

T. R.

GAZİANTEP UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES TEACHING

ENGLISH LANGUAGE TEACHING PROGRAM

**THE THEMATIC, METHODOLOGICAL, AND
STATISTICAL ANALYSIS OF THESES AND
DISSERTATIONS ON THE FLIPPED
CLASSROOM IN TURKISH EFL CONTEXT**

MASTER OF ARTS THESIS

HATİCE ULU

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JANUARY 2024

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Supervisor: Assoc. Prof. Dr. Fadime YALÇIN ARSLAN

GAZIANTEP
JANUARY 2024

APPROVAL OF THE JURY

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Department : Foreign Languages Education/English Language Teaching

Thesis Title : The Thematic, Methodological, and Statistical Analysis of Theses and Dissertations on The Flipped Classroom in Turkish EFL Context

Thesis Date : 26.01.2024

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School of Educational Sciences.

Approval of Institute
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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants. I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

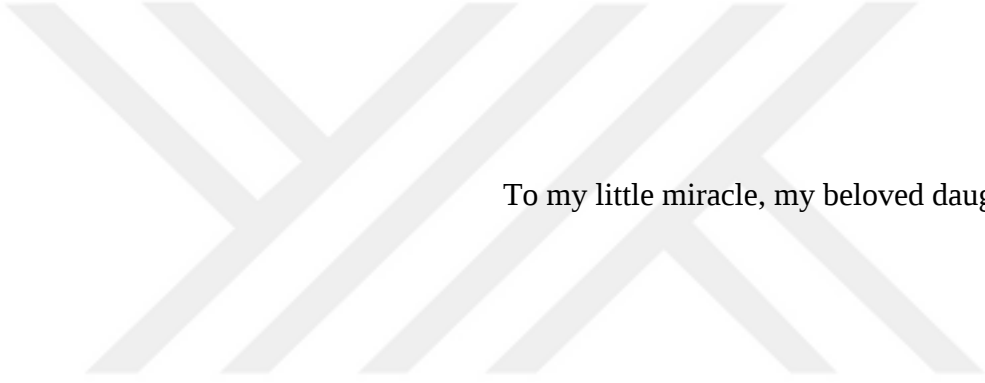
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DEDICATION



To my little miracle, my beloved daughter Ece...

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Last but not least, my study would not have been possible without the love and encouragement of my little daughter, Ece ULU. She is my sunshine. She always motivates me with her invaluable smile. I am fortunate to be your mother.

ABSTRACT

THE THEMATIC, METHODOLOGICAL, AND STATISTICAL ANALYSIS OF THESES AND DISSERTATIONS ON THE FLIPPED CLASSROOM IN TURKISH EFL CONTEXT

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M.A. Thesis,
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The Flipped Classroom Model is defined as a ‘teaching style’ (Fraga & Harmon, 2014), and it is one of the new methods that require the use of technology. There are several studies conducted on Flipped Classroom (FC) to search for different themes. This descriptive study aims to categorize theses and dissertations in FC in EFL in Turkey context as thematic, methodological, and statistical to present the current situation. For this study, theses and dissertations published in the Turkish Council of Higher Education National Thesis Center were purposefully searched using document analysis, and 53 studies conducted between 2014 and 2023 were chosen to collect data. When collecting data from the studies, content analysis is applied, and the ‘Academic Publishing Evaluation Form’ prepared by Karadağ (2009) was used to categorize the data. In addition, content analysis was carried out by using categorical analysis and frequency analysis. According to the findings, there are more master’s theses than doctoral dissertations. Most of the studies were conducted at Gazi University. Also, most of them were conducted in 2018 and 2019. Academic achievement and attitudes were the most used themes. Furthermore, mixed method and quasi-experimental research models were used in most studies. In addition, pre-test and post-test experimental design was highly preferred, convenience sampling was used the most, and semi-structured interviews were the most used data collection tool. The findings suggest that FC is a contemporary and dynamic area of study in educational research.

Keywords: Flipped Classroom, inverted classroom, postgraduate studies

ÖZET

TÜRKİYE’DE YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİ ALANINDA TERS YÜZ EDİLMİŞ ÖĞRENME İLE İLGİLİ YAPILMIŞ LİSANSÜSTÜ TEZLERİN TEMATİK, METODOLOJİK VE İSTATİSTİKSEL ANALİZİ

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Ters yüz sınıf modeli bir ‘öğrenme modeli’ (Fraga & Harmon, 2014) olarak tanımlanan ve teknoloji kullanımını gerektiren yeni bir modeldir. Farklı konuları araştırmak için ters yüz edilmiş sınıfla ilgili gerçekleştirilmiş birçok çalışma mevcuttur. Bu betimsel çalışma, mevcut durumu görmek için Türkiye’de yabancı dil olarak İngilizce öğretimi alanında ters yüz edilmiş sınıf ile ilgili yapılan tezlerin tematik, metodolojik ve istatistiksel açıdan incelenmesini amaçlamaktadır. Bundan dolayı, bu çalışma betimsel bir çalışmadır. Bu çalışma için Yüksek Öğretim Kurulu Ulusal Tez Merkezi’nde yayınlanmış yüksek lisans ve doktora tezleri döküman analizi kullanılarak amaçlı bir şekilde araştırılmış ve 2014-2019 yılları arasında yapılmış 53 çalışma bilgi toplamak için seçilmiştir. Çalışmalardan bilgi toplanırken, içerik analizi uygulanmış ve bilgileri kategorize etmek için Karadağ (2009) tarafından hazırlanan ‘Akademik Yayın Değerlendirme Formu’ kullanılmıştır. Buna ek olarak, kategori analizi ve frekans analizi kullanılarak içerik analizi yapılmıştır. Bulgulara göre, yüksek lisans çalışmalarının sayısı doktora çalışmalarından daha fazladır. Çalışmaların çoğu Gazi Üniversitesi’nde yapılmıştır. Ayrıca çalışmaların çoğu 2018 ile 2019 yıllarında yapılmıştır. Akademik başarı ve tutum en çok kullanılan temalardır. Dahası, çalışmaların çoğunda karma yöntem, ve yarı deneysel model kullanılmıştır. Bunlara ek olarak, ön-test ve son-test deneysel tasarım çoğunlukla tercih edilmiş, kolay ulaşılabilir örnekleme en çok kullanılmış, ve bilgi toplama aracı olarak en çok yarı yapılandırılmış görüşmeler tercih edilmiştir. Bulgular eğitim araştırmalarında ters yüz sınıfın çağdaş ve dinamik bir çalışma alanı olduğunu gösteriyor.

Anahtar Kelimeler: Ters yüz edilmiş sınıf, Lisansüstü Çalışmalar

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ABBREVIATIONS

FC: Flipped Classroom

FCM: Flipped Classroom Model

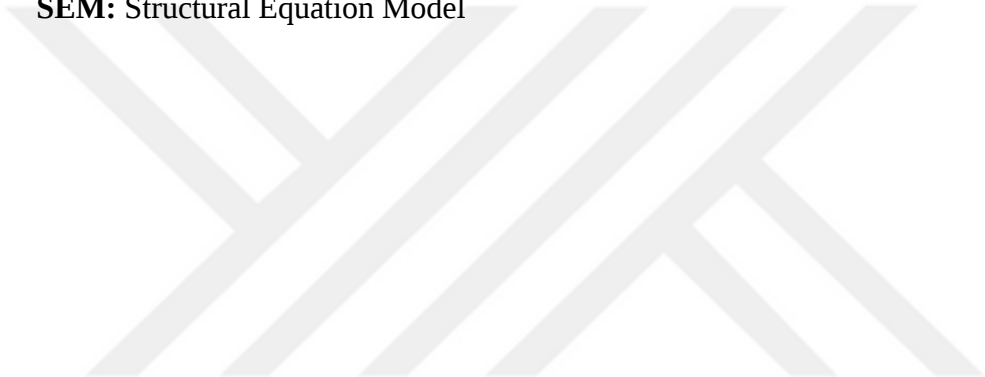
CLT: Communicative Language Teaching

EFL: English as Foreign Language

ELT: English Language Teaching

CFA: Confirmatory Factor Analysis

SEM: Structural Equation Model



CHAPTER I

INTRODUCTION

1.1.Presentation

This chapter presents a statement of the problem, the purpose of the study, the significance of the study, assumptions, limitations, and definitions in detail.

1.2. Statement of the Problem

There have been lots of changes in education during the ages. Important events like wars, the invention of computers, the internet, smartphones, and economic developments have affected education. New approaches, methods, and techniques which were suitable for these changes were developed. Now, it is the technology era, and people use it for many purposes in different fields. Education is one of these areas, and curriculum designs are changing rapidly by considering those technological developments. There are new approaches, methods, and techniques, which include technology. Instructors or teachers need them because students are digital-native today, and they use technology a lot. So, traditional ways of teaching have become old-fashioned, and people need more innovative ones.

Another issue is that the teaching and learning process was mostly teacher-centered before, but now it is more student-centered. The focus of activities is not on the teachers but on the learners today. Instead of providing all the information, the

teachers are expected to be facilitators of the teaching and learning process by arranging the learning environment and related materials. Students are active participants in this process; they are not just observers or passive recipients like before. They need to interact with not only their teachers but also each other and materials. By the way, they can learn to “think for themselves, pose and solve problems, and generally produce knowledge rather than reproduce it” (King, 1993, p.30).

Preparing materials or arranging environments according to this learner-centered approach is not an easy task. There are so many elements that affect this process. School conditions are one of the most important factors. Class size, class time, or materials in the schools may not be appropriate for learner-centered education. Changing school conditions is difficult, so teachers try to find new solutions to overcome these problems. With the help of technology, they started to use new methods, such as the Flipped Classroom Model (FCM), which is defined as a ‘teaching style’ (Fraga & Harmon, 2014). It is also called ‘an inverted classroom’ (Fraga & Harmon, 2014). Bergmann and Sams (2012) define the FCM clearly by saying: “...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 model, students watch videos that include theoretical information related to the course, and those videos can be prepared by their teachers or others. They can watch them over and over until they understand the content enough because there is no limitation to practice. Also, they can watch them whenever or wherever they want. When students come to the classroom, they do only hands-on activities altogether, which increases interaction, cooperation, and collaboration among them (Bergmann & Sams, 2012; Roach, 2014). Students show impressive performance in flipped learning when it is compared to the traditional learning model (Schultz et al., 2014). It can be used for different school subjects such as maths, history, languages, etc.

The FCM’s theoretical ground comes from student-centered learning (Bishop & Verleger, 2013). Even so, it is also related to other theories, such as constructivism (Basal, 2015) and active learning (Lemmer, 2013). From a constructive perspective, teachers and students are co-participants; they construct the learning process together.

The learner-centered method and the use of different approaches in the learning process are factors that increase learners' motivation (Aktaş, 2017). Gardner (1985) mentions motivation as the level to which a person works or attempts to acquire language by reason of the desire to do it and the enjoyment felt in that work. By the way of flipped classroom (FC), learners can use technology to be more active and autonomous. Thus, this may help to increase their motivation in the learning process.

There are a lot of pedagogical advantages of the FCM (Correa, 2015), and the number of research about FC in ELT increases day by day. Nevertheless, there is not enough study related to the necessity of this model in EFL classrooms (Mehring, 2016).

When the researches in FC are examined, it is seen that there are studies on writing, speaking, listening, motivation, autonomy, attitudes, perceptions, readiness, academic achievement, anxiety, grammar, classroom engagement, vocabulary, challenges, efficiency, satisfaction levels, classroom interaction and so on. However, to the best of our knowledge, there is no study about the thematic, methodological, and statistical analysis of these studies about FC in Turkey context. For this reason, this study might be helpful in stating the current situation of FC as a review study and guiding researchers in their future studies.

1.3. Purpose of the Study

The invention of computers and the use of the internet opened the doors to a new era in the field of education as well as many other fields. As a result of these developments, the importance of communication and student-centered education continues to increase, and the technology era has begun in education. With the realization that traditional methods are no longer sufficient, innovative approaches to teaching have started to develop. Teachers try to advocate using technology in education. FC is one of the models which are used for this purpose. It facilitates technology-enhanced learning and teaching. It is a kind of win-win situation in which both students and teachers have benefits.

The thematic, methodological, and statistical analysis of FC is thought to have significant importance. That's why this study aims to categorize theses and dissertations in FC in EFL in Turkey context as thematic, methodological, and statistical to present the current situation, and with this aim in mind, the following questions were asked:

Research Question 1: How are the theses and dissertations about Flipped Classroom distributed in terms of theme?

Research Question 2: How are the theses and dissertations about Flipped Classroom distributed in terms of research methods?

Research Question 3: How are the theses and dissertations about Flipped Classroom distributed in terms of research models?

Research Question 4: How are the theses and dissertations about Flipped Classroom distributed in terms of sample groups?

Research Question 5: How are the theses and dissertations about Flipped Classroom distributed in terms of sample size?

Research Question 6: How are the theses and dissertations about Flipped Classroom distributed in terms of data collection tools?

Research Question 7: How are the theses and dissertations about Flipped Classroom distributed in terms of statistical techniques and data analysis techniques?

1.4. Significance of the Study

The 21st century changes not only the society but also the roles of teachers. The FC sets a very good example for modern teacher profiles. The teacher is now responsible for making sure that all the students gain all the necessary knowledge and skills. They should also be informed about technology-enhanced education and make the most of it.

Several studies have shown that using technology and online sources empowers students in the learning process and helps them become lifelong learners. In Turkey, Kömeç (2018) conducted a descriptive study by using a mixed research

design to search for high school students' attitudes towards the FCM in the concept of learner autonomy, motivation, development of language skills, and technological attitudes. The results show that EFL students' perceptions of FCM were particularly positive. Boyraz (2014) illuminated the effect of the flipped classroom on English language teaching. The findings display that this approach improved the motivation of the students. Moreover, they prefer the flipped classroom method to the traditional way of teaching. Besides these studies, an in-depth review of the literature shows that there have been just a few studies regarding the FC in the Turkish context (Kurt, 2017).

It becomes important not only to educate students but also to train teachers because it is necessary to follow new developments in order to keep up with the requirements of the age and to be sufficient for students. With the internet, everything starts to develop faster and needs changing. Changing needs, of course, also affect teaching on different sides.

This study is important since it will show how the researches about FC in ELT are distributed in terms of thematic, methodological, and statistical. Results will also help us see the current situation of conducted studies in the related fields.

1.5. Assumptions

Theses and dissertations about FC published in the Turkish Council of Higher Education National Thesis Centre are used for this study. It is assumed that the indexing of them is done precisely. Also, it is thought that they represent the Turkish universe in the ELT context.

1.6. Limitations

This study only includes theses and dissertations searched by using 'Flipped Learning and Flipped Classroom' as key terms. Moreover, it is limited to the theses and dissertations published in the Turkish Council of Higher Education National Thesis Centre from 2014 to 2023.

1.7. Definitions

Definitions of some important terms are stated below:

Flipped classroom: It is a new teaching method that seeks to improve learners' performances and engagement by carrying the contents of the lecture outside the classroom using technology (Clark, 2015).

Traditional classroom: In traditional classrooms, knowledge is transferred from teachers to students, and teachers are seen as the main source of knowledge. Students continue to develop their knowledge outside of the classroom by doing homework. A pre-planned curriculum, is used and tests are regularly conducted in these classrooms.



CHAPTER II

LITERATURE REVIEW

2.1. Presentation

In this chapter, the definition, history, theoretical background, advantages, disadvantages, and four pillars of FC are represented. Furthermore, relevant studies on FC, both abroad and in Turkey, are stated briefly.

2.2. Flipped Classroom

If the literature is reviewed in detail, it is easily seen that FC has a longer history than it is assumed, and even in the 1990s, this model was being applied in classroom environments.

There are several definitions of FC in the literature. For instance, Bergmann and Sams (2012), who are the pioneers of FC, define FC as “a setting where the things traditionally done in class are now done at home, and the things that are traditionally done as homework are now completed in class.” Alike this definition, Chen, Wang, Kinshuk, and Chen (2014) define it as “offering in-class activities outside the class and bringing out-of-class activities to the classroom environment.” In addition, Gilboy et al. (2015) define FC as “what is traditionally done in class and as homework are switched or flipped.” (p. 110). Another definition is given by Merrill (2015); “a pedagogical model in which class work and homework are reversed” (p.16). According

to Clark's (2015) definition, FC is a new teaching method since it desires to improve learners' performances and engagement by carrying the contents of the lecture outside the classroom by using technology. These definitions mainly focus on lecturing or activities done during the lessons, but using the time effectively is one of the key factors of FC. Basal (2015:29) points out this and asserts that the time spent in class must be more important than watching the videos. He also says, "Classroom time can be used for engaging in activities, discussing concepts, clarifying hard-to-understand information, and investigating questions related to content." Quint (2015) states that students get ready for face-to-face time by watching videos and reading materials before the lesson. Instead of just listening to the teacher's instructions, they aim to use the knowledge they obtained from the sources during the lecture. Quint (2015) also says the FC approach is a new pedagogical approach that changes the time used for face-to-face learning and individual study to expand the potency of both. As it is understood from the definitions, instead of lecturing in class time, instructors used FC to share videos and materials about the course content on the net. They record themselves or use ready-made videos about the topic and assign students to watch them. They not only use videos but also use written sources about the content of the lesson. In brief, teachers send instructions by using online platforms. They can send their own videos or well-prepared ones by other teachers. Also, they can deliver some readings and ask students to study them before the lesson. One of the important points of this process is sources must be taken from reliable sites.

Sharing materials online enables students to access them anytime and anywhere. They can watch videos or read posted texts as they wish. Place or time is not a problem for them. They are free to use a telephone, computer, laptop, or tablet to reach materials.

White (2012) expresses the procedures in FC step by step. They are shown in the following figure below.

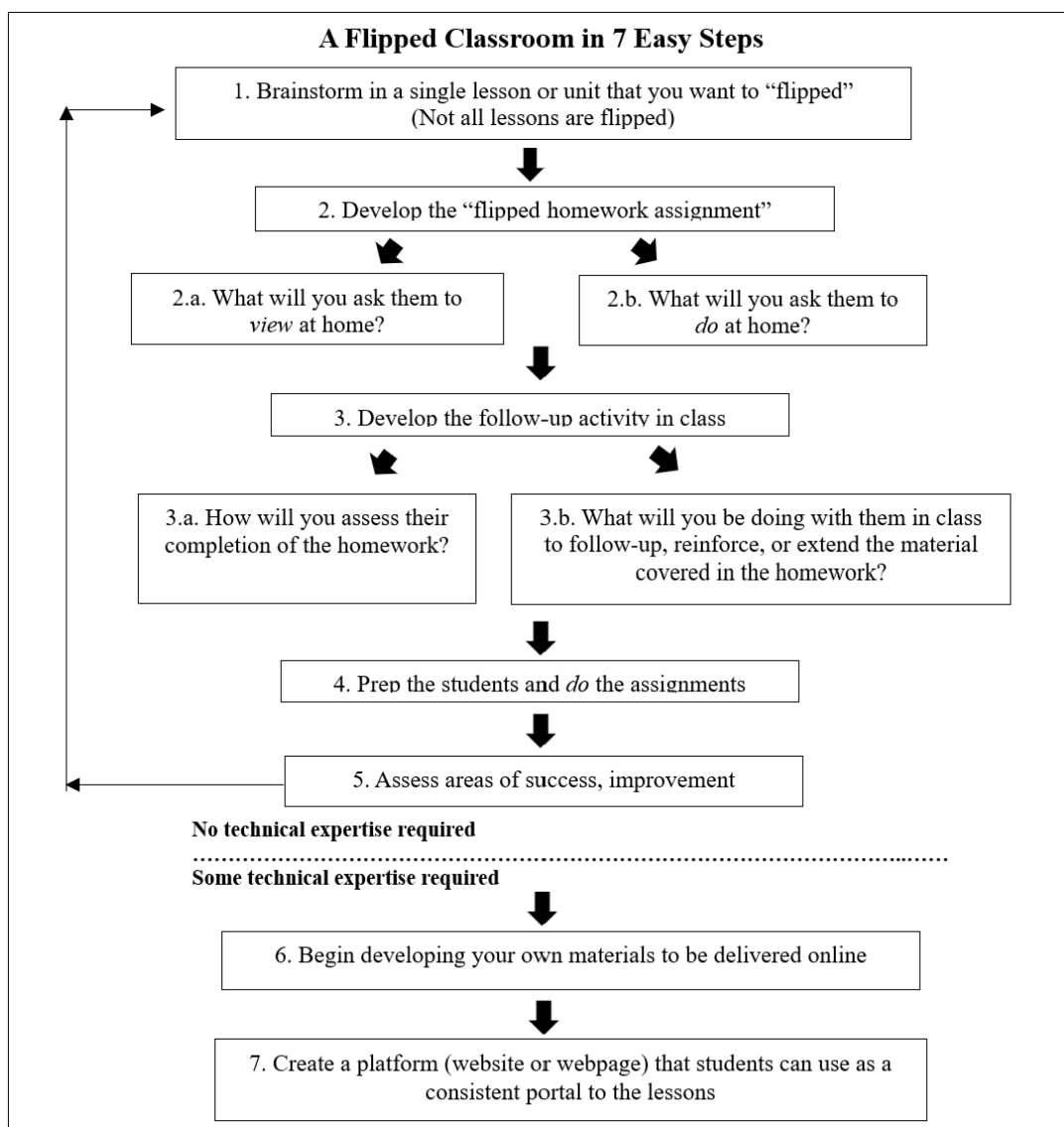


Figure 1. *White's (2012) illustration of flipped classroom in 7 easy steps*

It is seen that procedures start with brainstorming to decide because all lessons are not flipped. Then, developing assignments and follow-up activities come. It continues with preparing the students and doing assignments. The next step is assessment and improvement. After that, developing materials comes. Finally, it ends with creating a platform for students to use as a consistent portal.

In sum, it is obvious that the word 'flipped' is favorable to the learning style itself. Moreover, the word 'flipped' is also an acronym for 'flexible environment,

learning culture, intentional content, and professional educators (Y. Chen et al., 2014). They are called the ‘four pillars of flip’, and it is stated in detail.

2.2.1. Four Pillars of Flipped Classroom

Flipped Learning Network (2014) describes FC into four pillars: flexible environment, learning culture, intentional content, and professional educators. The initial letters of these four pillars generate F-L-I-P.

2.2.1.1. Flexible Environment

Hamdan et al. (2013) point out that flipped learning necessitates flexible environments because there are lots of learning modes in flipped classrooms. Instructors aim to support different learning styles by providing suitable environments and giving students options regarding time and space. They may rearrange the learning environment and learning processes by taking into account students’ needs in the form of independent study, group work, pair work, or evaluation. Contrary to traditional classrooms, flipped classes can be a little bit noisy and chaotic because students in FC have more free learning spaces and chances to talk than the students in traditional ones.

2.2.1.2. Learning Culture

The second pillar, learning culture, promotes learner-centredness. In traditional classrooms, students are passive learners who have limited time and chance to express their ideas during class time, and the teachers are considered as the source of the information. Therefore, there are teacher-led classes in traditional classrooms. On the contrary, students are active learners in flipped classrooms. They actively participate in all learning processes. Teachers are no longer key considerations or seen as the main source of information. They are mentors who facilitate the whole process.

2.2.1.3. Intentional Content

In this context, instructors arrange or rearrange course content according to students' needs. They observe students' levels and progress to create meaningful learning activities. They reshape the content in order of priority. They try to use the most relevant and useful materials to make connections between pre-class sources and in-class activities. What the instructors teach and how much the students will access and learn on their own is determined by intentional content.

2.2.1.4. Professional Educators

The last pillar is professional educators. There is a student-centred teaching process in FC, but it does not mean that teachers are less important. Conversely, they have more crucial responsibilities than the teachers in traditional classrooms. This is because they give appropriate instructions and immediate and constructive feedback. They also carry out the formative and summative evaluation. Without well-qualified instructors, managing the teaching process successfully in FC is not possible.

2.3. History of Flipped Classroom

The concept of 'Flipped Classrooms' is based on several student-centred teaching models and approaches, and it dates to King's article in 1993 (Baker, 2000). In her article titled "From Sage on the Stage to Guide on the Side" (King, 1993), Alison King describes teachers' and students' roles in traditional classrooms. In these types of classes, teachers are more active than students. They are lecturer, and students are just passive participants. It means teachers are 'sage on the stage' (p. 30) who only transmit information to students who just listen, write, or memorize it. Afterward, she mentions current learning theory, which suggests that instructors internalize the role of a "guide on the side" (p. 30) who is not the focal point of learning but facilitates the process and guides students to construct their own knowledge.

Eric Mazur, physicist and educator at Harvard University, published a book named 'Peer Instruction: A User's Manual' (Mazur, 1997). At his students' request, he shares the lecture notes with his students at the beginning of the term. Students read

the assigned chapters before the class. Thus, they get familiar with the topic and are aware of what they will talk about. Instead of taking notes continuously during the whole lesson, students have more chances to listen to the teacher carefully. The class time is used for discussion, improvement of higher order skills, understanding the topic deeply, and development of students' performances rather than lecturing only.

Barbara Walvoord and Virginia Johnson Anderson are exemplified by Brame (2013) as initiators of the FC approach due to their 'assignment model'. In this model, students study notes before coming to class and they pay attention to higher-order skills in class.

In 2000, Maureen Lage, Glenn Platt, and Michael Treglia published an article named "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment" (Lage, Platt, & Treglia, 2000). In their article, they state how they invert the class for the economics course. In inverted classrooms, it is aimed that students are exposed to the content in several ways, such as videos, textbooks, PowerPoint presentations, reading materials, etc. Teachers supply these materials by using the internet before the class. Students study them to understand and learn the content; then they come to class to practice what they learned from the sources the teacher sent. At the beginning of the lesson, teachers answer students' questions and give a mini-lecture about the content, considering the missing points. If there is no question, it means students understand the subject, and there is no need to spend time lecturing again. After this part, teachers continue the lesson by conducting experiments, group work, or related activities about the content. By this means, using different teaching styles gives students opportunities to learn the subject most appropriately.

In the same year, Baker presented a paper called "The 'Classroom Flip': Using Web Course Management Tools to Become the Guide by the Side" (Baker, 2000) at the 11th International Conference on College Teaching and Learning in Florida, USA. In this paper, he illuminates the instructors about using materials and online programs to flip their classes. He states that thanks to 'Classroom Flip', teachers do not need to spend too much time lecturing in class, and they can be a guide on the side rather than a sage on the stage. Also, they can enhance students' active participation during the

class. It helps students to be more autonomous due to interaction and collaboration in flipped classes.

Following these steps, Salman Khan started to teach his relative math over the phone and via Skype in 2004. Then, with the suggestion of his friends, he founded the Khan Academy and started to create videos and post them on online platforms. His videos are watched by a lot of people all around the world. Not only students but also the teachers use his videos for the lectures. In 2012, his videos reached over 6 million students monthly (Khan, 2013). Next year, he published his book named 'The One World Schoolhouse: Education Reimagined' (Khan, 2013), which is about the definition of the school system he imagines. In this school, there is a cooperative, interactive, and creative learning atmosphere which enables students to become autonomous.

In 2007, Strayer wrote his dissertation titled "The Effects of the Classroom Flip on the Learning Environment: A Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom That Used an Intelligent Tutoring System (2007)." It is one of the earliest research on flipped classrooms. His study is about setting up students in a flipped class against the traditional one.

As another milestone, Bergmann and Sams, who were the teachers in Woodland Park, Colorado, had students who missed classes because of some sports events or other reasons. They wanted to do something for these students, and they found a solution after they read an article in the magazine. They decided to record their lessons and send them to the students by using online platforms. Through these videos, students could have a chance to learn everything that they missed. They started to record videos and share them. They were surprised later because not only students who were absent but also students who were in class watched the videos. They watched the videos for a variety of reasons, such as understanding unclear or missing points in the content, getting ready for the exams, etc. After getting this positive feedback, they decided to flip their class in the 2007-2008 academic year, and then, in 2012, they published a book named "Flip Your Classroom: Reach Every Student in Every Class Every Day" (Bergmann & Sams, 2012) in which they stated their experiences in this flipped class. Through these videos, which they recorded, they could reach all students

because students could watch them whenever and wherever they desired. Also, there was no limit to watching them, so they could watch them again and again. Two years later, in 2014, they published their second book titled ‘Flipped Learning: Gateway to Student Engagement’ (Bergmann & Sams, 2014).

A great number of teachers and students all around the world benefit from their videos. They have crucial roles in developing FC. Their studies and thoughts are vital to understanding and properly applying this model.

2.4. Theoretical Background of Flipped Classroom

The FCM is foundationally based on active learning and blended learning (Hung, 2015). It is also based on the idea that valuable classroom time should not be wasted on lecturing, and it has its origins in student-centered learning. (Bishop & Verleger, 2013). In this model, students are active learners, contrary to the students in the traditional classrooms in which learners are passive participants. In FC, students study and learn the context before the lesson via the materials that the teachers supply. It lets students shape their own learning experiences by listening, viewing, and reading the assigned content materials prior to class. In class time, they practice, revise, examine, or recall what they learn. As Prince (2004) stated, engrossing students in doing such things opens a pathway for them to take responsibility for their own learning. Keeping these in mind, Basal (2015) stated that the FC is a type of student-centered model, and its theoretical principles are predicated on constructivism.

Important psychologists such as Dewey (1916), Piaget (1973) -the pioneer of cognitive constructivism- Vygotsky (1978) -the founding father of social constructivism- and Bruner (1996) claimed that “learners could learn actively and construct new knowledge based on their prior knowledge” (Huang, 2002, p. 28). In this sense, the structure of FC benefits from the constructivist learning theories put forward by these psychologists, who fundamentally 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, p.30). These points are similar to the principles of FC in which students construct the knowledge actively

instead of receiving it passively, and they use their past experiences and knowledge to learn and expound the new information and think up more ideas (Hawks, 2014). Furthermore, in FC, students not only learn information but also use it effectively in different situations by being involved in activities to apply the knowledge that they have constructed. By interacting and collaborating with both each other and the teacher, they process the information profoundly. It is also one of the principles of constructivism, and all of these show that FC is strongly based on constructivism.

Students' active participation and interactions with each other are also related to Communicative Language Teaching (CLT). As Richards (2006) stated, "Second language learning is facilitated when learners are engaged in interaction and meaningful communication." there is a clear connection between FC and CLT. Not only in FC but also in CLT the nature of the learning is underlined, and students are seen as communicators, and explorers of information, not as passive receivers of information transferred from the lecturer (Nunan, 1991). By virtue of these principles, students have a chance to state their opinions, exchange, examine, or consolidate information, etc. This means that they interact not only with the teacher but also with each other during class time because the teacher in FC is the facilitator of the learning process, not the transmitter of knowledge. Thus, FC promotes CLT in many aspects.

2.5. Constructivism

The fundamental thought behind constructivism is building new knowledge on the prior one to go beyond what is already known, improve it more, and gain a new perspective (Yavuz, 2020). Thanks to the constructivist framework, learners can construct knowledge and create their own understanding by filtering new opinions via their background knowledge (Cannella & Reiff, 1994; Richardson, 1997). Virtually, the main sense of constructivism propounds that "learners are more apt to remember information if their constructions are personally meaningful to them" (Ormrod, Schunk, & Gredler, 2009, p. 221). In addition, Christie (2005) states that constructivism is one of the learning approaches where learning is not only an active process but also a personal reflection of the universe. Instead of teacher-centered or lectured-based classrooms, in accordance with the constructivist approach, learner-

centered classes and students' active engagements have important roles in an effective learning environment. As stated by Elliott et al. (2000), constructivism is an approach in which students can construct their learning individually and make it real by experiencing the knowledge, thanks to active learning opportunities. In a constructivist classroom, students' questions and interests are accepted as crucial factors for learning. Learning is thought of as an interactive process that is founded on students' current knowledge.

The properties that make constructivist theory more attractive to educators are its views on the importance of meaning-making and students' active roles during the learning process (Jones & Brader-Araje, 2002). According to Enonbun (2010), the teacher must be willing to change his/her role from being the person who is the only source of knowledge to the one who plans and constructs the learning content to enhance the students' energy and motivate them to show the best performance. The 'constructive approach' is concentrated on developing knowledge by placing students under the control and leadership of teachers in real situations (Gagnon & Colley, 2001). Students work in groups and the teacher helps them establish their learning experience (McLeod, 2019).

Doolittle (1999) expresses constructivist pedagogy as the connection between a theory and practice, and he also listed eight principles for accomplished and influential constructivist education and pedagogy:

1. Learning should take place in authentic and real-world environments
2. Learning should involve social negotiation and mediation
3. Content and skills should be made relevant to the learner
4. Content and skills should be understood within the framework of the learner's prior knowledge
5. Students should be assessed formatively, serving to inform future learning experiences
6. Students should be encouraged to become self-regulatory, self-mediated, and self-aware
7. Teachers serve primarily as guides and facilitators of learning, not instructors

8. Teachers should provide for and encourage multiple perspectives and representations of content.

Learners can construct knowledge by using technology as well. Online platforms allow them to enhance their skills and express themselves to others. Also, their engagement in the construction of knowledge continues a productive learning environment.

Recently, using technology in education has become more advanced with the advent of the internet and digitalization in their ability to send subject matter visually, more effortlessly, and interactively (Schifter & Stewart, 2010). FC is one of the models in which technology is integrated into the teaching and learning process to construct knowledge.

The FC has its roots in constructivism because it gives students a chance to build their knowledge on their own by getting the information before coming to the class, through and after it as active learners, not passive participants.

In the class, the teacher should give opportunities to students to experience that enable them to hypothesize, anticipate, ask questions, analyze, examine, visualize and create (Wang, 2011).

Concerning Bloom's taxonomy, instead of wasting precious class time on "lower-order thinking" (Tucker, C., 2013, p.10), FC enables students to spend class time giving more importance to "the higher forms of cognitive work" (Brame, 2013).

J. Bergmann (2017) states in his book that "In a traditional classroom, the lower tiers of Bloom's Taxonomy are done in class, and students are sent home to climb their way to the top of the taxonomy by completing practice problems, projects, and papers on their own time without an expert present to help." In addition to this, he expresses that "In FC, the lower tiers of Bloom's Taxonomy are delivered to the individual learner outside of the class, so all students can engage in higher-order thinking during class with their peers and an expert present."

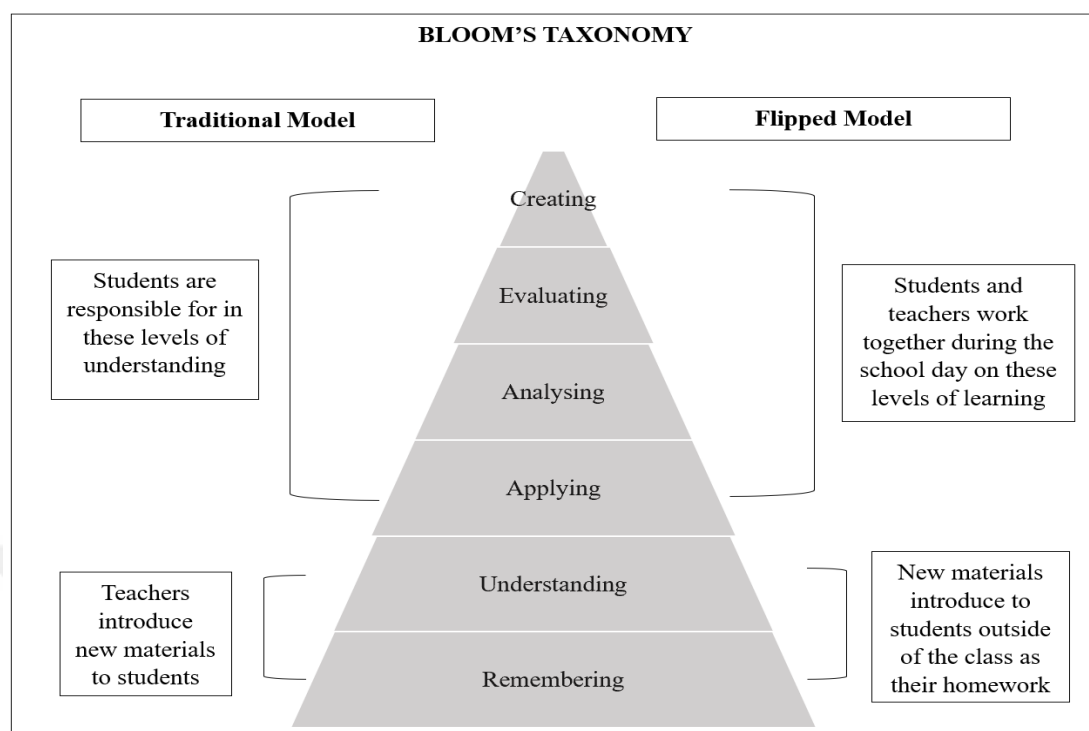


Figure 2. Ways that Bloom's taxonomy is applied to TC vs. FC activities (Williams, 2013)

According to Bloom's taxonomy (2001), in flipped learning, students perform the lowest stages of cognitive (acquiring the information and understanding) outside the class as well as concentrating on the upper forms of cognitive work (implementation, analysis, synthesis, and assessment) in the classroom setting, where they have a chance to get the help of both their classmates and teachers.

In sum, the constructivist approach to learning defines the learning process as creating and constructing knowledge by being an active learner, contrary to getting knowledge by being a passive recipient of transmitted knowledge (Hung, 2001; Ormrod, 2008), and FC is one of the models which are based on this approach.

2.6. Active Learning

As defined by Prince (2004), active learning is based on learners' perpetual engagement and direct involvement in the learning process. John Dewey (1916), the educator and philosopher, states that "learning means something which the individual

does when he studies. It is an active, personally conducted affair” (p. 390). In addition, there is another definition of active learning by Allen and Tanner (2005) as “seeking new information, organizing it in a way that is meaningful, and having the chance to explain to others” (p.262). Despite the difficulty in defining active learning exactly, the fundamental issue is that learning is more effective when students are engaged in the learning process actively and take responsibility for their learning (Turpen & Finkelstein, 2009).

Considering these definitions, Hung (2015) expresses that active learning is relevant to many of the learner-centered and constructivist activities, such as case studies, problem-based learning, collaborative learning, group discussions, inquiry-based learning, and so on. In other words, students’ roles change from passive participants to active learners according to this learning approach (Bonwell & Eison, 1991) because in this approach, students have opportunities to use their mental abilities by doing different tasks, and they can make decisions and self-regulate their learning process (Açıkgöz, 2014). It especially occurs “when an instructor stops lecturing and students work on a question or task designed to help them understand a concept” (Andrews, Leonard, Colgrove, and Kalinowski, 2011, p.394). Vygotsky (1978) suggests that applying active learning principles in the classes improves student learning and enhances student engagement.

Bonwell and Eison (1991) listed some strategies for active learning in the classroom in their study. These strategies are: (a) learners are involved in the learning process, not just listening passively to the teacher or instructor; (b) learners are not considered empty vessels to be filled with the necessary information rather, their abilities and learning styles should be improved; (c) learners’ higher-order thinking skills -analysis, synthesis, and evaluation- should be developed, as it is clearly explained in Bloom’s Taxonomy; (d) learners are engaged in interactive and constructivist activities; (e) learner autonomy should be emphasized by the way learners can take control of their learning and they can be aware of their interests and values. These strategies are pedagogical in line with modern educational philosophies. If these strategies are applied successfully and integrated into instructions in classes, meaningful learning happens, and learners’ academic achievement increases.

Similarly, FC includes the same principles and instruction techniques as active learning. In FC, students are encouraged to be more active in the learning process. Meyers & Jones (1993) support this idea by stating that the characteristics of FC are coherent with active learning in which instructors guide students, check their work, and give them immediate feedback and clear explanations.

2.7. Advantages and Disadvantages of Flipped Classroom

Studies on FC show that there are many advantages to using this model. First, in the traditional classroom, the teacher needs to spend much time lecturing, so there is limited time left to practice what the students learn. However, in FC, students come to the class prepared because they study content that their teacher decides on and related materials sent before the lesson. By the way, the teacher has more time to practice, give feedback, make the unclear points clear, and do activities about the content during class time. This extra time particularly helps students who have difficulties to understand the content and struggle with the activities. Transmitting content is transferred outside the classroom, which frees up the lesson time for more student-centered education, which involves active learning (Hamdan, McKnight, McKnight, & Arfstrom, 2013). In brief, there is more creative and effective class-time in FC.

Class time gives chances to students to practice what they learn. This kind of classroom environment in which students are actively involved in the learning process enables students to experience deeper learning in addition to engaging higher-order thinking skills (Bonwell & Eison, 1991; Chickering & Gamson, 1987). Another advantage of using FC is that students use their problem-solving and critical-thinking skills by virtue of the activities in class. They can participate in group work, which enables them to collaborate with others, or they can be more creative by doing independent and individual learning activities. These kinds of activities encourage students to use their higher-order thinking skills in Bloom's taxonomy, which includes analyzing, evaluating, and creating content (Bloom, Engelhart, Furst, Hill, and Krathwohl, 1956). It is a framework that classifies the objectives of education, getting

higher from complex to simple and from concrete to abstract (Krathwohl, 2002, p. 212).

Furthermore, some studies show that FC decreases learners' anxiety levels and encourages them to collaborative learning (Strayer, 2012). They have more chances to engage in cooperative activities with their peers, exchanging their opinions, assisting each other in finding solutions to problems, and making clear misunderstood points through these collaborative group works to increase student-student interaction (Bergmann & Sams, 2012). These sorts of interactive and collaborative classroom environments can result in better problem-solving abilities and more learning acquisition (Knight & Wood, 2005). Not only student-student interaction but also student-teacher interaction increases in FC (Gannod, Burge, & Helmick, 2008). The teachers give more real-time feedback more and encourage their students to engage actively. Thus, students are active participants, not passive listeners, in the learning process in FC.

One of the most important advantages of FC is that it enables students to learn the content not in one way but in different ways. Instead of just listening to the teacher to learn something, as in traditional classrooms, there are more learning choices in FC. Students have chances to learn it by watching videos, reading, or listening to supplied materials before the lesson and engaging in interactive activities during class time. All students can learn the content in their own styles. These differentiated learning environments improve students' understanding and involvement.

Moreover, as another advantage, students take responsibility for their own learning thanks to different ways of reaching the information in FC. It helps them to take control of the learning process. They can decide what they need to learn, how to learn, when they learn, and how much they repeat or revise. As a result, students become more autonomous because they have the opportunity to manage their learning process successfully.

As a natural consequence of the advantages mentioned above, students' motivation and academic achievement also increase in FC. Since the more autonomous students mean more motivated students, more motivated students are more successful than the unmotivated ones.

Although FC has a lot of advantages, there are also some drawbacks to using this model. For instance, as in the conclusion of O'Flaherty and Phillips (2015), FC may not be suitable for all lesson types (Roehl et al., 2013; Hamdan et al., 2013; Wong, Ip, Lopes, & Rajagopalan, 2014). Strayer's (2012) study is one of the examples that support this thought because, in his study in introductory statistics lesson, it is stated that students in FC were less satisfied than the ones in traditional classrooms. Hence, the instructor must decide carefully whether the lesson is suitable for flipping or not.

Another disadvantage of using FC is the lack of access to the sources. In FC, teachers send students materials to study before coming to the lesson via online platforms such as YouTube, EBA, Edmodo, etc., so students need the necessary equipment to reach them. For example, they need an internet connection or devices like smartphones, computers, laptops, etc. to access these sources, and some students may not have any of them. These kinds of problems with reaching technological tools are seen as a pitfall in the implementation of this model by some researchers. For instance, Nielsen (2012) states that there are a lot of students who do not have the opportunity to access such technology at their schools or homes, and they have trouble because of this problem. The teachers are responsible for solving these problems before the implementation of FC (November, Mull, 2015). Fortunately, Bergmann and Sams (2012) have a solution for this problem. They suggest that teachers can deliver the materials in different ways, such as CDs, DVDs, USB drivers, etc. They can give these storage devices to students who do not have a chance to reach them. In this way, the problem of access to the sources can be solved.

There is also criticism in FC about lack of time. Materials embedded with the technology are used in the FC, and teachers need enough time to arrange them before starting the lessons. Several studies show that FC requires so a lot of time to prepare related materials such as videos, quizzes, and presentations, which teachers create or find relevant, and they also need time to plan tasks before the implementation of this model (Mason et al., 2013; Siegle, 2014; Talbert, 2012). This feature of FC raises the load on teachers' shoulders and forces them to spend a lot of time planning all of them (Arnold-Garza, 2014). However, Arnold-Garza (2014) also states that teachers can reuse and recycle the materials after implementing this model for the first time as a

solution to this drawback of FC. By the way, they will spend less time to prepare them for other flip lessons in the future.

Lack of time is one of the FC's problems, but there is another drawback, even if there is enough time. Teachers must know how they use the technology. This means that they must be conscious of some important points if they want to use this model. For instance, they need to know how they range from the quality of the videos, their content cohesion, the length of them, etc. So, teachers must be trained in technology and using didactic media tools by qualified development programs (Baker, 2000).

FC is also criticized in that some students may not want to manage the learning process on their own. In other words, some students may take responsibility for their learning process, but some students may need more help to learn, use their time effectively, or work properly (Arnold-Garza, 2014). Not only students but also there are teachers who they want to teach in traditional ways. They resist the use of this model because of some reasons such as continuing with what they are already familiar with (Hamdan et al., 2013), they don't want to take risks, or not good at using technology. So, they prefer using traditional teaching methods. However, this preference may change over time when they see the impact of using this model on students' motivation, self-regulated learning skills, or academic performances.

In sum, there is no doubt that FC has some drawbacks, but there are also solutions to them. Despite its pitfalls, FC has a lot of advantages in terms of effective usage of class time, addressing different learning styles, increasing interactions, using higher-order thinking skills, improving academic achievement, motivation, and learner autonomy.

2.8. Relevant Studies on Flipped Classroom

When the literature is reviewed in a detailed way, it can be seen that there are researches on using FC in different contexts and for different purposes, not only in Turkey's context but also in the international scope. In this part, some of these studies are stated briefly.

When Bergmann and Sams carried out the flipped model in their classrooms in 2004, their main goal was to help students who couldn't attend classes to follow the

course. They thought that if students access the lectures outside the classroom, they can learn and get high scores on tests. They state that students' grades remarkably increased, and students were very happy with the new model at the end of the semester.

Aiming to compare the learning environments of flipped statistics class with the traditional ones, Strayer (2012) conducted a study with university students. The results of the study show that students in the traditional classroom are more satisfied with how the classroom structure directed them to the learning tasks in the lessons. However, students in the FC have become more willing to use cooperative, interactive, and innovative learning methods.

In another study conducted in the same year, Nicolosi (2012) researched grammar teaching by using FC techniques. The misunderstanding points of FC are emphasized by the researcher. It is stated that FC is not just about watching all videos at home or doing homework in the classroom, but it also involves changing the ways of thinking both in the student's learning processes and in the instructional objectives. After the implementation, the researcher states that she has a chance to be more aware of students' abilities thanks to flipping the classes. Moreover, she also says that this model has provided teacher support to students who need it.

As in Strayer's (2012) study, Wilson (2013) focuses on flipping the statistics course to make a comparison with the traditional statistics course. He aims to examine the effects of FC on students' attitudes towards the lesson. Results of the study show that students in FC are affected positively, and their attitudes towards using this model have also changed more assertively than the attitudes of students in the traditional classroom. In addition to students' attitudes, their performances in class also change highly, thanks to FC.

Davies, Dean, and Ball (2013) carried out a quasi-experimental study to find out the benefits of using FC for students. They use pre-test and post-test to decide the changes in students' achievement levels. Their study reveals that there is no significant difference in students' scores, but they state that the FC is effective in terms of facilitating learning and motivating students.

Mason, Shuman, and Cook (2013) compare the effectiveness of FC with traditional education in their study. They examine both students' performance and their

perceptions of this model. Results show that instructors can cover more content by using FC. According to the comparison of exam results, students in FC have better scores than students in traditional classroom. They also state that adaptation to FC is easy, and it is also an effective method as well as it is satisfactory.

Another study by Johnson (2013) on the perceptions of the students on FC is conducted with 63 students. He also aims to explore students' thoughts on the impacts of FC on their learning processes and their advice for a better classroom environment. Many of the students who participated in the study have experienced FC for the first time. Contrary to common beliefs, students in the traditional classroom state that they have more homework load than students in FC. Results also show evidence that students' interactions, classroom engagements, and understanding are increased. Students in FC state that their satisfaction levels are higher than before the implementation. They are also pleased with learning at their own pace at home.

The study conducted by Chen, Wang, Kinshuk, and Chen (2014) elicits that the students find the FC model more beneficial, their attendance increases, and they make more efforts. However, interestingly, some of the students have some adapting problems, which are thought to be because of their passive learning habits. These students can not follow the discussions and applied activities, so they fall behind the others.

Merrill (2015) has a research with the teachers about using the FC model and their opinions on it. The other purpose of the study is to identify better and more effective FC practices. At the end of the six-week data collection procedure, results show that there was no substantial change in the scores. Two of the teachers state that the grades of the students are nearly the same as the previous ones, while the other two teachers say that their students' grades have increased just a little. Despite these results, teachers observe that students' engagement, motivation, and understanding are increased thanks to FC. They also state that students are more active under collaborative tasks, interactive activities, and a more student-centered learning environment in FC.

In the same year, Homma (2015) carried out a study with students and professionals in a conversational English class in Japan. They use a textbook which

has a CD. Students can practice the contents of the book before coming to the class thanks to this CD. Students make speaking practices and class discussions during the lesson. After the implementation, all the learners make positive comments on using FC in terms of interactivity and efficiency. It is stated that there are some technical problems because of some students' low levels of technology use. Despite these problems, results show that their autonomy levels increase at the end of the process.

On the other hand, Sung (2015) conducted a case study with 12 students in the 'English Curriculum and Evaluation' course in South Korea. Students are responsible for reading texts, watching videos, and engaging in discussions related to the course contents on the 'Learning Management System' website and sharing their opinions with their classmates by uploading 'thought papers'. According to the results of the study, it is concluded that students' autonomy levels are increased by virtue of FC, which enables a more interactive and collaborative learning atmosphere.

Roth and Suppasetserree (2016) aim to investigate the effects of FC on students' listening comprehension. After applying mixed-method data collection procedures, the results reveal that FC is useful in terms of enhancing students' listening skills. The questionnaire and semi-structured interviews used in the study show that students have positive thoughts about learning English in FC. It is also stated that FC helps students to be more independent and responsible for their own learning. Moreover, it also improves the relationship between not only student-student, but also teacher-student.

Different from the previous studies, Burke and Fedorek (2017) carried out a study in order to make a comparison of students' engagement in different course modalities. There are three types of classes in this study: traditional classroom, FC, and online classroom. Contrary to the good results stated in some previous studies, students in the traditional classroom and online classroom get higher scores than the ones in FC. However, they show lower critical thinking and analytical skills in addition to a lower understanding of distinctness.

A variety of studies on FC have been conducted in Turkey. When the related studies are reviewed, it is seen that the number of these studies is increasing day by day. There are several studies on FC that focus on writing, speaking, reading, grammar, learner autonomy, academic achievement, students' or teachers' attitudes, anxiety,

self-directed learning, perceptions, language skills, motivation, classroom engagement, critical thinking, vocabulary, listening, digital literacy, classroom interaction, readiness, challenges, efficiency, satisfaction levels, self-efficacy beliefs, etc.

Ekmekçi (2014) focuses on a study to overcome learners' negative attitudes towards writing abilities. There are 43 prep-school ELT students in his study. In this experimental study, pre-test and post-test are used, as well as questionnaires and semi-structured interviews, in order to collect data. After five-week, one semester, implementations, results reveal that there is a significant difference between the two groups in writing abilities. It is also concluded from the responses given to the FC attitude questionnaire that students have a positive approach towards using the FC model.

Görü Doğan (2015) states that FC provides opportunities for more collaborative practices, interaction, and preliminary preparation, and it also makes learning more permanent, contributes to the development of professional qualifications, and improves self-learning.

Another study by Qader (2017) is conducted to examine the usage of FC on the writing skills of Iraqi EFL learners. There are 66 students from the English Department at Salahaddin University who are participants. Results of the study show that there is a remarkable difference between experimental and control groups. Students' performances in the experimental group are better than the ones in the control group, which they learn in a traditional way. Moreover, most students' attitudes towards FC are positive, according to the results.

In a similar context, Tuna (2017) focuses on investigating whether the FC, as a combination of product and process-oriented approaches to writing skills, could be efficient in solving problems faced in the improvement of EFL writing abilities. This study is conducted with 48 university students in the English preparatory class. After the analysis of quantitative and qualitative data, results show that students in flipped classes have positive attitudes toward developing writing skills. Furthermore, results also reveal that their writing performances increased more than the other students in the traditional class.

In a recent study, Pamuk (2023) reported some positive results from her research. Aiming to investigate the effects of FC on writing achievement and self-regulating learning in the writing of students in the ‘Academic Writing Skills’ course at a university in Turkey. In this quasi-experimental study, a pre-test and post-test design is used, and inferential and descriptive statistics analyses are done to get results. At the end of the study, it is stated that students in FC have not only higher writing achievement but also higher self-regulation levels in writing.

Öztürk (2018) flipped the ‘Special Teaching Methods-I’, course, which is a compulsory course at a state university, in order to examine the impact of FC on the academic achievement of students in the ELT department. There are 48 second-year students as participants in this study. Results revealed that students in the experimental group are better than the control group in terms of academic achievement according to the exam scores. Additionally, they manage more course outcomes, and most of them are pleased with the FC, so they want their other courses, which they have in their ELT department, to be flipped.

In his doctoral dissertation, İyitoğlu (2018) focuses on exploring not only the quality but also the efficiency of using FC in increasing students’ entire academic performance in EFL. This study also examines some subskills, attitudes toward FC, retention of their performance, and self-efficacy beliefs in EFL. A mixed-method embedded design is used, and 41 EFL students at Gebze Technical University are selected as participants in the study. There are both experimental (N=21) and control (N=20) groups, and they are assigned randomly. Results indicate that FC is remarkably more effective than traditional ones in terms of a teaching model and subskills that are aimed at searching.

Another doctoral dissertation by Ayçiçek (2018) is focused on investigating the effects of FC as a technology-enhanced classroom model application in terms of classroom engagement, academic success, and classroom life perceptions on the process of teaching English. This study was conducted in the 2017-2018 spring term, eight weeks, with 45 high school students in Altınözü, a district in Hatay, and a quasi-experimental design was used. Results reveal that the experimental group’s achievement scores, engagement levels, and perception levels are remarkably higher

than the students in the control group. According to focus group interviews, lots of the participants have positive views about this model.

Unlike the studies that have positive changes in the academic achievements of experimental groups, Çarpıcı (2019) reports in her research that there are no significant differences in students' academic achievement. This study was conducted with 68 10th grade students at Maltepe Atilla Uras Anatolian High School in 2017-2018 by using pre-test and post-test quasi-experimental research design to examine the effects of FC on the academic successes of these students. After the 6-week implementation, it is stated that both groups have the same scores.

Different from the researches conducted with university or high school students, Koçak (2019) studied with 31 7th grade students at Pazarcık Middle School in Malatya. She aims to investigate the effects of learning in FC on students' academic achievement in their English lessons. Results of the study show that FC is effective in the matter of increasing academic success. Also, students express positive opinions about this model. Finally, it can be concluded from the results that this method can be used rather than traditional methods to get better scores.

On the other hand, Sağlam (2016) examines the effects of FC on students' grammar structure learning and their opinions about English courses. This study is carried out with 56 students for six weeks. After the process, it is found that using FC while teaching grammar is more effective on students' academic success and attitudes than the traditional ways.

In a recent study with English teachers at primary school, Yüçetürk (2022) focuses on investigating these teachers' attitudes towards FC and possible difficulties while using this model. Also, it is aimed to state their perceptions about their readiness for this teaching model. According to the results of the study, primary school teachers have positive attitudes in general, but their readiness levels reveal that lots of them do not feel ready to implement this model because of a lack of knowledge of how it is applied. Moreover, it is concluded from the teachers' expressions on possible challenges FC can be used in primary schools if the substructure is attentively prepared and required training is given by the authorities.

In the same year, Özbayrak (2022) investigated English language learners' attitudes towards FC. The advantages and disadvantages of the FC model are also examined in this study by following a pre-experimental research design. As participants, there are 133 students at the School of Foreign Languages at Çağ University located in Mersin. At the beginning of the study, it is stated that students' opinions about FC are mostly negative, but they have positive expressions about in-class activities, peer learning, experiential learning, and group learning after the experience of FC. Nevertheless, it was found that their motivation decreased because of this unusual workload in FC, and it had no positive effect on their self-directed learning. There are also some suggestions for teachers who want to use this model: encourage students to become more independent learners, help them achieve their learning goals, and be aware of their different learning styles.

There are studies related to learner autonomy in FC. One of them is conducted by Çibik (2017), who focuses on finding out the effects of this model on student autonomy in the context of English Language Teaching (ELT). He also investigates students' perceptions of the FC model. 37 senior students at the ELT department are participants in this mixed-method study. Results indicate that applying FC in an ELT context improves learner autonomy and has positive effects on their learning processes.

On the other hand, Ediş (2017) examines the effects of FC on student autonomy by taking into account the idea that the process of learning is continued outside of the school and can be managed by students. Furthermore, finding out the attitudes and perceptions of the students towards FC in their English lesson is another aim of this study. After the implementation process with 10th grade students, it is stated that using FC has no important effect on students' autonomy levels, according to the observations. However, it was also found that they not only had positive attitudes but also they were highly satisfied with trying this method in their learning process.

In addition to focusing on learner autonomy, Kömeç (2018) also investigates EFL learners' perceptions of FC from the point of language skills development, technological attitudes, and motivation by conducting a study with 113 students at the secondary level. The findings indicate that students have positive attitudes to the use

of technology, and they believe FC helps them increase their motivation as well as improve their language skills.

In his doctoral dissertation, Darıyemez (2020) aims to reveal the effects of FC while teaching speaking to EFL students in terms of autonomy, eagerness to communicate, and speaking anxiety. There are 55 EFL learners as participants in this mixed-method study. Results show that as well as decreasing students' anxiety levels, FC can also be useful to increase students' autonomy levels and willingness to interact with others if it is well implemented in L2 speaking classes. Additionally, it is stated that FC has lots of advantages over traditional classroom settings for students who want to improve their speaking skills.

In a similar context, Fidan (2022) investigates the effects of FC on students' vocabulary learning. Likewise, this study is conducted with 34 upper-intermediate EFL learners to explore whether the FC has an impact on learners' autonomy level perceptions. In addition to the students' perceptions, their teachers' perceptions about using FC in language learning are also taken into account. It is stated that the experimental group and control group have similar results in terms of vocabulary learning and learner autonomy perceptions. Despite these results, it can be concluded that their overall approach towards FC is positive according to the findings of the collected data.

In a recent study on FC, Çiftçi Aksoy (2023) examines the effects of this model while teaching English on the motivation and perceptions of EFL students as well as autonomy levels. It was conducted with 50 EFL students using a quasi-experimental mixed-method research design. This study has the same results as Darıyemez (2020), who states that FC can help students increase their motivation and make them more autonomous as long as it is implemented properly. It is also concluded that the advantages of FC are more than the traditional ways of creating an enjoyable learning environment, decreasing learners' fears of making mistakes and increasing their self-confidence.

CHAPTER III

METHODOLOGY

3.1. Presentation

In this chapter, research design, sampling, data collection, and analysis of the data of this study are represented step by step.

3.2. Research Design

Qualitative research in education focuses essentially on the meaning and understanding of the learning situations and personal reflections of participants (Merriam, 1985). As Fraenkel et al. (2012) state, the qualitative method ensures the quality of activities, relationships, materials, or situations in detail. Likewise, Burns and Grove (2003) express that such descriptive studies are “designed to provide a picture of a situation as it naturally happens” (p.201). So, this study is qualitative because it aims to show the current situation of theses and dissertations in FC in EFL.

This study is also descriptive, and descriptive studies aim to describe a population, situation, or phenomenon systematically and accurately. In descriptive studies, the researcher only observes and measures the variables but does not control or manipulate any of them. Descriptive research is a suitable choice when the researcher aims to identify characteristics, frequencies, or categories.

3.3. Sampling

This study aims to categorize theses and dissertations in FC in EFL in Turkey context as thematic, methodological, and statistical and show the current situation. Therefore, theses and dissertations published in the Turkish Council of Higher Education National Thesis Center are purposefully searched by using key terms such as ‘Flipped Learning, Flipped Classroom, and Inverted Classroom’ in ELT. 53 theses and dissertations conducted between 2014 and 2023 are found related to these key terms, and all of them are chosen as a sample of this study. Distributions of these studies in terms of types, conducted universities, and years are stated as follows.

Table 1. *Distributions of studies in terms of types*

Types of the Studies	<i>f</i>	%
Master’s Thesis	41	77.35
Doctoral Dissertation	12	22.65
Total	53	100

As seen in Table 1, there are 41 (%77.35) master’s theses and 12 (%22.65) doctoral dissertations in this study. The number of the master’s theses is more than doctoral dissertations, but it can be said that %22.65 is a good result for dissertations, taking into consideration that the number of dissertations is less than master’s theses in general.

Studies that are examined for this study are conducted in 26 different universities in total. Their distributions are stated below.

Table 2. *Distributions of studies in terms of universities*

University	<i>f</i>	%
Gazi University	8	15.09

Table 2. (Cont.)

Atatürk University	4	7.54
Bahçeşehir University	4	7.54
Hacettepe University	4	7.54
Çağ University	4	7.54
Mersin University	3	5.66
Ufuk University	3	5.66
Middle East Technical University	2	3.77
Karadeniz Technical University	2	3.77
Yıldız Technical University	2	3.77
Bursa Uludağ University	2	3.77
Afyon Kocatepe University	1	1.88
Boğaziçi University	1	1.88
Bülent Ecevit University	1	1.88
Muğla Sıtkı Koçman University	1	1.88
Gaziantep University	1	1.88
Yeditepe University	1	1.88
Karabük University	1	1.88
İnönü University	1	1.88
Balıkesir University	1	1.88
Kafkas University	1	1.88
Çanakkale Onsekiz Mart University	1	1.88
Kırşehir Ahi Evran University	1	1.88
Amasya University	1	1.88
Süleyman Demirel University	1	1.88
Istanbul Sabahattin Zaim University	1	1.88
Total	53	100

Table 2 shows that most of the studies related to this research are conducted at Gazi University with 8 (%15.09) studies. Atatürk University, Bahçeşehir University, Hacettepe University and Çag University follow Gazi University with 4 (7.54) studies. Mersin University and Ufuk University have 3 (%5.66) studies. There are 2 (%3.77) studies at Middle East Technical University, Karadeniz Technical University, Yıldız Technical University, and Bursa Uludağ University. Finally, there are also 15 universities in which just 1 (%1.88) study is conducted.

These 53 theses and dissertations in flipped learning in EFL were conducted between 2014 and 2023. Their distributions are stated as follows:

Table 3. *Distributions of studies in terms of years*

Years	<i>f</i>	%
2014	2	3.77
2015	1	1.88
2016	5	9.43
2017	4	7.54
2018	10	18.86
2019	10	18.86
2020	9	16.98
2021	3	5.66
2022	5	9.43
2023	4	7.54
Total	53	100

It is apparent from Table 3 that most of the studies were conducted in 2018 and 2019, with 10 studies (%18.86). 2020 follows them with 9 studies (%16.9). However, the most minor study was conducted in 2015 only with 1 study (%1.88).

3.4. Data Collection

The methodological approach taken in this study is documentary research, which is conducted using personal or official documents as the source of information. Documentary research is the same as content analysis, which involves studying existing information recorded in texts, media, or physical items. Collecting data from people is optional when conducting research.. So, this is a significant example of secondary research.

By using document analysis, a kind of qualitative research used for a systematic procedure to analyse documents and find answers to specific research questions, all the relevant theses and dissertations about FC are searched and downloaded to the computer from the Turkish Council of Higher Education National Thesis Center. Instead of using authors' names, document numbers are used for ethical reasons when saving them. Then, the 'Academic Publishing Evaluation Form' (Karadağ, 2009) is used. This form is prepared for analysing theses as thematic, methodological, and statistical. 2 experts examined this form and decided it is reliable and valid to use in this current study. The form includes 15 items in total. Information related to this form is stated below.

- The first 4 items in the form include features of a study in terms of type, university name, year, author numbers, and themes.
- There are 10 items to establish the study's methodological issues, which contain research model(s), experimental design if it is stated, sampling technique if it is stated, sample type and size, data collection technique(s), data collection tool(s), reliability and validity of these data collection tools.
- The last item in the form is about identifying statistical techniques and analyses used in the study.

3.5. Data Analysis

In this study, descriptive analysis is used to analyze data from theses and dissertations in FC in terms of thematic, methodological, and statistical. When collecting data from the studies, content analysis is applied, and the 'Academic

Publishing Evaluation Form' prepared by Karadağ (2009) is used to categorize the data. In addition, categorical analysis and frequency analysis techniques, which are types of content analysis, are carried out.

After examining each study, collected data is written on the evaluation form under the related categories individually and then, they are transferred to the Excel program. When transferring data, personal information like names of the authors, etc., is not used for ethical issues. Instead, thesis no is used while writing relevant details on studies. At the end of this process, collected data is counted and ordered according to the frequency numbers. Thanks to frequency analysis, data can be prioritized and categorized according to their rates (Köhler ve Stemmler, 1997; Lienert ve Oeveste, 1985; Martinmäki ve Rusko, 2008). After the frequency analysis, results are stated, and comments related to each category are made one by one.

CHAPTER IV

FINDINGS

4.1. Presentation

This chapter presents research outcomes obtained through the ‘Academic Publishing Evaluation Form’ (Karadağ, 2009). All research questions and related findings are stated briefly in this part.

4.2. Results of the Research Questions

The research questions of this study are listed below. Their answers collected from the related theses and dissertations are stated one by one.

Research Question 1: How are the theses and dissertations about Flipped Classroom distributed in terms of theme?

Research Question 2: How are the theses and dissertations about Flipped Classroom distributed in terms of research methods?

Research Question 3: How are the theses and dissertations about Flipped Classroom distributed in terms of research models?

Research Question 4: How are the theses and dissertations about Flipped Classroom distributed in terms of sample groups?

Research Question 5: How are the theses and dissertations about Flipped Classroom distributed in terms of sample size?

Research Question 6: How are the theses and dissertations about Flipped Classroom distributed in terms of data collection tools?

Research Question 7: How are the theses and dissertations about Flipped Classroom distributed in terms of statistical techniques and data analysis techniques?

4.2.1. Findings of research question # 1: How are the theses and dissertations about Flipped Classroom distributed in terms of theme?

When the theses and dissertations are examined, it is seen that there are 27 themes in 53 studies. And these themes are used 90 times in total. The total number is more than the studies' numbers because some studies are conducted on several themes. Therefore, some of them are counted more than one. Distributions of themes are stated in Table 4.

Table 4. *Distributions of the theses and dissertations in terms of themes*

Themes	<i>f</i>	%
Academic Achievement	10	18.86
Attitudes	10	18.86
Writing	8	15.09
Autonomy	8	15.09
Grammar	6	11.32
Speaking	6	11.32
Perceptions	5	9.43
Self-directed/regulated Learning	4	7.54
Reading	4	7.54
Vocabulary	4	7.54

Table 4. (Cont.)

Themes	<i>f</i>	%
Motivation	3	5.66
Anxiety	3	5.66
Language skills	2	3.77
Classroom Interaction	2	3.77
Readiness	2	3.77
Challenges	2	3.77
Evaluation	1	1.88
Influence	1	1.88
Integration	1	1.88
Classroom Engagement	1	1.88
Critical Thinking	1	1.88
Digital Literacy	1	1.88
Listening	1	1.88
Syllabus	1	1.88
Efficiency	1	1.88
Satisfaction Levels	1	1.88
Self-efficacy Beliefs	1	1.88
Total	90	100

According to Table 4, academic achievement ($f=10$, %18.86) and attitudes ($f=10$, %18.86) are the most used themes in studies on FC. Writing ($f=8$, %15.09) and autonomy ($f=8$, %15.09) follow them. Thirdly, grammar ($f=6$, %11.32) and speaking ($f=6$, %11.32) come after them. 5 studies are focused on perceptions ($f=5$, %9.43). Self-directed / regulated learning ($f=4$, %7.54), reading ($f=4$, %7.54), and vocabulary ($f=4$, %7.54) are used 4 times as themes. In addition, motivation ($f=3$, %5.66) and anxiety ($f=3$, %5.66) are examined 3 times. Language skills ($f=2$, %3.77), classroom

interaction ($f=2$, %3.77), readiness ($f=2$, %3.77), and challenges ($f=2$, %3.77) are preferred 2 times. Finally, evaluation ($f=1$, %1.88), influence ($f=1$, %1.88), integration ($f=1$, %1.88), classroom engagement ($f=1$, %1.88), critical thinking ($f=1$, %1.88), digital literacy ($f=1$, %1.88), listening ($f=1$, %1.88), syllabus ($f=1$, %1.88), efficiency ($f=1$, %1.88), satisfaction levels ($f=1$, %1.88), self-efficacy beliefs ($f=1$, %1.88) are used 1 time as theme.

4.2.2. Findings of research question # 2: How are the theses and dissertations about Flipped Classroom distributed in terms of research methods?

After investigating the studies, it is found that three types of research methods are used in these 53 theses and dissertations. They are mixed-method, quantitative, and qualitative. They are stated in Table 5 below.

Table 5. *Distributions of the theses and dissertations in terms of research methods*

Research Method	f	%
Mixed Method	42	79.24
Quantitative	7	13.2
Qualitative	4	7.54
Total	53	100

According to the results, the mixed method ($f=42$, %79.24) is used as a research method in most of the studies. Quantitative ($f=7$, %13.2) research methods are preferred as second choice. Qualitative ($f=4$, %7.54) research methods follow them with 4 theses as the least used method types in these studies.

4.2.3. Findings of research question # 3: How are the theses and dissertations about Flipped Classroom distributed in terms of research models?

According to the data gathered from the examined studies, there are 7 research models: Experimental, quasi-experimental, pre-experimental, action, convergent parallel, phenomenological, and small-scale classroom-based. Their distributions are stated in Table 6.

Table 6. *Distributions of the theses and dissertations in terms of research models*

Research Models	<i>f</i>	%
Quasi-experimental	33	62.26
Experimental	9	16.98
Action	5	9.43
Phenomenological	2	3.77
Pre-experimental	2	3.77
Convergent parallel	1	1.88
Small-scale classroom-based	1	1.88
Total	53	100

Table 6 reveals that the quasi-experimental ($f=33$, %62.26) research model is mainly used in the studies. The experimental ($f=9$, %16.98) research model follows it as second. Thirdly, the action research ($f=5$, %9.43) model comes. Also, there are phenomenological ($f=2$, %3.77), pre-experimental ($f=2$, %3.77), convergent parallel ($f=1$, %1.88), and small-scale classroom-based ($f=1$, %1.88) research models preferred in these examined studies.

4.2.3.1. Types of experimental design.

It can be inferred from the results that 4 different types of experimental designs: pre-test and post-test, pre-test and post-test control group, one group pre-test and post-

test, and post-test are used in these 53 theses and dissertations conducted on FC. They are shown one by one in Table 7.

Table 7. *Types of Experimental Design*

Experimental Design	<i>f</i>	%
Pre-test and Post-test	38	71.69
Pre-test and Post-test Control Group	6	11.32
One Group Pre-test and Post-test	3	5.66
Post-test	1	1.88
Not Used	5	9.43
Total	53	100

By looking at Table 7, it is seen that the pre-test and post-test ($f=38$, %71.69) experimental design is highly preferred. The pre-test and post-test control group experimental design ($f=6$, %11.32) comes after this design. One group pre-test and post-test ($f=3$, %5.66) is used as an experimental design in 3 studies. Moreover, a post-test ($f=1$, %1.88) experimental design is also used in 1 study. In addition, there are also 5 ($f=5$, %9.43) studies that have no information about the experimental design used in these theses and dissertations.

4.2.4. Findings of research question # 4: How are the theses and dissertations about Flipped Classroom distributed in terms of sample groups?

There are 2 groups in terms of sample in these 53 theses and dissertations. When analyzing these studies, preparatory students, pre-service teachers, student teachers, and students in universities, primary, secondary, and high schools are coded as student. On the other hand, teachers and instructors are coded as teacher. So there are 2 types of sample groups, and they are presented in Table 8.

Table 8. *Distributions of the theses and dissertations in terms of sample groups*

Sample Group	<i>f</i>	%
Student	51	96.3
Teacher	2	3.7
Total	53	100

Table 8 shows that the number of students ($f=51$, %96.3) whom studies are conducted with is more than the number of teachers ($f=2$, %3.7) who are participants of these theses and dissertations.

4.2.5. Findings of research question # 5: How are the theses and dissertations about Flipped Classroom distributed in terms of sample size?

When investigating the theses and dissertations, sample sizes are separated into 5 groups. Each group consists of 25 people, but the last group starts with 100 and has no upper limit regarding participant numbers. Results are illustrated in Table 9.

Table 9. *Distributions of the theses and dissertations in terms of sample size*

Sample Size	<i>f</i>	%
0-25	10	18.86
26-50	24	45.28
51-75	12	22.64
76-100	3	5.66
101<	4	7.54
Total	53	100

According to Table 9, it is seen that 26-50 ($f=24$, %45.28) numbers of participants are preferred the most. Studies with 51-75 ($f=12$, %22.64) participants follow them as second preference. There are also 10 studies that have 0-25 ($f=10$, %18.86) numbers of participants. In addition, 4 studies are conducted with $100 <$ ($f=4$, %7.54) participants. Finally, 76-100 ($f=3$, %5.66) numbers of participants are the least favored sample size in these theses and dissertations.

4.2.5.1. Distributions of the theses and dissertations in terms of sampling methods.

Random, purposive, and convenience sampling are chosen as sampling methods in the relevant studies analyzed. Their distributions are presented in Table 10.

Table 10. *Distributions of the theses and dissertations in terms of sampling methods*

Sampling Methods	f	%
Random	8	15.09
Purposive	21	39.62
Convenience	23	43.39
Not Explained	1	1.88
Total	53	100

It is seen from Table 10 that convenience sampling was used in most of the studies, with %43.39 ($f=23$). Secondly, the purposive sampling was preferred with %39.62 ($f=20$). The third one is random sampling with %15.09 ($f=8$). There is also 1 thesis that it has no information about sampling methods.

4.2.6. Findings of research question # 6: How are the theses and dissertations about Flipped Classroom distributed in terms of data collection tools?

After analyzing 53 theses and dissertations to find answers to this research question, It was found that 19 different types of data collection tools are used in these studies. Some data collection tools are used more than once, so the total number of them is 157, although there are 53 studies examined. Related results are displayed in Table 11.

Table 11. *Distributions of the theses and dissertations in terms of data collection tools*

Data Collection Tools	<i>f</i>	%
Semi-structured Interview	27	50.94
Test	23	43.39
Questionnaire	21	39.62
Scales	18	33.96
Interview	14	26.41
Survey	12	22.64
Teachers' Observation Notes/Forms	10	18.86
Rubric	9	16.98
Teachers' Reflection Journals	8	15.09
Students' Diaries	2	3.77
Focus Group Discussions	2	3.77
Inventory	2	3.77
Students' Journals	2	3.77
Teachers' Diaries	2	3.77
Students' Response Papers	1	1.88

Table 11. (Cont.)

Data Collection Tools	<i>f</i>	%
Course Recordings	1	1.88
Worksheet	1	1.88
Lesson Evaluation Forms	1	1.88
Students' Reflection Papers	1	1.88
Total	157	100

The findings in Table 11 indicate that semi-structured interviews ($f=27$, %50.94) are the most used data collection tool. The second one is tests ($f=23$, %43.39), which are used in 23 studies. Questionnaires ($f=21$, %39.62) are preferred as the third choice. In addition, scales ($f=18$, %33.96) follow them by using 18 times. Interviews ($f=14$, %26.41) are also used as data collection tools in 14 studies. Researchers also use surveys ($f=12$, %22.64) 12 times. As another choice, teachers' observation notes/forms ($f=10$, %18.86) are utilized while gathering data. Rubrics ($f=9$, %16.98) are also used 9 times to carry out the study. Similar to the rubric, teachers' reflection journals ($f=8$, %15.09) are selected as data collection tools in 8 researches. Students' diaries ($f=2$, %3.77), focus group discussions ($f=2$, %3.77), inventory ($f=2$, %3.77), students' journals ($f=2$, %3.77), and teachers' diaries ($f=2$, %3.77) have the same frequency. Students' response papers ($f=1$, %1.88), course recordings ($f=1$, %1.88), worksheets ($f=1$, %1.88), lesson evaluation forms ($f=1$, %1.88), students' reflection papers ($f=1$, %1.88) are used in just once while collecting data in these theses and dissertations.

4.2.7. Findings of research question # 7: How are the theses and dissertations about Flipped Classroom distributed in terms of statistical techniques and data analysis techniques?

In terms of data analysis techniques, there are 8 different types of techniques in the examined studies, and they are used 134 times in total, while there are 53 studies.

The total number of them is higher than the number of theses and dissertations because some of them are used more than once. Their distributions are illustrated in Table 12.

Table 12. *Distributions of the theses and dissertations in terms of data analysis techniques*

Data Analysis Techniques	<i>f</i>	%
Statistical Analysis	49	92.45
Content Analysis	45	84.90
Frequency Analysis	17	32.07
Thematic Analysis	12	22.64
Descriptive Analysis	7	13.20
Correlation Analysis	2	3.77
Discriminant Analysis	1	1.88
Covariance Analysis	1	1.88
Total	134	100

According to Table 12, almost all studies are conducted by using statistical analysis ($f=49$, %92.45). Content analysis ($f=45$, %84.90) is also used very often. Frequency analysis ($f=17$, %32.07) and thematic analysis ($f=12$, %22.64) are also preferred to analyze data. In addition to them, descriptive analysis ($f=7$, %13.20) is another technique used in these studies. Correlation analysis ($f=2$, %3.77), discriminant analysis ($f=1$, %1.88), and covariance analysis ($f=1$, %1.88) types are not used as much as others, but they are also used in some studies.

Statistical techniques used in these relevant theses and dissertations are classified as parametric, non-parametric, normality tests, and descriptive statistics. There are 53 studies that are investigated, but techniques are used 158 times in total because some of them are utilized several times. Table 13 shows related results.

Table 13. *Distributions of the theses and dissertations in terms of statistical techniques*

Statistical Techniques	<i>f</i>
Parametric Tests	72
Non-parametric Tests	27
Normality Tests	30
Descriptive Statistics	29
Total	158

Results in Table 13 display that parametric tests ($f=72$) are the most used techniques while analyzing data. Normality tests ($f=30$) follow them with the number of 30. Descriptive statistics ($f=29$) are another technique type used for getting results. Despite they are the least used techniques, non-parametric tests ($f=27$) are preferred in 27 out of 53 theses and dissertations.

4.2.7.1. Types of the parametric tests.

There are 7 types of parametric tests utilized while making analyses. T-tests, Factor analyses, Pearson, ANCOVA, ANOVA, MANOVA, and MANCOVA are used 72 times in total. Distributions of them are indicated in Table 14.

Table 14. *Distributions of the Parametric Tests*

Parametric Tests	<i>f</i>	%
T-Test	41	56.94
Factor Analyses	11	15.27
Pearson	5	6.94
ANCOVA	5	6.94
ANOVA	5	6.94
MANOVA	4	5.55

Table 14. (Cont.)

MANCOVA	1	1.38
Total	72	100

Table 14 reveals that the T-test ($f=41$, %56.94) is the most frequently used parametric test. Secondly, factor analyses ($f=11$, %15.27) are carried out 11 times. Moreover, Pearson ($f=5$, %6.94), ANCOVA ($f=5$, %6.94), and ANOVA ($f=5$, %6.94) are used 5 times while analyzing data. Another parametric test is MANOVA ($f=4$, %5.55) which is used 4 times. Finally, MANCOVA ($f=1$, %1.38) is only used once in investigated theses and dissertations.

4.2.7.2. Types of the factor analyses.

After analyzing 53 theses and dissertations for the present study, it is found that factor analyses are used 11 times. Kaiser – Meyer – Olkin, Barlett, Varimax, Confirmatory Factor Analyses (CFA), and Structural Equation Modelling (SEM) are preferred for this purpose. Distributions of them are illustrated in Table 15.

Table 15. *Distributions of the Factor Analyses*

Factor Analyses	f	%
Kaiser – Meyer – Olkin	3	27.27
Barlett	3	27.27
Varimax	2	18.18
CFA	1	9.09
SEM	1	9.09
Total	11	100

Table 15 indicates that types of factor analyses are used in the following priority: Kaiser – Meyer – Olkin ($f=3$, %27.27) and Barlett ($f=3$, %27.27), Varimax ($f=2$, %18.18), Confirmatory Factor Analyses (CFA) ($f=1$, %9.09) and Structural Equation Modelling (SEM) ($f=1$, %9.09).

4.2.7.3. Types of the non-parametric tests.

In terms of non-parametric tests, Wilcoxon, Mann Whitney U, Friedman, and Chi-Square tests are used 27 times in total. Distributions of them are indicated in Table 16.

Table 16. *Distributions of the Non-Parametric Tests*

Non-parametric Tests	f	%
Wilcoxon	14	51.85
Mann Whitney U	10	37.03
Friedman	2	7.4
Chi-Square	1	3.7
Total	27	100

According to the results shown in Table 16, Wilcoxon ($f=14$, %51.85) is calculated 14 times, and it is the highest frequency rate among non-parametric tests. Mann Whitney U ($f=10$, %37.03) which is used 10 times, comes after Wilcoxon. In addition to them, Friedman ($f=2$, %7.4) and Chi-Square ($f=1$, %3.7) are other non-parametric tests used in these theses and dissertations while analyzing collected data.

4.2.7.4. Types of the normality tests.

Shapiro-Wilk and Kolmogorov-Sirnov are used as normality tests in examined theses and dissertations, and they are implemented 30 times in total. Their frequencies and percentages are shown in Table 17.

Table 17. *Distributions of the Normality Tests*

Normality Tests	<i>f</i>	%
Shapiro - Wilk	19	63.34
Kolmogorov – Smirnov	11	36.66
Total	30	100

Table 17 presents that Shapiro – Wilk ($f=19$, %63.34) is preferred 19 times while Kolmogorov – Smirnov ($f=11$, %36.66) is used 11 times to see normality distributions of related studies.

CHAPTER V

DISCUSSION

5.1. Presentation

In this chapter, a discussion of findings is presented in a detailed way. Comments on the research questions of this study are made briefly. Furthermore, the similarities and differences between this study's findings and other related studies' previous findings are scrutinized.

5.2. Discussion of Research Questions

The aims of this study are to categorize theses and dissertations in FC in EFL in Turkey context as thematic, methodological, and statistical to see the current situation. Hence, theses and dissertations published in the Turkish Council of Higher Education National Thesis Center were purposefully searched by using key terms such as 'Flipped Learning, Flipped Classroom, and Inverted Classroom' in ELT. After searching, 53 theses and dissertations conducted between 2014 and 2023 were found to be related to these key terms, and all of them were chosen as a sample of this study. All these studies are examined by using the 'Academic Publishing Evaluation Form' (Karadağ, 2009) to find answers to the research questions of this study. There are seven research questions, and discussions on them are stated one by one.

5.2.1. Discussion of research question # 1: How are the theses and dissertations about Flipped Classroom distributed in terms of theme?

When the theses and dissertations are examined in terms of theme, it is found that 27 different themes are used in 53 studies, and they are used 90 times in total. This shows that some researchers focused on not only one topic but also several topics in their studies. Moreover, they also investigated different components of the English language learning and teaching process instead of studying just a few topics. According to the results, the most focused themes are academic achievement and attitudes; the second ones are writing and autonomy. Grammar and speaking follow them as third. In her study, which has similar content to this study, Karakaş (2021) stated that the most used theme, according to the results, is ‘English teaching’. This means that researchers paid more attention to investigating ‘English teaching’ than the other fields. In another research conducted by Karadeniz (2022) on a meta-analysis of master theses on ELT between 2010-2020, it is stated that similar to this study, attitude and perception are the most used themes in investigated studies. In accordance with this, searching for ‘attitude’ is an important issue for conducted studies not only on FC but also on ELT as a whole. In the earlier study, Kırmızı (2012) analyzed the theses written from 2005 to 2010, and it is stated that the most used theme is ‘language skills’. All of these show that the theme preferences of researchers have changed over time, and ‘attitude’ is a new popular theme for them.

5.2.2. Discussion of research question # 2: How are the theses and dissertations about Flipped Classroom distributed in terms of research methods?

The results of this study reveal that the mixed method is the most preferred method by researchers while conducting studies. On the other hand, the least favored method is the qualitative method. Similar to these results, Karakaş (2021) reported that the mixed method is the most frequently used one, and the qualitative method is chosen the least. In addition, Karadeniz (2022) also supports these findings by stating that the mixed method is used more than the other methods, especially qualitative methods, in the studies she examined. Considering that choosing the mixed method is more effective than choosing only qualitative or quantitative methods in many aspects such

as reliability and validity, these results show that researchers take responsibility for more accurate studies by using different data collection tools to make evaluations of different sides of the research topics. By reason of using mixed methods means using different data collection tools, it is also required that researchers spend more time and make more efforts to get results. Despite these requirements, researchers select mixed-method, and it is so important for seeing more precise results.

5.2.3. Discussion of research question # 3: How are the theses and dissertations about Flipped Classroom distributed in terms of research models?

According to the data collected from the theses and dissertations examined, experimental research models are frequently used in studies. The most used one is the quasi-experimental research model. It can be explained that the quasi-experimental research model does not require random sampling and can be conducted with participants who are selected purposefully or conveniently. Researchers can easily use a quasi-experimental research model when they conduct studies that require specific participant characteristics or they might have limited time to collect data and they can need participants who are convenient at that time. Similar to these results, Karakaş (2021) expresses that the experimental research model has the highest frequency according to her study's findings. In terms of experimental research design, pre-test and post-test experimental research design is used the most, according to the results of this study.

5.2.4. Discussion of research question # 4: How are the theses and dissertations about Flipped Classroom distributed in terms of sample groups?

The results of this study illustrate that most of the studies are conducted with students, especially those studying at university. There are only 2 studies in which teachers are chosen as participants. Solak (2014), Cesur et al. (2018), and Karadeniz (2022) also state the same results in their studies. This means that researchers prefer undergraduate students to gather data for their studies. Interestingly, there are only a few studies conducted with postgraduates or instructors who study related research fields, although they are more experienced and qualified. Studying with them can also

be beneficial in terms of seeing different components, advantages, and disadvantages of research topics or making new research suggestions by taking into account their opinions.

5.2.5. Discussion of research question # 5: How are the theses and dissertations about Flipped Classroom distributed in terms of sample size?

Results show that in most of the theses and dissertations used in this study to gather data, participant numbers are between 26-50, while the least preferred sampling size is between 76-100. 34 studies have 1-50 participant numbers in total. This result is similar to Karakaş (2021), who states that the most used sampling size is between 1-50, while it is different from Karadeniz (2022), who expresses that the most chosen sampling size is between 101-300 in accordance with results of their studies. As Karakaş (2021) stated, there is a close relationship between the research model and sample size. According to the results of these studies, experimental research models are used mostly in examined studies. It might be a reason for choosing these sample sizes while conducting research.

5.2.6. Discussion of research question # 6: How are the theses and dissertations about Flipped Classroom distributed in terms of data collection tools?

According to the findings of this study, 19 different data collection tools were used 157 times in 53 theses and dissertations examined. This means that different researchers prefer different tools several times to collect data. For instance, semi-structured interviews are used in half of these studies. Tests like achievement, placement, etc., and questionnaires are also used more than other tools to gather data. According to the results of their studies, Karakaş (2021) reports that scales and interviews are used the most. Similar to her, Karadeniz (2022) states that questionnaires/scales and interviews are chosen to collect data frequently. Considering these results, It is concluded that there is a close relationship between data collection tools and research methods. As stated before, most researchers use mixed-method research while conducting their studies. Therefore, they need several types of tools to

gather quantitative and qualitative data. The reason why the number of data collection tools is higher than studies can be explained by considering this relationship.

5.2.7. Discussion of research question # 7: How are the theses and dissertations about Flipped Classroom distributed in terms of statistical techniques and data analysis techniques?

Results of this study reveal that 8 different data analysis techniques are used 134 times in 53 theses and dissertations. Statistical analysis is used in nearly all of the studies. In addition, content analysis is one of the most frequently used data analysis techniques. Frequency analysis and thematic analysis are also preferred to get data. In the study conducted by Cesur (2018), it is stated that the most used data analysis technique is content analysis. As expressed previously, using mixed-method research requires different data collection tools. So, researchers need to use different data analysis techniques, such as statistical analysis for quantitative data or content analysis for qualitative data, to make analyses.

In terms of statistical techniques, they are classified as parametric, non-parametric, normality tests, and descriptive statistics in this study. Techniques are used 158 times in total, although 53 theses and dissertations are analysed. This means that some of them are utilized more than once. According to findings, parametric tests are the most frequently used statistical techniques. Normality tests and descriptive statistics are other techniques used while analyzing data. In spite of their lower frequencies than the other techniques, non-parametric tests are also preferred to get results. Similar to these results, Karakaş (2021) states that parametric tests are used more than other techniques; unlike the findings of this study, she explains that descriptive statistics are used the least. If the researchers want to get more accurate results, they should use proper statistics to get related outcomes and make comments on them.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Presentation

In this chapter, a brief summary of the current study, conclusions, and recommendations for further studies are presented, considering the findings of this study.

6.2. Summary of the Study

The main aim of this study is to categorize theses and dissertations in FC in EFL in Turkey context as thematic, methodological, and statistical to see the current situation. Hence, it is a descriptive study that describes a population, situation, or phenomenon systematically and accurately. 53 studies conforming to the search criteria are selected as a sample group to gather data. These studies are published between 2014-2023, and they are examined by considering 7 research questions. The research questions of this study are how the theses and dissertations about Flipped Classroom distributed in terms of (a) theme, (b) research methods, (c) research models, (d) sample groups, (e) sample size, (f) data collection tools, and (g) statistical techniques and data analysis techniques. In addition to answers to research questions, years and universities of conducted studies, and sampling methods, reliability, and validity of these studies are also searched by using the ‘Academic Publishing

Evaluation Form' prepared by Karadağ (2009). The number of master's theses ($f=41$, %77.35) is more than doctoral dissertations ($f=12$, %22.65), and most of them are conducted in 2018 ($f=10$, %18.86) and 2019 ($f=10$, %18.86). Gazi University ($f=8$, %15.09) is the headmost university in terms of conducting studies. According to the findings, academic achievement ($f=10$, %18.86), and attitudes ($f=10$, %18.86) are the most used themes. As a research method, most of the researchers prefer mixed-method ($f=42$, %79.24) while conducting their studies. In addition, results illustrate that the quasi-experimental ($f=33$, %62.26) research model is the most used in these studies. Also, students ($f=51$, %96.3) are chosen more frequently than others as participants. In terms of sample size, 26-50 ($f=24$, %45.28) the number of participants are preferred the most. Moreover, they are generally selected using the convenience sampling method ($f=23$, %43.39). The findings reveal that semi-structured interviews ($f=27$, %50.94) are the most used data collection tool while gathering data. According to the results, almost all studies are conducted by using statistical analysis ($f=49$, %92.45), and content analysis ($f=45$, %84.90) is also used very often. Results also show that parametric tests ($f=72$) are the most used techniques while analyzing data in terms of statistical techniques.

6.3. Conclusion

This study is conducted to investigate theses and dissertations in FC in EFL in Turkey in terms of thematic, methodological, and statistical through content analysis. 'Academic Publishing Evaluation Form' prepared by Karadağ (2009) is used for this purpose because it has proper parts to collect data about research questions. As stated in previous parts, 53 theses and dissertations are selected according to search criteria to make this descriptive study. Then, the necessary data for answering research questions are collected one by one. When collecting data, there are some problems because of a lack of knowledge about some information. For instance, in some studies, there is no or limited information about the sampling method, research type, research design, implementation process, data collection tools, data collection procedure, data analysis, findings, reliability, and validity. They are crucial features of studies, so

understanding the process, trusting the results of the studies, and making an analysis of them may be difficult because of this reason.

According to findings, 27 different themes are used 90 times in 53 studies. It is concluded that researchers focus not only on the same topics but also on different topics in their studies. This is important for seeing various factors both separately and together to understand whether they affect each other or not. It also gives opportunities to see different results on the same topic. For example, in one study, it is stated that there is no difference in FC in terms of academic achievement, while another study shows that there is a remarkable difference. Comparing these different studies helps researchers to understand what is wrong or good about implementations.

The results of some research questions support each other. For instance, the findings of the research question about the research method reveal that the mixed-method is the most used one. Using this method means using quantitative and qualitative data collection procedures. To make these, different data collection tools should be used to gather different types of data. Moreover, researchers need to use different data analysis and statistics techniques accordingly. Findings of other research questions related to these categories illustrate that in 53 studies examined, there are 19 types of data collection tools, and they are used 157 times. In addition, there are 8 types of data analysis techniques, and they are used 134 times, while statistical techniques are used 158 times in total.

Findings of another research question which is about distributions of theses and dissertations in terms of research model, indicate that the quasi-experimental model is used more than the others. When conducting a study using this model, it is necessary to choose participants who are convenient or selected purposefully. Results of the research question about sampling method show that convenience sampling is used the most, and purposive sampling comes next.

In examined studies, researchers state that most of them get positive outcomes from their studies conducted on FC. Most of them compare FC with traditional classroom settings in terms of language skills, academic achievement, autonomy, classroom engagement, classroom interaction, motivation, self-directed learning, etc., and lots of them state that FC is more effective than traditional ones on these themes.

There are also studies aimed to see digital literacy, challenges, syllabus, readiness, attitudes, and perceptions towards FC. In most of these studies, it also explained that researchers get positive feedback related to many of them.

As previously explained in the literature part of this study, the FC model is mainly based on active learning and blended learning (Hung, 2015). So, student-centered education is important in FC, and it helps students be active learners. Also, they can take responsibility for their learning thanks to the FC approach. Theoretical principles of FC are predicated not only on constructivism but also on CLT, which includes students' active participation and interactions with each other. In both of them, the nature of the learning is underlined, and students are seen as communicators and explorers of information, not as passive receivers of information transferred from the lecturer (Nunan, 1991). These features of FC are important because there are a lot of studies on constructivist and contemporary learning approaches, such as active learning, project-based learning, technology-based learning, etc., and they show that these learning approaches are very useful and beneficial for students. For instance, Kıymaz (2021) states that contemporary learning approaches are effective in learners' academic achievements by examining studies related to this theme in his study. On the other hand, there is another meta-analysis study conducted by Kaşarcı (2013) on project-based learning, a type of contemporary learning. He aims to see the effectiveness of these learning types in terms of academic achievement and students' attitudes. He presents that project-based learning is highly effective in improving academic achievement according to the results of the studies he investigated. Furthermore, there is also a meta-analysis study on active learning. In his doctoral dissertation, Tural (2019) expresses that active learning remarkably affects academic achievement and retention and that students' attitudes to this approach are mostly positive. The results of all these meta-analyses are quite important because researchers examine hundreds of related studies to get data and make proper analyses to find answers to their research questions.

In sum, this study is important to find out the current situation of using FC in terms of many aspects such as academic achievement, readiness, autonomy, classroom engagement, classroom interaction, motivation, self-directed learning, attitudes, and perceptions as themes, universities and years conducted studies, data collection tools,

data analysis techniques, statistics techniques, participants and so on. The findings of other related studies based on the theoretical principles of FC also show that they significantly affect the teaching and learning process. This is another point to show the significance of using the FC model in education.

6.4. Implications

Results of this study reveal that 27 different themes are used in examined studies. Academic achievement and attitudes are the most used themes, and it can be said that they are recent and dynamic topics for researchers.

Some themes are used more than once, and they are used with different themes at the same time. Comparing results of studies on the same topics can help researchers understand what is good or wrong about implementation. It can also be beneficial to see which themes go well with each other while conducting research.

According to the findings, the mixed method is the most used research method, and quasi-experimental is the most preferred research model in related studies. Researchers who want to study FC can see these results, and they may prefer using them in their research.

When the literature is reviewed, it can be seen that there are lots of studies that have similar theoretical principles to FC, and researchers emphasize the importance of these principles. This also shows the significance of using FC in education.

In essence, researchers can conduct their further studies by considering the results of this current study. Furthermore, teacher educators can integrate FC into their teaching processes and provide opportunities for their teacher trainees to experience and practice this model. Teachers who want to embed FC in their lessons may also benefit from the results of this study when they decide which themes are better to use in FC.

6.5. Suggestions for Further Studies

Considering the findings of this study, which is aimed to make an analysis of theses and dissertations in FC in EFL in Turkey in terms of thematic, methodological, and statistical, some suggestions for researchers for their future studies are stated below:

- The number of studies, especially doctoral dissertations, can be increased.
- Studying with a large number of participants helps researchers get more accurate results. So, studies can be conducted with large numbers of participants.
- Studies on FC not only in the Turkish context but also conducted abroad can be used for the next studies to make more extensive research.
- Besides theses and dissertations, related articles can also be used while collecting data.
- Necessary information about the study in terms of aim(s), research questions, participants, research method, research model, data collection tools, data collection procedures, data analysis, reliability, and validity must be stated clearly to prevent confusion and misunderstandings.
- Studies can be conducted with postgraduate students to see different points.
- Themes used in FC are listed in this study; researchers can consider these themes, and they may choose different topics while conducting their studies to make contributions in the field.
- This type of study helps researchers to see the current situation, so it can be conducted periodically.

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APPENDICIES

APPENDIX A- Academic Publishing Evaluation Form

EK A

Akademik Yayın Değerlendirme Formu

1. Dergi Adı	:
2. Yılı	• 2005 • 2006 • 2007 • 2008 • 2009
3. Yazar Sayısı	:
4. Konu Kapsamı	:
5. Kullanılan model[ler] nedir?	• 1. Tanıtım • 2. İşletim • 3. Nedenler • 4. Deneyim • 5. Kültür analizi • 6. Olgular • 7. Kurum oluşturma • 8. Durum • 9. Eylem analizi • 10. İzleme • 11. Proje analizi • 12. Örnek oluşturma • 13. Sosyal Tarih • 14. Olgular grupları • 15. Entegrasyon • 16. Örnek oluşturma • 17. Nüfus
6. Kullanılan deneysel tasarım nedir?	• 1. Klasik • 2. Tek Gr. Son • 3. Tek Gr. Ön-Son • 4. Statik Grup • 5. Kontroll. Son • 6. Kontroll. Ön-Son • 7. Zam. Düzelleri
7. Örneklem seçim tekniği [leri] nedir?	• 1. Basit tesadüfi • 2. Sistemli • 3. Tabanlı • 4. Kitleme • 5. Kitleme • 6. Milyonluk • 7. Kitle • 8. Araştırma/Kurum • 9. Karşılaştırma • 10. Teorik • 11. Kitle • 12. Doğru yanıt • 13. Doğru yanıt • 14. Doğru yanıt • 15. Doğru yanıt • 16. Doğru yanıt • 17. Doğru yanıt
8. Örneklem türü	• 1-Öğrenci • 2-Öğretmen • 3-Yönetici • 4-Denetmen • 5-Doküman • 6-Diğer
9. Örneklem Büyüklüğü	:
10. Kullanılan veri toplama teknik[leri] nedir?	• 1. Alan Araştırması • 2. Gözlem • 3. Görüşme • 4. Değerlendirme • 5. Vaka • 6. Eylem • 7. Kritik • 8. Mucur yolu
11. Kullanılan veri toplama araçları nedir?	• 1. Öykü • 2. Anket • 3. Gözlem • 4. Gözlem • 5. Başarı • 6. Test

12. Ölçeğ[ler]in geçerliğinin belirlenmesi için yapılan çalışmalar nedir?	1. İçerik Geçerli 2. Kestirimsel 3. Faktör Analizi 4. Mad. Top. Kulan
13. Ölçeğ[ler]in güvenirliğinin belirlenmesi için yapılan çalışmalar nedir?	1. Test- Tekrar 2. Eşdeğer for. 3. Yarıya Böl. 4. Alpha 5. Guttman 6. Test 7. KR-21 8. KR-22 9. Omega 10. K. riter
14. Kullanılan ölçeğ[ler]in türü nedir?	1. İstatistikî analiz 2. Betimsel analiz 3. İçerik analizi 4. Kvalitatif veri analizi 5. Sürekli korelasyon 6. Korişma analizi 7. Söylem Analizi
15. Kullanılan istatistikî teknikler nelerdir?	1. Betimsel 2. T - testi 3. Z - testi 4. χ^2 5. Many Whit. U 6. Kruskal Wal. 7. Wilcoxon 8. Friedman 9. Kormogorov 10. Spennan 11. Pearson r 12. Anova 13. Manova 14. Ancova 15. Regresyon 16. Çoklu Regr. 17. Kanonikâl 18. Faktör Anal. 19. Discriminatif 20. K. riter 21. Prof.

VITAE

Hatice ULU graduated from the Department of Foreign Language Education in English Language Teaching at Marmara University in 2016. After working as an English Language Teacher in private institutions in the 2016-2017 academic year, she has started to work as an English Language Teacher in the Ministry of National Education since 2017. Then, she started the MA program at Gaziantep University, Department of English Language Teaching, in 2020.

ÖZGEÇMİŞ

Hatice ULU Marmara Üniversitesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği alanından 2016 yılında mezun olmuştur. 2016-2017 yıllarında özel kurumlarda İngilizce Öğretmeni olarak çalıştıktan sonra 2017 yılında Milli Eğitim Bakanlığı bünyesinde İngilizce Öğretmeni olarak Gaziantep'te görev yapmaya başlamıştır. Ardından 2020 yılında Gaziantep Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda yüksek lisans eğitimine başlamıştır.