

2024

DEPARTMENT OF ELT

GAZİANTEP ÜNİVERSİTESİ

M.A. THESIS

HAVVA KARAKAŞ

T.C.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**THE IMPACT OF FLIPPED CLASSROOM
INSTRUCTION ON SECONDARY SCHOOL
LEARNERS' LISTENING ACHIEVEMENT AND
LISTENING ANXIETY**

MASTER OF ARTS THESIS

HAVVA KARAKAŞ

GAZİANTEP
JANUARY 2024

T.C.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**THE IMPACT OF FLIPPED CLASSROOM
INSTRUCTION ON SECONDARY SCHOOL
LEARNERS' LISTENING ACHIEVEMENT AND
LISTENING ANXIETY**

MASTER OF ARTS THESIS

HAVVA KARAKAŞ

Supervisor: Prof. Dr. MEHMET BARDAKÇI

GAZIANTEP
JANUARY 2024

APPROVAL OF THE JURY**Student:** Havva KARAKAŞ**University:** Gaziantep University**Graduate School:** Graduate School of Educational Sciences**Department:** English Language Teaching**Thesis Title:** THE IMPACT OF FLIPPED CLASSROOM INSTRUCTION ON SECONDARY SCHOOL LEARNERS' LISTENING ACHIEVEMENT AND LISTENING ANXIETY**Thesis Date:** 30.01.2024

I certify that this thesis satisfies all the requirements as a thesis for the degree of
Master of Arts.

Prof. Dr. Fatma Filiz TILFARLIOĞLU

Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully
adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Prof. Dr. Mehmet BARDAKÇI

Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully
adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Examining Committee

Signature

Members

Prof. Dr. Mehmet BARDAKÇI

.....

Assist. Prof. Dr. Seda SIVACI

.....

Assist. Prof. Dr. Gamze ALMACIOĞLU

.....

Assoc. Prof. Dr. Mahmut KALMAN

Director

RESEARCH ETHICS DECLARATION

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

Signature:

Name: Havva KARAKAŞ

Student ID Number: 212621111005

Date: 30/01/2024

DEDICATION

This one goes to elder Havva who raised me with tales.

For you, grandma.

ACKNOWLEDGEMENTS

If you are grateful, I will certainly give you more.

The Qur'an 14:7

I would like to offer some thanks for visible and invisible contributors of this MA Thesis.

Firstly, I would like to express my gratitude to Allah from the bottom of my heart for granting me to complete this study in spite of all the challenges: beautiful but a peck of trouble.

I am truly grateful to my thesis advisor, Prof. Dr. Mehmet BARDAKÇI who provided me all the guidance, support, and instruction throughout my studies. I greatly benefitted from his experience, which he shared with patience in a modest manner.

I would like to thank Dr. Seda SIVACI and Dr. Gamze ALMACIOĞLU to contribute this thesis with their profound knowledge and constructive recommendations in a kind manner.

My words fall short of expressing my gratitude for my sisters, Tuba TEKELİ and Yeşim GÜRCİ. Without their persuasive words, I would not bear this backbreaking process and this thesis would not be completed for sure. I would like to thank them for their suggestions, criticisms, supports, encouragement and jokes that made me laugh the experience I came through.

Also I would like to thank my friends Hande Melike KUL who helped me put up with the conditions during the hard times and Gamze BAŞKAHRAMAN who always picked up after me in the school I work in currently.

I would like to thank Cennet Rumeysa GÜNDÜZ for her accompany during this process. Getting through this process with her and questioning what we were doing here were a joy.

I wish to express my deepest thanks to my parents Nuran KARAKAŞ and İsmail KARAKAŞ. They supported me throughout the whole process and they always reminded me that I could achieve it.

ÖZET

TERS YÜZ EĞİTİM MODELİNİN ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZCE DİNLEME BECERİLERİNE VE DİNLEME KAYGISINA ETKİSİ

KARAKAŞ, HAVVA

Yüksek Lisans Tezi

Yabancı Diller Ana Bilim Dalı

İngiliz Dili Eğitimi Bölümü

Tez Danışmanı: Prof. Dr. Mehmet BARDAKÇI

30 Ocak-2024, 110 sayfa

Bu çalışmanın amacı Ters Yüz Eğitim Modeli'nin Ortaokul öğrencilerinin İngilizce dinleme becerilerine ve dinleme kaygılarına herhangi bir etkisi olup olmadığını araştırmaktır. Bu çalışma, Gaziantep Şahinbey ilçesinde bulunan bir ortaokulda 44 adet 7.sınıf öğrencisi ile yürütülmüştür. Deney ve kontrol grubu adı altında 22 öğrenciden oluşan iki grup oluşturulmuştur. Çalışmada deneysel araştırma yöntemi kullanılmıştır. Her iki grup için de ön test, son test ve yabancı dil dinleme kaygısı ölçeği kullanılmıştır. Ayrıca, katılımcıların ters yüz eğitim modeli hakkındaki düşüncelerini öğrenebilmek amacıyla deney grubuyla bir odak grup görüşmesi yapılmıştır. Yapılan ön test, son testin ve yabancı dil dinleme kaygısı ölçeğinin amacı, öğretmen merkezli geleneksel öğretim modeli ile ders işleyen kontrol grubu ile sekiz hafta boyunca ters yüz eğitim modeli ile ders işleyen deney grubunun dinleme becerisi ve dinleme kaygısı arasında belirli bir fark olup olmadığını tespit etmektir. Çalışmanın bulguları SPSS 25 analiz programı kullanılarak analiz edilmiştir. Araştırma sonuçları deney grubunun dinleme ön test ve son test sonuçlarının kontrol grubunun test sonuçlarından daha yüksek olduğunu ortaya koymuştur. Ek olarak deney grubunun dinleme kaygısında kontrol grubunun dinleme kaygısına oranla ciddi bir azalma görülmüştür. Deney grubu katılımcıları ile yapılan odak grup görüşmesi sonuçlarında, katılımcıların büyük çoğunluğunun, neredeyse hepsinin, ters yüz eğitim modeline karşı olumlu tutum ve görüşlere sahip olduğu görülmüştür.

Anahtar Kelimeler: Ters yüz eğitim modeli, yabancı dil dinleme kaygısı ölçeği, dinleme becerisi, dinleme kaygısı, geleneksel öğretim

ABSTRACT**THE IMPACT OF FLIPPED CLASSROOM INSTRUCTION ON
SECONDARY SCHOOL LEARNERS' LISTENING ACHIEVEMENT AND
LISTENING ANXIETY**

KARAKAŞ, Havva

M.A. Thesis

Foreign Languages Department

Department of English Language Teaching

Supervisor: Prof. Dr. Mehmet BARDAKÇI

30 January-2024, 110 pages

The purpose of this study was to investigate the use of Flipped Classroom Instruction (FCI/M) on secondary school learners' listening achievement and listening anxiety. Participants included 44 students from a Secondary School in Şahinbey, Gaziantep. Two classes including 7th grade students were examined: one as a control group consisting of 22 students and the other as an experimental group consisting of 22 students. In the study an experimental method of data collection was employed, utilizing pre- and post-listening tests and foreign language listening anxiety scale FLLAS for both groups. In addition, a focused group interview was conducted to collect participants' opinions about FCM. The purpose of the pre and post-tests was to detect whether any statistically remarkable difference existed between the control group, who was practiced by a traditional, teacher-based listening instruction, and the experimental group, who was practiced by Flipped classroom instruction over the course of eight weeks. For analyzing the data obtained from the tests, an independent-sample t-test was employed. The results of the data were analyzed using SPSS 25. Findings pointed out that a statistically significant difference existed between the control and experimental groups and, the students of the experimental group performed better on the listening tests than students of the control group. Also, the decrease of listening anxiety level of experimental group participants was significant. The feedback gathered from the interview showed that the majority of the learners had positive attitudes towards flipped classroom instruction.

Keywords: Flipped classroom model, FLLAS, listening achievement, listening anxiety, traditional teaching.

TABLE OF CONTENTS

Approval of the Jury	i
Research Ethics Declaration	ii
Dedication.....	iii
Acknowledgements	iv
Özet	v
Abstract	vi
List of Tables	x
List of Figures	xi
List of Abbreviations	xii

CHAPTER ONE

INTRODUCTION

1.1. Presentation.....	1
1.2. Statement of the Problem.....	1
1.3. The Purpose and Significance of the Study	3
1.4. Statement of the Research Questions	4
1.5. Limitations of the Study	5
1.6. Assumptions of the Study	5

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Presentation.....	6
2.2. Historical Background of the Methods and Techniques.....	6
2.3. The New Methods and Techniques on Language Teaching.....	9
2.4. Flipped Classroom	10
2.5. Features of Flipped Classroom vs Traditional Classroom.....	12
2.6. Advantages and Disadvantages of Flipped Classroom.....	13

	viii
2.7. Flipped Classroom and Blooms' Taxonomy	14
2.8. Teaching Language Skills Using Flipped Classroom.....	15
2.9. Teaching Listening Skill Using Flipped Classroom Model.....	18
2.10. Anxiety	19
2.10.1. Types of Anxiety.....	20
2.10.1.1. Trait Anxiety	20
2.10.1.2 State Anxiety	20
2.10.1.3. Situation-Specific Anxiety	21
2.10.1.4. Facilitating Anxiety and Debilitating Anxiety	21
2.11. Foreign Language Learning Anxiety.....	22
2.12. Foreign Language Listening Anxiety	22

CHAPTER THREE

METHODOLOGY

3.1. Presentation.....	26
3.2. Research Design	26
3.3. The Subjects.....	26
3.4. Instruments	27
3.4.1. Foreign Language Listening Anxiety Scale (FLLAS).....	28
3.4.2. Multiple Choice and Fill in the Blanks Questions	28
3.4.3. Focused Group Interview	28
3.5. The Treatment.....	29
3.5.1 The Pilot Study	29
3.5.2. Data Collection Procedure	29
3.6. Data Analysis.....	32

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Presentation.....	33
4.2. The Results of the Research Questions.....	33
4.2.1. The Results of the First Research Question	33
4.2.2. The Results of the Second Research Question.....	36
4.2.3. The Results of the Third Research Question.....	43
4.3. Discussion of the Results.....	45

CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

5.1. Presentation.....	48
5.2. Summary of the Study	48
5.3. Suggestions for further Researches and Implications of the Study	51
REFERENCES	53
APPENDICES	63
Appendix 1. Permission from the Directorate of National Education	63
Appendix 2. Permission of Ethical Committee	64
Appendix 3. Voluntary Participation Form	65
Appendix 4. Parent Consent Form.....	67
Appendix 5. Foreign Language Listening Anxiety Scale.....	69
Appendix 6. Pre-Post Test	72
Appendix 7. Focused Group Interview Questions.....	77
Appendix 8. Turkish Transcript of Students's Answers	78
Appendix 9. English Translation of the Students' Turkish Transcript.....	85
Appendix 10. Flipped Classroom Teaching Week 1 and Lesson Plan.....	92
Appendix 11. Flipped Classroom Teaching Week 2 and Lesson Plan.....	93
Appendix 12. Flipped Classroom Teaching Week 3 and Lesson Plan.....	94
Appendix 13. Flipped Classroom Teaching Week 4 and Lesson Plan.....	95
Appendix 14. Flipped Classroom Teaching Week 5 and Lesson Plan.....	96

LIST OF TABLES

Table 1. Demographic Characteristics of Both Groups.....	27
Table 2. Descriptive Statistics of the Groups for the Pre-test – Independent Samples t-test.....	34
Table 3. Descriptive Statistics of Control Group for the Pre and Post-test – Independent Samples t-test	34
Table 4. Descriptive Statistics of Experimental Group for the Pre and Post-test – Independent Samples t-test.....	34
Table 5. Independent-Samples t-Test of Pre-Test	35
Table 6. Descriptive Statistics of the Groups for the Post-test – Independent Samples t-test	35
Table 7. Independent-Samples t-Test of Post-Test.....	36
Table 8. Descriptive Statistics of the Pre-test and Post-test Results of Control Group	37
Table 9. Descriptive Statistics of the Pretest and Post-test Results of Experimental Group.....	39
Table 10. Descriptive Statistics of Paired Samples Statistics – Experimental Group	42
Table 11. Descriptive Statistics of Paired Samples Statistics – Control Group	42
Table 12. Descriptive Statistics of Paired Sample Test – Post Results of FLLAS	42
Table 13. Participant Views of the Flipped Classroom Model	44

LIST OF FIGURES

Figure 1. Difference Between Focus Class Times in the Traditional Classroom and Flipped Classroom	15
---	----



LIST OF ABBREVIATIONS

FCM: Flipped Classroom Model

FCI: Flipped Classroom Instruction

FLLAS: Foreign Language Listening Anxiety Scale



CHAPTER ONE

INTRODUCTION

1.1. Presentation

The introduction chapter consists of the statement of the problem, the purpose and significance of the study, statement of the research questions, limitations of the study and assumptions of the study.

1.2. Statement of the Problem

The fact that the young generation have been grown up with technology and internet exposure leads the educators to find possible and more effective ways to integrate the technology into education. Özkal (2019) stated that the active and widespread use of computers with Internet has changed nearly every area of people's lives, including education specifically. People, especially young people, spend most of their time using technology in various ways. One of them is watching videos. Online resources like YouTube, TED Talks and Educational platforms like Khan Academy and EBA Platform gives opportunity to students to watch target videos out of classroom. Also, Karakas (2018) and Manisaligil (2018) emphasize that YouTube's limitless content permits both teachers and students to reach an infinite number of videos easily. Using the computer applications for language teaching and learning is giving students opportunity to practice the language whenever and wherever they want. Brewer (2018) and Movahedazarhouligh (2018) contribute by

emphasizing the efficacy and efficiency processes that flipped classroom provides by carrying the lecture part outside of the classroom.

Sırakaya (2015) mentions today's modern educational technologies have enabled students to study at their speed, increase their autonomy and communication abilities, boost their motivation and lead them follow an independent learning. Since internet enables teachers to find authentic materials, technology is a very powerful and effective tool for language teachers especially. Authentic examples of the target culture for all language skills make the instructors benefit from technology.

When the literature is examined, different ways of lecturing have been mentioned for language skills. However, since they have been lecture based and teacher-centered in these researches, there are many to be administered via a specific online lecture design. In last years, computer based training gains popularity and a number of studies are conducted on computer based learning. One of the technology supported training/methods is Flipped classroom model (FCM). Because the flipped classroom model is a very new model about fifteen years past, there is curiosity in language teaching field about FCM whether it has any positive effect on language learning. With this regard, the study has the purpose of revealing the link between FCM and learners' listening comprehension and listening anxiety. The link between FCM and EFL learners' listening comprehension and listening anxiety will be examined to figure out if FCM has an effect, ideally positive, on listening skill and listening anxiety.

1.3. The Purpose and Significance of the Study

Ervin (2019) stated that education changes along with the society. The methods and practices used in education have changed dramatically throughout the centuries with the change of societies. With the beginning of 2000s computer and Internet Technologies have become the big part of our daily routine lives.

Technology and internet exposure leads the educators to find possible and more effective ways to integrate the technology into education. This directs educators to create new teaching models equipped with Internet Technologies. One of them is FCM. The flipped classroom model is a pretty new concept to search about. "Origination stories differ, but most credit Jonathan Bergmann and Aaron

Sams, high school chemistry teachers from Colorado, who began using recorded lectures in 2006” (Garza, 2014, p.8). Since it has had about only fifteen years past, more research should be conducted to know the model better and its effect on language teaching. In last years, effects of flipped classroom on major skills are begun to be searched. When the existing literature is examined, it can be realized that reading skill from receptive skills and writing from productive skills have been favored to conduct studies because of the convenience of implementation. Samiei and Ebadi’s (2021) research, Keskin’s (2023) and Roohani, Ali, Rad, Shafiee’s (2022) studies showed the effectiveness and convenience of implementing flipped classroom model on reading and writing skills. Also, when the conducted studies have been analyzed, it can be easily detected that the studies directly focused on the impact of flipped classroom on listening skill are rarely studied. Even, there is no study concerning the effect of Flipped classroom instruction on listening anxiety. That’s why supporting and filling this gap on this area will contribute the field. Second, because of the internet age in which it is lived, combining the current teaching methods and techniques with online and internet-computer based teaching will help educators to catch up with the times. Generation z growing up with the technology got used to technological devices, online applications and their convenience. Since the students from their little ages use technology and internet for watching videos, doing homework and especially sharing knowledge, they know that they can get the needed knowledge via online learning tools and applications. “Khan Academy, Coursera, TED talks, and even YouTube are online resources associated with the flipped classroom, providing access to recorded lectures, instructional videos, and sometimes other interactive elements for teaching and learning” (Garza, 2014, p.8).

Also, it is generally claimed that modern methods and techniques are difficult to implement on crowded classes. Kasimi and Hangisi (2021) in their study found out that overcrowded classes are a big problem and teachers, unfortunately, do not have enough time to communicate each and every student in the classroom. However; because of Flipped Classroom Instruction’s nature, it enables language teachers and educators to use their classroom time to conduct more productive activities and spare time for each and every student.

Therefore, for catching the age of internet, getting use of it in educational settings and identifying its effects on listening sub-skills and listening anxiety, more research are needed to conduct on FCM and this has led the present study.

1.4. Statement of the Research Questions

The current study takes the advantage of technology by applying a flipped classroom model to teach listening comprehension and listening sub-skills through online videos and detect students listening anxiety levels in use of flipped classroom instruction. When the concerning literature is examined, it can be easily realized that in most researches, traditional lecturing have mentioned and studied for listening comprehension and listening anxiety. However, since they are lecture based in the classroom and teacher-centered in many researches, there are many needed to be administered compatible with the age of Internet. Also, when the skills practiced with flipped classroom model are analyzed, it is realized that the researches targeting the impact of flipped classroom model on listening sub-skills are rare but there is no ample research concerning the effect of flipped classroom on listening anxiety. Considering that, it is determined that there is no adequate number of studies on the effect of flipped classroom model on listening comprehension (listening achievement) and listening anxiety in the foreign language field. At this point, this research will focus on these three research questions. The concerned three questions can be listed as:

1. Is there a difference between the listening achievement of learners who received flipped classroom instruction and those who were taught in a traditional way?
2. Does flipped classroom instruction make contribution to the development of EFL learners' listening comprehension and reducing listening anxiety?
3. What are students' overall opinions and perceptions of the flipped classroom instruction?

1.5. Limitations of the Study

The first limitation of the study is that the study will give some thought to impact of Flipped Classroom Model on listening achievement and listening anxiety. Because the study will specifically analyze the effect of Flipped Classroom Model on listening achievement and listening anxiety, the results obtained from the current study cannot be generalized to other three main language skills; reading, speaking and writing.

Next, the study will be conducted on a secondary school in Gaziantep, Turkey. The subject group of the study is secondary school students who take four hours of English lessons per week. Results can vary from schools to schools according to the amount of English lesson hours learners take in a week and learners background.

1.6. Assumptions of the Study

First, for creating a positive and ease atmosphere the instructions were given in learners' native language. Second assumption is that a stress-free environment was mapped out to eliminate stressful factors.

This was managed by making the learners attend the study willingly. Before the study, the learners were guaranteed that they were given the chance to reject being a participant of the study or quit at any time that they desired. Learners were told that the results of the study would have no effect on their lesson-school grades. By this way, two classes were chosen as control group and experimental group. Based on the above reasons, the researcher assumes that the participants in the study have answered the questions in the scales and in the tests sincerely and seriously.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Presentation

This chapter investigates the literature on historical background of the traditional methods, the new methods and techniques on language teaching, FCM, features of Flipped Classroom vs. Traditional Classroom, Flipped Classroom and Bloom's Taxonomy, teaching skills using FCM, teaching listening skill using FCM, anxiety, language learning anxiety and particularly foreign language listening anxiety.

2.2. Historical Background of the Methods and Techniques

It is seen useful to describe main difference between the method and technique terms even though they are related, before getting started directly with giving the historical background of the methods and techniques. According to Tahir (2012) the learning method can be simplified as an inseparable part of teaching environment with a systematic order based on a specific approach to reach the objectives. That is to say, "It is the coherent set of links between the actions of a teacher in a classroom and the thoughts that underlie the actions" (Larsen-Freeman, 2001, p.88). On the other hand, the word technique is defined as a special way used in teaching of a specific educational activity by Bilen (1996, p.55). Techniques are the actions as Larsen-Freeman defines that are taken place in the classroom. After choosing the method, the technique is selected to suit best to the method.

Towards the end of 18th century with the emergence of GTM which is also called Classical method because it was used in teaching classical languages at first, using methods for language teaching was begun to be widespread. “The foundation of this method called GTM was an effort to teach grammar and translation and achieve the objective of languages so that the learners gain some knowledge about foreign languages after studying a number of grammatical rules. The learner applies the knowledge and the text is interpreted easily” (Durrani, 2016, p.168). GTM was followed by a concept that students can learn their own language well by writing and speaking better with the help of target language.

It was also hoped that through the study of the grammar of the target language students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better (Larsen-Freeman, 2001, p.32).

The Purpose of using GTM was to prepare learners for their standardized exam (Howatt, 1984). GTM taking deductive teaching of the language into center stage has perceived the learners as the passive receivers of the information and instructors have been the strict authoritarian transmitter of the knowledge.

In 1920’s as a reaction of GTM since it has been poor in terms of preparing the students for real life, another method which is Direct Method was born. Direct Method supports the idea that language is learnt for communication. “Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique” (Stern, 1983, pp. 182-183). The Direct Method has been seen very effective in that “provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign tongue, particularly at the early stages” (Rivers, 1968, p.20). On the contrary of GTM, inductive teaching is favored and vocabulary is emphasized over grammar in Direct Method. Also, In terms of learners and teachers’ role, there is a difference drawing attention. In Direct Method, teachers initiate the activity and direct the students. Students are less passive than GTM, but they are not still active, and they are like partners with their instructors. It has been realized that Direct Method can be successful only if the learners have excessive amount of target

language exposure. Because in EFL settings the exposure that the students have is limited, Direct Method resulted in fluency with no accuracy.

With the learning theory Behaviorism was established by Skinner, habit formation term was involved in our lives. As Behaviorism supports people are born with empty minds (blank sheets), so conditioning and learning are done through repetitions and certain drills. “Ninety-nine hundredths or, possibly, nine hundred and ninety-nine thousandths of our activity is purely automatic and habitual, from our rising in the morning to our lying down each night” (James, 1899, pp. 65-66). As people repeat a behavior, it creates a habit. In the view of this information, Audio Lingual Method (ALM) was born. ALM supports overlearning the target language. That is to say, using the target language without stopping to think like a habit is the main purpose of the method. While instructors who were seen as an orchestra leader should be a good model of the target language, students were supposed to be the imitators of the model. On the other hand, like Direct Method, ALM also says every language has its own system, so the use of native language ought not to be allowed in the classroom.

“Somewhere in late 1950s and 60s, Noam Chomsky, one of the greatest Linguists of all time, actually demonstrated that language is more complex than how it was perceived” (Pandya, 2017, p.5). Just the opposite of what Skinner explains, Chomsky who takes the Cognitive Psychology as the basis identified that the language learning is not habit formation but rule formation. In the view of Chomsky’s this information, in 1960-1970’s Caleb Gattegno developed the Silent Method. Silent Method favors the idea that learners born with Language Acquisition Device (LAD) that is the natural inner ability of people for learning languages can induce the rules from samples and they can transfer their knowledge from known to unknown. Therefore, learners are responsible for their own learning. Since Silent Method perceives that the learners have their own inner criteria to improve themselves and express on language learning, it can be said that the Silent Method is the first method taking learners’ feelings and thoughts into consideration.

In 1970s lack of affective considerations in both behaviorist and cognitive methods created a reaction developing Humanistic methods. The features like concentration, innate ability and capacity that all learners are presumed to have become more of issues. Silent Method, Community Language Learning, Total

Physical Response, and Communicative Language Teaching, Suggestopedia and Task Based Language Teaching are humanistic methods for language teaching. These humanistic methods, even though they differ in terms of techniques they used, they have common principles on respecting learners' feelings, peer support, peer and self-evaluation, seeing teacher as a facilitator, being autonomous, supporting interaction and communication in the learning environment. They are based on the idea that the human beings have great potential and the aim is to help students know how to control their learning processes and encouraging them to use their emotions, awareness and intellect.

2.3. The New Methods and Techniques on Language Teaching

The methods and practices used in education have adjusted dramatically throughout the centuries (Ervin, 2019). With the beginning of 2000s computer and Internet Technologies have become the big part of our lives. Technology and internet exposure leads the educators to find possible and more effective ways to integrate the technology into education. This directs educators to create new teaching models equipped with Internet Technologies.

One of these new models is Computer-Assisted Language Learning (CALL). "Computer-assisted language learning (CALL) covers different topics concerning pedagogical design and educational innovations and is an important field in language education" (Beatty, 2013). Another definition defines CALL as "learners learning language in any context with, through, and around computer technologies" (Egbert, 2005, p. 4). It can be deduced from the definition that CALL removes the formal setting and formal learning restriction. Learners can reach the needed learning material when and where they want. The main aim of CALL is to find ways to use technologies in language education alternatively.

Another method is Web-based instruction. "With the simplest definition, web-based education is a hypermedia-based learning program that uses resources on www to create a meaningful learning environment where learning is encouraged and supported" (Dogru, 2020, p.630). When the definition by Dogru (2020) is read, web-based instruction and Computer Assisted Language Learning can be seen as same. "As well as web-based education is similar to computer-based education to some

extent, the difference is that web-based instruction is done via the internet, using a web browser or other tools” (Dogru, 2020, p.630). Of course the web-based instruction can create environments that the classic class environment cannot provide.

Last model needs to be spoken is blended learning. “Blended learning is an integration of face-to-face and online learning experiences” (Garrison, Kanuka, 2004, p.99). That’s why Blended Learning is also called Hybrid learning. In a BL model, compulsory lessons are taught in classroom, but all other components of education are held on the Internet as online. Of course it creates some advantages. Brown (2003) contributes it with saying BL supplies some benefits such as location convenience, motivation and effective time use.

BL has other models mostly used. Face to face driver model, Enriched Virtual model and Flipped Classroom model are other types of BL. They are similar to each other with having some differences in practice. Face to face driver model is pretty similar to the classic classroom structure. In this type of Blended Learning, learning happens online by logging into webinars or meeting sessions like an EBA or a Zoom meeting. Homework is assigned after the session has completed. Enriched Virtual model is, as Quigley (2019) depicts, an alternative online training permitting students to complete the homework as online. As the definition suggests Enriched Virtual model is more flexible in terms of letting students be more autonomous, to learn at their own pace and take the responsibility of their own learning. Last type of BL, which is FCM is the one mostly heard probably among others. “In the FCM, the main lesson topic is exchanged outside the classroom, and students are allowed to understand specific aspects through its context and relating general concepts to different situations” (Gilboy, Heinerichs, & Pazzaglia, 2015). By introducing the topics outside of the classroom online, it provides opportunities teachers and students to deal with the activities and practice the active learning in the classroom.

2.4. Flipped Classroom

Flipped Learning is a type of Blended Learning. “Origination stories differ, but most credit Jonathan Bergmann and Aaron Sams, high school chemistry teachers from Colorado, who began using recorded lectures in 2006” (Garza, 2014, p.8).

Bergmann and Sams, in their book named “Flip your Classroom” define the process which leads them to create Flipped Classroom. They both started teaching at Woodland Park High School in Woodland Park, a relatively rural school in Colorado. The first problem they noticed is that some students miss a great amount of school because the students engage in sports and activities. Another, students spend lots of time on buses traveling to and from the school and the events. Therefore, students missed the classes and had difficulty to catch up the lesson.

“And then one day our world changed.” says Bergmann and Sams (2012). Aeron showed Jonathan an article about a kind of software recording a slide show, including voice and any information you desire, and then converting the recording into a video record. They internalized the idea and in 2007, they started to record their lessons and posted them online for their students. The students who do not attend the lessons physically liked the recordings and had a chance to learn the topics, contents they missed. However, Aeron’s one observation changed the way that they flipped the lesson.

“The time when students really need me physically present is when they get stuck and need my individual help. They don’t need me there in the room with them to yak at them and give them content; they can receive content on their own.” He then asked this question: “What if we prerecorded all of our lectures, students viewed the video as „homework,” and then we used the entire class period to help students with the concepts they don’t understand?” (Bergmann, Sams, 2012, p.5). This suggestion put the flipped classroom into the final form.

So, the basic logic behind FCM is to reverse the lesson format by carrying the lecture part out of the classroom, and using the class time for activities and exercises (Enfield, 2013). It reverses the classic traditional learning atmosphere. That is to say, the main topic or content is introduced and taught the learners outside of the classroom by making them watch online videos and films or listen to recordings. On the other hand, activities and exercises are implemented in the classroom.

Of course the flipped classroom favors the effective class time for successful implementation of the model. For achieving success with flipped classroom not only out of class lectures which are recorded lessons but also activities and exercises done inside of the classroom should be planned and implemented affectingly. “Since

students are enabled to learn lesson content outside the classroom, more time is allocated for engaging in practical and productive learning activities in the classroom” (Fulton, 2012).

2.5. Features of Flipped Classroom vs Traditional Classroom

As previously mentioned it can be said that flipped classroom is in a way of opposite of traditional classroom in terms of teaching a lesson. That’s why in this part there will be no explanation about the teaching process but a comparison of flipped classroom and traditional classroom concerning the titles “Environment, Teacher’s Role, Student’s Role and Teaching Tools” as Abdel-Fattah states (2017).

In a traditional classroom, lectures are given in the classroom, practices and exercises are assigned as homework for outside of the classroom. In classic settings, teachers represent the authority. They are the source of the information, responsible for giving the lecture and answering students’ questions. On the other hand, students are listening to the lecture in the classroom and get their extra activities as homework for doing outside of the classroom. For teaching tools, boards, smart boards, projectors can be listed.

In flipped classroom model, videos, PowerPoint Slides, recordings and quizzes are provided students for outside of the classroom. However, inside of the classroom is full of activities, answering questions, practicing and problem solving. In this model, teachers act as a guide, supervisor, developer and researcher. Students, also, can engage in higher level thinking and critical thinking skills since they have a chance to be autonomous learners by taking the responsible of their own learning. Teaching tools can be said abound in diversity. All type of social media programs, WhatsApp, Facebook, Instagram, Twitter, YouTube, web.2.0 tools, Gmail, Yahoo, Mail, Khan Academy, EBA, Prezi, PowToon etc.

2.6. Advantages and Disadvantages of Flipped Classroom

As FCM is a relatively recent model began to be used, advantages and challenges of it needed to be mentioned.

In traditional classrooms learners are supposed to follow the lesson instantly while teachers saying it. They can miss some important parts because they are trying to understand the target topic. “The application of video and other prerecorded media, by contrast, puts courses under the control of students: they can watch, rewind, and fast-forward as necessary” (2014, p.18). With the help of pre-recorded lesson materials, students can have the chance of revise the topic that they miss at school. Another advantage, FCM can provide time efficiency. By sparing the class time for checking students comprehension and help them to produce something with the help of their teachers, the class time can be used more active and effectively for production. “Since students are provided all lectures as homework (to be studied outside of class), valuable class time is freed up and may be dedicated to student-centered learning activities such as discussion, feedback, hands-on activities, etc” (Akçayır, 2018, p.340). Other can be said that FCM can reduce anxiety levels of students. Even though peer learning is something beneficial and supportive for learners, students may be feel humiliated when they cannot comprehend or have difficulty in the required content. By carrying the lecturing part at home, FCM can remove this problem. Teo, Tan, Yan, Teo and Yeo (2014), in their study, found that FCM provokes less anxiety on learners. Their study revealed that students experienced less anxiety about “the complex practical steps and setup, and subsequently, improved work efficiency”.

There are also some challenges of FCM. As first, learners can attend the classroom without preparing the target lesson. In the study conducted by Al Zahrani (2015), students mentioned “not being adequately prepared for this strategy, that the flipped classroom required more effort than conventional lecture-based classes. (Al-Zahrani, 2015, p.1143). In order to avoid this situation, they need clear guidelines regarding how they should use their pre-class time and course materials. (Akçayır, 2018, p.341). Lack of technological support can be added as the next disadvantage of FCM. As its nature suggests, FCM requires access to technology to follow the lesson and shared materials. Without technological support, FCM cannot reach its goal. Shi-Chun, Ze-Tian, and Yi (2014) contributed this issue by saying “students in poor areas may not have the ability to possess the computers and the Internet that the flipped classroom requires. Students who have not personal computers or network would be forced to use public computers or network at a library or an internet café” (Chun, et

al, 2014). When it is looked from teachers' perspective, higher workload can be included as another challenge of FCM. Since FCM requires preparation both before the class time by arranging lecture videos and during the lesson by supporting learners, it can burden extra workload to teachers. Therefore, "this method results in more work for the instructors, and relies on last minute class preparation in order to include student comments or find materials that are responsive to the needs students identify in their journals" (Sage & Sele, 2015, p.13).

As everything has its nature, FCM also has positive and negative points. However, since FCM is a partly recent concept to search about, more researches are needed to broaden and understand the pros and cons of FCM.

2.7. Flipped Classroom and Bloom's Taxonomy

When the Bloom's revised taxonomy (Anderson & Kratwohl, 2001) which describes human cognition under six major levels, remembering, understanding, application, analysis, evaluation and creativity, is analyzed in terms of traditional and flipped classroom domain, a different scheme of teaching lesson stands out.

The first level, which is remembering in the taxonomy consists of recalling the given content and acquisition of knowledge. The second, understanding, level is comprehension level and it includes the apprehension of what is being taught. The applying level which is the last level before moving on the upper levels refers to the use of the learnt content. Students use the information they learnt to solve problems in different contexts and situations. Analyzing level follows the applying level. In this level, students are supposed to identify components by comparing, contrasting, distinguishing, and examining the information with the previously learnt one. (Armstrong, 2010) The next level is evaluating level. This level includes creativity and imagination of students. By using the knowledge that they acquired, students are supposed to argue, defend, support, and evaluate their opinion. The top level of the taxonomy is creating level. In this level, students are expected to put learnt knowledge together to create a new whole to have a different structure. (Armstrong, 2010)

In traditional classroom settings, students are introduced the new content for the first time in the classroom. Since in traditional classrooms, most of the class time

is devoted to lecturing where students are often passive but teachers are more active, it can be referred that mostly the lower levels of Bloom's taxonomy, first and second, are included in the lecturing process. However, the upper levels of the taxonomy are given as homework for outside of the classroom. As its nature suggests in Flipped Classroom, on the other hand, the lower levels, remembering and understanding levels, are taught via video lectures outside of the classroom. By this way classroom time is allocated for upper cognitive levels of taxonomy.

The following figure demonstrates the difference clearly between traditional and Flipped Classroom Instruction in terms of Bloom's taxonomy:

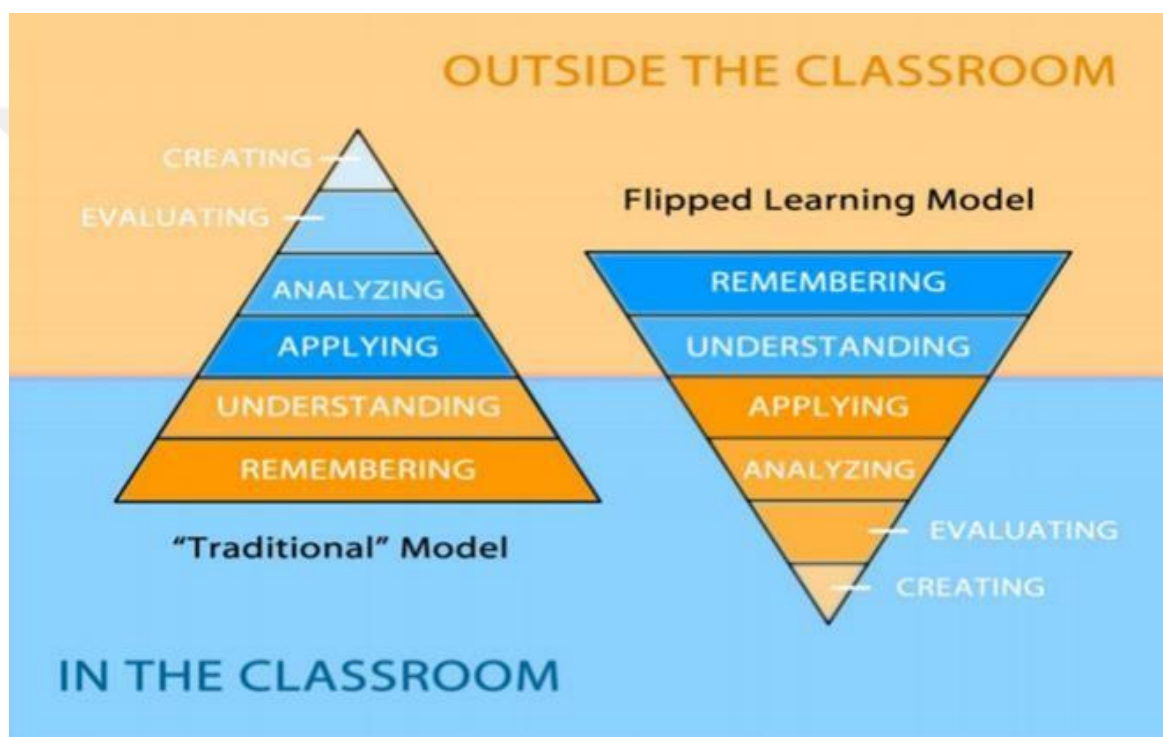


Figure 1. *Difference between centers in the traditional classroom and flipped classroom* (Talbert, 2019).

2.8. Teaching Language Skills Using Flipped Classroom

"It is a well-known fact that language acquisition requires time, patience, and practice; thus, EFL classroom students should be able to engage in as many activities as possible to attain a better learning goal" (Turan & Akdag-Cimen, 2019, p.2). Therefore, only in-class time is not enough for acquiring a language with all components it has. Especially when the only practice done outside of the classroom is doing the mechanical exercises and activities, the importance of the time spent in the classroom is increasing for sure. FCM, thanks to its nature, gives instructors to

use the classroom time equipped with activities and practice affectively. “Applying a flipped classroom technology approach is likely to present additional valuable outcomes in the process of learning and learning environments. It has a huge instructional effect for both instructors and learners” (Kawinkoonlasate, 2019, p.31).

Expanding the scope with other language skills, reading, listening, speaking and writing, can also be a very comprehensible indicator of detecting the impact of FCM on language learning area. Studies and researches investigating the effect of FCM on education and, specifically language skills show the positive contribution of FCM on teaching and learning. “FCM has been increasingly studied in many disciplines and a growing body of research indicated that the FCM has positively affected students’ learning performances” (Çakıroğlu & Öztürk, 2017; Liu, Sands-Meyer, & Audran, 2019).

Fatemeh Samiei and Saman Ebadi (2021) from Razi University of Iran studied EFL learners’ inferential reading comprehension skills by implementing a flipped classroom. They used a mixed-method approach with a T-test and one-way repeated measures ANOVA for analyzing the quantitative data. The results revealed that the EFL learners had mainly positive attitudes towards the effectiveness of this modern approach in improving their reading comprehension skills. In the study, it is discussed that “The pedagogical implications of using WebQuest-based flipped instruction as an efficient and effective alternative to traditional classroom practice” (Samiei & Ebadi, 2021, p.1).

Another fresh study conducted by Fahmi, Friatin and Irianti (2020) concerning the FCM on learners’ reading comprehension figured out that “the students viewed that flipped classroom as a fun learning model, which helped them become a more active learners, and help them overcome their shortcomings” (Fahmi, Friatin and Irianti, 2020, p.77). Also, the data gathered from the questionnaire showed that the most of the students concurred that in the flipped classroom model, they benefited from the use of technology (Fahmi, Friatin and Irianti, 2020).

The study of Abaeian and Samadi is also a contributor of FCM on learners reading comprehension. Their study named “The Effect of Flipped Classroom on Iranian EFL Learners’ L2 Reading Comprehension: Focusing on Different Proficiency Levels”, displayed that teaching the lesson with flipped classroom

instruction had a significant effect on intermediate and upper-intermediate EFL students' reading comprehension (Abaeinan & Samadi, 2016).

The effect of FCM on writing skill, one of the important component of language learning, has been also investigated by some researchers. Güvenç (2018) in her study targeting the effect of FCM on teaching writing stated that

Flipped classroom is a promising, innovative and viable technology both for enhancing students' learning experiences by reversing the design of a classroom and for instructors' development of their own awareness in the classroom, what works, what does not and why, and what alternatives are convenient in their particular teaching practices (Güvenç, 2029, p.431).

In order to achieve this, she designed a 13-week plan. Data were collected from a C-level (CEFR: B2-C1) Reading & Writing class. (In an English Language Preparatory School). For collecting the data, self-reflections of students, observational notes of teachers and a final student survey were used.

In another study by Afrilyasanti, Cahyono and Astuti (2016) searching the efficacy of FCM on writing ability of EFL learners figured out that there is a significant difference on the students' post-test score between the experimental and control groups. The result of this study also supports the previous study conducted by (Leis, Cooke & Tohei, 2015). Their study investigating the effect of FCM on English composition writing showed that the students taught with studying with the flipped classroom instruction produced more words in their compositions (Leis, Cooke & Tohei, 2015).

As for speaking skill, a research from Phoeun, Marady; Sengsri, Supanee (2021) investigating whether a flipped classroom with Communicative Language Teaching (CLT) approach can lead students to increased gains in speaking skills obtained the result that "the participants not only enhanced their speaking ability but also changed their attitude toward learning English". In this regard, it can be inferred that "the flipped instruction with the CLT activities were effective in improving the participants' speaking ability which significantly contributed to better learning outcomes" (Phoeun, Marady; Sengsri & Supanee, 2021, p.1025).

On the other hand, in terms of identifying the efficacy of FCM on speaking skill, there are some studies contradicting the positive findings of studies above explained. Al-Ghamdi and Bargi (2017) did a research. They explored the

Application of Flipped Classrooms on EFL Saudi Students' Speaking Skill. Their finding was “that the FC did not sufficiently enhance the experimental group’s speaking skill to cause a statistical significance in comparison to the controlled group even though students held a positive attitude toward the FC experiment and the used instructional videos” (Al-Ghamdi and Bargi, 2017, p.29).

Another new study by Sudarmaji, Anwar and Mulyana (2021) aiming to examine the impact of implementing FCM on students’ speaking skills revealed “that the fully online flipped classroom model not only engage them with the English material but also significantly improved their speaking performance. Furthermore, the students were become more confident to speak in English during the class session”(Sudarmaji, Anwar and Mulyana, 2021, p.188).

In brief, even though FCM is a relatively recent concept in language teaching, there are many researches and studies conducted to explore the effect of FCM on language skills and for demonstrating its effect, there are many needed to be conducted.

2.9. Teaching Listening Skill Using Flipped Classroom Model

Listening skill is one of the most demanding skills in language acquisition. As Osada (2004) states

Listening is a complex skill requiring comprehension and adjusting information that is heard with prior knowledge. “Among the four key skills in English – writing, speaking, reading and listening – the ability to listen well, which is the focus of this paper, is very important because it can help improve other skills significantly (Darti & Asmawati, 2017, p.60).

Since listening is a relatively difficult skill to be acquired and practiced by learners, it can be said that doing researchers targeting the effect of FCM on listening skill may be less in terms of number. However, there are some researches on the effect of FCM on listening in last years. One of these researches is from Sarani, Behtash, and Arani (2014). Their study revealed that that the use of videos improved listening comprehension skill. The study conducted by Shahani, Chalak and Tabrizi (2022) showed that “the learners who experienced a flipped teaching method (via Google Classroom) significantly performed better than the traditional group in the

post-test of listening comprehension.” Besides, the results also displayed that “critical thinking instructions through flipped teaching could significantly develop the learners’ listening comprehension ability” (Shahani, Chalak & Tabrizi, 2022, p.244).

These findings are in line with the results of Etemadfar, Soozandehfar and Namaziandost (2020) study. The results of their study showed a significant difference in learning English listening comprehension and critical thinking between experimental and control groups in favor of the experimental group. Also, “the results clearly demonstrate not only that the students felt confident and able to learn listening comprehension at home alone, but also, they were willing to continue to do so after the study” (Etemadfar, Soozandehfar and Namaziandost, 2020, p.15).

The results of this study are consistent with Ahmad (2016) who investigated the effect of flipped classroom to develop learners listening comprehension. In the study, “it was concluded that the flipped classroom had a significant effect on the listening comprehension of Egyptian EFL students” (Ahmad, 2016, p.166).

In the light of the studies and researches depicted above, it can be stated that language teachers and instructors can benefit from flipped classroom instruction to enhance the learners’ listening comprehension ability.

2.10. Anxiety

Anxiety is a concept that has a significant effect on language learning. That’s why, a number of researchers have been studied concerning anxiety. There are many different definitions of anxiety from different perspectives. In the most known definition by Spielberger, (1983) anxiety is the subjective feeling of tension, apprehension, nervousness and worry, which is associated with an arousal of the autonomic nervous system. In medical definitions are examined, it can be realized that anxiety is defined as an emotion carrying fear, restraint and uneasiness. On the other hand, Brown (1994) defines it as anxiety is the feelings of frustration, apprehension, uneasiness, and self-doubt. Barlow describes it as (2002) “anxiety is an uncontrollable, diffuse, unpleasant, and persistent state of negative affect, characterized by apprehensive anticipation regarding unpredictable and unavoidable future danger, and accompanied by physiological symptoms of tension and a

constant state of heightened vigilance”. In another definition, “anxiety is defined as an intense feeling of unease, worry, and fear” (What Is Anxiety? - Definition, Symptoms & Causes, 2013). It is pretty normal to feel anxiety when encountered with a challenging situation. However, there are some types of anxiety occurring without need of a worrisome condition.

2.10.1. Types of Anxiety

Anxiety was classified into three categories by MacIntyre and Gardner (1991), which are trait anxiety, state anxiety, and situation-specific anxiety. These three anxiety types have been defined below briefly.

2.10.1.1. Trait Anxiety

Trait anxiety, as the name suggests, is the type of anxiety related to individual's personal characteristic. This type of anxiety is associated with already established personal behaviors (Peng, Xiao, Yang, We & Miao, 2014). According to Spielberger (1983), trait anxiety is “an individual's likelihood of becoming anxious in any situation”. That is to say, individuals having trait anxiety in their personal character, without encountering any anxiety provoking conditions they may perceive some situations anxiety provoking unlike other people.

2.10.1.2 State Anxiety

State anxiety, on the contrary, is not characteristic bounded. It is situation generated and momentary generally. Sabbah (2018) asserts that that state anxiety is temporary and arises upon unusual situations. While trait anxiety is related to the general likelihood to become anxious, SA appears when a negative situation happens in the learning atmosphere (Brown, 2000). “In other words, it is a transient anxiety, an unpleasant emotional temporary state, a response to a particular anxiety-provoking stimulus such as an important test” (Spielberger, 1983, cited in Wang, 2005, p.13, and cited in Tanveer, 2007, p.4).

2.10.1.3. Situation-Specific Anxiety

The third anxiety notion is situation-specific anxiety. According to MacIntyre and Gardner state anxiety transforms situation - specific anxiety SSA due to the repetition (MacIntyre & Gardner, 1989). In other words, if a person feels the same emotions repeatedly on the same occasion again and again, it turns into SSA. Also

the anxiety occurring in that condition is particular to a situation, and it repeats. That is a person is not anxious in character, that person only shows anxiety in specific situations. Speaking in front of people, doing an exam or working on some tasks can be the example situations for SSA. A person can feel intense anxiety in one of the example situations given the previous sentence, but when the irritating situation ends or the person goes away from that situation, the anxiety feeling can disappear.

2.10.1.4. Facilitating Anxiety and Debilitating Anxiety

As for the foreign language learning anxiety, the situation differs. Among three anxiety types explained above, none of them is directly related to foreign language learning anxiety. At this point, two new terms come to the fore, which are facilitating and debilitating anxiety. These two types of anxiety are contrary to each other. Facilitating anxiety enhances language learning performance, but debilitating anxiety is related to poor language learning performance. It is believed that anxiety is something harmful to becloud learning process. However; if it is set in a satisfactory level, even it can be helpful. Eysenck (1979) depicts facilitating anxiety by accounting for learners' putting increased amounts of effort into learning or performance when they are anxious, which leads to success.

However, although a certain level of anxiety may be beneficial, too much anxiety can become debilitating: it motivates the learner to "flee" the new learning task; and stimulates the individual emotionally to adopt avoidance behavior which may lead to avoidance of work and inefficient work performance (Scovel, 1978, cited in Zheng, 2008, p.2; Scovel, 1991, cited in Tanveer, 2007, p.11).

Consequently, FA and DA exist in learners at the same time. While the former provokes learning, the latter causes the student to be warned about the facts around (Scovel, 1978).

2.11. Foreign Language Learning Anxiety

As anxiety affects mostly every field, foreign language learning field is also affected by this term. It is one of the most important elements playing a role in learning. Many studies show that anxiety has a negative effect on language learning and is also a big role affecting foreign language achievement (Wei, 2022). "According to Horwitz et al. (1986, p.128) foreign language anxiety is a distinct

complex of self-perceptions, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process” (1986, p.128). Learners encountering another language that they do not understand at the first place may prone to feel anxious. For the most learners, learning a new language is an uneasy and worrying experience. Learners have an anxious reaction during the complex tasks because they have the feeling of lack of necessary skills to complete them successfully (Brown, 1994). “Individuals who are anxious about foreign languages are afraid to be corrected by their teachers and humiliated in front of their friends if they make mistakes in the new language they have been learning in the classroom; and they think that there may be social pressure on them” (Öner and Gedikoğlu, 2007). Despite the conflicting exceptions, it is clear that students experience a considerable amount of foreign language anxiety in their classes (Kılıç, 2007, p.18). As Philipps (1994) states Negative emotions reactions, negative behaviors, and discouragement toward foreign language studies are noticed in a language classroom where there is a high level of foreign language learning anxiety. In a study conducted at a school in London with English learners, Dewaele and Thirtle (2009) students were given two options, “either to continue or drop out of foreign language learning. The research showed that students who choose to give up foreign language learning were those who had severe foreign language learning anxiety (Wei, 2022). This study may be one of the clear examples of how foreign language learning anxiety may block the learning process.

2.12. Foreign Language Listening Anxiety

MacIntyre and Gardner (1994) have stated that language learners feel anxious or worried during the foreign language learning, and this feeling is correlated with speaking, listening, and learning in foreign language learning contexts. Even though several researches on language anxiety have revealed that “speaking skill provokes the most anxiety, listening comprehension anxiety has also been considered as a problematic area for EFL learners” (Young, 1992, p.14). “Considering the use of skills in the communication process, it is emphasized that listening covers 40% of it while speaking, reading, and writing cover 35%, 16%, and 9%, respectively” (Burley-Allen, 1995). This can show how listening behaves as a source of other four skills. Tompkins (1998) states that when the time spent for listening is compared the

other three skills, the time only for listening equals to the total time spent on other three skills, which it proves the importance of listening in language acquisition.

In spite of the detected importance of listening skill, listening is one of the neglected skills in Turkish national education system because of implementation challenges when it is compared to reading skill. That some areas of the language are neglected may mean that the learners may see these neglected areas less in the classroom. Unfamiliar things can create anxiety especially when it is a challenging skill to achieve, which it may cause listening anxiety. There may be many reasons for listening anxiety in the classroom.

Listening anxiety usually arises in situations where students undertake a challenging or unfamiliar listening task; while they continue to have difficulty in hearing and understanding words, to misinterpret the sounds s/he hears, or to make incorrect inferences, the level of anxiety keeps increasing (Melanlıoğlu, Katrancı, 2022, p. 279).

Elkhafaifi (2005) contributes this issue by saying that “listening anxiety pervasively exists in doing L2 listening tasks mainly because of the variables such as unintelligibility, perceived difficulty, unfamiliarity of tasks, and fear of failure in comprehension”.

Listening anxiety is important because studies that have been conducted found that anxiety inhibits listening comprehension process and cause serious problems for EFL learners. That’s why, dwelling on reasons of listening anxiety may be crucial for improving listening comprehension of learners.

Many studies have been conducted to identify the causes of listening anxiety among EFL learners. Some variables are seen associated with listening anxiety. Moghadam, Ghanizadeh and Akbari (2015) have stated that “students’ performance, achievement, proficiency and other variables are associated with anxiety in relation to listening comprehension”. With respect to learner achievement and proficiency, being humiliated in the classroom, fear of failure may trigger listening anxiety. Scarcella and Oxford (1992) explained that one of the reasons of listening anxiety can be difficulty of listening tasks and lack of English knowledge. In addition to learner related reasons, listening anxiety may be uncovered by other context related reasons. On this point Gonen (2009) obtained that “causes such as speed of speech, lack of clarity, characteristics of the listening text and lack of visualization lead to listening comprehension anxiety”. Kim (2000) also contributed by adding that “text

characteristics, personal characteristics and process-related characteristics were the main reasons of listening comprehension anxiety”.

A research conducted by Vogely (1998) aimed to find and represent the sources of listening comprehension anxiety reported by foreign language students. In her study, four categories, which are listening comprehension input, process related factors, instructional factors and personal factors were formed to separate and group the reasons. Under the category of “listening comprehension input; nature of the speech (28%), level of difficulty (11%), lack of clarity (5%), lack of visual support (4%) and repetition of input (3%) sources were listed” (Vogely, 1998, p.69). Under the “process related factors, inappropriate strategies (24%), lack of time to process (3%), can’t study for listening (2%) and can’t check answers (1%) reflections have come forward” (Vogely, 1998, p.69). “Lack of listening practice (3%), “the test thing” (2%) and uncomfortable environment (1%) have listed under instructional factors heading” (Vogely, 1998, p.69). Lastly, under “personal factors heading, fear of failure (10%), nerves (2%), instructor’s personality (1%)” have been put (Vogely, 1998, p.69). As concluded from the study, listening anxiety of learners have been mostly associated with the features of listening comprehension input (51 %). While process related factors follows listening comprehension input, instructional factors brought up the rear.

Even though the anxiety literature has dealt with a great many aspects of foreign language anxiety, Krashen (1985) emphasized that researches concerning listening comprehension anxiety are limited in spite of listening comprehension in foreign language learning has been found to be highly anxiety provoking.

Overall, it can be understood that foreign language anxiety and especially listening anxiety has many negative impacts on students’ listening performance. More research on listening comprehension anxiety is needed to be conducted and it is hoped that this paper will inspire more research on FCM and its impact on listening anxiety.

CHAPTER 3

METHODOLOGY

3.1. Presentation

This chapter of the current study depicts the research design, participants, instruments, data collection and analysis of the study. This chapter introduces the reader into the discussion of findings.

3.2. Research Design

In this study, a mixed research design carried out to analyze the effect of Flipped Classroom Model on secondary school learners' English language listening achievement and listening anxiety. The method designed for collecting necessary data was based on the instruments including the Turkish adapted version of Foreign Language Listening Anxiety Scale/FLLAS, Pre-Post tests for measuring listening achievement and focused group interview. After the instruments were designed and evaluated in terms of reliability, they were applied to the pilot group selected for the study.

3.3. The Subjects

The experimental population of students for this research consisted of 7th grade students of a secondary school in Gaziantep. The participants included 44 students ranging 12-15 years old who were eager to participate in this study. They

were native speakers of Arabic and Turkish and had five years of experience studying English. They were divided into two groups as experimental group and control group. The both groups were divided equally in terms of number of students and the academic levels of the students. The control group students were taught by traditional teaching in the class directed with teacher, lecturing at first and moving with the activities. On the other hand, experimental group students were taught by flipped classroom interaction. The researcher was responsible for preparing the videos and making the students watch the videos. Also, convenience sampling method was used since the researcher has been working a secondary school in Gaziantep. This could provide availability for monitoring students and willingness to participate in the research.

In the table below (table 1) the demographic characteristics of controlled and experimental group participants in terms of gender, mother tongue, and years of English experience are displayed.

Table 1. *Demographic characteristics of both groups*

Demographic Characteristics of Participants		Controlled Group (n=22)	Experimental Group (n=22)
		F	F
Gender	Male	10	12
	Female	12	10
Mother Tongue	Turkish	19	13
	Arabic	3	9
Year of English experience (education)	1-2 years	-	-
	3-5 years	22	22
	> 5 years	-	-

3.4. Instruments

The instruments used in this study consisted of Turkish adapted version of Foreign Language Listening Anxiety Scale (FLLAS) to detect students' foreign language listening anxiety level, multiple choice and fill in the blanks type questions

to assess students' foreign language listening achievement and focused group interview questions to collect participants' opinions about flipped classroom model.

3.4.1. Foreign Language Listening Anxiety Scale (FLLAS)

Before Kim developed The Foreign Language Listening Anxiety Scale (FLLAS) in 2000, Wheelless' (1975) Receiver Apprehension Test was mostly used. However, Receiver Apprehension Test was designed for native language acquisition specifically there was a need for detecting the foreign language listening anxiety scale in particular. By interviewing some language learners to have some information about listening anxiety and listening difficulties, Kim generated a scale including 33 items in a 5-point Likert-type. Kim implemented a pilot study to detect the reliability and validity of the scale. 33 items created an alpha of .93. These items measure four basic dimensions: Fear of Spoken English, Process-related Anxiety, Lack of Self-confidence, and Concern about Insufficient Prior Knowledge.

Foreign Language Listening Anxiety Scale was adapted to Turkish by Kılıç (2007). Kılıç translated the items into Turkish. Then, the translated version was re-translated by three area specialists. Researchers from the Turkish Language Department also took part in evaluating process which led the Kılıç to the final form of the scale. The reliability value of this adapted scale was .86. The current study held .69. reliability value.

3.4.2. Multiple choice and fill in the blanks questions

The listening achievement scores of the students were acquired from multiple choice and fill in the blanks type questions. Three listening tracks, one or maximum two minutes long, were provided for the participants. All three listening tracks were appropriate for 7th grade curriculum of Ministry of National Education. First and second listening track was taken by "British Council Teens" website. For first and second listening tracks, while some questions were prepared by the researcher, some questions were taken by the website of British Council Teens. The third listening track was taken from "Listen in a minute" website. Since the website also provides the questions freely itself, fill in the blanks questions in third listening track were directly taken from the website.

3.4.3. Focused Group Interview

In order to get feedback from participants on their opinions about Flipped Classroom Model and the process that they went through, three questions were prepared by the researcher. For checking the reliability and convenience of the questions member checking were done, and expert opinion was received. With the contribution and suggestion of the experts, number of the focused group interview questions was increased to five. After, six students were chosen randomly from experiment group. These six participants were interviewed on a list of questions prepared by the researcher. The questions are listed below:

- 1) What do you think about Flipped Classroom Model?
- 2) Do you like the Flipped Classroom Model? If so, what do you like about Flipped Classroom Model and do you find it effective? If not, why not?
- 3) Do you think learning English via Flipped Classroom Model improve your listening comprehension/achievement? Why, why not?
- 4) Before Flipped Classroom Instruction, how did you feel yourself while doing listening in the classroom?
- 5) Do you feel yourself more relaxed while you do your listening via Flipped Classroom Model? Why, why not?

Answers of the students were recorded and the transcript of the interview was written to use them as the qualitative analysis of the data.

3.5. The Treatment

3.5.1 The Pilot Study

The pilot study was conducted to clarify the data collection procedures and to measure the internal consistency of the scale and the tests to be implemented. 8th grade students who already knew the target topics were administered the scales and the tests. The alpha (α) reliability score for the multiple choice and fill in the blanks type questions based test prepared was .71. This demonstrated that the test would reliably serve the purpose of the study. In order to avoid short term memory effect, the students in the pilot study were not included in the main study.

3.5.2. Data Collection Procedure

The study was conducted at a secondary school, a government school in Gaziantep. Before getting started with the study directly, the students informed about the process and study. They were told that they were absolutely free to reject participating the study or quit the study at any time that they desire during the data collection procedure.

The study lasted for eight weeks. After the piloting process was completed and the results were convenient to conduct the study, the researcher began the study. The experimental and control groups were given the pre-test and the FLLAS. Following pretest and FLLAS implementation, the treatment process started. For five weeks control group continued their lessons with their traditional classroom. That is to say, the control group was introduced the topic at the classroom and extra activities and exercises were assigned as homework. On the other hand, for the experimental group, five - week listening video lectures about 10-12 minutes long prepared by the researcher. The videos were held and recorded by using Zoom. Then, the recorded videos shared with students via WhatsApp classroom groups. Video lectures were in harmony with curriculum of Ministry of National Education.

In the first week of the implementation, the students were supposed to watch the video which has the topic of “Predicting the Content” at their homes (presented at Appendix 12). When the students came to school, before, directly moving with the exercises, the researcher asked some questions for being sure if the students watched video provided. There were some students who did not watch the video. For these students, a short summary of video content was provided. Then, as a practice of what was learnt, the researcher made the students listen to a listening track about “Ordering at a café.” Then, the researcher instructs the lesson with exercises and productive activities related to the video lecture and listening track they listened to. As a post stage of the lesson students were supposed to do pair work activity (One of the student acts as a waiter/waitress and the other student will be the customer). Questions of the students if they had were answered by the researcher.

Second week, the participants watched the video lecture called “Listening for Gist” (presented at Appendix 13). As in the first week, some questions were directed to the students to check their background knowledge about the lecture video they

were supposed to watch. “Interview with a swimmer” listening track was listened to students to practice the content. After, the activities and exercises of the listening track were done at the classroom. At last part of the lesson, students were assigned to write their daily routines. Questions of the students were answered and the lesson was finished.

Third week, the learners were supposed to watch the video lecture titled “Detecting Signposts” (presented at Appendix 14). In the classroom, in accordance with the video lecture content, the process of “How to make brownie?” was introduced to students in a listening track. After the activities of listening track were completed, the students were assigned to write the process of how to make favorite meal.

Forth week, the students moved with watching “Detecting Clue Words” video lecture (presented at Appendix 15). Students listened to a track about a weather forecast as a practice of the lecture video. Then the researcher instructed the lesson exercises and activities related to the listening track. As the post activity, students discussed the question “What is the weather like in your town or city?”

Fifth and the last week of the implementation, they were assigned to watch “Listening for Details” video (presented at Appendix 16). First four weeks” steps, also, were repeated in this week. This time, students were supposed to listen to a track about “Shopping for clothes”. Following the activities and exercises of the listening track done at the classroom, students were assigned to talk about “The last item they bought”. Questions of the students if they had were answered by the researcher and the lesson was ended.

After the implementation process, a post-test was administered to see the effects of the study. Last week a focused group interview was held with the students of the experimental group to gather their ideas and observations about the FCM and its effects on their listening achievement and listening anxiety. The students for focused group interview were selected randomly among volunteer participants. In total 6 students were selected. The purpose of interviewing the participants was to elicit their observations about the process and to get their opinions about the effect of Flipped Classroom Model on their listening achievement and listening anxiety. The interviews were conducted in the students’ native language, Turkish.

The focused group interview questions were designed to collect detailed information about the learners' autonomous learning processes outside the classroom. The interview questions were adequately prepared to serve as a guide for the researcher. The interviews were held in teachers' room of the school. The interviewees were seated in a circle to see one another. The interviews were recorded using a smartphone to avoid data loss. The focus group interviews lasted an average of 10 minutes. The speeches were transcribed into a Word file to conduct.

3.6. Data Analysis

This study included two different types of data: quantitative and qualitative. The quantitative data obtained from the pretest, posttest and FLLAS were analyzed using IBM SPSS 25.0. Since Independent sample t test provides information about the differences, if any, between two groups, Independent sample t-test was applied to analyze the test scores of the independent groups. Then, for identifying the difference between two variables for the same subjects, sample t-test was applied to compare the groups' results before and after implementation. The qualitative data, on the other hand, were gathered by carrying out a focused group interview. Qualitative data were gathered from the recorded responses of the focus group interview participants and transcribed by the researcher. The transcripts of the interviews were examined and analyzed by doing a content analysis to get participants opinions about the process in total.

Shapiro-Wilk normality test was used to identify if the data was normally distributed. In Shapiro-Wilk test, normality value is supposed to be between +2 and -2 (Cil, 2020). Since this study held a value of 0,637 for pre-test and 0,634 for post-test which it shows the data is normally distributed, and there is no significant difference between the groups, parametric tests were used. In this sense, independent sample t-test was used to determine if the groups were different from each other and paired sample statistics to compare the two groups before and after the treatment.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Presentation

In this chapter, the results of the quantitative analysis and the qualitative analysis were presented. The results of the pre-tests and post-tests were reported under the sub-headings "The results of the first research question" and "The results of the second research question." Also, the results of Foreign Language Listening Anxiety S(FLLAS) were added and represented under and "The results of the second research question." heading. Lastly, the data collected through focus group interviews were presented under the sub-heading "The results of the third research question."

4.2. The Results of Research Questions

4.2.1 The Results of the First Research Question

Research Question # 1 Is there a difference between the listening achievement of learners who have received flipped classroom instruction and those who have been taught in a traditional way?

In order to answer this research question, both groups were applied to a series of listening tests and the results were compared. That is to say, for detecting the difference, both groups could have similar level of listening proficiency scores.

Therefore, the pretest was used to assess the listening achievement scores of the groups before the implementation.

Table 2. *Descriptive statistics of the groups for the pre-test - independent samples t-test*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control Group	286	,3636	,48189	,02849
Exp. Group	286	,4021	,49118	,02904

The table visualizes that the mean score of the experimental group was slightly higher than that of the control group. It was estimated that both groups would have the similar pretest score on listening achievement. An independent sample t-test was used to detect the differences between the groups to assure that both groups were not statistically significant.

Table 3. *Descriptive statistics of control group for the pre and post-test - independent samples t-test*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control G. Pre	286	,3636	,48189	,02849
Control G. Post	286	,4930	,50083	,02961

As the table 3 illustrates at the beginning of the process, pretest mean of control group was (36.36). The implementation of post-test revealed that control group's score increased nearly 13 points (49.30), which shows a significant progress in listening achievement of control group students.

Table 4. *Descriptive statistics of experimental group for the pre and post-test - independent samples t-test*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Exper. G. Pre	286	,4021	,49118	,02904
Exper. G. Post	286	,5839	,49377	,02920

The table 4 above shows that the pretest mean of control group was (40.21) at the initial stage. However, after the treatment stage a significant increase stood out with almost 18 points.

Table 5. *Independent-samples t-test of pre-test*

Levene's Test for Equality of Variances							t-test for Equality of Means			
							95% Confidence			
							Interval of the			
							Difference			
		F	P	T	Df	Sig.	Mean	Std. Error	Lower	Upper
						(2 tailed)	Difference	Difference		
Pre-test	Equal	3,502	,062	-.945	570	,345	-,03846	,04069	-,11838	-,04146
var. assumed										

As the table demonstrates, the pretest means of the experimental group (40.21) and control (36.36) group were not significantly different before the implementation ($T(57) = .945$; $p = .345 > .05$). The independent samples t-test revealed no statistically significant difference between experimental and control groups ($\text{Sig.} > 0.05$). Accordingly, listening proficiency scores of the experimental and control groups were similar.

Table 6. *Descriptive statistics of the groups for the post-test - independent samples t-test*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control Group	286	,4930	,50083	,02961
Exp. Group	286	,5839	,49377	,02920

From the table above, it can be understood that the experimental groups' average score increased by nearly 20 points. On the other hand, the control group's score increased by approximately 15 points. In the face of these findings, it may be concluded that the flipped classroom model prevails the traditional classroom. These results may explain how effective the treatment was. However, it cannot be denied that the control group taking the lessons in a traditional classroom setting also made a significant progress.

Table 7. *Independent-samples t-test of post-test*

		Levene's Test for Equality of Variances					t-test for Equality of Means			
							95% Confidence Interval of the Difference			
		F	P	T	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal var. assumed .	8,088	,005	-2,186	570	,029	-,0909	,04159	-,17259	-,00923

An independent sample t-test was conducted to determine if the difference between the groups was statistically significant. The descriptive statistics of the post-test revealed that the experimental group's mean post test score (= 58.39) was 9.09 points higher than the control group's mean post-test score (= 49.30). The comparison of the groups' mean scores revealed that using the flipped classroom model has a better effect on English listening achievement than the traditional classroom. Therefore, a t-test for independent samples was used for further statistical analysis. The mean difference between the groups is significant ($T(57) = -2.186$; $p = .029 < 0.05$). Thus, the first research question of the present study is answered with a positive response. A significant difference was detected between the groups that applied the flipped classroom and those that applied the traditional classroom in terms of listening proficiency scores.

4.2.2 The Results of the Second Research Question

Research Question # 2 Does flipped classroom instruction make contribution to the development of EFL learners' listening comprehension and listening anxiety?

That flipped classroom model had a significant effect on learners' listening achievement is obvious from pretest and post-test results of experimental and control groups given the previous subtitle. Under this heading, the results of foreign language listening anxiety scale (FLLAS) were reported. After the results were displayed, whether flipped classroom model had an effect on listening anxiety came out.

Table 8. *Descriptive statistics of the pre-test and post-test results of control group*

		Pre-test-Cont.	Post-test Cont.
1- When listening to English, I tend to get stuck on one or two unknown words.	Mean	3,9091	3,0455
	N	22	22
2- I get nervous if a listening text is read only once during English listening texts.	Mean	3,8636	3,6818
	N	22	22
3- When someone pronounces the words differently from the way I pronounce them, I find it difficult to understand.	Mean	3,8636	3,0455
	N	22	22
4- When a person speaks English very fast, I worry that I might not understand all of it.	Mean	3,7273	3,9091
	N	22	22
5- I am nervous when I am listening to English if I am not familiar with the topic.	Mean	3,5909	3,3182
	N	22	22
6- It is easy to guess about the parts that I miss while listening to English.	Mean	2,4091	2,8182
	N	22	22
7- If I let my mind drift even a little bit while listening to English, I worry that I will miss important ideas.	Mean	3,7727	3,1364
	N	22	22
8- When I am listening to English, I am worried when I can't watch the lips or facial expression of a person who is speaking.	Mean	1,8636	2,0455
	N	22	22
9- During English listening tests, I get nervous and confused when I don't understand every word.	Mean	4,0000	3,5000
	N	22	22
10- When listening to English, it is difficult to differentiate the words from one another.	Mean	3,5455	2,5909
	N	22	22

11- I feel uncomfortable in class when listening to English without the written text.	Mean	2,5455	2,5455
	N	22	22
12- I have difficulty understanding oral instructions given to me in English.	Mean	2,5909	3,0909
	N	22	22
13- It is hard to concentrate on what English speakers are saying unless I know them well.	Mean	2,5000	2,4545
	N	22	22
14- I feel confident when I am listening in English.	Mean	3,2727	3,6818
	N	22	22
15- When I am listening to English, I often get so confused I can't remember what I have heard.	Mean	2,0000	2,6818
	N	22	22
16- I fear I have inadequate background knowledge of some topics when listening in English.	Mean	2,6818	3,1818
	N	22	22
17- My thoughts become jumbled and confused when listening to important information in English.	Mean	3,8182	2,6818
	N	22	22
18- I get worried when I have little time to think about what I hear in English.	Mean	3,1818	3,1818
	N	22	22
19- When I am listening to English, I usually end up translating word by word without understanding the contents.	Mean	2,5000	3,3636
	N	22	22
20- I would rather not have to listen to people speak English at all.	Mean	3,3182	2,2273
	N	22	22
21- I get worried when I can't listen to English at my own pace.	Mean	3,4091	3,3182
	N	22	22
22- I keep thinking that everyone else except me understands very well what an English speaker is saying.	Mean	3,3636	2,7727
	N	22	22
23- I get upset when I'm not sure whether I understand what I am listening to in English.	Mean	3,5455	3,0000
	N	22	22
24- When a person speaks English very quietly, I am worried about understanding.	Mean	3,3636	2,7273
	N	22	22
25- I have no fear of listening in English as a member of an audience.	Mean	2,9545	3,2273
	N	22	22
26- I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone.	Mean	2,9545	2,6818
	N	22	22
27- I feel tense when listening to English as a member of a social gathering or when imagining a situation where I listen to English as a member of a social gathering.	Mean	3,5000	2,3182
	N	22	22

28- It is difficult for me to listen to English when there is a little bit of background noise.	Mean	2,3636	2,8636
	N	22	22
29- Listening to new information in English makes me uneasy.	Mean	3,2273	2,4091
	N	22	22
30- I get annoyed when I come across words that I don't understand while listening to English.	Mean	2,8182	3,5909
	N	22	22
31- English stress and intonation seem familiar to me.	Mean	3,5909	2,9091
	N	22	22
32- When listening to English, I often understand the words but still can't quite understand what the speaker means.	Mean	3,0455	3,2727
	N	22	22
33- It frightens me when I cannot catch a key word of an English listening passage.	Mean	3,9091	3,4545
	N	22	22
Total	Mean	3,1818	2,9917
	N	726	726

When the table is examined, it can be detected that there is a 0.19 point decrease in control group participants' anxiety levels without any treatment process. At the beginning of the process control group participants had 3.18 point level of anxiety, whereas at the end of the process participants' anxiety level decreased into 2.99 points. When it is looked at in detail, it can be realized that only item 11 and 18 remained the same level. However; items numbered 4-8-12-15-16-19-28-30 and 32 turned to negative in terms of anxiety level. That is to say, at the beginning of the procedure these items were holding less anxiety level, but after the implementation, contrary to expectations, they had a slightly more anxiety level. On the other side, remained 22 items had positive decrease in terms of anxiety level.

Table 9. *Descriptive statistics of the pre-test and post-test results of experimental group*

		Pre-test-Exp.	Post-test Exp.
1- When listening to English, I tend to get stuck on one or two unknown words.	Mean	3,0000	2,6364
	N	22	22
2- I get nervous if a listening text is read only once during English listening texts.	Mean	3,5909	2,7727
	N	22	22
3- When someone pronounces the words differently from the way I pronounce them,	Mean	3,5000	2,9545
	N	22	22

I find it difficult to understand.			
4- When a person speaks English very fast,	Mean	3,3182	3,1364
I worry that I might not understand all of it.	N	22	22
5- I am nervous when I am listening to	Mean	3,0455	2,7727
English if I am not familiar with the topic.	N	22	22
6- It is easy to guess about the parts that	Mean	2,7273	3,0000
I miss while listening to English.	N	22	22
7- If I let my mind drift even a little bit	Mean	3,0909	2,4091
while listening to English, I worry that	N	22	22
I will miss important ideas.			
8- When I am listening to English,	Mean	2,1818	1,6364
I am worried when I can't watch the lips	N	22	22
or facial expression of a person who is speaking.			
9- During English listening tests, I get nervous	Mean	3,5000	2,1364
and confused when I don't understand every word.	N	22	22
10- When listening to English, it is difficult to	Mean	3,2273	2,4545
differentiate the words from one another.	N	22	22
11- I feel uncomfortable in class when listening	Mean	3,0455	2,2273
to English without the written text.	N	22	22
12- I have difficulty understanding	Mean	2,9545	2,5909
oral instructions given to me in English.	N	22	22
13- It is hard to concentrate on what English	Mean	2,7727	1,9545
speakers are saying unless I know them well.	N	22	22
14- I feel confident when I am listening in English.	Mean	3,2273	3,5949
	N	22	22
15- When I am listening to English, I often	Mean	2,2727	2,1364
get so confused I can't remember what I have heard.	N	22	22
16- I fear I have inadequate background	Mean	2,7273	2,6364
knowledge of some topics when listening in English.	N	22	22
17- My thoughts become jumbled and	Mean	3,0455	2,5455
confused when listening to important	N	22	22
information in English.			
18- I get worried when I have little time	Mean	3,0909	2,8182
to think about what I hear in English.	N	22	22
19- When I am listening to English,	Mean	2,2273	2,4545
I usually end up translating word by	N	22	22
word without understanding the contents.			
20- I would rather not have to listen to	Mean	2,9091	2,0455
people speak English at all.	N	22	22
21- I get worried when I can't listen to	Mean	3,0000	3,1818

English at my own pace.	N	22	22
22- I keep thinking that everyone else	Mean	3,1364	2,5455
except me understands very well	N	22	22
what an English speaker is saying.			
23- I get upset when I'm not sure whether	Mean	3,0909	2,3636
I understand what I am listening to in English.	N	22	22
24- When a person speaks English very quietly,	Mean	2,9091	2,6364
I am worried about understanding.	N	22	22
25- I have no fear of listening in English	Mean	2,8182	3,5455
as a member of an audience.	N	22	22
26- I am nervous when listening to an English	Mean	2,6364	2,5000
speaker on the phone or when imagining a situation	N	22	22
where I listen to an English speaker on the phone.			
27- I feel tense when listening to English as a	Mean	3,1818	2,4091
member of a social gathering or when imagining	N	22	22
a situation where I listen to English			
as a member of a social gathering.			
28- It is difficult for me to listen to English	Mean	2,3636	2,4091
when there is a little bit of background noise.	N	22	22
29- Listening to new information in English	Mean	3,5000	3,5000
makes me uneasy.	N	22	22
30- I get annoyed when I come across words	Mean	2,5000	2,8636
that I don't understand while listening to English.	N	22	22
31- English stress and intonation seem familiar to me.	Mean	3,7727	2,8636
	N	22	22
32- When listening to English, I often understand	Mean	2,8182	2,9091
the words but still can't quite understand what	N	22	22
the speaker means.			
33- It frightens me when I cannot catch a key	Mean	3,2273	2,7727
word of an English listening passage.	N	22	22
Total	Mean	2,9821	2,6488
	N	726	726

As seen on the table, there was a 0.34 point decrease in experimental group participants' anxiety levels in total following the treatment process. At the beginning of the process experimental group participants had 2.98 points level of anxiety, whereas at the end of the treatment process participants' anxiety levels decreased into 2.64 points. When it is examined in depth, it can be realized that only item 29 remained the same level. However; items numbered 21-28-30 and 32 turned to

negative, increased, in terms of anxiety level. Other remained 28 items had positive decrease in terms of anxiety level.

Table 10. *Descriptive statistics of paired samples statistics - experimental group*

Pair 1	N	Mean	Std. Deviation	Std. Error Mean	df	t	p
Pre Exp. G.	726	2,9821	1,33843	,04967	725	4,907	,000
Post Exp. G.	726	2,6488	1,31172	,04868	725	4,907	,000

Table 11. *Descriptive statistics of paired samples statistics - control group*

Pair 2	N	Mean	Std. Deviation	Std. Error Mean	df	t	p
Pre Cont. G.	726	3,1818	1,31935	,04897	725	2,834	,005
Post Cont. G.	726	2,9917	1,34828	,05004	725	2,834	,005

The two tables above illustrate the pre and post statistics of FLLAS implementation. Separately in both groups, there was positive decrease in listening anxiety levels though in experimental group this decrease was more significant. The table below displayed the post statistics of experimental and control group in terms of FLLAS.

Table 12. *Descriptive statistics of paired samples test - post results of FLLAS*

Pair 2	N	Mean	Std. Deviation	Std. Error Mean	df	t	p
Post Cont. G.	726	2,9917	1,34828	,05004	725	2,834	,005
Post Exp. G.	726	2,6488	1,31172	,04868	725	4,907	,000

The table illustrates that the mean difference between the control group and the experimental group's post implementation of FLLAS scores was -0,3429, which was statistically significant. Also, both the groups' p-values were less than 0.05, indicating a remarkable difference in two group participants' listening anxiety level following implementation. With the help of this data, it is easy to deduce that the experimental group's participants who studied the English listening skill using FCM decreased their listening anxiety level more than the control group's participants.

4.2.3. The Results of the Third Research Question

Research Question # 3 What are students' overall opinions and perceptions of the flipped classroom instruction?

Six students from the experimental group were interviewed to answer the third research question. Interviews were conducted in focused groups so that it boosts interaction among participants by creating an ease atmosphere while discussing the advantages and disadvantages of the FCM. Focus groups could provide information about a range of ideas and feelings that individuals have about certain issues, as well as illuminating the differences in perspective between groups of individuals. (Rabiee, 2004, p.656) The interviews were done in the participants' native language, which is Turkish and transcribed and translated by the researcher. In order to analyze the qualitative responses given to the questions by participants content analysis was used. The themes related to the flipped classroom model, listening achievement and listening anxiety were categorized. Also, the positive and negative responses of the participants were added and described. The students and their answers to target question are indicated by numbers. (e.g., Student 1: S1)

The focused group interview questions directed to participants are as follows:

1. What do you think about Flipped Classroom Model?
2. Do you like the Flipped Classroom Model? If so, what do you like about Flipped Classroom Model and do you find it effective? Why, why not?
3. Do you think learning English via Flipped Classroom Model improve your listening comprehension/achievement? Why, why not?

4. Before Flipped Classroom Instruction, how did you feel yourself while doing listening in the classroom?
5. Do you feel yourself more relaxed while you do your listening via Flipped Classroom Model? Why, why not?

Table 13. *Participant views of the flipped classroom model*

Themes	Students
Knowing the Subjects	S1,S3
Affective	S2,S3,S6,S4,S5
Key Points	S1,S2,S3,S4
Different Learning Environments	S5
Challenges	S2

As the table demonstrates that the students' positive views of FCM were significantly higher than negative views. Examination of the table reveals that the most commonly observed effect of FCM is that it helped students to be more self-confident and relaxed. Since the students deal with the lecture part outside of the classroom without their classmates, it may create a relaxation of not being humiliated by their peers like it may occur in the classroom. This self-confidence also may have an effect on classroom performance and increases the participation of students. Student 2 contributed to this by saying "We were afraid of someone else with the thought that they will make fun of us". Student 4 stated "After watching those educational videos, I got over my excitement." The statement of student 4 (a shy student in character) show that FCM may help characteristically shy students to decrease their anxiety level. Another mainly observed effect is that with the help of FCM students had an insight to where pay attention to. That is to say, after the treatment process they learned that the titles of the listening tracks, the pictures it includes and the most repeated words in the text may be a clue about the topic of the listening track. Student 1 said "We guess what will come out in the listening. We should look at the visuals first and we should look at the title". Student 2 added "I learned that there are other places I can pay attention to". In addition, they learned

the importance of signposts like first, second, then, next, last and how they may affect the way of listening track. Student 2 noted “I learned that there are hints”. Therefore, students mostly stated that they had an idea about which part they need to listen to more carefully and they know the target part. Also, some of the students said that they had an opportunity to practice the lesson outside the classroom in a different environment. Even though the different environment that they call was their home, they still had a positive impact on some students. Student 2 mentioned “We see there is a difference at home. We can set a time and try to understand it during that time”. Student 5 added, “We learned English in a different in a different environment this time”.

As shown above, FCM has many points that positively affect the participants. On the other hand student 2 explained two concepts to be thought of as challenges of FCM. One was that the learners may not have access of the Internet to reach the target lecture videos that they are supposed to watch. The other was that some students may not have appropriate device to follow the lectures online. Both of the reasons that the student emphasized are technical based problems out of educative nature of the FCM. However, the students’ positive views of FCM are significantly higher than negative views.

4.3. Discussion of the Results

The purpose of this study was to define the effects of FCM on students’ listening achievement and listening anxiety. Also, the study attempted to reveal the students’ perceptions and opinions about the effects of FCM on their listening achievement scores and listening anxiety level through focus group interviews. The findings of the focus group interviews corroborated the findings of the FLLAS and tests conducted in the process. The findings of research questions and the comparative results obtained by research instruments were shown in tables.

The findings for the first research question disclosed that FCM had positive impact on students’ listening achievement scores. The analysis to reveal the students’ listening achievement pointed out that the students in experimental group had a higher level of scores in English listening achievement test when compared to the control group. The experimental group outscored the control group on post-test. It

can be concluded that the contribution of the flipped classroom model on learners' listening achievement was greater than that of the traditional classroom. This study's results align with current studies and literature research findings. The outcomes of this study were in agreement with the findings reported by Rajabi, Mahmoodi and Hosseini (2021). Also the findings were in rapport with findings reported by Xiaoyan (2018) which show that using this model fosters learners' autonomy and their listening level.

The second research question investigated the effect of FCM on learners' listening anxiety level. The FLLAS measured the participants of both control and experimental groups' English listening anxiety level. Chang and Lin (2018) conducted a study on Classroom Interaction and Learning Anxiety in Integrated Flipped Classrooms. Their study's findings showed that ratings for English learning anxiety in the experimental group displayed a greater reduction in anxiety. Learners favored the flipped classroom approach regarding satisfaction, in-class activities, cooperation and collaboration. The learners in the current study also favored the flipped classroom model, so these findings were consistent it can be said.

The third and last research question looked into the opinions of students on FCM in general. The focused interview results illustrated that the learners in the current study found learning with FCM enjoyable and relaxed. The participants of the experimental group mentioned that they felt themselves more self-confident while learning with FCM. One of the students in the focused group interview supported this by saying "We feel confident ourselves and we are eager to do more" (see in appendix 9). That is to say, if the students feel relaxed and confident, they think they have the power to go further and encourage themselves to do more. Another, they had not have any hesitation of being humiliated that of in the classroom. A student from the experimental group mentioned "There was a time shortage at school or we were afraid of someone else..., with the thought that they will make fun of us" (see in appendix 9). This sentence, also, was pretty related to feeling relaxed at the classroom while listening to a track. If they feel comfortable without being humiliated at the classroom, they may push their limits. The atmosphere that FCM created absolutely contributes this idea. Even, with the help of FCM, some of them got over their listening excitement and anxiety. "But after watching those educational videos, I got over that excitement (see in appendix 9)"

sentence can be a very good example of this inference. One of the most emphasized positive feedbacks from students about FCM was that they can guess what may come out. “I used to just listen and solve it while listening to, but now we guess what will come out in the listening”, “I learned that there are other places I can pay attention to”, “But now we learned how to do it, what words to look for” (see in appendix 9). The opinions expressed by the students in focused group interview showed the contribution of FCM on guiding students in listening skill by making them aware of where to pay attention to in a listening track. Given the findings of interviews, which revealed a greater variety of positive comments and feedback in the qualitative data, it can be concluded that flipped classroom model resulted in a highly positive and satisfied attitude among the learners. Other researchers' positive feedback concerning flipped classroom model was similar to the participants of experimental group learners' feedback in the current study. As Rajabi, Mahmoodi and Hosseini (2021) depicted in their study, FCM provides opportunities for both teachers and learners by increasing involvement, deeper learning, self-confidence, and decreasing anxiety level of learners.

One last word, the flipped classroom model was certified to increase listening achievement of learners and reduce their anxiety levels for listening skill. In addition, FCM positively impacted students in terms of self-confidence. Therefore, the flipped classroom model in secondary school context can benefit learners specifically in English lessons.

CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

5.1. Presentation

In this chapter, summary of the study were presented and some suggestions in the light of the results of this study were made. The first part of the conclusion illustrated the summary of the current study. The second and last heading comprised some suggestions for further researches.

5.2. Summary of the Study

This research was fulfilled at a secondary school in Gaziantep. A control group of 22 (10 male, 12 female) and an experimental group of 22 (12 male, 10 female) participants representing 7th class students were chosen, and they were applied two different instruments, namely; a pretest and post-test (some of them prepared by the researcher and some of them taken by British Council Teens and Listen in a minute websites) and foreign language listening anxiety scale (FLLAS). After the administration of these instruments, the results were processed in SPSS 25 statistics program, and necessary data were analyzed and interpreted. The researcher also wanted to know what participants think about FCM and how it affects their listening achievement and listening anxiety, so a focused group interview was applied.

The treatment process for experimental group lasted for eight weeks in total. However, the first, the last and seventh sessions were devoted to the implementation of the pretest, the posttest and the focused group interviews and remained 5 sessions for the treatment procedure. With analysis and comparison of the pre-post test scores and FLLAS results, the effectiveness of the treatment was examined.

The experimental group was taught through the flipped classroom model. As it was explained above, the main feature of flipped learning was the instruction outside and the preparation inside the class. In order to start the treatment, the researcher used the group (already created for announcement) on WhatsApp three days before the class, the videos prepared by the researcher were sent to the experimental group via WhatsApp. The participants were supposed to watch the target content before attending the class. They were also able to ask questions, answer their friends' questions. At the beginning of each lesson, the researcher and the participants discussed the videos and audios together in the classroom. During class time, the teacher engaged learners with exercises and activities to discuss and practice the learned content. Since the participants were supposed to already know the material, the teacher could ask learners to define and complete the tasks. Therefore, learners completed the tasks and exercises in groups with peer collaboration.

The students in the control group attended the class with no prior knowledge of the new lesson. They received the listening instruction with the same textbook (provided by Ministry of National Education) inside the classroom using traditional teaching strategies (the same materials the experimental group watched before outside the class). Before teaching target topic, the researcher provided background knowledge. After teaching target topic, the learners were supposed to do activities and exercises related to the lesson. The last stage was implementing the listening posttest and classroom anxiety scale, which is FLLAS to both groups to measure the participants' knowledge as well as the effectiveness of the treatment. In order to analyze the data gathered by the pretest and posttest, SPSS 25 software was used to run independent and paired sample t-tests. According to the results, there are significant differences in listening achievement and especially listening anxiety of experimental and control groups.

Concerning the first study question, the impact of the flipped classroom model and the traditional classroom on secondary school learners' listening achievement, the pretests and posttests conducted revealed that both groups improved their listening proficiency. At the end of the implementation period, experimental group participants who took their lectures via flipped classroom instruction scored higher than the traditional classroom. The comparison of the mean scores of the post-tests of the two groups showed that the use of the flipped classroom model had a better effect on the listening achievement of the students than in the traditional classroom. Therefore, the researcher hypothesized that participants who took their lectures using the flipped classroom model would show better growth in their listening scores after implementation. Based upon these results, participants in the flipped classroom model scored 9.09 points higher than participants in the traditional classroom, indicating a significant difference between the two groups. The findings on the impact of FCM on listening achievement of secondary school learners support the hypothesis regarding the quantitative results.

The second question of the study, which searching an answer to the effects of the flipped classroom model on listening anxiety of learners, was answered with the foreign language listening anxiety scale, FLLAS. A comparison of the mean scores on FLLAS of the two groups showed that FCM helped more decreasing listening anxiety than the traditional classroom. In addition, a significant difference was found between the experimental group and the control group in terms of listening anxiety. This difference arised was more apparent than the one post-test revealed. Learners in the experimental group who used the flipped classroom model to decrease their listening anxiety level reached their target more significantly than learners in the control group. The difference between the groups' mean scores was 14.324, which is statistically significant. The results on the effect of FCM on listening anxiety in learners supported the hypothesis that the experimental group's participants who studied the English listening skill using FCM decreased their listening anxiety level more than the control group's participants.

The third question of the study aimed to find out more about how participants perceive FCM in gross. A focused group interview was done with the participants of the flipped classroom model in the experimental group to learn their attitudes towards FCM. The analysis of the participants' responses revealed that most

participants, even all it can be said, had positive attitudes toward the Flipped Classroom model. The most commonly observed effect of FCM was that it helped students to be more self-confident and relaxed. Since the students deal with the lecture part outside of the classroom without their classmates, it may create a relaxation of not being humiliated by their peers like it may occur in the classroom. Another mainly observed effect is that with the help of FCM students had an insight to where pay attention to. That is to say, after the treatment process they learned that the titles of the listening tracks, the pictures it includes and the most repeated words in the test may be a clue about the topic of the listening track. Also, some of the students said that they had an opportunity to practice the lesson outside the classroom in a different environment. Even though the different environment that they call was their home, they still had a positive impact on some students. In sum, it was observed that the flipped classroom model had a positive impact on learners' listening achievement and listening anxiety when it is compared with traditional classroom.

5.3. Suggestions for Further Researches and Implications of the Study

The study's findings and conclusions are expected to contribute to the existing research on flipped classrooms in foreign language acquisition. However, there is insufficient research on flipped classrooms in foreign language learning. In particular, there is little research on the use of FCM in listening achievement and even there is no research concerning the effect of flipped classroom on listening anxiety of secondary school learners.

This study was conducted to investigate the impact of the flipped classroom model on listening achievement and listening anxiety of secondary school learners. Another study could investigate the effects of the flipped classroom model on other language skills, such as writing, reading and speaking. Also the effect of FCM on vocabulary and grammar could be investigated. This study was conducted with secondary school learners. However, a similar study may be conducted with young learners or high school students. Another main focus of the study was to search about the effectiveness of FCM on listening anxiety, but the effects of FCM on cognitive and affective aspects of learning, such as motivation, attitude, and autonomy, could be further searched. This study carried out two groups of forty four secondary school

learners for eight weeks. In order to implement a more comprehensive investigation, a greater sample size and a more extended study period can be used. The participants of the study had nearly three years English background and have English classes for four hours a week in a government school. The study can also be conducted with students who have more than four hours of English classes or it can be implemented to a private school.

The results of the data displayed from the FLLAS revealed that the decrease in anxiety levels of the experimental group participants was achieved in a large scale. However; along with anxiety, the impact of FCM on learner autonomy could be investigated. Even though the videos of the target topic were assigned to participants and they were supposed to watch them, the researcher could not be fully ensured that all the participants have watched the videos. Therefore, studies targeting autonomy while investigating FCM, especially studying with younger learners, could not be ignored.

This study showed that the flipped classroom model can be successfully integrated into teaching English to secondary school learners in teaching listening and reducing listening anxiety level. It was found that the students in the experimental group benefited both academically and affectively from the flipped classroom model throughout the study. For this reason, another study including control group students are thought to be conducted. As a result, using the flipped classroom model to teach listening skills and reduce listening anxiety is more necessary because target skill should be learned and practiced more thoroughly.

In the light of results attained from this study and the recommendations explained above can contribute the foreign language field for investigating more about the effect of FCM on language acquisition and language field.

REFERENCES

- Abaeian, H., & Samadi, L. (2016). The effect of flipped classroom on Iranian EFL learners' L2 reading comprehension: Focusing on different proficiency levels. *Journal of Applied Linguistics and Language Research*, 3(6), 295-304.
- Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2016). Effect of flipped classroom model on Indonesian EFL students' writing ability across and individual differences in learning. *International Journal of English Language and Linguistics Research*, 4(5), 65-81.
- Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching*, 9(9), 166-178.
- Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education*, 126, 334-345. doi:10.1016/j.compedu.2018.07.021
- Al-Ghamdi, M., & Al-Bargi, A. (2017). Exploring the application of flipped classrooms on EFL Saudi students' speaking skill. *International Journal of Linguistics*, 9(4), 28-46.
- Allen, & Burley, B. (1995). *Listening the Forgotten Skill: A Self-Teaching Guide*. Canada: John Wiley & Sons, Inc.
- Altuwairesh, N. (2013). Expertise in L2 listening: Metacognitive instruction and deliberate practice in a Saudi university context. University of Leeds.
- Al-Zahrani, A. M. (2015). From passive to active: The impact of the flipped classroom through social learning platforms on higher education students' creative thinking. *British Journal of Educational Technology*, 46(6), 1133-1148. doi:10.1111/bjet.12353
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition*. Addison Wesley Longman, Inc. 9(2), 137-175.
- Ardiansyah, W., & Meirani, W. (2022). Boosting Students' Reading Comprehension Attainment with Flipped Classroom Model: A Pilot Study at State Polytechnic of Sriwijaya. *International Online Journal of Education and Teaching*, 9(2), 871-883.
- Armstrong, P. (2010). Bloom's taxonomy. *Vanderbilt University Center for Teaching*, 1.
- Arnold-Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communications in information literacy*, 8(1), 9.

- Artyushina, G., & Sheypak, O. A. (2018, July). Mobile phones help develop listening skills. In *Informatics* 5(3), 1-7.
<https://doi.org/10.3390/informatics5030032>
- Asmawati, A. (2017). Analyzing Students' Difficulties Toward Listening Comprehension. (*English, Teaching, Learning, and Research Journal*), 3(2), 211-228.
- Barlow, D. H. (2004). *Anxiety and its disorders: The nature and treatment of anxiety and panic*. Guilford press.
- Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning*. Routledge.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International society for technology in education.
- Bermúdez, J. P., & Felletti, F. (2021). Introduction: Habitual Action, Automaticity, and Control. *Topoi*, 40(3), 587-595.
- Bilen, M. (1996). Education from planning to application. *Ankara: Aydan WEB Associations*.
- Brewer, R., & Movahedazarhouli, S. (2018). Successful stories and conflicts: A literature review on the effectiveness of flipped learning in higher education. *Journal of Computer Assisted Learning*, 34(4), 409-416.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Longman.
- Brown, R. (2003). Blended learning: rich experiences from a rich picture. *Training and Development in Australia*, 30(3), 14-17.
- Burley-Allen, M. (2007). Listening: The forgotten skill. (*No Title*).
- Chang, C., & Lin, H. C. K. (2019). Classroom interaction and learning anxiety in the IRs-integrated flipped language classrooms. *The Asia-Pacific Education Researcher*, 28, 193-201.
- Çakıroğlu, Ü., & Öztürk, M. (2017). Flipped classroom with problem based activities: Exploring self-regulated learning in a programming language course. *International Forum of Educational Technology and Society*. 20(01), 337-349.
- Demirel, Ö. (2002). *Art of Teaching (3rd ed.)*. Ankara: Pegem Publication.
- Dewaele, J. M., & Thirtle, H. (2009). Why do some young learners drop foreign languages? A focus on learner-internal variables. *International Journal of Bilingual Education and Bilingualism*, 12(6), 635-649.

- Diningrat, S. W. M., Setyosari, P., Ulfa, S., & Widiati, U. (2023). The Effect of an Extended Flipped Classroom Model for Fully Online Learning and its interaction with Working Memory Capacity on Students' Reading Comprehension. *NAER: Journal of New Approaches in Educational Research*, 12(1), 77-99.
- Dogru, O. (2020). An Investigation of Pre-Service Visual Arts Teachers' Perceptions of Computer Self-Efficacy and Attitudes towards Web-Based Instruction. *International Journal of Research in Education and Science*, 6(4), 629-637.
- Durrani, H. (2016). Attitudes of Undergraduates towards Grammar Translation Method and Communicative Language Teaching in EFL Context: A Case Study of SBK Women's University Quetta, Pakistan. *Advances in Language and Literary Studies*, 7(4), 167-172.
- Egbert, J. (2005). CALL essentials: Principles and practice in CALL classrooms. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The modern language journal*, 89(2), 206-220.
- Elmetaher, H. (2021). Developing English Listening Skills: Can Active Learning Help?. *Mextesol Journal*, 45(3), n3.
- Enfield, J. (2013). Looking at the impact of the flipped classroom model of instruction on undergraduate multimedia students at CSUN. *TechTrends*, 57(6), 14-27.
- Ervin, J. L. (2019). Undergraduate Education Students' Experiences in Online Cooperative Learning Activities: An Embedded Single-Case Study.
- Etemadfar, P., Soozandehfar, S. M. A., & Namaziandost, E. (2020). An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1), 1835150.
- Eysenck, M. W. (1979). Anxiety, learning, and memory: A reconceptualization. *Journal of research in personality*, 13(4), 363-385.
- Fahmi, R., youlia Friatin, L., & Irianti, L. (2020). The use of flipped classroom model in reading comprehension. *Journal of Applied Linguistics and Literacy*, 4(1), 77-94.
- Fathi, J., Derakhshan, A., & Torabi, S. (2020). *The Effect of Listening Strategy Instruction on Second Language Listening Anxiety and Self-Efficacy of Iranian EFL Learners*. *SAGE Open*, 10(2), 215824402093387. doi:10.1177/2158244020933878

- Fattah, S. F. E. S. A. (2017). The effectiveness of adopting flipped learning approach in an applied linguistics course for university students. *British Journal of English Linguistics*, 5(1), 32-43.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design research in education and evaluate research in education.
- Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Leading with Technology*, 39(8), 12-17.
- Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second language learning. Part II: Affective variables. *Language teaching*, 26(1), 1- 11.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of nutrition education and behavior*, 47(1), 109-114.
- Gönen, M. (2009). The relationship between FL listening anxiety and FL listening strategies: The case of Turkish EFL learners. 5th WSEAS/ IASME International conference on educational technologies. 44-49.
- Güvenç, G. (2018). The flipped classroom approach in teaching writing: An action research. *International Journal of Social Sciences and Education Research*, 4(3), 421- 432.
- Hadijah, S., & Shalawati, S. (2016). A study on listening skills and perspectives to first year students at English department of academic year 2015/2016. *J-SHMIC: Journal of English for Academic*, 3(2), 70-80.
- Herron, I., & Seay, B. (1991). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Hosseini, S. A., & Mahmoodi, K. (2021). Flipped classroom model and its impact on Iranian EFL Learners' classroom anxiety and listening performance. *Computer-Assisted Language Learning*, 22(3), 1-16.

- Karakas, F., & Manisaligil, A. (2012, July). Management Learning at the Speed of Life. In *Academy of Management Proceedings* (Vol. 2012, No. 1, p. 17283). Briarcliff Manor, NY 10510: Academy of Management.
- Kasimi, Y. Hangişi, E. (2021). Demotivating Factors on Foreign EFL Teachers: A Case Study in Private School in Turkey. *The Reading Matrix: An International Online Journal*. 21(1),
- Kaya, M. F. (2021). Implementing flipped classroom model in developing basic language arts of the fourth grade students. *Turkish online journal of distance education*, 22(4), 183-211.
- Kayhan, E. (2021). Young Learners' Foreign Language Anxiety Level and Anxiety Sources. *Graduation Thesis*. *Ulusal Tez Merkezi*, 664133.
- Kawinkoonlasate, P. (2019). Integration in Flipped Classroom Technology Approach to Develop English Language Skills of Thai EFL Learners. *English Language Teaching*, 12(11), 23-34.
- Keskin, D. (2023). IMPLEMENTATION OF FLIPPED MODEL IN EFL READING CLASSROOMS. *Turkish Online Journal of Distance Education*, 24(3), 261-279.
- Kiliç, M. (2007). The sources and relations of foreign language listening anxiety with respect to text type and learner variables: A case study at Gaziantep University. *Unpublished master's dissertation, University of Gaziantep*.
- Kim, J. H. (2000). *Foreign language listening anxiety: A study of Korean students learning English*. The University of Texas at Austin.
- Kostka, I., & Marshall, H. W. (2018). Flipped learning in TESOL: Past, present, and future. In *Applications of CALL theory in ESL and EFL environments* (pp. 223-243). IGI Global.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. New York: Longman.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. oxford University.
- Leis, A., Cooke, S., & Tohei, A. (2015). The effects of flipped classrooms on English composition writing in an EFL environment. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(4), 37-51.
- Liu, C., Sands-Meyer, S., & Audran, J. (2019). The effectiveness of the student response system (SRS) in English grammar learning in a flipped English as a foreign language (EFL) class. *Interactive Learning Environments*, 27(8), 1178-1191.

- Lo, S. K., Wang, C. C., & Fang, W. (2005). Physical interpersonal relationships and social anxiety among online game players. *Cyberpsychology & behavior*, 8(1), 15-20.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language learning*, 39(2), 251-275.
- 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.
- 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.
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for A practical guide to creating a low-anxiety classroom atmosphere, 24, 41.
- MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2003). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language learning*, 53(S1), 137-166.
- Marshall, H. W., & Kostka, I. (2020). Fostering Teaching Presence through the Synchronous Online Flipped Learning Approach. *Tesl-Ej*, 24(2), 1-14.
- Mart, C. T. (2013). The Direct-Method: A good start to teach oral language. *International Journal of Academic Research in Business and Social Sciences*, 3(11), 182.
- Melanlioglu, D., & Katranci, M. (2022). A Correlational Study: Listening and Reading Anxiety of Turkish Children during the COVID-19 Pandemic. *European Educational Researcher*, 5(3), 277-296.
- Moghadam, S. B., Ghanizadeh, A., & Akbari, O. (2015). The effect of Bilingualism on the listening strategies and listening anxiety among Iranian Junior high school students. *Journal of Applied Linguistics and Language Research*, 2(4), 236-248.
- Moravec, M., Williams, A., Aguilar-Roca, N., & O'Dowd, D. K. (2010). Learn before lecture: A strategy that improves learning outcomes in a large introductory biology class. *CBE—Life Sciences Education*, 9(4), 473-481.
- Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3(1), 53-66.

- Otair, I., & Abd Aziz, N. H. (2017). Exploring the causes of listening comprehension anxiety from EFL Saudi learners' perspectives: A pilot study. *Advances in Language and Literary Studies*, 8(4), 79-84.
- Ouellette, J. A., & Wood, W. (1998). Habit and intention in everyday life: The multiple processes by which past behavior predicts future behavior. *Psychological bulletin*, 124(1), 54.
- Ozbayrak, M. (2022). The attitudes of English Language Learners' toward Flipped Classroom Model.
- Öner, G., & Gedikoğlu, T. (2007). Ortaöğretim öğrencilerinin İngilizce öğrenimlerini etkileyen yabancı dil kaygısı. [Foreign language anxiety affecting learning English of secondary school students]. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 6(2), 67-78.
- Özkal, C. (2019). *Flipped vocabulary learning among Turkish learners of English as a foreign language: a sequential explanatory mixed method study* (Master's thesis, Middle East Technical University).
- Özyurt, M & Özmantar, M. F. & Bardakçı, M. & Cinkara, E. (2023). e-FLIP Facilitating e-Learning for an Inclusive Pedagogy.
- Pandya, B. (2017). ELT Methodologies: An Overview. *ELTWeekly*. 9(4).
- Peng, J., Xiao, W., Yang, Y., Wu, S., & Miao, D. (2014). The impact of trait anxiety on self-frame and decision making. *Journal of Behavioral Decision Making*, 27(1), 11-19. doi:10.1002/bdm.1783
- Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14-26.
- Phoeun, M., & Sengsri, S. (2021). The Effect of a Flipped Classroom with Communicative Language Teaching Approach on Undergraduate Students' English Speaking Ability. *International Journal of Instruction*, 14(3), 1025-1042.
- Quigley, E. (2019). What is Blended Learning. LearnUpon Blog.
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the nutrition society*, 63(4), 655-660. Cambridge University Press.
- Rehal, V. (2023). Shapiro Wilk Test for Normality. <https://spureconomics.com/shapiro-wilk-test-for-normality/>
- Rivers, W.M. (1968). Teaching Foreign Language Skills. *University of Chicago Press*.
- Roohani, A., & Rad, H. S. (2022). Effectiveness of Hybrid-Flipped Classroom in Improving EFL Learners' Argumentative Writing Skill.

TEFLIN Journal: A Publication on the Teaching & Learning of English, 33(2).

- Rossi, R. D. (2014). Improving student engagement in organic chemistry using the inverted classroom model. *ACS CHED CCCE Spring*, 1-20.
- Sabbah, S. S. (2018). Anxiety in learning English as a second language at a tertiary stage: Causes and solutions. *European Centre for Research Training and Development*, 6(1), 14-33.
- Sage, M., & Sele, P. (2015). Reflective journaling as a flipped classroom technique to increase reading and participation with social work students. *Journal of social work education*, 51(4), 668-681.
- Sağkol, M. (2022). *Grammar teaching based on bloom's taxonomy and critical thinking* (Master's thesis, TC Maltepe Üniversitesi, Lisansüstü Eğitim Enstitüsü).
- Samiei, F., & Ebadi, S. (2021). Exploring EFL learners' inferential reading comprehension skills through a flipped classroom. *Research and Practice in Technology Enhanced Learning*, 16(1), 12.
- Sarani, A., Behtash, E. Z., & Arani, S. M. N. (2014). The Effect of Video Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners. *Gist: Education and Learning Research Journal*, (8), 29-47.
- Scarcella, R. C., & Oxford, R. L. (1992). The tapestry of language learning: The individual in the communicative classroom.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, 28(1), 129-142.
- Sejdiu, S. (2017). Are listening skills best enhanced through the use of multimedia technology. *Digital Education Review*, 60-72.
- Shahani, S., Chalak, A., & Tabrizi, H. H. (2022). Impact of Critical Thinking Instruction Through Flipped Teaching on Iranian EFL Learners' Listening Comprehension. *Turkish Online Journal of Distance Education*, 23(2), 236-251.
- Sheeran, P., Godin, G., Conner, M., & Germain, M. (2017). Paradoxical effects of experience: Past behavior both strengthens and weakens the intention-behavior relationship. *Journal of the Association for Consumer Research*, 2(3), 309-318.
- Shi-Chun, D. U., Ze-Tian, F. U., & Yi, W. A. N. G. (2014, April). The flipped classroom—advantages and challenges. In 2014 International Conference on Economic Management and Trade Cooperation (EMTC 2014) (pp. 17-20). Atlantis Press.

- Sirakaya, M. (2015). Effects of augmented reality applications on students' achievement, misconceptions and course engagement (Doctorate thesis). *Gazi University, Ankara*.
- Spielberger, C. D. (1966). Theory and research on anxiety. *Anxiety and behavior*, 1(3).
- Spielberger, C. D. (1971). Notes and comments trait-state anxiety and motor behavior. *Journal of motor behavior*, 3(3), 265-279.
- Spielberger, C. D. (1972). *Anxiety: Current trends in theory and research: I*. Academic Press.
- Spielberger, C. D. (1983). *State-trait anxiety inventory for adults*.
- Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. England: Oxford University Press.
- Sudarmaji, I., Anwar, A. A. A., & Mulyana, A. (2021). Developing students' speaking skills through Flipped Classroom Model. *Journal of English Education and Teaching*, 5(2), 188-200.
- Tahir, S. Z. B. (2012). Redefining terms of teaching and learning strategy, method, approach, technique, and model. *English Department of the University of Iqra Buru*.
- Talbert, R. (2019). Re-thinking Bloom's Taxonomy for flipped learning design. Retrieved from: <https://rtalbert.org/re-thinking-blooms-taxonomy-for-flipped-learning-design/>.
- 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. *University of Glasgow, Scotland*.
- Tasan, M., Mede, E., & Sadeghi, K. (2021). The effect of pranayamic breathing as a positive psychology exercise on foreign language learning anxiety and test anxiety among language learners at tertiary level. *Frontiers in Psychology*, 12, 4073.
- Teo, T. W., Tan, K. C. D., Yan, Y. K., Teo, Y. C., & Yeo, L. W. (2014). How flip teaching supports undergraduate chemistry laboratory learning. *Chem. Educ. Res. Pract.*, 15(4), 550–567. doi:10.1039/c4rp00003j
- Tompkins, P. K. (1998). *Management Communication Quarterly*, 12(2), 337-342. <https://doi.org/10.1177/0893318998122006>
- Tosun, N. (2017). Implementation of web 2.0-supported flipped learning in the learning management systems course: An experience from Turkey. *MOJEM: Malaysian Online Journal of Educational Management*, 6(1), 1-20.

- Turan, Z., & Akdag-Cimen, B. (2020). Flipped classroom in English language teaching: a systematic review. *Computer Assisted Language Learning*, 33(5-6), 590-606.
- UKEssays. (2018). Definition and Types of Anxiety Literature Review English Language Essay. Retrieved from <https://www.ukessays.com/essays/english-language/definition-and-types-of-anxiety-literature-review-english-language-essay.php?vref=1>
- Ülker, S. K. (2021). *English speaking anxiety level of aviation school students and sources of english speaking anxiety* (Master's thesis, Ufuk Üniversitesi).
- Van Alten, D. C., Phielix, C., Janssen, J., & Kester, L. (2019). Effects of flipping the classroom on learning outcomes and satisfaction: A meta analysis. *Educational Research Review*, 28, 100281.
- Vogely, A. J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign language annals*, 31(1), 67-80.
- What Is Anxiety? - Definition, Symptoms & Causes. (2013). Retrieved from <https://study.com/academy/lesson/what-is-anxiety-definition-symptoms-causes.html>.
- Wei, C. (2022). A Study of College Students' Foreign Language Anxiety in English Learning Based on the Teaching Model of Sheltered Instruction Observation Protocol. *Best Evidence in Chinese Education*, 10(1), 1303-1313.
- Wheless, L. R. (1975). An investigation of receiver apprehension and social context dimensions of communication apprehension. *Communication Education*, 24(3), 261-268.
- Xiaoyan, S. (2018). The application of flipped classroom model in college English listening teaching. In *International Conference on Education, Psychology, and Management Science (ICEPMS 2018)*.
- Yelgeç, N., & Dagyar, M. (2020). A Structural Equation Modelling of Middle School Students' Metacognitive Awareness, Self-Efficacy Beliefs and Foreign Language Learning Anxiety. *International Journal of Contemporary Educational Research*, 7(1), 127-148.
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172.
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheurs et chercheurs en education*, 1(1).

APPENDICES

Appendix 1. Permission from the Directorate of National Education



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-34659092-605.01-87598107
Konu : Araştırma İzin Talebi
(Havva KARAKAŞ)

20/10/2023

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Rektörlüğünün 19.04.2023 tarihli ve 320625 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ara Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Havva KARAKAŞ'ın yürüttüğü "The Impact of Flipped Classroom Instruction on Secondary School Learners' Listening Skills and Listening Anxiety (Ters Yüz Edilmiş Sınıf Modelinin Öğrencilerin Dinleme Becerilerine ve Dinleme Kaygısına Etkisi)" konulu anket uygulama isteği kapsamında, İlimiz Şahinbey ilçesine bağlı bulunan Şehit Cengiz Topel Ortaokulunda öğrenim gören öğrencilere yönelik Anket Uygulama İsteği, ilgi yazıda belirtilmektedir.

Bu kapsamda bahsi geçen Anket Uygulama İsteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şahinbey ilçesine bağlı bulunan Şehit Cengiz Topel Ortaokulunda öğrenim gören öğrencilere yönelik anket uygulama isteğinin, eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Yasin TEPE
İl Millî Eğitim Müdürü

OLUR
Hüseyin KAPTAN
Vali a.
Vali Yardımcısı

Adres : Pınarlık Mahallesi 58067 Nispetiye Sokak No:8
Şahinbey/Gaziantep
Telefon No : 0 (342) 280 27 82
E-Posta: gaziantep@meb.gov.tr
Kep Adresi : mebir@1.kap.tr

Bu belge güvenli elektronik imza ile onaylanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ehg>
İlgi İçin : Millî Eğitim Bakanlığı T.C. YENİLİK VE EĞİTİM TEKNOLOJİLERİ GENEL MÜDÜRLÜĞÜ
Uzman : Murat
Faks: 3422802847



Bu belge güvenli elektronik imza ile onaylanmıştır. İmza: 3422802847, 4F4R-nzF3-3517-985e-715c. İmza ile onay edilmiştir.

Appendix 2. Permission of Ethical Committee

Evrak Tarih ve Sayısı: 13.01.2023-284604



T.C.
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü

Sayı : E-62927161-050.01.04-284604
Konu : Kararlar

DAĞITIM YERLERİNE

Eğitim Bilimleri Enstitüsü, Enstitü Yönetim Kurulu'nun 09.01.2023 tarih ve 02 nolu toplantısında almış olduğu kararlar ekte sunulmuştur.
Bilgilerini rica ederim.

Doç.Dr. Ahmet İhsan KAYA
Enstitü Müdürü

Karar 8: Yabancı Diller Eğitimi Enstitü Anabilim Dalının 03.01.2023 tarih, 280069 sayılı yazısı.

- Yabancı Diller Eğitimi Enstitü Anabilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Cennet Rümeysa GÜNDÜZ'ün, tez konusunun "The Implementation of Case Teaching Method in Pre-Service ELT Teacher Development Program" olarak belirlenmesine,
- Yabancı Diller Eğitimi Enstitü Anabilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Havva KARAKAŞ'ın, tez konusunun "The Impact of Flipped Classroom Instruction on Secondary School Learners' Skills and Listening Anxiety" olarak belirlenmesine,

Appendix 3. Voluntary Participation Form

Sayın Katılımcımız

Katılacağınız bu çalışma, “The Impact of Flipped Classroom Instruction on Secondary School Learners” Listening Skills and Listening Anxiety” (Ters-yüz Edilmiş Sınıf Modelinin Ortaokul Öğrencilerinin Dinleme Becerilerine ve Dinleme Kaygısına Etkisi) adıyla, Havva KARAKAŞ tarafından 31.03.2023 – 31.12.2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Araştırmanın amacı son zamanlarda oldukça revaçta olan modellerden biri olan Ters Yüz Sınıf Modelinin öğrencilerin İngilizce dinleme becerisine ve dinleme kaygısına herhangi bir etkisinin olup olmadığını araştırmaktır.

Araştırmanın Nedeni: O Bilimsel araştırma ☒ Tez çalışması

Araştırmanın Yapılacağı Yer(ler):

Araştırma Uygulaması: ☒ Anket

☒ Görüşme

O Gözlem

☒ Ön test – Son Test

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Havva KARAKAŞ

İletişim Bilgileri :

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

...../...../.....

İsim-

Soyisim İmza:

Sizi, **Gaziantep Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu**'ndan __/__/____ tarih ____ sayı ile izin alınan ve Doç. Dr. MEHMET BARDAKÇI'nın danışmanlığında Havva KARAKAŞ tarafından yürütülen "The Impact of Flipped Classroom Instruction on Secondary School Learners' Listening Skills and Listening (Ters-yüz Edilmiş Sınıf Modelinin Öğrencilerin Dinleme Becerilerine ve Dinleme Kaygısına Etkisi)" başlıklı araştırmaya davet ediyoruz. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkına sahipsiniz. Bu çalışmaya katılmanız için sizden herhangi bir ücret istenmeyecektir. Çalışmaya katıldığınız için size bir ödeme yapılmayacaktır. Çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır.

*Gaziantep Üniversitesi Etik Kurulundan izin alındıktan sonra doldurularak kullanılacaktır.

Araştırmanın Amacı

Ters-yüz Edilmiş Sınıf Modelinin Öğrencilerin Dinleme Becerilerine ve Dinleme Kaygısına Etkisi'nin olup olmadığını araştırmak.

Araştırmanın Yapılacağı Yerler

Şehit Cengiz Topel Ortaokulu Şahinbey/Gaziantep

Görüntü ve/veya ses kaydı alınacak mı?

Evet

Hayır



KATILIMCI BEYANI

Yukarıda amacı ve içeriği belirtilen bu araştırma ile ilgili bilgiler tarafıma aktarıldı. Bu bilgilerden sonra araştırmaya katılımcı olarak davet edildim. Bu çalışmaya katılmayı kabul ettiğim takdirde gerek araştırma yürütülürken gerekse yayımlandığında kimliğimin gizli tutulacağı konusunda güvence aldım. Bana ait verilerin kullanımına izin veriyorum. Araştırma sonuçlarının eğitim ve bilimsel amaçlarla kullanımı sırasında kişisel bilgilerimin dikkatle korunacağı konusunda bana yeterli güven verildi. Araştırmanın yürütülmesi sırasında herhangi bir sebep göstermeden çekilebilirim. Araştırma için yapılacak harcamalarla ilgili herhangi bir parasal sorumluluk altına girmiyorum. Bana herhangi bir ödeme yapılamayacaktır. Araştırma ile ilgili bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Bu çalışmaya hiçbir baskı altında kalmadan kendi bireysel onayım ile katılıyorum. İmzalı bu form kağıdının bir kopyası bana verilecektir.

Araştırma yürütücüsü

Adı ve Soyadı

Tarih ve İmza

Adres ve telefonu

Katılımcı

Adı ve Soyadı

Tarih ve İmza

Velayet veya Vesayet Altındaki Katılımcılar için Veli/Vasi

Appendix 4. Parent Consent Form

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, “The Impact of Flipped Classroom Instruction on Secondary School Learners” Listening Skills and Listening Anxiety” (Ters-yüz Edilmiş Sınıf Modelinin Ortaokul Öğrencilerinin Dinleme Becerilerine ve Dinleme Kaygısına Etkisi) adıyla, 31.03.2023 – 31.12.2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Araştırmanın amacı son zamanlarda oldukça revaçta olan modellerden biri olan Ters Yüz Sınıf Modelinin öğrencilerin İngilizce dinleme becerisine ve dinleme kaygısına herhangi bir etkisinin olup olmadığını araştırmaktır.

Araştırma Uygulaması: Anket / Görüşme / Ön Test – Son Test şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı :

İletişim bilgileri :

Velisi bulunduğum sınıfı numaralı öğrencisi

.....

... ’in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

VELİ İZİN MEKTUBU

Tarih: ... /... /2023

Sevgili Veli

İsmim Havva KARAKAŞ, Şehit Cengiz Topel Ortaokulu'nda İngilizce öğretmeniyim. Aynı zamanda Gaziantep Üniversitesi'nde Yüksek lisans yapmaktayım. Tezimde kullanmak üzere için güncel bir eğitim yaklaşımı olan Ters Yüz Sınıf Modelinin çocukların İngilizce dinleme becerisine etkisi üzerine bir araştırma yapıyorum. Okul Müdür, İlçe Milli Eğitim Müdürlüğü ve Milli Eğitim Bakanlığı'ndan bu çalışma için gerekli izinleri almış bulunmaktayım. Bu mektubu size yazış amacım oğlunuz / kızınızın Ters Yüz Sınıf Modeli deneysel çalışmasına katılmasına rıza göstermenizi rica etmek içindir. Araştırmanın amacı, Ters Yüz Sınıf Modelinin İngilizce dinleme becerisine ve İngilizce dinleme kaygısına etkisinin olup olmadığını incelemektir. Araştırmaya konu olan Ters Yüz Sınıf Modeli, geleneksel ders işleyiş düzeninden farklı olarak konuların evde internet üzerinden video haline getirilerek öğrencilere izletilip öğretildiği, etkinlik ve çalışmaların ise sınıf ortamında yapıldığı sınıf modelidir. Okula gelmeden önce evlerinde mevcut olan tablet, bilgisayar veya telefonlar aracılığıyla videoları izleyip öğrenen öğrenciler okula geldiklerinde öğrenilmiş konunun etkinliklerini yaparlar. Özellikle İngilizce dersi gibi pratik ve çalışma yapmanın oldukça önemli olduğu bir derste, dersteki sürenin çoğunluğunun aktivitelere ve çocukların sorularına ayırma imkanı vermesi Ters Yüz Sınıf Modelinin avantajlarından. Çocuğunuzun katılımcı olması halinde, kendisine ilk olarak bir ön test yaparak ve dinleme kaygı ölçeği uygulayarak çocuğunuzun başlangıçtaki İngilizce dinleme becerisinin ve kaygısının ne düzeyde olduğu ölçülecektir. Uygulama sürecinde çocuğunuzdan 8 hafta boyunca haftada 1 kez olmak üzere 10-15 dakikalık bir video izleyerek sınıfa gelmesini rica edeceğiz. İzlenen videolar ile ilgili sınıf içerisinde konuyla ilgili çeşitli aktiviteler ve çalışmalar yapılacaktır. Uygulama sonrasında bir son test yaparak İngilizce dinleme becerisinin ne düzeye geldiğine bakılacak ve dinleme kaygı ölçeği tekrar uygulanarak çocukların kaygı seviyelerinde bir azalma olup olmadığına bakılacaktır.

Oğlunuzun / kızınızın bu çalışmaya katılmasına izin verirseniz, lütfen bu mektubu doldurun ve bana gönderin.

Saygılarımla

Havva KARAKAŞ, İngilizce Öğretmeni

Oğlumun/Kızımın çalışmaya katılmasına izin veriyorum.

İsim – Soy isim İmza

Appendix 5. Foreign Language Listening Anxiety Scale

FOREIGN LANGUAGE LISTENING ANXIETY SCALE (FLLAS) TURKISH VERSION (Kılıç 2007)

Değerli Öğrenci,

Bu anket, sizlerin yabancı dilde dinleme ile ilgili sorunlarınızın ve yabancı dilde dinlemeye karşı genel tutumunuzun tespitine yönelik olarak hazırlanmıştır. Bu anketten elde edilen sonuçlar yukarıda sözü edilen amaçlar dışında başka bir amaçla kullanılmayacaktır. Sorulara vereceğiniz yanıtlar yabancı dil öğrencilerinin dinlemeye karşı tutumlarının öğrenilmesi açısından önem taşımaktadır. Sizlerin değerli katkısı olmaksızın yukarıda sözü edilen amaca ulaşmak mümkün olmayacaktır. Bu nedenle, lütfen bu anketteki sorulara doğru ve her türlü endişeden uzak olarak yanıt veriniz.

Katkılarınız için şimdiden teşekkürlerimi sunarım.

Havva KARAKAŞ

İngiliz Dili Eğitimi Ana Bilim Dalı

Yüksek Lisans Öğrencisi

1: Kesinlikle katılmıyorum.

2: Katılmıyorum.

3: Fikrim yok.

4: Katılıyorum.

5: Kesinlikle katılıyorum.

1 2 3 4 5

1) İngilizce dinlerken bir iki kelimeye takılıp kalırım.

2) İngilizce dinleme sınavlarında dinleme parçası sadece bir kere dinletilirse kaygılanırım.

3) Kelimeler benim telaffuz ettiğimden farklı şekilde telaffuz edilirse, anlamakta zorlanırım.

4) Birisi İngilizceyi çok hızlı konuştuğunda, tüm konuşulanları anlamayacağımdan endişelenirim.

5) İngilizce dinlerken, konuya aşına

değilsem kaygılanırım.

6) İngilizce dinlerken kaçırdığım kısımları tahmin etmekte zorlanmam.

7) İngilizce dinlerken az da olsa dikkatim dağılırsa, önemli fikirleri kaçıracağımdan endişelenirim.

8) İngilizce dinlerken konuşan kişinin dudaklarını ya da yüz ifadesini göremezsem endişelenirim.

9) İngilizce dinleme sınavları esnasında, her kelimeyi anlamazsam kaygılanırım ve kafam karışır.

10) İngilizce dinlerken, kelimeleri birbirinden ayırt etmekte zorlanırım.

11) Sınıfta yazılı metin olmadan İngilizce dinlediğimizde endişelenirim.

12) Bana verilen İngilizce sözlü talimatları anlamakta zorlanırım.

13) Kendilerini iyi tanıımıyorsam, İngilizce konuşanların söylediklerine konsantre olmakta zorlanırım.

14) İngilizce dinlerken kendime güvenirim.

15) İngilizce dinlerken genellikle o kadar kafam karışır ki ne duyduğumu hatırlayamam.

16) İngilizce dinlerken bazı konularda yetersiz temel bilgiye sahip olduğumdan korkarım.

17) İngilizcede önemli bilgiler dinlerken, düşüncelerim iç içe geçer ve birbirine karışır.

18) İngilizcede duyduklarımı düşünecek zamanım az olduğunda endişelenirim.

19) İngilizce dinlerken, kendimi içeriği anlamadan kelimeleri tek tek çevirmeye

çalışırken bulurum.

20) Keşke İngilizce konuşan insanları hiç dinlemek zorunda kalmasam.

21) Duyduğum İngilizce konuşmaların hızını kendim belirleyemediğimde endişelenirim.

22) Benim dışımda herkesin İngilizce konuşan kişinin ne dediğini anladığını düşünürüm.

23) İngilizcede dinlediğim şeyi anlayıp anlamadığımdan emin olamadığımda huzursuz olurum.

24) Eğer birisi İngilizceyi çok kısık sesle konuşursa, anlayamamaktan endişelenirim.

25) Bir dinleyici topluluğunun üyesi olarak İngilizce dinlemekten korkmam.

26) Telefonda İngilizce konuşan birisini dinlediğimde veya böyle bir durumu hayal ettiğimde endişelenirim.

27) Sosyal bir toplantıda bir üye olarak İngilizce dinlediğimde veya böyle bir durumu hayal ettiğimde endişelenirim.

28) Arka planda az da olsa gürültü olduğunda, İngilizce dinlemekte zorlanırım.

29) Yeni bilgileri İngilizce dinlemek beni rahatsız eder.

30) İngilizce dinlerken anlamadığım kelimelerle karşılaştığımda kaygılanırım.

31) İngilizce vurgu ve tonlamaya alışığım.

32) İngilizce dinlerken kelimeleri genelde anlarım ancak tam olarak konuşmacının ne demek istediğini anlayamam.

33) İngilizce bir dinleme parçasındaki anahtar bir kelimeyi yakalayamadığımda, konuyu anlayamayacağımdan korkarım.

Appendix 6. Pre-test – Post-test

TRACK 1: “Describing People”

<https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing-people>

Transcript:

Aurelia: Who’s that boy over there, Hannah?

Hannah: That? Er, that’s my brother, Jem.

Aurelia: Your brother?

Hannah: Yes, and that’s his girlfriend Lucy. The pretty girl with the long, brown hair.

Aurelia: Oh right. So, you’ve got a brother? **Hannah:**

No, I’ve got two brothers. Jem and Alex. **Aurelia:**

Really? ... and ... how old is Alex?

Hannah: Alex and Jem are twins, they’re both 15.

Aurelia: 15, mmm ... and does Alex look like Jem?

Hannah: They’re exactly the same! They’re both tall and thin. They’ve both got short brown hair, green eyes and big ears!

Aurelia: They’re not big, I think they’re cute. And ... has Alex got a girlfriend?

1) What do Hannah and Aurelia talk about?

- a) Character of Hannah’s brothers.
- b) Appearance of Hannah’s brothers.
- c) Hobbies of Hannah’s sisters.

2) Which person below can be Jem?

a)



b)



c)



d)



3) Do this exercise while you listen. Circle the best word to complete these sentences. (www.britishcouncil.org/learningenglishteens)

1. Aurelia is asking about Hannah's **boyfriend / brother / friend**.
2. Hannah's brother, Jem, has **long, brown hair / a girlfriend / a twin sister**.
3. Hannah has **one brother / two brothers / a brother and a sister**.
4. Alex and Jem look **different / look the same / have the same hair but different eyes**.



TRACK 2: "Going to the Cinema"

<https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/going-cinema>

Transcript:

Tamara: Hi, Mario. Do you want to go and watch a film?

Mario: Hi, Tamara. Sure, what's on?

Tamara: Well, there are two action films, *Mr and Mrs Jones* and *War Games*, and they're both in 3D.

Mario: I've already seen *Mr and Mrs Jones*. I haven't seen *War Games*, but I don't really want to see an action film. What else is on?

Tamara: There's that science fiction film, *Robot 2075*, but I've already seen it.

Mario: Is it good?

Tamara: Yes, it is, but I don't want to see it again. There's a romantic comedy called *Forever*.

Mario: Mmm, I'm not sure. Are there any horror films on?

Tamara: Yes, there's *Midnight Moon*. It's got vampires in it.

Mario: OK, sounds good. Let's go and watch *Midnight Moon*. What time is it on?

Tamara: It's on at 12 o'clock or at half past two.

Mario: Is it on this evening?

Tamara: Yes, at 7:30.

Mario: Perfect. Let's go at 7:30.

Tamara: OK, shall we meet at the cinema at 7:00?

Mario: Great! See you later.

Tamara: Bye.

A) Listen to the track and tick the movie types that you hear.



Comedy



History



Sci-Fi



Romance



Thriller



Action



Horror



War

B) Do this exercise while you listen. Circle the correct answers.

(www.britishcouncil.org/learningenglishteens)

1) Which film are Mario and Tamara going to see?

Mr. and Mrs. Jones

War Games

Robot

2075

King Robert V

Forever

Midnight

Moon

2) What time does the film they want to see start?

12.00 p.m.

2.30 p.m.

5.20 p.m.

7.00 p.m.

7.15 p.m.

7.30 p.m.

3) What time are Mario and Tamara going to meet?

12.00 p.m.

2.30 p.m.

5.20 p.m.

7.00 p.m.

7.15 p.m.

7.30 p.m.

TRACK 3: "Tigers"

<https://listenaminute.com/t/tigers.html>

Transcript:

Tigers are the most beautiful creatures on Earth. They look so striking in every way. Their size is awesome. They are much bigger than humans, and ten times more powerful. They are very fast and very agile. But the best thing is their color and pattern. I can't think of another animal that has better colors. I also love looking at tigers' faces. Nowadays though, I get a little sad when I look at tigers. I always wonder how long they can survive. The number of tigers around the world is decreasing every year. Their habitat is getting smaller and more people are hunting them. There is a big danger that tigers will become extinct. We might have tigers in zoos, but it's not the same.

Listen to the track called "Tigers" and fill in the gaps with the words given below.

world

hunting

habitat

powerful

extinct

beautiful

humans

survive

Tigers are the most 1) _____ creatures on Earth. They look so striking in every way. Their size is awesome. They are much bigger than 2) _____, and ten times more 3) _____. They are very fast and very agile. But the best thing is their color and pattern. I can't think of another animal that has better colors. I also love looking at tigers' faces. Nowadays though, I get a little sad when I look at tigers. I always wonder how long they can 4) _____. The number of tigers around the 5) _____ is decreasing every year. Their 6) _____ is getting smaller and more people are 7) _____ them. There is a big danger that tigers will become 8) _____. We might have tigers in zoos, but it's not the same.

Appendix 7. Focused Group Interview Questions

FOCUSED GROUP INTERVIEW QUESTIONS

1) What do you think about Flipped Classroom Model?

- Ters Yüz Sınıf Modeli hakkında ne düşünüyorsun?

2) Do you like the Flipped Classroom Model? If so, what do you like about Flipped Classroom Model and do you find it effective? Why, why not?

- Ters Yüz Sınıf Modelini sevdiniz mi? Eğer sevdiyseniz hangi yönünü sevdiniz ve etkili buldunuz?

3) Do you think learning English via Flipped Classroom Model improve your listening comprehension/achievement? Why, why not?

- İngilizce'yi Ters Yüz Sınıf Modeli kullanarak öğrenmenin, dinlediğini daha iyi anlamana ve dinleme başarısını artırdığını düşünüyor musun?

4) Before Flipped Classroom Instruction, how did you feel yourself while doing listening in the classroom?

- Ters Yüz Eğitim Modelini uygulamadan önce sınıfta dinleme yaparken kendinizi nasıl hissediyordunuz?

5) Do you feel yourself more relaxed while you do your listening via Flipped Classroom Model? Why, why not?

- İngilizce dinleme çalışmalarını ve videolarını Ters Yüz Sınıf Modeli ile yaparken kendini daha rahat hissettin mi?

Appendix 8. Turkish Transcript of Students's Answers

TURKISH TRANSCRIPT

Araştırmacı: 00:00:00

Tamam bakalım ilk soruyu soruyorum dediğim gibi öncelik sonralık yok. Ortaklaşa böyle muhabbet eder gibi cevaplayacağız. Genel, bizim bu yaptığımız 5 haftalık çalışmadaki ters yüz sınıf modeli hakkında ne düşünüyorsunuz? Evet, Hanifi.

Öğrenci 1: 00:00:18

Bence gerçekten çok mantıklı bir proje, çünkü önceden bizi dinleme yaparken sadece dinleyip öyle çözüyordum ama artık neler çıkacağını içinden tahmin ediyoruz. Ayırıştırıyoruz, ona göre dinleme yapıyoruz, dinlemeye bu sefer daha da dikkatli bir şekilde yapıp daha da iyi anlıyoruz. Bence çok yararlı.

Araştırmacı: 00:00:40:

Tamam bakalım yani Hanifi olumlu bulmuş, başka? Ecem.

Öğrenci 2 00:00:47:

Bence gayet etkili bir projeydi. Hani Hanifi arkadaşımızın da dediği gibi üzerimizdeki etkisi büyük oldu mesela evde .. tam bir kaç kere dinleyip kavırıyorduk. Okulda zaman sıkıntısı falan oluyordu ya da başkasından korkuyorduk bize komik düşünceler düşüncesiyle ama evde dinleyip okulda yaptığımızda daha bir aklımızda kalıcı oluyor.

Araştırmacı: 00:01:00

Tamam, yani sen birazcık Hanifi'nin söylediğinden de farklı olarak şey dedin Yani sınıfta dinlemediğim için arkadaşlarımdan da çekinmiyorum. Evet, yani birazcık böyle duyuşsal yönüne, psikolojik yönüne de değindin.

Öğrenci 2 00:01:18:

Bir çok arkadaşımıza da hani okumada sıkıntı çekiyordu. Evden dinleyip de hani bir anda yapınca da daha bir. Özgüven geliyor ve daha çok yapmaya hevesimiz oluyor.

Araştırmacı: 00:01:22:

Tamam bakalım özgüven geliyor başka.

Araştırmacı: 00:01:29:

Yok mu?

Araştırmacı: 00:01:31:

Ya da şöyle söyleyeyim, negatif bir şey düşünen var mı?

Tüm Öğrenciler: 00:01:35:

Yok.

Araştırmacı: 00:01:37:

Yok, tamam bakalım peki sevdiniz mi?

Tüm Öğrenciler: 00:01:40

Evet.

Araştırmacı: 00:01:43

Genel olarak hepiniz sevdiniz.

Öğrenci 2: 00:01:45

Gayet etkiliydi.

Araştırmacı: 00:01:47:

Peki hangi yönlü sevdiniz, sevdiyseniz? Ahmet.

Öğrenci 3 00:01:48:

Hocam burada bu projenin eskisi gibi olmadığı. Çünkü eskide bazı öğrenciler dinliyor, değerleri ise ses çıkarıyor falan şimdi ama tüm öğrencilerin hedefi çok kullanılan kelime başlık bu kelimeler hedef oluyor. Bu yüzden tüm sınıf odaklanarak çözüyoruz.

Araştırmacı: 00:02:06:

Anladım. Yani nereye bakacağını anlamış oldun, mantıklı başka.

Öğrenci 4: 00:02:11:

Bence ilk başta dinleme yaptığımızda mesela sınıfta o dinlemede bazı detaylara dikkat etmiyorduk mesela kelimeleri bulamıyorduk mesela diğer arkadaşlarımızda bulamıyordu. Biz de bulamıyorduk. Fakat o videoyu izledikten sonra o kelimeleri seçmeye başlayıp dinlemeden ne olduğunu çıkarabiliyoruz.

Araştırmacı: 00:02:29:

Artık anladım, yani birazcık böyle net çıkacağını tahmin edebiliyorsunuz. Nereye bakacağınızı biliyorsunuz başka.

Araştırmacı: 00:02:36

Hmmm, tamam bakalım katılıyorsun.

Araştırmacı: 00:02:41

Peki, başarınızın arttığını düşünüyor musunuz? Şimdi bir ön test yaptık, sonra son test yaptık. Tabii siz bilmiyorsunuz sonuçların ne olduğunu ama bir ikisi arasında siz fark gördünüz mü? Bence daha iyi yapmışımdır. Şu bölümü daha iyi yapmışımdır falan dediğiniz bir yer var mı? Esmenur.

Öğrenci 5: 00:02:55

Var yani farklı bir ortamda farklı bir şekilde bu sefer ingilizce öğrendik. Yani bu sefer sonuçlar daha farklı oldu. Okulda yapınca daha farklı oluyordu ama orada zamanımız daha farklıydı, daha çoktu öğrenmiş olduk.

Araştırmacı: 00:03:10

Farklı ortamlarda da denemiş oldun. Ecem.

Öğrenci 2: 00:03:13

Mesela çok ayrıntıya girmemeyi öğrendim. Hani 2-3 şeyden de çıkabileceğini öğrendim. Bir de görsellere dikkat etmeye başlıkta da ipuçlar olduğunu öğrendim. Daha bir etkili oldu benim için.

Araştırmacı: 00:03:15

Tamam bakalım güzel, Hanifi.

Öğrenci 1: 00:03:42:

Ben ilk başta yaptığımız test de direkt sadece okudum. Okuduktan sonra öyle yaptım ama gerçekten hiç anlamadım. Yani bazı kısımları anlayabildim ancak bazı kısımlarda sorun oldu izlettiğiniz bu 5 videodan sonra da. Nelere dikkat edeceğime nelere daha fazla ağırlık vereceğimi öğrendim. Bundan sonraki en sonunda yaptığımız testte de bunlara dikkat ederek yaptım. Yani gelişme olduğunu tahmin ediyorum.

Araştırmacı: 00:04.00:

Tamam bakalım benim de gördüğüm kadarıyla en iyi yaptığımız yer zaten son taraf olmuş. Orayı daha iyi yapmışsınız. Yani ikinciye göre fark çok fazlaydı, Ahmet.

Öğrenci 3: 00:04:05

Bence hocam önceki test de yaptığımızda korkuyorduk, endişeli yedik. Evet, birkaç kelimeye takıldık, yarısı boş kalmıştı. Ama şimdi nasıl yapacağımızı, hangi kelimelere bakacağımızı öğrendik. Bu yüzden daha kolay, daha rahat.

Araştırmacı: 00:04:21

Daha rahat oluyorsunuz, tamam bakalım. Peki işin bu akademik anlama boyutunu falan bırakırsak normal kendinizi nasıl hissettiniz? Çünkü ben biliyorum öğretmeniniz olarak siz dinleme yapacağımız zaman korkuyorsunuz, bir çekiniyorsunuz. Peki bir şeyler kaptınız mı? Daha rahat hissettiniz mi? Bundan sonra artık nelere bakacağını biliyordum çünkü, Sadullah.

Öğrenci 4: 00:04:40:

Sınıfta dinlediğimizde bu etkinliği yapmadan önce mesela. Bu kelimeler neydi diye heyecanlanıyordum. Fakat o eğitici videoları izledikten sonra artık o heyecanımı yendim. Ondan sonra da kelimeleri daha detaylı bakmaya başladım.

Öğrenci 2: 00:04:53:

Bu etkinlikleri yapmadan önce mesela dinleme yaptım ya da bir yerde çok takılıp duruyordum. Diğer kısımlara unutup geçiyordum ama artık öyle olmuyor. Hani dikkat edebileceğim daha başka yerler olduğunu öğrendim. Mesela başlıklar görseller ya da

Araştırmacı: 00:05:13:

Takıldığın yerler takılmaya değişiyor muymuş Ecem?

Öğrenci 2: 0:05:14

Değmiyormuş.

Araştırmacı: 00:05:14

Değmiyormuş tamam bakalım, Ecrin sen.

Öğrenci 6: 00:05:15

Ben zaten hani ingilizceyi anlamıyorum falan diye böyle umursamazlıktan da geliyordum. Ama yani bu videoları izledikten sonra böyle kendime bir güvencim geldi. Mesela o videoları izledikten sonra kendimi test ettiğimde böyle şey artık bazı şeyleri olumsuzlukları şey yani

Araştırmacı: 00:05:32

Sandığım kadar kötü değilmişim diyorsun. Yani kendini test edince onu fark etmiş oldun. Tamam, eklemek isteyen var mı bir şey söylemek isteyen? Sadullah.

Öğrenci 4: 00:05:44:

Bence artık bu videoları izledikten sonra artık içimizde de yapabilirim duygusu da geldim.

Araştırmacı: 00:05:50:

Evet, tamamdır. Güzel, Esmanur.

Öğrenci 5: 00:05:53:

Videolardan önce yani videoları izlemeden önce kendimi sınıfta kötü hissediyordum. Hani benim haricimde herkesin yaptığını düşünüyordum ya da yapamayacağımı düşünüyordum. İlk başta hızlı geçtiğini görüyordum ve video hani dinlediğim şeylerin çok hızlı olacağını düşünüyorum. Bazı kelimeleri anlamayacağını düşünüyorum. Videolardan sonra daha rahat bir şekilde yapmayı öğrendim.

Öğrenci 2: 00:06:14:

Var hani ingilizcem iyi olabilir ama etkinliği yaptığımızda üçüncü bölümde adamın söyledikleri çok hızlı geçtiği için içimde bayağı bir şüphe oluyordu. Hani orayı nasıl yapacağım, nasıl bulacağım gibi en sonki tekrar yaptığımızda ise daha çok kolayıma geldi. Hani dinlediklerim daha iyi anlayabildim.

Araştırmacı: 00:06:30

Tamam daha iyi oturttun yani, evet Hanifi.

Öğrenci 1: 00:06:35:

Ben ilk başta ses tonlamalarından çok korkardım. Çünkü ilk yaptığımız sesle adamın sesi boğuk geldiğinden ve hızlı konuştuğundan dolayı hiçbir şey anlayamamıştım ama en son çözdüğümüz test de artık 5 tane videoyu izlemiştik ve nelere dikkat edeceğimizi anlamıştık. Videoyu başlatma siz başlatmadan önce ilk başta görsellere bakmalıyız. Başlığa bakmalıyız. Yani başlıkta ne bahsediyorsa altında onunla alakalı kelimeler, onunla alakalı sanki bunun olumsuz olduğunu anlayıp ne anlatacağını yapabiliyoruz ve tahmin edip daha da kolayl....

Araştırmacı: 00:07:07:

Güzel, Sadullah bir şey mi söylüyordun?

Öğrenci 4: 00:07:09:

Mesela dinleme yaptığımızda ses boğuk geldiğinde bunun olumsuz olduğunu anlıyorduk fakat videoyu izlediğimizde bunun hiçbir öneminin olmadığını, bunun olumlu da olabileceğini anladım.

Araştırmacı: 00:07:21:

Aynen öyle, yani iş yine dönüp dolaşıp bir yerde takılmamaya geliyor. Tamam bakalım, son sorumuzda arkadaşlar. Kendimizi bu şekilde rahat hissettim diyorsunuz ya bundan sonra mesela bu şekilde devam etmek ister misiniz?

Öğrenci 6: 00:07:40:

İsterdim.

Araştırmacı: 00:07:41:

Sürekli olsa mesela, bu şekilde.

Öğrenci 2: 00:07:42:

Olumsuz bir de şöyle bir yanı var, mesela evde interneti olmayanlar var kullanabileceği bir cihaz olmayabilir. Bu yönden de sıkıntı olabilir yani.

Araştırmacı: 00:07:52:

Herkesin internetinin ve cihazının olduğunu düşünelim, yani hiç negatif bir şey görmediniz mi siz bunda?

Tüm Öğrenciler: 00:07:54

Hayır, yok.

Araştırmacı: 00:08:00:

Genel anlamda olumluydu, yani tekrar yapabiliriz diyorsunuz.

Tüm Öğrenciler: 00:08:01

Evet.

Araştırmacı: 00:08:04:

Ekleyebileceğiniz bir şey var mı peki? Hocam şurayı şöyle yapsaydık sanki daha iyi olabilirdi gibi.

Öğrenci 2: 00:08:05

Yok, gayet iyiydi.

Araştırmacı: 00:08:10:

Yok mu? Ekleyeceğiniz bir şey. Bu kadar mı? Tamam o zaman. Arkadaşlar ben size çok teşekkür ediyorum.

Öğrenci 2: 00:08:17:

Bir de şöyle bir şey olabilirdi mesela hani evde okulda fark olduğunu görüyoruz ya evde de mesela bir süre belirleyip o süre içinde onu anlamaya çalışabilirdik mesela. Hani evde serbest zaman oluyor da evde kısıtlanıyorduk ya evde de bir zaman kurarak yapabilirdik.

Arařtırmacı: 00:08:36:

Yani evde de aslında aktivite yapıp buraya hazırlıklı gelebilirdimi kast ediyorsun, evet. Orası artık size kalmıř bildiđiniz biz dersi çünkü evde yapmıř olduk buraya sadece aktiviteler kaldı. Daha fazla dinleme için zaman buluyoruz.

Öđrenci 1: 00:08:49:

Bir de řunu yapabiliriz. Mesela evde dinlediđimizle okulda dinlediđimiz sürekli birbirinden çok farklı. Sonuçta biz dinlemeleri hep okulda yaparız, bu projeyle evde de yapmıřtık. Ancak evde yaparken gelişimimizin daha fazla olması için okulda mesela tahminen zor bir řeyi üç defa dinleriz olmazsa da iki defa. Evde de bunun aynısını dinleyip ilk defa bir bakarız anlamıř mıyız, en sonda fazlalařtırırız. Yani okulda dinlediđimiz kadar evde de aynısını dinlemeliyiz ki arasında fark var mı bunu keřfedelim.

Arařtırmacı: 00:09:24:

Evet mantıklı. O da biraz řey oluyor sizin ekstra üzerine bir řey yapmanız. Ya da řöyle olabilir o dersler vardı ya, derslerin arkasına atıyorum 2 tane de ekstra dinleme koyulur dinleme ekleyip onu siz yapabilirsiniz. Belki bu yapılabilir, Hanifi mantıklı söylüyorsun. Başka, bu kadar mı? Bu kadarsa bitiriyorum o zaman. Hepinize çok teřekkür ediyorum hem projeye katıldıđınız için hem de sorularımı cevapladıđınız için.

Tüm Öđrenciler: 00:09:54:

Rica ederiz.

Appendix 9. English translation of the students' Turkish transcript.

ENGLISH TRANSLATION

Researcher: 00:00:00

Okay, I'm asking the first question, as I said, there is no priority for talking. We will answer together as if we were talking like this. In general, what do you think about the flipped classroom model in our 5-weeks study? Yes, Hanifi.

Student 1: 00:00:18

I think it's a really logical project, because I used to just listen and solve it while listening to, but now we guess what will come out in the listening. We differentiate, we listen accordingly, we listen more carefully this time and understand even better. I think it's very useful.

Researcher: 00:00:40

Okay, so Hanifi found it positive, what else? Ecem.

Student 2: 00:00:47

I think it was a very effective project. As our friend Hanifi said, it had a great effect on us, for example, at home.. we were listening a few times and understanding. There was a time shortage at school or we were afraid of someone else With the thought that they will make fun of us, but when we listen to it at home and do it at school, it becomes more permanent in our minds.

Researcher: 00:01:00

Okay, so you said something a little different from what Hanifi said. Yes, I mean, you touched on the emotional side, the psychological side as well.

Student 2: 00:01:18

Many of our friends also had trouble at reading. When you listen from home and do it all at once at school, we feel confident ourselves and we are eager to do more.

Researcher: 00:01:22

Okay, let's see, self-confidence is something positive.

Researcher: 00:01:29

What else?

Researcher: 00:01:31

Or let me ask in this way, does anyone think anything negative?

All students: 00:01:35

No.

Researcher: 00:01:37

No, okay, let's see, do you like it?

All students: 00:01:40

Yes.

Researcher: 00:01:43

In general, you all loved it.

Student 2: 00:01:45

It was quite effective.

Researcher: 00:01:47

So which way-part did you like, if you did? Ahmet.

Student 3: 00:01:48

Sir, here is that this project is not the same as before. Because in the past, some students were listening and others were making noise, but now the target of all students is the word title, which is used a lot. So we solve it by focusing as whole class.

Researcher: 00:02:06

I understand. So you learnt where to look, it makes sense.

Student 4: 00:02:11

I think that when we were listening at first, for example, we did not pay attention to some details in that listening in the classroom, for example, we could not find the words, for example, our other friends could not find them. We couldn't find it either. But after watching that video, we can start choosing those words and deduce what happened without listening.

Researcher: 00:02:29

Now I understand, so you can guess what will come out. You know where to look.

Researcher: 00:02:36

Hmmm, okay.

Researcher: 00:02:41

So, do you think your success has increased? Now we did a pretest, then we did a posttest. Of course, you don't know what the results are, but have you noticed a difference between the two? I think you did better at posttest. Is there any part where you can say you did better or something? Esmanur.

Student 5: 00:02:55

Yes, we learned English in a different way in a different environment this time. So this time the results were different. It was different when we did it at school, but our time there was different, we learned more.

Researcher: 00:03:10

You tried it in different environments, you mean. Ecem.

Student 2: 00:03:13

For example, I learned not to go into too much detail. I learned that you can come out of 2-3 things. I also learned that there are hints in the title and to pay attention to the visuals. It was more effective for me.

Researcher: 00:03:15

All right, good, Hanifi.

Student 1: 00:03:42:

In the test you did at first, I just read it directly. I did the test right after listening to it, but I really didn't understand it at all. I could understand some parts, but there were problems in some parts. After these 5 videos you make us watched, I learned what to pay attention to and what to give more importance. At the end of the next test, I did it by paying attention to these. So I guess there is a progress.

Researcher: 00:04:00:

Okay, let's see, as far as I can see, the place where we did the best is already the last side. You did it better. So the difference was too much compared to the second one, Ahmet.

Student 3: 00:04:05

I think, teacher, we were afraid when we did the previous test, we feel anxious. Yes, we stumbled upon a few words, it was half empty. But now we learned how to do it, what words to look for. So it's easier, more comfortable.

Researcher: 00:04:21

You're feeling more relaxed, okay, let's see. Well, if we let go of this academic understanding aspect of the study, how did you feel? Because I know that as your teacher, you are afraid and hesitant when we are going to listen to something. So did you get anything? Did you feel more comfortable because you knew what to look for from now on, Sadullah.

Student 4: 00:04:40

For example before we do this activity, when we listen in class. I was wondering what those words were. But after watching those educational videos, I got over that excitement. After that, I started to look at words in more detail.

Student 2: 00:04:53

Before doing these activities, for example, I was listening or I was stuck in one place a lot. I used to forget about the other parts, but that's not the case anymore. You know, I learned that there are other places I can pay attention to. For example, titles are images or

Researcher: 00:05:13

Are the places you worry about worth worrying, Ecem?

Student 2: 00:05:14

It's not worth it.

Researcher: 00:05:14

It's not worth it, let's see, Ecrin you.

Student 6: 00:05:15

I used to be so careless because I don't understand English or something. But after watching these videos, I have a confidence in myself. For example, when I tested myself after watching those videos, this now makes some negative things into..., so

Researcher: 00:05:32

You say I'm not as bad as I thought. So when you tested it yourself, you realized it. Ok, anyone want to add, something to say? Sadullah.

Student 4: 00:05:44

I think after watching these videos, I have the feeling that I can do it now.

Researcher: 00:05:50

Yes, it's okay. Good, Esmanur.

Student 5: 00:05:53

Before the videos, that is, before watching the videos, I felt bad in class. You know, I thought that everyone could do but I did not, or I thought I couldn't. At first, I saw that it was going fast and I think that the things I listen to the video will be very fast. I thought I won't understand some words. After the videos, I learned to do it in a more comfortable way.

Student 2: 00:06:14

You know, my English may be good, but when we did the activity, there was a lot of doubt in me because what the man in the third listening track talked very quickly. You know, I had trouble how to do it, how to find it, etc. When we did the last one again, it came to me easier. I could understand better what I heard.

Researcher: 00:06:30

Ok, you can find out now you mean, yes Hanifi.

Student 1: 00:06:35

At first I was terrified of intonations. Because from the first listening track we listened to, I couldn't understand anything because the man's voice was muffled and he spoke fast, but in the last test we did, we watched 5 videos and we understood what to pay attention to. Before you start the video, we should first look at the visuals. We should look at the title. In other words, whatever he is talking about in the title can be related to the topic and the words.

Researcher : 00:07:07

Good, Sadullah, were you saying something?

Student 4: 00:07:09

For example, when we were listening, when the sound was muffled, we understood that it was negative, but when we watched the video, I realized that it had no importance and that it could be even positive.

Researcher : 00:07:21

That's right. Okay, on our last question guys. You say that you felt comfortable in this way. Would you like to continue like this from now on?

Student 6: 00:07:40

I would have liked to.

Researcher: 00:07:41

For example, you will have always lectures with flipped instruction?

Student 2: 00:07:42

There is also a negative side, for example, there are people who do not have internet at home, there may not be a device they can use. So it could be a problem in that aspect.

Researcher: 00:07:52

Let's say everyone has internet and the device, so you still wouldn't see anything negative about it?

All students: 00:07:54

No there's not.

Researcher: 00:08:00

It was generally positive, so you say we can do it again.

All students: 00:08:01

Yes.

Researcher 00:08:04

So is there anything you can add? You can say "Sir, if we had done this and that, it would have been better?"

Student 2: 00:08:05

No, it was fine.

Researcher: 00:08:10

Anything else? Something to add, Is that all? Ok then. Guys, I thank you very much.

Student 2: 00:08:17

It could also be something like this, for example, we can see that there is a difference at home at school, or at home, for example, we could set a time and try to understand it during that time. You know, when there was free time at home but we could do it by setting up a time at home.

Researcher: 00:08:36

So you mean that I could actually do activities at home and come here prepared, yes. It's up to you now, you know, because we did the lesson at home, only the activities are left here. We find time for more listening.

Student 1: 00:08:49

And we can do this. For example, what we listen to at home and what we listen to at school are very different from each other. After all, we always do the listening at school, we did it at home with this project. However, when we are doing it at home, we listen to a difficult thing two times or three times, at school, for example, in order to improve our development more. At home, we listen to the same thing and see for the first time, if we do not understand, we can listen to two or three times the recording. In other words, we should listen to the same at home as we do at school, so that we can understand if there is a difference.

Researcher: 00:09:24

Yes it makes sense. It's also related to you, you need to do something on the extra. Or it could be that there were lessons, I throw behind the lessons, 2 extra listening can be added and you can do it yourself. Maybe this can be done, Hanifi, it is logical. Another, is that all? If that's it, then I'm done. Thank you all for participating in the project and for answering my questions.

All students: 00:09:54

You're welcome.

Appendix 10. Flipped Classroom Teaching Week 1 and Lesson Plan



<https://drive.google.com/file/d/1scvPUfDUdBzIRo5Q4B5UUSucFz6ZLm7/view?usp=sharing>

WEEK ONE FLIPPED CLASSROOM LESSON PLAN		
Type	Flipped Classroom Instruction – Online Teaching	
Goals	Students will be able to Predict the content.	
Materials	https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe	
Time	10-12 min. (outside class) 40+40 (in the classroom)	
Procedure		
	Pre	- Students are supposed to watch the video prepared by the researcher/teacher about predicting the content before coming to school. - Before directly moving with the exercises, the researcher asks some questions for being sure if the students watched video provided.
	While	- After simply reminding the content by questions asked, the researcher make students listen a listening track for reinforcing the content that they learnt. - Questions and activities are done following listening track.
	Post	- Students are given extra tasks. - Pair work - Ordering food at a café

Appendix 11. Flipped Classroom Teaching Week 2 and Lesson Plan



https://drive.google.com/file/d/1tbxYehMKLSmN6JF5Paj7CDWFpmX_FmL/view?usp=share_link

WEEK TWO FLIPPED CLASSROOM LESSON PLAN		
Type	Flipped Classroom Instruction – Online Teaching	
Goals	Students will be able to Listen for the gist of the text.	
Materials	https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/interview-swimmer	
Time	10-12 min. (outside class) 40+40 (in the classroom)	
Procedure		
	Pre	- Students are supposed to watch the video prepared by the researcher/teacher about listening for gist before coming to school. - Before directly moving with the exercises, the researcher asks some questions for being sure if the students watched video provided.
	While	- After simply reminding the content by questions asked, the researcher make students listen a listening track for reinforcing the content that they learnt. - Questions and activities are done following listening track.
	Post	- Students are given extra tasks. - What's your daily routine?

Appendix 12. Flipped Classroom Teaching Week 3 and Lesson Plan



https://drive.google.com/file/d/1WCvdFkPVqFPI4IRELbB3SauZ2EDOEm/view?usp=share_link

WEEK THREE FLIPPED CLASSROOM LESSON PLAN		
Type	Flipped Classroom Instruction – Online Teaching	
Goals	Students will be able to • Detect signposts.	
Materials	https://www.ingilizceciyiz.com/8-sinif-meb-yayinlari-mastermind-ses-dosyalari-indir/	
Time	10-12 min. (outside class) 40+40 (in the classroom)	
Procedure		
	Pre	• Students are supposed to watch the video prepared by the researcher/teacher about detecting signposts before coming to school. • Before directly moving with the exercises, the researcher asks some questions for being sure if the students watched video provided.
	While	• After simply reminding the content by questions asked, the researcher make students listen a listening track for reinforcing the content that they learnt. • Questions and activities are done following listening track.
	Post	• Students are given extra tasks. • How to make their favorite meal.

Appendix 13. Flipped Classroom Teaching Week 4 and Lesson Plan



https://drive.google.com/file/d/1YyFfWjv9PM942FkFTIjswgODXjxOMfl/view?usp=share_link

WEEK FOUR FLIPPED CLASSROOM LESSON PLAN		
Type	Flipped Classroom Instruction – Online Teaching	
Goals	Students will be able to • Detect clue words.	
Materials	earners#:~:text=Detecting%20signposts,important%20in%20presentations%20and%20lectures. https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/weather-forecast	
Time	10-12 min. (outside class) 40+40 (in the classroom)	
Procedure		
	Pre	• Students are supposed to watch the video prepared by the researcher/teacher about detecting clue words before coming to school. • Before directly moving with the exercises, the researcher asks some questions for being sure if the students watched video provided.
	While	• After simply reminding the content by questions asked, the researcher make students listen a listening track for reinforcing the content that they learnt. • Questions and activities are done following listening track.
	Post	• Students are given extra tasks. • What is the weather usually like in your town or city?

Appendix 14. Flipped Classroom Teaching Week 5 and Lesson Plan



https://drive.google.com/file/d/1F_KwuhJopMjuIAP50FooG_d96orzRn0/view?usp=share_link

WEEK FIVE FLIPPED CLASSROOM LESSON PLAN		
Type	Flipped Classroom Instruction – Online Teaching	
Goals	Students will be able to Listen for the details.	
Materials	https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/shopping-clothes	
Time	10-12 min. (outside class) 40+40 (in the classroom)	
Procedure		
	Pre	- Students are supposed to watch the video prepared by the researcher/teacher about listening for details before coming to school. - Before directly moving with the exercises, the researcher asks some questions for being sure if the students watched video provided.
	While	- After simply reminding the content by questions asked, the researcher make students listen a listening track for reinforcing the content that they learnt. - Questions and activities are done following listening track.
	Post	- Students are given extra tasks. - What was the last item of clothing you bought?

ÖZGEÇMİŞ

Gazi Üniversitesi İngilizce Öğretmenliği Bölümü'nden 2019 yılında mezun oldu. Havva Karakaş'ın, "Sarının Doğu Tortusu" adlı yazısı ve Farsça'dan Türkçe'ye çevirmiş olduğu Ghalam Hasain Dehghan'ın "Ölü ile Çekilen Fotoğraf" adlı öyküsü Turnalar Dergisi'nde yayınlanmıştır. "Gülten" ve "Sayıklamalar Pazarı" adlı öyküleri Turnalar Dergisi'nde, "Onun Gözleri Yeşil Miydi?", "Sakız" ve "Allı" isimli öyküleri ise Çare Dergisi'nde yayınlanmıştır. 2020 yılından beri Gaziantep'te İngilizce öğretmeni olarak görev yapmaktadır.

VITAE

She was graduated from Department of Foreign Languages Education, English Language Teaching, of Gazi University in 2019. Her translation from Persian to Turkish "The photo taken with the dead", her article titled "Yellow Sediment of East" and stories named "Gülten" and "Wandering Bazaar" were published in Turnalar Magazine. Also "Were his eyes green?", "Chewing Gum" and "The girl in red" named stories of her were published in Çare Magazine. She works as an English language teacher in Gaziantep since 2020.