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The Effects of Flipped Classroom on EFL Students' Autonomy and Motivation[1]

Los efectos del aula invertida en la autonomía y motivación de los estudiantes de EFL

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Abstract

This study examined the effects of teaching English using the Flipped Classroom Model (FCM) on EFL (English as a Foreign Language) students' autonomy and motivation. The students' perceptions of flipped language instruction were explored to conduct a detailed analysis of the implementation. A mixed-method research design, an explanatory sequential design, was used with 50 EFL students at a Turkish state university during the spring term of the 2022-2023 academic year. A quasi-experimental design was used to create a control (n = 25) and an experimental (n = 25) group. To collect quantitative data, both groups were pre-tested with two scales at the start of the term (the Attitude/ Motivation Test Battery and the Autonomy Perception Scale). The FCM was used to teach main course lessons to the experimental group in a preparatory school while the control group was trained using a traditional learning approach. At the end of the term, both groups were post-tested after eight weeks of implementation in the experimental group. The qualitative data were collected via semi-structured interviews conducted at the end of the implementation to assess the participants' perceptions and perspectives on the impact of the flipped classroom. SPSS 25.00 was used to analyze quantitative data. To assess the effects of the intervention paired sample t-tests and independent sample t-tests were used. Descriptive content analysis was used to analyze qualitative data. The findings of this study indicate that the FCM, if properly implemented in L2 main course classes, has the potential to significantly increase autonomous learning and motivation. In comparison to the traditional model, flipped learning offers benefits such as making learning more enjoyable, increasing students' self-confidence, and decreasing their fear of making mistakes.

Key Words: flipped classroom model, autonomy, motivation, English language teaching.

Resumen

Este estudio examinó los efectos de la enseñanza del inglés utilizando el Modelo de Aula Invertida (FCM, por sus siglas en inglés) sobre la autonomía y la motivación de los estudiantes de inglés como lengua extranjera (EFL por sus siglas en inglés). Se exploraron las percepciones de los estudiantes sobre la enseñanza del idioma en un aula invertida para realizar un análisis detallado de la implementación. Se utilizó un diseño de investigación de métodos mixtos, un diseño secuencial explicativo, con 50 estudiantes de EFL en una universidad estatal turca durante el semestre de primavera del año académico 2022-2023. Se utilizó un diseño cuasi-experimental para crear un grupo de control (n = 25) y un grupo experimental (n = 25). Para recopilar datos cuantitativos, ambos grupos fueron evaluados al inicio del semestre con dos escalas (la batería de pruebas de actitud/motivación y la escala de percepción de autonomía). El FCM se utilizó para enseñar lecciones principales al grupo experimental en una escuela preparatoria, mientras que el grupo de control fue capacitado utilizando un enfoque de aprendizaje tradicional. Al final del semestre, ambos grupos fueron evaluados nuevamente después de ocho semanas de implementación en el grupo experimental. Los datos cualitativos se recopilaron a través de entrevistas semiestructuradas realizadas al final de la implementación para evaluar las percepciones y perspectivas de los participantes sobre el impacto del aula invertida. Se utilizó SPSS 25.00 para analizar los datos cuantitativos. Para evaluar los efectos de la intervención, se utilizaron pruebas t de muestras relacionadas y pruebas t de muestras independientes. El

análisis de contenido descriptivo se utilizó para analizar los datos cualitativos. Los hallazgos de este estudio indican que el FCM, si se implementa correctamente en clases principales de L2, tiene el potencial de aumentar significativamente el aprendizaje autónomo y la motivación. En comparación con el modelo tradicional, el aprendizaje invertido ofrece beneficios como hacer que el aprendizaje sea más placentero, aumentar la confianza en sí mismos de los estudiantes y disminuir su miedo a cometer errores.

Palabras clave: modelo de aula invertida, autonomía, motivación, enseñanza del inglés

Resumo

Este estudo examinou os efeitos do ensino de inglês utilizando o Modelo de Sala de Aula Invertida (FCM, pela sua sigla em inglês) sobre a autonomia e a motivação dos estudantes de inglês como língua estrangeira (EFL, pela sua sigla em inglês). Foram exploradas as percepções dos estudantes sobre o ensino do idioma em uma sala de aula invertida para realizar uma análise detalhada da implementação. Foi utilizado um desenho de pesquisa de métodos mistos, um desenho sequencial explicativo, com 50 estudantes de EFL em uma universidade pública turca durante o semestre da primavera do ano acadêmico 2022-2023. Utilizou-se um desenho quase-experimental para criar um grupo de controle (n = 25) e um grupo experimental (n = 25). Para coletar dados quantitativos, ambos os grupos foram avaliados no início do semestre com duas escalas (a bateria de testes de atitude/motivação e a escala de percepção de autonomia). O FCM foi utilizado para ministrar aulas principais ao grupo experimental em uma escola preparatória, enquanto o grupo de controle foi treinado utilizando uma abordagem de ensino tradicional. Ao final do semestre, ambos os grupos foram avaliados novamente após oito semanas de implementação no grupo experimental. Os dados qualitativos foram coletados por meio de entrevistas semiestruturadas realizadas ao final da implementação para avaliar as percepções e perspectivas dos participantes sobre o impacto da sala de aula invertida. Utilizou-se o SPSS 25.00 para analisar os dados quantitativos. Para avaliar os efeitos da intervenção, foram utilizados testes t de amostras relacionadas e testes t de amostras independentes. A análise de conteúdo descritiva foi utilizada para analisar os dados qualitativos. Os resultados deste estudo indicam que o FCM, se implementado corretamente em aulas principais de L2, tem o potencial de aumentar significativamente a aprendizagem autônoma e a motivação. Em comparação com o modelo tradicional, o aprendizado invertido oferece benefícios como tornar o aprendizado mais agradável, aumentar a autoconfiança dos alunos e diminuir o medo de cometer erros.

Palavras-chave: modelo de sala de aula invertida, autonomia, motivação, ensino de inglês.

Introduction

The importance of developing proficiency in the English language is increasing in the globalizing world (Nunan, 2015). Given the continuous increase in the number of individuals learning English as a foreign or second language, the significance of language instruction has become progressively more apparent. Turkey is recognized as one of the nations where individuals with diverse educational backgrounds attempt to acquire or learn English language skills for a variety of purposes. According to Dincer and Yesilyurt (2013), a considerable number of students who have completed years of English instruction have difficulty reaching proficiency in the language due to the limited opportunities they have to communicate in English beyond the classroom setting. Previous research conducted by Ismail et al. (2010) and Elmas & Geban (2012) suggests that teachers tend to prioritize the instruction of grammar, vocabulary, and reading over the development of speaking, listening, and writing abilities. In conclusion, learners develop knowledge of grammatical subjects and vocabulary without recognizing the significance of communication skills. The aforementioned situations observed in Turkey lead to the training of individuals who possess the ability to achieve high scores in English proficiency exams but struggle to effectively engage in communication within authentic, real-world situations (Isik, 2011).

To improve the language skills of EFL students, in countries including Turkey, authorities and educators have been searching for innovative teaching strategies and techniques. Ismail et al. (2010) and Nomass (2013) note that technological advancements have significantly altered the learning habits of students, the responsibilities of educators, and instructional materials. Therefore, it has become more critical to acknowledge the growing recognition of the need for an instructional approach that promotes more rewarding and innovative learning methods, in contrast to traditional teaching methods. FCM is one of the new technology-based teaching methods. Upon reviewing the relevant literature, it becomes evident that while there is a growing body of research investigating the influence of FCM on various factors such as performance, self-efficacy, and engagement, there exists a limited number of studies exploring the impacts of FCM on students' autonomy and motivation. Hence, the primary objective of this study is to investigate the impact of FCM on the autonomy and motivation of EFL learners during the language learning process. Thus, the current study seeks to answer the research questions below:

- To what extent does the Flipped Classroom Model affect the motivation of EFL students to learn English?
- To what extent does the Flipped Classroom Model affect the autonomy of EFL students in learning English?
- How do EFL students evaluate English courses conducted using the Flipped Classroom Model?

Flipped Classroom Model (FCM)

Baepler and Driessen (2014) assert that most learning difficulties encountered by learners can be attributed to the passive engagement of students in conventional classroom settings. Active learning is regarded as a potential treatment for this issue. The FCM can be described as an instructional technique that replaces traditional teaching methods with interactive and communicative strategies both within and outside the classroom (Abeysekera & Dawson, 2014). The implementation of the flipped classroom model is primarily facilitated through the utilization of video lectures and supplementary materials as homework while face-to-face interactive instruction is incorporated in the classroom setting to enhance learning. According to Gilboy et al. (2015), the conventional approach to classroom and homework activities is reversed and modified.

The utilization of FCM enables students to actively engage in the creation of their own learning experiences by accessing and engaging with subject materials that have been prearranged by the teacher while considering learners' individualized needs. Students actively participate in various activities within the classroom setting to apply the knowledge they have acquired (Kiang & Yunus, 2021). Because of their contacts and collaborative efforts with both the teacher and their peers, they engage in a more profound level of information processing. In the role of a mentor, the instructor provides guidance and support to students as they navigate this process, offering constructive feedback and evaluation of their comprehension of the subject matter (Lee & Martin, 2020). Students who prioritize active learning in the classroom have embraced a student-centered approach in contrast to the traditional teacher-centered approach.

While the flipped classroom approach offers numerous benefits, it is important to acknowledge that it also presents certain restrictions and challenges. The three aspects of the challenges are classified as student-related, faculty-related, and operation-related in a study conducted by Moran & Milsom (2015). The primary faculty-related challenge that has been documented in research is the absence of appropriate instructional materials (Choi, 2016). It is unlikely for language instructors to develop their own teaching materials as they are not proficient in technical skills and the production of materials necessitate a sophisticated language laboratory (Ansori & Nafi, 2018). Teachers also encounter challenges in effectively integrating the face-to-face and outside-the-class components of FCM, which may be referred to as a design challenge (Moran & Milsom, 2015). The success of FCM is significantly influenced by learner motivation as it is a learner-centered pedagogy. Recent research indicates that a significant number of university students exhibit minimal engagement in both pre-class and in-class activities. According to certain researchers, students frequently neglect to view videos before class, which leads to their disinterest in and difficulty with in-class activities (Weiqiang et al., 2018). As a result, students exhibit minimal in-

class participation, and their homework assignments become exceedingly challenging. Research studies also indicate that language instructors frequently instruct large courses in higher education. In a large class, it is nearly impossible to engage in face-to-face interaction with each student, which results in a lack of personalization, a prerequisite for FCM (Zheng et al., 2020). Notwithstanding these challenges, flipped learning remains a remarkably powerful approach for fostering learner achievement and engaging learners in their education process.

The flipped classroom concept has gained significant popularity in English language teaching since Bergmann and Sams' (20012) pioneering use of the model, which involved the provision of video recordings for language students. They noted that the use of this approach led to a notable improvement in the academic achievements of their students. Subsequently, interest in the incorporation of FCM into language teaching has increased, along with the exploration of many aspects within this field. Numerous empirical investigations have been conducted to explore the impacts of FCM on learners, as evidenced by studies conducted by Kvashnina & Martynko (2016) and Lee & Wallace (2018). The researchers concluded that the implementation resulted in significant improvement in the students' overall academic achievement.

Research conducted at both national and international levels also encompasses investigations into the efficacy of applying FCM for teaching specific language skills. To this matter, several experimental studies researched the impact of flipped instruction on the development of writing abilities among students in preparatory classes (Ahmed, 2016; Ekmekci, 2017; Gurluyer, 2019). The studies conducted by Bulut (2018) and Secilmisoglu (2019) examined the potential impact of flipped teaching on grammar education within the EFL setting. The primary emphasis of research conducted on flipped classrooms has been on the development of listening and speaking abilities (El Sakka, 2016; Roth & Suppasetseree, 2016; Tazijan et al., 2016; Tran & Nguyen, 2018). The findings of the above-mentioned studies suggest that the incorporation of this approach has had positive outcomes in various aspects of EFL students' language learning. Specifically, it has been found to contribute to the overall growth of their language proficiency and four basic language skills. Additionally, this approach had a positive effect on the motivation levels of EFL students (Turan & Goktas, 2018; Zheng et al., 2020).

Learner Autonomy and Flipped Classroom Model

In recent years, learner autonomy has become an increasingly popular concept in foreign language education. Autonomy is regarded as the most fundamental one among the three basic requirements in psychology, together with competency, relationship, and autonomy (Deci & Ryan, 2010). The most prevalent definition of autonomous learning is "the process by which individuals teach themselves to assume responsibility" (Holec, 1995, p. 89). Learner autonomy, particularly in the domain of

foreign language education, exerts substantial influence due to its potential to empower students to comprehend and engage in the entirety of the foreign language education process, encompassing learning planning and assessment (Fenner & Newby, 2000).

The implementation of the FCM gives students a sense of accountability and control over their learning outside the classroom environment, too. The FCM helps regulate students' learning patterns following their learning style, speed, and routine. Fundamentally, FCM ensures that students can participate in purposeful language education, thereby fulfilling their requirements and fostering an enhanced drive to learn. Subsequently, the individual develops the necessary proficiency and self-directed learning ability to pursue further improvement beyond the confines of formal education (Schmenk, 2005).

Research into autonomous learning in language skill development has gained significant attention in recent years (Nematipour, 2012; Razeq, 2014; Scheb-Buenner, 2019). However, upon reviewing the relevant literature, it becomes apparent that research is scarce concerning the effects of the FCM on student autonomy. The particular impact of the FCM on the autonomous learning abilities of individuals learning a foreign language was examined by Weiqiang et al. (2018). Because of the investigation, it was reported that the approach positively impacted the autonomous learning abilities of the students. Additionally, the approach enabled the learners to acquire English language skills and enhance their levels of proficiency. The relationship between FCM and the autonomous learning ability of college students was also examined by Du (2020), who asserted that the FCM fostered the development of self-directed and independent learning among students. A review of the research conducted in Turkey regarding the effects of FCM on student autonomy in the EFL context revealed that the number of such studies is quite limited. Dariyemez (2020) studied the impact of FCM-based speaking skill instruction on the autonomy, communication willingness, and anxiety levels of students. According to the findings of this mixed-methods study, the implementation of the FCM markedly enhanced learner autonomy and communication motivation.

Motivation and Flipped Classroom Model

Gardner (1985) defined motivation in language learning as the degree to which an individual strives or exerts effort to acquire a language owing to their intrinsic desire to do so and the pleasure derived from the process. Motivation is a critical success factor in the development of a second or foreign language, and it is particularly significant for EFL learners who are geographically, socially, culturally, and linguistically isolated from the target society (Anjomshoa & Sadighi, 2015).

FCM has the potential to substantially enhance students' motivation in language education in contrast to traditional courses, where students passively receive knowledge. Research conducted over the past two decades has demonstrated that learners are more proficient and motivated when using FCM (Gauci et al., 2007; Prince, 2004; Stefanou et al., 2013). By creating an environment that fosters active student engagement, the FCM positions students as the focal point of the educational process. Aktas (2017) asserts that the implementation of a diverse range of instructional strategies and a learner-centered approach increases the motivation of students. Additionally, it has been remarked that the recent integration of technology into educational environments is a significant factor in boosting students' motivation and academic performance (Gecer & Topalo, 2013).

According to Farrell & Jacobs (2010), supporting collaborative learning (e.g., by utilizing small groups and pairs), developing a lifelong reading habit (e.g., by implementing extensive reading or student-selected reading), and employing self-assessment to identify a language learner's strengths and weaknesses are additional aspects of the FCM that increase student motivation in language education. Students have been reported to be engaged, motivated, and satisfied with their education when instructors implement a flipped classroom model through the organization of collaborative activities and discussions (Davies et al., 2013; Earley, 2016; Herreid & Schiller, 2013; Li & Suwanthep, 2017; McLaughlin & Rhoney, 2015; Strayer, 2012). Consequently, students' learning behaviours are influenced via integrated regulation as a result of the FCM's potential to actively involve learners while satisfying their autonomy needs.

Recent years have seen an increase in studies examining the effects of FCM on the motivation of language learners to develop language skills. Chuang (2018) investigated the influence of individual differences in learner motivation and epistemological perspectives on learning outcomes in the FCM through a study involving 85 university students. The findings indicated that the students were highly motivated, and they attained advantages from the FCM. Evseeva and Solozhenko (2015) investigated the effects of the FCM on EFL learners' self-efficacy and reported that using this method increased students' self-efficacy and academic achievement.

The analysis of existing studies indicates that although relevant literature suggests that there is an increasing number of studies on FCM in English language instruction, studies investigating the effects of the flipped model on students' motivation and autonomy are still limited. These limited studies have focused primarily on motivation (Xin-Yue, 2016; Yilmaz, 2017) or autonomy (Aprianto & Purwati, 2020; Du, 2020). The review of these studies indicates the need for further research on the effects of FCM on students' motivation and autonomy in the EFL context. Furthermore, the analysis suggests that relevant studies have mostly focused on the impacts of FCM in teaching communicative skills such as listening (El Sakka, 2016; Roth & Suppasetseree, 2016)

and speaking (Tazijan et al., 2016; Tran & Nguyen, 2018). In this sense, this study is expected to expand knowledge on the FCM concerning motivation and autonomy in main course classes. In this context, the perspectives, and attitudes of EFL learners toward flipped learning in the development of language skills were also investigated. Thus, the conclusions reached from the students' judgments about and attitudes toward the flipped method can enlighten future research. This study also has the potential to serve as an example of the use of FCM in the EFL context, with the goal of increasing learner motivation and autonomy in language development.

Methodology

Research Context and Participants

This study investigated the effects of flipped learning on the autonomy and motivation of EFL students using a quasi-experimental design. The specific methodology implemented in this research was an explanatory sequential design. Given that the primary objective of an experimental design is to examine the impact of implementation on research outcomes, the explanatory sequential design integrates qualitative and quantitative research methods (Er & Farhady, 2023; Wong & Cooper, 2016). As suggested by Creswell et al. (2011), the qualitative explanatory sequential design enables researchers to reach more comprehensive results and increases the reliability of the data.

The research was conducted with a sample size of 50 participants who were enrolled in the preparatory class at the English Language and Literature Department of a state university in Turkey. Before students started their education in the English preparatory class, a foreign language proficiency test was administered by the School of Foreign Languages. The students were determined to have language proficiency at the pre-intermediate (A2) level according to the test. Based on their level of proficiency, the participants were thought to possess the ability to comprehend commonly employed terms and sentences, as well as engage in basic and repetitive communicative tasks (Council of Europe, 2020). Both groups included 25 students. Because we had easy access to this group of students, convenience sampling was utilized as the sampling method for this study. When there is no other way to "choose a random or a systematic non-random sample," convenience sampling can be used (Chen, 2011, p. 103).

Data Collection Tools

The Autonomy Perception Scale and the Attitude/Motivation Test Battery (AMTB) Survey were used in the quantitative phase of the study. A modification of Gardner's (1985) AMTB survey was implemented by Gordu (2016). Cronbach Alpha coefficient

of the survey is 0,929. The Autonomy Perception Scale, which was developed by Figura and Jarvis (2007), was designed to assess the degree of perceived autonomy among learners. For this survey, the reliability coefficient was calculated to be 0.89. These two tests were employed on the participants as pre– and post–tests.

A semi-structured interview was administered to gather qualitative data. In line with the research purpose and relevant literature, the researchers prepared six open-ended questions. The questions focused on the students' perspectives on flipped learning, the difficulties they encountered, and suggestions for improving such training. To enhance the validity of the questions, another field expert also checked the items for accuracy and relevance. The interview questions were as follows:

1. How would you evaluate the flipped classroom model in general?
2. What are the advantages and strengths of the flipped classroom model?
3. What are the disadvantages and weaknesses of the flipped classroom model?
4. What difficulties did you encounter during the implementation?
5. Has there been a change (positive or negative) in your attitude toward the flipped classroom model during the implementation?
6. Is there anything you would like to add or recommend about the flipped classroom model?

Data Collection Process and Analysis

The main investigation was divided into three phases including pre-testing, implementation, and post-testing. During the initial phase, after the establishment of the control and experimental groups, the Autonomy Perception Scale and the Attitude/Motivation Test Battery (AMTB) Survey were administered to the participants in both groups. When the research proposal was approved by Ataturk University, Institute of Educational Sciences, the major phase of the implementation was intended to be conducted face-to-face. However, a sudden earthquake occurred, affecting a large portion of the country and changing the attitude towards education at the tertiary level. As a result, the classes with both groups had to be conducted online. The implementation was carried out in the spring semester after the completion of the fall semester of the preparatory education. The classes with the control group were designed and conducted using a conventional model of teaching and learning, in which the content was covered during the online sessions and homework was completed after the classes. In the implementation phase, the students in both groups received similar courses for eight weeks. The experimental group was provided instruction using the FCM while the control group received training through traditional methods.

To evaluate if the manner of instruction made a difference, the same teacher presented and covered the same course content. Although identical course contents were used, the delivery and application of materials differed substantially because of the instruction mode. The course materials were distributed to participants in the control group in the form of a booklet rather than through the Blackboard Learning Management System (LMS). The teacher taught content in the class and then assigned homework. The target subjects were explained to the students by the teacher. The students then discussed the course materials' questions and answered the follow-up questions. Grammar, vocabulary, speaking, and listening activities were carried out in the classroom.

The courses in the experimental group were delivered via the online LMS. The course materials utilized by the experimental group consisted of sections incorporating audio and video recordings. The content included several communicative activities, such as group discussions, role-playing exercises, and dubbing activities in each course. Furthermore, the experimental group utilized web 2.0 techniques and online language training programs including Vo screen. The course materials were distributed to the students at least one week before the scheduled lesson. Before the deadline, the students were required to electronically submit their assignments. They then engaged in in-class activities to further practice themselves.

During the third phase, a post-test was administered to both groups. The pre-test that was given at the beginning of the term was identical to the post-test. After the intervention was completed, nine participants (high-achievers, middle-achievers, and low-achievers) from the experimental group were interviewed. The interviews were conducted online using the LMS. The interviews were carried out in Turkish and lasted between 10 and 15 minutes to allow the participants to express themselves clearly. The researcher audio-recorded, transcribed, and translated the interviews into English.

For the data analysis, a comparison was made between EFL learners' autonomy and motivation to ascertain the level to which flipped learning affected the autonomy and motivation levels of the participants. The effects of the implementation were assessed, using SPSS program, through paired sample t-test and independent sample t-test analyses. Adjustments for Bonferroni correction were applied to the differences between pre-test and post-test scores to reduce the increased Type I error rate caused by the study's extensive comparisons. The alpha coefficient was utilized to ascertain the reliability of the factors. The survey has a Cronbach Alpha coefficient of 0.927.

To evaluate the qualitative data, descriptive content analysis was implemented. Content analysis is an analysis technique, described by Krippendorff (2004), that aims at obtaining valid and replicable conclusions about the contexts in which texts are utilized are analyzed. The transcriptions of the interviews were classified regarding the research questions under the recommendations of Dörnyei (2007). The common codes identified in the transcripts were combined into common categories, which formed the themes of the analysis.

Findings

Quantitative Results

To analyze the data, normality distribution was checked for both the experimental and control groups. The skewness and kurtosis values within the range of +1.50 and -1.50 are considered normal distributions (Tabachnick & Fidell, 2013). Since for the Motivation scale, the skewness was .551 and kurtosis -.844, and for the Autonomy scale the skewness was .771 and kurtosis -.770, it can be concluded that the data in each group were normally distributed. Thus, in the analysis, independent sample t-tests and paired sample t-tests were conducted using parametric statistics.

Pre-test and Post-test Independent Sample T-test Results

Pre-test results of the study. To determine the differences between both groups, the pre-test results of the students were compared. The findings are displayed as follows in table 1.

Table 1. Comparison of the Pre-test Scores of Control and Experimental Groups

Variables	Groups	*M*	*SD*	*Md*	*T*	*P*
Motivation	Control	2.78	.12	.01	.239	.812
	Experiment	2.77	.14			
Autonomy	Control	2.17	.24	.02	.321	.749
	Experiment	2.15	.20			

Note. Md = Mean difference, p > .05

The table indicates that at the beginning of the implementation, the pre-test scores of both groups did not differ. The levels of motivation and learner autonomy of the participants in both groups showed statistical similarity and had low mean differences. For the motivation variable, the pretest means of the experimental (2.77) and control (2.78) groups were not significantly different before the implementation (t=.239; p = .812 >.05). Similarly, for the autonomy variable, the pretest means of the experimental (2.15) and control (2.17) groups were not significantly different before the implementation (t=.321; p = .749 >.05).

Post-test results of the study. To determine the effects of the implementation and examine differences between the groups, the post-test scores of the students were compared. The findings are shown as follows in Table 2.

Table 2. Comparison of the Post-test Scores of the Control and Experimental Groups

Variables	Groups	*M*	*SD*	*Md*	*T*	*P*
Motivation	Control	3.13	.19	-.47	-9.510	.001
	Experiment	3.60	.16			
Autonomy	Control	2.50	.14	-1.06	-27.657	.000
	Experiment	3.59	.13			

Note. Md = Mean difference, $p < .05$

The table indicates that the participants' post-test scores differed from each other after the implementation. Mean scores in autonomy and motivation increased in favor of the treatment group ($p < .05$). It is possible to say that the autonomy and motivation levels of the students in the experimental group improved significantly.

Pre-test and Post-test Paired Sample T-test Results

Pre-test Post-Test Comparison of the Control Group. Multiple paired sample t-tests were conducted to examine the changes in the two primary study variables to see if there were differences between the scores of the students in the control group after traditional training. Table 3 shows the analysis results:

Table 3. Comparison of the Pre and Post-test Scores of the Control Group

Variables	**Groups**	***M***	***SD***	***Md***	***T***	***P***
Motivation	Pre	2.78	.13	-.35	-7.640	.000
	Post	3.13	.19			
Autonomy	Pre	2.17	.24	-.33	-5.652	.000
	Post	2.50	.15			

Note. Md = Mean difference, $p < .05$

The table shows that after one term of instruction, the control group participants' mean scores on learner autonomy and motivation increased. This outcome was anticipated due to the nature of the educational content. According to the table, for the motivation variable, the pre-test and post-test means of the control group differ significantly in favor of the post-test ($t = -7.640$; $p = .000$). Similarly, for the autonomy variable the pretest and post-test means of the control group differ significantly in favor of the post-test ($t = -5.652$; $p = .000$).

Pre-test Post-Test Comparison of the Experimental Group. To compare the characteristics of the two primary study variables for the experimental group, multiple paired sample t-tests were performed, assessing the efficiency of flipped learning. Table 4 displays the findings as follows:

Table 4. Comparison of the Pre and Post-test Scores of the Experimental Group

Variables	Groups	*M*	*SD*	*Md*	*T*	*P*
Motivation	Pre	2.77	.14	-.83	-21.045	.000
	Post	3.60	.16			
Autonomy	Pre	2.15	.20	-1.44	-29.717	.000
	Post	3.59	.13			

Note. Md= Mean difference, $p < .05$

The table shows how significantly the means for the two main variables changed after one term of FCM instruction in the experimental group. The comparison of pre-test and post-test scores indicates that learner autonomy and motivation among the experimental group students showed a statistically significant increase after flipped learning ($p < .05$). While the difference in the means observed in autonomy levels was high (Md=.1.44), the motivation aspect had a lower difference (Md=.-.83). The findings can imply that flipped learning was effective in increasing student motivation and autonomy in learning English.

Qualitative Results

The responses of the EFL students to the open-ended questions were reviewed many times. Sub-themes were identified from the student responses, and they were categorized under the main themes based on their similarities. Subsequently, the themes were employed to present the findings, which were interpreted following the data analysis. The descriptive content analysis of the participants' responses revealed four main themes: students' overall evaluations of the Flipped Classroom Model, the advantages and strengths of the Flipped Classroom Model, the disadvantages and weaknesses of the Flipped Classroom Model, and recommendations for effective flipped learning. The results are presented with participant comments to increase trustworthiness in the analysis and data presentation phases.

Students' Overall Evaluations of the Flipped Classroom Model

According to the interview results, the students in the experimental group had positive and negative considerations of the FCM in the language learning process. The results of such evaluations are shown in Table 5.

Table 5. Theme 1: Overall Evaluations of the FCM

Theme 1: Overall evaluations of the FCM	
Category 1: Positive evaluations	Enjoyable environment
	Useful content
	Limited intervention
	Positive feedback
Category 2: Negative evaluations	Workload
	Tiring process

The flipped classroom model was highly favored by the participants; 6 out of 9 students stated that they appreciated and found the FCM enjoyable. Participant 1 said: "Flipped Classroom was a different application that I encountered for the first time; I generally liked it." Four students mentioned that playing games and doing enjoyable activities in the lessons motivated them. Regarding this issue, Participant 3 argued: "I found the flipped classroom enjoyable in general because we had enjoyable activities and competitions. The activities we did in the classroom as a group or in pairs were very enjoyable, I looked forward to following lessons."

Furthermore, as opposed to traditional lectures and mechanical exercises, the employment of varied communicative activities facilitated the students' learning. Four participants stated that engaging in fun and diverse activities helped them learn more successfully and rapidly. They also claimed that the useful content increased their motivation. In line with this code, Participant 4 noted: "I think I learn effectively by playing different games in which the teacher does not explain grammar and rules." Participant 6 supported this perspective referring to a specific FCM practice they had: "Thanks to the dubbing assignment, I learned many different sentence structures and word pronunciations."

The teacher's conduct in the classroom with limited intervention was regarded as an advantage in the FCM because it assisted students in becoming autonomous learners. Positive feedback was also mentioned as having a constructive impact on the students'

motivation. About this issue, Participant 3 expressed: "Since our teacher usually followed the activities without intervening, I was not afraid of making mistakes while doing activities alone." Sharing a similar view, Participant 2 expressed: "I developed a positive attitude towards the lesson as our teacher gave positive and sincere answers and did not criticize when I had questions or made mistakes while doing the activities."

Not everyone was positive about flipped learning. Only one student in the experimental group who took the main course using the FCM did not like this learning method. Participant 8 stated: "We have to work hard, and it can be a bit boring when what we do at home is the same as what we do at school." In addition, several students expressed concerns about the implementation. Three students stated that the application was effective for learning, but their workload and homework were excessive. Considering the workload, Participant 2 noted: "I think it was useful and joyful, but it was tiring because we had to watch videos all the time and work at home."

In conclusion, the participants usually preferred the experience of acquiring foreign language abilities in main course classes using the FC model. They were pleased with many parts of the FCM. The lectures were enjoyable, the topics were beneficial, and the teacher guided the classes with little intervention. However, certain aspects were not appreciated by the participants, primarily the work required and course preparation.

The Advantages and Strengths of the Flipped Classroom Model

The participants' comments revealed that the flipped learning method brought a variety of advantages and strengths to the language learning process. The results for those aspects are shown in Table 6.

Table 6. Theme 2: Advantages and Strengths of the FCM

Theme 2: Advantages and Strengths of the FCM	
Category 1: Language development	Pronunciation development Listening development Speaking development Grammar development
Category 2: Affective & cognitive development	Motivation Confidence Autonomy

The first category in the second theme, as shown in Table 6, addresses the participants' language development. When the language development of the learners and the contribution of the flipped classroom to their learning were considered, several students stated that basic language skills, particularly listening and speaking skills, improved as a result of the activities and practice in and out of class. The students also stated that improving their basic language skills enhanced their motivation. Regarding this matter, Participant 1 said: "I think it contributed to my English learning because we did a lot of English listening and speaking activities."

The second advantage was related to improving pronunciation. The participants reported that the videos and recordings helped them identify and correct pronunciation mistakes. Those who realized they could correctly pronounce words and structures reported an increase in motivation to participate in the activities. Participant 2 supported this perspective by saying: "I was able to notice my pronunciation mistakes when I recorded my voice and listened to it later. Also, it was fun to listen to our teacher's voice recordings at home." Participant 6 supported this view by stating: "I think it contributed to learning the subjects well. It is also very useful for the correct pronunciation of words."

Considering their affective and cognitive development as displayed in the second category, most of the students expressed that the FCM increased their confidence, autonomy, and motivation. The participants stated that their self-confidence and participation increased as a result of the tasks in which they recorded their voices and uploaded them to the system, which reduced the possibility of making mistakes in class. Participant 5 argued: "When I recorded my voice at home and listened to it over and over again, I noticed and corrected my mistakes, so I was not afraid of making pronunciation mistakes in class." supporting this finding. Furthermore, being prepared for the subject to be covered in the lesson and preparing for classroom activities at home were reported to provide regular study habits and increase their active participation and autonomy in the classroom. Participant 5 said: "I generally liked FCM because it allowed me to study regularly and come prepared for classes. Knowing in advance what will be covered in each lesson was reassuring." Similarly, Participant 7 added: "Since I knew what we were going to cover in the lessons, I was ready to participate, and I was not nervous at all."

Another benefit of the flipped classroom model was that it encouraged the students to study continuously, providing them with regular study habits and thus improving their autonomy. In this regard, Participant 8 stated:

> "Because I knew the assignments I had to do before lessons, I developed a work schedule and discipline over time. Later on, I realized that even if I did not have homework, I started to prepare before the lesson and do research on the subjects I did not know." Similarly, Participant 8 added, I did not know how to study English until today. I learned to study English on my own."

To summarize, there were several things that the students thought were advantageous about the implementation of the FCM. Thanks to the communicative activities, language learning became easier and more fun, particularly for listening, speaking, and pronunciation skills. The students' self-confidence improved as they were no longer hesitant to make mistakes. Their autonomy also increased as a result of learning how to study. Finally, their motivation to attend English classes increased because they could use modern applications and conveniently reach course materials.

The Disadvantages and Weaknesses of the Flipped Classroom Model

Although the FCM improved the language learning process, the participants' comments revealed that the flipped learning method had several disadvantages and weaknesses. The results for those aspects are shown in Table 7.

Table 7. Theme 3: Disadvantages and Weaknesses of the FCM

Theme 3: Disadvantages and Weaknesses of the FCM	
Category 1: Workload	Time commitment Excessive homework
Category 2: Technological Problems	Internet connection Technological tools
Category 3: Work Style	Pair/ group activities Study environment

The workload is the first category in relation to the disadvantages and weaknesses of the FCM, as shown in Table 7. The amount of work and time required to complete the tasks were referred to be the two most significant drawbacks in the model. It was reported that watching videos, responding to questions, recording them, and completing assignments that required critical thinking took a lot of time. The participants agreed that they were tired of studying, and as a result, their motivation towards courses decreased. Regarding this issue, Participant 1 noted: "I think this implementation is tiring because I watch videos and have recordings all the time." Similarly, Participant 9 added: "Assignments take too much time." Participant 8 also held a similar perspective and explained: "We work at home and also in the classes. This is so tiring and ridiculous."

The second category was about the internet connection, mobile phone, and computer problems, which were technological issues that reduced the participants' motivation to attend courses. Because the courses were delivered online and the flipped classroom method required the submission of homework and access to course content via the online LMS, the students encountered some difficulties when their phones were insufficient or when they did not have access to a computer or the internet. In line with this finding, Participant 4 argued: "I had to miss classes because of slow internet and connection problems. It was also very difficult to watch a lot of videos and recordings afterward." Referring to the internet problem, Participant 8 expressed: "When my internet connection was lost, I missed the classes and could not upload the assignments."

The third category of disadvantages was difficulty with pair and group activities. Some students stated that when they were unable to communicate with their friends in group or pair activities, the activity became inefficient, lowering their motivation. In this regard, Participant 7 argued: "It is very difficult to participate and be successful in group activities and pair works when your group members do not get along or they do not work." Participant 2 supported this by saying: "Since my English level is not good, I had difficulty doing activities with my friends, and I fell behind them."

The participant comments revealed that they were not pleased with some parts of the model. Some students felt that the time commitment was excessive. The difficulty connecting to the internet and creating suitable learning environments were also considered challenging. Finally, some students stated that the FCM is similar to doing homework.

Recommendations for Effective Flipped Learning

Based on their FCM-supported learning experiences, the participants made recommendations to stimulate the effectiveness of English language instruction through flipped learning both inside and outside the classroom. The results concerning these aspects are shown in Table 8.

Table 8. Theme 4: Recommendations for the FCM

Theme 4: Recommendations for the FCM	
Category 1: In-Class Recommendation	Lesson conduct Class size
Category 2: Out-Class Recommendation	Workload

The first category of recommendations was related to the mood of the lesson. Some participants preferred face-to-face education when evaluating their distance education experiences. The participants stated that face-to-face activities requiring active participation, such as games and competitions, would be more motivating and provide more permanent learning. About this, Participant 5 shared: "I was challenged communicating with our friends and our teacher, the activities became boring. It would be much more efficient if the lessons were done face to face." Participant 8 supported that view by saying: "English lessons should not be online. I don't think we can learn a language just by watching the screen and listening to the teacher. I don't want to attend classes in online education."

Another suggestion was to reduce the number of students in class. According to the participants, lessons should be taught with fewer students. Some students stated that when there were fewer students in class, the topics were covered more quickly, the teacher had more time to deal with the students individually, and the students could learn English better. In line with this finding, Participant 3 stated: "There should be fewer people in the class because it may be difficult for the teacher to deal with crowded classes."

As shown in Table 8, the most common out-of-class recommendation forming the second category concerned the amount of homework. Three students stated that having too much homework and tasks to do in and out of the classroom was exhausting and difficult and that, if less homework was assigned, their motivation for the course would increase. Emphasizing this issue Participant 1 stated: "Difficult and time-consuming assignments that require good computer use should not be given." Similarly, Participant 6 and Participant 9 added: "Too much homework should not be given."

Both the qualitative and quantitative data show that when the FCM was properly integrated into English lessons, the participants' motivation and autonomy levels increased. Furthermore, according to the qualitative data, several components of the flipped classroom approach were appreciated by the students, such as technology-integrated materials, communicative tasks, and positive feedback. Some students, however, remarked that there were features of this model that they did not like. The model was criticized for requiring excessive time commitment, having some course materials that were too difficult to understand, and having too much homework. The students also suggested some changes to FCM to increase the effectiveness of the model, such as more individual activities, smaller class sizes, and less homework.

Discussion and Conclusions

According to the findings of this study, FCM could substantially increase the autonomy and motivation of the students. Additionally, the students were encouraged to develop self-study habits, take responsibility for their education, and gain knowledge on technological tools that could be utilized to improve their L2, and could monitor their progress. They were more motivated to practice English out of class and felt more confident as they developed proficiency in the target language and a deeper understanding of particular subjects. Within the scope of the first research question, this study examined the impact of FCM on the autonomy of students. The findings indicate that the students' autonomy was enhanced at the end of the FCM application due to online teaching as well as the evaluation, and communication processes that enabled them to control and manage their learning. This result is consistent with the findings of Al Wahaibi and Hashim (2018), who concluded that the use of technology contributed to the growth of learner autonomy and offered students greater control over their education. Likewise, Santikarn and Wichadee (2018) hypothesized that due to participation in class activities and peer interaction, the majority of their students were satisfied with the FCM-based language instruction. Concerning this matter, it can be asserted that the present study, which was conducted based on the FCM implementation, presented an example of increased learner autonomy, stimulated by the facilitating role of the teacher who does not interfere excessively with the lessons.

As for the analysis of the second research question, the experimental group's motivation increased after receiving English language instruction via the FCM. The findings of the present investigation are consistent with most of the prior research in the relevant literature. A comparative analysis of the present study and prior research in the field suggests that the increase in student motivation among those in the experimental group may be attributable to several factors. Firstly, it can be concluded that instruction enriched with technology increased learning engagement and activity. In their study examining the effects of FCM on student motivation, Elmas & Geban (2012) emphasized that the experimental group participants actively learned the language and transformed into engaged participants, which contributed to effective and meaningful learning. The increase in the motivation of the students can also be seen as a natural outcome of the increase in their participation in the lesson thanks to the student-centered activities, which is a point of reference in the related literature as well. Chuang et al. (2018) reported that flipped classroom instruction enhanced the motivation, satisfaction, and participation of students. Thus, it can be inferred, from the results of the current study and those of the related research, that FCM serves as a tool to stimulate learner motivation while increasing their active participation in the educational process. Based on the data obtained from the participants in the experimental group, it is possible to conclude that thanks to game-based education in FCM, the students learned by having fun, which may have had a positive effect on their

motivation for the lesson. This finding is in parallel with those by Caliskan (2016), Obari and Lambacher (2015), and Yavuz and Ozdemir (2019), in which the students found FCM more enjoyable than conventional models.

Within the scope of the third research question, the current research investigated the perceptions and perspectives of the experimental group participants regarding the FCM. The qualitative analysis revealed that the participants' positive evaluations and experiences using the FCM were more frequent than the negative ones. Almost all the learners who participated in the interviews stated that they enjoyed the FCM explaining that the model improved their speaking, listening, and pronunciation skills as well as their autonomy and motivation. These results corroborate studies demonstrating the positive contributions of the FCM to the oral performance of L2 learners (Amiryousefi, 2019; Chen Hsieh et al., 2017). According to the data from the interview, it can be concluded that regarding affective/cognitive development, the FCM increases students' autonomy, motivation, and confidence. The qualitative data show that the participants gained regular study habits and became more autonomous learners thanks to the FCM. These results were compatible with previous research (Hung, 2018; Weiqiang et al., 2018) revealing the positive effects of the model on the autonomous learning skills of foreign language learners.

There were certain aspects that not every student appreciated. For some students, the model was similar to doing assignments, and extracurricular activities demanded an excessive amount of time. Some participants also found the pre-recorded video lessons and homework to be boring and time-consuming. This point of criticism is in line with what has been reported in Mull's (2012) study, which argued that students who find videos boring or overly long may not enjoy watching them.

The participants made some in-class and out-of-class suggestions for implementing the FCM into language classes, too. Since the lessons had to be conducted online due to the earthquake disaster in Turkey, integrating the model into online lessons is among the aspects seen as a disadvantage by the students. In conclusion, the students recommended that courses should be conducted face-to-face instead of online. The students also suggested that courses should be crowded so that their motivation and confidence increase. In this regard, when the relevant literature was examined, no results supporting these data were encountered; thus, these results can be related to an outcome of the specific case experienced in this research context.

Limitations and Pedagogical Implications

Several variables presented limitations. First, the study was limited to data from 50 students. This study only included a group of preparatory students, and the participants were adult learners with an A2 level of English proficiency; thus, it was beyond the

scope of this study to investigate the development of language learning at other grades and levels. Another limitation of this study is the duration of the intervention (8 weeks). If the flipped instruction had lasted longer than 8 weeks, the results may have differed. Additionally, the FCM was integrated into online lessons because of the mandatory distance education; different results might have been obtained if this model had been used in face-to-face courses.

The findings and analysis of this quasi-experimental study revealed that the FCM primarily improved the participants' language skills and increased their motivation as well as autonomy. As a result, the analysis of these findings revealed the following pedagogical implications for the effective integration and implementation of the model in language education:

- Because the FCM is a new model, educators must ensure that students are familiar with its principles prior to its implementation to prevent students from losing their motivation.
- To implement the model, teachers must have a certain set of technological skills. In-service training covering theoretical and practical aspects of the model is to be available for instructors who want to implement the FCM.
- Students may encounter problems while following course content. As a result, it is critical to provide opportunities for ongoing and beneficial contact. Instructors can keep track of the process via course management systems, emails, forums, or social media.
- While preparing course materials, attention should be paid to facilitating the teaching of target subjects, attracting students' attention, and increasing their motivation towards language learning.
- While preparing the course content, the model should be integrated into all areas of language development.

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