HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE INFLUENCE OF CONVENTIONAL AND DISTANCE FLIPPED INSTRUCTION ON EFL LEARNERS' SELF-REGULATION SKILLS AND ANXIETY WHILE TEACHING SPEAKING SKILLS

Sezen TOSUN

Ph.D. Dissertation

Ankara, (2020)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE INFLUENCE OF CONVENTIONAL AND DISTANCE FLIPPED INSTRUCTION ON EFL LEARNERS' SELF-REGULATION SKILLS AND ANXIETY WHILE TEACHING SPEAKING SKILLS

KONUŞMA BECERİLERİNİN ÖĞRETİMİNDE GELENEKSEL TERS-YÜZ ÖĞRENME MODELİ İLE UZAKTAN TERS-YÜZ ÖĞRENME MODELİNİN İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN ÖZ-DÜZENLEME BECERİLERİ VE KAYGILARI ÜZERİNDEKİ ETKİSİ

Sezen TOSUN

Ph.D. Dissertation

Ankara, (2020)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation prepared by **SEZEN TOSUN** and entitled "The Influence of Conventional and Distance Flipped Instruction on EFL Learners' Self-regulation Skills and Anxiety While Teaching Speaking Skills" has been approved as a dissertation for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign LanguagE Education** by the members of the Examining Committee.

Chair	Prof.Dr. Arif SARIÇOBAN	…….……..
Member (Supervisor)	Prof. Dr. İsmail Hakkı MİRİCİ	……..
Member	Prof. Dr. Hacer Hande UYSAL	……
Member	Prof. Dr. Hasan BEDİR	……
Member	Assist.Prof. Dr. İsmail Fırat ALTAY	……

This is to certify that this dissertation has been approved by the aforementioned examining committee members on …/…/…. in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on...../...../.....

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

Flipped learning has emerged as an innovative approach and provided interactive opportunities for students who are rapidly adopting new technologies. In a flipped classroom, learners are required to do cognitively challenging and engaging tasks in class instead of trying to do this “heavy work” at home. With the spread of the COVID-19, a new concept has also appeared: distance or online flipped instruction, which basically refers to flipping synchronous online classes. To this end, the present study attempts to find out the possible influence of conventional flipped instruction along with online flipped instruction on EFL learners’ self-regulated L2 learning strategy use and foreign language classroom anxiety while teaching speaking skills. Nearly 80 A2 level students at Middle East Technical University participated in the study. Four intact classes were randomly assigned to one of the two treatment groups: experimental and control. The experimental group students started to use Google Classroom application besides their regular classes. In the experimental group, students were required to watch videos and take notes on various topics before the actual lesson. The influence of the flipped learning model on learners’ self-regulatory behaviours and foreign language classroom anxiety was analyzed by comparing control and experimental groups’ survey results before and after the implementation of the flipped instruction. Finally, to get a deeper understanding, semi-structured interviews were conducted with ten students to explore the learners’ views in the experimental group as well.

Keywords: flipped learning, blended learning, self-regulated L2 learning strategy use, foreign language classroom anxiety

Öz

Ters-yüz öğrenme modeli, yenilikçi bir yaklaşım olarak ortaya çıkmıştır ve yeni teknolojileri benimseyen öğrenciler için etkileşimli fırsatlar sunmaktadır. Ters-yüz öğrenme modelinde, öğrencilerden bilişsel olarak zorlayıcı olan bu "ağır iş yükünü" evde yapmaya çalışmak yerine sınıfta yapmaları beklenmektedir. COVID-19'un yayılması ile birlikte yeni bir konsept ayrıca ortaya çıkmış oldu: temel olarak çevrim içi senkron ters-yüz edilmiş dersler anlamına gelen uzaktan ya da çevrim içi ters-yüz öğrenme modeli. Bu çalışma, geleneksel ters-yüz öğretim modeli ile çevrim içi ters-yüz öğretim modelinin, İngilizce'yi yabancı dil olarak öğrenen öğrencilerin öz düzenlemeli yabancı dil öğrenme strateji kullanımları ve yabancı dil sınıf kaygı düzeyleri üzerindeki olası etkilerini tespit etmeye çalışmaktadır. Bu çalışmaya Orta Doğu Teknik Üniversitesi'nde A2 düzeyindeki yaklaşık 80 hazırlık öğrencisi katıldı. Dört sınıftaki öğrenciler ters-yüz öğrenme ve yüz yüze geleneksel öğrenme olarak rastgele kontrol ve deney gruplarına ayrıldılar. Deney grubunda, öğrencilerin yüz yüze derslerinden önce video izlemeleri ve çeşitli konularda not almaları beklenmiştir. Bu yöntemin öğrencilerin öz düzenlemeli yabancı dil öğrenme strateji kullanımları ve yabancı dil sınıf kaygı düzeyleri üzerindeki etkisi, deney ve kontrol grubu öğrencilerinin uygulamadan önce ve sonra katılacakları anketlerin karşılaştırılmasıyla analiz edilmiştir. Son olarak, yarı yapılandırılmış görüşmeler, ters-yüz öğrenme modelindeki öğrencilerin tutumlarını anlamak amacıyla gerçekleştirilmiştir.

Anahtar sözcükler: ters-yüz öğrenme, harmanlanmış öğrenme, öz-düzenlemeli yabancı dil öğrenme strateji kullanımı, yabancı dil konuşma kaygısı

Acknowledgements

Before I started to work on my dissertation, I was completely unaware of the challenges I would come to face. Throughout this process, I have received a great deal of support from amazing people to whom I would like to thank.

First of all, I would like to express my deepest gratitude and heartfelt thanks to my supervisor Prof. Dr. İsmail Hakkı MİRİCİ for his guidance and endless patience during this long endeavor. His invaluable suggestions immensely contributed to the quality of this dissertation. Words cannot describe how thankful I am for his unwavering support. He has had a profound impact on my academic life. Without his constant encouragement, I would have never completed this Ph.D. program.

I would also like to express my sincere thanks to my dissertation supervising committee, Prof. Dr. Arif SARIÇOBAN and Assist. Prof. Dr. İsmail Fırat ALTAY for their insightful suggestions and warm encouragement. I would also like to thank the jury members of the thesis defense committee, Prof. Dr. Hacer Hande UYSAL and Prof. Dr. Hasan BEDİR for their valuable time. I would like to extend my gratitude to my deceased ex-advisor Assoc. Prof. Dr. Hüseyin ÖZ for his academic guidance and exceptional support. I will never forget his kindness and good heart. I also feel honoured to have studied with Prof. Dr. İsmail Hakkı ERTEN, from whom I learned a lot in my academic life.

My thanks go to the students who volunteered to participate in this study and willingly completed the questionnaires at the beginning and end of the research. I am also indebted to my dear colleagues Bakış KUTLU KURTULUŞ and Petek ERTEKİN for all their support and patience during the data collection. Many special thanks to my beloved friends for always showing their love and support.

I would like to thank my dearest family for their unconditional love, sacrifices and encouragement in everything I do. I am grateful to my parents for getting me to where I am today. I dedicate this dissertation to my mom and dad with all my love.

Last but not least, I would like to thank my husband, Melih KORKMAZ for his endless support and encouragement every step of the way. Even at highly stressful times, he was there to ease my concerns. “Thank you” does not cover my appreciation for his help. Without his everlasting love and patience, this dissertation would not have been possible.

Table of Contents

List of Tables

List of Figures

Symbols and Abbreviations

FLCA: Foreign language classroom anxiety

SRL: Self-regulated learning

ELT: English Language Teaching

L2: Second/Foreign language

EFL: English as a foreign language

ESL: English as a second language

CEFR: Common European Framework

Chapter 1
Introduction

This section presents an overview of the study that aims to examine the impact of the traditional and distance/online flipped classroom model on English as a foreign language learners' use of L2 self-regulation learning strategies and foreign language anxiety. First, the chapter introduces the statement of the problem and significance of the study, followed by the research questions formulated to guide the present study. Then, the chapter presents the assumptions, limitations and definitions of key terms used in the study.

Statement of the Problem

Facilitating learning by using internet technology is increasingly becoming an important goal in education. Teachers from all disciplines who are interested in online technologies are striving to create an online learning platform that meets the needs of their diverse learners. Like all other disciplines, foreign language education has been exposed to various curricular and methodological changes over the past decade. It can be easily seen that the way students interact with their teachers and their peers is constantly changing. The idea of 'school', 'curriculum' and 'teacher' and our perceptions of such concepts might change as technology becomes an indispensable part of our lives (Facer, 2011). In today's world, "people are surrounded by technology in every sphere of their lives" (Karakaş & Kartal, 2020, p.53), and almost every student uses smartphones, tablets and computers along with various types of multimedia resources to obtain information. It is needless to mention that learning and teaching a foreign language through technology offers greater opportunities. Firstly, the ubiquitous nature of technology enables students to access visually effective learning materials at any time and, by the same token, it guides and assists teachers in planning lessons by utilizing various sources on the internet. For instance, mobile devices are currently seen as the most effective educational tools. The main strength of using these devices in education is that so many learners have these devices already, which does not necessitate training, and this explains the reason for integrating them into education (Mason & Rennie, 2008). Secondly, learners can connect to other learners or users of the target language in real time (synchronously) or at different times (asynchronously), thereby providing opportunities for authentic language practice (Stanley, 2013). To illustrate,

technologies like wikis or youtube can be regarded as information networks that enable the community to interact and express their opinions with others (Gouseti, 2014). Communication and collaboration skills can also be improved through various social networking sites like Edmodo and Google Classroom allowing teachers to share links, assignments and files with their students in a safer way. Another positive impact of technology is the autonomy students experience in the learning environment. Egbert (2009) states that students must become involved, independent learners during e-learning and build skills to work individually to succeed. Yet another important benefit of technology is that it helps with accessibility, meaning "the teacher can better meet the needs of students with disabilities and learners drawn from a broader range of social and economic backgrounds" (Fisher, Exley & Ciobanu, 2014, p.11).

The use of ICT in foreign language learning continues to evolve; however, there seems to be a gap between the activities students want to do and the activities teachers do in class. Although every tech-savvy student uses smartphones and laptops to search for online sources, some teachers still use only boards and chalk to educate them. Some schools are still using textbooks as their only teaching sources, and some teachers even reject the use of technology, claiming that students gain only superficial knowledge. While institutions blame teachers for their reluctance to use technology, teachers consistently complain that they are not offered adequate training by their institutions. From the lack of training to infrastructure, there are too many factors to blame. However, the philosophy behind using any kind of technology in education is to present the ways for learners to gain the knowledge for themselves, to excel at their own pace and assess their progress instead of just sitting and listening to the teacher. To improve their language skills through technology, students desperately need their teachers' guidance. Klopfer, Osterweil, Groff and Haas (2009, p.3) confirm this view and argue that that if there were not recent technologies such as Web 2.0 tools and digital games, students could still learn the lessons but there would be a big difference between the subjects that are taught in class and the issues students are exposed to outside the class. In this sense, technologies can become a way to create meaning, and they give students the chance to participate in meaningful learning (Jonassen & Strobel, 2006). Thanks to technology integration, students acquire the skills to use

technology resources and get involved in genuine learning experiences as well. Students are given an opportunity to learn technology tools, and they have the chance to experience authentic learning with the help of technology integrated learning environments. (Skoretz and Cottle, 2011; as cited in Cydis, 2015, p.70). In a study conducted by Dietrich and Balli (2014), fifth-grade students were asked about classroom learning and technology. The findings of their study demonstrated that interactive whiteboards, iPads, and computers were an engaging and interesting way to learn for many students. Their comments also revealed that technology encourages active involvement when students control the technology without getting help.

Responding to the needs and interests of the new generation is not the only concern. In Turkey, even after spending many hours in the classroom, students often have trouble reaching fluency in English. This is especially evident once they are admitted to English-medium universities which require them to complete a one-year intensive language preparation program. These programs aim to offer academic English to students so that they can pursue their undergraduate studies without any difficulty. However, in these programs teachers usually follow the syllabus which is mostly prepared based on the units of a specific course book. While it is true that the coursebook provides benefits, incorporating presentations in photographs, graphs, color drawings and tables, it cannot offer immediate feedback. The sound and visual immersion of digital technologies along with the additional materials offered in different formats facilitate differentiated instruction. Regarding the use of technology to differentiate learning, Smith and Throne (2009) suggest that by adding short video clips, games, presentations and podcasts that inspire students to learn, language teaching can be more engaging and fun. Similarly, Altay and Ünal (2017) suggest short videos to busy teachers who want to keep up with the syllabus. Furthermore, the exercises presented in the textbook might not be sufficient to practice the content when students refer to their textbooks to revise the topic later. Therefore, when teachers only depend on course books and limit what students should learn to the objectives written on the syllabus, their creativity and willingness to use additional materials along with the technology disappear within time. Students might not attain the required proficiency level because over time students may tend to believe that the knowledge presented in the textbook is

enough to learn the target language, and they might not be aware of the limitless opportunities presented outside the classroom.

Blake (2013) suggests that the student-centered classroom can be accelerated by incorporating technology into the curriculum properly. Thus, teachers should know the power of automated tools and the different ways they can be used for teaching languages (Kessler & Hubbard, 2017). Generally, teachers who have difficulty keeping up with the advancements often lack the confidence and the skill to implement technology in various ways in the classroom. Chellapan and Meer (2016) claim that even if teachers received supportive and productive ICT training, they might not feel comfortable and confident while applying what they have learned.

Employers are challenging their workers to expand their expertise and improve their skills to meet the ever-changing needs of a digital world as the economy becomes universal; thus, people must use their full potential to self-regulate their learning (Herin, 2007). To be successful, learners should be actively involved, expand their knowledge and reflect on their work, which can only be accomplished by utilizing the self-regulated learning strategies. Technology-enhanced learning environments are of high importance in that they can play a significant role in fostering self-regulated learning skills. As Harris, Lindner and Pina (2011) state that to help learners to become self-regulated learners, online learning environments might be ideal settings to give them responsibility for their learning. Developing self-regulated learning habits in our students is necessary for tertiary education to achieve its long-term aims of creating autonomous and lifelong learners of the future (Nilson, 2013). A growing body of research shows a positive association between self-regulated learning (SRL) and information and communication technology (ICT). For instance, Lai and Gu (2011) examined 279 students at a university in Hong Kong. Students' self-regulatory behaviours outside school were investigated. The participants were studying Chinese, French, German and many other languages at the time of the experiment. Findings showed that students were highly interested in technology, and they were heavily involved in web 2.0 technologies. Therefore, students need more promising learning models such as blended learning that give them more flexibility, encourage self-monitoring and lower their classroom anxiety.

Foreign language classroom anxiety also causes reluctance to use the target language on the part of the learners. Some scholars (Horwitz et al., 1986; MacIntyre & Gardner, 1991) assert that there is a clear link between student achievement and foreign language anxiety in the classroom. Some students feel anxious when they are asked questions. When learners find communicative tasks challenging, they become less willing to take chances in using the target language, so communicative tasks are frequently neglected in class. According to Aydın (2008), learners are scared of unpleasant judgments because they feel unable to make a proper impression due to perceptions of other students, native speakers and the teacher. This situation leads to avoidance of the use of foreign language in social settings. It would not be wrong to say that among the issues that cause foreign language classroom anxiety, the most noticeable problem is students' lack of preparation. In his study, Hamouda (2013) found that 49% of participants became anxious as the instructor posed questions they had not planned or thought in advance. The findings of this study also support the idea that traditional face-to-face instruction does not require much self-discipline on the part of the students. Therefore, this type of instruction should be reinforced by various online information sources that learners can select for themselves. In the literature, there are some studies in which different types of technological devices are used to alleviate EFL learners' speaking anxiety (Gerencheal, Mishra and Tesfay, 2019; Ataiefar and Sadighi, 2017; Rachman and Sunarti, 2019; White, 2014; Lu, Lee and Lin, 2019).

White (2014) examined ten Japanese undergraduate students who were going to attend a language course abroad at a university in Australia. Students participated in authentic English lessons in online video format for a while before going abroad. The video program was used as an assignment. Hence, students could practice their speaking skills without having to speak in front of their friends. The findings of this study indicated that students who are planning to study abroad could mitigate their anxiety with the help of authentic listening and speaking videos.

In Ataiefar and Sadighi's (2017) study, an online software program called *Voice Thread*, was used to increase learners' communicative capacity by reducing their anxiety. 15 EFL learners used this voice conferencing technology to enable them to practice their speaking. The results revealed that using the suggested tool reduced learners' anxiety. The researchers assert that the lack of anxiety seen in

the respondents could be attributed to the relaxing environment created by the program, in which learning activities were pleasant and enjoyable.

Most recently, Gerencheal, Mishra & Tesfay (2019) conducted a study to see the opinions of 38 EFL learners and ten teachers about the role of *Technology-Assisted Language Teaching* (TALT) in mitigating learners' foreign language anxiety. Quantitative and qualitative data proved the effectiveness of TALT in reducing the EFL learners' English anxiety. Further, Rachman and Sunarti (2019) explored learners' speaking anxiety, their success in speaking, self-efficacy and their opinions about the tasks and activities performed using WhatsApp activities. To gather the data, they used a questionnaire, speaking test and interview. The findings show that integrating smartphones into teaching can significantly decrease the FLCA and allow learners to get better results in speaking English.

Li (2016) states that students themselves are able to accept accountability for learning the content in the flipped classroom teaching model, manage their learning activities, internalize and individually develop their linguistic and cultural knowledge, and fulfill the teachers' assigned tasks, which inevitably play a significant role in fostering autonomous learning. As these students master their learning processes outside of school, the stress and fear they mostly experience in the class environment will decrease, and they will be more ready and enthusiastic for their future assignments. Many factors influence foreign language learning within each school and these factors either contribute to the learners' success or cause their failure. Instead of seeing technology as a threat, educators and administrators should utilize various instructional technologies in an effort to foster more self-regulated learning environments. Even if some teachers are less willing to benefit from technology in their teaching practices, the field of distance education and blended learning has been getting more and more attention day by day. Now, there is a worldwide shift from face-to-face instruction to a more technology-based ubiquitous learning environment. The COVID-19 pandemic, which has resulted in schools closed worldwide, has made distance learning a necessity and contributed to an explosion of research in online education all across the globe. The current study was also affected by the outbreak of this unprecedented pandemic. After the universities were closed, the spring semester was held in distance learning mode at the university where this research was conducted. Therefore, the flipped learning

model was implemented in two ways: conventional flipped learning and distance flipped learning. Further and detailed information is presented in the following chapter.

Aim and Significance of the Study

To increase the standard of education at higher institutions, educators have been looking for ways to teach the students the necessary skills they will need later in their workplace. Developing programs that give choices to students and respond to their needs and interests should be the priority of all parties involved. The ability to use technology effectively is one of the most vital skills students are required to learn in the 21st century. This pressure forces teachers to re-evaluate their teaching styles (Basal, 2015). For the last decade, the flipped teaching model has caught on, and this teaching philosophy has been adopted by many teachers from all around the world. Although the idea of preparing videos was attributed to two teachers, Jonathan Bergmann and Aaron Sams, who recorded their lessons for the absent students (Bergman & Sams, 2012), this teaching philosophy has actually existed for a long time. Many teachers used variations of their own flipped learning formats in the past. What is unique about flipped learning today is how it is introduced in existing educational contexts, particularly in higher education (Cresap, 2015).

The flipped classroom is one of the blended learning models that inverts what is commonly known as classwork and homework (Wells & Holland, 2017). In this model, the content of the lesson can be available to students at any time. Traditionally, students listen to lectures and take notes in class while they do their practice at home. In the flipped classroom, students work on the new content by themselves in their own time, often in a pre-recorded video format, and in the classroom they apply, analyze and create the knowledge with engaging activities in a collaborative environment. The flipped model encourages a form of education that imposes the primary responsibility on students and make them become “agents” instead of “objects” in the learning process (Granados-Bezi, 2015). In addition, teachers have the opportunity to check, track and guide every person at each lesson (Larcara, 2015). The world is also perfectly adapted to the flipped learning classroom model, with students constantly pursuing learning through digital and interactive media and as educational institutions invest in information technology systems and digital environments (Green, Banas & Perkins, 2016).

Roehling (2017) points out that the flipped learning and flipped classroom are not the same terms; shifting lectures outside the class does not lead to a real flipped learning experience. Teachers must implement four pillars into their teaching practice to succeed in flip instruction (Flipped Learning Network, 2014). The first pillar is flexible environment that requires teachers to rearrange the learning environment and time in order to help students interact and reflect on their learning. The second pillar is the learning culture that shifts traditional, teacher-centered learning into more active, student-centered learning so that students can participate actively during the lesson. The third pillar requires teachers to determine the concepts that can be delivered outside the class and design the materials to maximize active student participation during the lesson. The final pillar is the professional educators. This means that the importance of the teachers' role in the flipped classroom is even more than the conventional classroom. Teachers take even more responsibility for giving students constructive feedback in real time, reflecting on their practices and connecting with other educators to further the instruction.

Although the flipped teaching model has been implemented in various contexts and countries until now, it is still an uncommon instruction model in Turkey. There are still some teachers who reject the idea of using online dictionaries during the lesson, let alone flipped learning. Today, even tech-savvy teachers' interests in new technologies do not go beyond superficial classroom use. In the flipped learning model, the ultimate goal is to create an active learning environment by involving students in higher-level learning and critical thinking experiences during class time (Honeycutt, 2016). The flipped learning model mostly requires students to focus on the video content and take effective notes. However, even high-achievers might lack self-discipline skills. This being the case, this research is particularly significant and valuable for teachers who are willing to use novel technologies because it adds to the ongoing discussion on how flipped instruction can be best employed to enhance learners' self-regulated learning skills.

This study aims to extend the current knowledge of traditional and online flipped classroom models. Some of the research looking at the issue of flipped learning has been intended to reveal the influence of flipped classroom strategies on students' achievement in various disciplines (Tune, Sturek & Basile, 2013;

Aşıksoy & Özdamlı, 2016; Karaca & Ocak; 2017; Albalawi, 2018). Other studies have tended to focus on the comparison of flipped and lecture-based classrooms (Adnan, 2017; Graziano & Hall, 2017; İyitoğlu & Erişen, 2017; Boyraz & Ocak, 2017). These research studies revealed that compared to non-flipped classrooms, students in flipped classrooms performed better academically, and students also showed positive perceptions towards flipped learning. As a consequence of the findings of the studies mentioned above, flipped learning appears to be an effective pedagogical model and set good examples of the kind of practices that might be developed in other educational contexts. As stated by Gardner (2015), most research studies try to explain the flipped classroom and its benefits, providing recommendations on how it can be best employed. There are not many studies that focus on the challenges related to the flipped classroom. Furthermore, the existing research fails to explain the effectiveness of the online/distance flipped classroom model on certain foreign language skills like speaking skills of EFL learners.

Speaking English fluently is of great significance, especially in universities where the language of instruction is English. Upon completion of the university, students are expected to speak and write English very well. However, improving speaking skills requires endless hours of practice, and there is almost no opportunity existing outside the classroom. In other words, the strategies that students can use for meaningful communication might be present on the Internet, but how they can use this information to be engaged in-group discussions or to monitor their progress might be missing. The difficulty students often experience while trying to produce the language is that they can never be sure whether they speak accurately and fluently. The use of the flipped instruction model for EFL speaking is a newly emerging field. As Nunan (2005, p.3) asserts, “this area of research is in its infancy”.

While this research study was being conducted, deadly COVID-19 pandemic broke out and resulted in school closures in many countries all around the world, including Turkey. As an alternative solution, the distance education implementations began almost in every educational context in order to curb the spread of the virus. All of a sudden, technology and distance education became an essential part of education. The university where this research study was conducted also adapted to the new situation, all classes were put online, and all instructors found themselves teaching online using various virtual learning platforms and tools. During the first

five weeks of the study, the experimental group was taught using the traditional flipped learning model while the control group was taught using traditional face-to-face education. However, during the coronavirus lockdown, the experimental group received instruction through the online flipped learning model whereas the students in the control group learned the content through the synchronous online format. Due to these unexpected circumstances, distance/online flipped learning had to be implemented instead of conventional flipped learning after five weeks of the implementation period. Therefore, the current research study might be one of the very first recorded studies focusing on distance/online-flipped learning. To the best of our knowledge, this could be the first study that analyzes the impact of conventional and online flipped learning models on learners' foreign language anxiety levels and self-regulated L2 learning strategy use.

There is a growing body of literature that relates the flipped learning model to self-regulated learning (Lai & Hwang, 2016; Sletten, 2017; Çakıroğlu & Öztürk, 2017; Shyr & Chen, 2018). These studies are mostly inspired by a combination of pedagogical approaches encompassing the constructivist and connectivist learning theories. The social constructivist theory of Vygotsky assumes that a person communicates with another speaker within his/ her zone of proximal development – specifically, in a context where the learner can succeed at a higher level thanks to the assistance (scaffolding) provided by an interlocutor (Lightbown & Spada, 2013). Today, the guidance and help for the learner through the ZPD can be adequately practiced by instruments (learning takes place outside) and by cooperation where the knowledge is created by the members of the group (Mattar, 2018). The social constructivist view implies that students play a pivotal role in managing their learning and must embrace responsibility and building their own understanding (Calabrese & Faiella, 2011). When viewed from this aspect, concepts like active learning, self-regulation, and learner autonomy are all interrelated and emphasize the enhancement of students' direct involvement in the teaching-learning process.

On the other hand, connectivist theory, which was first introduced by George Siemens (2004), is a revised version of the constructivist theory of education for the modern age (Mattar, 2018). In connectivism, the learning starts when knowledge is constructed by learners interacting with and engaging in a learning community (Goldie, 2016). "Connectivism integrates principles from chaos, network, and

complexity and self-organization theories, underpinned by the epistemology of connective knowledge, pedagogy, and theories of innovations in technology" (Siemens, 2004). In the connectivist approach, network learning takes place with the tools and services to provide learning opportunities. According to connectivism, there are two significant skills that facilitate learning: the ability to search for reliable and up-to-date information and the ability to filter secondary information (Kop & Hill, 2008).

In conventional and distance flipped learning models, students are expected to use their digital literacy to access the information outside the classroom. They can also create learning communities to share information, their experience and resources with their friends. Students do not have to limit themselves with the materials offered by their teachers in order to complete the tasks outside the classroom. To illustrate, while watching a video, they might ask a question at any time to their peers via educational network sites such as Google classroom. Therefore, this study is based on connectivist theory as well.

This research study is also valuable in that a mixed-methods research design was developed, combining both qualitative and quantitative approaches. "The self-regulated L2 learning strategy use" scale, which was developed by Köksal and Dündar (2018), was used in the study. They (2018) found that the self-regulated L2 learning strategy use scale may be used to perform studies to identify the foreign language learners' self-regulatory behaviours, and this scale can also show what extent learners use these strategies in their language learning process. Therefore, this 35-item questionnaire was considered a good fit for this research.

This study has the potential to contribute to find out whether conventional and distance flipped classroom models help learners diminish their foreign language anxiety. In language classrooms, there are different types of students, from perfectionists who feel more confident speaking when they come to class prepared to introverts who do not like to be the center of attention while speaking in the target language. By offering choices, teachers promote differentiated and self-directed learning. Students receive the knowledge outside of the class by using a wide range of educational resources that their teachers offer them. Hence, the flipped classroom model creates a win-win situation for teachers and learners. By converting an English lesson, teachers might improve students' learning outcomes

and promote active engagement in class. Contrary to popular belief, the instructor's classroom role does not depreciate in a flipped classroom. Along with revolutionizing technologies, teachers' role gain prominence and evolve from information providers to facilitators and mentors (Adnan, 2017).

Research Questions

The main research question of the study is; "What is the influence of the conventional and distance flipped learning on EFL learners' self-regulated L2 learning behaviors and foreign language anxiety while teaching speaking skills?"

Based on this main research question, the sub-research questions are formulated as in the following:

1. Is there a statistically significant difference between the pre-test and the post-test results of the experimental and the control groups regarding their foreign language anxiety levels?
2. Is there a statistically significant difference between the pre-test and post-test results of the experimental and the control groups regarding their self-regulated L2 learning strategy use?
3. Is there a statistically significant difference between the experimental and control groups' foreign language anxiety levels after the implementations?
4. Is there a statistically significant difference between the experimental and the control groups' post-test results in terms of their use of self-regulated L2 learning strategies?
5. What are the students' perceptions of their conventional and online flipped classroom learning experiences?
6. What is the influence of COVID-19 pandemic on students' participation in speaking activities in an online learning environment?
7. How can the delivery and the practices of conventional flipped instruction, distance flipped instruction, and synchronous online instruction be improved in EFL settings?

Assumptions

In this study, it is assumed that:

1. Learners' foreign language anxiety levels and self-regulated L2 learning strategy use can be measured through the scales of the study.
2. The data collection instruments in the study are reliable and valid enough.
3. As the participant students have signed a consent form, it is assumed that they all participate in the research voluntarily, attend the classes regularly, and answer the questions honestly.
4. Ten students in the experimental group agree to be interviewed, provide honest responses to the interview questions.
5. All students in the experimental group have watched pre-assigned videos and read the texts before face-to-face sessions.
6. The findings of the study are based on the participant students' real perceptions concerning the use of self-regulated learning strategies, foreign language anxiety levels, flipped learning experience and their motivation.

Limitations

The current study has certain limitations to acknowledge before generalizing the findings. The research specifically aims to find out whether the flipped learning model helps students become more self-regulated learners and discuss one another on a variety of topics without feeling anxious. The research confines itself to the prep-school students at one state university in Turkey, as it will take a great deal of time to gather the responses of a wide range of learners from different state and private universities.

At the beginning of the spring semester, students in the experimental group experienced flipping face-to-face lessons. Students' speaking performance was going to be assessed, and it was intended to investigate the impact of the flipped learning model on students' speaking performance. However, after five weeks of intervention, universities were closed due to COVID-19 pandemic, and the school administration decided to remove the speaking component from the syllabus. As a

result, students' speaking skills were not assessed. It is unfortunate that the study did not include the impact of the flipped model on learners' speaking achievement.

The most important limitation is that after five weeks of conventional flipped instruction, the instruction model had to be changed. Universities were closed quickly after the first wave of the pandemic. The researcher adopted the distance/online-flipped learning model to teach the content in the experimental group and adapted the principles of the flipped learning model to an online environment. The purpose of the study and the students' role remained the same. Students also requested to continue their speaking lessons in the same format on Zoom platform. The only difference was that the group learning space in the conventional flipped learning model took place in a virtual classroom instead of a real classroom setting. On the other hand, the content was delivered synchronously in the control group. At the end of the study, students did not find any difference between conventional and distance flipped learning models in terms of instructional practices, materials and the classroom activities. Despite this limitation, the study definitely adds to our understanding of the possible impact of the flipped learning model on learners' self-regulatory behaviours and foreign language anxiety.

Another issue was that all students were expected to take part in distance education by using various platforms and tools during the lockdown period. However, not all students had a computer or internet access. Those who had one had to share it with their parents or siblings. It is evident that learning a foreign language online always brings some challenges for disadvantaged students. Not only the challenges teachers and students need to handle but also the benefits they experience in other contexts and disciplines might differ significantly from the current study. Therefore, caution should be exercised when interpreting the findings.

Definitions

Self-regulated Learning (SRL): Self-regulated learning is a process by which learners initiate strategic actions to carry out a task and monitor their learning environment (Bernacki, Aguilar & Byrnes, 2011).

Self-Regulatory Behaviors: Metacognitive and strategic actions that learners get involved with in order to carry out a learning task (Bernacki et al., 2011).

Blended Learning: The incorporation of well-planned and complementary face-to-face and online approaches (Garrison & Vaughan, 2008).

Flipped Learning: It is a teaching method in which learners' first interaction with new ideas moves from the group learning space to the individual learning sapce in the way of structured practice, and the group space is turned into an active, engaging learning environment where the instructor guides learners as they learn the subject matter and apply concepts (Talbert, 2017).

Foreign Language Classroom Anxiety: "The feeling of tension and apprehension specifically associated with second language learning" (MacIntyre & Gardner, 1994, p.284).

Asynchronous Online Communication: It is a way of communication which does not include teacher-student real time interaction, which can be facilitated through tools such as e-mails, forums, blogs, wikis, or video/audio recordings (Hsiao, 2012).

Synchronous Online Communication: A term that identifies communications that take place simultaneously between two or more individuals. It is the simultaneous involvement of all communicants in the communication process, but not usually at the same place (Roberts, 2010).

Information Communication Technologies (ICT): Technology that has applications to disseminate information and the communication of individuals and organizations across time and/or space (Barnard-Brak, Lan & Paton, 2011).

Technology-Enhanced Learning Environment (TELE): Learning contexts that are enriched and reinforced by the use of one or more technology (Barnard-Brak et al., 2011).

Virtual Learning Environment (VLE): An online system used in learning situations which offers a range of resources and tools including space to upload teaching materials, forums, student monitoring, assessment, etc. (Walker & White, 2013).

COVID-19 (Coronavirus pandemic): It is defined as an illness caused by an unprecedented coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-CoV), which was first identified

amid an outbreak of respiratory illness cases in Wuhan City, China (Cennimo, Bergman & Olsen, 2020).

Conclusion

This chapter has provided an overview of the present study which focuses on the impact of conventional and distance flipped learning models on students' self-regulated L2 learning behaviours and foreign language classroom anxiety. The significance and aim of the study with the research questions have been presented. The limitations of the study have been mentioned as well to present the unexpected challenges that appeared during the study. Finally, the definitions of the core concepts have been offered to enhance the readers' understanding. The next chapter will be based on the review of the related literature.

Chapter 2
Literature Review

Language Learning with Technology

Technology has made considerable strides in the field of foreign language teaching over the last twenty years. Teachers are not alone in their ambitions to use technology in education. Learners have also been keen to embrace innovations and use digital devices in their studies quite a bit lately. “No longer tied exclusively to desktop computer workstations, language students routinely use wireless mobile devices—laptops, tablets, and smartphones—to access lessons, to engage in development projects, and interact with other learners” (Otto, 2017, p.19). Since they have been interested in technology since birth, members of this era are most commonly referred to as “digital natives” and “z generation” (Hicks, 2011). With the help of tools and applications language learners of this generation have learned to use in their studies, they improve their language skills even further.

The introduction of technology to language classrooms has created many new educational experiences for students, and it has revolutionized the way students connect with their teachers and friends. One of the most significant benefits of using multimedia learning materials in language teaching is that they offer complete freedom and a flexible learning environment for students. Internet fosters autonomous learning, thus offering choices through a wide range of web-based sources. Most of the tasks are independent based, and students gradually take more responsibility of their own learning. Walker and White (2013) draw our attention to the authoring software, which is available for mobile use. They suggest that learners can use them independently in short blocks of time, for example, when waiting for a bus. Similarly, Terantino (2013) suggests that via multidimensional target language conversations, which could include text, photos, multimedia and access to other internet services, Facebook has the ability to facilitate cooperation. This shows that students who participate in such social media sites have to do it actively. In other words, at some point in their internet use they will need to communicate, share their thoughts/comments as they get to know other users. Therefore, it is obvious that technology can facilitate collaborative learning among students and can also encourage them to reflect on their learning.

Another benefit on the part of the learners is the accessibility of the online content and the materials. A decade ago, people did not even know what the cloud was and how they could use it in education. Now tech-savvy teachers are learning the ins and outs of technology and search for new tools to further their knowledge. By using the Internet and in-class technology, teachers can access a multitude of online resources and lesson plans and incorporate multimedia learning activities (Berson, Bolick, Waring & Whitworth, 2006). It is generally accepted knowledge that online learning is beneficial to instructors who create flexible environments in which students choose time and place to learn a language. In other words, people no longer see the classroom as the only place to acquire knowledge and assist student engagement. Many teachers using technology in the class provide anecdotal evidence that their students are inspired and interested, and this is also a crucial justification for learning new technologies (Stanley, 2013).

Although some professionals and researchers assert that web generation or the “digital natives” are radically different from the older generation, the beliefs underlying these claims are not acknowledged or validated by current scientific evidence (Wu, 2013). Despite the common belief, technology does not dehumanize the students. On the contrary, it changes the way teachers communicate with their students and enhances student-teacher interaction in and outside the class. Besides, in the online world, all kinds of community interactions are available, from peer discussion to real interactive learning activities (Ko & Rossen, 2010). Technology can be a very interactive and engaging tool, offering a source of natural language in the class, both written and verbal, and inspiring individuals to create the language more easily (Stanley, 2013). Therefore, teachers need to know all about the principles and practices of computer-assisted language learning (CALL), and they should have the expertise in applying them to their own classroom environments (Kessler & Hubbard, 2017). These new educational models might seem to cause new challenges especially for newly graduated teachers and require them to know various aspects of the technology. Regarding the use of different technologies, Shoffner (2013) suggests that language education programs can support both reflection and technology, developing pre-service teachers’ reflective thinking as well as their technological content knowledge.

Blended Learning

Educators have been using dozens of teaching options to engage learners fully. Several teaching methods have been reported in the literature to promote active learning and collaboration using technology over time. Some of them include problem-based learning, collaborative learning, active learning, competency-based education and blended learning (Duch et al., 2001, Alavi, 1994, Dori et al., 2003, Cañado & Luisa, 2013). All these technology-enhanced learning methods are based solely on one principle: student engagement is the focus of the instruction.

One of the most valuable models which promote active student engagement is “blended learning” which is defined as “to combine or mix modes of web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal” (Driscoll, 2002, p. 1). The definition of blended learning has evolved and varied over time. Everyone has a different perception of what blended learning means. Thorne (2003) proposes that blended learning can be considered as a chance to combine the technological advances provided by online learning with the participation presented in the conventional learning setting. Garrison and Vaughan (2008) further state that it acknowledges the strengths of in combining verbal and text-based interaction and produces a special combination of asynchronous and synchronous forms of communication in that the percentage of face-to-face and online learning experiences can differ significantly. Graham (2006, p.5) defines blended learning as “part of the ongoing convergence of two archetypal learning environments”. Graham’s definition of the blended learning illustrates how the exponential growth of technological advances over the half-century has affected learning experiences in the distributed world (see Figure 1).

As demonstrated by Graham (2006), blended instruction does not necessarily mean a decrease in face-to-face class time. Instead, students are expected to interact with the content and to be actively engaged throughout the learning process. (Cavage, 2012). In order to foster students' engagement and ensure the teacher's blend addresses the issues in class, teachers should consider the design stage meticulously. Achieving the potential of blended instruction requires careful thinking in the design process (Vaughan, Cleveland-Innes & Garrison, 2013).

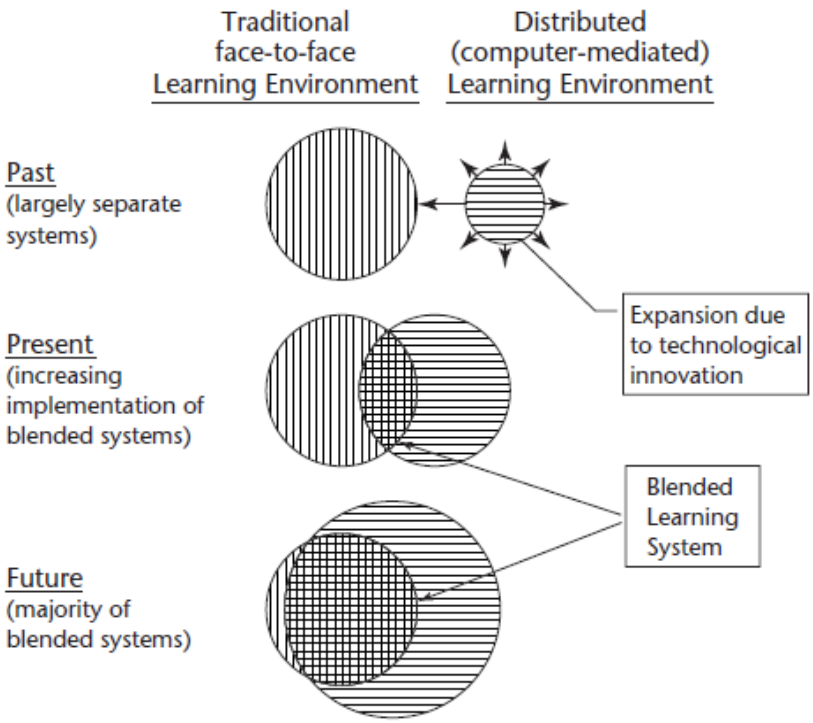


Figure 1. The combination of conventional face-to-face and distributed environments

Reprinted from "Blended learning systems: Definition, current trends, and future directions" by Graham, C.R., *Handbook of blended learning: Global perspectives, local designs* (p.5), 2006, Pfeiffer Publishing, San Francisco. Copyright 2006 by Pfeiffer Publishing.

"The concept and practice of blending learning opportunities are not new, but in today's digital age, what is new is the range of possible components in a blend" (Marsh, 2012). Blended learning can be carried out through any asynchronous tool. The main challenge is not making technology interesting, but integrating technology effortlessly into a program tailored to the issues at hand (Bersin, 2004). The experience in blended instruction has demonstrated that well-planned blended lessons not only improved students' learning but also enhanced their retention of information in large classroom settings (Amaral & Shank, 2010). Therefore, probably the most challenging part of the deployment of blended learning strategies is to design courses through which both synchronous and asynchronous contact are accomplished to support a more student-centered approach.

Lesiak-Bielawska (2012) points out that blended learning is a very practical teaching method as well, particularly in the context of learner autonomy. It offers continuous access to learning resources, facilitates meaningful learning and

enables learner autonomy thanks to its flexible nature. In a typical student-centered class, the teacher's role is to create a learning environment that focuses on learners' needs and abilities. The rationale behind blended learning is to encourage self-directed learning. Therefore, the teacher plans the blend and motivates their learners to become more autonomous.

Tayebinik and Puteh (2013) investigated the benefits of blended learning and compared it with face-to-face instruction through relevant literature reviews. They reported that blended learning is more advantageous than mere e-learning and provides learners with many benefits, such as increased communication, improved academic performance, active participation.

Not all students have the same opportunity to attend the school of their choice. Blended learning models, however, make it possible to gain an academic degree for those who live far from schools, as it does not require regular commuting. Unlike distance learning, blended learning models do not create the feeling of being isolated as learners have face-to-face interaction with their teachers as well as other learners through either online synchronous contact or face-to-face. Teachers can teach more than one person at a time, and this can be particularly useful in closing teacher shortages in regions where the number of teachers is not sufficient.

Although teachers have tried various types of e-learning practices over the last two decades, blended learning seems to gain much more attention than others do. However, there is not only one type of blended learning model in higher education. The literature categorizes blended learning into various groups, to name a few, flex model, rotation model, enriched-virtual model, and flipped model.

Studies on Blended Learning Practices

The interest in using technological devices and applications in language classrooms has led to an explosion of research. Blended learning, or hybrid learning, has been the limelight of many scholars interested in varied delivery teaching methodologies. Teachers blend their classes for different reasons, but the ultimate goal is to create a new learning environment where various components of face-to-face instruction and e-learning are integrated to offer an active and effective learning experience. As stated by Cavage (2012), combining these two environments together offers a great opportunity that addresses a range of learning

preferences and needs of the learners and teachers. However, creating a successful and engaging blended learning environment demands considerable attention than merely integrating online and face-to-face learning spaces within a program (McCarthy, 2016). When the literature studies are examined, it is very obvious that blended learning produces fruitful results in foreign language classrooms (Shih, 2010; Keshta & Harb, 2013; Yang, Chuang & Tseng, 2013).

Muscarà and Beercock (2010) conducted a study by integrating wikis in the Moodle learning management system. During the constructivist blended learning course, 35 undergraduate students created ten wiki groups to examine key language skills (grammar, new vocabulary etc.) from the film excerpts they chose. At the end, the course was found to be very effective in stimulating collaboration and interaction among learners.

Larsen (2012) carried out a study to explore the use of blended learning experiences of ESL writing students in an intensive English course. Results showed that students work more independently and focused as well as being more autonomous. Besides, students reported that they really enjoyed learning in the blended environment and they favoured this form of learning to more traditional classes.

A very recent study was conducted in secondary school English classes by Wong, Hwang, Choo Go & Mohd Arrif (2020) to assess the effectiveness of blended learning on academic performance, learners' autonomy and motivation. This quasi-experimental study where 116 students participated revealed that there was no big difference in both groups' academic performances. On the other hand, learner autonomy and motivation constructs were found to have a positive impact on learners.

Another comprehensive study was performed by Xu, Glick, Rodriguez, Cung & Warschauer (2020) who aimed to analyse the possible effects of a technology-enhanced blended program on learners' English course scores and course attendance rates at a university. The data analysis showed that compared to conventional teaching, blended learning had a crucial, positive effect on learners' grades and course attendance rates.

Flipped Learning

Among various types of blended models, “the flipped model is one of the most popular and universal models in recent years” (Bergman & Sams, 2012).In its purest form, flipped classroom, also known as inverted classroom and backward class, is defined as flipping the conventional way of teaching. Generally, this method whose applications are mainly in the physical sciences has recently been the focus of educational researchers in various disciplines (Aşıksoy & Özdamlı, 2016). The flipped classroom model emerged whilst teachers, Jonathan Bergmann and Aaron Sams, were teaching chemistry at a high school in a rural area of Woodland Park, Colorado. In 2007, they started recording their live lessons so that absent students could make up for the classes they missed. After a while, the recorded lectures were also appreciated by the students who attended the class. At that time, the idea of a flipped classroom was attributed to Jonathan and Aaron. However, they emphasize that they did not create the term “flipped classroom”, and other educators used various screencast videos as instructional tools (Bergmann & Sams, 2012). Since the first appearance of flipped learning philosophy, numerous studies have been conducted to illustrate not only positive but also negative aspects of the flipped classroom.

“The main “flip” implied in this model refers to the organisation of teaching and learning processes and activities” (Gavranović, 2017, p.499). Students are expected to watch pre-recorded video lectures or read additional materials as many times as they wish on their own time before the class hour. It is described as “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (Flipped Learning Network, 2014, p.1). Taylor (2015) claims that teachers are not “a sage on the stage” anymore in flipped learning. On the contrary, they are “mentors on the side” which ensures that they are less prominent in the class and are now regarded as facilitators in the teaching and learning process. Instead of reinforcing students’ knowledge outside of the class, in the flipped classroom model, learners are expected to internalize the knowledge with some engaging activities in class. In traditional classroom teaching, a 50-minute class period does not allow all students

to practice the content they have learned in the lesson. This is especially true for the lessons where students' spoken interaction and production skills are practiced. In these lessons, not all students have the same opportunity to speak the target language and get feedback from their teachers and peers due to time constraints. However, in the flipped classroom model, content is offered through digital materials outside the class, and interactive tasks are conducted by the teacher during the lesson. This way, the students are sent home to work on the next topic rather than left struggling with what they have just studied (Hojeij & Özdemir-Ayber, 2017). However, planning and implementing a flipped classroom go beyond the definitions and theoretical knowledge. There is no single right way that is selected and pursued by all when it comes to the implementation of the flipped instruction. Despite the varieties in the understanding of the flipped instruction, all educators share one common goal: student engagement. Honeycutt (2013) states that certain subjects allow teachers to apply flipped learning strategies more easily than others, but each lesson plan has the potential at least one moment that can be flipped. Likewise, Sams and Bergmann (2012) suggest that careful consideration should be given to whether a video is an acceptable instructional medium for the intended educational outcome. An effective flipped learning model necessitates a well-structured lesson plan that motivates learners. If flipped activities are assigned without structure and organization, teachers will create a chaotic environment, and students will quickly become frustrated (Honeycutt, 2013). Therefore, the purpose of the lesson and the learning outcomes of the flipped classroom should be made clear in advance.

This teaching model is different from a conventional class in that the lesson is presented not through lecturing but through various tools outside the classroom (Chellapan & Meer, 2016). The first advantage of the flipped classroom is that it offers the opportunity for independence. In flipped mode, students will learn the main topic online first, often through short but well-structured videos, rather than by joining a lecture same as before (Reidsema, Hadgraft & Kavanagh, 2017). Therefore, this type of instruction allows students to manage their time, reflect on their learning process and develop a sense of commitment. Students who are already familiar with the content can move quickly while those who have difficulty understanding the content can pause the video to take notes or rewatch. As stated by Gavronovic (2017), the flexibility aspect of the flipped model enables learners to choose the

learning environment and the time they want to spend on studying. They can decide on their own study routines.

Another highlighted advantage of the flipped learning model is the teachers' presence in class to offer practice whenever students demand because merely listening to the lectures at home may not always indicate that learning has occurred. Regarding the use of videos in the flipped teaching model, Cockrum (2014) emphasizes that flipped learning is about being student-centered and spending more time developing and creating in-class opportunities for learning. Similarly, Bergmann and Aaron (2012) observed that although educators pay more attention to the videos, in a flipped classroom the biggest advantage is not the videos. The essential aspect of flipped instruction that should be considered meticulously is the design of the in-class time. Once the teachers have established learning objectives and provided the knowledge outside the classroom, their only concern is to make use of the class time effectively. As teachers create extra time in the class, they will be able to communicate even more with particular students and foster a more meaningful connection with them (Voss & Kostka, 2019). Therefore, flipping helps teachers successfully meet the needs and expectations of their students whilst promoting cooperative learning in the classroom environment (Mehring, 2018).

COVID-19 Pandemic and Online / Distance Flipped Learning

The outbreak of COVID-19 in 2020 has brought unexpected challenges to education, but it has also presented opportunities to online education (Liu, Zhang, Ye & Wu, 2020). The emergence of unexpected pandemic has affected students of all grades all over the world. Many universities and colleges have adjusted to the new circumstances quickly, thereby redesigning their syllabuses, timetables, and the content of their courses and so on. The rapid transition to online teaching has forced many teachers across the world to rearrange their teaching. While some schools have only uploaded worksheets and videos to their LMS and left the students to their fate, others have arranged online sessions through videoconference platforms like Webex, Zoom and Google Meet; and some others have combined online synchronous tools for in-class interactions with asynchronous tools as pre and post-class materials. Given all these rapid changes, it is no surprise that the disruption of the educational activities has affected the students most. Although the benefits of asynchronous and synchronous virtual learning seem to

outweigh the disadvantages at first sight, the current literature also presents some perplexing and frustrating factors for some students and teachers who struggled to get online during the COVID-19 pandemic. First of all, the change in the nature of education has led to some problems in the implementation of e-learning. Full online teaching involves comprehensive instructional planning, teaching resources such as multimedia content, as well as technical support staff; however, because of the rapid and unexpected emergence of the COVID-19, most academic staff encounter difficulties such as the lack of online teaching expertise, early planning and adequate support from the distance education units (Bao, 2020). Secondly, both teachers and students have faced technical problems while studying and teaching at home. Not all teachers and students have access to online resources and internet facilities. Access to the internet and digital technologies, along with the absence of an e-learning program and assessment resources, restricts what teachers can teach (Mailizar, Almanthari, Maulina & Bruce, 2020). In a recent study, Zhang, Wang, Yang & Wang (2020) studied the opinions of secondary school teachers on e-learning obstacles they were exposed to during the COVID-19 at four levels: instructor, curriculum, student and school. The study has revealed that the group that experienced the most difficulties throughout the pandemic was the students. In the study, many participants acknowledged that the use of e-learning platforms and applications was difficult, and students lacked the technological knowledge and skills as well. In addition, respondents also agreed that the access to internet and devices caused problems in the learning process.

With the spread of the COVID-19, distance/online teaching activities have become widespread in Turkey as well. Some universities and colleges which have already launched their Learning Management Systems (LMS) such as Moodle, Blackboard and Canvas before the pandemic did not have much difficulty familiarizing their students and teachers with these platforms. In the lockdown period, these higher education institutions utilized the combination of pre-recorded video lectures with live lectures to support “real time” interaction between students and teachers. As the most popularized instruction model recently, the flipped instruction model which incorporates online and face-to-face learning seemed to work well in distance education. In the conventional flipped learning model, students are assigned lecture materials to be viewed outside the classroom and the class

time is used for more engaging and interactive activities such as discussions, feedback and presentations. The coronavirus pandemic and the lockdown period, however, have made it nearly impossible to get face-to-face education and necessitated online classes. Therefore, in conventional flipped learning what used to be called as “group learning space” have turned into “online group learning space” in distance flipped learning, and students have started to practice the target teaching point during their online synchronous sessions instead of real classroom setting (see Table 1.) Thus, a new concept called distance or online flipped learning has entered our lives. *Distance flipped learning* can be described as an active learning method in which course materials are sent to learners through asynchronous communication tools so that they can explore the content of the course deeply and acquire higher levels of application during the synchronous online lessons. This new instructional mode has appeared and become prevalent with the closures of the schools during the COVID-19 pandemic period.

Table 1. *In the distance flipped learning model, the place where the group learning occurs changes*

Conventional Flipped Learning	*Distance Flipped Learning*
INDIVIDUAL LEARNING SPACE	INDIVIDUAL LEARNING SPACE
CONTENT DELIVERY	ASYNCHRONOUS CONTENT DELIVERY
lecture notes/ pre-recorded videos/ PPT presentations/ reading texts	lecture notes/ pre-recorded videos/ PPT presentations/ reading texts
GROUP LEARNING SPACE	GROUP LEARNING SPACE
FACE TO FACE CLASSES	SYNCHRONOUS ONLINE CLASSES
Interactive learning environment/ engaging activities/ discussions	Interactive learning environment/ engaging activities/ discussions

Flipped Learning and Social Constructivism

Constructivism has emerged as a reaction to the behaviorist movement, which was influential during the 1940s. Vygotsky's work has laid the foundations of social constructivism. Upon monitoring the interactions among children, he concluded that language develops mainly from social interaction, and in a supportive and interactive environment (Lightbown & Spada, 2013). As for the classroom setting, students work collaboratively with the other students and their teachers in a supportive and encouraging learning environment. The components that make constructivist theory attractive to educators are its views on the significance of meaning - making and the active role that students play in the learning process (Jones & Brader-Araje, 2002). This learning philosophy stresses the views of the students and considers the opinions of students as the main body of thought, and as the active creators of the knowledge (Xu & Shi, 2018). Thus, a "constructivist" curriculum should be learner-centered and involve self-assessment activities (Mirici, 2006) and in the classroom environment, the instructor should offer students experiences that enable them to hypothesize, anticipate, ask questions, analyze, examine, visualize and create (Wang, 2011). The constructivist approach in teaching requires learners to become active members of the class and stop being passive listeners by devoting more time for peer cooperation and inquiry-based learning (Alsowat, 2016).

Educational technologies have become more advanced with the advent of digitalization in their ability to convey subject matter visually, effortlessly and interactively (Schifter & Stewart, 2010). Kaufman (2004) argues that video and computer-based technologies have become excellent learning instruments that expand human capacities and experiences for social interactions. Call enables EFL learners to construct meaning in a digital environment (Lacina, 2012). Therefore, teachers who have a social constructivist stance have started to use an assortment of technologies to assist students to become expert learners who construct their knowledge through experience with their social interactions. Learners construct knowledge themselves with the help of technology. Blogs, social media sites and virtual worlds allow learners to enhance their skills and articulate themselves to others. Besides, their involvement in the construction of knowledge maintains a productive learning environment. The use of technology for educational purposes

requires interaction not only among learners but also between the learners and the instructor, and this interactivity/cooperation holds to the social constructivist approach. In a flipped classroom, the introduction of new learning content is supported by adding the previous knowledge. Class time is spent on constructing more meaningful and complex knowledge, and the teacher allows the learners to work more on high-level skills. Therefore, as stated by Enonbun (2010), the teacher must be eager to change his/her role from being the only person who disseminates the knowledge to the one who designs and construct the learning content in order to boost the learners' energy and stimulate them towards achieving optimum performance.

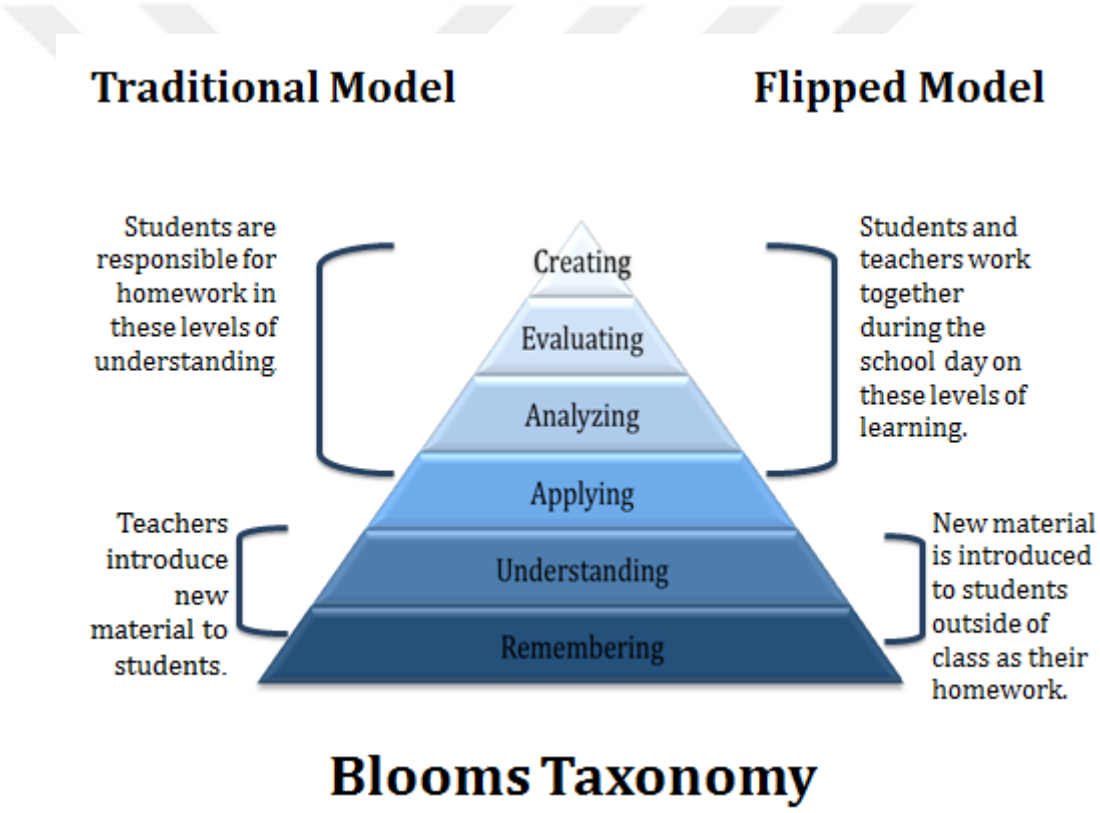


Figure 2. Ways that Bloom's Taxonomy is applied to traditional vs. flipped classroom activities. Reprinted from Bloom's Taxonomy in Flipped Classroom, (Williams, B, 2013).

Concerning Bloom's revised taxonomy (2001), flipped learning means that students perform the lowest stages of cognitive work outside the class (acquiring the information and understanding) and concentrating on the upper forms of cognitive work (implementation, analysis, synthesis, and assessment) within the

classroom setting, where they can get the help of their classmates and teachers. This model is not the same with the conventional model in which "first learning" takes place through class lectures, with students reinforcing knowledge through homework (Brame, 2013). Honeycutt (2013) emphasizes the value of enhancing learners' higher-order thinking skills and states that students can search for the information by themselves and find the answers within a short period of time with the help of technology. The problem is that students do not always have the ability to practice of engaging in higher-order thinking skills.

Flipped Learning and Connectivism

Educational styles have changed substantially from teacher-centered classes to learner-oriented, constructive and interactive educational settings in the 21st century, with the students as the developers of multimedia texts and constructors of knowledge in and outside the class (Otto, 2017). The theory of connectivism grew in response to the new ways of learning technology offered (Chien, Chen & Liao, 2019). According to connectivism, learning and knowledge are distributive, that is, they are not presented in a specific place to students, but instead it includes networks of connections that are created from interactions and experience among societies, individuals and the technologies that connect them (Goldie, 2016). The idea of connectivism is that in a networked world, learning is a network forming process, and the knowledge is a network product (Siemens, 2013). Technological tools carry information which has been created by people. Learners can connect and learn with individuals from all over the world via apps, social networking sites, discussion boards and so on. Eventually, these learners expand their knowledge and add their own viewpoints on a topic. Sometimes students learn a topic in the classroom without understanding some aspects or internalizing the essential points. For instance, if the students are audio-visual learners, they might refer to sources presented in forms other than the lecture and check some videos on YouTube to get a deeper understanding of the topic.

Although Siemens (2004) regards connectivism as a new learning theory, Mattar (2018) proposed that connectivism should be regarded as a renewed version of constructivism, making Vygotsky's idea of zone of proximal development (ZPD) more flexible and stretching it to include learning that lies outside the learner, in social networks and technological tools. Similarly, Bell (2011) argues that

connectivism alone is insufficient to explain learning, and it should not be seen as a theory without important qualitative studies. In the current study, the students were expected to watch pre-recorded video lectures or read the assigned texts before the lesson and in the class; they constructed new knowledge through interaction with their friends and the teacher. When viewed from this aspect, the flipped learning method is supported by social constructivist approach. On the other hand, whilst watching the videos before the lesson, at times students needed extra information related to the topic because they were required to answer some additional questions on the note-taking sheet or they interacted with their classmates through Google Classroom. They found essential information through a network connection. From this standpoint, the flipped learning model also embodies connectivist-learning principles as some activities required collaborative work among students. Therefore, this research study integrates a combination of connectivist and constructivist principles as the theoretical framework.

Studies of Conventional Flipped Learning in EFL Context

When it comes to learning a foreign language, adults are different in many ways from young children. While children have many advantages such as attending a foreign language course, practicing their language skills while playing with their peers in a classroom environment, adults often complain about the lack of time or opportunities for interaction in the target language. In traditional language classes, both teaching and the practice must take place within the class time because EFL learners are incapable of finding the chance to practice their language skills in actual contexts outside the class (Mehring, 2018). However, the flipped classroom model might help teachers design activities that are more engaging for face-to-face class sessions, so their only job will no longer be the dissemination of information.

Previous research studies indicate that flipped classroom pedagogy is particularly effective in foreign language classes where teachers already struggle with overwhelming curriculum and have difficulty creating time for oral and written practice. Ayçiçek and Yelken (2018) identified some benefits of the flipped learning model for learners. The findings demonstrated that flipped learning ensures students to get prepared for the lesson, and it makes the lesson enjoyable and fruitful. Besides, it supports engagement by creating a cooperative classroom atmosphere. Similarly, Alsowat (2016) employed experimental research to analyse

the impact of an EFL flipped classroom-teaching model on students' engagement, higher-order thinking skills and satisfaction. The results of the research showed statistically meaningful differences in higher-level cognitive abilities between the two in favor of the experimental group.

A recent study by Karimi and Hamzavi (2017) investigated the influence of flipped model of instruction on language learners' reading comprehension skills. The study also identified students' beliefs towards flipped learning. So as to find an answer to this question, 50 EFL learners joined the study, and they were equally assigned into two groups, as control and experimental. The results of the study revealed that the flipped model of instruction had a significant positive impact on the reading comprehension skills of EFL learners. Besides, flipped learning received the most positive comments from students in the survey.

Another research performed by Lee and Wallace (2018) studied the impact of the flipped learning approach on South Korean college students' perceptions, engagement in the learning process and achievement. Seventy-nine students enrolled in the English course. While 39 students learned English using a communicative language teaching approach, 40 students studied through flipped learning instruction. The results indicated that the the experimental group achieved higher average grades in their three final tasks (i.e., exams, writing assignments, and presentations) than the control group. In addition, the instructor found the students in the flipped classroom to be more engaged in the learning process than those in the non-flipped classroom.

Criticisms and challenges

Although the benefits of flipped instruction have been invaluable in the field of education, and current literature has mostly focused on the positive aspects of this form of teaching, flipped classroom model has been subject to much criticism, and the practitioners have already faced numerous hurdles. One of the most noticeable challenges that educators face is that they cannot find a proper way to encourage learners to get prepared for the lesson.

Regarding the issue of unprepared students, Honeycutt (2013) suggests that it is a challenge all educators face regardless of the type of instructional model used. She claims that the flipped classroom magnifies this problem because it relies on

the students coming to class ready to engage in active learning situations where they apply the information from the pre-class work. Mehring (2018) asserts that a slow introduction of the method should be considered when students feel overwhelmed by the number of assignments that need to be completed before class time. Concerning the students who do not watch the videos, Bergmann and Sams (2012) offered a solution to this problem. In their classrooms, the students who come to class unprepared are made to watch the videos in class, and they miss the opportunity to interact with the teacher and to make use of the valuable in-class activities.

Researchers have also addressed some challenges in the successful integration of technology in the classroom. Chellapan & Meer (2016) conducted a case study and changed the course delivery for first-year students at a university in New Zealand. At the end of the first year, they faced some challenges related to changing the course. They found that students did not watch the video clips on a regular basis and engaged with related readings. They also had some problems with producing the videos students wanted to watch.

Similarly, Wells and Holland (2017) have expressed doubts about the effectiveness of the flipped classroom model. They conducted a meta-analysis of the literature on the challenges in deploying online resources to flip the learning in higher education. Then, they grouped the challenges into six categories based on themes. Despite the fact that the flipped classroom presents some challenges to the teachers, there are enormous benefits to be gained from the process. As Stanley (2013, p.3) suggests, “care has to be taken, therefore, to make use of what we have available only when it serves the objectives of the curriculum, and to avoid any use of 'technology for technology's sake”.

Self-Regulated Learning

The terms self-regulated learning and self-directed learning have been discussed extensively in the literature and “are often used without a clear distinction, leading to confusion in understanding and the use of inappropriate measurement tools” (Gandomkar & Sandars, 2018, p.862). As Saks and Leijen (2014) stress, despite the obvious similarity of the concepts of SDL and SRL, the theoretical backgrounds and dimensions vary. Therefore, it is essential to note that this study

presents a comprehensive description of self-regulated learning, addressing its relationship with the flipped instruction model.

The interest in self-regulated learning (SRL) dates back to the late 1980s, and since then, it has become a significant aspect of a learner's academic learning and performance. There are several different definitions of self-regulation in the literature. As Miraki, Masoomi and Amjadiparvar (2016) remark, because each research field follows their own paradigms and each sees self-regulation from their own window with emphasis on a particular aspect of it, there is not a simple definition on this phenomenon, and SR enjoys various models. However, almost all based on the same assumption that focuses on learning in a self-regulatory manner. According to Zimmerman (1986), self-regulation refers to the degree that people are cognitively, motivationally, and behaviorally active participants in their learning process. Similarly, Pintrich (2000) defines it as a constructive and active process whereby students determine goals for their own learning and then try to observe, regulate, and control their motivation, cognition and behavior guided and limited by their aims and the contextual features in the environment. On the other hand, Bernacki et al. (2011) presented a list of personal attributes of a self-regulated learner (i.e., engaged, strategic, metacognitive, adaptive and self-initiating). All these definitions have shown that self-regulation is a sophisticated yet valuable process that requires students to have the ability and motivation to manage their learning process.

As the primary purpose of education is to encourage lifelong learning, providing students with self-regulatory training plays a significant role in their progress. However, not all students may be ready to manage and regulate their learning alone, which necessitates teachers offering possibilities to help them improve some essential strategies and metacognitive processes (Şentürk & Mirici, 2019). Some researchers (Garcia & Pintrich, 1994; Zimmerman, Greenberg & Weinstein, 1994; Graham, Harris & Troia, 1998; Hofer, Yu & Pintrich, 1998; Colombo & Antonietti, 2011) have also emphasized the significance of instructional methods and strategies that could be used in training students to self-regulate their own learning. Even for the high achievers, mastering self-regulation skills is hard as distractions prevent them from achieving their goals. Hence, teaching self-regulatory strategies and providing support with feedback help students acquire

cognitive processes and become more autonomous learners. Current views of SRL focus mainly on learners' thinking processes and ignore the significant role of social interaction, leaving social components of learning relatively untouched (Tung & Chin, 2011).

According to Zimmerman (1998), there are three phases of self-regulation: forethought, performance and self-reflection. These phases involve some sub-processes that appear during learning. The forethought phase incorporates goal setting and strategic planning, which are affected by a number of beliefs such as a learner's self-efficacy, goal orientations and intrinsic interest (Zimmerman, 1998). Performance/volitional control, on the other hand, includes attention focusing, self-monitoring actions and self-instruction processes. Lastly, in the self-reflection phase, strategies such as self-evaluation, self-reactions and adaptivity are emphasized. As seen in the Table 2, Zimmerman's model acknowledges the significance of self-motivational beliefs. However, previous models of self-regulated learning overlook the motivational aspect and emphasize the cognitive aspect mostly.

Table 2

Cyclical Phases and Sub-processes of Self-Regulation (Zimmerman, 1998, p.4).

CYCLICAL SELF-REGULATORY PHASES		
Forethought	Performance/Volitional control	Self-reflection
Goal setting	Attention focusing	Self-evaluation
Strategic planning	Self-instruction/imagery	Attributions
Self-efficacy beliefs	Self-monitoring	Self-reactions
Goal orientation		Adaptivity
Intrinsic interest		

Self-regulation is not academic achievement or a mental process; instead, it is the self-directive learning by which learners radically changes their mental abilities into academic skills (Zimmerman, 2002). Hence, efficient self-regulated learners should be able to; identify a need to learn (for instance, be able to detect major deficiencies in their knowledge); make wise decisions with regards to the need (about what to learn; how and when to learn it; and whom to learn it with and from).

They also fulfill that need easily and affordably (for example, by gathering data on the experiences of other learners, then using that data to set and accomplish their own goals) (Carneiro, Lefrere, Steffens & Underwood, 2012).

Flipped instruction and self-regulated learning

Self-regulated learning is particularly significant in technology-enhanced learning environments. Flipped instruction requires learners to take more responsibility for their learning due to the physical absence of the teacher. Students watch pre-recorded video lessons or visit any digital technology to get prepared for the upcoming lesson, mostly using their self-regulated learning strategies. The importance of homework in promoting students' self-regulatory skills was emphasized by Zimmerman (1998) as follows:

"Although instructors largely limit students' learning in school environments, there is a great opportunity for self-regulation during study and homework, which students must plan, coordinate and complete".

Therefore, there is a general belief that learners who are competent to use SRL strategies benefit more from online learning activities than those who cannot self-regulate their learning process. Online instruction removes the constraints of location, time and physical materials and allows students the control their study routines to a great extent (Cunningham & Bilingsley, 2003; as cited in Barnard-Brak et al., 2011). Learners' employment of self-regulation strategies will positively influence their achievement and it is possible to say that there is a strong relationship between self-regulated learning and technology-enhanced learning environments. Bernacki et al. (2011, p.3) state that self-regulation is especially required when it is easy for the students to get distracted, lose interest or forget the objective of the task. Ellis and Folley (2011) suggest that to foster self-regulated learning in students, teachers have to allow and empower them with more choice over the way in which they study and what they learn. Therefore, one can assume that learners who use self-regulated learning strategies in their studies make better use of online learning environments.

In his investigation into the flipped classroom, Cockrum (2014) explored that students not only developed skills in time management by organizing their daily and weekly schedule, they also were encouraged and supported in finding ways to

personalize their learning. Marlowe (2012) further emphasizes that autonomous learning and differentiation are possible with the use of flipped classroom and technology. Differentiation is significant to meeting learners' needs. Independent study is presented to students through progressive exposure to responsibility, which facilitates metacognition in the process of learning. Since the flipped classroom model entails more student-centered learning, the use of self-regulatory strategies appears to be vital in enabling learners to become more autonomous.

Studies on the impact of flipped instruction on self-regulation

Self-regulation has become a cornerstone of many institutions in designing their learning and teaching environments as the focus of education is rapidly changing in today's world. Now, "learners' ability to learn is necessary for successful lifelong learning to improve over the entire lifespan" (Cornford, 2002, p.357). Therefore, SRL in TELEs is considered an important empirical research area among researchers. To date, several studies have examined the relationship between flipped learning model and learners' self-regulation skills (Çakıroğlu & Öztürk, 2017; Sun, Wu & Lee, 2017; Ökmen & Kılıç, 2020).

In a small-scale study, Moos and Bonde (2016) examined the potential of integrating self-regulated learning (SRL) prompts in a video designed for the flipped class model. They found that learners who receive the embedded prompts in the video are involved in SRL processes (e.g., triggering prior knowledge, observing understanding and checking the video).

El-Senousy and Alquda (2017) investigated the impact of flipped classroom strategy on learners' achievement and self-regulated learning skills for 60 students. Statistical analysis indicated that FLCS has an effect in enhancing achievement and self-regulated learning skills of students in the experimental group.

Similarly, in 2018, Shyr and Chen published a seminal article. They conducted an experimental study to see if flip model could improve college students' self-regulatory skills. They concluded that students who were exposed to Flip2Learn system showed readiness and higher SRL abilities for the flipped learning approach than those in the traditional flipped classrooms.

In a recent study, Cherrez (2020) conducted a study, focusing group interviews with students learning Spanish to see their SRL abilities in a flipped

classroom model. She reported that the students were able to set objectives, utilized strategies to finish their tasks, managed their time effectively, engaged in self-assessment, selected a quiet learning environment and sought guidance when they needed after the implementation of the flipped classroom.

Foreign Language Classroom Anxiety

Foreign language classroom anxiety among scholars is still a popular research subject. Working under a set of rubrics such as speech anxiety, stage fright, reticence, communication apprehension, and social anxiety, researchers have spent substantial time and effort defining the phenomena and creating ways for its assessment (Daly, 1991). Spielberger (1983, p.1) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". According to MacIntyre (1995, p.91), “almost everyone has experienced anxiety at some time or in some type of situation”. The first studies on foreign language classroom anxiety (Horwitz et al., 1986; MacIntyre, 1995) found that students in language classes mostly suffer from speaking and listening activities. Teachers often experience situations in which students avoid talking in front of their peers due to various reasons such as lack of self-confidence, being unprepared and low motivation. For instance, the relationship between foreign language speaking anxiety and foreign language learning motivation was examined by Öztürk (2012). A very large number of students at a state university attended the study. The results demonstrated that students reported a low level of foreign language speaking anxiety. He concluded that speaking anxiety is a unique phenomenon that affects the emotions and achievement of learners. After the analysis of interviews, the findings also revealed that foreign language speaking anxiety stems from three significant factors that are a perfectionist attitude, fear of making mistakes and reactions of other students.

Students feel less uncomfortable for a speaking drill or a prepared speech, but very anxious when they are called on unexpectedly or to role-play in front of the rest of their peers (Young, 1986; as cited in Huang, 2012). “In order to reduce the level of anxiety and boost the self-confidence, EFL learners should have a chance of getting prepared before asking them to take the turn” (Mutluoğlu, 2020, p.324). Horwitz et al. (1986) claim that foreign language learners exhibit avoidance such as missing class and postponing homework when they feel anxious in the classroom.

Therefore, numerous instructors are worried about the possibility that fear and anxiety might work as an affective filter and prevent students from accomplishing proficiency in the target language (Aida, 1994). Having a clearer understanding of what levels of anxiety students display and how they can overcome this feeling might help reduce learners' FLCA.

Flipped instruction and foreign language classroom anxiety

Study into the relationship of anxiety to foreign language learning has yielded mixed and ambiguous findings, clearly indicating that anxiety itself is neither an easy nor a well-understood cognitive construct, and that it might be early to apply it to the global and extensive task of language acquisition (Scovel, 1978). The issues discussed more frequently today are the relationship between FLCA and academic performance or achievement (Matsuda & Gobel, 2004; Azher, Anwar & Naz, 2010; Zheng & Cheng, 2018), and learners' perceptions of FLCA (Zhanibek, 2001; Kayaoğlu & Sağlamel, 2013; Mohtasham & Farnia, 2017). It seems that so far little has explored the association between learners' levels of foreign language classroom anxiety and the online learning environment, more specifically flipped learning model.

In a study investigating the factors that language anxiety can stem from, Tanveer (2007) found that the social environment learners belong to, their cultures, social class, their own sense of foreignness whilst speaking a foreign language, gender and so on are connected to L2/FL anxiety. Similarly, Tercan and Dikilitaş (2015) conducted a study at prep school of a private university in Turkey, and in their study, high levels of anxiety were identified with respect to specific areas of speaking skills, in particular the testing of speaking and interacting with the teacher and speaking in front of the class. They concluded that obsolete teaching and language assessment methods are the primary sources of recorded levels of anxiety. Therefore, alternative teaching techniques might be employed to lower psychological factors that negatively affect students' performance. As general foreign language anxiety makes students hesitant to communicate with their classmates, one could expect that some students refer to online learning for that specific reason and to search for security in anonymity, more than other factors related to their location or their daily schedule (Pichette, 2009). Consequently, it can be hypothesized that learners' participation might increase and their level of anxiety

might decrease if they are given opportunities to experience flipped learning as an alternative way to make the learning process less daunting. However, previous studies of flipped learning have not dealt with learners' foreign language anxiety levels in much detail. They have only focused on the effectiveness of the flipped instruction model on EFL learners' speaking skills (Köroğlu & Çakir, 2017; Teng, 2018; Bezzazi, 2019; Amiryousefi, 2019).

Studies on the impact of flipped instruction on foreign language anxiety

Realizing the many benefits of flipped instruction, few research studies on flipped learning have been conducted to see any possible relationship between the practice of flipped instruction and foreign language anxiety in EFL classes. More specifically, these studies have been performed to understand whether the flipped instruction can help learners to deal with anxiety by offering interactive learning activities online.

In a recent study, Chang and Lin (2019) examined the impact of interactive response system on willingness to communicate in the context of each of the two instructional strategies (teacher-led interactive response system and peer and shared interactive response system) whilst determining how English learning anxiety shows itself in a flipped learning setting. 85 university students were asked to participate in the experiment. Two groups were developed and half of the students were assigned to the experimental group and the other students were placed in the control group. The findings of the study demonstrated that the combined PS-IRS teaching strategy has a positive influence on the enhancement of EFL learning in flipped classrooms, which benefited students' willingness to communicate and thus lowered anxiety.

In another study, Jang (2019) aimed to examine the effectiveness of flipped learning on student anxiety. The study included 61 intermediate level EFL students. The results showed that flipped learning leads to less anxiety than conventional learning does, in terms of overall anxiety, speaking anxiety, lower self-confidence in English ability and native speaker anxiety.

In 2020, Chen and Hwang published an influential paper in which they discussed the influence of concept mapping-based flipped learning as a listening-speaking strategy on academic performance, EFL learners' analytical thinking skills

and foreing language speaking anxiety. They found that this instruction type has a positive effect on learners' speaking achievement and analytical thinking awareness and can alleviate their speaking anxiety. Similarly, a very recent study was carried out by Alkan and Bümen (2020), aiming at reducing foreign language speaking anxiety of CEFR-A1 level students by sending them voice or written messages through the WhatsApp application. Students were required to send their speaking assignments similarly via WhatsApp. The results indicated that asynchronous online learning proved to be effective to mitigate learners' speaking anxiety.

Unlike the studies mentioned above, Hilliard, Kear, Donelan and Heaney (2020) found that anxiety was a commonly experienced emotion among the learners in an online cooperative project. In their research, part-time online learners' experiences of a group project where they were supposed to work collaboratively online to create a wiki resource and a website were studied. The findings revealed that anxiety resulted largely from the uncertainty involved in working in such settings. There were also major individual variations reported for the reasons for anxiety, including concerns about working with non-active group members, relying on 'unknown others', fear of negative judgement. In view of all the studies that have been presented so far, one could assume that foreign language anxiety is not stable. Research can only be made more realistic, precise and therefore helpful in drawing up applicable teaching ideas if foreign language anxiety is regarded as situation-specific rather than as a steady and stable property (Kim, 2010).

Conclusion

In this chapter, the related literature about the blended learning model, flipped learning model, self-regulated learning and foreign language classroom anxiety is introduced. The definitions of the key concepts presented by various researchers have been explored. The review continued with the theories of social constructivism and connectivism that build the conceptual framework of the study. The following chapter will focus on the research design and the methodology.

Chapter 3
Methodology

This section presents the methodology of the current study. More specifically, this part of the paper deals with the research design, setting and participants, data collection and procedure, instruments along with the data analysis.

Research Design

In this quasi-experimental study, a mixed-methods sequential explanatory research design was employed, using both qualitative and quantitative data in the data collection process, multiple sources were utilized such as summative assessment results, semi-structured interviews, data from the foreign language anxiety scale and self-regulated L2 learning scale. A mixed-methods sequential explanatory research designs can be defined as:

> "Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (Johnson, Onwuegbuzie & Turner, 2007, p.123). "The mixed-methods sequential explanatory design, which implies collecting and analyzing first quantitative and then qualitative data in two consecutive phases within one study" (Ivankova, Creswell & Stick, 2006, p.3).

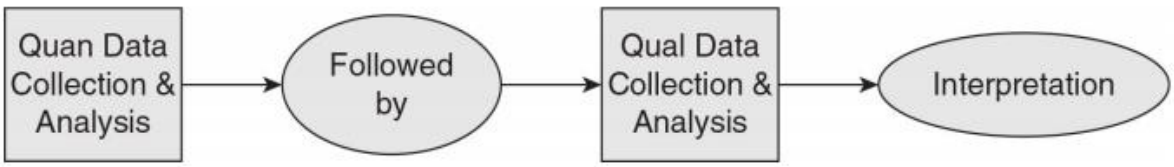


Figure 3. Explanatory sequential design

Reprinted from "Mixed methods designs: Frameworks for organizing your research methods" by DeCuir-Gunby, J. & Schutz, P., *Developing a mixed methods proposal: A practical guide for beginning researchers* (p. 87), 2017, Thousand Oaks, CA: SAGE Publications, Inc. Copyright 2017 by SAGE Publications, Inc.

Setting and Participants

The participants of the study were selected via convenience-sampling method. In the research, participants were "convenient" and readily available sources of data for the researcher who is also the writer of this dissertation. The participants were four intact classes (2 experimental, 2 control groups) enrolled in English preparatory program at Middle East Technical University and the researcher

was the only English instructor who was qualified to flip a language classroom at the university. Before the researcher conducted the research, she had already completed “Flipped Learning 3.0 Certification Level – I” online program in order to implement a successfully designed flipped classroom (see Appendix P). The following table illustrates the information regarding the participant students.

Table 3

Demographic information about the students and classes

		N
Total N of students	Experimental	41
	Control	40
N of class hours per week	Experimental	2
	Control	2
Gender	Girls	38
	Boys	43
Proficiency Level	A2	81

The data were collected during the Spring Semester of 2019-2020 academic year. Participant students were enrolled in the English preparatory school after passing a very competitive centrally administered university entrance exam. They all had CEFR-A2 level English proficiency based on the scores they achieved on the placement exam at the very beginning of the semester. The students in this group have 6 hours of English per week each year. All participants were EFL learners who speak Turkish as their native language. There were 40 students in the control group while 41 students in the experimental group. They all gave voluntary informed consent to participate in the research. They were expected to attend a two-hour class for about 10 weeks. Throughout the semester, *New Language Leader - Pre-intermediate Coursebook* is used as a textbook to provide students with academic and general English, and language skills are taught in an integrated way. The textbook is based on developing learners’ language skills throughout the course with a wide variety of exercises and tasks.

Data Collection

Before the research was conducted, the research study was evaluated by Hacettepe University and Middle East Technical University Scientific Research and Publication Ethics Committees. Then METU School of Foreign Languages was applied to for the permission to collect the research data in the department of Basic English. The first week was allocated to inform the experimental group students about the structure of the lessons and the rationale behind the flipped teaching. The lesson consisted of two components: the online part was in the form of video and additional reading and vocabulary materials while during the lesson learners practiced the language through communicative tasks. Each week, students were assigned a short video and a reading material discussing various topics and expected to take notes along with a form to ensure that students watched the assigned videos or read the materials before the lesson. During the lesson, students shared their thoughts through discussion and presentations. Data were collected over 10 weeks from February 2020 through May 2020. The topics covered in the control group were the same as the experimental group. The same instructor taught both groups using the same materials and the procedures. The only difference was the teaching method.

Both experimental and control group students' L2 self-regulated learning strategies and foreign language speaking anxiety levels were assessed through questionnaires before the treatment was administered. In two-hour sessions for 10 weeks, the experimental group received traditional and online flipped learning instruction while the students in the control group practiced their speaking skills by using face-to-face and online synchronous techniques. All lessons were delivered online via Zoom platform during the COVID-19 pandemic and at the end of the semester, no difference was reported regarding instructional practices, materials and the classroom activities before and after the pandemic. Therefore, at the end of the treatment period, the same tests (self-regulated learning strategies and foreign language anxiety) were conducted as post-tests to the learners in both groups. After the implementation, semi-structured interviews were carried out to collect students' perceptions concerning the flipped instruction model. Students' voices were recorded and then transcribed. The following table shows the procedure of the study.

Table 4

Procedure of the research study

Control groups	Experimental Groups
Pre test L2 learning self-regulated strategy use Foreign language anxiety	Pre Test L2 learning self-regulated strategy use Foreign language anxiety
5 weeks traditional instruction	5 weeks flipped instruction
Schools closed due to COVID-19 pandemic *all students started distance education on March 16, 2020.*	
5 weeks online syncronous instruction	5 weeks online flipped instruction
Post test L2 learning self-regulated strategy use Foreign Language anxiety	Post test L2 learning self-regulated strategy use Foreign Language anxiety

Instructional Procedure

1. Before the COVID-19 pandemic

The first week of the semester was allocated to administer the pre-tests, namely foreign language classroom anxiety scale and self-regulated L2 learning scale. This week was also devoted to present the flipped learning model to the students in the experimental group. As the students did not know the educational terminology, the presentation was made in Turkish to ensure they all understood the philosophy behind it. They were also informed about the classroom applications and their tasks in detail. A google classroom was set up for the students in the experimental group for ease of posting the video lectures and the additional exercises, reading materials etc. The private classroom code was shared with the students so that they could access the materials sent them before the actual class hour. Throughout the semester, scenario sections of "*New Language Leader Pre-Intermediate"* textbook was covered while implementing flipped classroom model,

aiming to see whether flipped teaching practices can help students boost their self-regulation skills and decrease their level of foreign language anxiety while teaching speaking skills. Therefore, speaking classes which require students to discuss one another on a variety of topics were employed during the 10-weeks of the treatment period in both groups. The second week started by uploading the video lecture to Google Classroom and sharing the link of about 10-min. lecture via whatsapp. All students in the experimental group was sent the lectures two days before the in-class flipped session each week. In the experimental group, students were expected to watch the lectures in their own time as much as they needed. Although the internet access was necessary to watch the videos, especially for the first 5-weeks of the treatment, this did not cause a problem for the students as most of them were living in the dormitory on campus and the videos could be viewed on their smart phones easily. First, vocabulary items related to the topic were presented in the videos each week. Then, students were required to take notes and to answer the questions on the handout they were given previously (see Appendix D – for Weekly Reading and Note-taking Handouts). Lastly, essential grammar points, if any, were explained shortly before ending the video. Therefore, two-hour in-class sessions were devoted to practicing the target language. Ten minutes of each lesson was allocated to check students' questions. Then, students were divided into groups or pairs for group discussions or presentations depending on the video content.

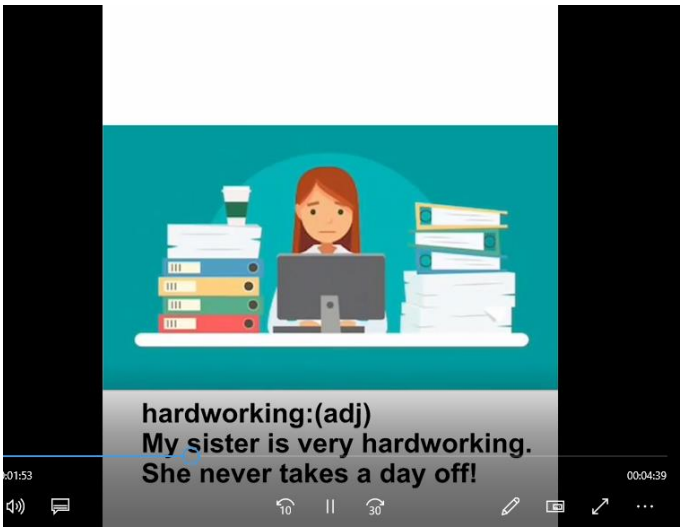


Figure 4. Sample vocabulary-teaching part of the video lecture

As for the control group, students were not sent any video or extra materials before the class hour. All activities such as vocabulary, listening and note taking,

discussions were completed within the lesson. However, it was not possible to give feedback to all students during the lesson because of the time constraint. The same units and topics were covered in both groups by the same instructor. The topics presented in the lectures are as follows:

1st week: describing favourite places, discussion about different climates, agreeing and disagreeing

2nd week: describing people, choosing a new flat mate, personality adjectives

3rd week: giving advice and reasons about health issues

4th week: describing photos to partners and justifying choices

5th week: discussing common issues in families, expressing opinions about family matters

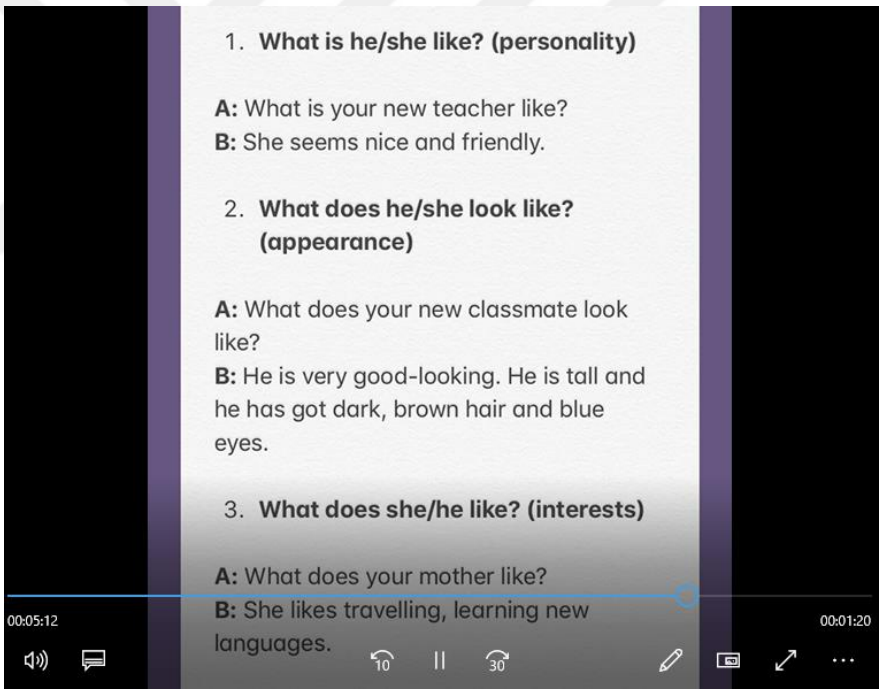


Figure 5. A sample "Key Language" section of the video lecture

2. After the COVID-19 pandemic

The coronavirus pandemic has closed many schools and universities across the country, and the lock-down has created various challenges to both teachers and students in many parts of the country. Therefore, they have been forced to make drastic changes in their lives. After one week of uncertainty, the university where the research was conducted started online teaching. The school of foreign languages mostly used its learning management system (LMS), OdtüClass, and shared class materials with the students using the students' page of the school. Instructors arranged flexible online sessions for their own classes. Despite the issues disrupting the education badly, the researcher decided to continue the study to see the possible consequences of pandemic on students and thus to anticipate the problems which might arise in the following semester if the disease continues. Students in both groups were asked whether they wanted to continue speaking lessons throughout the pandemic, only this time in an online environment. They all requested to continue practicing their speaking skills in the same way as before. While the online/distance flipped learning was adopted for the experimental group students, only online live classes were held for the control group students. Two hours of classes were held each week for both groups by the researcher. The students in the experimental group were required to watch the recorded videos and complete the exercises before the online live sessions. However, the control group students were only exposed to the materials during the synchronous online sessions. At the end of the 5-weeks period, two online questionnaires along with some open-ended questions were conducted. The following topics covered in the second half of the implementation are as follows:

6th week: discussion about famous scientists and their discoveries

7th week: expressing opinions about the issues in education

8th week: learning vocabulary related to health, talking about the pandemic

9th week: learning vocabulary related to environmental issues, discussing climate change

10th week: learning vocabulary for crime and punishment, discussing domestic violence

Instruments

1. Self-regulated L2 learning strategy use scale

The scale for self-regulated L2 learning strategy use, developed by Köksal and Dündar (2018) was used in the present study so as to determine self-regulated L2 learning strategies of L2 learners (see Appendix A). The scale is based on Oxford's (2011) Strategic Self-Regulation (S2R) Model (as cited in Köksal & Dündar, 2018). It consists of 35 items and designed as a 4-point likert-type scale. The total score that learners can get from the scale is 140. The learners whose scores are higher than 70 is regarded as high strategy users while the learners whose scores are lower than 70 is considered as low strategy users. The value of cronbach's alpha is .85, which shows that the scale is reliable and coherent.

2. Foreign language classroom anxiety scale

In order to measure the level of foreign language anxiety levels of the students, the Foreign Language Classroom Anxiety Scale which was developed by Horwitz et al. (1986) was adopted. However, the Turkish version of FLCA scale, validated by Aydın et al. (2016), was used in the present study (see Appendix B). The original FLCA scale consists of 33 items and the adapted Turkish FLCA version also includes 33 items with the same content as the original version. The items in the scale were planned around three categories: communication apprehension, fear of feedback by peers and teachers, fear of language tests. Students who score 33 to 75 show a low level of anxiety in the language classroom, those with 76 to 119 display a medium and above 120 points reflects a high intensity anxiety.

3. Interview

Ten students were selected for participation in the semi-structured interviews. Eight questions were prepared by the researcher and the participants were encouraged to give their sincere thoughts on the implementation of the flipped learning model (see Appendix C). The duration of the interview for each student was approximately 20 minutes. Nunan (1992) states that semi-structured interview gives the interviewee a degree of power and control over the course of the interview. It also gives the interviewer a great deal of flexibility. Similarly, Harrel and Bradley (2009, p.27) point out "semi-structured interviews are often used when the

researcher wants to delve deeply into a topic and to understand thoroughly the answers provided."

Table 5

Data Collection Instruments

Research Questions	Data Collection Instrument
Question 1	Questionnaire A - Self-regulated L2 learning strategy use
Question 2	Questionnaire B - Foreign language classroom anxiety
Question 3	Interview – Students' perception on flipped learning model

Data Analysis

The quantitative data were analyzed using both descriptive and inferential statistics through the statistical package for social sciences. First, the means, frequencies and the standard deviations of all responses to the questionnaires were calculated. The preliminary analyses showed normal distribution, the independent-samples t-test were conducted to evaluate the pre-test scores of both experimental and control groups to make sure the prior knowledge of the two groups are equivalent before the intervention. Paired-samples t-test was run to check and compare the data from control and experimental groups. Then, ANCOVA was conducted to see any possible difference in the foreign language classroom anxiety levels (FLCA) for students in the experimental and control groups by using pre-test as a covariate. The same parametric test was also used for learners' L2 self-regulated learning levels of the students to see the impact of the intervention on post-test results. As for the qualitative data, the researcher obtained the informed consent and ten students in the flipped-group were asked to share their experiences of flipped learning in the course and thoughts on the implementation part. Due to COVID-19 pandemic, all interviews were held on the Zoom platform. Students' voices were recorded and then the full interviews were transcribed. Inductive content analysis was adopted to gain insight into students' perceptions on flipped learning model. Although inductive content analysis is not guided by any established qualitative methodologies, it is more straightforward and links the research findings and the research objectives of the study (Liu, 2016). Besides, it enables researchers to immerse themselves in the data to allow new insights to emerge (Moretti et al.,

2011). In this study, the purpose of using the inductive approach is to identify learners' satisfaction and preferences. The following steps suggested by Thomas (2006) were followed for inductive analysis of qualitative data.

1) Preparation of raw data files
2) Close reading of text
3) Creation of categories / themes
4) Overlapping coding and uncoded texts
5) Continuing revision and refinement of category system

Using inductive approach, both open-ended questions and transcriptions of the interviews were analysed to gain a detailed understanding. The following stages were followed to conduct inductive analysis for the current research:

1) The transcriptions of the interviews were prepared.
2) In order to derive themes and concepts from the raw data, the transcripts and the students' responses to the open-ended questions were read several times so as to internalize the content.
3) After repeated and comprehensive readings, segments of texts were color-coded to identify key phrases and make the data available for analysis. Multiple line-by-line readings and interprations enabled the researcher to identify major categories and sub-categories relevant to the research questions.
4) To ensure the trustworthiness of the analysis, the categories emerged from the raw data were also assessed by two different instructors in the field. Recurrent themes were compared and the consensus was reached.

Conclusion

This chapter has presented the overall research design along with the description of the setting and the participants. The instruments and the procedures for data collection have been addressed. The next chapter will present the findings of the qualitative and the quantitative data collected from the questionnaires and the interviews.

Chapter 4
Findings

In this chapter, all the qualitative and quantitative data obtained throughout the research are presented and examined in detail. Descriptive and inferential statistics were generated to analyse the raw data. The descriptive statistics performed in this research were frequencies, means and the standard deviations. Outliers were also checked along with the results of the Shapiro-Wilk statistic to ensure the normality of the distribution of the scores. In order to collect data from the students in each group on two different times (pre-test/post-test), paired-samples t-test was conducted. Then, one-way analysis of covariance (ANCOVA) was run to assess the impact of the intervention (flipped learning method) while controlling for pre-test scores. All statistical analyses were performed using IBM SPSS Statistics Version 26 for Windows and the p *value* lower than .05 was considered to be statistically significant. The qualitative results obtained from the open-ended questions in questionnaries and the interview schedule were analysed using inductive content analysis.

Findings for the First Research Question

The study was conducted to find out the answer to the main research question; “What is the influence of the conventional flipped learning and distance flipped learning on EFL learners’ self-regulated L2 learning behaviors and foreign language anxiety while teaching speaking skills?”. As a consequence, a series of sub-research questions were formulated. The findings of the study are presented under each sub-research question as given in the following.

1. Findings based on the first sub-resesach question; “Is there a statistically significant difference between the pre-test and the post-test results of the experimental and the control groups regarding their foreign language anxiety levels?

Firstly, normality of the data was assessed by employing statistical tests and reviewing the distribution graphically. In this study, Shaphiro-Wilk test was run as it can be used for n ≤ 50. The table below shows that the *p* value in all tests is more than .05, which indicates normality. The normality of the distribution of the scores for each test was also supported by an observation of the normal Q-Q plots.

Table 6

Tests of Normality

	Self-regulated L2 Learning Strategy Use (pre-test)			Foreign Language Anxiety Levels (pre-test)			Self-regulated L2 Learning Strategy Use (post-test)			Foreign Language Anxiety Levels (post-test)		
	Z	Df	p*	Z	Df	p*	Z	Df	p*	Z	df	p*
Experimental G (n=41)	,985	41	,858	,940	41	,081	,982	41	,745	,946	41	,052
Control G (n=36)	,976	36	,611	,987	36	,949	,949	36	,099	,928	36	,058

*:Shapiro-Wilk

As shown in Table 7, a paired-samples t-test was conducted to evaluate the impact of the intervention (flipped learning model) on students' foreign language anxiety levels. No significant change was observed in participants' foreign language anxiety levels from Time 1 (M=97,76,SD=12,755) to Time 2 (M= 98,07, SD=12,303), t (40) = -,153, p = ,879. Based on the results displayed in Table 7, it can be stated that the flipped instruction did not make any difference to learners' foreign language classroom anxiety in the experimental group.

Table 7

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

Group	N	Mean	SD	df	t	p
Pre-Test	41	97,76	12,75540	-,153	,879	
Post-Test	41	98,07	12,303			

The same analytical test was performed to see whether there is a statistically significant difference between pre- and post- foreign language anxiety tests of the control group. As can be seen from the table below, no significant differences were observed from Time 1 (M=101,89, SD=9,56) to Time 2 (M=99,75, SD=9,93), t (35)=1,435, p=,160. Results showed that the foreign language anxiety levels of the students in the control group remained the same at the end of the semester.

Table 8

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

Group	N	Mean	SD	df	t	p
Pre-Test	36	101,89	9,567	35	1,435	,160
Post-Test	36	99,75	9,938			

2. Findings based on the second sub-research question; "Is there a statistically significant difference between the pre-test and post-test results of the experimental and the control groups regarding their self-regulated L2 learning strategy use?

A paired-samples t-test was conducted to evaluate the impact of the intervention (flipped learning model) on experimental group students' scores on the self-regulated L2 learning strategy use. It can be seen from the data in Table 9 that there was a statistically significant difference in participants' self-regulated L2 learning strategy use from Time 1 (M=92.39,SD=11.8) to Time 2 (M= 96,59, SD=10.85), t (40) = 2.76, p <.05. The mean increase in self-regulation scores was 4.2 with a 95% confidence interval ranging from -7,264 to -1,127. It is apparent from this result that students in the experimental group improved their self-regulated L2 learning strategy skills after ten weeks of implementation. However, the reason for this increase is not the flipped instruction model because the same increase was also observed in the control group. As for the control group's pre and post-test scores on the self-regulated L2 learning strategy use, there is a meaningful difference from Time 1 (M=90,33, SD=9,72) to Time 2 (M=94,89, SD=9,76), t (35)= -2,636, p < .05. The mean increase in self-regulation scores was 4.5 with a 95% confidence interval ranging from -8,064 to -1,047. The results indicate that the students in the control group increased their self-regulated learning tendencies at the end of the semester, just like the students in the experimental group.

Table 9

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

Group	N	Mean	SD	df	t	p
Pre-Test	41	92,39	11,800	40	-2,763	0,009
Post-Test	41	96,59	10,854			

Table 10

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

Group	N	Mean	SD	df	t	p
Pre-Test	36	90,33	9,722	35	-2,636	0,012
Post-Test	36	94,89	9,768			

3. Findings based on the third sub-research question "Is there a statistically significant difference between the experimental and control groups' foreign language anxiety levels after the implementations?"

A one-way between-groups analysis of covariance (ANCOVA) was conducted to compare the impact of flipped learning model designed to reduce the students' foreign language anxiety levels. The independent variable was the intervention and the dependent variable was participants' post-test scores, and the participants' pre-test scores were used as the covariate in this analysis. Preliminary analyses evaluating the linearity, homogeneity of variances, homogeneity of regression slopes and reliable measurement of the covariate ensured that there was no violations of the assumptions. Based on the results obtained from the present study, it can be stated that there was no significant difference between the experimental and th control groups on the post-intervention scores on *Foreign Language Anxiety Test*, F (1, 74) = .019, p = .89, partial eta squared = .00. When students' post-test results are examined, it is clear that no significant differences were found between the experimental and the control group students' foreign language classroom anxiety.

Table 11

Analysis of Co-Variance for Foreign Language Anxiety Levels by groups

	SS	df	MS	F	p
Pre-FL anxiety Scores	2267,683	1	2267,683	23,166	,000
Class	1,902	1	1,902	0,019	,89
Error	7243,848	74	97,890		
Total	762066,000	7			

The flipped learning model appeared to have no effect on students' foreign language classroom anxiety levels. Both experimental and control group students had moderate levels of anxiety at the very beginning of the semester and flipped learning model did not alleviate the students' FLCA. On the contrary, the pandemic triggered anxiety, evoking negative feelings such as stress and fear, and students reported their concerns about their academic performance in the open-ended questions as well.

4. Findings based on the fourth sub-research question; "Is there a statistically significant difference between the experimental and the control groups' post-test results in terms of their use of self-regulated L2 learning strategies?"

A one-way Ancova was conducted to compare the effectiveness of flipped learning model whilst controlling participants' pre-test scores as covariate. Normality checks were conducted and the assumptions met. Based on the results obtained from the present study, it can be stated that there was no significant difference between the experimental and the control goups on the post-intervention scores on *Self-regulated L2 Learning Strategy Use Test*, F (1, 74) = .94, p = .76, partial eta squared = .001. Results revealed that students' self-regulatory behaviours appeared to be unaffected by flipped instruction. The comparison of pos-tests found no significant difference between the experimental and the control group students' SRL profiles.

Table 12

Analysis of Co-Variance for Students L2 Learning Strategy Use by groups

	SS	df	MS	F	p
Pre-SR Scores	2480,801	1	2480,801	32,964	,000
Class	7,048	1	7,048	0,94	,760
Error	5570,706	74	75,280		
Total	7144670,00	77			

Flipped learning model proved to be ineffective in developing learners' self-regulation skills compared to face-to-face synchronous teaching model as the experimental group did not exhibit greater self-regulation skills than those of in the control group. The same amount of increase in the development of self-regulation skills was observed in both groups of students at the end of ten weeks of study. The results indicate that the COVID-19 pandemic that the students were exposed to in the last five weeks of the study affected their study routine directly and encouraged them to take charge of their own learning. Therefore, it could be concluded that regardless of the instruction students received in the current study, all participants acquired independent study skills and learned to adjust to change, which inevitably led to an improvement in students' self-regulation skills.

5. Findings based on the fifth sub-research question; "What are the students' perceptions of their conventional and online flipped learning experiences?"

The semi-structured interviews were analyzed using inductive content analysis. Based on repeated readings, line-by-line coding and the comprehensive review of the answers to the interview questions, four categories and their sub-categories emerged from the raw data (as shown in Table 13 below). To meet the trustworthiness, the categories were discussed with the two other instructors who hold PhD degrees in ELT and consensus was reached.

Firstly, all students in the experimental group were asked whether there were any differences between conventional flipped learning and online flipped learning models. All students reported that they did not see any differences between the two models in terms of implementation, materials and the instructor. In both flipped learning models, pre-recorded lectures were shared with the students two days before the lesson by the same instructor. Students were required to participate in group and pair-work activities during the lessons in the same way. Basically, the main principles of the flipped learning were followed in both flipped models. Therefore, it is possible to say that the type of instruction did not change before and after the COVID-19 pandemic. Students in the experimental group were exposed to flipped learning model in general for ten weeks.

In general, flipped learning model as a teaching method received mostly positive reactions from the participants. Seven out of ten students expressed that they found themselves more inclined to flipped learning model than lecture-based learning. The others emphasized that the learning model that includes both (traditional and flipped) should be adopted. Interestingly, no one wants the traditional way of teaching as the sole teaching methodology. Specifically, flipped learning proved to be useful in providing individualized feedback. Three significant advantages emerged from the analysis. First, pre-class learning tasks such as videos and readings allowed them to be more active during the lesson. Secondly, the majority of the students mentioned that being able to replay or rewatch the video lectures at their own pace was the best aspect of flipped learning. As one interviewee said: "*When the lectures were too difficult to comprehend, I had to listen to them twice or three times*." Another recurrent advantage reported in the interviews

was the opportunity to practice the target language more in the class. One participant commented: "*We are not wasting time in class and I can ask more questions because I have learned the topic already*."

As for the pre-class materials, students responded favorably to the video-lectures prepared by the instructor. Extra reading materials designed and integrated into the flipped program did not receive much positive reaction from the students. For example, one interviewee said: *"I just took a glance at the reading texts. I found the listening materials more practical. I like reading from the book. It is difficult to answer the reading questions on a computer or phone screen*". On the other hand, three students who read the additional reading texts before the lesson stated that reading was only effective to learn new vocabulary.

Another interview question was concerned with the students' feeling of speaking anxiety or nervousness. When asked whether they felt anxious while speaking in flipped learning model, nine out of ten students responded that they felt very nervous no matter what the teaching method. Although the students speak with one voice about how nervous they get while speaking, they do not hold the same views for the reasons of anxiety. Half of those interviewed stated that they mostly worried about not being able to find the correct vocabulary or pronouncing the words incorrectly. A minority of the participants (20%) felt anxious about making grammar mistakes.

Lastly, students were asked whether they faced any problems in watching the video lectures or reading materials before the lesson. Whilst six students mentioned they did not experience any difficulties, only three students confessed that they could not watch one or two assigned videos before the lesson. One problem reported in connection with the COVID-19 pandemic. The student indicated that after the COVID-19 pandemic, she had to share the rooms with other family members. Therefore, at the beginning of the coronavirus pandemic she encountered difficulties while watching the videos.

Table 13

Themes and sub-themes using inductive content analysis

Themes	*Sub-themes*	*Example sentences*
The advantages of flipped learning model	*Being prepared before class* *Having the opportunity to rewatch, pause the video* *The chance to practice more in class*	*"Since we watch the video at home, we have the chance to practice more in the classroom."* *"I can replay or pause the video when I don't understand the topic. This is especially good for vocabulary practice."*
Traditional way of teaching	*Constraints of time*	*"The teacher doesn't have enough time to give feedback on speaking as there are too many students in the class."* *"The speaking exercises in the book are removed mostly due to time constraints."*
Speaking Anxiety	*The fear of making mistakes* *Unknown vocabulary*	*"I feel incredibly intimidating while speaking. I guess it's because of the vocabulary."* *"I feel nervous while speaking. I don't want to make mistakes in front of people."*
Problems related to flipped learning model	*The variety of the accents in the video*	*"It was challenging to understand the listening texts because of the variety of the accents in the videos."* *"I think subtitles should be added to the videos because sometimes I had to listen many times to understand the text."*

To summarize, the analysis of the interviews leads to the following conclusions:

1. Flipped learning model might be an effective way to enhance speaking skills as it promotes active engagement and interactive group learning in class.
2. Thanks to flipped learning model, all students in the classroom can be given the opportunity to practice communicating in role-plays. Moreover, they can all receive oral feedback soon after they perform their speaking.

3. Recorded lectures and other digital technologies that are utilized as out-of-class materials offer self-paced learning, and students appreciate the possibility to watch and read the assigned materials at their own pace.
4. Most learners believe the necessity of flipped and blended learning models in higher education and embrace new technologies effortlessly.
5. Students with low-level of proficiency in the target language sometimes have difficulty understanding the video lectures without help.
6. Supplementary reading materials are not as effective as pre-recorded video lectures in flipped learning model.

6. Findings based on the sixth sub-research question; "What is the influence of COVID-19 pandemic on students' participation in speaking activities in an online learning environment?".

Aside from the devastating health effects it has caused, COVID-19 has negatively affected students' learning outcomes. Considering the changes implemented in an infinitely short time, it was thought that the students' participation in speaking activities in an online learning environment might have been affected by this unprecedented illness as well. Therefore, both experimental and control group students were asked how often they attended the lectures on Zoom during the online teaching process. Roughly, 50% of these students say they always or generally participate in the zoom sessions, compared with 25% sometimes attend the sessions and 25% of those who rarely or never attend the sessions.

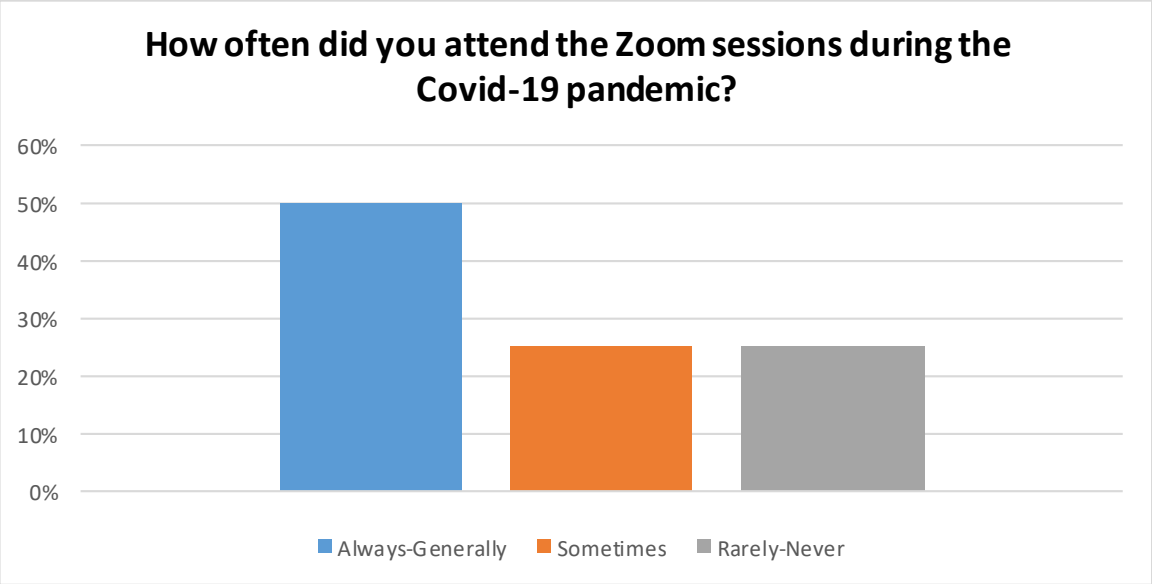


Figure 6. The percentage of how often students attended the online sessions

It was also very significant to reveal the potential problems students encountered during this period. Therefore, the researcher posed another question and asked why they could not attend the online lessons and gave them some options along with a blank box in case they could come up with a different issue. As can be seen in Figure 7, of all the students who did not attend the sessions regularly, nearly 35% of the students said that they could not achieve the self-discipline. Roughly, 30% of the participants also reported lower satisfaction with online learning platforms in general during the COVID-19 pandemic. They expressed that they had difficulty using online teaching platforms. While nearly 20% of the students complained about the lack of internet access, 9 % said that they did not have a computer or their computer was broken. In addition, 10% of the participants mentioned that they could study more effectively when they were alone. Apart from these, five students mentioned that they could not join the online English classes regularly due to sleep problems. The main conclusion that can be drawn from this finding is that sustaining learners' active participation in speaking activities in an online learning environment was challenging. The difficulties students had to cope with included those related to the lack of self-discipline, dissatisfaction with the online learning platforms, the lack of internet access, technical issues and sleep problems. It is also interesting to note that nobody mentioned pandemic-related health issues as a problem.

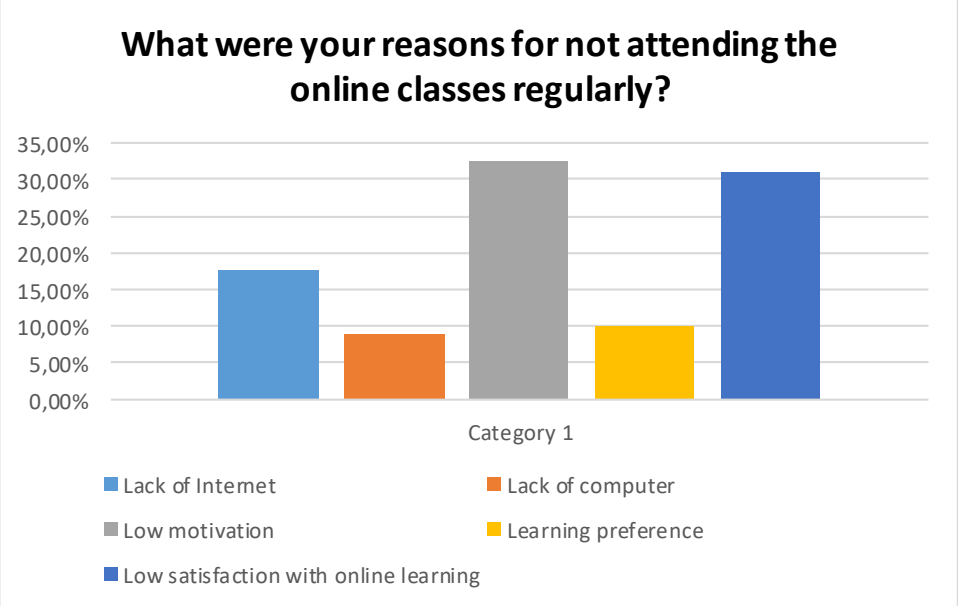


Figure 7. The reasons for not attending the online classes regularly

During the COVID-19 pandemic, most of the students have experienced online learning for the first time in their lives. Hence, it was also very important to learn their teaching preferences and they were asked which teaching models they like better: online, face-to-face or a combination of both (blended). They were also asked to answer this question thinking there is no pandemic. According to the results, nearly 60% prefer face-to-face teaching while only 3% prefer online teaching. Interestingly, around 40 % of the students prefer a teaching method which combines online and face-to-face teaching. Considering the negative effects the COVID-19 pandemic caused on their social lives, it is not surprising that they did not choose online teaching as their favourite. The study also concludes that many students favour face-to-face teaching or blended learning models over pure online teaching. It is obvious that their preferences do not result from their technological incapabilities as the university students today are true digital natives who have not seen life without technology. The main reason behind their choice is the lack of e-learning readiness. Students were ready for this radical change and their social lives were highly affected due to lockdown.

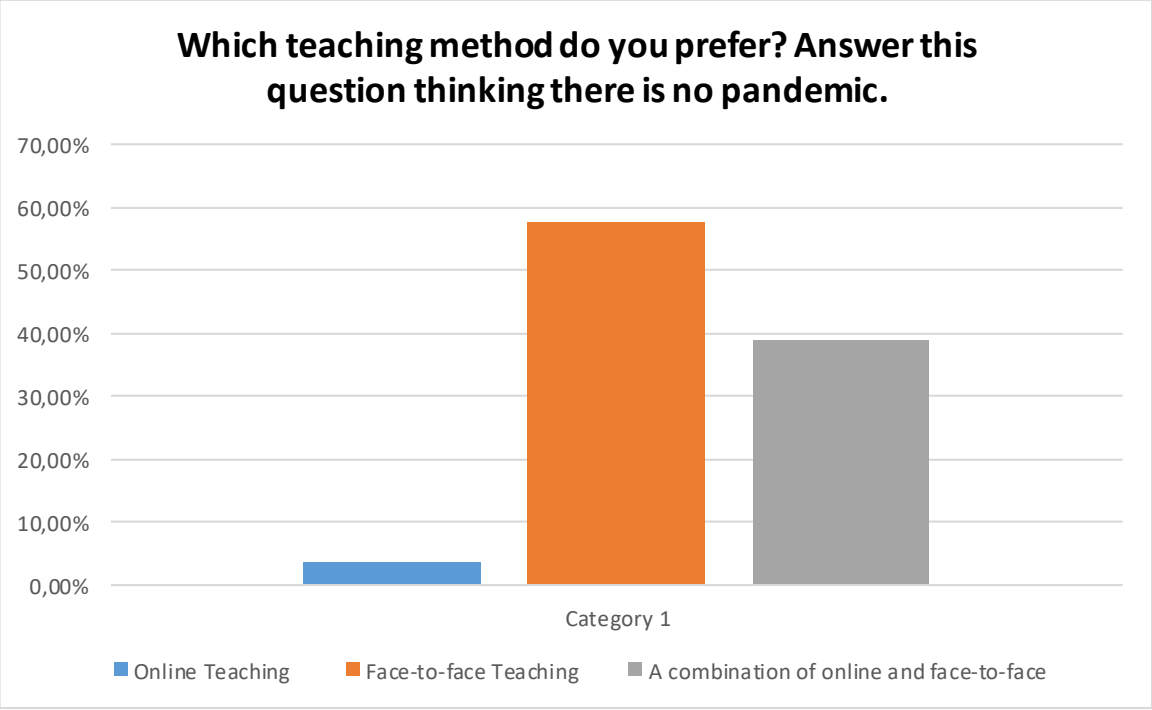


Figure 8. The percentage of which teaching method students prefer

The influence of COVID-19 pandemic on students' anxiety in an EFL setting

As the COVID-19 pandemic has caused the greatest disruption of education, the ongoing face-to-face teaching had to be abandoned at the university where the research study was conducted. The distance teaching became the new normal. In order to examine the effects of COVID-19 pandemic on learners' anxiety levels in online classes, the following two questions were also added to the post-test for both groups. Of these questions, one had closed-response choices with an optional comment box.

1. Have you experienced anxiety while practicing your speaking skills online?
2. Mark the two most important reasons for your anxiety.

Students' answers to the first question above revealed that 86% of the students experienced anxiety while practicing their speaking skills in an online environment.

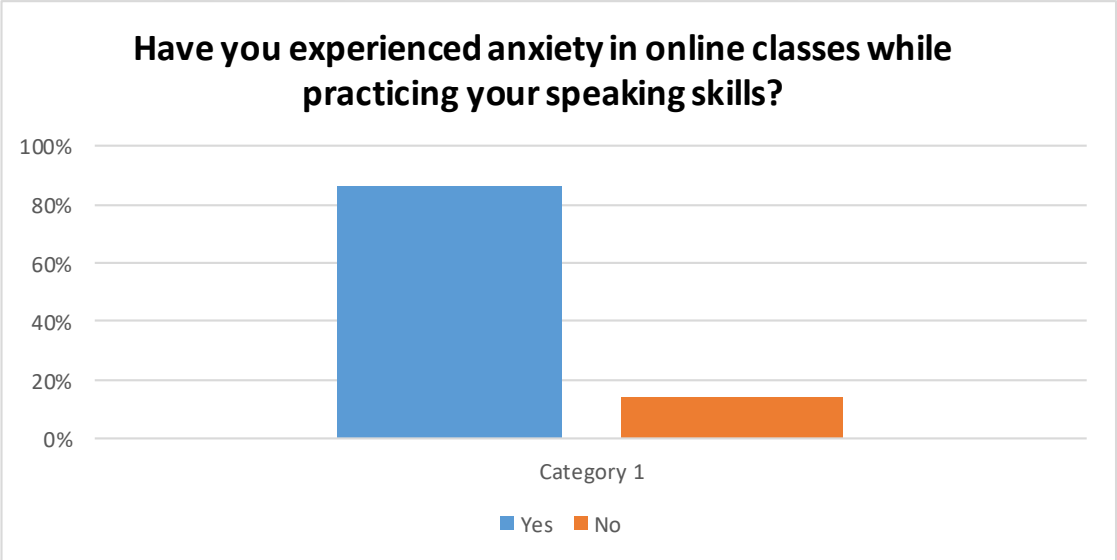


Figure 9. The percentage of whether students have experienced anxiety while practicing their speaking skills

As it is clearly interpreted in Figure 10 below, some of the issues brought up by the students related to anxiety included the lack of self-study habits, heavy homework assignments, crowded households/home environment and the lack of reliable internet connection. The most common anxiety students experience stems from the lack of skills to study independently. Nearly 40% of the students do not

know how to study alone. Roughly, 20% of the students have to deal with anxiety because they cannot finish their assignments on time. Similarly, nearly 20% of the students suffer from anxiety because of their home environment. While 12% attributed their anxiety to lack of computers, nearly 10% blamed the lack of internet access.

Since the transition to online teaching was abrupt, it provoked anxiety among university students as well. As presented in Figure 10, the most mentioned reason behind students' anxiety is their inability to study alone. This particular finding casts a new light on the relationship between anxiety and self-regulation in the literature. It can be concluded that the anxiety that the students experienced throughout the pandemic contributed to the development of their self-regulated L2 learning strategy use. At first glance, the anxiety seems to be a sadly phenomenon for students; however, it might turn out to be the reason for them to guide their own learning. In this study, when confronted with possible failure, students took on the responsibility of planning, managing and controlling their learning to achieve.

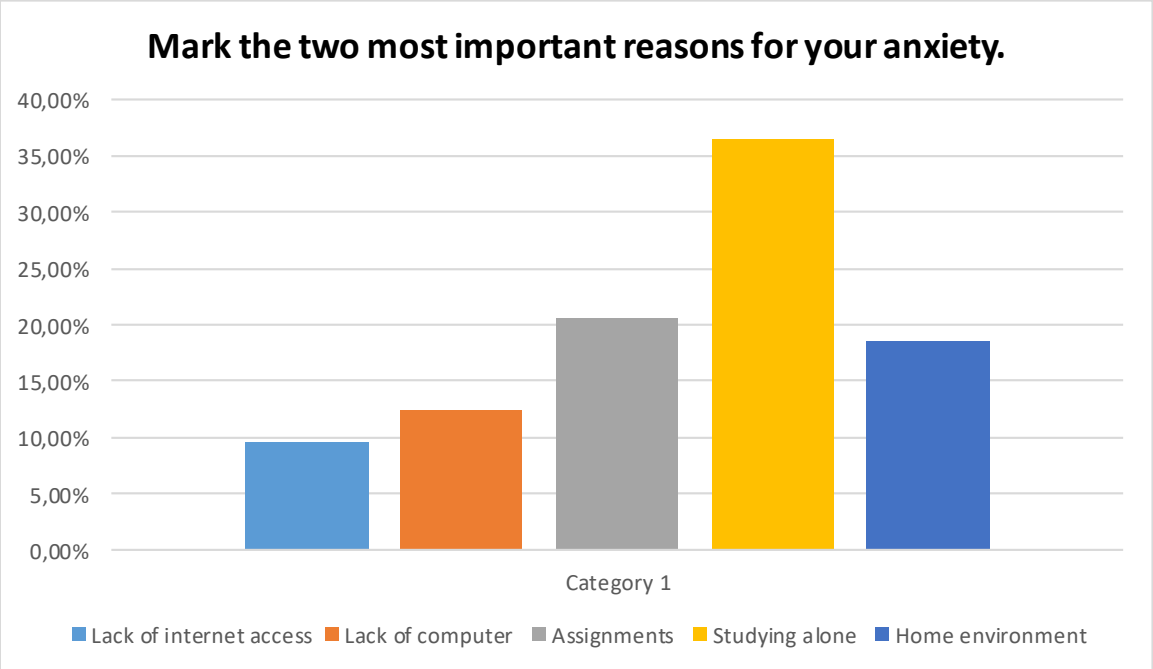


Figure 10. The percentage of why students experienced anxiety during online teaching

7. Findings based on the seventh sub-research question; "How can the delivery and the practices of conventional flipped instruction, distance flipped instruction, and synchronous online instruction be improved in EFL settings?".

Looking at the the students' answers to the open-ended questions and interview questions, it is clear that we have not yet reached sufficient quality in synchronous and asynchronous online instruction. First of all, issues regarding the difficulty of the pre-recorded lectures were expressed by the students in the experimental group. Some videos were found to be challenging and difficult to understand in terms of the speakers' accents in the videos. Therefore, students can be offered subtitle option to facilitate the comprehension of the lectures. The findings show that no matter how expert the teachers might be, simply recording online lectures will not necessarily result in positive outcomes for the students. Students' levels should be taken into consideration and any type of blended or online teaching programs should be designed accordingly. The schools should be more realistic about the objectives set for the students to achieve as well. Since the CEFR, as an internationally recognized framework, forms the basis of current practices for English Language Teaching (Mirici & Kavaklı, 2016), educational authorities, curriculum developers along with the teachers in the field may refer to the objectives and the common reference levels determined by the CEFR; then the digital materials might be developed.

During the COVID-19 pandemic, it was also observed that synchronous online instruction was easily adopted at the expense of low-quality teaching. Not only academics but also students lack the essential training required for quality synchronous instruction. Therefore, from now on, the most important concern of the higher institutions should be to actively use their learning management systems (LMS) and to establish units that will provide assistance for instructors and students. Virtual as well as face-to-face trainings could be held to prepare both parties for success in online synchronous teaching. As "quality teachers are central to the training and education of citizens for the competitive and global world" (Mirici & Yangın Ekşi, 2016, p.77), continuing professional development units have the utmost importance and role for the successful implementation of any innovative teaching model.

Conclusion

This chapter has presented the findings of the research questions. Both qualitiative and quantitative data obtained from the data collection instruments have been provided comprehensively. The results of the open-ended questionnaires were also shared with graphs. The following chapter will present the discussion of the findings, conclusion, pedagogical implications and suggestions. The limitations and suggestions for further research will be provided as well.

Chapter 5
Discussion, Conclusion and Suggestions

This chapter begins with an overview of the study. The major findings of the research are summarized and interpreted in the discussion section. Main conclusions are stated based on the aim of the study. Last but not least, the limitations of the study are reported and suggestions for further studies are provided in this chapter.

An Overview of the Research Study

The starting point of this research was the inability of EFL learners to speak English even after taking a vast number of classes starting from primary school to university. The fact that learners still fail to communicate in the target language suggests that the interpersonal speaking activities students have been exposed to are not sufficient. This was also stated by Coşkun (2016) who analyzed the reasons for Turkish students' failure in speaking English. Lack of speaking practice opportunities and feeling anxious while speaking English were found to be commonly mentioned causes of failure in his study. Therefore, the main aim of the current study was to explore the ways to alleviate students' foreign language anxiety and strengthen their speaking skills by integrating technology-enhanced language learning. Additionally, the study was conducted to discover the contributions of the flipped learning model to students' ability to self-regulate their learning. To this end, this pretest-posttest quasi-experimental study was carried out with the students studying at Middle East Technical University in Ankara in the spring semester of 2019-2020 academic year. As in many schools in Turkey, the coordinators who are responsible for the syllabus allocated more hours to cover grammar topics during the lessons and let the instructors skip the speaking exercises in the textbook to save time. Since speaking skill is one of the essential skills in foreign language learning, the researcher decided to implement the flipped learning model as it does not require the delivery of the lecture within the classroom. Four classes were randomly selected: two classrooms were assigned as control groups and the other two were assigned as experimental groups. Both quantitative and qualitative data collection tools were performed to explain the impact of the flipped learning model on learners' foreign language anxiety and their use of self-regulated L2 learning strategies. Before the treatment process, self-regulated L2 learning strategy use

survey and foreign language classroom anxiety survey were administered to both groups as pre-tests.

At the beginning of the study, it was aimed to investigate two teaching methods, namely, traditional and flipped learning model. The control group students learned the content in a conventional way whereas those in the experimental group participated in flipped learning model. However, at the end of the 5-week treatment period, the coronavirus pandemic started to affect the whole world and forced millions of students to learn online. The researcher did not give up the ongoing study; rather she viewed this unprecedented challenge as an opportunity to reveal more information about the Turkish students' learning attitudes towards online teaching in the midst of an emergent crisis. Therefore, during the distance-teaching period, students in the control group continued to learn the content of the lesson through synchronous online sessions. However, students in the experimental group received the instruction through online/distance flipped learning method in which similar flipped learning principles are applied. The only difference was that synchronous online contact time replaced face-to-face contact time. A total of ten weeks of English lessons focusing on speaking skills were held by the same instructor: five weeks before the pandemic and five weeks after the pandemic. At the end of the semester, both groups of students were asked whether there were any differences with regard to materials, instructors' way of teaching and the class activities before and after the pandemic. All students agreed that there was no difference in the teaching methods applied before and after the pandemic. At the end of ten weeks of instruction, the same surveys were carried out as post-tests and it was found that there was no significant difference between the experimental and control groups on the post-intervention scores on "*foreign language anxiety test"* and *"self-regulated L2 learning strategy use test".* In other words, neither conventional nor online flipped learning model was effective in reducing students' foreign language anxiety levels. Although a significant difference was observed in both groups in terms of their self-regulated L2 learning strategy use regardless of the teaching method, there was no difference between the experimental and the control groups regarding the use of self-regulated L2 learning strategies.

Aside from the quantitative analysis, students' views on their flipped learning experiences were collected through semi-structured interviews held with ten

students. Besides, their opinions and suggestions based on their personal experiences with the online teaching practices focusing on speaking skills were gathered. Even though students in the experimental group mostly have positive feelings towards flipped learning model, both groups of students' responses to open-ended questions in the post-test indicate that the pandemic affected some students' attendance to the online live classes in a negative way for a variety of reasons.

Discussion of the Findings

The purpose of the research was to determine any possible impact of flipped learning model on students' foreign language anxiety levels and self-regulated L2 learning strategy use. However, the outbreak of the COVID-19 has shifted the way we teach markedly. Thus, participants' perceptions in relation to their experiences of online teaching were inquired as well. In this section, the results obtained from the analysis are discussed in four sub-sections:

1) Students' self-regulation strategy use after the treatment
2) Students' foreign language classroom anxiety levels after the treatment
3) Experimental group students' attitudes towards the flipped learning model
4) Students' experiences of online English classes focusing on speaking in the COVID-19 pandemic

Students' self-regulation strategy use after the treatment

The self-regulated L2 learning strategy use questionnaire was distributed as a pre-test one week before the instruction. The mean scores that the experimental and control group students obtained from the pre-test were 92.39 and 90.33, respectively. Therefore, looking at the initial test results, it is evident that there is no significant difference between groups in terms of their self-regulated L2 learning behaviours at the beginning of the semester, and learners in both groups are all high strategy users based on the highest and lowest pre-determined scores. Self-regulated learners study hard in class, work diligently when doing or studying homework and they determine the learning strategies that work well, and keep using them even when the situation is challenging (Macklem, 2015). Considering that the participant students managed to get a place at one of the top universities in Turkey, it is not surprising that they are all high strategy users.

To explore the role of flipped learning model as a way to support learners' self-regulation skills, students' self-regulated L2 learning strategy use was retested

with the same survey after the implementation. After the treatment, the mean score the experimental group obtained was 96.59 whereas the control group's score was 94.89. Contrary to expectations, no significant differences were observed between the two groups regarding their self-regulated behaviours. However, at the end of the treatment period, both groups' self-regulation skills showed a significant increase. This unanticipated finding suggests that the flipped learning model does not have an effect on students' self-regulated learning. The observed increase in self-regulated learning in both groups could be attributed to the online teaching period. These findings, therefore, need to be interpreted with caution because distance learning might have forced students to self-regulate their own learning more than usual. For instance, in her seminal research, Patricia (2020) revealed that students used more platforms and online educational tools after the transition to online learning than before during the COVID-19 pandemic. This finding is also consistent with that of Lizarraga, Villanueva and Baquedano (2011) who also found that Web 2.0 tools favoured the practice of SRL cognitive and metacognitive skills.

Teacher commitment is significant when it comes to the improvement of learner autonomy; however, in a passive classroom environment where learners are only expected to receive information, it gets increasingly impossible for learners to become autonomous (Doğan & Mirici, 2017). Moving from classroom to online teaching, on the other hand, ruined the students' previous study habits. They were all required to dedicate themselves fully to their own learning process more than ever before. It may be that all students benefitted from online teaching practices by using various strategies to avoid falling behind in their online classes and this might have helped them regulate and control their learning behaviours.

Students' foreign language classroom anxiety levels after the treatment

At the very beginning of the semester, foreign language classroom anxiety questionnaire which was developed by Horwitz et al. (1986) and translated into Turkish by Aydın et al. (2016) was administered. The experimental and control groups' average pre-test scores were 97,76 and 101,89 respectively, which show a medium level of anxiety according to the scoring criteria mentioned in the scale. After the intervention, students in the experimental group scored 98,07 and those in the control group scored 99,75. Students' FLCA scores compared after the intervention still displays a medium level of anxiety. It is interesting to note that

flipped learning model, either in the conventional format or online format, did not have a positive impact on students' FLCA levels. This finding is contrary to that of Goda, Yamada, Hata, Matsukawa and Yasunami (2017) who found flipped jigsaw collaborative learning activities might reduce learning anxiety. Similarly, the findings of the current study is also contrary to that of Rahbar, Saeidi and Ahangari (2020) whose study showed that flipped classroom had a significant effect on suppressing language anxiety. Aydın (2018) reviewed some research studies and came to a conclusion that "e-learning situations do not provoke anxiety among foreign language learners" (p.204).

A possible explanation for these findings might be that students experienced some academic uncertainty during the COVID-19 pandemic and the difference in the teaching technique caused neither positive nor negative change in their anxiety levels. The important point here is that regardless of the teaching method, Turkish students suffered from medium level of foreign language classroom anxiety throughout the semester. These results are in line with Asmalı's (2019) findings which also revealed that freshmen studying at a Turkish state university had moderate level of anxiety in their English language classes. As noted by Çağatay (2015, p.654), "even the moderate level of this anxiety is alarming and needs to be dealt with care". Therefore, it does not matter whether students experience low or moderate level of FLCA. Students with negative affective feelings might avoid situations which require oral communication and this will likely result in poor communicative competence. The reasons for learners' overall moderate FLCA levels were further investigated through interviews and open-ended questions presented in the relevant section.

Experimental group students' attitudes towards the flipped learning model

Interviews are arguably of great importance to researchers and educators who seek to learn more about their students' personal experiences and sincere thoughts on a specific teaching method. When conducted and supported in conjunction with the quantitative results, they can provide accurate and new insights into learning and teaching process.

Another research question in the present study is "What are the students' perceptions in the experimental group regarding their conventional and online

flipped classroom learning experiences?". The experimental group students were subjected to the flipped learning model two hours for a period of 10 weeks. A video lecture and additional reading texts along with some vocabulary exercises were sent to students each week to improve their speaking skills. They were supposed to complete the assigned tasks before the class hour. Therefore, they had to study approximately 10 hours outside the classroom at their own pace throughout the implementation process. Students were interviewed one by one at the end of the semester. It is interesting to note that the analysis of the qualitative data demonstrated quite favourable views regarding the flipped learning model. The students reported several benefits of flipped learning such as being prepared before the lesson, the possibility to rewatch the video and an increase in the practice of speaking in class. The following quotes show how the students in the experimental group benefitted from the flipped learning model while improving their speaking skills:

"I think flipped learning model is definitely a better way to improve speaking skills than the traditional way of learning model because I need more time to understand certain words and structures to be able to speak accurately. However, in a traditional classroom setting there is no time to receive feedback from the instructor. Thanks to flipped learning, I feel that I learn the phrases deeply".

"As far as I know while learning a foreign language the most challenging part is speaking. In flipped classroom, I can watch the videos many times prior to attending the lessons. In the pre-recorded lectures, especially vocabulary and listening parts were quite helpful for us".

The findings concerning the students' positive feedback towards flipped learning corroborate the results of the earlier studies (Chen Hsieh, Wu & Marek, 2016; Fauzan & Ngabut, 2018; Lee & Wallace, 2018; Andujar, Salaberri-Ramiro & Martinez, 2020). The present study has also revealed that the effective use of class time makes the language learning process quite different from students' previous experiences. While some students considered the flipped learning model complementary to traditional learning, others stated that they definitely preferred flipped learning model to the conventional face-to-face teaching. The following comment was made by one of the students in the experimental group:

"I really liked the flipped learning model because sometimes I can't concentrate on the lesson in class or it takes time to understand the new concepts. Personally speaking, I need time to internalize the new words and sentence structures so I like flipped learning better than traditional face-to-face teaching".

This result may be explained by the fact that the old and outdated teaching methods no longer appeal to today's digital natives who have been playing with their mobile devices and computers since their childhood. As Prensky (2001) puts it, our students' perceptions have changed to a great extent. In today's educational system, students are no longer the same as they were in the past.

Another significant result that emerged from the interview is that students experienced anxiety whilst speaking English no matter what kind of teaching technique was used. This result is consistent with the quantitative data which also showed no difference between control and experimental groups with regards to foreign language classroom anxiety levels after the implementation of the flipped learning model. Hence, these findings do not support the previous research studies which have suggested flipped learning is an effective teaching model to reduce learners' anxiety (Chang & Lin, 2019; Jang, 2019; Chen & Hwang, 2020). Since such a finding has not been mentioned elsewhere, it might be related to the destructive nature of the pandemic. During the COVID-19 period, students might not have enjoyed the benefits of the flipped learning model much while avoiding from the lethal virus. Hence, it is normal for the students to experience a certain level of anxiety.

Regarding the pre-class materials prepared by the researcher, students highlighted a few problems with the video lectures. Some students mentioned the difficulty they had while listening to the short video lectures and suggested adding subtitles to the videos since regional dialects or native accents presented a challenge to comprehend the dialogues in the listening exercises. A quotation from a student from the experimental group illustrates how the listening exercises were challenging for them. He said:

"In my opinion, the transcripts of the pre-recorded lectures should be shared with the students beforehand so we can check the unknown words or phrases.

Subtitles might be added to the videos as well because I had difficulty understanding some parts of the dialogues in the video lectures. The accents are difficult to get".

This finding is in agreement with Quyen and Loi's (2018) research which found that fast speed of the speakers in the videos prevented students from fully understanding the conversations. The students who participated in the study were basic users (A2 level) based on the common reference levels established by the Common European Framework of Reference for Languages (2001) (see Appendix G). Their proficiency levels were determined with the placement test administered at the very beginning of the semester. Considering the basic users can only understand the standard speech on very familiar topics, students' inability to comprehend the authentic videos is understandable.

Students' experiences of online English classes focusing on speaking in the COVID-19 pandemic

Most of the higher institutions, colleges and universities all around the world have been forced to embrace technology to provide quality education and to make up for the deficiencies in technology during the COVID-19 outbreak. A lot has changed in teaching practice since then. Some students have adapted to challenges over time whereas others have struggled to achieve the learning outcomes for their courses. To understand the students' experiences of this new mode of lesson delivery, namely online teaching, all participant students were asked some questions concerning their attendance to the online English classes focusing on speaking, sources of their anxiety, the challenges they had to deal with during the pandemic.

The qualitative data contributes a clear understanding of how students felt about online classes focusing on speaking during the pandemic. A quarter of students reported that they rarely or never attended the online sessions throughout the lockdown. What is surprising is that nearly 35% of the students said they did not attend the sessions as they could not maintain their self-discipline at home. This finding might be explained by the fact that Turkish students are generally accustomed to their teachers' guidance and lack the ability to take control of their own learning. Hence, they might have displayed a tendency to miss their virtual classes. This finding corroborates the ideas of Üstünlüoğlu (2009), who suggested

that Turkish students do not take responsibility for their learning although they have the ability.

Another problem voiced by the students is the ineffectiveness of online teaching platforms in general. Some students expressed their dissatisfaction of online teaching during the pandemic. The told that the classroom environment is a much better place to learn a language. Students' discontent with the distance teaching is likely to be related to online teaching platforms. As a matter of fact, none of the teachers knew that such a deadly pandemic would disrupt their face-to-face teaching practices. Both students and teachers were left alone in using virtual platforms. Therefore, students might have suffered from the complexities of the learning platforms.

Another interesting finding was that more than half of the students opted for face-to-face instruction when they were asked to choose between online and conventional classroom. Though an online learning course provides greater flexibility and several other benefits, they were not pleased with their online learning experiences. The results are consistent with those of previous studies (Tichavsky, Hunt, Driscoll & Jicha, 2015; Abbasi, Ayoob, Malik & Memon, 2020). As students in lecture-based courses mostly benefit from the interactive elements, social isolation might have affected their psychology and they might have lost their enthusiasm and interest for the lessons. As indicated by Crews and Butterfield (2014) students attach great importance to active learning and classroom interaction during the lesson, including peer interaction through small groups and discussion.The following remarks reveal how students felt about distance teaching throughout the pandemic:

"I couldn't adjust to learning online within a short period of time and maintain self-discipline. I think fully distance learning is not as efficient as face-to-face learning".

"I think the school setting promotes self-discipline. Learning a language requires face-to-face interaction".

When asked whether they have experienced anxiety while practicing their speaking skills during the online classes, nearly 90% of the students stated that they experienced anxiety conditions for various reasons. This finding is consistent with

that of Petillion and McNeil (2020) whose students felt that their learning was negatively impacted and that they suffered some degree of stress and anxiety because of the transition to remote learning. Similar findings were also observed in other earlies studies (Husky, Kovess-Masfety & Swendson, 2020; Murphy, Eduljee, Croteau; 2020). In particular, the anxiety students have developed because of the pandemic is largely dependent on the absence of study skills. More than one-third of the students stated that they did not know how to study alone, and this feeling caused anxiety. While almost a quarter of students attributed their anxiety to their home environment, the same number of students responded that the lack of internet access and the technical issues were the sources of anxiety. Some of them also reported that they were concerned about not being able to finish their homework on time since the asynchronous assignments were demanding. These concerns and experiences of students were also reported by a recent study focusing on the effects of pandemic-related problems in higher education (Son, Hegde, Smith, Wang & Sasangohar, 2020). Similarly, Baloran (2020) discovered that the majority of the students displayed anxiety throughout the lockdown period, and it was also observed that students were not eager to learn in an online learning environment.

Since the outbreak of the COVID-19, numerous studies in various disciplines have been conducted to emphasize the significance of psychological effects of the pandemic on students' mental well-being (Kecojevic, Basch, Sullivan & Davi, 2020; Söğüt, Dolu & Cangöl, 2020; Aslan & Pekince, 2020). It is possible to say that some students have found this crisis and uncertain future of the pandemic difficult to cope with. This study has shown that neither of the teaching methods alone helped students reduce their foreign language classroom anxiety levels due to the COVID-19 pandemic. However, this unexpected situation has created additional demands on learners and improved their self-regulated learning behaviours at the end of the study. Therefore, it would not be wrong to say that this facilitative anxiety help students change their learning behaviours to attain their goals. Based on the findings of the study, one can conclude that FLCA may play a significant role in predicting students' self-regulated learning behaviours. Further studies need to be conducted to get a more comprehensive picture of how FLCA affects learners' self-regulated L2 learning strategy use.

Conclusion

This study aimed to determine the influence of the flipped learning model on students' foreign language anxiety and self-regulated L2 learning strategy use in EFL speaking class. Based on the findings of the study, it is necessary to underline four significant points. Firstly, it was found and observed that the flipped learning model was ineffective in alleviating students' foreign language anxiety levels. Students who practiced their speaking skills through flipped instruction did not show lower levels of FLCA compared to students in the control group at the end of ten weeks of instruction. Secondly, flipped learning did not make a difference in students' self-regulatory behaviours. Post-test results have shown that both groups of students could execute the self-regulated learning skills essential to achieve meaningful learning at the end of the semester regardless of the teaching method. The findings provide evidence that the anxiety students experienced throughout the pandemic helped them to promote self-regulation skills and become more autonomous. Thirdly, students in the experimental group who were exposed to the flipped learning model for ten weeks expressed their satisfaction with the flipped learning in interviews. At the end of the semester, the class participation and students' views on flipped learning pointed out that this teaching model facilitates speaking practice and offers interactive opportunities for participation in a highly motivating classroom environment. Therefore, it can be drawn that the flipped classroom model stands out as an alternative technique that can be applied in teaching speaking skills. Finally, the study also revealed how devastating a global pandemic could be. This unprecedented pandemic has reminded most educational institutions how much they have depended on their conventional way of teaching. The schools were closed and face-to-face teaching activities were suspended. As the schools and the teachers were not ready to teach online, it was the students who suffered the most. This pandemic also showed that it was unrealistic to place all students into a class and expect them to learn the same thing, at the same time and in the same way. The current situation has necessitated changes in the existing teaching and learning models as the neglected issues will appear again in a future crisis.

In line with the challenges students have gone through during the pandemic, this study proposes that the educational authorities can achieve to establish an

effective learning environment for the students by selecting suitable synchronous and asynchronous teaching materials and online platforms to maintain the continuity of formal education in times of crises. This current study also portrays the significance of taking precautions to stop widening educational inequalities among students since COVID-19 pandemic has worsened the financial disparities and affected millions of disadvantaged students badly.

Although the Turkish Council of Higher Education (YÖK) has already taken some steps to improve the online/distance education system and produce solutions to disruption in higher education, there is still a lack of standardization regarding the lessons offered by English Preparatory Schools in Turkey. As "the immediate future is uncertain with new outbreaks and lockdowns looming" (Nerantzi, 2020, p.185), these schools need to reevaluate their so-called online teaching practices. With the arrival of the pandemic, promoting life-long learning and learner autonomy has gained much more prominence. The educational institutions that reject technology-enhanced language learning "may be perpetuating anti-autonomous attitude for the student" (Bates, Almekdash & Gilchrest Dunnam, p.7). It is essential to adopt autonomy-promoting teaching methods in all language learning contexts in order to encourage a sense of responsibility among students.

The findings from this study make several contributions to the literature. Prior to this study, it was nearly impossible to make predictions about how a pandemic would impact students' study habits, self-regulation skills and anxiety. The present study also appears to be the first study which examines the relationship between foreign language classroom anxiety and flipped learning model in Turkish EFL context. The insights gained from this study might be used to structure more learner-centered curriculum development studies which are more responsive to learners' needs. Flipping a speaking lesson in particular enables teachers to discover their students' potential by taking advantage of effective and interactive classroom activities. Distance flipped learning model focusing on active student participation and engagement can be regarded as an alternative to conventional flipped learning model, and it can be integrated into the language curricula seamlessly. As the rationale behind the distance/online-flipped learning model is the same as the conventional flipped learning model, either of the two can be adopted by the teachers depending on the circumstances.

Suggestions and Pedagogical Implications

This study builds on previous research in flipped learning, but this time combining two different models: conventional and distance flipped learning. The present study also highlights the need to incorporate learners' voices into emergency remote teaching. By and large, some pedagogical implications and suggestions could be provided not only for curriculum developers but also teacher educators and materials designers.

1) Online teaching is getting popular day by day thanks to the wide variety of learning opportunities and conveniences it offers. However, a very significant point to be aware of is that online teaching does not mean merely accessing online resources/materials or watching youtube videos to improve listening skills. As educators, we need to recall that online teaching is still teaching, and preparing a well-designed curriculum that has both clear content and language objectives students are expected to achieve takes time and effort. Just like face-to-face teaching, online teaching has also its challenges, pros and cons. The pertinent message for higher institutions / educators is that they should always be prepared for the unknown. The COVID-19 pandemic can be regarded as a temporary crisis but the fact is that we have reached a point where we can no longer escape from technology in our lives. As Mirici and Demirbaş (2013) indicated that there is a need for an educational reform to accompany the technological developments the new generation follows very closely. Hence, by considering the future scenarios and possible long-term educational disruptions, higher education institutions need to work collaboratively with program developers, instructional designers, professors and the many other parties involved in education to make sound decisions to ensure the continuity of teaching.

2) The research findings suggest that students of today, who like keeping up with the latest technologies, will more likely opt for blended learning models instead of fully designed online courses if they are given a choice. Cooperative, engaging and active blended learning environments which supplement face-to-face teaching should be created to support learners' individual expression and meaning construction beyond the classroom.

Blended type of instruction, which offers convenience and flexibility in terms of both time and place, will be most likely adopted by all parties involved in education in the future and restructure the earlier definitions of teaching.

3) Many senior teachers retired early from teaching as they felt that they lack the skills and knowledge to keep up with the educational demands of higher education during the COVID-19 pandemic. Professional development or teacher education units at schools should organize informative and practical trainings, addressing their professional needs related to online learning and teaching. If such units are not available at schools, the higher education institutions should provide their teachers with online training opportunities to support professional development and heighten their awareness of online learning/teaching possibilities.

4) Even negative emotions like anxiety during the pandemic should be regarded as normal. Students had to deal with many issues from the internet access to lack of computers and even conflicts they experienced in the home environment. Research findings show that a large number of students experienced anxiety as they did not know how to study effectively on their own. It is uncertain what we will experience as human beings in the future. Hence, for the benefits of their learners, it is of great importance for teachers to place new responsibilities on students in order to help them acquire self-regulatory learning behaviours.

5) Speaking skills should be an integral part of a foreign language teaching program. No matter how long it takes to help students to practice, it should never be an ignored skill. Flipped learning model is especially convenient for language teachers who often feel overwhelmed by a large number of subjects they need to cover in a short span of time. In a class of 20-25 students, it is almost impossible for all students to practice their speaking skills and receive constructive feedback. However, implementing flipped learning model in a speaking lesson will allow teachers to allocate more time to give feedback on students' oral performance. In order to maximise speaking practice time in class, the video lectures could be prepared to teach vocabulary or grammar points in the individual learning space, and

the teachers can provide students with more engaging and meaningful higher-order learning experiences in the flipped learning space.

Limitations and Suggestions for Further Research

The present study was based on the impact of conventional and distance flipped learning models on learners' FLCA levels and self-regulated L2 learning strategy use. As it was already discussed in the previous section, this study clearly has certain limitations. The major limitation of this study is the outbreak of the unprecedented pandemic. At the beginning of the semester, the aim was to compare students' speaking performances before and after the implementation of the flipped instruction. During the early pandemic period, the speaking exam was cancelled and the speaking component was removed from the programme by the school administration, and students' speaking skills were not assessed. It is unfortunate that the research did not include students' speaking achievement. Hence, it would be interesting to see how fully distance flipped learning model affects students' speaking performance. A further study is called for to determine the impact of fully distance/online flipped learning model on the improvement of other skills.

An additional limitation of the study is the unobservable nature of the students' learning process. It was nearly impossible to control each and every student's behaviour, study routines and their access to technological devices during the COVID-19 pandemic. Moreover, the data was collected from only one higher institution and the participants were selected from A2 level EFL learners. This research study is limited to only 81 students. A note of caution is due here as the results cannot be generalized to the whole population.

Several questions regarding the teachers' perceptions and experiences remain to be answered. To enhance the quality of online teaching practices, teachers' motivation and job satisfaction, long-term psychological effects of the COVID-19 pandemic on teachers' well-being need to be investigated as well. It was observed that the most ignored and overlooked factor in education sector during the pandemic was the teachers' well-being and psychology which might have had a huge impact on their online teaching performance during the lockdown. Therefore, further investigation into foreign language teachers' attitudes towards distance learning and teaching is strongly recommended.

Notwithstanding the limitations, this quasi-experimental study offers valuable insights into understanding the students' perceptions of online teaching practices during the lockdown period. This research is also important for allowing us to see the effects of conventional and distance flipped learning models on learners' FLCA and SRL strategy use. To the best of our knowledge, this might be one of the very first empirical research which implements both conventional and online/distance flipped learning models in the field of foreign language teaching.

References

Abbasi, S., Ayoob, T., Malik, A., & Memon, S. I. (2020). Perceptions of students regarding e-learning during COVID-19 at a private medical college. *Pakistan Journal of Medical Sciences*, *36*(COVID19-S4), COVID19-S57-61. https://doi.org/10.12669/pjms.36.COVID19-S4.2766

Adnan, M. (2017). Perceptions of senior-year ELT students for flipped classroom: a materials development course. *Computer Assisted Language Learning, 30*, 204–222. https://doi.org/10.1080/09588221.2017.1301958

Aida Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78,* 155-168. https://doi.org/10.2307/329005

Alavi, M. (1994). Computer-mediated collaborative learning: An empirical evaluation. *MIS Quarterly, 18*(2), 159-174. https://doi.org/10.2307/249763

Albalawi, A. S. (2018). The effect of using flipped classroom in teaching calculus on students' achievements at University of Tabuk. *International Journal of Research in Education and Science (IJRES)*, *4*(1), 198-207. https://doi.org/10.21890/ijres.383137

Alkan, H., & Bümen, N. T. (2020). An action research on developing English speaking skills through asynchronous online learning. *International Journal of Curriculum and Instruction (IJCI)*, *12*(2), 127-148. Retrieved from http://ijci.wcci-international.org/index.php/IJCI/article/view/308

Alsowat, H. (2016). An EFL flipped classroom teaching model: Effects on English language higher-order thinking skills, student engagement and satisfaction. *Journal of Education and Practice*, *7*(9), 108–121. Retrieved from https://eric.ed.gov/?id=EJ1095734

Altay, I. F., & Ünal, D. Ç. (2017). An investigation of foreign language courses with and without video technology. *International Journal of Curriculum and Instruction (IJCI)*, *9*(2), 49-69. Retrieved from https://eric.ed.gov/?id=EJ1207214

Amaral, K.E. & Shank, J.D. (2010). Enhancing student learning and retention with blended learning class guides. *Educause Quarterly, 33*(4). Retrieved from

https://er.educause.edu/articles/2010/12/enhancing-student-learning-and-retention-with-blended-learning-class-guides

Amiryousefi, M. (2019). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement. *Innovation in Language Learning and Teaching*, *13*(2), 147-161. https://doi.org/10.1080/17501229.2017.1394307

Andujar, A., Salaberri-Ramiro, M. S., & Martínez, M. S. C. (2020). Integrating flipped foreign language learning through mobile devices: technology acceptance and flipped learning experience. *Sustainability*, *12*(3), 1110. https://doi.org/10.3390/su12031110

Aslan, H., & Pekince, H. (2020). Nursing students' views on the COVID-19 pandemic and their percieved stress levels. *Perspectives in psychiatric care*, 1-7. https://doi.org/10.1111/ppc.12597

Asmalı, M. (2019). How anxious are Turkish EFL learners? Tolerance of ambiguity and self-perceived communication competence as predictors. *The Literacy Trek*, *5*(2), 25-46. Retrieved from https://dergipark.org.tr/tr/pub/literacytrek/issue/50626/595224#article_cite

Aşıksoy, G., & Özdamlı, F. (2016). Flipped classroom adapted to the ARCS model of motivation and applied to a physics course. *Eurasia Journal of Mathematics, Science and Technology Education*, *12*(6), 1589-1603. https://doi.org/10.12973/eurasia.2016.1251a

Ataiefar, F., & Sadighi, F. (2017). Lowering foreign language anxiety through technology: A case of Iranian EFL sophomore students. *English Literature and Language Review*, *3*(4), 23-34.

Ayçiçek, B., & Yelken, T. Y. (2018). The effect of flipped classroom model on students' classroom engagement in teaching English. *International Journal of Instruction*, *11*(2), 385–398. https://doi.org/10.12973/iji.2018.11226a

Aydin, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal*, *30*(1), 421-444. Retrieved from https://eric.ed.gov/?id=ED512266

Aydın, S., Harputlu, L., Güzel, S., Savran Çelik, Ş., Uştuk, Ö. & Genç, D. (2016a). A Turkish version of foreign language anxiety scale: Reliability and validity. *Procedia - Social and Behavioral Sciences, 232,* 250-256. https://doi.org/10.1016/j.sbspro.2016.10.011

Aydın, S. (2018). Technology and foreign language anxiety: Implications for practice and future research. *Journal of Language and Linguistic Studies, 14*(2), 193-211. Retrieved from https://www.jlls.org/index.php/jlls/article/view/916

Azher, M., Anwar, M.N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning (TLC), 7*(11). https://doi.org/10.19030/tlc.v7i11.249

Baloran, E. T. (2020). Knowledge, attitudes, anxiety, and coping strategies of students during COVID-19 pandemic. *Journal of Loss and Trauma*, 1-8. https://doi.org/10.1080/15325024.2020.1769300

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, *2*(2), 113-115. https://doi.org/10.1002/hbe2.191

Barnard-Brak, L., Lan, W.Y., & Paton, V. O. (2011). Measuring and profiling self-regulated learning in the online environment. In G. Dettori & D. Persico (Eds.), *Fostering self-regulated learning through ICT* (pp. 27-38). Hershey, PA: IGI Global. http://doi.org/10.4018/978-1-61692-901-5.ch002

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education – TOJDE, 16*(4), 28-37. https://doi.org/10.17718/tojde.72185

Bates, J.E., Almekdash H., Gichrest-Dunnam M.J. (2017). The flipped classroom: A brief history. In Santos Green L., Banas J., Perkins R. (Eds), *The flipped college classroom. Educational communications and technology: Issues and innovations* (p. 3-10). Springer, Cham. https://doi.org/10.1007/978-3-319-41855-1_1

Bell, F. (2011). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *International Review of Research in Open and Distance Learning, 12*(3), 98-118.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: International Society for Technology in Education.

Bernacki, M. L., Aguilar, A. C., & Byrnes, J. P. (2011). Self-regulated learning and technology-enhanced learning environments: An opportunity propensity analysis. In G. Dettori & D. Persico (Eds.), *Fostering self-regulated learning through ICT* (pp. 1-26). Hershey, PA: IGI Global. http://doi.org/10.4018/978-1-61692-901-5.ch001

Berson, M. J. Bolick, C.M. Waring, S. M., & Whitworth, S. (2006). Collaborative learning environments across the Internet. In V. H. Wright, C. S. Sunal, & E. K. Wilson (Eds.), *Research on enhancing the interactivity of online learning* (pp. 149-175). Greenwich, CT: Information Age Publishing.

Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned.* San Francisco, CA: John Wiley & Sons.

Bezzazi, R. (2019). The effect of flipped learning on EFL learners' public speaking in Taiwan. *Journal on English as a Foreign Language*, *9*(1), 1-19. https://doi.org/10.23971/jefl.v9i1.1035

Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.

Boyraz, S., & Ocak, G. (2017). Implementation of flipped education into Turkish EFL teaching context. *Journal of Language and Linguistic Studies, 13*(2), 426-439. Retrieved from https://dergipark.org.tr/tr/pub/jlls/issue/36120/405620

Brame, C. (2013). Flipping the classroom. Vanderbilt University Center for Teaching. Retrieved Tuesday, May 15, 2018, from http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/.

Calabrese, R. & Faiella, F. (2011). Theoretical and practical issues in designing a blended e-learning course of English as a foreign language. In G. Dettori &

D. Persico (Eds.), *Fostering self-regulated learning through ICT* (pp. 162-178). Hershey, PA: IGI Global. http://doi:10.4018/978-1-61692-901-5.ch010

Cañado, P., & Luisa, M. (Eds.). (2013). *Competency-based language teaching in higher education.* New York: Springer.

Carneiro, R., Lefrere, P. Steffens, K., & Underwood, J. (Eds.). (2012). Self-regulated learning in technology enhanced learning environments (Vol.5). Springer Science & Business Media.

Casem, R.Q. (2016). Effects of flipped instruction on the performance and attitude of high school students in mathematics. *European Journal of STEM Education, 1*(2), 37-44. http://doi.org/10.20897/lectito.201620

Cavage, C. (2012). Why blended learning may be just what you have been looking for. Pearson. Retrieved from http://www.myenglishlab.com/docs/cavage_blended_learning_wp.pdf

Cennimo, D.J., Bergman, S.J & Olsen, K.M. (2020). What is coronavirus? Retrieved Tuesday, June 30, 2020 from https://www.medscape.com/answers/2500114-197399/what-is-coronavirus

Chang, C., & Lin, HC. K. (2019). Classroom interaction and learning anxiety in the IRs-integrated flipped language classrooms. *The Asia-Pacific Education Researcher*, *28*(3), 193-201. https://doi.org/10.1007/s40299-018-0426-x

Chellapan, L., & Meer, J. (2016). Challenges in implementing the flipped classroom model in higher education. In J. Keengwe & G. Onchwari (Eds.), *Handbook of research on active learning and the flipped classroom model in the digital age* (pp. 352-265). Hershey, PA: IGI Global. https://doi.org/10.4018/978-1-4666-9680-8.ch018

Chen, M. R. A., & Hwang, G. J. (2020). Effects of a concept mapping-based flipped learning approach on EFL students' English speaking performance, critical thinking awareness and speaking anxiety. *British Journal of Educational Technology*, *51*(3), 817-834. https://doi.org/10.1111/bjet.12887

Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 1-25. https://doi.org/10.1080/09588221.2015.1111910

Cherrez, N.J. (2020) Threading self-regulation and self-efficacy in a flipped college Spanish Course. In Hokanson B., Clinton G., Tawfik A., Grincewicz A., Schmidt M. (Eds.), *Educational technology beyond content. Educational Communications and Technology: Issues and Innovations* (pp. 165-175). Springer, Cham. https://doi.org/10.1007/978-3-030-37254-5_14

Chien, C.F., Chen, G.Y.H., & Liao, C.J. (2019). Designing a connectivist flipped classroom platform using unified modeling language. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, *9*(1), 1-18. https://doi.org/10.4018/IJOPCD.2019010101

Cockrum, T. (2014). *Flipping your English class to reach all learners: Strategies and lesson plans*. New York, NY: Routledge.

Colombo, B. & Antonietti, A. (2011). Self-regulated strategies and cognitive styles in multimedia learning. In G. Dettori & D. Persico (Eds.), *Fostering self-regulated learning through ICT* (pp. 54-70). Hershey, PA: IGI Global. https://doi.org/10.4018/978-1-61692-901-5.ch004

Cornford, I.R. (2002). Learning-to-learn strategies as a basis for effective lifelong learning. *International Journal of Lifelong Education, 21*(4), 357-368. https://doi.org/10.1080/02601370210141020

Coşkun, A. (2016). Causes of the "I can understand English but I can't speak" syndrome in Turkey. *Journal on English Language Teaching*, *6*(3), 1-12. Retrieved from https://eric.ed.gov/?id=EJ1131404

Cotton, D., Falvey, D. Kent, S., Rees, G., & Lebeau, I. (2013). *NEW Language Leader – Pre Intermediate Course book.* Pearson Education.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press.

Cresap, L. (2015). Preparing university for flipped learning. In A. G. Scheg (Ed.) *Implementation and Critical Assessment of the Flipped Classroom Experience* (pp. 175-195). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-7464-6.ch010

Crews, T., & Butterfield, J. (2014). Data for flipped classroom design: Using student feedback to identify the best components from online and face-to-face classes. *Higher Education Studies*, *4*(3), 38-47. http://dx.doi.org/10.5539/hes.v4n3p38

Cunningham, C. A., & Bilingsley, M. (2003). *Curriculum Webs: A practical guide to weaving the Web into teaching and learning.* Boston: Allyn and Bacon.

Cydis, S. (2015). Authentic instruction and technology literacy. *Journal of Learning Design*, *8*(1), 68-78.

Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia-Social and Behavioral Sciences*, *199*, 648-656. https://doi.org/10.1016/j.sbspro.2015.07.594

Çakıroğlu, Ü., & Öztürk, M. (2017). Flipped classroom with problem based activities: Exploring self-regulated learning in a programming language course. *Journal of Educational Technology & Society, 20*(1), 337-349. Retrieved from https://www.jstor.org/stable/jeductechsoci.20.1.337?seq=1#metadata_info_tab_contents

Daly, J. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 3-13). USA: Prentice Hall.

DeCuir-Gunby, J. & Schutz, P. (2017). Mixed methods designs: Frameworks for organizing your research methods. In DeCuir-Gunby, J., & Schutz, P. *Developing a mixed methods proposal: A practical guide for beginning researchers* (pp.83-106). Thousand Oaks, CA: SAGE Publications, Inc. https://doi.org/10.4135/9781483399980

Dietrich, T., & Balli, S. J. (2014). Digital natives: Fifth-grade students' authentic and ritualistic engagement with technology. *International Journal of Instruction*, *7*(2), 21-34.

Doğan, G., & Mirici, İ. H. (2017). EFL instructors' perception and practices on learner autonomy in some Turkish universities. *Journal of Language and Linguistic*

Studies, *13*(1), 166-193. Retrieved from http://www.jlls.org/index.php/jlls/article/view/562

Dori, Y. J., Belcher, J. W., Bessette, M., Danziger, M., McKinney, A., & Hult, E. (2003). Technology for active learning. *Materials Today, 6,* 44-49. https://doi.org/10.1016/S1369-7021(03)01225-2

Driscoll, M. (2002) Blended learning: Let's get beyond the hype. IBM Global Services. Retrieved from http://www-07.ibm.com/services/pdf/blended_learning.pdf

Duch, B. J., Groh, S. E., & Allen, D. E. (Eds.). (2001). *The power of problem-based learning*. Sterling, VA: Stylus.

Egbert, J. (2009). *Supporting learning with technology: Essentials of classroom practice.* Upper Saddle River, New Jersey: Prentice Hall.

Ellis, C., & Folley, S. (2011). Using Student Assessment Choice and eAssessment to achieve self-regulated learning. In G. Dettori & D. Persico (Eds.), *Fostering self-regulated learning through ICT* (89-104). Hershey, PA: IGI Global. https://doi.org/10.4018/978-1-61692-901-5.ch006

El-Senousy, H., & Alquda, J. (2017). The effect of flipped classroom strategy using blackboard mashup tools in enhancing achievement and self–regulated learning skills of university students. *World Journal on Educational Technology: Current Issues*, *9*(3), 144-157. https://doi.org/10.18844/wjet.v6i3.1974

Enonbun, O. (2010). Constructivism and web 2.0 in the emerging era: A global perspective. *Journal of Strategic Innovation and Sustainability, 6*(4), 17-27.

Facer, K. (2011). *Learning futures: Education, technology and social change*. Abingdon: Routledge.

Fauzan, A., & Ngabut, M. N. (2018). EFL students' perception on flipped learning in writing class. *Journal on English as a Foreign Language, 8*(2), 115-129. http://dx.doi.org/10.23971/jefl.v8i2.792

Fisher, A., Exley, K., & Ciobanu, D. (2014). *Using technology to support learning and teaching*. Routledge: New York.

Flipped Learning Network (FLN) (2014). The Four Pillars of F-L-I-P. Retrieved from https://flippedlearning.org/definition-of-flipped-learning/

Garcia, T. & Pintrich, P.R. (1994). Regulating motivation and cognition in the classroom: The role of self-schemas and self-regulatory strategies. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 127-153). Hillsdale, NJ: Lawrence Erlbaum Associates.

Gardner, J. (2015). Flipping the classroom: Challenge of implementation. In A. G. Scheg (Ed.) *Implementation and critical assessment of the flipped classroom experience* (pp. 157-174). Hershey, PA: Information Science Reference.

Garrison, D.R. & Vaughan, N. (2008). *Blended learning in higher education: Framework, principles and guidelines.* San Francisco: Jossey-Bass.

Gavranović, V. (2017). Enhancing learners' autonomy through flipped classes. Paper presented at Sinteza 2017 – International Scientific Conference on Information Technology and Data Related Research. http://doi.org/10.15308/Sinteza-2017-498-502

Gandomkar, R. & Sandars, J. (2018). Clearing the confusion about self-directed learning and self-regulated learning. *Medical Teacher*, *40*(8), 862-863. doi: 10.1080/0142159X.2018.1425382

Gerencheal, B., Mishra, D., & Tesfay, A. (2019). Insiders' beliefs and attitudes towards using technology assisted language teaching to minimize FLA among Ethiopian university EFL students. *Online Submission*, *8*, 1066-1070. doi:10.35940/ijeat.F1320.0886S219

Goda, Y., Yamada, M., Hata, K., Matsukawa, H., Yasunami, S. (2017). Effects of flipped jigsaw collaborative learning on English as a foreign language learning anxiety. In Wu TT., Gennari, R., Huang, YM., Xie, H., Cao, Y. (Eds.), *Emerging Technologies for Education.* SETE 2016. Lecture Notes in Computer Science, (pp.654-664). Springer, Cham. https://doi.org/10.1007/978-3-319-52836-6_69.

Goldie, J.G.S. (2016). Connectivism: A knowledge learning theory for the digital age? *Medical teacher, 38*(10), 1064-1069.

Gouseti, A. (2014). Digital technologies in education: New tools for new times?. In *Digital Technologies for School Collaboration* (pp. 27-57). Palgrave Macmillan, New York.

Graham, C.R. (2006). Blended learning systems: Definition, current trends, and future directions. In Bonk, C.J. and Graham, C.R. (Eds.), *Handbook of blended learning: Global perspectives, local designs* (pp. 3-21). Pfeiffer Publishing, San Francisco.

Graham, S., Harris, K. R., & Troia, G. A. (1998). Writing and self-regulation: Cases from the self-regulated strategy development model. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (p. 20–41). Guilford Publications.

Granados-Bezi, E. (2015). Strategies to transform the foreign language classroom and increase learning outcomes with the flipped model. In A. G. Scheg (Ed.) *Implementation and critical assessment of the flipped classroom experience* (pp. 60-73). Hershey, PA: Information Science Reference.

Graziano, K., & Hall, J. (2017). Flipping math in a secondary classroom. *Journal of computers in mathematics and science teaching, 36*(1), 5-16.

Green, L. S., Banas, J. R., & Perkins, R. A. (Eds.). (2016). *The flipped college classroom: Conceptualized and re-conceptualized*. Springer.

Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, *1*(1), 17-34. http://dx.doi.org/10.5296/ijele.v1i1.2652

Harrell, M. C., & Bradley, M. A. (2009). *Data collection methods: Semi-structured interviews and focus groups.* Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/technical_reports/TR718.html.

Harris, B. R., Lindner, R. W., & Piña, A. A. (2011). Strategies to promote self-regulated learning in online environments. In *Fostering self-regulated learning through ICT* (pp. 122-144). IGI Global.

Herin, G. (2007). *Promoting lifelong learning through the use of self-regulated learning: A guide for intermediate educators*. All Regis University Theses. https://epublications.regis.edu/theses/275

Hicks, S. D. (2011). Technology in today's classroom : Are you a tech- savvy teacher ? *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 84*(5), 188-191. https://doi.org/10.1080/00098655.2011.557406

Hilliard, J., Kear, K., Donelan, H., & Heaney, C. (2020). Students' experiences of anxiety in an assessed, online, collaborative project. *Computers & Education, 143,* 103675. https://doi.org/10.1016/j.compedu.2019.103675

Hofer, B., Yu, SL & Pintrich, P.R. (1998). Teaching college students to be self-regulated learners. In D.H. Schunk & B.J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (pp.57-85). New York: Guilford.

Hojeij, Z., & Özdemir-Ayber, P. (2017). Classrooms on the go: Flipped instruction in higher education EFL. *Journal of Teaching and Teacher Education, 5*(2), 55-64.

Honeycutt, B. (2013). Looking for "flippable moments" in your class. *Faculty Focus*. Retrieved from https://www.facultyfocus.com/articles/instructional-design/looking-for-flippable-moments-in-your-class/

Honeycutt, B. (2016). *Flipping the college classroom: Practical advice from the faculty.* Magna Publications.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132.

Hsiao, E. L. (2012). Synchronous and asynchronous communication in an online environment: Faculty experiences and perceptions. *Quarterly Review of Distance Education*, *13*(1), 15.

Huang, J. (2012). *Overcoming foreign language classroom anxiety.* Nova Science Publishers, Inc.: New York.

Husky, M. M., Kovess-Masfety, V., & Swendsen, J. D. (2020). Stress and anxiety among university students in France during COVID-19 mandatory

confinement. *Comprehensive Psychiatry*, *102*, 152191. https://doi.org/10.1016/j.comppsych.2020.152191

IBM Corp. Released 2019. IBM SPSS Statistics for Windows, Version 26.0. Armonk, NY: IBM Corp

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, *18*(1), 3–20. https://doi.org/10.1177/1525822X05282260

İyitoğlu, O., & Erişen, Y. (2017). Delving into flipping EFL classroom: A mixed-method study. *European Journal of English Language Teaching, 1*(3), 120-152. http://doi.org/10.5281/zenodo.1045310

Jang, J.D. (2019). Employing flipped learning to alleviate foreign language anxiety. *The Journal of Linguistics Science, 91*, 1-23. doi: 10.21296/jls.2019.12.91.1

Johnson B., Onwuegbuzie A., & Turner L. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research, 1*,112–133. https://doi.org/10.1177/1558689806298224

Jonassen, D. H., & Strobel, J. (2006). Modeling for meaningful learning. In Hung D., Khine M.S. (Eds.), *Engaged learning with emerging technologies* (pp. 1-27). Springer, Dordrecht. https://doi.org/10.1007/1-4020-3669-8_1

Jones, M. G., & Brader-Araje, L. (2002). The impact of constructivism on education: Language, discourse, and meaning. *American Communication Journal*, *5*(3), 1-10.

Karaca, C., & Ocak, M. A. (2017). Effects of flipped learning on university students' academic achievement in algorithms and programming education. *International Online Journal of Educational Sciences*, *9*(2). https://doi.org/10.15345/iojes.2017.02.017

Karakaş, A., & Kartal, G. (2020). Pre-service language teachers' autonomous language learning with Web 2.0 tools and mobile applications. *International Journal of Curriculum and Instruction*, *12*(1), 51-79. http://orcid.org/0000-0002-9790-8562

Karimi, M., & Hamzavi, R. (2017). The effect of flipped model of instruction on EFL learners' reading comprehension: Learners' attitudes in focus. *Advances in*

Language and Literary Studies, *8*(1), 95-103. doi:10.7575/aiac.alls.v.8n.1p.95

Kaufman, D. (2004). Constructivist issues in language learning and teaching. *Annual review of applied linguistics*, *24*, 303-319. doi: 10.1017/S0267190504000121

Kayaoğlu, M.N., & Sağlamel, H. (2013). Students' perception of language anxiety in speaking classes. *Journal of History Culture and Art Research, 2*(2), 142-160. doi: 10.7596/taksad.v2i2.245

Kecojevic, A., Basch, C.H., Sullivan, M., & Davi, N.K. (2020). The impact of the COVID-19 epidemic on mental health of undergraduate students in New Jersey, cross-sectional study. *Plos One 15*(9), e0239696. https://doi.org/10.1371/journal. pone.0239696

Keshta, A. S., & Harb, I. I. (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. *Education Journal*, *2*(6), 208-221. doi: 10.11648/j.edu.20130206.12

Kessler, G., & Hubbard, P. (2017). Language teacher education and technology. In C. Chapelle & S. Sauro (Eds.), *The Handbook of Technology and Second Language Teaching and Learning* (pp.278-292). Oxford: Wiley Blackwell.

Kim, S.Y. (2010). Is foreign language classroom anxiety context free or context dependent? *Foreign Language Annals, 43*(2), 187.

Klopfer, E., Osterweil, S., Groff, J., & Haas, J. (2009). Using the technology of today, in the classroom today. *The Education Arcade: Massachusetts Institute of Technology.*

Ko, S., & Rossen, S. (2010). *Teaching online: A practical guide*. New York and London: Taylor & Francis.

Kop, R., & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past?. *The International Review of Research in Open and Distributed Learning*, *9*(3). https://doi.org/10.19173/irrodl.v9i3.523

Korkmaz, Ö. Kaya, S. (2012). Adapting online self-regulated learning scale into Turkish. *Turkish Journal of Distance Education, 13*(1), 52-67. Retrieved from https://eric.ed.gov/?id=EJ976929

Köksal, D., Dündar, S. (2018). Developing a scale for self-regulated L2 learning strategy use. Öz-düzenlemeli yabancı dil öğrenme strateji kullanımı ölçeğinin geliştirilmesi. *Hacettepe University Journal of Education, 33* (2), 337-352. doi: 10.16986/HUJE.2017033805

Köroğlu, Z., & Çakır, A. (2017). Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers. *International Journal of Education and Development using Information and Communication Technology, 13*(2), 2-45. Retrieved from https://www.learntechlib.org/p/180644/

Lacina, J. (2012). Technology in the classroom: Promoting language promoting language acquisitions. *Technology and English Language Learners, Childhood Education, 81*(2), 113-115. https://doi.org/10.1080/00094056.2005.10522253

Lai, C., & Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer assisted language learning*, *24*(4), 317-335. https://doi.org/10.1080/09588221.2011.568417

Lai, C. L., & Hwang, G. J. (2016). A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course. *Computers & Education*, *100*, 126-140. https://doi.org/10.1016/j.compedu.2016.05.006

Larcara, M. (2015). Benefits of the flipped classroom model. In Management Association, I (Eds.), *Curriculum design and classroom management: Concepts, methodologies, tools, and applications* (pp. 93-105). IGI Global. http://doi:10.4018/978-1-4666-8246-7.ch006

Larsen, L.J.E. (2012). Teacher and student perspectives on a blended learning intensive English program writing course. *Graduate Theses and Dissertations*. 12375. https://doi.org/10.31274/etd-180810-1937

Lee, G., & Wallace, A. (2018). Flipped learning in the English as a foreign language classroom: Outcomes and perceptions. *Tesol Quarterly*, *52*(1), 62-84.

Lesiak-Bielawska, E. D. (2012). The impact of blended learning on teaching English for vocational purposes. *Glottodidactica. An International Journal of Applied Linguistics*, *39*(1), 47. https://doi.org/10.14746/gl.2012.39.1.5

Lightbown, P. M., & Spada, N. (2013). *How languages are learned 4th edition-Oxford Handbooks for Language Teachers*. Oxford university press.

Li, S. (2016). A study of learners' satisfaction towards college oral English flipped classroom. *Theory and Practice in Language Studies*, *6*(10), 1958-1963. http://dx.doi.org/10.17507/tpls.0610.10

Liu, L. (2016). Using generic inductive approach in qualitative educational research: A case study analysis. *Journal of Education and Learning*, *5*(2), 129-135. http://dx.doi.org/10.5539/jel.v5n2p129

Liu, S., Zhang, H., Ye, Z., & Wu, G. (2020). Online blending learning model of school-enterprise cooperation and course certificate integration during the COVID-19 epidemic. *Science*, *8*(2), 66-70. doi: 10.11648/j.sjedu.20200802.16

Lizarraga, M.L., Villanueva, O.A., & Baquedano, M.T. (2011). Self-regulation of learning supported by Web 2.0 tools: An example of raising competence on creativity and innovation. In Dettori, G., & Persico, D. (Eds.), *Fostering self-regulated learning through ICT* (pp.295-315). New York, NY: Information Science Reference. doi: 10.4018/978-1-61692-901-5.ch018

Lu, H. W., Lee, J. Y., & Lin, M. H. (2019). Effects of authentic English-language videos on EFL students' speaking anxiety. *International Journal of Information and Education Technology*, *9*(6), 423–428. https://doi.org/10.18178/ijiet.2019.9.6.1239

MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language learning*, *41*(4), 513-534. https://doi.org/10.1111/j.1467-1770.1991.tb00691.x

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning, 44*(2), 283-305.

MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The modern language journal*, *79*(1), 90-99. https://doi.org/10.1111/j.1540-4781.1995.tb05418.x

Macklem, G. L. (2015). Boredom and its relation to non-cognitive factors: Student motivation, self-regulation, engagement in learning, and related concepts. In *Boredom in the Classroom* (pp. 35-43). Springer, Cham. https://doi.org/10.1007/978-3-319-13120-7_5

Mailizar, Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education, 16*(7), em1860. https://doi.org/10.29333/ejmste/8240

Marlowe, C. A. (2012). *The effect of the flipped classroom on student achievement and stress* (Unpublished master's thesis). Montana State University, Bozeman, MT.

Marsh, D. (2012). *Blended learning creating learning opportunities for language learners*. New York: Cambridge University Press.

Mason, R., & Rennie, F. (2008). *E-learning and social network handbook: Resources for higher education.* Madison Ave, New York: Routhlege.

Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System: An International Journal of Educational Technology and Applied Linguistics*, *32*, 21– 36.

Mattar, J. (2018). Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. *Revista Iberoamericana de Educacion a Distancia, 21*(2), 201- 217. doi: http://dx.doi.org/10.5944/ried.21.2.20055

McCarthy, J. (2016). Reflections on a flipped classroom in first year higher education. *Issues in Educational Research*, *26*(2), 332–350. Retrieved from https://www.iier.org.au/iier26/mccarthy-j.html

Mehring, J. (2018). The flipped classroom. In J. Mehring and A. Leis (Eds.), *Innovations in flipping the language classroom: Theories and practices* (pp. 1-10). Singapore: Springer.

Miraki, P., Masoomi, M., Amjadiparvar, A. (2016). The impact of formative assessment on self-regulation of EFL learners in academic writing. *International Journal of Humanities and Cultural Studies,* Special Issue, 2237-2257. Retrieved from http://www.ijhcs.com/index.php/ijhcs/article/view/876

Mirici, İ. H. (2006). Electronic in-service teacher-training for the new national EFL curriculum in Turkey. *Online Submission*, *7*(1), 155-164. Retrieved from https://eric.ed.gov/?id=ED494424

Mirici, İ. H., & Demirbaş, S. (2013). How to turn the EPOSTL into an electronic setting: The E-Epostle. *Procedia-Social and Behavioural Sciences, 106*, 1368 – 1377. https://doi.org/10.1016/j.sbspro.2013.12.152

Mirici, İ. H., & Yangın Ekşi, G. (2016). A descriptive study on the profile of some potential English language teachers. *International Online Journal of Education and Teaching (IOJET)*, *3*(1), 65-81. Retrieved from http://iojet.org/index.php/IOJET/article/view/121/123

Mirici, İ. H., & Kavaklı, N. (2017). Teaching the CEFR-oriented practices effectively in the MA program of an ELT department in Turkey. *International Online Journal of Education and Teaching (IOJET)*, *4*(1), 74-85. Retrieved from http://iojet.org/index.php/IOJET/article/view/159/151

Mohtasham, L., & Farnia, M. (2017). English speaking anxiety: A study of the effect of gender on Iranian EFL university students' perceptions. *International journal of research in English education*, *2*(4), 66-79. doi: 10.29252/ijree.2.4.66

Moos, D. C., & Bonde, C. (2016). Flipping the classroom: Embedding self-regulated learning prompts in videos. *Technology, Knowledge and Learning*, *21*(2), 225-242. doi: 10.1007/s10758-015-9269-1

Moretti, F., van Vliet, L., Bensing, J., Deledda, G., Mazzi, M., Rimondini, M., Zimmermann, C., & Fletcher, I. (2011). A standardized approach to

qualitative content analysis of focus group discussions from different countries. *Patient Education and Counseling, 82*(3), 420-428. https://doi.org/10.1016/j.pec.2011.01.005

Murphy, L., Eduljee, N. B., & Croteau, K. (2020). College student transition to synchronous virtual classes during the COVID-19 pandemic in Northeastern United States. *Pedagogical Research*, *5*(4), em0078. https://doi.org/10.29333/pr/8485

Muscara, M. & Beercock, S. (2010). The wiki – A virtual home base for constructivist blended learning courses. *Procedia-Social and Behavioral Sciences, 2*(2), 2885-2889. https://doi.org/10.1016/j.sbspro.2010.03.434

Mutluoğlu, A. K. (2020). *A multiphase study on willingness to communicate in an English as a foreign language learning context* (Unpublished PhD dissertation). Hacettepe University, Ankara.

Nerantzi, C. (2020). The use of peer instruction and flipped learning to support flexible blended learning during and after the COVID-19 pandemic. *International Journal of Management and Applied Research*, *7*(2), 184-195. Retrieved from https://www.ceeol.com/search/article-detail?id=883236

Nilson, L. B. (2013). *Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills.* Sterling, Virginia: Stylus Publishing.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Nunan, D. (2005). From the special issue editors. *Language Learning and Technology, 9* (3), 2-3.

Özdamlı, F., & Asiksoy, G. (2016). Flipped Classroom Approach. *World Journal on Educational Technology: Current Issues*, *8*(2), 98-105. Retrieved from https://eric.ed.gov/?id=EJ1141886

Otto, S. E. K. (2017). From past to present: A hundred years of technology for L2 learning. *The Handbook of Technology and Second Language Teaching and Learning*, 10–25.

Ökmen, B. & Kılıç, A. (2020). The effect of layered flipped model on students' attitudes and self-regulation skills. *International Journal of Research in Education and Science, 6*(3), 409-426.

Öztürk, G. (2012). *Foreign language speaking anxiety and learner motivation: A case study at a Turkish state university* (Unpublished master's thesis). Middle East Technical University, Turkey.

Patricia, A. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *International Journal of Educational Research Open*, 100011. https://doi.org/10.1016/j.ijedro.2020.100011

Petillion, R. J., & McNeil, W. S. (2020). Student experiences of emergency remote teaching: Impacts of instructor practice on student learning, engagement, and well-Being. *Journal of Chemical Education*, *97*(9), 2486-2493. https://doi.org/10.1021/acs.jchemed.0c00733

Pichette, F. (2009). Second language anxiety and distance language learning. *Foreign Language Annals, 42*(1), 77-93. https://doi.org/10.1111/j.1944-9720.2009.01009.x

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Metacognition in educational theory and practice* (pp.452-494). San Diego, CA: Academic Press.

Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the Horizon, 9* (5), 1-6. https://doi.org/10.1108/10748120110424816

Quyen, T. T. T., & Loi, N. V. (2018). Flipped model for improving students' English speaking performance. *Can Tho University Journal of Science*, *54*(2), 90-97. doi: 10.22144/ctu.jen.2018.012

Rachman, D., & Sunarti, S. (2019). Mobile instant messaging and its potential to reduce anxiety in English as a foreign language speaking class. *International Journal of Engineering and Technology, 8*(1), 149-153.

Rahbar, S., Saeidi, M., & Ahangari, S. (2020). Flipped classroom approach: Its effect on learner autonomy and language anxiety of Iranian EFL learners. *Foreign Language Research*, *10*(2), 330-347. doi: 10.22059/jflr.2020.291793.698

Reidsema, C., Hadgraft, R., and Kavanagh, L. (2017). Introduction to the flipped classroom. In C. Reidsema, L. Kavanagh, R. Hadgraft, and N. Smith (Eds.), *The flipped classroom: Practice and practices in higher education* (pp. 3-14). Singapore: Springer.

Roberts, R. M. (2010). The digital generation and web 2.0: E-learning concern or media myth? In *Handbook of research on practices and outcomes in E-learning: Issues and trends* (pp. 93-115). IGI Global.

Roehling, P. V. (2017). *Flipping the college classroom: An evidence-based guide*. Palgrave Pivot. doi: 10.1007/978-3-319-69392-7

Saks K., Leijen Ä. (2014) Distinguishing self-directed and self-regulated learning and measuring them in the e-learning context. *Procedia - Social and Behavioural Sciences, 112,* 190-198. https://doi.org/10.1016/j.sbspro.2014.01.1155

Schifter, C.C. & Stewart, C.M. (2010). Technologies and the classroom come to age. In C.M. Stewart, C.C. Schifter & M.E. Markaridian Selverian (Eds.), *Teaching and Learning with Technology: Beyond constructivism*. Routledge Research in education (pp. 3-29). London & New York: Routledge.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning, 28,* 129-42. https://doi.org/10.1111/j.1467-1770.1978.tb00309.x

Shoffner, M. (2013). Placing technologies in pre-service English teacher reflection. In C.A. Young & S. Kajder (Eds.), *Research on technology in English education* (pp. 63-84). Charlotte, NC: Information Age Publishing.

Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, *26*(6), 883-897. https://doi.org/10.14742/ajet.1048

Shyr, W. J., & Chen, C. H. (2018). Designing a technology-enhanced flipped learning system to facilitate students' self-regulation and performance. *Journal of Computer assisted learning*, *34*(1), 53-62. https://doi.org/10.1111/jcal.12213

Siemens, G. (2004). Connectivism: A theory for the digital age. Retrieved from http://www.elearnspace.org/Articles/connectivism.htm

Siemens, G. (2013). An overview of connectivism – Dr. George Siemens [video recorded at the University of the Sunshine Coast]. YouTube. https://www.youtube.com/watch?v=yx5VHpaW8sQ

Skoretz, Y., Cottle, A. (2011). Meeting ISTE competencies with a problem-based learning video framework. *Computers in the Schools, 28*(3), 217-227.

Sletten, S. R. (2017). Investigating flipped learning: Student self-regulated learning, perceptions, and achievement in an introductory biology course. *Journal of Science Education and Technology*, *26*(3), 347-358. doi:10.1007/s10956-016-9683-8

Smith, G., & Throne, S. (2009) *Differentiating instruction with technology in middle school classrooms.* Eugene, OR: International Society for Technology in Education.

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of medical internet research*, *22*(9), e21279. doi:10.2196/21279

Sögüt, S., Dolu, İ., & Cangöl, E. (2020). The relationship between COVID-19 knowledge levels and anxiety states of midwifery students during the outbreak: A cross-sectional web-based survey. *Perspectives in Psychiatric Care*, 1-7. doi:10.1111/ppc.12555

Spielberger, C.D. (1983). *Manual for the State-Trait Anxiety Inventory.* Palo Alto, CA: Consulting Psychologists Press.

Stanley, G. (2013). *Language Learning with Technology–Ideas for Integrating Technology in the Classroom.* Cambridge: Cambridge University Press.

Sun, J.C.Y., Wu, Y.T., & Lee, W. I. (2017). The effect of the flipped classroom approach to OpenCourseWare instruction on students' self-regulation. *British Journal of Educational Technology, 48*(3), 713-729. https://doi.org/10.1111/bjet.12444

Şentürk, B., & Mirici, İ.H. (2019). Does the ELP promote learning English as a foreign language at tertiary level? *Journal of Language and Linguistic Studies,* 15(1), 695- 718. Retrieved from https://eric.ed.gov/?id=EJ1220798

Talbert, R. (2017). *Flipped learning: A guide for higher education faculty.* Stylus Publishing, LLC.

Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language.* (Unpublished Thesis) University of Glasgow, Scotland.

Tayebinik, M., & Puteh, M. (2013). Blended learning or e-learning? *International Magazine on Advances in Computer Science and Telecommunications, 3*(1), 103-110. Retrieved from https://ssrn.com/abstract=2282881

Taylor, A. (2015). Flipping great or flipping useless? A review of the flipped classroom experiment at Coventry University London campus. *Journal of Pedagogic Development, 5*(3), 57 – 65.

Teng, M. F. (2018). Flip your classroom to improve EFL students' speaking skills. In *Innovations in Flipping the Language Classroom* (pp. 113-122). Springer, Singapore. https://doi.org/10.1007/978-981-10-6968-0_9

Terantino, J. M. (2013). Facebook comparison research: Faculty and student perceptions of social media for foreign language courses. In B. Zou, M. Xing, Y. Wang, M. Sun, & C. Xiang (Eds.), *Computer-Assisted Foreign Language Teaching and Learning: Technological Advances* (pp. 91-103). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-2821-2.ch006

Tercan, G., & Dikilitaş, K. (2015). EFL students' speaking anxiety: A case from tertiary level students. *ELT Research Journal, 4*(1), 16-27.

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237–246. doi:10.1177/1098214005283748

Thorne, K. (2003). *Blended Learning: How to Integrate Online and Traditional Learning.* London, UK: Kogan Page.

Tichavsky, L. P., Hunt, A. N., Driscoll, A., & Jicha, K. (2015). “It’s just nice having a real teacher": Student perceptions of online versus face-to-face instruction. *International Journal for the Scholarship of Teaching and Learning*, *9*(2), n2. https://doi.org/10.20429/ijsotl.2015.090202

Tune, J. D., Sturek, M., & Basile, D. P. (2013). Flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology. *Advances in Physiology Education, 37*(4), 316-320. https://doi.org/10.1152/advan.00091.2013

Tung, I., & Chin, K. (2011). Using video as a retrospective tool to understand self-regulated learning in mathematical problem solving. In G. Dettori & D. Persico (Eds.), *Fostering self-regulated learning through ICT* (pp. 194-209). Hershey, PA: IGI Global. doi: 10.4018/978-1-61692-901-5.ch012

Üstünlüoğlu, E. (2009). Autonomy in language learning: Do students take responsibility for their learning? *Journal of Theory & Practice in Education (JTPE)*, *5*(2).

Vaughan, N. D., Cleveland-Innes, M., & Garrison, D. R. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry.* Edmonton: AU Press.

Voss, E., & Kostka, I. (2019). *Flipping academic English language learning: Experiences from an American university*. Springer Singapore.

Walker, A., & White, G. (2013). *Technology-enhanced language learning*. Oxford: Oxford University Press.

Wang, P. (2011). Constructivism and learner autonomy in foreign language teaching and learning: To what extent does theory inform practice? *Theory and Practice in Language Studies*, *1*(3), 273-277. doi:10.4304/tpls.1.3.273-277

Wells, M., & Holland, C. (2017). Flipped learning! Challenges in deploying online resources to flipped learning in higher education. In J. Keengwe & E. Onchwari (Eds.), *Handbook of research on active learning and the flipped classroom model in the digital age* (pp. 1-18). Hershey, PA: Information Science Reference. doi: 10.4018/978-1-5225-0783-3.ch002

White, J. (2014). The use of CALL as a means of reducing anxiety of students studying abroad. *Procedia Technology*, *18*, 113–119. https://doi.org/10.1016/j.protcy.2014.11.022

Williams, B. (2013). *How I flipped my classroom*. NNNC Conference, Norfolk, NE.

Wong, K. T., Hwang, G. J., Choo Goh, P. S., & Mohd Arrif, S. K. (2020). Effects of blended learning pedagogical practices on students' motivation and autonomy for the teaching of short stories in upper secondary English. *Interactive Learning Environments*, *28*(4), 512-525. doi: 10.1080/10494820.2018.1542318

Wu, J. (2013). Students in the new millennium: How much do we know about them? In B. Zou, M. Xing, Y. Wang, M. Sun, & C. Xiang (Eds.), *Computer-Assisted Foreign Language Teaching and Learning: Technological Advances* (pp. 118-139). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-2821-2.ch008

Xu, Z., & Shi, Y. (2018). Application of constructivist theory in flipped classroom—Take college English teaching as a case study. *Theory and Practice in Language Studies*, *8*(7), 880-887. doi: http://dx.doi.org/10.17507/tpls.0807.21

Xu, D., Glick, D., Rodriguez, F., Cung, B., Li, Q., & Warschauer, M. (2020). Does blended instruction enhance English language learning in developing countries? Evidence from Mexico. *British Journal of Educational Technology*, *51*(1), 211-227. https://doi.org/10.1111/bjet.12797

Yang, Y. T. C., Chuang, Y. C., Li, L. Y., & Tseng, S. S. (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking. *Computers & Education*, *63*, 285-305. https://doi.org/10.1016/j.compedu.2012.12.012

Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, *19*(5), 439-445.

Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *J. Risk Financial Manag.* *13*(3), 55. https://doi.org/10.3390/jrfm13030055

Zhanibek, A. (2001). *The relationship between language anxiety and students' participation in foreign language classes* (Unpublished MA Thesis), Bilkent University, Ankara.

Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia, 8*(1), 13.

Zimmerman, B.J. (1989). Models of self-regulated learning and academic achievement. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice* (pp.1-25). New York: Springer-Verlag.

Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum Associates.

Zimmerman, B.J., Greenberg, D. & Weinstein, C. (1994). Self-regulating academic study time: A strategy approach. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 181-199). Hillsdale, NJ: Lawrence Erlbaum Associates.

Zimmerman, B.J. (1998). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models. In D.H. Schunk & B.J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (pp.1-19). New York: Guilford.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*, 64-70. doi: 10.1207/s15430421tip4102_2

APPENDIX-A: Pretest - Self-regulated L2 Learning Strategy Use Scale

(Note: This test was also conducted as post-test)

Değerli Katılımcı,

Bu ölçeğin amacı, Yabancı Diller Eğitimi bağlamında kullandığınız öz-düzenlemeli yabancı dil öğrenme stratejilerinizi belirlemektir. Ölçekten elde edilecek sonuçlar bilimsel araştırma için kullanılacaktır. Katılımınız ve yardımlarınız için teşekkürler.

Sezen Korkmaz
Instructor of English
stosun@metu.edu.tr
Middle East Technical University
School of Foreign Languages
Department of Basic English

Lütfen size uygun olan seçeneği (X) işaretleyiniz.				
	Hicbir	Bazen	Genellikl	Her
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	1	2	3	4
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	1	2	3	4
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	1	2	3	4
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendimi kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	1	2	3	4
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	1	2	3	4
6. Yabancı dili kullanırken ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	1	2	3	4
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	1	2	3	4
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***öğretim elemanıma*** sorarım.	1	2	3	4
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***arkadaşıma*** sorarım.	1	2	3	4
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim.	1	2	3	4
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	1	2	3	4
12. Derslerde yapılan açıklamalara dikkat ederim.	1	2	3	4
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	1	2	3	4
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	1	2	3	4
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	1	2	3	4

16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	1	2	3	4
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	1	2	3	4
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	1	2	3	4
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	1	2	3	4
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	1	2	3	4
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	1	2	3	4
22. Yabancı dilbilgisi kurallarını (grammar) sınıfta anlatılmadan önce okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır.	1	2	3	4
23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	1	2	3	4
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	1	2	3	4
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	1	2	3	4
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	1	2	3	4
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım.	1	2	3	4
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	1	2	3	4
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim.	1	2	3	4
30. Dönem sonunda performansımı gözden geçirmek, ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	1	2	3	4
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	1	2	3	4
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	1	2	3	4
33. Yabancı bir insanı özellikle ***aksan*** açısından örnek alırım.	1	2	3	4
34. Yabancı bir insanı konuşurken yaptığı ***hareketler*** açısından örnek alırım.	1	2	3	4
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	1	2	3	4

APPENDIX-B: Foreign Language Classroom Anxiety Scale

(Note: This test was also conducted as post-test)

Değerli Katılımcılar,

Bu anket akademik bir çalışma olup çalışmanın amacı, İngilizce hazırlık öğrencilerinin yabancı dil sınıf kaygı düzeylerini belirlemektir. Yanıtlarınız, bu alanda çalışma yapan öğretmenlere ve araştırmacılara yardımcı olacak, önemli bilgiler sağlayacaktır. Cevaplarınız gizli tutulacaktır. Katılımınızdan dolayı teşekkür ederim.

Sezen Korkmaz
Instructor of English
stosun@metu.edu.tr
Middle East Technical University
School of Foreign Languages
Department of Basic English

Kişisel Bilgiler:

Yaş: ……. Cinsiyet: Kız / Erkek Seviye: ……

Fakülte/ Bölüm: ……

Lütfen görüşlerinizi en iyi tanımlayan seçeneğe uygun kutucuğu işaretleyerek aşağıdaki soruları yanıtlayınız.

1. Tamamen Katılıyorum 2. Katılıyorum 3. Ne katılıyorum ne de katılmıyorum 4. Katılmıyorum

5. Hiç katılmıyorum

	1	2	3	4	5
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.					
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.					
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.					
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.					
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.					
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.					
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.					
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.					
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.					
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.					
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.					
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.					
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.					
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.					
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.					
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.					
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.					
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.					
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.					
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.					
21. Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.					
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.					
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.					
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.					

25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.					
27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.					
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.					
29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.					
30. Yabancı dil konuşmam için öğrenmem gereken kuralların sayısı beni boğuyor.					
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.					
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissederdim.					
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden soru sorduğunda sinirleniyorum.					

APPENDIX-C: Interview Questions on Flipped Learning Model

1. What is your general opinion about conventional, face-to-face teaching?
2. What do you like about flipped learning model?
3. Did you face any problems in watching videos before the lesson?
4. Did you face any problems in reading materials before the lesson?
5. How would you rate your anxiety level in class?
6. How motivated were you to watch videos or read materials before the lesson?
7. What sort of medium do you think suits you the most: flipped learning or traditional learning?
8. What are your recommendations for the improvement of the implementation of the flipped teaching model?

APPENDIX-D: Weekly Note-taking and Reading Handouts

Name: ……**Date:**……

Class: …… **Week 1**

Vocabulary & Key Language Items	Notes
	Read this e-mail. What does he want his staff to do? _____ **E-mail from Diana & Simon's boss:** Dear all, We need your suggestions for two countries for our new holidays in Central and South Asia. Remember, an ideal country offers a) a range of activities and locations b) something unusual or different Our main customers are **adventurous** young adults, but we're interested in some new customers: - 'first timers' – people having an adventure holiday for the first time - Older adults (40-65) – active, rich, perhaps **retired**. Let's have a meeting next week to discuss all your ideas. _____ **Now LISTEN to Simon and Diana. They discuss unusual, different activities for Southern Argentina.** **Listen and take notes on the following points.** **Strong Points of Argentina** **Weak Points of Argentina**

Name: …… **Date:**……

Class: ……**Week 2**

Vocabulary & Key Language Items	**Notes**
Write the opposites of the given adjectives below. **1. polite** **……** **2. friendly** **……** **3. confident** **……** **4. nice** **……** **5. cheerful** **……** **6. hard-working** **……** **7. clever** **……** **8. chatty** **……**	Robert and Gao Ying share a three-bedroom flat in London. They are looking for a new flatmate. Robert is in Poland at the moment and he missed the people who came to see the flat. Gao Ying telephones Robert and tells him about the different people. **Listen and complete Robert's notes.** A Name/Nationality/Job Martin, Canadian, [1]_____ B Personality At first, not very [2]_____. Not [3]_____. Hard-working. Seems [4]_____. C Likes/Dislikes Watching [5]_____ on TV, cooking. Hates [6]_____ D Appearance Looks [7]_____. Wearing [8]_____ clothes. Short [9]_____ hair. Like Mr Bean. E Gao Ying's opinion: Happy to live with a [10]_____ person. Would like to share with a Canadian.

Write some other adjectives that describe personality.

……

……

……

Name: …… **Date:** ……

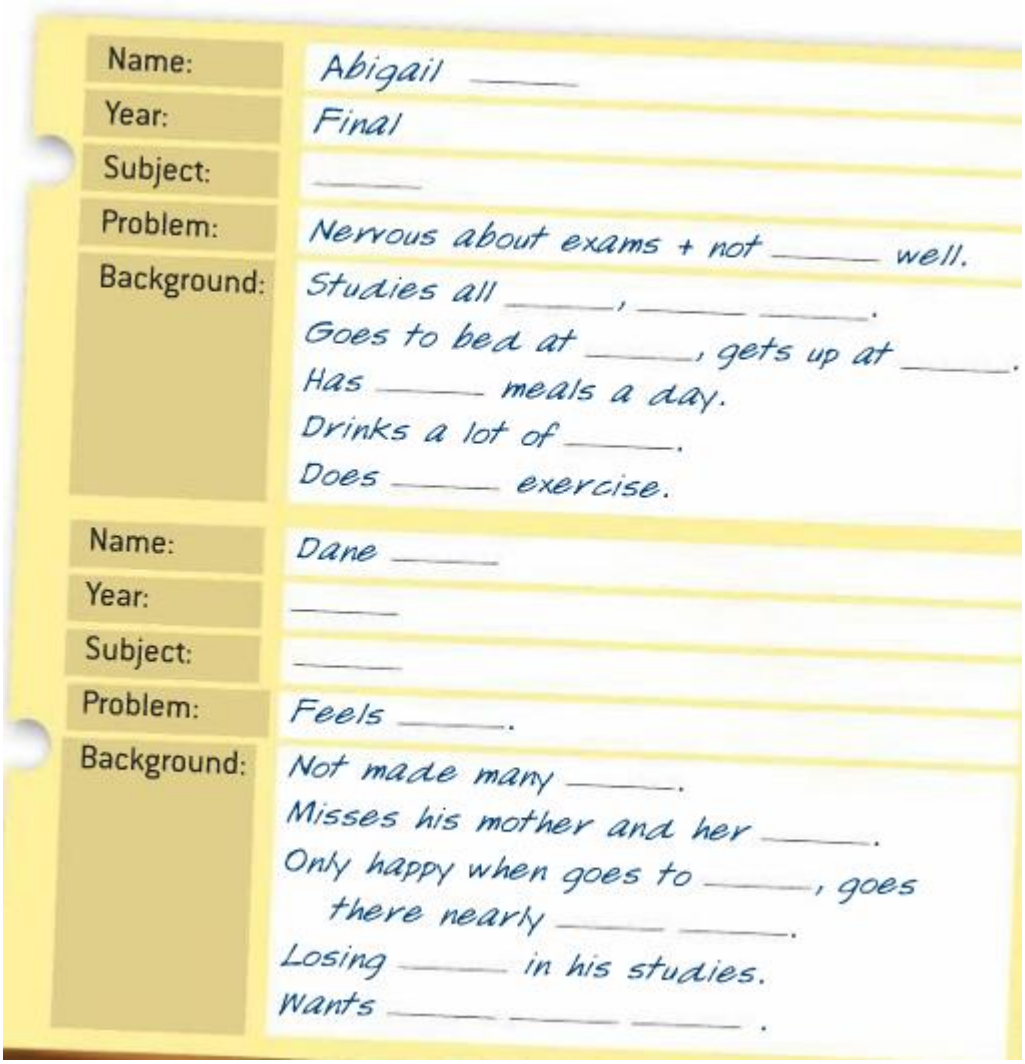
Class: …… **Week 3**

Notes

Collocations

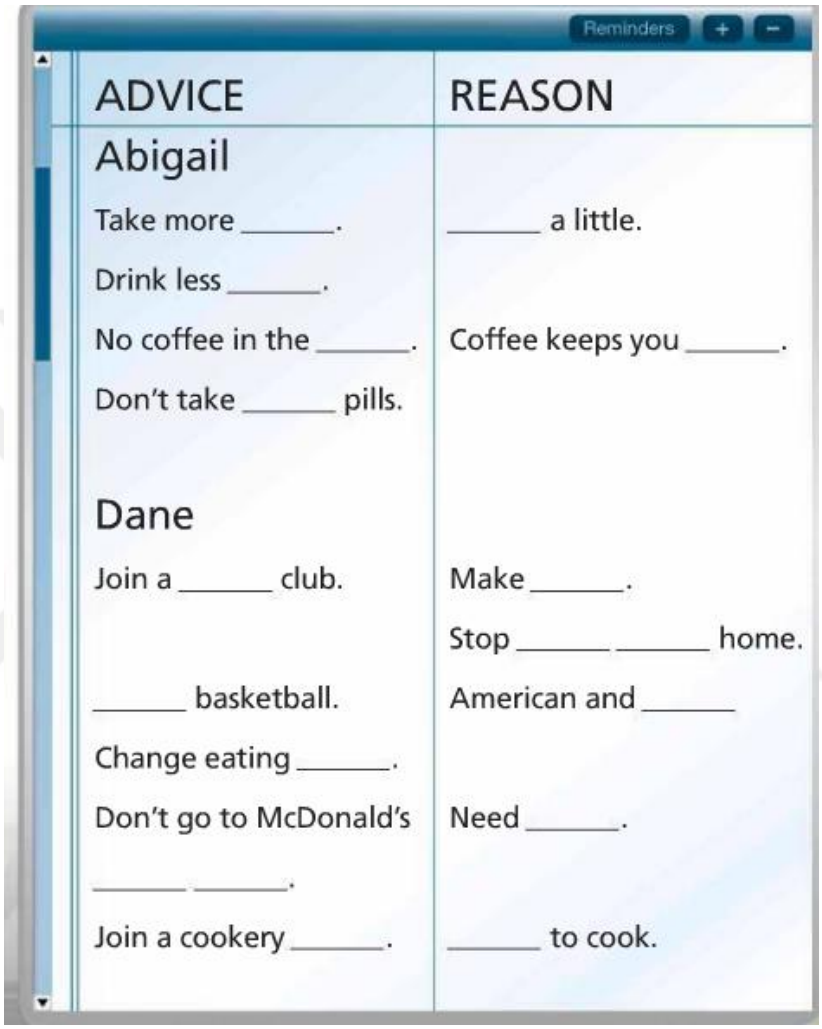
- ✓ feel run-down
- ✓ lack energy
- ✓ to be unable to do sth
- ✓ sleeping pill
- ✓ feel homesick
- ✓ lose interest

Universities often have Student Health and Well-Being Services which provide help and advice to students who have a range of worries, problems and minor health problems. Mavis is a health officer at a university. Listen to two students talking to Mavis and complete the notes.



Notes

Listen to the advice which Mavis gives to the students, and complete her notes below.



Essential Question / Reflection / Unknown Words

……

……

Name: …… **Date:** ……

Class: …… **Week 4**

Vocabulary & Key Language Items	**Notes**
charity: (n) **rescue: (n)** **vet: (n)** **sanctuary: (n)** **captivity: (n)** **accomodation: (n)** **eye-catching: (adj)** **.....in the foreground...** **....in the background...**	The AAI Website Manager, Neil and the Communications Director, Katie are choosing some photos for the new AAI website animal rescue page. They have each brought two pictures to discuss. Listen to their conversation and answer the following questions. **1. In what order do they discuss the photos?** A. B. C. D. **2. Which two photos do they like most?** …… …… **Listen and take notes for each picture.** **Picture A** …… …… …… …… **Picture B** …… …… …… …… **Picture C** …… …… …… …… **Picture D** …… …… …… ……

Task 1

vet	**sanctuary**	**charity**	**eye-catching**	**accomodation**
background	**rescue**	**dramatic**	**foreground**	**obviously**

Complete the sentences with the words in the box.

1. The ..... provides help for homeless people.
2. The dolphins which are in danger of extinction have been transferred to a sea ..... in the U.S. Virgin Islands recently.
3. Brad needs an ..... poster for his campaign for president of the student body.
4. Objects in the ..... seem larger than those in the .....
5. They weren't sure if they could provide food and ..... for the whole group.
6. His parents noticed a ..... change in his behavior.
7. ..... workers began pulling survivors from the wreckage after earthquake.
8. Robin failed in the exam. She ..... didn't read the instructions properly.
9. The farmer called the ..... out to treat a sick cow.

Name: …… **Date:** …….

Class: …… **Week 5**

Notes

pity: (n) sad situation or feeling
ex. It is a pity she didn't invite us to her wedding.

miss out on: (v) to not have the chance or opportunity to do something you would enjoy
ex. He failed to recover from a leg injury and missed out on a trip to Barcelona.

control / limit: (v) to allow only a certain amount
ex. He has to control his anger.

look after : (v) take care of
ex. Meg is expected to come home from school and look after her younger sister.

What is the point of doing sth? : What is the advantage or purpose that can be gained from doing sth
ex. What is the point of shouting at him? This is not his fault.

silly: (adj) foolish, stupid
ex. She gets upset over silly things.
Ex. He is always making silly jokes.

You will listen to a discussion among adults about the problems an d responsibilities in families. As you listen, match each name (1-4) with their ideas (a-d). Use each name only once. Before you listen to the discussion, read the statements carefully.

Names:	**Ideas about working mothers and watching TV:**
1. Sarah (F) _____	a) TV is part of our modern lives, as normal as eating.
2. Henry (M) _____	b) Mothers should take care of their children at home.
3. Carla (F) _____	c) Most mothers work although they do not need any money.
4. Ben (M) _____	d) Selling TV is the best way to control the amount of TV young kids watch.

Essential Question / Reflection / Unknown Words

……
……
……
……

SHOULD WE LIMIT THE AMOUNT OF TV YOUNG KIDS WATCH?

Recent statistics show that seven-year-old children have spent more than one year on watching television. The fact is that they more and more often prefer television to other forms of entertainment, even meeting their friends. Psychologists warn that it can be harmful to their mental development.

First of all, television is usually one of the first media which children meet with. It can be treated as a great source of information and fun. TV channels offer a wide variety of programmes, beginning on cartoons and finishing on exciting films about wild animals. Watching them, children have an opportunity to expand their horizons and acquire knowledge which might be useful in school. **What's more,** TV seems to be the most convenient medium. There's no need to move anywhere, just to push the button and then we can see completely different world. What do busy parents usually do to make their five or six-year-old children not to disturb them? They turn on cartoons on TV, video or DVD.

On the other hand, it's necessary to mention about dangers carried by TV nowadays. Children are the most endangered with the bad influence of this powerful medium. The first aspect we have to consider is that watching TV can lead to a risk of obesity. It has been proved that children who watch TV habitually are more likely to have problems with their weight in the future than their peers who watch TV less often. Not only are obese children less fit than their friends, but also they are more endangered with many health problems. **Another hazard** is a matter of what children watch. There are many contents that are unsuitable for young people, like violence or porn. These can badly disturb a process of mental development, make children less sensitive. In fact, they are the easiest victims - people who are to know it best are the advertisers. Ads addressed to children create an unreal world and young televiewers are unable to realize that. They are obviously manipulated. **Moreover,** watching too much TV can lead to an addiction. The effects of this can be very harmful. Apart from health aspect, children may find difficult to communicate with other people and become more aggressive. Difficulties in learning are also possible.

To sum up, it's hard to decide whether television is really dangerous thing for young children or not. All parents should think about it individually. After all, they should control carefully what their kids watch and choose programmes which are "children-friendly'. It is obvious that young people shouldn't watch everything as it goes. In one word, I believe that kids must be brought up by their parents, not television.

Retrieved from https://sciaga.pl/tekst/81007-82-young_children_shouldn_t_watch_so_much_television_do_you_agree

What do you think? Write your comments.

.....
.....
.....

Name: …… **Date:** ……

Class: …… **Week 6**

Notes

Key Words
invent: (v)
inventor: (n)
invention: (n)
discover: (v)
discovery: (n)
revolution: (n)

TASK 1.

Listen to an extract from the discussion. Julian Blake thinks that the printing press is one of the most important inventions and scientific discoveries of the last thousand years.

Which of these reasons does he mention?

a) People could make books and communicate ideas quickly.
b) Education became possible for everyone.
c) Libraries and universities increased in number.
d) Writing became a way to earn money.

TASK 2

KEY LANGUAGE

DEVELOPING AN ARGUMENT

4a 7.5 **In the notes in Exercise 3a, each arrow (↓, →, ←, ↑) shows a connection between two ideas. The arrows represent certain words and phrases like *caused, means that, so,* etc. Listen and complete the sentences below. Use the words and phrases in the box.**

caused	is connected to	led to
means that	meant that	so

1 I think this _____ a revolution in knowledge …
2 This _____ ideas could spread much more quickly than before.
3 It _____ education for everyone.
4 This _____ the fast production of books.
5 The written word became important at work and _____ people had to read.
6 The printing press _____ writers can make money.

Name: …… **Date:** ……

Class: …… **Topic: Education** **Week: 7**

Notes

Read the text and study the highlighted vocabulary items below.

How Can College Students Become Better Prepared?

Many of today's students report that their undergraduate experience had not prepared them adequately for life after college. Rightly expecting to use their degrees to find jobs in their chosen career path, they are too often dissatisfied with their employment outcomes upon graduation.

When we consider the needs of students who are preparing for new careers, internships have the most noticeable benefit.

Internships may have been around for decades, but they weren't ever high priorities for many academic institutions that otherwise focused their resources on classroom learning.

Internship programs take students off campus, giving them real-life experience in their chosen career field to contrast their more stagnant lectures within the classroom. To gain temporary, highly useful job experience, students apply for internships at private companies or nonprofit organizations to do part-time work as they continue to take classes. Regardless of program, students who participate get practical training and guidance from professional, hands-on mentors.

Interns not only receive practical work experience, but they also gain opportunities to learn more about their profession while networking with others who may even be their future employers.

It's no longer enough to attend classes and get good grades. Instead, college students should consider what kinds of extracurricular, interactive, and hands-on experiences their universities offer, taking advantage of programs that promote truly interactive learning. Education beyond the classroom is key, and prospective college students should choose schools with a consideration not just of the campus culture, but also of the out-of-the-box opportunities they provide.

For all college students, it's imperative to communicate effectively and work collaboratively. All should take advantage of communities and initiatives that challenge them to be intellectually and socially successful.

Retrieved from https://collegesofdistinction.com/advice/is-college-preparing-you-for-real-life/

Written by Tyson Schritter

Key Vocabulary:

adequately: (adv) in a way that is enough or satisfactory for a particular purpose

adequately = sufficiently, enough

dissatisfied : (adj) not happy with something, not satisfied

ex: His parents are not satisfied with the quality of education.

Regardless of sth : (adv) without consideration for

ex: Regardless of age or income, the allowance is paid.

Priority: (n) the fact or condition of being regarded or treated as more important than others

ex: The safety of the country takes priority over any other matter.

TASK. Watch the TEDex talk of Eddy Zhong and and answer the following question.

Retrieved from https://www.youtube.com/watch?v=2Yt6raj-S1M&t=2s

Do you agree with Eddy Zhong's ideas? Do you believe that schools make kids less intelligent?

.....
.....
.....
.....
.....
.....
.....

Name: …… **Date:** ……

Class: …… **Topic: Health** **Week: 8**

Notes

Read the text and study the vocabulary items below.

As the spread of COVID-19 continues, communities are being asked to reduce close contact between people. This is called social distancing, and it's an important and effective way to slow down the spread of this virus. Here's why.

"Social distancing" for all families

Because COVID-19 spreads from person to person, reducing the ways people come in close contact with each other is essential. Social distancing means staying home as much as possible and avoiding crowded, public places where close contact with others is likely. This includes shopping centers, movie theaters, stadiums, even large church gatherings. This is why most events and gatherings of more than 10 people have been cancelled, why restaurants and bars are closing, and why many schools have moved to online learning. For essential trips like grocery shopping, the CDC recommends trying to stay at least 6 feet away from others.

Self-isolation

COVID-19 can spread from person to person even before symptoms start. So, if someone in your family starts to feel even slightly ill, run down, tired, or achy, it's important to stay home and practice "self isolation." This means limiting contact with others. If more severe symptoms develop, like a fever, cough or shortness of breath, call your doctor. They will let you know if a COVID-19 test is needed, and what the next steps should be. If it is believed someone in your family has COVID-19, quarantine will likely be recommended.

Quarantine

Self-isolation and quarantine both mean you have no contact with the public. However, quarantine is the term used for those who were exposed to a person with COVID-19 but have yet to test positive. These people are asked to stay away from others for 14 days or longer, to make sure they do not spread the virus during this "pre-illness" or incubation period.

Why social distancing is important

Social distancing is an essential way to slow down the spread of COVID-19. And it's important that you follow the social distancing recommendations in your community, whether you're in one of the high-risk groups or not.

With more and more schools closing and people working from home, it may be tempting to get kids together for playdates or sleepovers, or to think that gatherings of

more than 10 people are safe. But social distancing only works if we all participate. And slowing down or preventing the spread of the virus will save lives.

Remember

The spread of COVID-19 has been rapid and federal, state, and local governments are doing whatever is necessary to protect all of us from getting sick. While most people who become infected will have symptoms similar to a cold or the flu, and children seem less affected by the virus than adults, we all are responsible for protecting those at higher risk. Steps like social distancing may feel like an inconvenience, but it's the best way right now to protect our family, friends, and neighbors who may be vulnerable.

If you are concerned that someone in your family may be at higher risk, you can contact your doctor to discuss what preventative measures may be appropriate for you.

Vocabulary Exercise:

Read the text and fill in the gaps with the correct words.

Symptoms	vaccine	spreads	pandemic

In March 2020, the World Health Organization (WHO) declared COVID-19 a ..... Data has shown that it ..... from person to person among those in close contact (within about 6 feet, or 2 meters). The virus spreads by respiratory droplets released when someone infected with the virus coughs, sneezes or talks. COVID-19 symptoms can be very mild to severe. Some .....of the coronavirus may include fever, fatigue, cough, sore throat, headache, and decreased sense of smell or taste. Unfortunately, ... isn't currently available for the coronavirus disease 2019 (COVID-19). No antiviral medication is recommended to treat COVID-19.

Retrieved from https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Social-Distancing-Why-Keeping-Your-Distance-Helps-Keep-Others-Safe.aspx

Written by Corinn Cross

TASK. Watch the "How to Protect Yourself Against Coronavirus (COVID-19)" video and answer the following question**.**
https://www.youtube.com/watch?v=-kU8Xv2CYJM

How do you try to protect yourselves from this contagious disease?

.....
.....
.....
.....

Name: …… **Date:** ……

Class: …… **Topic : Environment** **Week 9**

Read the text about global warming and answer the following questions.

The weather is a common conversation for many people each day. The weather can change day-to-day or even from hour-to-hour. On the other hand, the **climate** in an area usually takes a long time to change. It is the average temperature and conditions in a specific place over a long period of time, in years.

The climate in one place on Earth is different than another place. For example, the climate in a desert may be hot and dry, but in a rainforest, it is usually warm and humid, and in some mountain areas and other places it will be cold all year long. In the world today, the words *climate change* is often heard, and it usually refers to the process of the Earth heating up, which is often called **global warming**. The Earth is about 4.5 billion years old, and during its life, the climate has changed quite often and has experienced an Ice Age, warming, and everything in between.

The Earth is covered like a **greenhouse**, which is used by some farmers, florists, and others to grow plants, it is a 'glass-covered' building that absorbs the heat from the Sun. Greenhouses are very hot. Of course, the Earth is not covered with glass, but the **greenhouse effect** refers to the retention of the Sun's warmth in the Earth's lower atmosphere by greenhouse gases.

The greenhouse gases include mostly carbon dioxide, methane, and nitrous oxide. These gases (instead of glass) act as a blanket for the Earth, helping to keep the Earth warm enough to support life, an average of about 59°F. An increase in the greenhouse gases causes the Earth to become warmer.

There may be some causes of climate change that cannot be prevented and have very little to do with people, but there are things related to climate change, which are most likely caused by human behaviors. **Fossil fuels** are natural fuels found in and on the Earth, such as oil, coal, and natural gas. When they are burned, the gases released into the atmosphere are added to the 'blanket' that is covering the Earth.

Farming also contributes to the greenhouse effect. **Methane gas** is released into the atmosphere when a cow releases its gas - or farts. There are over 1.5 billion cows in the world releasing methane gas daily, further adding to the 'blanket' covering the Earth.

One of the greenhouse gases, **carbon dioxide**, is absorbed by the trees and forests throughout the world, and then released as oxygen. Unfortunately, **deforestation**, the cutting down of trees and forests to make way for farms, roads, oil mines, and dams further leads to the greenhouse effect and a thicker 'blanket'.

A warmer climate can affect the planet negatively. Polar animals' natural habitats are melting because of warmer temperatures, affecting polar bears, and seals. Orangutans in the rainforests are losing their homes, and sea turtles are losing

nesting beaches because of rising sea levels. Farming in developing countries face increased rain, floods, and droughts; plus, certain kinds of food items may become scarce, unavailable, or more expensive for people to purchase.

In summary, there has been climate change before humans began living on Earth, but the average temperature has increased over the past 200 years. Many scientists believe it is a result of human behavior, and changing some of those behaviors will have a positive effect on climate change and global warming.

1. Which of the following refers to the retention of the Sun's warmth in the Earth's lower atmosphere by greenhouse gases?

a) Deforestation
b) Global warming
c) Greenhouse Effect
d) Methane Release

2. Which of the following does climate change usually refer to?

a) The process of the Earth getting warmer
b) The process of the Earth getting colder
c) The process of the changing climate of the Earth, whether cooler or warmer
d) None of the above

3. What is the synonym of “scarce”?

a) Adequate
b) Sufficient
c) Rare
d) Plentiful

Retrieved from
https://www.softschools.com/language_arts/reading_comprehension/science/465/climate_change/#:~:text=The%20weather%20is%20a%20common,from%20hour%2Dto%2Dhour.&text=In%20the%20world%20today%2C%20the,is%20often%20called%20global%20warming

TASK. Click the link below and watch the “Causes and Effects of Climate Change | National Geographic ” video and answer the following question**.**

https://www.youtube.com/watch?v=G4H1N_yXBiA

What are the effects of climate change?

.....
.....
.....
.....

Name: …… **Date:** ……

Class: …… **Topic : Environment** **Week 10**

Read the text below and study the highlighted words.

Why Fighting Is a Problem

There's research to suggest that a child as young as 6 months old can be negatively affected by harsh parental arguments. But it's not just young kids who are affected by parents fighting – other studies show young adults, up to age 19, can be sensitive to conflicts in their parents' marriage.

It goes to show that children of all ages, from near-infancy through early adulthood, are impacted by how their parents choose to handle their differences. Researchers believe high-conflict marriages influence on a child's mental health. Here are some of the ways kids are impacted:

Causes Insecurity

Fighting undermines kids' sense of security about the stability of the family. Children exposed to a lot of fighting may worry about divorce or wonder when one parent's silent treatment is going to end. It can make it difficult for them to have a sense of normalcy in the family since fights may be unpredictable.

Affects Parent-Child Relationship

High-conflict situations are stressful for parents too. And a stressed-out parent might not spend a lot of time with kids. In addition, the quality of the relationship may be affected as it may be difficult for parents to show warmth and affection when they're angry and upset with the other parent.

Creates Stressful Environment

Overhearing frequent or intense fighting is stressful for kids. Stress can take a toll on their physical and psychological well-being and interfere with normal, healthy development.

Long-Term Mental Health Effects

In 2012, a study was published in the journal *Child Development* that looked at the effect of parental conflict on children from kindergarten through seventh grade. They were part of 235 middle-class families in the Midwest and Northeast United States with an average income between $40,000 and $60,000. When their children were in kindergarten, the parents were asked about how much conflict they experienced in their marriage. They were also asked to talk about a difficult topic, such as finances, and researchers looked at how critical the partners were of one another.

Seven years later, researchers followed up with the families. Both the kids and the parents were asked about fighting in the parents' marriage and the emotional and behavioral health of the kids. Kindergarteners who had parents who fought meanly and frequently were more likely to experience depression, anxiety, and behavioral issues by the time they reached seventh grade.Those aren't the only issues kids are likely to face when their parents fight often. Here are some things researchers have found when examining the effects parental fighting can have on kids.

Relationship Issues

Being exposed to parents fighting increases the chances that kids will treat others with hostility. And they may struggle to maintain healthy relationships when they're older too if they've grown accustomed to family discord or they may struggle to identify who they can really trust in life.

Behavior Problems

Parental conflict has been linked to increased aggression, delinquency, and conduct problems in children. Additionally, children are more likely to have social problems and increased difficulty in adjusting to school.

Eating Disorders and Physical Issues

Several studies have linked eating disorders, such as anorexia and bulimia, to high parental discord. A child might also have physical effects from the fighting, such as sleep problems, stomach aches or headaches.

Substance Abuse

Researchers have found that living in a home with high levels of conflict increases the odds of smoking, binge drinking, and marijuana use, relative to a low conflict married-parent family.

Retrieved from https://www.verywellfamily.com/how-parents-fighting-affects-children-s-mental-health-4158375

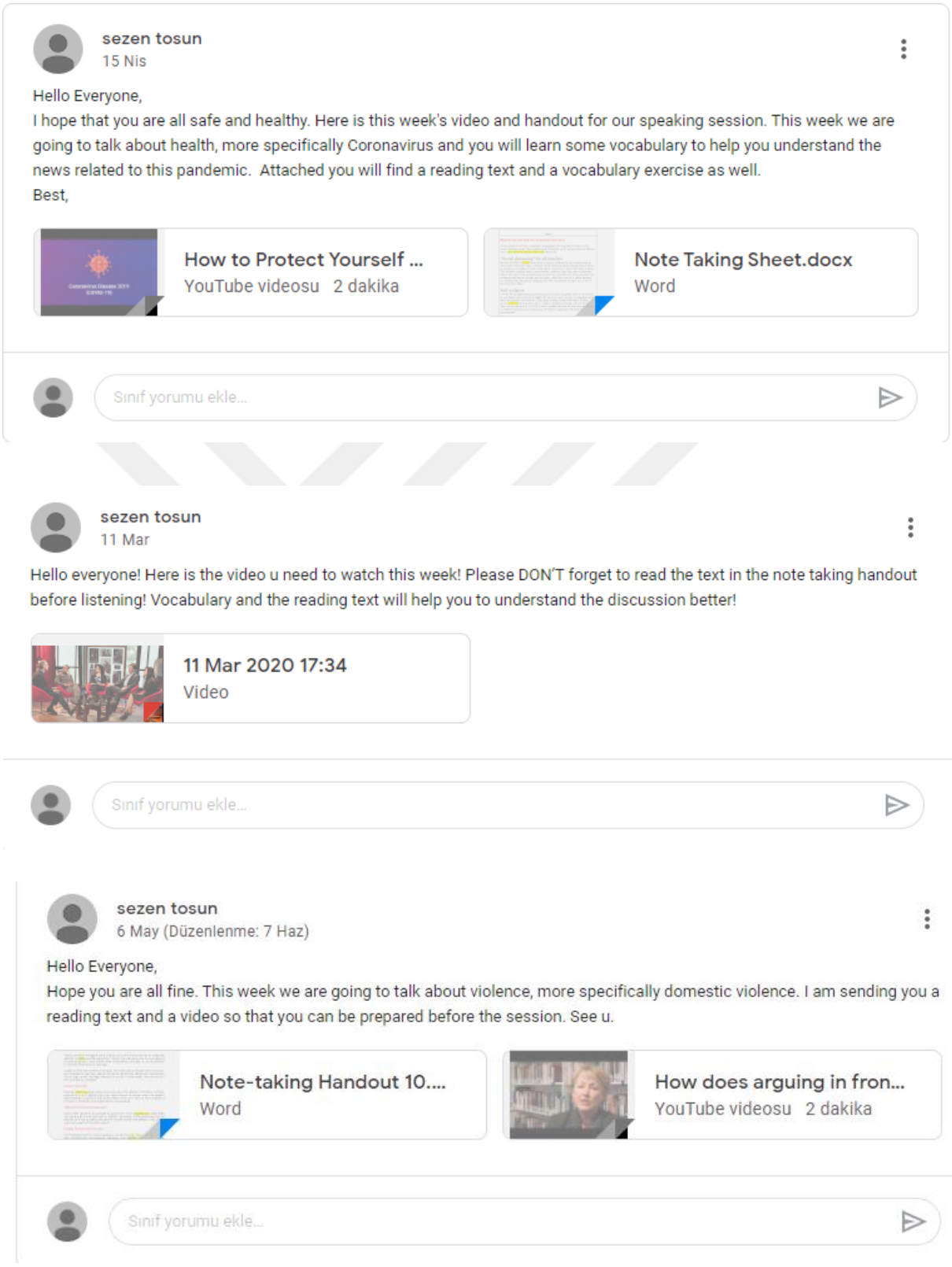
TASK. Click the link below, watch the video and take notes. By looking at your notes, answer the question.

https://www.youtube.com/watch?v=G2ssFwwMH0U

How does arguing in front of children affect them?

.....
.....
.....
.....
.....
.....

APPENDIX-E: Sample Pre-class Assignments Shared on Google Classroom



sezen tosun
29 Nis (Düzenlenme: 7 Haz)

Hello Everyone,
Hope you are all doing well. This week we are going to talk about Environment, more specifically climate change and global warming. I am sending you a reading text and a video so that you can be prepared before the session. Please try to attend at noon.. See u.

Notetaking Handout Wee...
Word

Causes and Effects of Cli...
YouTube videosu 3 dakika

Sınıf yorumu ekle...

sezen tosun
6 Nis

Hello Everyone,
This week in the speaking session, we are not going to look at Language Leader. Instead, we will talk about education in general. Make sure to check out this week's video and handout before the speaking lesson.

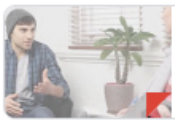
How School Makes Kids L...
YouTube videosu 8 dakika

Note Taking Sheet.docx
Word

Sınıf yorumu ekle...

sezen tosun
19 Şub

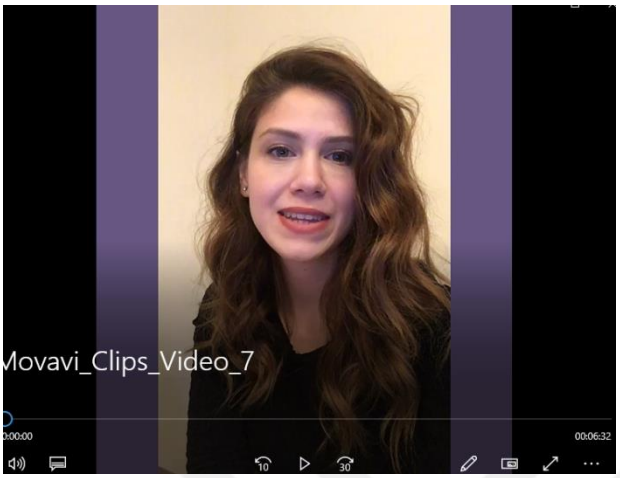
Hi everyone! Sorry for sending the video a little bit late! Please look at unit 4.3 "scenario part" and complete the notes while listening!

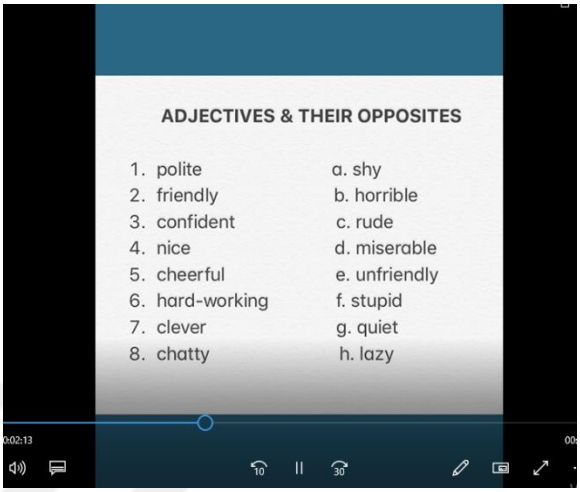


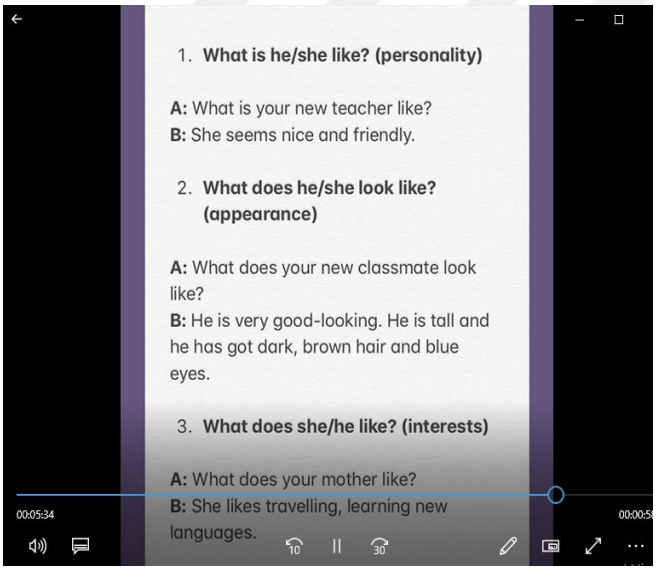
19 Feb 2020 22:44
Video

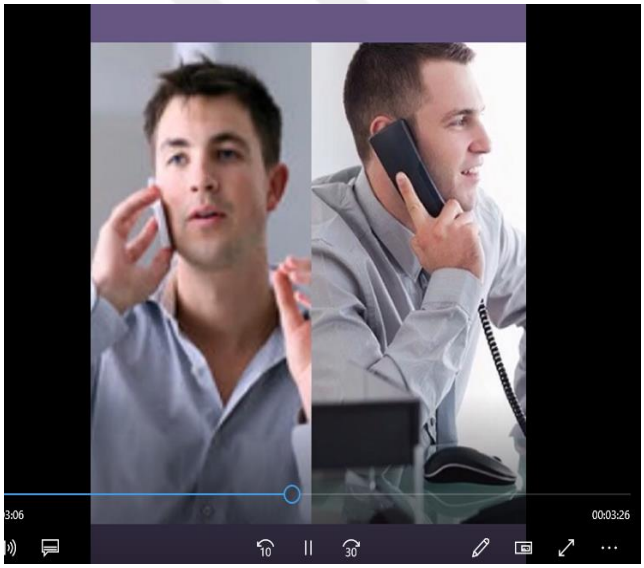
Sınıf yorumu ekle...

APPENDIX-F: A sample video lecture on "Describing People-personality & appearance"









APPENDIX-G: CEFR Common Reference Levels

Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

APPENDIX- H: Analysis of the L2-SRL Questionnaire - Control group/ Pre-test

	N	Mean	Std. Dev.
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	40	2,75	,742
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	40	1,45	,597
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	40	2,28	,877
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	40	2,15	,700
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	40	3,15	,802
6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	40	3,15	,5,2
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	40	1,95	,846
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***öğretim elemanıma*** sorarım.	40	2,17	,636
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***arkadaşıma*** sorarım.	40	2,37	,628
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim.	40	2,93	,829
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	40	2,35	,802
12. Derslerde yapılan açıklamalara dikkat ederim.	40	3,35	,580
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	40	3,05	,639
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	40	2,88	,822
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	40	2,75	,899
16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	40	2,50	,877
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	40	3,45	,783
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	40	2,53	,847
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	40	2,33	,917
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	40	2,60	,778
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	40	2,53	,960
22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır.	40	2,15	,975

23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	40	2,50	,679
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	40	2,30	,723
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	40	2,33	,829
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	40	2,70	,823
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım.	40	2,45	,904
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	40	2,63	,740
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim.	40	2,80	,687
30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	40	2,80	,791
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	40	2,68	,997
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	40	3,20	,687
33. Yabancı bir insanı özellikle ***aksan*** açısından örnek alırım.	40	2,63	1,030
34. Yabancı bir insanı konuşurken yaptığı ***hareketler*** açısından örnek alırım.	40	2,35	,949
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	40	2,73	,816

APPENDIX- I: Analysis of the L2-SRL Questionnaire - Control group/ Post-test

	N	Mean	Std. Dev.
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	36	2,92	,649
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	36	1,56	,607
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	36	2,67	,586
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	36	2,50	,609
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	36	3,33	,586
6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	36	3,08	,841
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	36	2,44	,773
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***öğretim elemanıma*** sorarım.	36	2,47	,736
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***arkadaşıma*** sorarım.	36	2,47	,696
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim.	36	2,83	,561
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	36	2,28	,779
12. Derslerde yapılan açıklamalara dikkat ederim.	36	3,36	,639
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	36	3,14	,639
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	36	2,97	,736
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	36	2,97	,774
16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	36	2,69	,668
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	36	3,64	,593
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	36	3,03	,696
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	36	2,33	1,171
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	36	2,92	,770
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	36	2,44	,809
22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır.	36	2,36	,683

23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	36	2,53	,560
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	36	2,56	,809
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	36	2,28	,701
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	36	2,53	,774
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım.	36	2,42	,770
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	36	2,78	,722
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim.	36	2,81	,577
30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	36	2,89	,747
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	36	2,78	,866
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	36	3,08	,770
33. Yabancı bir insanı özellikle ***aksan*** açısından örnek alırım.	36	2,58	,806
34. Yabancı bir insanı konuşurken yaptığı ***hareketler*** açısından örnek alırım.	36	2,61	,838
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	36	2,64	,798

APPENDIX-J: Analysis of the L2-SRL Questionnaire – Experimental group/ Pre-test

	N	Mean	Std. Dev.
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	41	2,56	,634
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	41	1,61	,666
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	41	2,54	,711
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	41	2,37	,698
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	41	2,90	,800
6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	41	3,05	,773
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	41	2,05	,773
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***öğretim elemanıma*** sorarım.	41	2,49	,675
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***arkadaşıma*** sorarım.	41	2,68	,650
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim.	41	2,76	,734
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	41	2,22	,822
12. Derslerde yapılan açıklamalara dikkat ederim.	41	3,22	,571
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	41	3,12	,781
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	41	2,98	,908
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	41	3,00	,975
16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	41	2,56	,808
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	41	3,34	,693
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	41	2,78	,822
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	41	2,15	1,131
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	41	2,85	,792
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	41	2,76	,916

22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır.	41	2,68	,879
23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	41	2,39	,703
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	41	2,34	,762
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	41	2,29	,716
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	41	2,61	,802
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım.	41	2,66	,855
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	41	2,66	,825
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim.	41	2,80	,843
30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	41	2,93	,877
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	41	2,63	1,019
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	41	3,12	,678
33. Yabancı bir insanı özellikle ***aksan*** açısından örnek alırım.	41	2,49	,978
34. Yabancı bir insanı konuşurken yaptığı ***hareketler*** açısından örnek alırım.	41	2,22	,881
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	41	2,59	,741

APPENDIX-K: Analysis of the L2-SRL Questionnaire – Experimental group/ Post-test

	N	Mean	Std. Dev.
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	41	2,93	,721
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	41	1,88	,842
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	41	2,78	,725
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	41	2,66	,693
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	41	3,10	,831
6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	41	2,95	,773
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	41	2,24	,799
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***öğretim elemanıma*** sorarım.	41	2,56	,776
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***arkadaşıma*** sorarım.	41	2,59	,836
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim.	41	2,83	,704
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	41	2,34	,617
12. Derslerde yapılan açıklamalara dikkat ederim.	41	3,49	,506
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	41	3,15	,691
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	41	3,00	,866
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	41	2,95	,921
16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	41	2,76	,663
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	41	3,59	,591
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	41	2,73	,837
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	41	2,76	1,135
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	41	2,78	,613
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	41	2,49	1,028

22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır.	41	2,83	,738
23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	41	2,61	,771
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	41	2,39	,737
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	41	2,49	,779
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	41	2,83	,892
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım.	41	2,61	,833
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	41	2,49	,840
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim.	41	3,02	,570
30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	41	2,98	,758
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	41	2,80	,749
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	41	3,54	,552
33. Yabancı bir insanı özellikle ***aksan*** açısından örnek alırım.	41	2,59	,836
34. Yabancı bir insanı konuşurken yaptığı ***hareketler*** açısından örnek alırım.	41	2,22	,852
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	41	2,66	,855

APPENDIX- L: Analysis of the FLCA Questionnaire - Control group/ Pre-test

	N	Mean	Std. Dev.
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	40	2,62	,925
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	40	3,15	,949
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	40	3,32	1,228
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	40	3,03	1,310
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	40	3,73	1,261
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	40	2,83	,931
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	40	2,90	,982
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.	40	3,12	,992
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	40	2,43	,984
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	40	2,15	1,231
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	40	3,55	,783
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	40	2,15	,893
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	40	3,68	1,163
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	40	2,88	1,202
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	40	2,88	1,114
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	40	2,83	1,010
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	40	2,98	1,074
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	40	3,08	,829
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	40	3,88	,939
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	40	3,00	1,109
21. Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	40	3,45	1,061
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	40	2,63	1,055
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	40	3,37	1,102
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	40	2,90	1,033
25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	40	3,20	1,265
26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	40	3,03	1,074

27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	40	3,50	,987
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	40	3,08	,829
29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	40	3,40	1,128
30. Yabancı dil konuşmam için öğrenmem gereken kuralların sayısı beni boğuyor.	40	2,60	1,172
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	40	3,85	1,075
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissederdim.	40	2,75	1,214
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden soru sorduğunda sinirleniyorum.	40	3,58	1,010

APPENDIX- M: Analysis of the FLCA Questionnaire - Control group/ Post-test

	N	Mean	Std. Dev.
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	36	2,72	,815
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	36	2,53	,736
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	36	3,31	1,142
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	36	3,08	1,105
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	36	3,00	1,042
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	36	2,94	,924
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	36	2,78	1,045
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.	36	3,14	1,018
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	36	2,58	1,105
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	36	2,06	,860
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	36	3,22	1,017
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	36	2,28	,882
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	36	3,36	1,099
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	36	3,31	1,009
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	36	2,92	1,079
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	36	3,25	,996
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	36	3,22	1,017
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	36	3,08	,806
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	36	3,81	,856
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	36	2,97	1,108
21. Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	36	3,53	,878
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	36	2,67	,862
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	36	3,19	1,167
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	36	3,22	1,045
25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	36	2,64	1,046

26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	36	3,22	,959
27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	36	3,42	,996
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	36	2,69	,822
29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	36	3,22	1,017
30. Yabancı dil konuşmam için öğrenmem gereken kuralların sayısı beni boğuyor.	36	2,39	,871
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	36	3,50	1,028
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissederdim.	36	3,03	,941
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden soru sorduğunda sinirleniyorum.	36	3,47	,845

APPENDIX- N: Analysis of the FLCA Questionnaire - Experimental group/ Pre-test

	N	Mean	Std. Dev.
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	41	2,24	,916
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	41	3,15	1,131
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	41	3,17	1,202
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	41	2,71	1,146
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	41	3,54	1,142
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	41	2,68	1,128
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	41	2,78	1,084
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.	41	2,98	1,107
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	41	2,15	1,014
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	41	2,02	,935
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	41	3,46	,977
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	41	2,49	1,165
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	41	3,32	1,213
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	41	3,12	1,122
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	41	2,46	1,098
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	41	2,76	1,113
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	41	3,24	1,280
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	41	3,17	,919
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	41	3,39	1,022
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	41	2,88	1,122
21. Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	41	3,37	1,067
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	41	2,49	,978
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	41	3,32	,986
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	41	3,29	1,123
25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	41	2,85	1,085

26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	41	3,15	1,131
27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	41	3,46	1,002
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	41	2,98	,961
29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	41	3,00	1,118
30. Yabancı dil konuşmam için öğrenmem gereken kuralların sayısı beni boğuyor.	41	2,32	,907
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	41	3,44	1,163
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissederdim.	41	3,10	1,158
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden soru sorduğunda sinirleniyorum.	41	3,29	1,006

APPENDIX- O: Analysis of the FLCA Questionnaire - Experimental group/ Post-test

	N	Mean	Std. Dev.
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	41	2,41	,741
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	41	3,15	1,014
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	41	3,27	1,096
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	41	2,76	1,067
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	41	3,37	,968
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	41	2,61	1,093
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	41	2,73	,867
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.	41	2,88	1,122
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	41	2,39	1,022
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	41	1,83	,863
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	41	3,39	,945
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	41	2,27	1,025
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	41	3,61	,997
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	41	3,10	,970
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	41	2,83	1,116
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	41	2,85	1,062
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	41	3,29	1,055
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	41	3,05	,805
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	41	3,56	,950
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	41	3,15	1,085
21. Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	41	3,37	1,067
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	41	2,29	,873
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	41	2,98	,987
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	41	3,20	1,077
25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	41	2,54	,951

26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	41	2,98	1,107
27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	41	3,56	1,001
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	41	2,76	,888
29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	41	3,39	1,046
30. Yabancı dil konuşmam için öğrenmem gereken kuralların sayısı beni boğuyor.	41	2,39	1,070
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	41	3,68	1,011
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissederdim.	41	3,00	1,000
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden soru sorduğunda sinirleniyorum.	41	3,46	,925

APPENDIX- P: Certificate of Flipped Learning Course

Flipped Learning 3.0

Level - I Certification

Has been achieved by

Sezen Korkmaz

THROUGH SUCCESSFUL COMPLETION OF THE
9 HOUR FLIPPED LEARNING 3.0 LEVEL - I CERTIFICATION PROGRAM
December 10, 2018

Flipped Learning
Global Initiative

Jon Bergmann

Chief Academic Officer
Jon Bergmann

FLGLOBAL.ORG

Flipped Learning Certified
3.0
Level - I

APPENDIX-R: Ethics Committee Approval

Tarih: 01/10/2018 18:07
Sayı: 35853172-300-E.00000227579

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Sezen TOSUN Hk. (Etik Komisyon)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 16.08.2018 tarihli ve 51944218-300/00000201697 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Sezen TOSUN**'un **Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü **"Tartışma Odaklı Ters Yüz Öğrenme Yönteminin Öz-Düzenlemeli Öğrenme, Kaygı ve Başarı Üzerine Etkisi/ The impact of discussion -oriented flipped instruction on EFL learners'self-regulated learning, anxiety and achievement"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **4 Eylül 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
Telefon:0 (312) 305 3001-3002 Faks:0 (312) 311 9992 E-posta:yazimd@hacettepe.edu.tr İnternet
Adresi: www.hacettepe.edu.tr

Duygu Didem İLERİ

APPENDIX-S: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and NO part of this work was presented as a part of any other thesis study at this or any other university.

27/11/2020

Sezen TOSUN

APPENDIX-T: Dissertation Originality Report

APPENDIX-T: Dissertation Originality Report

29/11/2020

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of English Language Teaching

Dissertation Title: THE INFLUENCE OF CONVENTIONAL AND DISTANCE FLIPPED INSTRUCTION OF EFL LEARNERS' SELF-REGULATION SKILLS AND ANXIETY WITH TEACHING SPEAKING SKILLS
The whole dissertation that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using Turnitin plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
29.11.2020	83	155,764	27/11/2020	16%	1441856104

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Signature

Name Last name:	Sezen TOSUN
Student No.:	N13249433
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED

Prof. Dr. İsmail Hakkı Mirici

APPENDIX-U: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren 2 yıl ertelenmiştir. [1]
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. [2]
- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

27 /11 /2020

Sezer TOSUN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. [illegible]

(2) Madde 6. 2. [illegible]

(3) Madde 7. 1. [illegible]
Madde 7. 2. [illegible]

* [illegible]