

Tablo 13: Independent Samples t-test Comparing Gender and Perceptions of the Flipped Classroom in Terms of Motivation

Item	Gender	n	M	SD	t	p
1) I think teacher's in-class lectures are boring.	F	68	3,24	1,038	-,690	,491
	M	44	3,39	1,262	-,662	,510
2) Coming to class prepared increased my motivation to participate in class activities.	F	67	2,25	,893	-,875	,384
	M	44	2,41	,948	-,864	,390
3) Integration of technology has boosted my motivation to learn English.	F	68	2,43	,834	-,151	,880
	M	44	2,45	1,130	-,142	,888
4) Flipped classroom is generally more motivating than traditional classroom.	F	68	2,46	,854	,138	,891
	M	44	2,43	,974	,134	,894
5) Flipped learning has had a positive influence on my motivation to learn English.	F	68	2,24	,948	-,324	,747
	M	44	2,30	,978	-,322	,748

2.5.2.5. Findings on Grade Differences in Perceptions of the Flipped Classroom in Terms of Autonomy

There is a statistically significant difference between the ninth and the eleventh grades in becoming autonomous and self-sufficient learners thanks to the flipped classroom (see Table 14). The mean scores indicate that ninth graders view themselves as autonomous learners more than eleventh graders do so ($p<0,05$). They also differ significantly in their opinions on whether they can come to class prepared by watching video lectures ($p<0,05$). More ninth graders agree with the second item stating they can come to class prepared by watching video lectures. These differences might be due to the fact that eleventh graders give less importance to learning English as they are studying for the university entrance exam they will take the following year. The exam includes no English questions, so eleventh graders tend to neglect English to focus more on other subjects.

Tablo 14: Independent Samples t-test Comparing Grade and Perceptions of Autonomy in a Flipped Classroom

Item	Grade	n	M	SD	t	p
1) I can learn on my own by watching video lectures.	9	58	2,31	,777	-2,012	**,047**
	11	55	2,69	1,200	-1,990	,050
2) I can come to class prepared by watching video lectures.	9	58	2,12	,727	-3,086	**,003**
	11	55	2,67	1,139	-3,052	,003
3) I can learn at my own pace by watching video lectures.	9	58	2,38	,914	-1,802	,074
	11	55	2,71	1,031	-1,796	,075
4) I can use the knowledge that I learned from the videos in class activities.	9	58	2,24	,823	-1,906	,059
	11	55	2,58	1,066	-1,893	,061
5) Flipped method put me in charge of my own learning.	9	58	2,43	,957	-1,350	,180
	11	55	2,70	1,176	-1,340	,183
6) Flipped method has boosted my confidence in learning English.	9	58	2,52	,922	-2,461	,015
	11	55	2,98	1073	-2448	,016

2.5.2.6. Findings on Grade Differences in Perceptions of the Flipped Classroom in Terms of Language Skills

The t-test results indicate a statistically significant difference between ninth graders and eleventh graders in all items related to language skills (see Table 15). Ninth graders (M=2,53) agree more than eleventh graders (M=3,15) that they now speak English better. They think that their communicative skills have improved significantly thanks to the flipped classroom. Again, ninth graders (M=2,14) agree more than eleventh graders (M=2,65) that the flipped classroom has enhanced their listening skills. As for reading skills, ninth graders (M=2,40) find the flipped classroom beneficial more than eleventh graders (M=3,00) think so. The same holds

true for writing skills, with which ninth graders (M=2,45) agree more than eleventh graders (M=3,00). Ninth graders have four English classes per week while eleventh graders have three. That is, ninth graders have more time for active learning in class than eleventh graders who also focus mostly on university entrance exam studies rather than English.

Tablo 15: Independent Samples t-test Comparing Grade and Perceptions of Language Skills in a Flipped Classroom

Items	Grade	n	M	SD	t	p
1) My writing skills have improved thanks to flipped learning.	9	58	2,53	1,080	-2,963	**,004**
	11	55	3,15	1,113	-2,960	,004
2) My speaking skills have improved thanks to flipped learning.	9	58	2,31	,863	-3,225	**,002**
	11	55	2,85	,931	-3,218	,002
3) My listening skills have improved thanks to flipped learning.	9	58	2,14	,907	-2,818	**,006**
	11	55	2,65	1,040	-2,807	,006
4) I can use English communicatively thanks to flipped learning.	9	58	2,40	,935	-3,223	**,002**
	11	55	3,00	1,054	-3,212	,002
5) My reading skills have improved thanks to flipped learning.	9	58	2,45	1,012	-2,792	**,006**
	11	55	3,00	1,089	-2,787	,006

2.5.2.7. Findings on Grade Differences in Perceptions of the Flipped Classroom in Terms of Technological attitudes

As shown in Table 16, there is a statistically significant difference in technological attitudes between the two grades. Ninth graders seem to get more enjoyment from using technology to learn English than eleventh graders (p=0,05) . It is possible that they have more time to benefit from technological materials to learn

English than eleventh graders. Also, ninth graders agree more with item 5 that states "It is necessary to use technology to learn English" (p<0,05).

Tablo 16: Independent Samples t-test Comparing Grade and Technological Attitudes

Items	Grade	n	M	SD	t	p
1) Teacher's in-class lectures are not necessary to learn English.	9	58	3,57	1,171	-,889	,376
	11	55	3,76	1,154	-,890	,376
2) I prefer content videos to teacher's lectures in class.	9	58	3,47	1,173	,533	,595
	11	55	3,35	1,220	,533	,595
3) I enjoyed learning English by using technology.	9	58	1,90	,765	-2,875	**,005**
	11	54	2,39	1,036	-2,845	,005
4) I know how to use technology to learn English.	9	58	2,81	1,100	-,809	,420
	11	54	3,00	1,374	-,803	,424
5) I prefer homework that requires technology to homework that is done without technology.	9	58	2,81	1,100	-,809	,420
	11	54	3,00	1,374	-,803	,424
6) It is necessary to use technology to learn English.	9	58	1,52	,504	-2,333	**,021**
	11	54	1,85	,960	-2,285	,025

2.5.2.8. Findings on Grade Differences in Perception of the Flipped Classroom in Terms of Motivation

There are no statistically significant differences in perceptions of motivation between the ninth graders and the eleventh graders (see Table 17).

Tablo 17: Independent Samples t-test Comparing Grade and Perceptions of Motivation

Items	Grade	n	M	SD	t	p
1) I think teacher's in-class lectures are boring.	9	58	3,48	,995	1,849	,067
	11	54	3,09	1,233	1,835	,069
2) Coming to class prepared increased my motivation to participate in class activities.	9	58	2,16	,834	-1,955	,053
	11	53	2,49	,973	-1,945	,055
3) Integration of technology has boosted my motivation to learn English.	9	58	2,34	,870	-1,063	,290
	11	54	2,54	1,041	-1,056	,293
4) Flipped classroom is generally more motivating than traditional classroom.	9	58	2,45	,841	,022	,982
	11	54	2,44	,965	,022	,982
5) Flipped learning has had a positive influence on my motivation to learn English.	9	58	2,16	,875	-1,192	,236
	11	54	2,37	1,033	-1,185	,239

2.5.3. Analysis of the Open-ended Questions

The third section of the questionnaire included three open ended questions:

1. What do you think are the advantages of the flipped classroom?
2. What do you think are the disadvantages of the flipped classroom?
3. What are your suggestions to make this method more useful?

The findings that were obtained from the open ended questions are presented in the tables below. Table 18 presents the advantages of the flipped classroom from the viewpoint of students.

Tablo 18: Advantages of the Flipped Classroom

Codes and themes	n
Learning at one's own pace	22
Advance student preparation	18
Improving English speaking skills	16
Overcoming limitations of class time	15
Fruitful integration of technology into education	8
More enjoyable than the traditional classroom	8
Higher participation in class activities	7
More motivating and engaging than the traditional classroom	6
Visually appealing	5
Improving English reading and writing skills	4
Opportunity to catch up on missed classes	3
Learning on one's own	2

The first question was answered by 107 students out of 113. As can be seen from Table 17, the most reported advantage of the flipped classroom was learning at one's own pace (n=22). They said that they were able to start and stop the videos at any point and watch the videos repeatedly to reinforce comprehension. Eighteen students thought that learning in advance and coming to class prepared was an advantage of the flipped classroom. It was also reported that the flipped classroom improved their English speaking skills (n=16). For fifteen students, being able to watch the videos wherever and whenever they wanted was advantageous. It also allowed more time for practice in the classroom. It was easier to understand when technology was integrated into lessons as reported by eight students. Eight students found the flipped classroom more enjoyable than the way they were taught English before. Seven students thought they participated in class activities more thanks to the flipped

classroom. The flipped lessons were also found to be motivating and engaging (n=6). Five students found the video lectures visually appealing. According to four students, it developed their reading and writing skills in English. Three students thought catching up on the lesson when they missed classes was an advantage of the flipped classroom. It was advantageous to be able to learn on their own (n=2), as well. The views on this item are as follows:

"I can watch the videos over and over."

"I can even watch the videos on the school bus."

"Now, we have more time for more enjoyable activities in class."

"I learn things on my own without having to wait for others in class."

"I can speak English better thanks to the new method."

Table 19 presents the disadvantages of the flipped classroom from the viewpoint of students.

Tablo 19: The disadvantages of the Flipped Classroom

Codes and themes	n
There are no disadvantages	26
Watching video lectures is boring	20
Having a heavy workload	17
Having difficulty understanding English videos	15
Not being able to ask questions about the lecture immediately	13
Having no computers or Internet access	13
Becoming distracted by other online stuff	5

Out of 108 students who answered the second question, 26 students wrote that there weren't any disadvantages of the flipped classroom. Twenty students found it boring to watch video lectures on their own. Seventeen students thought that the video

lectures were an unnecessary burden on students because it was school where lecturing should take place. Fifteen students wrote that they had difficulty in understanding the videos when the content was explained completely in English. Also, thirteen students thought not being able to ask about confusing points immediately was a disadvantage of video lectures. Not having access to Internet or a computer was a disadvantage of the flipped classroom for thirteen students. Five students wrote that when they watched online videos, they easily became distracted by other stuff online. The views of students on this item are as follows:

"Learning form videos is not a good idea as school is the place where you best learn things."

"We get bored when we have to watch video lectures."

"As a boarding student I have limited access to Internet and computers. This can be a problem."

"We can't ask questions about the subject immediately."

"It can be distracting when the videos are online."

"I want to learn from my teacher herself in class rather than from a video on my own."

Students' suggestions to improve flipped learning are presented in Table 20 below.

Tablo 20: Suggestions to Improve the Flipped Classroom

Codes and themes	n
Uploading videos more frequently	20
Uploading videos with subtitles	15
Creating interactive videos	14
Making funny videos	12
Varying the content and style of the videos	8
Watching the videos with the teacher in class	8
Watching videos as consolidation	7
Making video lectures in Turkish	3
Ministry of Education should support the flipped classroom practice	2
Putting an end to the flipped classroom practice	1

Out of 113 respondents 81 wrote suggestions to make the flipped classroom better. Twenty of them suggested uploading videos more frequently. Fifteen students thought it was a good idea to add subtitles on the videos and three students suggested using Turkish explanations for easy understanding. Fourteen students thought adding interactive practice activities to the videos would be more useful. Eight students suggested using videos of dialogues or short films in addition to the video lectures. Twelve students recommended making funny videos. Eight students suggested watching the videos with the teacher in class and asking him or her for clarifications about the content. Seven students suggested watching videos as consolidation after having lectures in class. Two students thought Ministry of Education should provide free Internet access and support the flipped classroom applications. One student

recommended putting an end to the flipped classroom application. The views of students on this item are as follows:

"Instead of boring lectures we can watch funny videos of English dialogues or extracts from films."

"We want videos more often."

"We can watch the videos with our teacher in the classroom and ask her questions about the points we don't understand."

"We can have activities to do within the videos."

"Explaining the subject in Turkish would be more useful."

"By adding subtitles to the videos you can make sure everybody understands the videos."

2.5.4. Interviews

Following the questionnaire, five students were interviewed. The participants were selected on the basis of willingness to share personal experiences and opinions about the flipped classroom. They had all been used to the traditional classroom, so the flipped classroom was a whole new experience for them all. A standardized open-ended interview was employed to ensure consistency and thoroughness (Turner, 2010). The participants were asked the same questions, which were open-ended, so that they could fully provide their views and experiences related. The interviews were digitally recorded and transcribed. By comparing the transcripts, the information was categorized and common codes and themes were derived for data analysis. The questions used in the interviews are as follows:

1. What aspects of the flipped classroom did you like?
2. What aspects of the flipped classroom did you not like?
3. When did you (not) watch the videos? Why (not)?
4. What did you do when watching the videos?
5. How did you perform in the activities in the classroom?

2.5.4.1. The Participants

Zeynep

Zeynep is a fourteen-year-old student at 9th grade. She was willing to express her opinions about her flipped learning experience. She attended my flipped English classes for one semester. Her grade point average for English was 98,50.

Umut

Umut is a sixteen-year-old student at 11th grade. He was eager for the interview about his flipped learning experience. He attended my flipped English classes for three semesters. His grade point average for English was 98,75.

Selma

Selma is another sixteen-year-old 11th grade student. She wanted to take part in the interview to express her views on flipped learning. She had been in my flipped English classroom for three semesters. Her grade point average for English was 100.

Halime

Halime is also an 11th grade student. She was willing to be interviewed for this study. She had been learning in my flipped English classroom for three semesters, as well. Her grade point average for English was 85,25.

Mert

Mert is sixteen and he is at 11th grade. He was eager to participate. He had also attended my flipped English classroom for three semesters. His grade point average for English was 85,50

2.5.4.2. Analysis of the Interviews

The findings are as follows:

a. The aspects of the flipped classroom that the students favored

When the interviewees were asked what aspects of the flipped classroom they favored, they referred to five points: advance preparation, self paced learning, skills development, integration of technology and having easier homework.

- **Advance Preparation**

Four of the interviewees emphasized the efficacy of learning about the subject matter prior to classes. Mert and Halime said having learned the subject matter in advance; they felt more confident in lessons than before. Halime said:

"Before the flipped classroom, I failed to understand things fully in class. That's why I rarely participated. I was afraid of making mistakes. Now I learn most things before class and I have more confidence during the activities." Mert elaborated:

"Teacher's brief explanations on the topic consolidate what I've learned from the videos in advance. She clarifies complicated material and I understand better and faster in the classroom. Then I participate better."

Umut said he participated in class activities more than before. He added that when he had watched the videos before class, a quick round-up of the key points at the beginning of lessons would be enough for him to perform in class activities successfully.

Zeynep shared that after checking their understanding of the subject matter, the teacher organised enjoyable activities in class and it was better than having a long lecture. She thought learning in advance provided time for such tasks. She said:

"In my old school all we did in English class was study grammar rules and fill in the blanks. We never had time for different activities. Now we perform role plays, make posters, play games and listen to songs. It's so much better."

On the other hand, Selma said:

"I prefer learning in the classroom from the teacher herself. When I'm in the classroom I have to listen and learn. When I'm online using my computer or smart phone, however, I get easily distracted and spend time on things other than watching the videos to learn English. That's why I would rather learn in class than on my own."

It seems that the flipped classroom did not appeal to Selma, who preferred in-class lectures to video lectures.

- **Self Paced and Self Directed Learning**

This is a point on which all the interviewees agreed. Mert said that he was usually distracted during lectures in the classroom, because it was crowded. However, he watched the video lectures alone and he concentrated better this way. He said:

"In the classroom there are thirty people. They sometimes interrupt the teacher and I get distracted. When I'm watching videos, I'm alone and there are no distractions. Besides, I can watch the videos as many times as I want until I fully understand."

Zeynep, who called herself a fast learner, said she liked not having to wait for slow learners in class anymore.

In the traditional classroom a student who learns slowly is often left behind because the teacher sets the pace considering the majority of the students and the curriculum requirements. However, in the flipped classroom students like Mert can set their own pace and watch the videos until they fully understand the content. Similarly, fast learners who get bored and distracted in the traditional classroom like Zeynep can proceed faster.

Halime and Umut enjoyed being able to learn whenever and wherever they wanted and also found the videos useful for revision before exams. Halime shared:

"Videos are also good for revision before exams. We need resources like that to study on our own."

Selma thought the videos were especially good to make up for the lessons she missed. She said:

"Normally I want to listen to the teacher explain the subject in the classroom. However, I can watch the videos if I cannot attend the class for some reasons."

- **Skills Development**

According to the interviewees, the skill that flipped learning developed most was listening comprehension. Mert believed watching English videos was good practice for listening skills. He said:

"The videos are in English and they make our listening skills better." Zeynep and Halime also said they developed their listening skills most of all thanks to the videos.

Zeynep and Selma thought they learned pronunciation of some words from the videos, which may have been useful when speaking.

Umut believed his grammar knowledge developed most of all thanks to the explanations and examples of usage presented in the videos. He shared:

"The grammar rules are illustrated in most of the videos. There are also examples. They teach us grammar."

Zeynep added that she learned new words from the videos and it might have helped her with reading comprehension.

- **Integration of Technology**

All the students interviewed referred to the integration of technology in the flipped classroom as a favourable aspect. Halime shared that it was easy and fun to use her tablet to learn English. Other students agreed and shared the following.

Umut: "I liked watching the videos because videos are more like real life. You can learn how English is really used. English is not just a course to study – you use it to communicate. That's why I like using my computer and smart phone for learning English."

Zeynep: "I like technological applications like watching videos and they are more fun."

Selma: "I found the videos clear and informative. For me they were especially useful to revise and consolidate. I learned a lot from them. I also used them to make up when I missed classes."

Mert agreed with the other students that the videos were easy and fun. However, watching the videos was sometimes time-consuming for him, because he saw other interesting videos on the web site and he watched them too.

- **Having Easier Homework**

This advantage was only expressed by Zeynep and Umut. They compared the homework they had in the traditional classroom and the homework they had in the flipped classroom. Umut noted: "Video assignment is easier than doing worksheets or exercises in the workbook. It was boring when we had homework in the traditional classroom."

Similarly, Zeynep said: "Watching videos is more fun. I used to get bored when I did homework before. Sometimes it was hard and there was no one to help me at home."

Generally speaking, homework is viewed negatively by most students. Students usually feel overwhelmed by homework which usually requires higher order thinking skills. However, homework in the flipped classroom seems easier and more appealing to students, because it requires lowest levels of thinking. Zeynep refers to another key aspect of the flipped classroom that the teacher is always there to help them while practising.

b. **The Aspects of the Flipped learning that the Students did not like**

In response to this item the interviewees stressed two points: their workload increased and they had difficulty adjusting to a new format.

- **Heavy Workload**

Mert, Halime and Selma referred to the difficulty in allocating time and effort to their English homework 'watching the video lectures'. Selma said:

"I have no time to study English outside school. I'm studying hard for university entrance exam. English is not a priority for me." She added:

"Learning should take place in the classroom by listening to the teacher's lectures. This is why we come to school. I have little time to spend on learning English on my own."

Halime said "I have to study hard to prepare for the university entrance examinations. The school is so long and tiring that I have very little time or energy left for homework after school. I only study for subjects that will come up in university entrance exams. English is the lowest priority."

Mert explained that since English was not among the lessons tested in the university entrance examination, he hardly studied English outside the school. He said "Studying math, science and social sciences take up so much time that I can do little else." These students added that they watched the video lectures only because they were obliged to take quizzes about them.

The responses reviewed here explain why 11th graders scored lower than 9th graders in terms of autonomy, skills and technological attitudes in the questionnaire about the flipped classroom. In contrast to eleventh graders, Zeynep, a ninth grader, did not complain about a heavy workload.

- **Adjustment to Autonomous Learning**

"It is nothing like hearing from the teacher in person. I can't help thinking 'what's the classroom for. " said Selma. She explained that not being able to ask about confusing points immediately was a major drawback of flipped learning. She believed it was more convenient to have the teacher lecture about unfamiliar or complicated subjects in the classroom. Although she could ask the teacher for clarification in class, she found it hard to wait until that time. She believed videos could be used later for reinforcement or revision. Umut agreed saying videos could be confusing for weaker students, though he had no such problems himself. He said:

"Some of my friends have poor English. They need extra help. They cannot do it alone."

Zeynep and Halime also found it hard to learn by themselves at first, but said they got used to it in time. Halime said:

"The more I watched, the easier I found it to understand. However, I didn't always have so much time."

These responses confirm the findings of the studies by Koçak (2003) and Karabıyık (2008), who concluded that Turkish students lacked in autonomy. However, they also confirm the views of Holec (1981) on autonomy that it is an ability which can be "acquired by formal learning, i.e. in a systematic, deliberate way" (Holec, 1981, p. 3).

c. The Reasons for Watching the Videos

It seems that students mainly watched the videos for two reasons: They were motivated to perform well in activities and get good grades.

- **Getting Ready for In-Class Activities**

It is interesting to note that the only participant who always watched the videos before class was Zeynep. She said:

"I always watched them because I wanted to be ready for the activities in class. Besides, they were not too long, so it was easy and quick to watch them."

As a ninth grader her interest in English may have been greater than the students at eleventh grade as her schedule was not as busy as theirs. Moreover, she had mentioned earlier in the interview that she enjoyed the in-class activities and in order to perform well in the activities watching the videos was necessary.

- **Getting Good Marks from the Quizzes/Revision for Exams**

Students were given quizzes on the topics covered in the videos to make sure that they watched the videos before class. It seems that students' desire to get good marks served as extrinsic motivation. Halime said "I always watched the videos before quizzes. I also watched them before exams for revision."

Selma and Mert also said that they watched the videos before quizzes and exams because they wanted to get high marks. Selma said "I found videos more useful for revision than for preparation because I understand better in class."

d. Reasons for not Watching the Videos

Just like students sometimes don't do homework in the traditional classroom, students did not do homework in the flipped classroom, too. Students' main excuse for not watching the videos was having too much other homework. Feeling no need for watching the videos was another reason given by two students. The interviewees did not mention having no access to the Internet or computers.

- **Lack of Time due to Overloaded Schedules/too Much Other Homework**

The interviewees from eleventh grade admitted not watching some of the videos before class. They put forward excuses about lack of time and their busy schedules. It would seem that the exam-centric education system in Turkey prevents most students from learning things that are not tested in the university entrance exam. It has a negative influence especially on senior students at high schools. The interviewees' responses are as follows:

Halime said she sometimes did not watch the videos because she was short of time. She explained "Science courses and math has priority because of university entrance exam so I spend more time on them than English."

Mert said "I have too much other homework. I can't always watch the videos."

- **Knowing the Topic**

Another eleventh grader, Umut, said he did not watch some of the videos because he thought he already knew about the topics covered in those videos. He added "I watched the videos about the topics I didn't know. There were some videos I couldn't watch because of my busy schedule, though."

Umut's response shows that he was able to direct his own learning. He did not spend time watching the content he already knew about. Since the pacing and the

content are all controlled by the teacher, this is something he would not be able to do in the traditional classroom.

Selma also said she felt she didn't need to watch the videos sometimes. "I thought I understood the material without watching the videos."

- **Other Reasons**

Umut explained that he sometimes forgot to watch the videos. He said "We should have had the videos regularly – on the same day each week, for example."

Halime didn't watch a few videos because she was sick. She added "Once or twice I was just too lazy."

e. What the Students did While Watching the Videos

This question was asked to see if the students were active listeners, who paid attention and could learn from the videos.

- **Taking notes/Repeating the New Language Items**

All the interviewees said that they stopped, rewound and replayed the videos as they took notes while watching the videos. This is good because it shows that they paid attention and chose important points to write down.

Umut and Zeynep took notes of new words or good examples from the videos. Umut said "I hear or see a new word and I repeat it and write it down so that I will remember it." Similarly Zeynep said "I stopped the video and wrote the examples in my notebook because sometimes I needed to refer to them during activities in class."

Selma and Mert took notes of the new forms explained in the video as well as example sentences presented.

Selma shared "I understand better when I write down. Also I use my notes for revision before exams, in case I don't watch the videos again."

Halime took similar notes, too. She said she also took notes about the confusing points so that she would be able to consult the teacher in class.

Students' responses show that they were active listeners and put some effort into learning on their own. They said they were focused on the video and did nothing else, which is a quality of autonomous learners.

f. How the Students performed in the Activities in Class

The responses suggest that students' performance mostly depended on whether or not they watched the videos.

- **Active Participation**

Zeynep said "I could perform well in the activities because the videos prepared me. We used similar language and I knew what to do and how to do."

Halime said she participated actively because she saw examples in the videos. She added "If there was something I couldn't do, I asked my friends or the teacher. They helped me."

Umut also said having learned in advance he performed well in class. "I enjoyed working in groups and using English communicatively."

According to the responses above, learning before class helped them perform well in the activities in class.

- **Passive Participation**

Selma said "I hadn't watched all of the videos before class, so I didn't know what to do in most activities. I usually watched my friends and tried to learn from them. Sometimes I asked my teacher, too. However, I didn't feel comfortable so I wasn't very active." She added that she performed well in exams because she studied hard for them.

Mert said he wasn't confident about his speaking skills so he usually kept silent during discussions in English. "I find it hard to speak or write in English. I participate little because I don't want to make mistakes. I performed well in the quizzes, though."

We can understand from the responses here that in-class activities can be hard for students who have not watched the videos. Besides, the flipped classroom did not boost all students' confidence however useful they found the videos.

CONCLUSION

In this part the results obtained in this study are discussed. They are compared with the results of similar studies in the literature. Then, the pedagogical implications of these results and recommendations are given.

Discussion of the Findings

As a result of this study, it was found that the participants generally had positive perceptions of the flipped classroom in terms of autonomy, language skills, technological attitudes and motivation.

a. Discussion of the Findings Related to Autonomy

The second section of the questionnaire aimed to find out students' perceptions of the flipped classroom in terms of autonomy. Both in the questionnaire and in the interviews, most of the participants agreed that they were able to learn independently using the video content. There was a statistically significant difference between the ninth graders and eleventh graders in this aspect. More ninth graders thought that they could learn on their own thanks to the flipped classroom. This difference can be attributed to eleventh graders' lack of interest and effort in learning English.

The majority also agreed that they could learn at their own pace in the flipped classroom. Students elaborated their views in the last section of the questionnaire as well as in the interview. Some students noted that they were able to watch the videos over and over until they learned the subject. Some students reported they did not watch some of the videos as they already knew the topic it dealt with. Others expressed satisfaction at not having to wait for the other students who learned slowly.

Self-paced learning was also among the findings of Başal (2015) in his study on flipped English instruction. Similarly, in their study on potential benefits of flipped learning, Davies, Dean and Ball (2013) reached the conclusion that flipping allowed for personalized instruction to the satisfaction of students.

The responses to the third item in this section revealed that students benefitted from the advance preparation video assignments provided. Ninth graders agreed with this item more than eleventh graders possibly due to their greater interest in English.

Moreover, in the last section of the questionnaire as well as in the interviews, participants expressed better performance and higher motivation thanks to advance preparation. Most of them agreed that they were able to apply the knowledge they gained from the videos in the in-class activities. The teachers who were interviewed in a study by Bajurny (2014) also observed increased student motivation and engagement in their flipped classrooms. The participants who received flipped instruction in another study found advance preparation beneficial, too (Başal, 2015).

As for perceptions of their confidence in learning English, the participants responded positively. They agreed that the flipped classroom boosted their confidence in learning English. Research suggests that confidence is an essential attribute of autonomous language learners. Since it enables students to learn and communicate more independently, teachers are advised to help learners develop confidence in language learning (Çakıcı, 2015).

Drawing on the results of the second section of the questionnaire and related responses in the interview, it would be right to say that the flipped classroom holds promise for promoting autonomy in EFL classes at secondary level.

According to research, developing learner autonomy is essential to ensure a successful foreign language education. A plethora of studies demonstrate that autonomous language learners are more likely to be successful (Chan, 2001a; Chan et al., 2002; Cotterall, 1995, 1999; Dickinson, 1995; Holec, 1981; Littlewood, 1999). However, many studies reveal that Turkish students are lacking in autonomy and it interferes with developing their English skills (Koçak, 2003; Büyükyavuz and İnal, 2008; Karabıyık, 2008). The present study suggests that the flipped classroom can give teachers a means to develop autonomy as also observed by other researchers (Bajurny, 2014; Zhao and Ho, 2014; Han, 2015; Alsowat, 2016).

b. Discussion of the Findings Related to Language Skills

In the present study, an improvement was reported by students in their language skills, particularly in listening. It might have been that by watching videos frequently they got better at listening comprehension.

The results of this study also showed that students were satisfied with having more time for hands-on activities in class thanks to flipped learning. These tasks required collaboration as well as meaningful and purposeful production of the target language. Students were able to put their knowledge into use and learn actively. By participating in hands-on activities, their speaking, reading and writing skills might have developed.

The analysis of the questionnaires revealed that ninth graders and eleventh graders differed significantly in their perceptions of language skills in the flipped classroom. More ninth graders believed that their language skills developed thanks to flipped instruction. It may have been that they had more hours of English classes, which gave them more time to improve their skills. Besides, the eleventh graders who participated in the interviews explained that they were focused on preparing for the university entrance exam and they neglected English.

According to the students interviewed, their active participation in class was the result of advance learning that the videos provided. It would seem that the more actively they participated, the more their language skills developed. Confirmatory findings have been obtained by other researchers investigating flipped learning (Roth and Suppasetseree, 2016; Ahmed, 2016; Köroğlu and Çakır, 2017; Li and Suwanthep, 2017).

While traditional learning is linear and passive, flipped learning is dynamic and collaborative. It is possible that students would rather be active in class than listen to lectures passively. This evident in the fact that there were participants who expressed appreciation of the hands-on tasks they completed in class. They reported that they enjoyed flipped classroom more than traditional classroom in which they hardly had time for communicative tasks.

Previous research findings are consistent with these results. In a study by Mason, Shuman and Cook (2013) students felt that "the flipped classroom was a better use of class time and that the format better prepared them for engineering practice."

c. Discussion of the Findings Related to Technological Attitudes

The participants of this study had positive perceptions of the flipped classroom in terms of technological attitudes. They found integration of technology motivating and useful, which is consistent with outcomes of previous research (Başal, 2015, Bajurny, 2014). They enjoyed learning from videos whenever and wherever they wanted. They appreciated being able to learn at their own pace. It would seem that they view technology as an essential part of learning English. Not only do they know how to use technology to learn English, but also they enjoy this integration.

The participants also thought that the advance preparation the videos provided was beneficial. They pointed to the fact that it made increased hands-on learning opportunities available. Some students noted that the videos were also useful to make up for the classes they missed. Moreover, there were students who re-watched the videos for revision before exams. Some students even suggested putting on videos more frequently and on a wider range of language areas.

However, the results of the questionnaire also demonstrated that the students valued in-class lectures more than content videos and expressed a preference for in-class lectures. Although "sage on stage" approach have been challenged by many studies, traditional stand-and-deliver lectures are still the norm in secondary schools in Turkey. Therefore, students tend to hold the teacher responsible for imparting knowledge in class. Replacing live lectures with video lectures is a totally new concept and they need time to get used to it.

A significant difference was noted between female and male students in their perception of homework in the flipped classroom. More boys expressed a preference for homework that is done with the help of technology than girls. It may be related to boys' being more technologically oriented than girls, though this difference is likely to disappear in the near future. As in most areas, girls can close this gap soon.

Another significant difference was found between ninth graders and eleventh graders in their attitudes towards using technology to learn English. Ninth graders enjoyed the integration of technology into learning English more than eleventh graders. Similarly, they agreed more with the item that "it was necessary to use technology to learn English." These differences can be attributed to the exam-oriented

mindset of eleventh graders. Obviously, they care less about English as it is not tested in university entrance exams.

d. Discussion of the Findings Related to Motivation

It is well-known that highly motivated learners are often the most successful. They persevere and accomplish their education-related goals. Therefore, motivating students for learning is one of our major concerns as educators. The results of this study suggest that flipped learning can be a means of achieving this end. In the present study, the participants reported that they found the flipped classroom more motivating than the traditional classroom and they noted that learning in the flipped classroom was more enjoyable.

They noted that they were more motivated to participate in the activities thanks to coming to class prepared. Advance preparation increased their confidence and they participated more actively. This way they improved their language skills, as well.

The fact that they used technology was another motivating aspect of the flipped learning as stated by the students. They explained that they liked having easy and fast access to information thanks to the content videos.

Previous studies reported increased student motivation, satisfaction and engagement in the flipped classroom, as well (Bajurny, 2014; Başal, 2015; Han, 2015).

Implications and Recommendations

These findings indicate that the flipped classroom can lead to mastery learning by allowing students to learn at their own pace. It ensures a solid construction of learning by focusing on mastering a topic before moving onto a more advanced one. In the present educational system this never happens because it is impractical in crowded classrooms. In the traditional classroom, students who fall behind tend to fail throughout their education. However, by letting students learn at their own speed of acquisition this problem can be overcome and learning can be personalised.

 The flipped classroom model aims to make use of educational technologies and digital materials to deliver course content outside the classroom. In comparison to

books or worksheets, digital materials make language items more like real life. Through video or animations they give visual and auditory clues to support students' understanding. As educators we should realize the potential of technology in education. This is how learners want to interact with educational materials in the twenty first century. Thanks to advanced technology, personalised learning is at our fingertips.

In this respect, flipped classroom model is also compatible with "FATIH Project", the recent reform to equip schools with educational technologies such as tablets and interactive boards, and "EBA", an online educational network launched by the Ministry of Education. EBA hosts a number of materials in the form of multimedia which both teachers and students can freely access. It can provide invaluable resources for teachers who are considering flipping their lessons.

As for the role of a teacher in a flipped classroom, it is more demanding than in a traditional one. The teacher prepares useful content materials as well as engaging in-class activities. She or he has to monitor and offer assistance; assess and provide feedback in the classroom. While technology provides easy access to information, it is ineffective without the human touch.

While the efficacy of flipped teaching is evident in the findings above, some challenges were also noted. Since flipped classroom was a novel concept for them, some students found it hard to adapt to the format. They expressed a preference for the teacher's lectures in class, no matter how clearly target structures were presented in the videos or how engaging the in-class activities were. There were also students who didn't do video homework, so their participation in activities was limited. Similar concerns with learning style and accountability were reported in the literature (Strayer, 2007; Ash, 2012; Bergmann and Sams, 2012; Mason et al, 2013). Therefore, the flipped format should be clearly communicated to students. Teachers should apply patience as changing routines may take some time. Rather than flipping the whole course in the beginning, they can flip small units and build up over time. In addition, quizzes and engaging activities related to the video content can motivate students to come to class prepared.

The exam-oriented education policy in Turkey poses an obstacle not only to this flipped learning experiment, but also to foreign language education in general. At the end of high school, students take university entrance exams which do not include English tests. Students generally start exam preparation when they are at eleventh grade. Focusing on science, math and social studies, they tend to neglect English. Some of the eleventh graders involved in our study, failed to watch the videos before class and offered excuses that they were short of time and English was not a priority. As a result, they lacked the background knowledge necessary to perform the in-class activities. An overview of the video content at the beginning of the class served to prepare them for the activities, yet other solutions were also developed to tackle with this problem. Since they were only interested in getting high grades, the assessment was aligned with the flipped tasks. They were given quizzes about the video content and this way they were held accountable for watching the videos. Similar actions can be taken to ensure the smooth running of the learning process in the flipped classroom.

In the light of these findings, we can conclude that the flipped classroom empowers students for autonomous, personalized and active learning. Students can interact with digital materials outside class and interact with each other and with the teacher in class. They can benefit from the freedom to explore as well as the guidance of a teacher; they can learn by doing, not by sitting passively.

In our search for effective language teaching models, the flipped classroom needs further exploring. Clearly, more research is required to assess the potential of this method and introduce it to English teachers in Turkey. Their perceptions of the flipped classroom should be found out and taken into consideration while devising educational models.

All in all, this study provides important implications for instructional delivery and learning in the twenty first century. Using the Internet and technological devices fill a large part of teenagers' lives, so it seems only natural that they learn the same way. After all, instructional methods should suit the changing needs and ways of our learners.

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LIST OF TABLES

LIST OF ATTACHMENTS

APPENDIX A: STUDENT PERCEPTIONS OF FLIPPED CLASSROOM

Sayın Katılımcı,

Aşağıdaki anket "Türkiye'de İngilizce Eğitiminde Ters-Yüz Sınıf Öğretim Yöntemi" konulu yüksek lisans tezi için bilimsel veri toplamak amacıyla kullanılacaktır. Her bir sorunun dikkatli bir şekilde okunup cevaplandırılmsı çalışmanın sağlıklı yürütülmesi için önem taşımaktadır. Anket bilgilerinizin gizli tutulacağını temin ederek bilime duyarlılığınız ve katkınız için şimdiden teşekkür ediyorum.

Funda KÖMEÇ- KBÜ Sosyal Bilimler Enstitüsü Yüksek Lisans Öğrencisi

Bölüm 1

Bu bölüm kişisel bilgilerinizle tamamlamanız gereken sorular içermektedir. Lütfen size uygun olan seçeneği Yuvarlak içine alınız.

1. Cinsiyetiniz: a) Kadın   b) Erkek
2. Sınıfınız: a) 9   b) 11

Bölüm 2

Bu bölümde İngilizce eğitiminde Ters-Yüz Sınıf Öğretim Yönteminin bağımsız öğrenici olmaya etkileri ile ilgili sorular yer almaktadır; en uygun seçenek için "X" işareti koyunuz.

	Kesinlikle Katılıyorum 1	Katılıyorum 2	Kararsızım 3	Katılmıyorum 4	Kesinlikle Katılmıyorum 5
1. İngilizce ders videolarını izleyerek kendi başıma konuları öğrenebilirim.					
2. İngilizce ders videoları ile derse ön hazırlık yaparak gelebilirim.					
3. İngilizce ders videoları ile konuları kendi öğrenme hızımda öğrenebilirim.					
4. İngilizce ders videoları sayesinde ders içi etkinliklerde öğrendiklerimi uygulayabiliyorum.					
5. İngilizce ders videoları İngilizce öğrenme konusunda kendime güvenimi arttırdı.					

Bölüm 3

Bu bölümde İngilizce eğitiminde Ters-Yüz Sınıf Öğretim Yönteminin dil becerilerinin gelişimine etkileri ile ilgili sorular yer almaktadır; en uygun seçenek için "X" işareti koyunuz.

	Kesinlikle Katılıyorum 1	Katılıyorum 2	Kararsızım 3	Katılmıyorum 4	Kesinlikle Katılmıyorum 5
1. İngilizce ders videoları sayesinde İngilizce yazma becerim gelişti.					
2. İngilizce ders videoları sayesinde İngilizce konuşma becerim gelişti.					
3. İngilizce ders videoları sayesinde İngilizce dinleme becerim gelişti.					
4. İngilizce ders videoları sayesinde İngilizce iletişim becerilerim gelişti.					
5. İngilizce ders videoları sayesinde İngilizce okuma becerim gelişti.					

Bölüm 4

Bu bölümde İngilizce eğitiminde Ters-Yüz Sınıf Öğretim Yönteminin teknolojiye yaklaşımlara etkileri ile ilgili sorular yer almaktadır; en uygun seçenek için "X" işareti koyunuz.

	Kesinlikle Katılıyorum 1	Katılıyorum 2	Kararsızım 3	Katılmıyorum 4	Kesinlikle Katılmıyorum 5
1. İngilizce öğrenmek için öğretmenin sınıfta ders anlatımına gerek yoktur.					
2. Ders videoları izleyerek İngilizce öğrenmeyi sınıfta öğretmenin konu anlatımını dinleyerek öğrenmeye tercih ederim.					
3. Teknolojiyi kullanarak İngilizce öğrenmekten keyif aldım.					
4. Teknoloji kullanımı gerektiren ödevleri teknoloji kullanımı gerektirmeyen ödevlere tercih ederim.					
5. İngilizce öğrenmede teknolojiyi kullanmak gereksizdir.					

Bölüm 5

Bu bölümde İngilizce eğitiminde Ters-Yüz Sınıf Öğretim Yönteminin motivasyona etkileri ile ilgili sorular yer almaktadır; en uygun seçenek için "X" işareti koyunuz.

	Kesinlikle Katılıyorum 1	Katılıyorum 2	Kararsızım 3	Katılmıyorum 4	Kesinlikle Katılmıyorum 5
1. İngilizce ders videolarını kullanarak öğrenme öğretmenin sınıfta konu anlatımıyla öğrenmeden daha motive edicidir.					
2. Konu anlatım videolarını izleyerek derslere hazırlıklı gelmek derse katılma motivasyonumu arttırdı.					
3. Teknolojik eğitim materyalleri kullanmak İngilizce öğrenme motivasyonumu arttırdı.					
4. Ters-yüz öğrenme yöntemi ile İngilizce öğrenmek geleneksel yöntemlere göre daha motive edicidir.					
5. Genel olarak ters-yüz sınıf yöntemi İngilizce öğrenme motivasyonumu olumlu etkiledi.					

Bölüm 6

Bu bölümde Ters-Yüz Sınıf Yöntemi ile ilgili genel sorular yer almaktadır. Cevaplarınızı boşluklara yazınız.

1. Sizce Ters-Yüz Sınıf Yöntemi'nin avantajları neledir?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

2. Sizce Ters-Yüz Sınıf Yöntemi'nin dezavantajları neledir?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
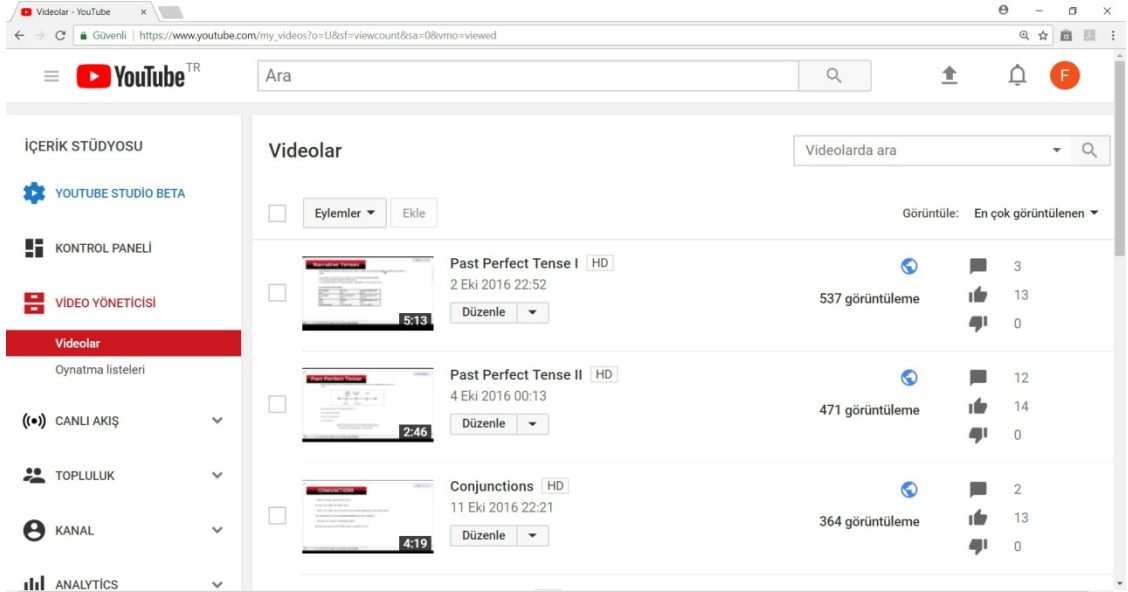
3. Ters-Yüz Sınıf Yöntemi'nin daha faydalı olması için önerileriniz nelerdir?
   …………………………………………………………………………………………
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   …………………………………………………………………………………………
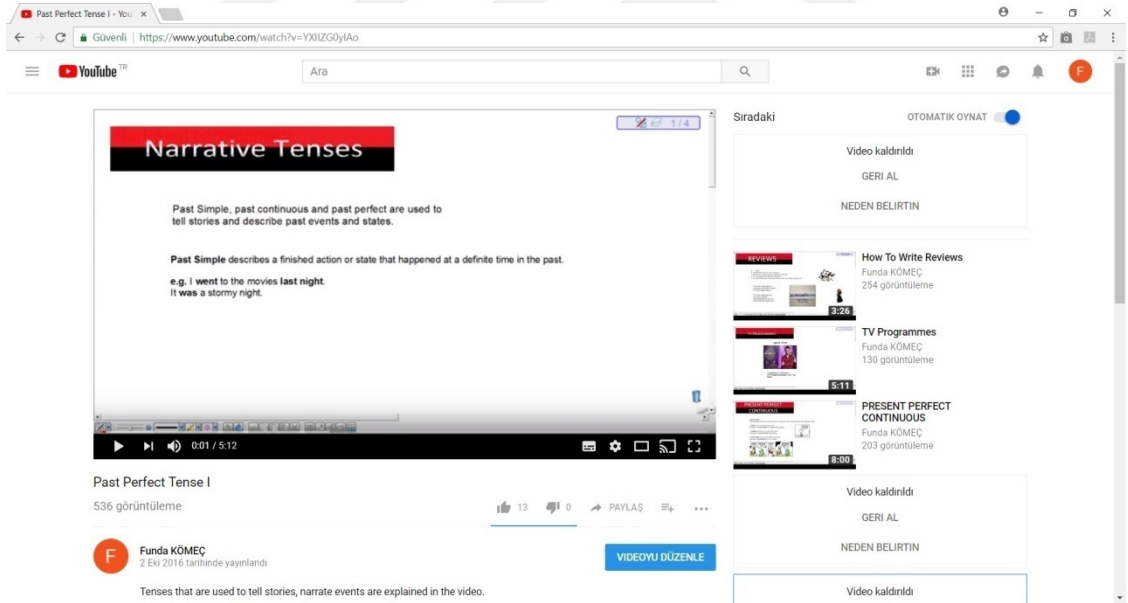
TEŞEKKÜRLER

APPENDIX B: SCREENSHOTS OF THE VIDEOS USED FOR CONTENT DELIVERY

CURRICULUM VITAE

Funda KÖMEÇ was born in Ankara, on April 16, 1979. She attended Yozgat Erdoğan Akdağ Anatolian Teacher Training High School. She studied at Boğaziçi University and graduated with a BA degree in Foreign Languages Education (Program in English Language Education) in 2000. She started her career as an English teacher at a private school in Ankara. In September 2001she was appointed to Karabük Anatolian Teacher Training High School. She worked there for seven years. From 2008 to 2012 she worked as an English teacher at Vakıfbank Zübeyde Hanım Anatolian High School. She has been teaching at Mehmet Vergili Science High School since September, 2012. She co-authored two articles with Assoc. Prof. Dr. Ökan KIRMIZI, titled "An Investigation of Performance Based Assessment at High Schools" and "The Impact of Flipped Classroom on Receptive and Productive Vocabulary Learning". Her research interests include technology enhanced langue learning, development of language skills, autonomous learning and teaching teenagers. She is married and has two children.