

COVID-19 Hibrit Döneminde Ters Yüz Edilmiş Bir Sınıfta Yabancı Dil Öğrencilerinin Dil Başarısı ve Kaygısı

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Öz

Koronavirüs salgını sırasında eğitim, yüz yüze eğitimden çevrim içi veya hibrit bir formata geçmiştir. Yeni sistemin eğitim ve öğretim modelleri her ne kadar çevrim içi modellere dayansa da pandemi öğrencilerin öğrenmelerini etkilemiştir. Araştırmacılar acil bir çevrimiçi veya karma kurs için yeni bir değerlendirme tasarımı oluşturabilmek için, salgın dönemine dair öğrencilerin dil kullarımlarını ve tutumlarını incelemelidir. Bu çalışma, birçok öğrencinin sınıfta yaşadığı kaygı gibi olumsuz duygu ve duygu durumlarından dolayı, ters yüz sınıf öğretimi yaklaşımının, İngilizceyi yabancı dil olarak öğrenenlerin dil başarısı ve dil kaygısı üzerindeki etkisini gözlemlemeyi amaçlamaktadır. İngilizceyi yabancı dil olarak öğrenen 60 kişi orta düzey üniversite öğrencisi katılımcı olarak araştırmada yer almaktadır. Ters yüz edilmiş sınıfın, katılımcıların dil kaygısı ve başarısı üzerindeki etkisini incelemek için 14 haftadan oluşan bir yarıyıldan öğrencilere FLCAS (kaygı anketi), ön test, ve son test uygulanmıştır. Elde edilen bilgiler istatistiksel olarak analiz edilmiş ve istatistiksel sonuçlar, ters yüz öğrenmenin, öğrencilerin hibrit eğitimin gerçekleştiği pandemi döneminde motivasyon ve kaygıları üzerinde anlamlı ve olumlu bir etkisi olduğunu göstermiştir.

Anahtar Kelimeler: Ters Yüz Edilmiş Sınıf, İngilizceyi Yabancı Dil olarak Öğrenenler, Dil Başarısı, Kaygı, Motivasyon, Hibrit, Covid-19



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GENİŞLETİLMİŞ TÜRKÇE ÖZET

Giriş

Koronavirüs salgını sırasında, çeşitli mobil uygulamalar aracılığıyla çevrim içi eğitimin mecburi hale gelmesi dünya genelinde eğitimde popülerlik kazanmıştır. Bu nedenle, bu çalışma ters yüz sınıf öğretim tekniğinin İngilizceyi yabancı dil olarak öğrenenlerin dil başarısı ve kaygısı üzerindeki etkilerini incelemiştir. Aslında küresel COVID-19 pandemisi ile eğitim, bir nevi, yüz yüze sınıftan çevrimiçi veya hibrit bir formata taşınmıştır.

Uzun yıllar boyunca, yabancı dil öğretmenleri ve bilim adamları, birçok yabancı dil öğrenen kişinin karşılaştığı zorluklara çözüm aradılar (Ganschow, Sparks, Anderson, Javorshy, Skinner & Jon, 1994). Çok sayıda araştırma, bu zorlukları duygusal faktörlerle ilişkilendirmiştir. Bu duygusal bileşenler arasında en çok ilgiyi kaygı çekmiştir. Krashen'e (1985) göre, sınırlı öğrenciler ilgili bilgileri özümsemekte zorlanırlar ve dil çıktıklarına tepki veremezler.

Bilim adamları, dil kaygısı ile konuşma, dinleme, okuma ve yazma dahil olmak üzere dil becerileri arasındaki ilişkiyi kanıtlamış durumdalar. Örneğin, Elkhafaifi (2005) yabancı dilde dinleme kaygısı ile dinleme puanları arasında pozitif bir ilişki bulmuştur. Anksiyete, bireyler için yararlı veya olumsuz sonuçları olabilecek çeşitli fizyolojik ve psikolojik tepkilerle bilinir. Olumsuz etkisi nedeniyle, kişinin konsantre olma ve kimi durumlarla başa çıkma kapasitesini bozabilir. Kaygı, kişiyi potansiyel olarak tehlikeli olaylara hazırlayarak olumlu bir motivasyon etkisine sahip olabilir (Brown, 2007). Brown'a (2007) göre kaygı, otonom sinir sisteminin aktivasyonundan kaynaklanan öznel bir gerilim, korku, huzursuzluk ve endişe deneyimidir.

Yabancı dil kaygısı, olumsuz eleştiri korkusu, iletişim korkusu ve sınav kaygısı gibi çeşitli faktörler tarafından tetiklenebilir. Dili zayıf kavramaları gerçeği sebebiyle, İngilizceyi yabancı dil olarak öğrenenler, iletişim kaygısı yaşayabilir ve hedef dilde topluluk önünde konuşma becerileri etkilenebilir. Olumsuz eleştiri korkusu, öğrencilerin hatalarının dil öğrenme sürecinin doğal bir parçası olmadığı düşüncesine sahip oldukları için ortaya çıkar ve dil becerilerinin öğretmenler veya sınıf arkadaşları tarafından olumsuz değerlendirileceğinden endişe duyarlar. Sınav kaygısı, çoğunlukla İngilizceyi yabancı dil olarak öğrenen öğrenciler, sınavı geçmek için yeterli olduklarına inanmadıklarında ortaya çıkar (Horwitz ve diğerleri 1986).

Amaç

Çalışmanın literatüre ana katkısı, dil öğretmenlerinin dikkatini, öğrencilerin İngilizce öğrenme konusundaki kaygısına çekmek ve bu kaygının kaynaklarını belirlemelerine yardımcı olmaktır; ek olarak, bu durumda ters yüz sınıf öğretimi yaklaşımı gibi yenilikçi bir öğretim yöntemi kullanarak öğretmenlerin öğretim süreçlerini ayarlayabilecekleri ve bu doğrultuda, İngilizceyi yabancı dil olarak öğrenenlerinin kaygılarıyla başa çıkmak için daha uygun bir öğrenme ortamına yaratabilmeleri umulmaktadır.

Yöntem

Teknolojinin sınıf içi öğrenme ve öğretme üzerindeki çok çeşitli etkileri nedeniyle, bu çalışma için bir araştırma metodolojisi seçmenin zor olduğu söylenebilir. Kavramsal çerçevenin bir sonucu olarak, aşağıdaki araştırma soruları formüle edilmiştir:

RQ1: Ters yüz sınıf öğretim yaklaşımı İngilizceyi yabancı dil olarak öğrenenlerin hibrit sınıf ortamındaki dil başarısını ne ölçüde etkiler?

RQ2: Ters yüz edilmiş sınıf öğretimi yaklaşımı, İngilizceyi yabancı dil olarak öğrenenlerin hibrit sınıf ortamındaki dil kaygısını ne ölçüde etkiler?

Ters yüz edilmiş sınıf öğretim tekniğinin İngilizceyi yabancı dil olarak öğrenenlerin dil başarısı ve dil kaygısı üzerindeki etkisi, çalışmanın ana odak noktası olmuştur. Sonuç olarak, mevcut çalışmanın tasarımında ön test, son test, ankete dayalı yöntem ve karşılaştırma tekniği yer almıştır. Bağımlı değişkenler İngilizceyi yabancı dil olarak öğrenenlerin dil başarısı ve dil kaygısı iken bağımsız değişken ters yüz sınıf öğretim tekniği olmuştur.

Araştırma, bir devlet üniversitesine kayıtlı, yaşları 18 ile 24 arasında değişen 70 orta seviye öğrenciyi kapsamaktadır. Katılımcılara Flower and Coe (1976) tarafından Nelson Dil Yeterlilik Testi (Nelson 350 A) uygulanmış ve homojenliğin bir sonucu olarak her sınıfta 30 öğrenci kalmıştır. On dört hafta boyunca öğrenciler her hafta üç saat İngilizce dersine katıldılar.

Sınıflardan biri, ters yüz sınıf öğretimi alan deney grubuna, diğeri ise geleneksel öğretim gören kontrol grubuna rastgele olarak atanmıştır. Orta düzeyde yabancı dil olarak İngilizce öğrenenler kriterine aykırı birkaç öğrenci sınıfta mevcuttur ve üniversite kuralları ve yönetmelikleri nedeniyle uygulama sırasında bu öğrencilerin sınıftan çıkamamışlardır; araştırmanın dışında kaldıkları kendilerine bildirilmemiştir. Sonuç olarak, uygulama seanslarına da katılmışlardır; ancak performansları bu çalışmada dikkate alınmamıştır.

Tartışma

Bu araştırmanın amacı, geleneksel sınıf öğretimine kıyasla ters yüz öğretim yönteminin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin dil başarısını ve sınıf kaygısını nasıl etkilediğini görmektir. Bu amaçla katılımcılar kontrol ve deney olmak üzere iki gruba ayrılmıştır. Deney grubu, ters yüz edilmiş bir sınıfta eğitim alırken, kontrol grubu geleneksel bir sınıf ortamında eğitim almıştır. Uygulama öncesi ön testte gruplar arasında anlamlı bir fark yokken, her iki grup için son test sonuçlarındaki önemli ölçüde anlamlı farklılık, öğretim türünün bir fonksiyonu olarak dil başarısı ve dil kaygısında bir değişiklik olduğunu ortaya koymuştur. Ters yüz sınıf eğitimi, denemenin sonunda katılımcıların kaygısını azaltmasına rağmen, etkinliği, kontrol grubu olan normal sınıf eğitimininkine benzer bulunmuştur. Özetlemek gerekirse, ters yüz sınıf eğitimi, İngilizceyi yabancı dil olarak öğrenenlerinin daha yüksek düzeyde dil yeterliliği elde etmelerine yardımcı olabilir.

Bu çalışma, üniversite öğrencileri arasında Dil Öğrenme Stratejileri ve Yabancı Dil Kaygısı arasındaki ilişkiyi inceleyen Mohammadi, Bira, Koosha ve Shahsavari (2013) gibi öğretim araştırmalarının amaçlarını ve sonuçlarını doğrulamaktadır. Bulguları, dil öğrenme tekniklerinin, mevcut araştırmanın bulgularına benzer şekilde, genellikle dil kaygısı ile önemli ölçüde ilişkili olduğunu göstermiştir. Bulgulara göre, dil öğrenme araçlarının daha fazla kullanılması, daha düşük İngilizce dili sınıf kaygısı seviyeleri ile ilişkilendirildi.

Mevcut araştırmanın sonuçları deneysel çalışmalarla karşılaştırıldığında, mevcut çalışmanın bulgularının ters yüz sınıf eğitiminin etkisini inceleyen karşılaştırılabilir çalışmalarla tutarlı olduğu keşfedildi. Örneğin Szparagowski (2014), ters yüz sınıfın öğrencilerin öğrenmesi üzerindeki etkisini araştırırken, ters yüz sınıf yönteminin ters yüz olmayan yaklaşımdan daha iyi olduğu sonucuna varmıştır. Bulgular, etkiyi inceleyen Aşksay ve Özdamlı (2016) ile tutarlıdır. Ters yüz sınıf yaklaşımının öğrencilerin başarısı, motivasyonu ve kendi kendine yeterliliği üzerindeki etkisi ve deney grubundaki öğrencilerin kontrol grubundaki öğrencilerden daha iyi performans gösterdiğini keşfetti; ancak, mevcut bulguların aksine, deney grubundaki öğrencilerin kontrol

grubundaki öğrencilere göre daha düşük motivasyona ve kendi kendine yeterliliğe sahip olduklarını keşfettiler.

Bell, ters yüz sınıf öğretim tekniğinin lise öğrencilerinin konuyu kavrama ve öğrenme ortamına ilişkin tutumları üzerindeki etkisini belirlemek için başka bir araştırma yapmıştır (2015). Mevcut çalışmanın bulgularının aksine, veri analizi, öğrencilerin sınıf öğretim yöntemleri hakkında bir ankete verdikleri yanıtlarda istatistiksel olarak anlamlı birkaç farklılık olmasına rağmen, deney ve kontrol gruplarının test puanlarında istatistiksel olarak anlamlı bir farklılık olmadığını ortaya koydu.

Sonuç

Araştırmacı, dilsel başarı ve kaygıdaki değişiklikleri değerlendirmek için ön ve son test yeterlilik değerlendirmelerini kullandı. Kontrol grubu ile karşılaştırıldığında, ters yüz sınıf öğrencilerin daha yüksek yetkinlik testi puanları elde etmelerini sağlamıştır. Ters yüz edilmiş öğrenciler sadece akademik olarak daha iyi değil, aynı zamanda dil öğrenme süreci boyunca daha rahat hissettiklerini ve daha az kaygı yaşadıklarını bildirdiler. Ek olarak, ters yüz edilen öğrenciler ödevlerine daha fazla dahil oldular ve kendi öğrenmelerinin sorumluluğunu üstlendiler. Bu araştırmanın bulgularına dayanarak, ters yüz yönteminin İngilizceyi yabancı dil olarak öğrenen öğrencilerin daha iyi düzeyde dil öğrenme başarısı elde etmelerine yardımcı olabilecek yenilikçi bir strateji olduğu ifade edilebilir.

Araştırma ayrıca bu stratejinin öğrencilerin kaygı düzeylerini düşürmede faydalı olduğunu göstermiştir; Dolayısıyla, ters yüz sınıf öğretim stiline, öğrencilere tehdit oluşturmayan bir ortamda yetersizliklerinin giderildiği, kişiye özel bir eğitim sunduğu söylenebilir. Ayrıca, her öğrencinin videoları istediği kadar izleyebildiği ve kendi hızında çalışabildiği özerk öğrenme koşulu, azalan kaygı derecesini açıklayabilir.

The Effect of Flipped Classroom Teaching on EFL Learners' Language Achievement and Anxiety during Hybrid Covid-19 Period

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Abstract

During the global COVID-19 pandemic, education has moved from the classroom to an online or hybrid format. No matter how much the new system's education and training models are based on online models, the pandemic affects students' learning. In order to construct a novel assessment design for urgent online or hybrid courses, researchers must examine students' language use and attitudes throughout the epidemic period. Due to the negative feelings and emotions such as anxiety that many learners experience in the classroom, the current study aims to examine the effect of the flipped classroom teaching approach on EFL learners' language achievement and language anxiety. 60 EFL intermediate university students took part as participants. The anxiety questionnaire FLCAS, a pre-test and a post-test were administered to the students during a semester consisted of 14 weeks to study the effect of flipped classroom on participants' language anxiety and achievement. The obtained information was statistically analyzed and the statistical results showed a significant and positive effect of flipped learning on students' motivation and anxiety in the hybrid pandemic period.

Anahtar Kelimeler: Flipped Classroom, EFL Learners, Language Achievement, Anxiety, Motivation, Hybrid Covid-19 Period.



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The Effect of Flipped Classroom Teaching on EFL Learners' Language Achievement and Anxiety during Hybrid Covid-19 Period

Introduction

During the COVID-19 pandemic, the usage of online teaching through various mobile apps has grown in popularity in education across the globe. Therefore, this study looked at the effects of a flipped classroom teaching technique on EFL learners' language success and anxiety. In fact with the global COVID-19 pandemic, education has moved from the classroom to an online or hybrid format. The purpose of the present study was to investigate the effectiveness of online teaching methods and compare a combined model of online and flipped learning to the traditional model.

For many years, foreign language teachers and scholars have sought solutions to the challenges encountered by many foreign language learners (Ganschow, Sparks, Anderson, Javorshy, Skinner & Jon, 1994). Numerous researches have linked these challenges to emotional factors. Anxiety has received the most attention from these affective components. According to Krashen (1985), nervous learners have difficulty absorbing relevant information and cannot react to linguistic output.

Scholars found an association between language anxiety and language abilities including speaking, listening, reading, and writing. For example, Elkhafaifi (2005) discovered a positive correlation between foreign language listening anxiety and listening scores. Anxiety is characterized by various physiological and psychological responses that may have beneficial or negative consequences for individuals. Because of the negative impact, it may impair one's capacity to concentrate and cope with situations. Anxiety may have a positive impact by preparing a person for potentially dangerous events (Brown, 2007). According to Brown (2007), anxiety is a subjective experience of tension, fear, uneasiness, and concern caused by an activation of the autonomic nervous system.

Foreign language anxiety may be produced by a variety of factors, including dread of unfavorable assessment, communication fear, and exam anxiety. Because of their poor grasp of the language, EFL learners may have communication anxiety, and it may interfere with their ability to speak in the target language in public. Fear of negative evaluation stems from learners' thoughts that their mistakes are not a natural part of the language learning process, and they are anxious that their language skills will be adversely appraised by instructors or classmates. Exam anxiety arises mostly when EFL students do not believe they are proficient enough to pass the test (Horwitz et al., 1986).

In order to address foreign language learners' learning challenges, several scholars have resorted to novel teaching techniques and approaches. The flipped teaching method, in which the usual procedures of the conventional classroom are reversed and extended outside the classroom's confines, is one of these new techniques (Lage, Platt, & Treglia, 2000). This technique, according to Bergmann and Sams (2012), allows more tailored and personalized learning, which may help students become more motivated.

With the rise in popularity of e-learning, the flipped teaching method has gotten a lot of attention (Bergmann & Sams, 2012; Graham, 2006). Flip teaching, which is derived from blended learning, changes the order of the instructional process in a traditional classroom and provides

learners with supplemented or integrated instructional videos and lectures that can be watched at home, as well as activities and assignments that can be completed in the classroom rather than at home (Garrison & Vaughan, 2008; Tucker, 2012). Graham believes that the purpose of the flipped teaching technique is to enhance conventional classroom teaching experiences in blended learning contexts by using technology (2006). Tang et al., (2023) in their study proved that during the pandemic period the blended model of online instruction and flipped learning enhanced students' learning, focus, and course evaluation.

According to Arnold and Brown (1999), failing to pay attention to learners' affective sides would stymie their learning since they will be unable to overcome bad emotions and transform them into good ones. As a result, not only will the learning process be hampered, but the teaching process will also be tough. As a consequence, instructors must examine the learners' emotions and reactions in order to overcome learning obstacles and prepare themselves to respond flexibly to the learners' needs (Prince, 2004).

According to Bergmann and Sams (2012), the flipped method allows students to complete what they would normally do in class at home or online. Instead of finishing assignments at home, which may cause worry and tension among students owing to a lack of instructor availability, with the flipped classroom teaching technique, tasks are completed in class or online, when the teacher is present to help students with any problems they may have (Correa, 2015).

Divjak et al. (2022) examined 205 research study which had done on the effect of flipped, online, and blended instruction and according to their result, those who had previously used flipped classroom approaches in face-to-face or blended learning environments continued to use them more effectively in online environments than those who had not.

Some scholars (Basal, 2015; Bergmann & Sam, 2012; Flumerfelt & Green, 2013; Kang, 2015) allude to the flipped classroom approach as a beneficial strategy for improving language teaching and learning in their quest for novel methods of language teaching and learning. According to Knag (2015), the flipped classroom teaching method not only maximizes student involvement but also allows formative evaluation of student development. The flipped classroom method, according to Bergmann and Sam (2012), may help students study at their own speed while also establishing a close connection with the instructor; similarly, Basal (2015) believes that this technique allows teachers to customize and individualize learning.

According to Abeysekera and Dawson (2015), there are three main advantages of flipped classroom instruction; inside the classroom, learning activities are dynamic and sociable, most information-transmission instruction takes place outside the classroom, and students should profit from in-class work by doing pre- and/or post-class activities. Cecilia et al., (2021) intended to present and describe a flipped learning experience in higher education prior to and during the COVID-19 pandemic's transformation of education. The results indicate a high level of accord among students regarding the benefits or efficacy of flipped classroom learning designs for the development of skills that will be beneficial in their personal and professional futures. These skills include character development, collaboration, communication, citizenship, critical thinking, and innovation. Significant differences are also observed depending on control variables such as the mode of instruction (onsite or online), the course, the propensity to innovate, and prior experience with innovation.

The study's main contribution may draw language teachers' attention to students' English language anxiety and assist them in identifying the sources of this anxiety; additionally, it is hoped that by using an innovative teaching method, such as the flipped classroom teaching approach in this case applying hybrid method in pandemic period, teachers will be able to adjust their instructional processes and move toward a more favorable learning environment to deal with EFL students' anxiety.

Methodology

Because of the wide range of effects that technology has on classroom learning and teaching, choosing a research methodology for this study was a difficult task. As a result of the conceptual framework, the following research questions were formulated:

RQ1: To what extent flipped classroom teaching approach affect EFL learners' language achievement in a hybrid classroom setting?

RQ2: To what extent flipped classroom teaching approach affect EFL learners' language anxiety in a hybrid classroom setting?

The influence of a flipped classroom teaching technique on EFL learners' language success and language anxiety was the study's main focus. As a consequence, the current study's design included a pretest, posttest, survey-based method, and a comparison technique. The dependent variables were EFL learners' language achievement and language anxiety, whereas the independent variable was the flipped classroom teaching technique.

Participants

The research involved 70 intermediate-level students ranging in age from 18 to 24 years old who were enrolled at a Turkish state university. Nelson Language Proficiency Test (Nelson 350 A) by Flower and Coe (1976) was administered to them and as a consequence of the homogeneity, each class had 30 students. For fourteen weeks, the students attended English class for three hours each week.

One of the classes was randomly allocated to the experimental group, which received flipped classroom instruction, and the other to the control group, which received conventional instruction. To avoid discouraging the outliers, and because they were unable to leave the class during treatment due to university rules and regulations, they were not informed that they had been discarded from the study. As a result, they attended the treatment sessions as well; however, their performance was not taken into account in this study.

Instruments and Materials

The following instruments were used to carry out the research.

A consent form

The study had to be approved by the university's ethical committee before it could be carried out. In addition, the participants in the study had to provide their permission. In order to ensure that research participants freely chose to participate, informed consent papers were supplied to them, and they were asked to read and sign the document if they consented to engage in the study.

Barron's 1100 Words You Need to Know (2018)

As Barron's 1100 Words You Need to Know (2018) was the major course book utilized in this course, it was used to teach English in both groups. The researcher chose fifty pages of 1100 words You Need to Know in order to construct PowerPoints for the flipped experimental group's participants. The instructor lectured the participants in the control group on the identical units in the traditional manner. The instructor taught the materials to the students in class, and they were expected to do the activities at home for the subsequent sessions.

Video PowerPoint

The researcher prepared video PowerPoints based on the contents and subjects of the 1100 words You Need to Know and utilized them in the instructional process of the flipped classroom teaching method because they were required to perform the flipped teaching approach. These files were used to show learners the contents of lessons that were provided to them through their Moodle online classroom page.

Assessment of Language Proficiency

Nelson 350 test was used by the researcher to determine the impact of a flipped classroom teaching technique on the participants' language achievement. To evaluate the participants' linguistic accomplishment, this test (Flower & Coe, 1976) was utilized as a test of homogeneity, once before the treatment as a pretest and once after the treatment as a posttest. A total of 50 items are included in this multiple-choice exam. Each question was worth one point, and test-takers were given a 60-minute time limit to complete the exam under controlled settings.

Anxiety questionnaire

The Foreign Language Classroom Anxiety Scale (FLCAS), adapted from Horwitz, Horwitz, and Cope (1986), was used to measure the participants' anxiety before and after treatment sessions. FLCAS, according to Horwitz (2002), analyzes students' anxiety in the foreign language classroom. It's a self-report tool that evaluates the level of anxiety as shown by negative performance expectations and social comparisons, psycho-physiological symptoms, and avoidance actions.

A 5-point Likert scale was employed in the questionnaire, with 1 indicating strong disagreement and 5 indicating strong agreement.

Procedures

In order to perform this research, the following approaches were used:

To begin, the researcher obtained university permission to perform her research. Then, at random, two intact intermediate-level courses with 70 EFL students were chosen. In the first session, consent forms were provided to these students to get their permission to participate in the research.

The Nelson Language Proficiency Test was given to 70 students as a homogeneity test once they gave their agreement. Outliers were defined as persons who scored one standard deviation above or below the mean and were eliminated. An experimental group (N=30) got flipped classroom education, whereas a control group (N=30) received traditional training. The

homogeneity scores were also kept as a pretest to measure the participants' performance in both groups before treatment.

All students were given the Foreign Language Classroom Anxiety Scale (FLCAS), which was derived from Horwitz, Horwitz, and Cope (1986), to evaluate their anxiety level before starting the treatment. Since the experimental flipped group required PowerPoints for treatment, the researcher originally generated PowerPoint slides based on the content and subjects of the course book. These PowerPoint files were sent to the participants one day before each class session so they could view them at home. The experimental group was given early notice of the content of the classes so that they could study at their own speed and view them as many times as they wanted. They might raise questions in class and then participate in activities relating to the information they had acquired through PowerPoints. The instructor utilized the book's class activities to ensure that all of the students understood the material of the lessons using PowerPoints.

The control group got conventional education, in which the instructor educated them on the contents in class and requested them to complete the activities for the subsequent sessions at home. It's worth noting that the materials offered to the experimental and control groups were similar, and both groups were taught fourteen sessions.

Following the completion of treatments in both groups, all participants were given the FLCAS (Horwitz, et al, 1986) and the Nelson 350 exam (Flower & Coe, 1976) to assess their anxiety and language achievement following the sessions.

Ethical Approval

Ethical permission was obtained from the E-95531838-050.99-31691 Agri Ibrahim Cecen University's Ethical Committee for this research.

Data Analysis and Findings

Analyzing Homogeneity Test Scores

A simple assessment of the data in Table 1 indicates that the highest score is 40, the lowest is 25, the mean is 33.2, and the standard deviation is 2.5. Any participant who scored significantly above or below the average by one standard deviation was excluded.

Tablo 1.

Descriptive Statistics: Homogeneity Test Data

	N	Min	Max	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Nelson	70	25	40	33.2	.350
Valid No	70				

Ten outliers were eliminated from the 70-person sample pool as a consequence, and the remaining 60 students (N=60) were separated into two groups (30 students in every group).

Analyzing Pretest Scores

Learners in the control and experimental groups were homogenized and outliers were excluded before calculating pretest scores. Before evaluating the data from the pretest, the Kolmogorov-Smirnov test was used to determine if the results were normally distributed. Normality tests are performed to see whether a data set fits the normal distribution effectively. Furthermore, they used to determine the likelihood that a random variable underlying the data set will be distributed correctly. The table of the test of normality is shown below to offer an overall view of the findings. In addition to the learners' language competency, their language anxiety was assessed using the Foreign Language Classroom Anxiety Scale (FLCAS), which was adapted from Horwitz, Horwitz, and Cope (1986). Similarly, the normality of anxiety ratings was evaluated using the same instrument, the K-S test.

Table 2.

Distribution Normality

		Proficiency Pretest
N		60
Normal Parameters	Mean	33.2
	Std. Deviation	1.4
Most Extreme Differences	Absolute	.180
	Positive	.120
	Negative	-.180
Kolmogorov-Smirnov Z		1.24
Asymp. Sig. (2-tailed)		.09

The normal distribution of the results from the pretest is shown in Table 2. The significance level ($p = .09$, $z = 1.24$) was higher than the established alpha level (0.05), rejecting deviations from the normal distribution and demonstrating distribution normality; hence, as the data shows, the data does not statistically deviate from a normal distribution. As a consequence, parametric tests must be used to more effectively investigate the findings.

Table 3.*The Normality of Distribution of Anxiety Scores of the Participants in the First Administration*

		Anxiety Pretest
N		60
Normal Parameters ^{a,b}	Mean	78
	Std. Deviation	25.0
Most Extreme Differences	Absolute	.105
	Positive	.102
	Negative	-.107
Kolmogorov-Smirnov Z		.73
Asymp. Sig. (2-tailed)		.68

a. Test distribution is Normal.

b. Calculated from data.

Table 3's findings, like Table 2, indicated that anxiety ratings follow a normal distribution since the significance level ($p = .68$, $z = .73$) was more than the established alpha level (0.05), rejecting the divergence of scores from a normal distribution. As a consequence, parametric tests must be used to more effectively investigate the data. The pretests were given to the participants to verify their language competency and first language anxiety at the start of the research. After collecting the pretest outcomes, the data was subjected to two independent samples t-tests to see whether there was a significant difference between the control and experimental groups prior to treatment. The initial comparison of learners' language competence is presented in the next section that includes the descriptive statistic findings of language proficiency differences across groups, including mean and standard deviation (Table 4.

Table 4.*Descriptive Statistics of the data obtained from the Language Proficiency Pretest*

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Proficiency Pretest	Experimental	30	33	1.40	.288
	Control	30	32	1.41	.286

According to Table 4, the mean score and standard deviation for the experimental and control groups were $M = 33$, $SD = 1.40$ and $M = 32$, $SD = 1.41$, respectively. The data were subjected to an independent t-test to see whether this little difference was statistically significant. Table 5 shows the results of an independent t-test conducted on both groups' pretest scores.

Table 5.*Crosschecking Pretest Mean Scores*

		Levene's Test for Equality of		t-test for Equality of Means						
		Variances		95% Confidence Interval of						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Proficiency	Equal variances assumed	.26	.61	1.71	44	.095	.7	.4	-.12	1.5
Pretest	Equal variances not assumed			1.71	43.5	.094	.7	.4	-.12	1.5

Because the p-value is 0.09, which is more than the threshold of significance (0.05) used to analyze the differences in this research, there is no significant difference between the groups' pretest mean scores [T (44) = 1.71, P = 0.09], according to Table 5. It may be said that the groups' language abilities at the time of the pretest were similar. Then, as shown in Table 6, the mean scores of both groups are compared.

Table 6.*Language Anxiety: Pretest Results*

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Anxiety Pretest	Experimental	30	72.5	22.32	4.8
	Control	30	82.5	26.57	5.5

According to Table 6, the experimental and control groups' mean scores and standard deviations are M = 72.5, SD = 22.32, and M = 82.5, SD = 26.57, respectively. When the mean scores of the two groups were compared, a difference was discovered. Table 7 shows the results of a second independent samples t-test to assess the statistical significance of the observed difference.

Table 7.*Mean Scores of the Anxiety on Pretest Scores of both Experimental and Control Groups*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Anxiety Pretest	Equal variances assumed	1.17	.29	-1.4	44	.172	-10.083	7.7	-24.74	4.57
	Equal variances not assumed			-1.4	43.7	.170	-10.083	7.2	-24.63	4.46

As shown in Table 7 the independent-samples t-test was used to compare the scores of the experimental and control groups in the pre-test regarding their language anxiety, the p-value, the criteria for significance of the comparison, equaled $p = .17$. As a result, the observed difference in mean scores across groups was not statistically significant. The individuals in the experimental and control groups had similar levels of linguistic anxiety, according to the findings.

The experimental group received treatment following the pretest, whereas the control group received just the traditional procedures used by the teacher in the courses. Following the treatment period, both groups were given two posttests, one evaluating language achievement and the other looking into language anxiety. The analysis of the data received from the post-test is described in the next section.

Investigating the Distribution Normality of Post-test Scores

Tables 8 and 9 summarize the statistical examination of the performed distribution normality.

Table 8.*The Distribution Normality of Post-test*

		Proficiency Posttest
N		60
Normal Parameters	Mean	38.3
	Std. Deviation	3.5
Most Extreme Differences	Absolute	.24
	Positive	.24
	Negative	-.13
Kolmogorov-Smirnov Z		1.15
Asymp. Sig. (2-tailed)		.11

According to table 8 the distribution of the scores obtained from the post-test followed a normal pattern. The significance level ($p = .1$, $z = 1.15$) was higher than the stated alpha level (0.05). As a result, a visual analysis of the data reveals that the data does not stray considerably from a normal distribution. As a consequence, parametric techniques must be utilized to examine the findings more effectively, just as they were in the pretest.

Table 9 shows the distribution normality of the language anxiety post-test conducted on the study subjects at the end of treatment.

Table 9.

The Distribution Normality of Anxiety Scores: Second Administration

		Anxiety Posttest
N		60
Normal Parameters	Mean	70
	Std. Deviation	23
Most Extreme Differences	Absolute	.095
	Positive	.095
	Negative	-.080
Kolmogorov-Smirnov Z		.65
Asymp. Sig. (2-tailed)		.80

Because $p = .80$, $z = .65$ was larger than the cut-off of .05, the Kolmogorov-Smirnov Test results in Table 9 demonstrated that the obtained scores were normally distributed. As a consequence, the researcher used a parametric test to look at the anxiety levels after the test.

The participants' post-test and pre-test mean scores are compared using a paired samples t-test to see whether flipped classroom instruction has a significant influence on EFL learners' language achievement. Table 10 illustrates the experimental and control groups' pre- and post-test language proficiency mean scores.

Table 10.

Language Proficiency of both Groups in Pre and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preexperimental	33	30	1.3	.30
	Postexperimental	39	30	2.3	.90
Pair 2	Precontrol	32	30	1.3	.30
	Postcontrol	37	30	1.9	.40

According to Table 6, which depicts descriptive statistics of all the groups' proficiency scores in the pre and post-test, the mean score and standard deviation of the experimental and control groups in the pre and post-test were $M = 33$, $SD = 1.3$, $M = 39$, $SD = 2.3$ and $M = 32$, $SD = 1.3$, $M = 37$, $SD = 1.9$, respectively. The descriptive findings of the pre- and post-test scores

revealed that the two groups' mean scores differed significantly, suggesting possible improvement; hence, the data were subjected to two paired samples t-tests to check whether the differences were statistically significant. The findings are shown in Table 11.

Table 11.

Crosschecking the Language Proficiency Mean Scores in Pre and Post-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Preexperimental	-6.73	3.9	.83	-8.45	-5.005	-8.13	21	.000
	Postexperimental								
Pair 2	Precontrol	-4.88	2.5	.52	-5.95	-3.808	-9.46	23	.000
	Postcontrol								

The significance of the observed difference was investigated using the paired samples t-test; as shown in Table 11, the experimental and control groups' pre- and post-test performance is substantially different. It was thought that participants performed substantially better in the post-test than in the pre-test since $p = .00$. Based on the experimental group's results who received hybrid education and the level of significance, the effectiveness of treatment on learners' language achievement, was accepted. However, since both groups improved significantly in language performance, the post-test scores of the control and experimental groups were compared using an independent samples t-test to determine which technique was better, flipped or conventional. Tables 12 and 13 describe the findings of the comparison.

Table 12.

Crosschecking Both Groups in the Post-test

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Proficiency Posttest	Experimental	30	39.00	2.3	.93
	Control	30	37.00	1.2	.40

The experimental group's mean and standard deviation ($M = 39.00$, $SD = 2.3$) were compared to the control group's mean and standard deviation ($M = 37$, $SD = 1.2$) to determine whether there was any obvious difference between the two groups, suggesting that one outperformed the other. Despite the fact that the pre-test scores did not differ, the experimental group had a higher mean score than the control group when the groups were compared. The statistical significance of this outperformance was determined using an independent samples t-test on the post-test scores. Table 13 summarizes the findings.

Table 13.*Crosschecking the Mean Scores of the Language Achievement of Post-test Scores*

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Proficiency Posttest	Equal variances assumed	12.79	.001	2.6	44	.013	2.55	.98	.57	4.5
	Equal variances not assumed			2.5	28.7	.017	2.55	1.01	.49	4.6

According to the findings of the independent t-test assessing the mean differences in table 13, as the p-value is smaller than the set alpha (0.05) used to investigate the differences in this research, the difference between the groups ($p=0.01$) is statistically significant. In the post-test, it may be inferred that the groups are distinct. Because the difference between the groups was statistically significant, it was determined that the experimental group who received hybrid education and flipped teaching method performed better than the control group. As a consequence, the findings showed that participants in the experimental group who were taught utilizing a flipped classroom method were more effective in terms of language accomplishment than those in the control group.

To answer the second research question, whether flipped classroom teaching has any significant effect on EFL learners' language classroom anxiety level in a hybrid setting, the mean scores of the participants' language classroom anxiety scores in post and pre-test are compared using paired samples t-test, similar to the analysis done on language achievement. Table 14 provides the descriptive statistics of the language anxiety mean scores in pre-and post-tests for both groups.

Table 14.*Descriptive Statistics of the Language Anxiety of both Groups in Pre and Post-tests*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preexperimental	72.5	30	22.3	4.7
	Postexperimental	62.8	30	17.3	3.7
Pair 2	Precontrol	82.6	30	26.5	5.5
	Postcontrol	75.2	30	26.0	5.5

For the second research question, we utilized a paired samples t-test to see how students who received flipped classroom training succeeded compared to those who received traditional in-class education. When comparing the mean scores from the first and second administrations of the questionnaire, it can be seen that the mean scores (representing anxiety

level) in both groups have dropped from pre- to post-test, indicating that both teaching techniques have a positive influence on anxiety reduction. To determine the significance of the mean score difference between two groups, the paired samples t-test was utilized.

Table 15.

Crosschecking the Language Anxiety Mean Scores of Both Groups in Pre and Post-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Preexperimental - Postexperimental	9.64	13.7	2.9	3.5	15.7	3.3	21	.003
Pair 2	Precontrol – Postcontrol	7.42	15.7	3.2	.81	14.0	2.3	23	.029

According to the results of the test summarized in Table 15, which are both smaller than the cut-off p-value indicating that the differences were significant, the significance level for comparing the mean scores in both groups equaled $p = .00$ and $p = .02$ for experimental and control groups comparing their scores from pre to post-test, respectively. According to the result of comparing the mean scores, employing flipped classroom instruction considerably reduced language classroom anxiety in the hybrid classroom setting. Although the experimental group's outcomes were statistically significant, the anxiety level in the control group was also considerably reduced. As a result, the researcher conducted further analysis to see whether any of the strategies outperformed the others. To do so, an independent samples t-test was used to compare the experimental and control groups' post-test results. Tables 16 and 17 provide the findings.

Table 16.

Descriptive Statistics Comparing Groups' Post-test

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Anxiety Posttest	Experimental	30	63	17.2	3.7
	Control	30	75	26.01	5.3

According to the table above, the experimental and control groups' mean post-test scores are $M = 63$ and $M = 75$, respectively. Furthermore, since the groups did not vary in anxiety level prior to treatment at the start of the trial, it is conceivable that the anxiety level in the flipped classroom has fallen more than the control group, indicating that flipped classroom training is more successful. The data were subjected to an independent samples t-test to determine the significance of the observed difference. Table 17 summarizes the findings.

Table 17.*Crosschecking the Mean Scores of the Language Classroom Anxiety by Post-test Scores*

		Levene's Test for		t-test for Equality of Means						
		Equality of Variances		95% Confidence Interval of						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	the Difference	
									Lower	Upper
Anxiety	Equal variances assumed	6.35	.015	-1.9	44	.07	-12.3	6.6	-25.5	.95
Posttest	Equal variances not assumed			-1.91	40.2	.06	-12.3	6.5	-25.3	.75

According to Table 17, $p = .06$, the difference in the effectiveness of traditional and flipped classroom training in lessening learners' classroom anxiety was not statistically significant. As a result, statistically and substantially, there is no difference in the degree of classroom anxiety between learners who got flipped classroom teaching and those who received conventional in-class instruction. To put it another way, employing flipped classroom education to reduce learners' anxiety was no more successful than conventional in-class instruction, and it did not result in decreased anxiety among Turkish EFL students when compared to the control group.

Discussion

The purpose of this research was to see how the flipped teaching method compared to traditional classroom instruction affected Turkish EFL learners' language achievement and classroom anxiety during the pandemic hybrid period. For this aim, the participants were divided into two groups of control and experimental. The experimental group received instruction in a flipped classroom, whereas the control group received instruction in a traditional classroom setting. While there was no significant difference between groups on the pre-test before the treatment, the substantially significant difference in the post-test results for both groups revealed a change in language achievement and language anxiety as a function of instruction type. Although flipped classroom training reduced participants' anxiety after the treatment, its efficacy was similar to that of regular classroom instruction that was the control group. To sum up, flipped classroom education may help EFL students achieve higher levels of language proficiency.

It may confirm the assertions of academics (DewiSuryani, 2014; Enfield, 2013; Farjami, 2023; Hake, 1998; Han, 2015; Hung, 2015; Latorre- Cosculluela et al., 2021; Obari & Lambacher, 2015) who feel that employing flipped classroom instruction has favorable benefits and efficacy in teaching and acquiring various language skills. Enfield (2013), for example, argues that a flipped classroom approach helps equip students to take responsibility for their own learning since it fosters active learning and leads to autonomous study outside of the classroom. Students may stop to think about what is being said, rewind to hear it again, listen to as much or as less

of the lecture as their schedules allow, and see the lecture on a mobile device rather than in a fixed place using this strategy (Talbert, 2012).

Hung (2015) discovered that using the flipped classroom paradigm in English classrooms enhances students' overall academic performance, validating the benefits of flipped classroom training. Dewi Suryani (2014) discovered that flipping English classes improved students' speaking ability. Furthermore, several studies (Han, 2015; Hsieh, Wu, & Marek, 2017; Kang, 2015) show that using a flipped classroom enhances students' performance and competency in some English courses.

Han (2015) also feels that employing a flipped classroom technique may encourage and engage students in the learning process. In addition to the effects of using flipped classroom instruction on various aspects of language learning and teaching, it can improve learners' attitudes and perceptions toward learning because it allows students to come to class prepared, which increases their self-confidence and participation, according to Hsieh, Wu, and Marek (2017).

The claims of Bergmann and Sams (2014), who believed that one of the innovative methods of teaching to increase learners' motivation and cause a higher degree of engagement and autonomy of learners is the flipped classroom teaching approach, it can fairly justify the findings in terms of the effectiveness of flipped classroom instruction in lowering anxiety. What was previously done in class is now performed at home, and what was previously accomplished as homework is now completed in class, according to Bergmann and Sams (2012). Furthermore, according to Correa (2015), rather than doing assignments at home, which can increase anxiety and stress among students due to a lack of teacher availability, in the flipped classroom teaching approach, assignments are completed in class, where the teacher is available to help students with any difficulties they may encounter.

Researchers in different cultures and majors also emphasized the effectiveness of flipped instruction in difficult situations such as the Covid-19 pandemic period in which education system in most of countries turned to the online or hybrid system (Farjami, 2023; Divjak et al., 2022; Karakuzu et al., 2020; Latorre-Coscolluela et al., 2021; Tang et al., 2023). This study also confirms the goals and results of instructional research such as Mohammadi, Biria, Koosha, and Shahsavari (2013), which looked at the relationship between language learning strategies and foreign language anxiety among university students. Their findings demonstrated that language learning techniques often correlate substantially with language anxiety, which is similar to the findings of the present research. According to the findings, greater usage of language learning tools was associated with lower levels of English language classroom anxiety (ELCA).

When the results of the present research were compared to the empirical studies, it was discovered that the current study's findings were consistent with comparable studies that looked into the impact of flipped classroom education. Szparagowski (2014), for example, concluded that the flipped classroom method is better than the non-flipped approach when investigating the influence of flipped classroom on students' learning.

Additionally, the findings of Al-Harbi and Alshumaimeri's (2016) study on the impact of flipped classroom strategies on the grammar performance and attitudes of EFL Saudi secondary school students corroborated the findings of this study, indicating that using the flipped

classroom strategy improved the experimental group's grammar performance and that they had favorable attitudes toward using the flipped classroom strategy in the EFL class.

The findings are consistent with Aşkısoy and Özdamlı (2016), who examined the effect of the flipped classroom approach on students' achievement, motivation, and self-sufficiency and discovered that students in the experimental group outperformed students in the control group; however, in contrast to the current findings, they discovered that students in the experimental group had lower motivation and self-sufficiency than students in the control group.

Bell conducted another study to determine the effect of a flipped classroom instructional technique on high school students' subject comprehension and attitudes about the learning environment (2015). In contrast to the current study's findings, data analysis revealed that, while there were few statistically significant differences in students' responses to a survey about classroom instructional methods, there were no statistically significant differences in the experimental and control groups' test scores.

Conclusion

The purpose of this study was to examine the learning outcomes and language anxiety of two groups of EFL students: experimental students taught in a flipped classroom versus control group students taught in a traditional classroom at the end of the pandemic period of Covid-19 which was a hybrid setting.

The researcher employed a questionnaire, a pre- and a post-test proficiency assessment to assess changes in linguistic achievement and anxiety. When compared to the control group, the flipped classroom led students achieving higher competency test scores. Not only did flipped learners do better academically, but also reported feeling more at ease and experiencing less anxiety throughout the language learning process. Additionally, flipped students were more involved in their assignments and took responsibility for their own learning. Based on the findings of this research, it can be stated that the flipped method is an innovative strategy that may assist EFL students in achieving better levels of language learning success in the pandemic hybrid education period.

The research also demonstrated that this strategy was beneficial in decreasing students' anxiety levels; hence, it can be stated that the flipped classroom teaching style provides students with a tailored education in which their inadequacies are addressed in a non-threatening environment. Furthermore, the autonomous learning condition, in which each student may view the videos as many times as s/he likes and study at her or his own speed, may account for the reduced degree of anxiety.

Statement of Interest

There is no potential conflict of interest.

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Ethical Approval

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